

# Free Schools in 2014

## Application form

Mainstream and 16-19  
Free Schools

## Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:

**[mainstream.fsapplications2014@education.gsi.gov.uk](mailto:mainstream.fsapplications2014@education.gsi.gov.uk)**

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

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

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

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

# Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	X	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<a href="#">Section A</a> : Applicant details – including signed declaration	X	<input type="checkbox"/>
<a href="#">Section B</a> : Outline of the school	X	<input type="checkbox"/>
<a href="#">Section C</a> : Education vision	X	<input type="checkbox"/>
<a href="#">Section D</a> : Education plan	X	<input type="checkbox"/>
<a href="#">Section E</a> : Evidence of demand	X	<input type="checkbox"/>
<a href="#">Section F</a> : Capacity and capability	X	<input type="checkbox"/>
<a href="#">Section G</a> : Initial costs and financial viability	X	<input type="checkbox"/>
<a href="#">Section H</a> : Premises	X	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	X	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	X	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report.	X	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	X	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:mainstream.fsapplications2014@education.gsi.gov.uk">mainstream.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	X	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	X	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <a href="#">Section A</a> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	X	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>
6.	If Yes, please provide more details: <i>One of the group's external financial advisers, [REDACTED], [REDACTED], [REDACTED].</i>
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> </ul> <p><input checked="" type="checkbox"/> Something else</p>
8.	If 'Something else', please provide more details:  <b>The group is a combination of being 'teacher-led' and 'parent/community'. There are a number of teachers as part of the project group, but there is also a vocal and active parent/community element.</b>
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:  <b>There are no organisations that assisted in the development of the application. We are developing partnerships and relationships with</b>

	<b>local, national and international organisations that will help support our vision.</b>	
<b>Details of company limited by guarantee</b>		
13.	Company name: <b>Chapeltown Academy Limited</b>	
14.	Company address: <b>No. 6, Montagu House, 109-113 Whitfield Street, London, W1T 4HJ</b>	
15.	Company registration number and date when company was incorporated: <b>8264865, 23 October 2012</b>	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>No</b>
17.	If Yes, please provide details: <b>N/A</b>	
<b>Company members</b>		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: <b>3</b>	
19.	Please provide the name of each member below (add more rows if necessary):	
	<b>1. Name:</b>	<b>[REDACTED]</b>
	<b>2. Name:</b>	<b>[REDACTED]</b>
	<b>3. Name:</b>	<b>[REDACTED]</b>
<b>Company directors</b>		
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>		
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	<b>1. Name:</b>	<b>[REDACTED]</b>
	<b>2. Name:</b>	<b>[REDACTED]</b>
	<b>3. Name:</b>	<b>[REDACTED]</b>
	<b>4. Name:</b>	<b>[REDACTED]</b>
	<b>5. Name:</b>	<b>[REDACTED]</b>
	<b>6. Name:</b>	<b>[REDACTED]</b>
21.	Please provide the name of the proposed chair of the governing body, if known: <b>Not yet known</b>	

<b>Related organisations</b>		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	<p>If Yes, please provide the following information about each organisation: <b><u>Chapelton Athletic JFC, Thorncliffe FC and Wortley RUFC (informal and ideological)</u></b></p> <ul style="list-style-type: none"> <li>• <b>These three local sports clubs are community partners of Chapelton Academy who share the ideological goal that young people in the South Yorkshire area in which we are operating should have the best possible outcomes in life. We all believe that sport can have an important part to play in developing skills and opportunities for young people. We envisage these organisations providing informal support, help and collaboration.</b></li> </ul> <p><b><u>Other Organisations (informal and practical)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Chapelton Academy is in the constant process of collaborating with leading universities, businesses, charities and employers to support our students with mentoring and extra-curricular opportunities. These partnerships are designed to assist our students in their own development.</b></li> </ul> <p><b>All the links and partnerships we have developed and are intending to develop are non-commercial in nature.</b></p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p> <p><b>None</b></p>	
<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	<b>N/A</b>

29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	<b>N/A</b>
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: <b>N/A</b>	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: <b>N/A</b>	
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: <b>N/A</b>	



**Please tick to confirm that you have included  
all the items in the checklist.**

X

### **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. 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: Member of company**

**Print name:** [REDACTED] [REDACTED]

**Date: December 27<sup>th</sup> 2012**

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

## Section B: Outline of the school

1.	Proposed school name:	<b>Chapeltown Academy</b>
2.	Proposed academic year of opening:	<b>2014</b>
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> <b>16-19</b> <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	<b>September 2015</b>
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> <b>Mixed</b>
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>No</b>	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>No</b>	
8.	If Yes, please specify the faith, denomination, etc. of the proposed school:	<b>N/A</b>
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>No</b>	
10.	If Yes, please specify the faith, denomination, etc. of the proposed school:	<b>N/A</b>

11.	If you have a preferred site, please give details, including the post code:	<p>██████████, Chapeltown, ██████████.</p> <p><b>This is a building currently being used as a ██████████ which can be refurbished to suit the needs of our Academy.</b></p>
12	Please tell us how you found this site:	<b>Discussion with local estate agents.</b>
13	Is the site:	<p><b>X a private building?</b></p> <p><input type="checkbox"/> a public/government building?</p> <p><input type="checkbox"/> don't know?</p>
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	<b>The site identified above is currently a preferred option, although we are very open to discussing other possibilities (Section H provides further details)</b>
15.	Local authority in which the proposed school would be situated:	<b>Sheffield</b>
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	<b>The site is near to the southern boundary of Barnsley and the western boundary of Rotherham.</b>
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## **Section C: Education vision**

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

## Section C – Vision

### I – Mission Statement

Chapelton Academy seeks to provide a stretching, academic education to 16-19 year olds in North Sheffield and Barnsley to prepare them for entry into leading universities and success in leading careers. It is our belief that a high-quality, stimulating education should be available to all.

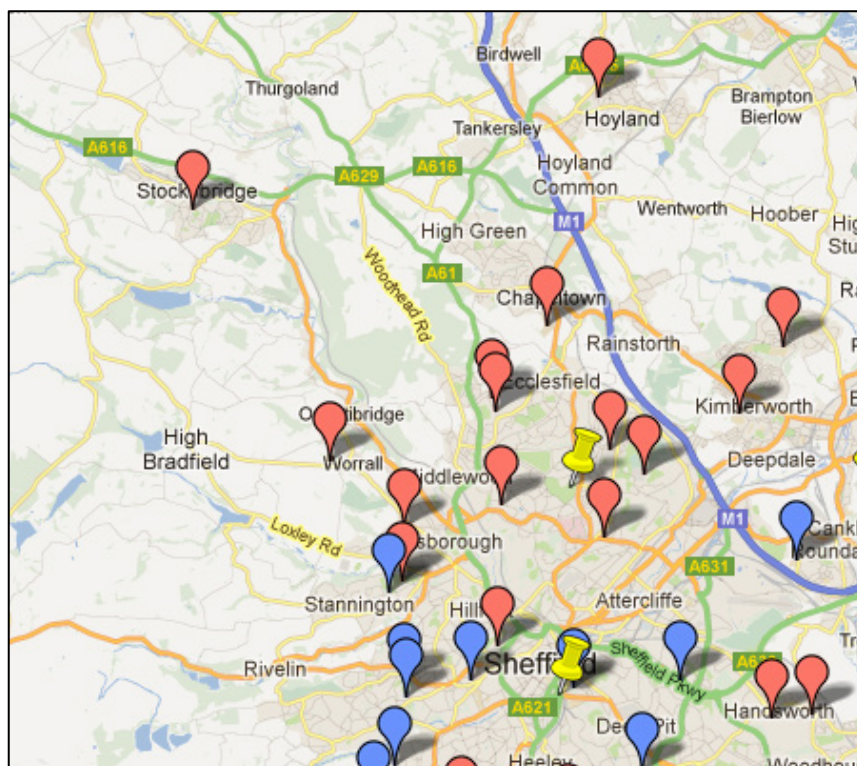
There is a lack of excellent, focussed academic provision in the area and the goal of the Academy is to fill that gap. It is to ensure that, through superb teaching from individuals who are passionate about and committed to their subject, young people succeed academically.




### II- Rationale

#### THE NEED FOR MORE HIGH-QUALITY LOCAL PROVISION

Students who have academic potential must have the opportunity to be stretched, to be challenged and to have their potential fulfilled. It is the duty of the educational institutions that serve them to fill this role.

The North of Sheffield is not well served for post-16 academic provision. There is a high density of schools in the local area without an attached sixth form. These are indicated by the red points on the map below and the table underneath.



-  11-16 School with attached sixth-Form
-  11-16 School without attached sixth-form
-  6<sup>th</sup> form college or FE College

11-16 School in North Sheffield Without Attached Sixth Form	Distance from Chapelton (Miles)
Ecclesfield School	1.6
Yewlands Technology College	3
Chaucer Business and Enterprise College	3.4
Firth Park Community Arts College	4.4
Winterhill School	4.5
Kirk Balk School	4.6
Hinde House School	4.8
Wingfield School	4.9
Parkwood Academy	5
Fir Vale School	5.5
Stocksbridge High School	6.5
Bradfield School	6.4

There are at least four others, slightly further afield, also with no attached sixth form. As such, Year 11 students and particularly those with academic ability have a limited range of options.

Presently, a section of these leavers pursue their education in one of two local institutions where a very wide range of courses and qualifications is offered.<sup>1</sup> At these institutions, the students pursuing A-Level courses are not given the type of specialist academic advice and support that is needed (and is available for students to the south of Sheffield where there are several schools with good sixth forms attached).

The other section of academically able Year 11 student leavers are aware that they require more specialised, personalised academic support and if they are lucky enough to get a place, **travel across the city** to attend a school with an attached higher-performing sixth form.

Unfortunately, despite a request the local authority did not release Year 11 destinations data so we cannot provide the precise numbers of students that currently travel these distances, but from discussions with parents and Head Teachers, we are aware that many students do so. For example, the Head Teacher at Firth Park Community Arts College (one of our feeder secondary school very near Longley Park Sixth Form College) indicated that 34 of his Year 11 leavers in the 2011/2012 academic year travelled across the city to get into a school with an attached sixth form despite the A-Levels being offered at Longley Park. From discussions with parents and students in the area, we are aware that this is common. Indeed parents have said:

██████████  
██████████

A handful of students leave the city entirely and go to the south of Rotherham to

<sup>1</sup> These two institutions are Longley Park Sixth Form College (LP) and Hillsborough College - an arm of the FE Sheffield College whose provision is discussed further below

attend Thomas Rotherham College, which achieves better results at A-Level than the more local options in the north of Sheffield.

Although Thomas Rotherham College has this better reputation for academic success, it represents a 45 minute bus ride for students living in the Chapeltown area and, surprisingly, received a disappointing Ofsted call recently where leadership and management were described as “inadequate” and where too many students “were not encouraged to have high enough aspirations”.<sup>2</sup>

Finally, it is worth noting that the raising of the participation age combined with an increasing population in the north of the city means there will be more demand for post-16 places across the board over the coming years.<sup>3</sup>

#### CURRENT PROVISION: SUMMARY

The table on the next page provides a comprehensive summary of the post-16 options for our students in and around the Chapeltown Area with their A-Level results data and distance from Chapeltown. The relevant headlines from the table are as follows:-

- 6<sup>th</sup> form providers in the north of Sheffield achieve A-Level grades at significantly below the national average, on all measures.
- The schools in the area which perform better than the national average at A-Level are all 11-18 comprehensives with small attached sixth forms and represent significant travelling distances from Chapeltown.
- The most successful school at A-Level (Silverdale) averages more than three A-Levels per student in the cohort. This indicates that the institution is more academically specialised. We believe that this demonstrates a high correlation between academic specialisation and academic success.
- The Extended Project Qualification (EPQ) is a rare qualification in Sheffield.

#### **Summary of Post-16 A-Level Provision**

Provider Details

A-Level Results

EPQ

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<sup>2</sup> Thomas Rotherham College, Learning and Skills Inspection Report, Ofsted, 2-5 October 2012: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130530>, (accessed 20<sup>th</sup> December 2012)

<sup>3</sup> Sheffield City Council have decided to open two further primary schools ready for a 2014 opening in the north of the city to account for the increased demographic pressure: <https://www.sheffield.gov.uk/education/about-us/consultation/new-primary-schools.html>, (accessed 19<sup>th</sup> December 2012)

	Distance from Chap'n (Miles)	Name of Provider	Type of Provider	No. of A-Level Entries per student <sup>5</sup>	Av. Points per entry KS5 <sup>6</sup>	A*-A	A*-B	A*-C	Entries
<b>North of Sheffield City<sup>4</sup></b>	3.3	Longley Park Sixth Form College	6th Form College	0.68	205.4	9.3%	25.9%	55.8%	14
	10.2	Barnsley College	FE College	0.42	211.6	7.9%	27.8%	60.1%	27
	4.9	Sheffield College (Hillsborough)	FE College	0.34	206.4	8.9%	29.7%	61.9%	6
	9.9	Penistone Grammar	11-18 Gram'r	3.20	207.3	18.7%	42.0%	66.9%	0
		National Average (2012)	-	-	-	26.6%	52.4%	76.6%	N/A
<b>City Centre and South of City<sup>7</sup></b>	7.5	All Saints Catholic High School	11-18 Comp	2.40	202.5	16.0%	35.5%	59.5%	7
	9.3	High Storrs School	11-18 Comp	2.04	211.1	21.2%	48.7%	70.0%	N/A
	12.4	King Ecgbert School	11-18 Comp	2.04	224.5	30.6%	51.7%	75.6%	8
	7.3	King Edward VII	11-18 Comp	2.30	216.7	26.6%	54.7%	75.2%	37
	8.3	Notre Dame	11-18 Comp	3.30	222.1	27.9%	54.6%	76.5%	7
	11.2	Sheffield Park Academy	11-18 Comp	0.33	226.2	Not available	Not available	Not available	N/A
	12.3	Sheffield Springs	11-18 Comp	0.25	200.7	Not available	Not available	Not available	5
	9.9	Silverdale School	11-18 Comp	3.12	232.8	37.2%	60.6%	82.5%	16
	8.5	Tapton School	11-18 Comp	2.58	222.4	27.6%	55.6%	77.3%	N/A
	9.9	Thomas Rotherham College (TRC)	6th Form College	2.56	196	15.6%	33.9%	59.3%	14
		National Average (2012)	-	-	-	26.6%	52.4%	76.6%	N/A

Longley Park's (LP's) A-Level results are not as successful as those schools with attached sixth forms on the other side of Sheffield.<sup>8</sup> This is for two reasons which feed into each other.

<sup>4</sup> Forge Valley is a new 11-18 provider in Stannington, 6 miles from Chapeltown, it opened in 2012 and therefore there is no data available

<sup>5</sup> This statistic excludes from the numerator the suppressed data from A-Level entries

<sup>6</sup> 240 points is equivalent to a grade B at A-Level and 210 points is equivalent to a grade C

<sup>7</sup> The University Technical College is due to open in the City Centre in September 2013. Again, accordingly, there are no results for this provider

<sup>8</sup> Hillsborough College is part of Sheffield College so the data available is not reflective of Hillsborough only and is therefore not analysed in this section



Several academically inclined students choose not to study A-Levels at LP



Breadth of provision at LP makes it difficult for college to focus purely on its academic cohort

In addition to the outcomes, discussions with the Head of Department for MFL at Longley Park indicate quite starkly that some academic subjects attract such small numbers that the consequent particularly small class size limits the effectiveness of teaching and learning activities, as well as the collaboration afforded in slightly larger class sizes.<sup>9</sup>

### SOCIO-ECONOMIC FACTORS

The south and south-west of Sheffield are served comparatively well with a number of post-16 options for students. For this reason students tend to continue at their current school. In the north, with its plain absence of high quality sixth form provision, students have far fewer high-quality local options.

This lack of opportunity correlates with the socio-economic deprivation factors. Of our eleven feeder schools, six recruit Teach First participants,<sup>10</sup> eight have a greater than average number of students eligible for free school meals<sup>11</sup>, ten of are in areas of high social deprivation (marked red and orange in the table below)<sup>12</sup> and six are among the most deprived quintile in the country (marked red).<sup>13</sup>

Name of Feeder School	Deprivation Index Postcode of Feeder School vs. National Average (50%)
Parkwood Academy	92%
Chaucer Business and Enterprise College	91%
Kirk Balk Community College	90%
Firth Park Community Arts College	89%
Yewlands Technology College	83%
Wingfield Business and Enterprise College	82%
Fir Vale School	74%
Stocksbridge High School	74%
Winterhill Comprehensive	72%
Hinde House School	60%
Ecclesfield School	29%

<sup>9</sup> At Chapelton Academy we envisage class sizes being on average 20, no larger than 24 and no smaller than 12; sub-section D2 gives details on the organisation of learning

<sup>10</sup> Teach First places exceptional graduates in schools in areas of socio-economic disadvantage

<sup>11</sup> The average referred to here is the Sheffield Local Authority average of 15.1%

<sup>12</sup> Indices of deprivation 2010: The Index of Multiple Deprivation 2010 combines a number of indicators to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England - each area is ranked relative to one another according to their level of deprivation. A figure of 100% indicates that the area is among the most deprived

<sup>13</sup> Data taken from [uklocalarea.com](http://uklocalarea.com), post code locations of schools based on the Indices of Multiple Deprivation

The map of Sheffield indicating overall index of deprivation shows that the south and west of the city are the most affluent parts. Chapeltown Academy will, generally, be serving students in the orange, red and green areas on this map.

#### CURRENT PROVISION: HIGHER EDUCATION

We aim for 50% of Chapeltown Academy students to attend the top 30 universities in the UK<sup>14</sup>. The number of pupils currently going onto leading higher education institutions is far greater in the more affluent south-west of the city. The table immediately below shows this, and the correlation between socio-economic deprivation and entry to leading higher education institutions is made clear by the map underneath.

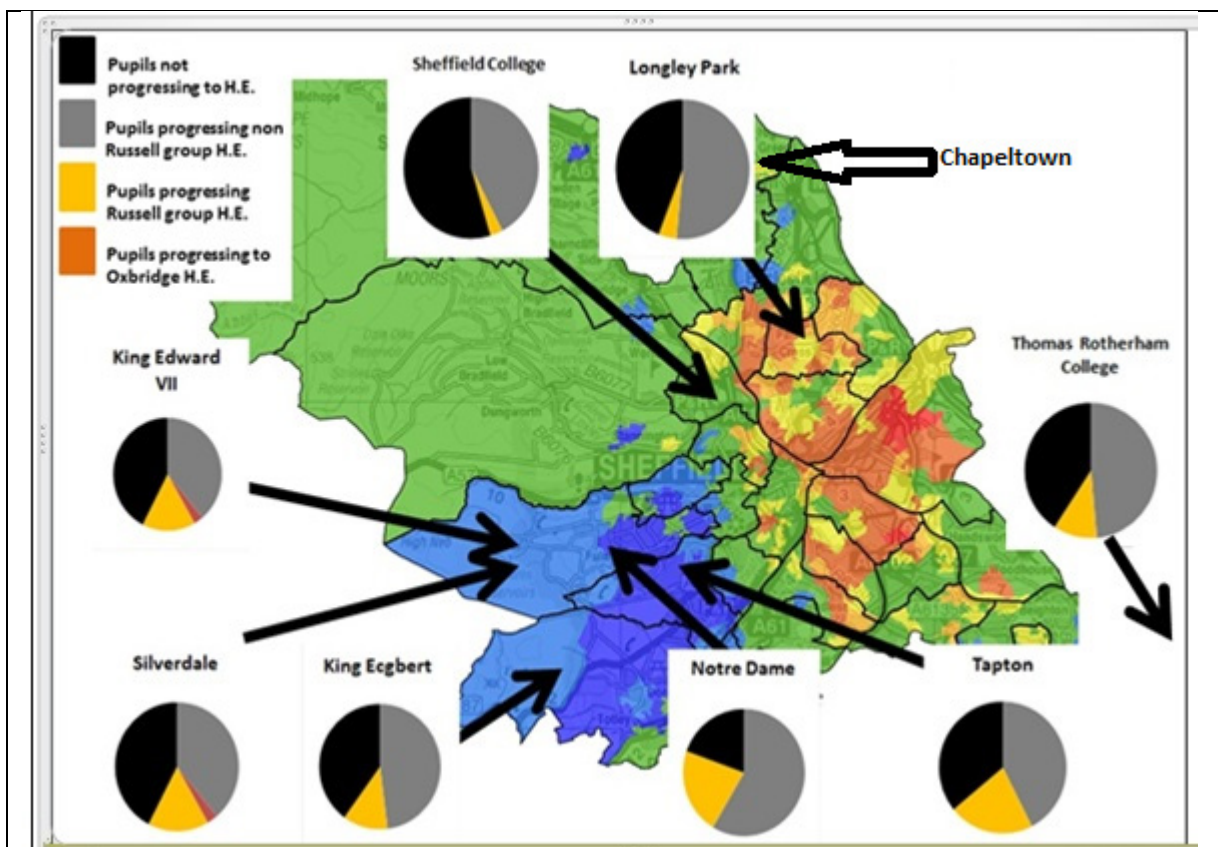
Area	Name of Provider	Higher Education Entry (%)	Oxbridge Entry (%) <sup>15</sup>	Russell Group Entry (%) <sup>16</sup>
<b>North of Sheffield Centre</b>	Longley Park Sixth Form College	53	X	5
	Barnsley College	49	0	4
	Sheffield College (Hillsborough)	44	X	3
	Penistone Grammar	79	X	24
<b>City Centre and South Sheffield</b>	Tapton School	56	X	28
	Notre Dame	73	X	28
	King Edward VII	47	3	19
	All Saints Catholic High School	52	X	9
	High Storrs School	43	5	22
	Silverdale School	65	6	29
	Sheffield Springs Academy	83	0	0
	Sheffield Park Academy	64	0	0
	King Ecgbert School	57	0	14
TRC	55	X	12	

The correlation between socio-economic deprivation and entry to leading higher education institutions is further emphasised by the following map. The institutions sending higher percentages of students to leading universities tend to be in more socio-economically affluent areas. This is a national trend which Chapeltown Academy will seek to reverse in Sheffield.

<sup>14</sup> Or the top 100 universities in the world (see sub-section D5 for more details)

<sup>15</sup> Where a figure is given as X, the data is suppressed as the figure is small enough for the student(s) to be potentially identified

<sup>16</sup> Destinations data published by the Department for Education in June 2012 for leaving cohort 2009-2010



#### CURRENT PROVISION: OFSTED REPORTING

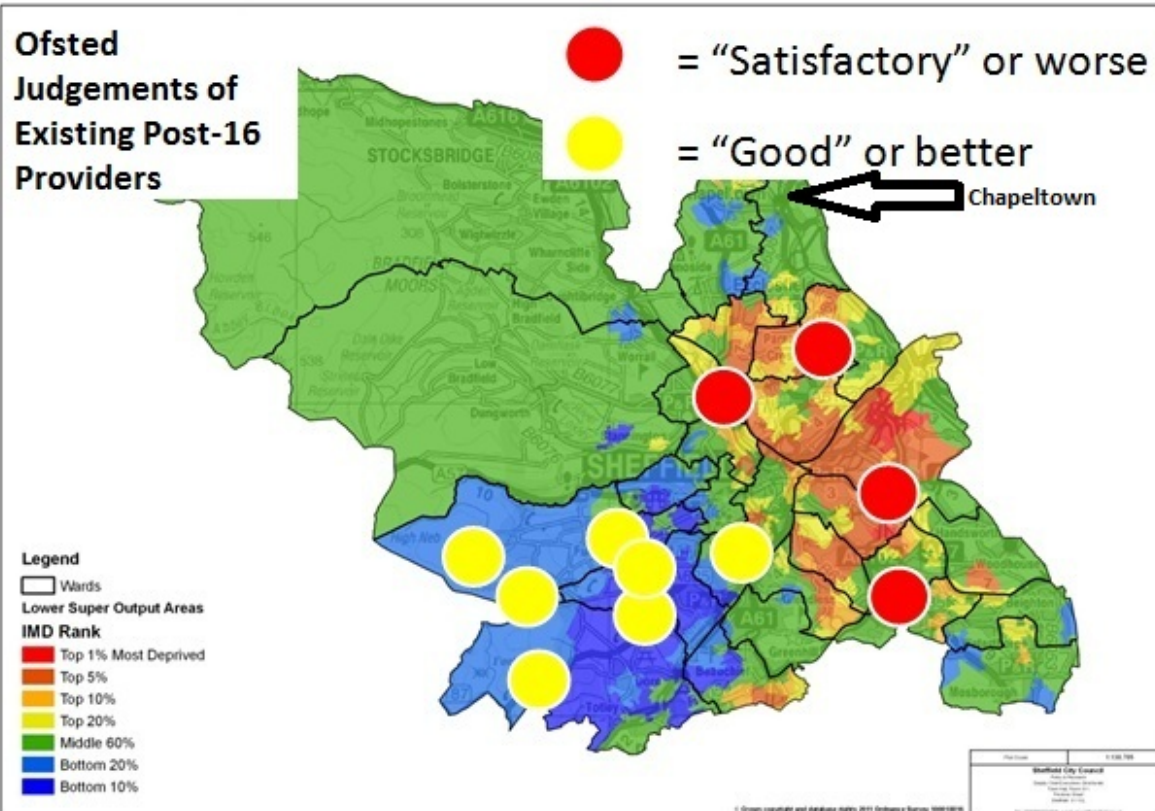
The concerns about the variable quality of current post-16 provision have been confirmed by Ofsted, and as with higher education destination data there is a correlation between the socio-economic area in which a provider is based and the quality of its provision. This is demonstrated by the map below.<sup>17</sup>

Recent Ofsted comments about the academic provision at Longley Park have included that “inconsistencies remain across academic provision” and that at AS level “too many students do not make the progress they should”.<sup>18</sup>

This is further evidence for the contention that a more focussed academic provision is needed in the area to ensure students have the opportunity to make outstanding progress in a wholly supportive environment.

<sup>17</sup> The map makes reference to the old Ofsted grade of “satisfactory” which is equivalent now to “requires improvement”

<sup>18</sup> Longley Park Sixth Form College, Focused Monitoring Visit Report, Ofsted, January 2011, <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133991/>, (accessed 20<sup>th</sup> December 2012)



### THE DEMAND FOR MORE LOCAL PROVISION

Parents and members of the local community are abundantly aware of this “gap” in the post-16 academic provision in the North of Sheffield and have, as a result, lent their wholehearted support to our proposals for an institution which will not only fill the gap but do so in a way which could be fundamentally transformative of the area.

The vision is so strong that despite no obvious building, no staff and no school, **demand for the Academy is oversubscribed, with more than 300 students** in the first two years of operation, having signed our student interest form saying they would choose to attend the Academy were it to open in 2014. It is firmly believed that the Academy will continue to attract signatures and support throughout 2013 as word continues to spread to students and parents.

The latter have consistently commented that the provision is “much needed” and a telling quotation from a local parent and teacher is

██████████

In addition to the continuously warm reception the proposals receive from parents and the fact that various local educationalists have commented on the current situation, the website “Steel Data” profiled the lack of post-16 provision in the north of Sheffield compared with the south and discussed how proposals for the Academy had “re-sparked” the debate that young people are “less catered for” in the north in terms of traditional A-Level options.<sup>20</sup>

Students in the area are no less intelligent and no less able than those in other

<sup>20</sup> Article by Wesley Young: <http://steeldata.jusnews.co.uk/2012/07/19/chapelton-academy-to-bridge-north-south-college-divide/> (accessed 13<sup>th</sup> November 2012)

areas and therefore, results should be no different. They need directed support, guidance and assistance to turn their natural intelligence into academic achievement.

### III - Vision and Ethos

#### SUMMARY OF VISION

The vision is to provide an outstanding, 16-19 sixth form academy which will:

- Provide academically rigorous A-Level courses taught to an exceptionally high standard which will enable young people to make outstanding progress and increase their aspirations to attend the leading universities in the UK and further afield.
- Prepare students to be “professionals” by equipping them with the soft skills necessary to achieve in specific areas of the world of work.
- Provide a considered pastoral support network within its framework to assist and support students making the transition from GCSE to A-Level.
- Deliver an extensive and engaging programme of extra-curricular opportunities such that students lives will be enriched and they will be able to realise their potential outside of the classroom, as well as within it.

The premise for Chapeltown Academy is that a curriculum with a specific, stimulating, academic focus is best for the small cohort of bright students we are targeting. The advantages of such students attending the leading universities are clear. Those with degrees from Russell Group institutions earn ten per cent more than the average graduate, and 81% of the UK's doctors and dentists are alumni of the group.<sup>21</sup> Attending top universities gives students exposure to the best research, with Russell Group universities producing two thirds of the UK's 'world leading' research<sup>22</sup>, and 61% of all doctorates awarded in the UK.<sup>23</sup> Chapeltown Academy students should have just as much a chance of securing places at these institutions as those applying from more socio-economically advantaged neighbourhoods.

The Russell Group states that "the best way of improving access to the professions is to solve the fundamental problem which is that too few students... get the right grades in the right subjects to apply to leading universities in the first place"<sup>24</sup>. Through completion of 'facilitating' academic A-Levels, young people at Chapeltown Academy will gain the appropriate qualifications and necessary skills to earn places at top universities.

Given the advantages of studying at these institutions, we envisage the Academy will play a valuable role in facilitating access to leading universities and careers, thereby improving the prospects for future generations in the north of Sheffield.

It is worth being clear from the outset that where part II of this Section C has identified a deficiency in the nature and quality of post-16 A-Level provision it is our core belief that for some pupils that deficiency will be addressed by a focussed academic environment, close to their home. The rest of section C will demonstrate

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<sup>21</sup> 'The Economic Impact of Russell Group Universities', Russell Group: <http://www.russellgroup.ac.uk/economic-impact/> (accessed 21st December 2012)

<sup>22</sup> Ibid

<sup>23</sup> This figure is for 2010/2011 - 'Research at Russell Group Universities', Russell Group: [www.russellgroup.ac.uk/research/](http://www.russellgroup.ac.uk/research/) (accessed 21st December 2012)

<sup>24</sup> 'Access to the Professions', Russell Group, 30th May 2012: <http://www.russellgroup.ac.uk/russell-group-latest-news/151-2012/5288-access-to-the-professions/> (accessed 28th November 2012)

how we propose to deliver that academic solution.

### SUMMARY OF ETHOS AND VALUES: BELIEF STATEMENT AND TEACHING AND LEARNING

Our ethos and values can be summarised in terms of our belief statement:

Chapelton Academy believes and expects that:

- Everyone<sup>25</sup> is capable of significant achievement.
- Everyone's achievements will be recognised and celebrated.
- Everyone must, always, give their best.

Fundamentally linked and underpinning the four strands of the vision, is the Academy's approach to teaching and learning. It will be dynamic, but not attempt to reinvent the wheel. We will seek to combine the best elements of the most successful sixth forms while retaining as central, the Academy's vision.

Our image for teaching and learning is based on the premise that students who make outstanding academic progress do so most successfully when inspired and challenged by outstanding teachers.

Outstanding teachers are those who:<sup>26</sup>

- have a thorough, profound, comprehensive knowledge and understanding and love of their subject;<sup>27</sup>
- convey that passion for their subject with infectious enthusiasm;<sup>28</sup>
- explain ideas and processes with crystal clarity in a variety of ways which enable all their students to learn;<sup>29</sup>
- challenge and provoke deep and broad thinking in their students;<sup>30</sup>
- give clear, detailed and timely feedback to their students in ways in which they can improve;<sup>31</sup> and
- support, guide and enthuse their students and show a deep commitment to them and their progress.<sup>32</sup>

### STRAND 1: ASPIRATIONS AND ACADEMICS

As explained above there is a lack of high-quality, focussed academic provision in the area and the goal of the Academy is to fill that gap. Through passionate and innovative teaching of traditional subjects aspirations will be raised and realised.

Our curriculum offer is **A-Level only** with students having the opportunity to complete the EPQ as a part of their study programme.

<sup>25</sup> References to 'everyone' refer to all students and staff

<sup>26</sup> Academic References as below and feedback from A-Level students

<sup>27</sup> The Impact of Teacher Subject Knowledge on Student Achievement, Metzler, June 2010:  
<http://ftp.iza.org/dp4999.pdf>, (accessed 21<sup>st</sup> December 2012)

<sup>28</sup> The Joy of Teaching, Cartafalsa and Anderson (2007)

<sup>29</sup> Teaching Today, Petty (2004). This must include, where appropriate, through effective deployment of ICT

<sup>30</sup> Critical Thinking: What it is and Why It Counts, Facione, 2011:

[http://www.student.uwa.edu.au/\\_data/assets/pdf\\_file/0003/1922502/Critical-Thinking-What-it-is-and-why-it-counts.pdf](http://www.student.uwa.edu.au/_data/assets/pdf_file/0003/1922502/Critical-Thinking-What-it-is-and-why-it-counts.pdf), (accessed 21<sup>st</sup> December 2012)

<sup>31</sup> Studies tend to show feedback has very high effects on learning: Teaching and Learning Resources Toolkit – Research Report, Higgins, Kokotsaki and Coe, July 2012:

<http://www.suttontrust.com/research/teaching-and-learning-toolkit-july-2012/>, (accessed 21<sup>st</sup> December 2012)

<sup>32</sup> Intergenerational Bonding in School: The Behavioural and Contextual Correlates Student-Teacher Relationships, Crosnoe, January 2004, Sociology of Education pp60-81

The Russell Group of Universities' publication "Informed Choices" describe a handful of "facilitating subjects" which are most likely to be "required or preferred for entry onto degree courses"<sup>33</sup>. They do not include Economics in this list because it is not a requirement for many degree courses, but nevertheless describe it as a subject providing "suitable preparation for entry to university generally".

As a consequence and based on one of our explicit goals of preparing students for entry to leading universities 75% of our A-Level offer is a Russell Group "facilitating or preferred" subject, as follows: Maths, Further Maths, English Literature, Economics, French, Spanish, German, Biology, Chemistry, Physics, History and Geography.

In addition we will also offer courses in Philosophy and Ethics, Government and Politics, English Language and Literature and Psychology.<sup>34</sup>

We intend to run further language courses (in Arabic and Mandarin Chinese) as part of the extra-curricular provision.

We believe that we can raise student aspirations and develop the self-confidence and conviction required to convert aspiration into achievement. All students will be made aware of the higher education pathway but guided down the most suitable route for them, as individuals. Although the Academy has a floor minimum GCSE entry requirement for our students, this is not prohibitively high<sup>35</sup>. It is our stated intention that Chapeltown Academy will aim to break down any existing barriers to achievement and although we have a minimum academic requirement our students will be expected to attain predominantly A\*s and As at A-Level because of the high-quality teaching, intrinsic motivation and pastoral support in place.

The school year is split into six shorter terms with two week breaks after each one, to enable focus and determination over the course of the shorter terms. As such, opportunities to meander, to wander or to procrastinate will be minimised. Students will be motivated, organised and efficient. The frequent two week breaks will give them time to relax and recuperate, to pursue external interests and for departments to organise opportunities for trips, visits and excursions complementing the in classroom offer which is often lost at A-Level.

## STRAND 2: SOFT-SKILLED PROFESSIONALS

The geographical area in which we are working under-produces the professionals that go on to work in the top end of the service industries in Sheffield (and across the country). Social mobility is still, to an extent, pre-determined by the area in which a child grows up. Levels of social mobility depend not only on achievements and qualifications but the soft skills that make young people well-rounded.<sup>36</sup>

At Chapeltown Academy we aim to introduce a highly effective soft skills

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<sup>33</sup> Informed Choices, The Russell Group: <http://www.russellgroup.ac.uk/media/informed-choices/InformedChoices-latest.pdf> (accessed 20th December 2012)

<sup>34</sup> Although the final four subjects are not "facilitating or preferred", taken in combination with facilitating or preferred subjects are acceptable courses for entry into Higher Education at leading academic institutions

<sup>35</sup> Sub-section D6 on Admissions explains this in more detail

<sup>36</sup> The Mobility Manifesto, Sutton Trust Research Report, 1<sup>st</sup> March 2010: <http://www.suttontrust.com/research/the-mobility-manifesto/>, (accessed 21<sup>st</sup> December 2012)

programme that will, in particular, do three things:-

- (a) equip our students to succeed from the very outset of their careers in the world of work;
- (b) enable our students to operate as mature adults who are able to make a meaningful and positive contribution to the organisations and communities they are a part of; and
- (c) support those going to university (as we envisage most will) to maximise the opportunities that this has to offer.

Following analysis of academic research and the skills required for success in leading careers, we have identified twelve essential soft skills, development of which, will achieve the above three goals.<sup>37</sup> We have then worked these into “The Chapeltown Academy Passport”. Full details are given in the Curriculum Rationale, but broadly The Chapeltown Academy Passport is underpinned by the overarching importance of meaningful self-reflection and progress against each of these twelve skills.

We will, through the curriculum and beyond it, ensure our young people have countless opportunities to develop these key skills, to understand they are developing them and to learn how to articulate their increasing competencies in them.

### STRAND 3: PASTORAL SUPPORT NETWORK

The end of Year 11 will bring three distinct transitions for young people in general. Firstly the transfer from the comfort and relative safety of their own secondary school to a new environment with new students can be daunting and unnerving. Secondly, being 16 year olds the natural emotional, social and biological transitions can sometimes have a negative impact on educational progress. Finally, there is a significant academic jump from GCSE to A-Level<sup>38</sup>. Many of the skills needed to cope with A-Level study are new advanced skills (e.g. independent research, note-taking, speed-reading) and therefore not what students are used to doing.

The Chapeltown Academy environment will be one where students are assisted in making these transitions. The academic and pastoral intervention and support mechanisms in place will be highly personalised. The progress, attainment and well-being of each and every individual will not only be monitored effectively by the student’s Tutor through the rigorous whole-school tracking system but must become the business of the institution as a whole. The teachers will, through the effective use of prior attainment information and other highly specific student data<sup>39</sup>, develop their own pedagogy to suit the learning needs of the individuals they teach. The Academy’s small size will be such that this contention is entirely realistic.

Each student will have assigned individuals within the staff and student team to look after their academic success including study skills development and non-academic fulfilment. They will also have external individualised support from business and university mentors. Full details on the mentoring system are given in section D.

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<sup>37</sup> The detail of which is explained in sub-section D1

<sup>38</sup> The proposer group is aware of the potential changes in the nature of pre-16 qualifications and the possibility that these will become more academically rigorous in the near future

<sup>39</sup> Much information will be derived from the results of the ALIS test



In an institution which aims to develop the individual as a whole, it is necessary to have the required support in place where it is needed. We will be demanding a lot from our students and therefore we shall ensure they have the support they need to deliver successfully.

In addition to having a carefully designed pastoral support network, it is crucial that students are encouraged to take responsibility for their own learning specifically and development generally. We will closely monitor and support them through that process. The Academy will consistently aim to give students academic and non-academic responsibilities as well as entrusting them to take the lead on building positive relationships with university students above them and secondary school students in our feeder schools below them. Young people achieve their potential when they are given responsibility and then when the achievements they make are recognised - this is at the heart of our vision. As a sixth form academy, we will guide but not prescribe.

Several of the areas we will serve are areas of severe socio-economic deprivation. In the longer term, the Academy can be an engine for local social change. After having produced well-rounded, academically successful young people from a diverse range of backgrounds who gain admission to university, we expect them to give back to their community by primarily going onto be those undergraduate mentors for students that come after them. Again, later in life they can contribute to the Academy in a number of ways, not least through the development of a sustainable alumni network and the business mentoring systems in place to support sixth formers for many years to come.

#### STRAND 4: EXTRA-CURRICULAR SUCCESS

Our basic school day runs until 3.30pm, in which there are five timetabled hours and then a further two hours (until 5.30pm) being "curriculum bonus time" (CBT) where students have a wide range of extra-curricular opportunities in which to get involved. Staff must also be fully involved in the extra-curricular life of the school and are expected to encourage students to apply themselves in the same committed way not only to their studies but also to their efforts outside of the classroom.

It is firmly believed that many of the skills one develops in life come from positive and energetic engagement with extra-curricular activities. Indeed it is not only the activity itself but the teamwork, the leadership, the resilience, the respect, the camaraderie and the sense of achievement that make such provision essential. Leading universities look for students who have shown how they have improved as individuals because of the extra-curricular activities they have been involved in. With this in mind students will be expected to maximise their CBT allocation in Year 12 and 13.

At the same time, participation, if motivated intrinsically, can be extremely enjoyable and fulfilling for the individuals involved. Students will be taught to appreciate the benefits of these activities for what they are and how they are delivered. As such each and every member of the teaching staff will be responsible for delivering or co-delivering an engaging programme for one enrichment activity through the CBT. This is often a staff motivator as it enables teachers to bring to the table an interest or passion beyond the perimeter of the curriculum.

In addition, to the wide range of activities, we will give students the opportunity to organise and take leadership of their own activities within the CBT. It is a wonderful method built into the school day for students to flourish beyond their A-Level study.

Similarly, the Extended Project Qualification (EPQ) fits with the Chapeltown

Academy vision and will be offered to students either as a part of the curriculum or beyond it. It is an opportunity for students to do extended research beyond the scope of their A-Level subjects, to develop key competencies and to produce a completed end product for a project which they own, wholly themselves. It is increasingly encouraged by leading universities<sup>40</sup> and students will be made explicitly aware of the benefits the EPQ has to offer. The EPQ option can be pursued as part of CBT.<sup>41</sup>

Finally, as part of the enrichment offering, each subject area will be expected to run enrichment days and residential trips for students so that they can expand their horizons and deepen their understanding of the contextual issues within their subject area.

#### IV – Our Proposed Outcomes

As our data demonstrates, there is a correlation between the academic achievement of the young people and the social deprivation in the area. Chapeltown Academy aims to change this. Our whole school success criteria are simple and reflect our vision. The Academy's targets are aspirational and reflect our ambition.

##### A-LEVEL GRADES

Fewer than 10% of A-Level entries at Longley Park achieve an A or A\* grade. The best non-independent provider in the city is Silverdale (in the south), with more than 37% achieving the top two grades and more than 82% achieving at least a C grade. Based on the performance of other academies nationally, an ALIS report on minimum predicted grades and an aspiration differential, our target is for 50% of A-Level entries to be at A\* or A Grade, and nothing to be below a C grade.

##### PROGRESS AGAINST BASELINE

On entry to the Academy students are required to take an ALIS test which produces a minimum target based on their prior attainment and attitude. We fully expect every student to achieve this minimum target grade across all subjects. The test also produces an aspirational target grade and, generally after teacher consultation **this will be** the student's target grade for their subject. We have benchmarked our target on 85% of exam entries achieving this aspirational target grade.

##### DESTINATIONS

At Chapeltown Academy, we will be educating students in an environment which teaches them that there should be no limit to their ambition. We accept that a good benchmark indicator of success is entry to Russell Group universities and again Silverdale school does well with 29% of their cohort going onto achieve that. On this basis, and combined with an aspiration differential, our target is for 50% of our cohort to attend the top 30 leading universities<sup>42</sup> in the UK or the top 100 universities in the world.<sup>43</sup> We have expanded our definition to cover a global reach, as we will be preparing our students for the most appropriate higher education route to suit their needs.

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<sup>40</sup> These include University College London: <http://www.ucl.ac.uk/transition/extended-project> and the University of Cambridge: <http://www.admin.cam.ac.uk/offices/admissions/responses/> (both accessed 21<sup>st</sup> December 2012)

<sup>41</sup> The organisational details are provided in section D, below

<sup>42</sup> Leading 30 universities in the UK is a dynamic definition which is tailored to that student's chosen course based on higher education league tables

<sup>43</sup> Based on the *Times Higher Education*

We further believe that it is absolutely unacceptable for any student not to be in education, employment or training and our unequivocal target of 0% reflects this.

#### SOFT SKILLS

Soft skills are one of our key USPs, and are fundamental. We therefore expect every student to engage actively with the soft skills process. Understanding that this will be difficult for some, the expectation will be embedded from the start. On graduation, leavers must have evidence against each of the skills areas. Our target is for 95% of students to have at least some evidence against all of the skill areas.

#### RETENTION RATE

Retention is sometimes a problem for large institutions; especially if students are not supported with the A-Level transition process. Based on the experience of the most supportive private schools, our Academy aims for at least 146 of 150 students in each year group to stay the course. The target is based on our close support for every student - we do acknowledge that a very small handful will choose not to pursue their Year 13 studies.

#### ATTENDANCE

We strongly believe that our students will thoroughly enjoy attending. As such, although we have procedures and strategies in place to ensure good attendance<sup>44</sup>, we firmly expect to exceed the national target of 95%.

#### ENRICHMENT TRIPS

Core to a young person's development are the experiences they get beyond the classroom. These might include the opportunity to go abroad or to engage in outward bound activities. Institutionally, we aim for every student to have had at least one such experience, and for 85% of them to have completed a residential trip.

#### QUALITY OF TEACHING

With a philosophy centred on the premise that outstanding progress is generally facilitated by excellent teaching, we expect teachers to constantly aim to develop their own skill set and to focus on the quality of their teaching to improve outcomes for the youngsters in their educational care. We expect all lessons to be good or outstanding and have set an ambitious target that 98% of observed lessons will meet this target. The annual formal assessment procedure for teachers will combine other aspects of their involvement in the school (including student feedback) with their formal lesson observations.<sup>45</sup>

#### SUSTAINABILITY

We will expect the Academy's graduates to return to the Academy and provide support to their successors. Through our mentoring model this will be possible from the moment they go to university, and we therefore believe it is aspirational and achievable to expect 75% of graduates to remain in contact with the Academy and/or its pupils in a meaningful way.

#### KEY PERFORMANCE INDICATORS

Taken together, our vision gives rise to the following KPIs:

Key Performance Indicator	Target
A-Level entries achieving A* or A grade at A-Level	50%
A-Level entries achieving below a C grade	0%

<sup>44</sup> See sub-section D7 for full details

<sup>45</sup> Full details of the staff assessment management process is detailed in sub-section D3

A-Level entries achieving or exceeding their aspirational target grade	85%
Students attending top 30 UK universities or top 100 global universities	50%
Leavers not in Education, Employment or Training (NEET)	0%
Students leaving with evidence against each of the skills within the Chapeltown Academy skills passport	95%
Students progressing from entry in Year 12 to graduation in Year 13 (retention rate)	97%
Students' attendance	97%
Students having been on an enrichment trip during their time at the Academy	100%
Students having been on a residential enrichment trip during their time at the Academy	85%
Observed lessons rated "good" or "outstanding"	98%
Graduates from Chapeltown Academy in regular contact with existing students and assisting with, A-Level help, university study or post-18 advice <sup>46</sup>	75%

The above represents the whole school success criteria, but we also believe that individual staff should, whether young or experienced, aim to persistently exceed the professional standards for teachers, as a matter of routine.

### V - Conclusion

The north of Sheffield is under-served. There is a lack of focussed academic provision resulting in students either not accessing it, or having to travel long distances in search of it. The demand for a new institution which aims to raise and then realise the aspirations of local students is overwhelming.

Teachers will harbour the highest expectations for the students and teach with passion, drive and determination. Chapeltown Academy will be an institution relentless in its pursuit of success for every individual associated.

As a consequence of our methodology and our curriculum we will improve outcomes for students from a range of socio-economic circumstances, in terms of progress to higher education, achievement at A-Level, skills for employability, and extra-curricular success. We will do so in a controlled, positive environment where students will be encouraged, at every turn, to achieve. When they do these achievements will be recognised and celebrated.

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<sup>46</sup> By Year Three of operation

# Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12		150	150	150	150	150	150	150
Year 13		0	150	150	150	150	150	150
<b>Totals</b>		<b>150</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>

## **Section D: Education plan – part 2**

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

## **D1: Curriculum Rationale**

*This sub-section profiles the Chapeltown Academy cohort and its headline needs based on the local demographics and then explains the underlying rationale for the curriculum. It explains why the Academy has adopted the approach it has to academics, soft skills, enrichment and transition and then how this approach will improve outcomes for students in the area.*

### **I - Introduction**

Part II analyses the prospective cohort and their needs. We then rationalise our four-point vision as represented by our academic offer (Part III), soft skills focus (Part IV), enrichment opportunities (Part V) and approach to transition (Part VI). The final part (Part VII) concludes comprehensively that our approaches, which involve the tailored supporting of our students' needs, will significantly improve outcomes for local young people.

### **II - Anticipated Cohort**

The Academy predominantly aims to serve the academically-oriented young people in north Sheffield, south Barnsley and north-west Rotherham attending secondary schools with no attached sixth form. Although we have had interest from further afield, it is assumed we will fill our 150 places in each year group from these schools. We are profiling our anticipated cohort on the basis of this assumption, although we do understand the possibility of slight deviations.

The diversity of our community could be our greatest strength. Our region within South Yorkshire is both socio-economically and ethnically diverse. When it comes to educational provision it is our responsibility to support that diversity such that all of our young people are catered for. Students must study the right courses in the right environment and the educational offering across the region must be both comprehensive and cohesive.

As has been explained in section C, there is at present a lack of specialised, focussed academic provision in our area, such that students who would benefit from such provision either don't get it or have to travel significant distances to get it.

Chapeltown Academy will provide a small, local, academic sixth form which will focus on each young person as an individual, cater for their every educational need and give them the opportunities and responsibilities to develop as individuals, to flourish and to succeed in education and their lives thereafter. Throughout their two years and beyond we will recognise and celebrate those achievements.

The Academy will be marketed as an academic option for students who believe higher education is an appropriate route for them or at least have not ruled out higher education as their next step. As a minimum students will require five Bs at GCSE (see Section D6 below) and the ability to demonstrate their willingness to learn.

It is *generally* the case that able students in the area, despite their academic ability, lack the confidence and finesse of students attending schools in the centre and to the south of the city and therefore our cohort will be in particular need of development of these skills through their sixth form years.

At our feeder schools, on the assumption that representation at Chapeltown Academy will be equivalent to an **even academic distribution**<sup>47</sup> across the schools, our makeup in any one year group will be as follows:

School	Students Achieving 5A*-C	Students Expected at CA	Students Expected at CA with EAL	Students Expected at CA on FSM
Ecclesfield	179	29	1	3
Yewlands	59	9	0	2
Chaucer	42	7	0	2
Firth Park	65	10	2	3
Winterhill	139	22	3	3
Kirk Balk	108	17	0	2
Hinde House	60	10	3	3
Wingfield	77	12	0	3
Parkwood	42	7	3	3
Fir Vale	61	10	8	4
Stocksbridge	101	16	0	2
	<b>932</b>	<b>150</b>	<b>20 (13.3%)</b>	<b>30 (19.7%)</b>

On the further assumption that the Chapeltown Academy students will be representative of the numbers of students on Free School Meals at our feeder secondary schools (after applying the academic distribution), we envisage a cohort with **19.7% being eligible for Free School Meals**.

It is likely, however, that the **percentage of students for whom English is an additional language (EAL) (13.3%)** will be slightly lower than the representative portion. Further, for many of those students this will not represent a barrier to learning because by the time they have reached the age of 16 their level of English is competent. Nonetheless where EAL does represent a barrier to learning, we have detailed strategies to tackle this in sub-section D4.

There will be many students who are deemed **'gifted and talented'**<sup>48</sup>. The school will be built on the expectation that everyone is capable of achievement and therefore expectations will be high across the board. Teachers will pitch their lessons appropriately, and students of the very highest ability will be challenged and stretched within their lessons.

Chapeltown Academy aims to be an inclusive institution, and the sub-section on meeting all needs (D4) discusses our strategic approach to assisting all students. Needless to say, the school will have overall strategies for addressing the different needs our students are likely to face, including but not limited to Asperger syndrome, dyslexia and dyspraxia. Parents will be reported to on a regular basis on how the school is supporting these students.

<sup>47</sup> Based on 2011 data: 5 A\*-C grades, FSM and EAL % data per school ([www.dfe.gov.uk](http://www.dfe.gov.uk))

<sup>48</sup> Chapeltown Academy understands there is a distinction between the terms 'gifted' and 'talented' and that these are context and skill specific, hence our individualised approach to support



In summary, the Chapeltown Academy cohort will be a group of students who despite their **academic ability** may **not have fulfilled their potential** at GCSE. Some will have been labelled '**gifted and talented**', and a handful may have a '**special educational need**'. They will have **interests outside of the classroom** but will be at differing stages in the **development of 'softer' competencies**. There may be a handful of students with English as an additional language, and the cohort will be **ethnically diverse** and **more socio-economically deprived** than on average (locally and nationally).

### III – The Academic Offer

#### A-LEVELS AND THEIR DELIVERY

Following from our vision as described above, to fill the gap in high-quality, focussed, academic provision in the north of Sheffield, it follows naturally that our curriculum offer is an academic one. Apart from the Extended Project Qualification (EPQ), we will teach A-Level courses only. Our subject offering is suited to our students, who will develop or already have (if only in embryonic form) the aspiration to attend a high performing university. We are fully aware of the on-going consultation on the potential changes in the nature of A-Levels and the possibility that many courses will go from being modular to linear. This does not change our underlying rationale for choosing A-Levels. These are world-renowned, academically rigorous qualifications that will prepare students for entry to leading universities. The opportunity to take these courses in an academically stimulating setting is an excellent opportunity for the students of Chapeltown Academy.

Our A-Level offer will be as follows:

Maths and Science	Languages	Humanities
Maths	Spanish	History
Further Maths	French	Geography
Physics	German	Government & Politics
Chemistry	English Literature	Economics
Biology	English Literature & Language	Philosophy & Ethics
Psychology		

The rationale for the specific range of A-Level courses on offer is a combination of:-

- sufficient breadth to ensure there is choice within the curriculum for our cohort of A-Level students;
- sufficient restriction to ensure all the courses on offer are well-respected by high performing universities<sup>49</sup>;
- the transition between the GCSE courses studied at our feeder secondary schools and the A-Level offer at Chapeltown Academy;<sup>50</sup>
- the EPQ and our other curriculum enrichment opportunities ensuring that overall all students have a broad and balanced offer which includes significant opportunities for creative and expressive arts.

<sup>49</sup> See the discussion on 'facilitating A-Levels' in Section C, above

<sup>50</sup> For example, we know that German is a very popular GCSE choice at one of our feeder schools - Kirk Balk School specifically

Chapelton Academy does not seek to be everything to everyone. It will be very well suited to our cohort of students for whom A-Levels in a supportive environment will be appropriate. The delivery of these qualifications will be the responsibility of excellent teachers who are committed, passionate and enthusiastic, and who can convey that passion for their subject in an engaging and inspiring way. The intention is to combine innovative whole class delivery and seminar-style learning as discussed below in sub-section D2.

We recognise the fact that, on reaching the age of 16, it will be clear that for some local students a traditional academic route is not the most appropriate one. Despite this academic offer not being appropriate for all students in the area, Chapelton Academy is keen to work in collaboration with the other educational providers in the entire region, to ensure South Yorkshire's post-16 educational offer is a coherent one.<sup>51</sup>

#### THE INTERNATIONAL BACCALAUREATE

Serious post-16 academic institutions must consider the International Baccalaureate (IB). After having analysed the cohort, the Chapelton Academy Education Sub-Committee considered the IB as an option but decided, firmly, that A-Levels would be a more appropriate route.

The IB is a qualification with six components of which English, Science, Maths and a Foreign Language are compulsory. Although there are benefits to this breadth in study, there are also significant difficulties. For example, some Chapelton Academy students will have had bad experiences with GCSE Maths and at age sixteen will already have formulated a desire to specialise in the arts. GCSE Languages are still not compulsory in our feeder schools and many will have therefore dropped languages at Year 9 and therefore to be forced to study the subject at a higher and more intense rate might be particularly daunting and confidence-sapping.

A-Levels will give our students the opportunity to choose subjects they are interested in and/or good at and then thrive in that domain. It is necessary that our curriculum builds the confidence of the students within it, such that their raw aspiration can turn into the belief that realisation of that aspiration is possible. The key skills of independent research and higher-level thinking which the IB offers will be available to Chapelton Academy students through the EPQ and the seminar-style teaching of A-Level subjects.

#### THE EXTENDED PROJECT QUALIFICATION

The EPQ is an independent research project. It offers the student the chance to study something they are passionate about, beyond the scope of their A-Level course of study, while developing essential skills, some of which correspond exactly with the Chapelton Academy Soft Skills Passport.

The EPQ end-product could take the form of a book, a CD, an event, a performance, a website, a piece of art or something even more creative. Students will be able to opt for the EPQ in Year 12, to be completed in the early part of Year 13 (details on the process are given in D2).

The EPQ develops key skills (e.g. time management, information processing),

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<sup>51</sup> The Steering Committee has met with The Sheffield College, Longley Park Sixth Form College and Thomas Rotherham College to discuss potential partnerships

allows a student to explore an area of academic interest and is welcomed by universities as a beneficial qualification.<sup>52</sup> For Chapeltown Academy students (many of whom will come from families where attending university is not the norm), this structured method to developing research, management and organisation skills which universities increasingly see as necessary for success is a brilliant opportunity.

The Academy's A-Level offer is a balanced, specific one however our commitment to the EPQ is just one of the ways in which we ensure the breadth of our overall educational offer is not compromised.

#### IV – The Soft Skills Passport

Passport Number	Soft Skill
1	The ability to communicate persuasively and diplomatically
2	The ability to listen actively
3	The ability to challenge and question
4	The ability to think analytically
5	The ability to innovate creatively
6	The ability to process information from disparate sources
7	The ability to adapt appropriately
8	The ability to perform reliably and meet deadlines
9	The ability to manage resources and time efficiently and effectively
10	The ability to identify solutions to difficult problems
11	The ability to build consensus within a team and motivate, inspire and empower people
12	The ability to self-reflect and crucially evaluate performance

It is our firm belief that prospective Chapeltown Academy students have the ability, creativity and aspiration to be leading professionals in industry and business. However in order to do so they must leave having developed core soft skills which employers see as key for not just entry to, but also success in, the world of work.

There is a vast disconnect between education providers and employers. A recent McKinsey report concluded that the reason so many young people do not have the required skillset to enter the world of work is because engagement between educational institutions and employers is lacking and/or ineffective.<sup>53</sup> Chapeltown Academy has already begun engaging positively

with local and national businesses. The continuing dialogue with employers will continue through the business arm of the Academy's mentoring programme and through the arrangement of positive and useful work experience placements.

<sup>52</sup> Dr Geoff Parkes, Admissions Tutor, Cambridge University "Collective Response to an Enquiry regarding the use of the Extended Project: [www.cam.ac.uk](http://www.cam.ac.uk) (accessed 20<sup>th</sup> December 2012)

<sup>53</sup> Education to Employment: Designing a system that works; McKinsey Centre for Government, October 2012: [http://mckinseysociety.com/downloads/reports/Education/Education-to-Employment\\_FINAL.pdf](http://mckinseysociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf) (accessed 20<sup>th</sup> December 2012)

Indeed, it is now uncontroversial to say that an independent-school graduate from a selective university has more of a chance of success in professional industries than a state-school educated graduate from that same university.<sup>54</sup> As such, and based generally on a combination of the competencies developed in respected graduate training programmes,<sup>55</sup> consultation with leading employers and academic research from the CBI and the Sutton Trust<sup>56</sup>, the Chapeltown Academy Education Sub-Committee has developed the Soft Skills Passport which is a **core** element of the development and success of every student attending the Academy.

There are twelve skills, all aimed at preparing students for *excelling* in life after school. This programme relates directly with our vision, and specifically our goal of “preparing students to be ‘professionals’ by equipping them with the soft skills necessary to achieve in specific areas of the world of work”.

Students will be required, in discussion with their Tutors, to assess their own competency against each skill area over the first term, and then record evidence against each of the skills to show exactly what they have done and, therefore, how they have developed. Full details of the mechanics of the operation of the passport are given in Section D2.

#### V – Enrichment at Chapeltown Academy

The fourth strand of the Chapeltown Academy vision is that enrichment opportunities do not stop, but increase meaningfully beyond the age of sixteen. Specifically, our vision makes clear that Chapeltown Academy will “deliver an extensive and engaging programme of extra-curricular opportunities such that students’ lives will be enriched, and they will be able to realise their potential outside of the classroom, as well as within it”.

Our feeder secondary schools offer students differing opportunities for enrichment. A handful of students will have been members of scouts clubs and participated in other activities outside of school, although many will not have done. Other students will enter Chapeltown Academy with an array of extra-curricular talent – sporting, musical or otherwise. The Academy must offer the physical facilities for these interests and pursuits to be nurtured and developed. It is expected for students to be inculcated with the notion that, in terms of effort, striving for excellence is the only acceptable standard regardless of whether or not they are in the classroom.

Although within the cohort no student will have **no** extra-curricular interest some will arrive with limited experience and the Academy must offer these students the opportunity to have new, enriching experiences that they did not have at secondary school. This will mean that they can continue to develop as individuals through the enrichment programmes.

Curriculum Bonus Time (CBT) is the primary means by which this is done and again the mechanics of this operation are explained in D2. Students are allocated a full six

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<sup>54</sup> Graduate Employability: Policy and Performance in Higher Education in the UK, (Smith, McKinght and Naylor, 2000)

<sup>55</sup> We analysed the competencies required for entry to five of the leading thirty graduate training programmes as produced by The Times, 100 Leading Graduate Employers

<sup>56</sup> Submission to the House of Commons Children, Schools and Families Committee on Social Mobility and Education and Access to the Professions, The Sutton Trust, 2009

hours per week of CBT, of which at least **four hours** are expected to be used to develop their interests outside of the classroom.<sup>57</sup> This time also enables students to take ownership of *how* they are going to develop.

As a minimum requirement we expect to offer The Duke of Edinburgh Award, The Young Enterprise Programme, community volunteering (in conjunction with our community partners), a range of sports, ICT activities,<sup>58</sup> music lessons, drama, debating, art and secondary school student mentoring.

There are several avenues available to access the expertise to deliver this extra-curricular provision.

First, staff members have timetabled CBT within their work schedules and wherever possible will be expected to lead on these activities. Second, we will collaborate with our community partners (including other educational providers) to ensure our provision is appropriately wide and balanced for our students. Third, where external expertise is required to deliver some of these enrichment opportunities, we will, if appropriate, buy in this resource. Students will also be expected to lead some activities and in some cases a 'hands-on' approach to supervision will not be appropriate.

In addition to CBT a significant emphasis is put on enrichment trips. The year structure allows each faculty to run day and residential enrichment trips in the holiday periods, so that students' specific curricular experiences can be enriched and developed.

## VI – Transition Between Phases of Education

### INTRODUCTION

The third strand of the Chapeltown Academy vision is to provide a considered support network to aid a seamless transition between GCSE and A-Level. Similarly we expect our leavers to be fully prepared for entry to higher education and the world of work. In this Part V we discuss our main approaches to transition between phases of education, and where relevant further detail is given on the respective aspects in different sections of the application form.

### SOFT SKILLS AND THE WORLD OF WORK

The rationale for our Soft Skills Passport detailed above is to assist students with their own personal development, and to prepare them for working as professionals. The Soft Skills Passport permeates tutorial time, has a place within the curriculum and is a requirement for all students to complete. Input into the Soft Skills Passport will come from the students themselves, their teachers, Tutors, mentors and other individuals who assist in the development of these skills (further detail is given in Section D2). On leaving, a full Soft Skills Passport will be immediately relevant for students to draw upon as they prepare for university and the world of work.

### SPECIAL ATMOSPHERE AND ETHOS

From the start, our aim is to create an atmosphere where students feel comfortable, happy and educationally stimulated. Everybody will pull in the same direction, staff and students will support each other and all achievements will be recognised and

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<sup>57</sup> The remaining two hours can be used for academic support, where appropriate

<sup>58</sup> The hope is for this to include app design, web design and computer programming

celebrated. In this way, our considered hope is that students will want to attend, desire to learn and be motivated to succeed.<sup>59</sup> The embedding of this ethos from the start will enable students arriving at the Academy to start very positively.

#### USE OF DATA TO INFORM PEDAGOGY

On entry students will take an ALIS test which will combine prior attainment with attitudinal data to produce a report on each individual. All staff will make thorough use of this data to inform their strategies for the teaching of whole classes and the individuals within them. Teachers must challenge students to think analytically and explain concepts with clarity and precision such that students garner a clear understanding of concepts and processes.

#### THE SCHOOL YEAR

There are several benefits associated with the slightly different school year structure<sup>60</sup>, but in terms of transition there are two specific elements. First, our two-week lead-in to the first term enables new Year 12 students to adapt to their new environment and get used to the new style of working associated with A-Levels.

Second, the final three weeks of Year 12 and the first two weeks of Year 13 are predominantly a UCAS/university/post-AS Level focussed time for students, where they are expected to have fully researched their own relevant post-18 options and prepared their UCAS forms for sending. It means that when the intensity of the academic work restarts two weeks into the first term they will be enabled to be completely focussed.

#### OPEN DAYS, PROSPECTUSES AND WORK WITH PARTNER SECONDARY SCHOOLS

Our transition work begins at the start of Key Stage 4, with all our partner secondary schools. This liaison includes enrichment activities, which will include activities such as a maths challenge, a journalism day, and a “come and sample an A-Level afternoon”. The purpose of all of these is to encourage Year 10 students to begin thinking about their post-16 options, as well as extending and developing key aspects of their GCSE work. Then in Year 11, the process becomes more formal as outlined in the Admissions sub-section (D6).

#### THE MENTORSHIP PROGRAMME

The Mentorship Programme is the bedrock of this strand of the vision, and its success will, for some students, directly correlate with their success academically and otherwise.

As is no secret, the step-up in academic complexity from GCSE to A-Level is difficult<sup>61</sup>, and the various mentors a Chapeltown Academy student will have will assist them in the process. The diagram below illustrates the mentoring support structure, and how a Year 12 student is assisted with transition both internally and externally. The only difference in Year 13 is that students go from having an older ‘Buddy’ to ‘buddying’ a younger Year 12 student. The structure therefore envisages support to be built in for the Year 12 to Year 13 transition as well.

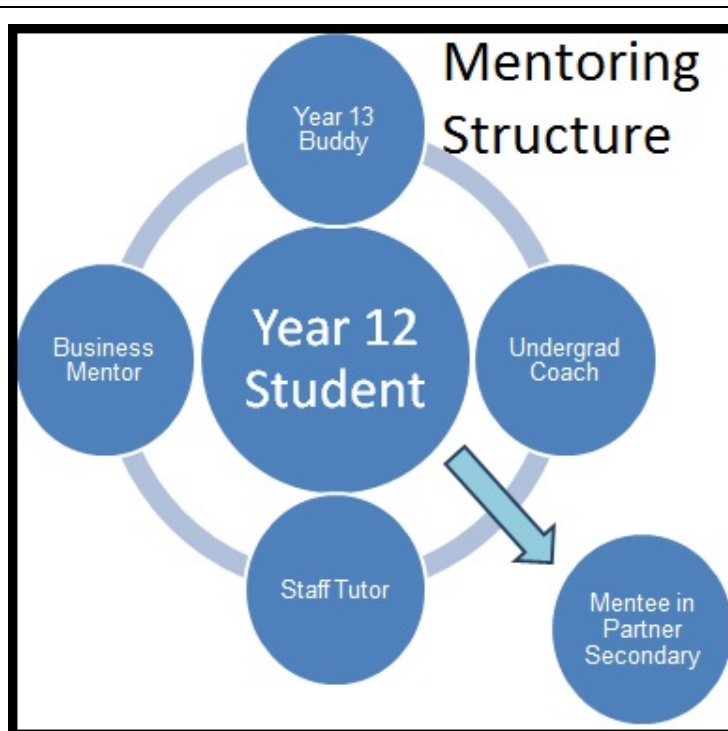
This element of our strategy provides a further opportunity to engage with our partner secondary schools and for our students to develop their own skills, knowledge and understanding of people and teams. It also means that if prospective

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<sup>59</sup> A description of how we intend to create and support this atmosphere is given in sub-section D7

<sup>60</sup> Described in sub-section D2

<sup>61</sup> Chapeltown Academy is aware of the proposals to increase the academic rigour of post-16 qualifications, and will adapt the style of support appropriately



students have previously seen Year 12 and Year 13 students in their own schools (or even been directly mentored by them) they will be more confident when making the academic transition.

The Year 13 to Year 12 buddying relationship is absolutely essential. Students will be grouped in vertical Tutor groups for this reason. Year 13 students will have a clear knowledge of how they made the step from Key Stage 4 to 5 and the challenges they faced. A Year 12 student entering the Academy will benefit from this invaluable perspective.

Further, when comfortable in that relationship, the Year 12 student will be able to provide support, advice and friendship 'upwards' to the Year 13 student.

The Undergraduate Coaches will be drawn from high-performing universities that our students will be aspiring to attend. Furthermore, as part of the sustainability of our offer (motivated by our desire to generate continuous and long-term improvement in educational outcomes for local students for years to come) some Chapeltown Academy graduates who go on to university will coach current students by way of the same programme to ensure there is a solid transition system in place.

### VII- Improving Outcomes

Outcomes will improve because of:-

- an appropriate curriculum combined with the very highest quality of teaching;
- a thorough, forensic analysis of progress and rapid timely and effective intervention to ensure that students achieve their potential; and
- a supportive, invigorating environment that encourages learning, celebrates achievement and promotes intellectual curiosity.

Our cohort is one which is academically able, socio-economically disadvantaged and, presently, under-catered for. Our students either travel relatively far to a higher performing institution, or they tend to perform not as well as they could do, locally. Results in the area are not as good as they are in the authority on average, and they also fall below the national average.

Our considered approach to teaching and learning will improve attainment at A-Level and entry to top universities. Our soft skills focus will ensure our students are capable for entry to the leading universities and professions, and our transition arrangements and extra-curricular provision will ensure retention rates are high.

Students will enjoy their experience at sixth form, and will develop rounded personalities to enable them to succeed beyond school. We will aim to improve outcomes predominantly for our own students, but through collaboration with our educational partners and other educational providers in the region we will also have a lasting impact on the community as a whole.

The Academy seeks to serve the students living in north Sheffield, south Barnsley and north-west Rotherham. The fact that some students already travel a long distance for high quality academic provision means Chapeltown Academy will put that very provision on their doorstep. Given our innovative style, combined with our traditional focus on teaching and learning, it is well within our aims to be amongst the highest-performing institutions in the county.

If we deliver on our success criteria, we will have improved student outcomes. Each of the success criteria (detailed above in section C and below in sub-section D5) are based on and reflective of our vision.

We firmly believe that despite the likely socio-economic profile of our intake we can, given the environment we propose to provide, give them a chance of turning Bs at GCSE into As and A\*s at A-Level.

## **D2: Curriculum and Organisation of Learning**

*This sub-section is aimed at giving the reader a feel for how Chapeltown Academy will operate on a day to day basis, and thus how it will deliver its educational vision.*

### **I - Introduction**

First, there is presented a summary of the curriculum offering and the approach that Chapeltown Academy will take to the delivery of its educational offer (Part II). Then, it will go on to explain how students will be organised for their different strands of learning and development (Part III). Finally, Part IV will explain the decisions taken on the school year, day and timetable and their respective justifications.

### **II – Overall Approach to the Curriculum, Enrichment and Soft Skills**

#### **STUDENT ENTRY AND COHORT SIZES**

<b>Year of Operation</b>	<b>2014 (Year 1)</b>	<b>2015 (Year 2)</b>	<b>2016 (Year 3)</b>
Year 12	150	150	150
Year 13	0	150	150
Total on Roll	150	300	300

At Chapeltown Academy it is essential that every student is treated as an individual and that their specific academic and pastoral needs are fully catered for. Every student must be valued, and as such the year group size is relatively small (for a stand-alone sixth form provider) at 150 but still large enough to be reflective of our diverse local community.



At Year Two the Academy will be at full capacity when student numbers double from 150 to 300. One of the Chapeltown Academy unique selling points (USPs) is its size and therefore the time and attention that individual subject teachers as well as the institution as a whole can give to each student.

Other colleges in South Yorkshire (Longley Park Sixth Form College, Hillsborough College, Thomas Rotherham College) cater for far greater numbers of students. It is firmly contended that Chapeltown Academy's size will be crucial to the belonging individual students feel about the institution of which they are a part.

### THE CURRICULUM OFFER – SUMMARY

As mentioned in Section D1 students will be offered the following subjects to study at A-Level as well as the Extended Project Qualification (EPQ): Maths, Further Maths, Physics, Chemistry, Biology, Psychology, Spanish, French, German, English Literature and Language, English Literature, History, Geography, Government & Politics, Economics and Philosophy & Ethics.

Students in their first year will study four subjects to AS level. Each subject will offer five hours per week of contact time. This will be structured as four hours per week of direct whole-class teaching and one hour each week as a smaller group (6-7) seminar. The purpose of the seminar is to enable structured and in-depth discussion both within and around a topic and to enable each student to take responsibilities for researching, leading and presenting some of their own work. Full details of how this will operate are in the discussions below on Chapeltown Academy's general approach to teaching and learning.

### TEACHING AND LEARNING

In Section D1 we have fully explained the rationale for *why* Chapeltown Academy has chosen to offer what it has and here we seek to explain *how* the institution will deliver exceptionally well taught A-Level subjects.

Every subject on the curriculum, requires, for the achievement of good results a deep level of understanding and thought. It will be the task of the teachers, in each subject area, to train our students to develop this. The teaching will involve a balanced mixture of the teacher being leader and facilitator, with the student developing core skills of analytical research.

As such, our teaching will be based on a combination of the latest, up-to-date well-researched teaching and learning strategies and a seminar structure which enables students to research, refine and present their ideas and thoughts. The teacher as the facilitator will act as a guiding 'mentor' during part of the learning process.

Our approach to teaching and learning of A-Level courses will be distinctive by virtue of its exceptional quality. Every teacher must as a pre-requisite have a passion for the subject they are charged with delivering and a sound level of subject knowledge. Furthermore, they will be assessed on their ability not just to convey the passion but to inspire and challenge their students. It is through challenge that a deep level of understanding is gained. With the exception of Maths, students will not be set by ability.

Teachers at Chapeltown Academy will be in a privileged position, in that they will have a cohort willing to be in school and willing to learn. The challenge will be to train, develop and refine the thought processes and skills of the young people and get them to exceed their potential. The value and power of effective questioning will remain an overarching school focus. It must be that teachers at the Academy have a

desire to exceed professional standards, and we expect a mix of younger and more experienced teachers to allow for the sharing of best practice and innovation.

Four lessons a week will be delivered “traditionally” in an A-Level class of approximately twenty students. Every teacher must know each individual within the class, understand their strengths, weaknesses, interests and over time develop an awareness of their preferred style of learning.<sup>62</sup> Marking must be consistent. Formative and regular feedback (oral as well as written) is expected to be constructive. Teachers and students must be willing to be flexible in terms of their approaches and full and effective use of new technologies will be expected.

In section C we describe that we will “increase [young people’s] aspirations to attend the leading universities in the UK and further afield”. We intend to use the fifth weekly lesson as a direct means of widening students’ perspectives towards learning, and making them aware of university teaching styles. Thus, in addition to the four lessons a week described above, the fifth will be delivered “seminar-style” to a group of six or seven students.

Modelled on the success of the leading universities in the country, this is a unique opportunity for students to prepare for and have an in-depth discussion and analysis of a specific area within the curriculum. Students will be required to prepare for the seminar by having read about the topic and prepared answers to questions in advance to enable a high-level discussion of the topic in the seminar. This occasion will also represent an opportunity for the teacher to challenge the thinking of the students, and to properly assess their level of understanding. This will also be developmental for staff.

Each subject group will be split into three, enabling every student in the group to have one seminar session every three weeks. In a typical term of six weeks, each student will attend a seminar twice a term. The two periods (of the three in the cycle) where they are not physically present in the seminar will be opportunities for them to evaluate their performance and understanding in the previous seminar and prepare for the following one. Students will be fully expected to use this preparation time effectively.

#### HOMework, MARKING AND FEEDBACK

Providing students with rapid formative feedback on where they have worked well and critically what they need to do improve is one of the most powerful methods of accelerating student progress.<sup>63</sup>

The expectation is that most students will do at least five hours of study per-week, per-A-Level outside of their five hours a week of teaching. The further expectation is that students’ work is marked at least weekly in all subjects with constructive, diagnostic feedback given and marks and grades that enable our assessment tracking system to receive its regular three weekly update.

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<sup>62</sup> It is expected that teachers make use of the ALIS data and Individual Support Plans to inform practice

<sup>63</sup> Visible Learning: A Synthesis of Over 800 Meta Analyses relating to Achievement, John Hattie (2008)

### ICT IN THE CURRICULUM<sup>64</sup>

Although no qualification in ICT will be offered as freestanding, ICT will be important to our offer at Chapeltown. Every curriculum area will be encouraged to make innovative use of the latest developments in ICT and students will be taught how to develop key research skills using the latest software. Our approach is to use digital technology not for the sake of using technology but to integrate it judiciously into the curriculum based on sound pedagogical research and ensuing evidence. The EPQ further enhances this possibility. Teachers will be expected to stay on “top of their game” when it comes to communication developments and they will be encouraged to adopt global best practice.

All classrooms will be fitted with interactive whiteboards and internet access. There will also be multiple laptops available<sup>65</sup> in all lessons to enable ICT sessions in all subject areas and classrooms where appropriate. It will be for the teachers to determine how technology can improve their own pedagogy and support effective learning within their specific curriculum areas.

We aim to ensure that all students will be familiar with the latest technologies that are applicable to academic study, and where appropriate to their particular field of research. Further, this familiarity will also extend to software that is commonly used across business and industries.

The practising teachers on our proposer committees attend annual conferences and workshops on ICT in education and will be responsible for making the initial informed decisions with regard to appropriate hardware and software as applicable for our 2014 opening.<sup>66</sup>

Our school website and Virtual Learning Environment (VLE) will be a central information point and gateway for extended learning to be fully integrated into the curriculum. This will be another important element of the Academy’s coherent approach to ICT. The VLE affords the possibility of a ‘blended learning’ approach with opportunities for ‘flipped learning’ sessions’ where appropriate so that more collaboration and peer support can take place.

The information available on the web should be made full use of in school lessons and in self-study time. Given the potential changes to the A-Level system and curriculum it is essential for excellent teachers to be able to adapt their style and to convey both knowledge and relevant study skills.

### MATHS

Maths will be taught in the same way as the other subjects, in terms of four traditional A-Level lessons and one more in depth seminar, however the Academy will also cater for particularly able mathematicians who are willing and able to pursue courses in further Maths. At the outset of the Maths course students will be assessed for competence and motivation and there will be some students both willing and able to progress with the study of Further Maths.

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<sup>64</sup> Other discussions relating to ICT are detailed in the relevant sub-sections: assisting learning (D4), monitoring and reporting Systems (D5), e-safety and well-being (D7), staffing (D3) and enrichment (later in D2)

<sup>65</sup> Note in Section G3 when discussing an 80% model of financial sustainability our laptop distribution policy will be altered

<sup>66</sup> Juliet Park has an extensive knowledge of employing ICT within the curriculum. Section F gives further details

These students will be organised in the same teaching group with the intention that they complete the entire A-Level Maths course in Year 12, so they can attempt the Further Maths course in Year 13.

Completing Maths and Further Maths consecutively in this way enables more flexibility. For example, later in the year an able mathematician outside of this advanced group who is particularly successful with A-Level Maths can choose (with the go-ahead of his or her teacher) to opt for Further Maths with some acceleration and a student working at a slower pace can be moved into a typical Maths group and complete the A-Level over two years.

#### THE EXTENDED PROJECT QUALIFICATION (EPQ)

We will be offering students the opportunity to take the EPQ in two ways:

- a) They may opt for the EPQ as a "fourth" option in addition to three other A-Level subjects
- b) They may opt to take four AS Levels and opt to pursue the EPQ, in addition, as a part of their "Curriculum Bonus" time.

If the student chooses to pursue the EPQ through route (a) they will have five 'timetabled' EPQ hours instead of a fourth A-Level option from Year 12. In this case, their supervisor and the EPQ coordinator will be responsible for coming up with a support plan such that they use the five hours a week effectively for completion of the EPQ. Students opting to pursue the EPQ through this route should aim to complete this by December of their Year 13 year, such that the remaining time can be focussed on their three A-Level courses.

If the student chooses to pursue the EPQ through route (b) it is open to them to use one CBT session per week to develop their project. Opting for this method of completing the qualification will require close monitoring by their supervisor and explanations that completion of the project will require more than just the two hours scheduled per week. They will be expected to use time at home and other study hours to ensure the EPQ is completed to the required standard. Once again we would expect students to complete this by December of Year 13, such that the remaining time can be focussed on their three A-Level courses.

Whilst we expect students to work hard and for some students to pursue four courses in their second year of A-Level study, if they choose to pursue the EPQ through route (b) it would only be in exceptional circumstances that we would expect them to continue with four A-Level subjects and the EPQ in Year 13.

The EPQ remains a perfect opportunity to give students, (many of whom will come from families where university is not the norm, a structured method to develop research, management and organisation skills which universities increasingly see as necessary for success. We therefore see this is an important supporting mechanism driving forward our vision of increasing young people's aspirations to attend leading universities.

#### THE SOFT SKILLS PASSPORT

It is core to the Chapeltown Academy vision that students leave with an array of advanced soft skills as well as evidence to show they have developed each of them so when faced with entry to the professional labour market they can talk confidently about their own skillset. Section D1 has fully explained which soft skills are important and why.

Each of the twelve soft-skills will be set out in an online portfolio and access will be given to each student at the start of their careers at Chapeltown. Initially they will be asked to evaluate their own competency in each of the skill areas with support from their Tutors. Then, over the course of the two years they will be required to complete their portfolio by including evidence of what they have done, and how they have developed in respect of each of the soft skills. The portfolio will require them to cite examples from extra-curricular activities, in curriculum opportunities (particularly the seminar style tutorials), the mentoring of younger students, the enrichment trips offered, engagement with the local community and, if relevant, the completion of their EPQ. The passport will serve as a tool for self-reflection so they can see both what and how they have developed and what they further need to do, to improve. Overall responsibility for completing the passport will lie with the student and this will be monitored by their Tutor.

Within the passport there will be opportunities not just for the students themselves to write about the skills they have developed but for teachers, Coaches, Tutors, Mentors and Buddies to comment on the development of soft skills if and where appropriate. Via the online platform students will share access to their portfolio with the relevant people who can upload evidence of their achievement against various parts of the portfolio. This evidence will be able to extend to virtually anything including documents, reports, music files, pictures, videos, certificates and other records. Tutors will be expected to devote some tutorial time to allow students to think about how best they develop the evidence for their own Soft Skills Portfolio.

On leaving the Academy students will be given their printed and electronic 'passport' encompassing their portfolio of evidence against each of the soft skills. They will clearly be able to identify the progress journey.

### ENRICHMENT

Enrichment activities and opportunities are at the heart of what Chapeltown Academy is offering. Students will leave as fully rounded individuals and should have similar enrichment opportunities that are afforded at the country's best schools. The Curriculum Bonus Time (CBT) has been designed to allow students to extend their study beyond the classroom.

There will be cases where the CBT is needed for academic intervention; however Tutors will be responsible for ensuring that a student's CBT is planned and cannot be subsumed entirely by such intervention. Students have a minimum of six and maximum of eight hours per week of CBT where they can pursue other interests, be they sporting, musical, dramatic or of any other nature.

Staff will run clubs and societies in CBT for students to pursue. Students will also be encouraged to run their own clubs and societies during this time. As formal qualifications in Art, Drama, Music and Sport do not form part of the A-Level curriculum these are *essential* elements of CBT and students will be encouraged to engage. The premises must be fit to host an array of extra-curricular activities and in particular sporting activities.

The advantages of having sporting facilities on site extend beyond the Academy's students. Such facilities can be used by local sports clubs and community groups at weekends, outside of term and in the evenings. Chapeltown Academy must be an institution where top class learning takes place and enrichment opportunities must be of a similarly high standard. The environment must facilitate this. The wider

community will thrive and benefit from this as Chapelton Academy retains its status as a school for the community, in the community.<sup>67</sup>

Enrichment will go beyond CBT, as students' involvement in activities outside of the Academy will be encouraged and, where appropriate championed.

Enrichment activities and trips will take place in the holiday periods and it is one of the school's stated Key Performance Indicators (KPIs) that students partake in these enrichment trips. Links are already in the process of being developed with charities across the world (e.g. Supporting Kids in Peru [SKIP]) so that in subjects like History, Politics, Geography and Modern Languages students who so desire have the opportunity to travel and appreciate cultural differences, and learn about their role as citizens of the world.

### III - Organisation of Learning

#### CURRICULUM TIME

As indicated in Section I there are 15 regular A-Level subjects (excluding the EPQ and combining Maths and Further Maths) from which students are invited to select four.

#### *Year One*

On application students will be invited to choose six subjects, in order of preference. When all applications have been completed, the subjects will be arranged into timetable blocks reflecting as nearly as possible those student choices, within the constraints of running **eight dynamic teaching groups at 20 hours a week, giving a maximum of 160 hours in total**. This weekly cycle leaves students with 20 hours of contact time and five hours of study periods per week.

Year Group	Number of Teaching Groups	Time Per Week	Total Time
12	7	20 hours	140 hours
12	1 additional (for curriculum flexibility)	20 hours	20 hours

The model allows for flexibility in an average group size or in teaching distribution hours.

#### *Year Two and Beyond*

The plan is to replicate the same curriculum model in the second year. Assuming 75% of the cohort pursue three A-Levels, it will be organised as follows:

Year Group	Number of Teaching Groups	Time Per Week	Total Time
Year 13	5	15 hours	75 hours
Year 13	2	20 hours	40 hours
Year 13	1 additional (for curriculum flexibility)	15 hours	15 hours
Year 12	7	20 hours	140 hours
Year 12	1 additional (for curriculum flexibility)	20 hours	20 hours

<sup>67</sup> Section H discusses Premises Option Two which could be designed to suit this aim

This total of 16 teaching groups allocates a weekly maximum of 290 hours per week, again allowing for curriculum flexibility.

#### ASSUMED SUBJECT DISTRIBUTION

The timetable and staffing model is premised on the assumption that the distribution of subject choices by students will follow this pattern. This is taken on the basis of advice from the Head Teachers at various high performing schools and colleges<sup>68</sup> as well as initial subject preferences from our interested Year 10 students. Timetable flexibility has been built into the system, as described above

Subject	Subject Groups 2014/2015 Year 12 (Hours)	Subject Groups 2015/2016 Year 12 (Hours)	Subject Groups 2015/2016 Year 13 (Hours)
French	2 (10)	2 (10)	1 (5)
Spanish	2 (10)	2 (10)	2 (10)
German	1 (5)	1 (5)	1 (5)
English Literature	2 (10)	2 (10)	2 (10)
English Literature & Language	1 (5)	1 (5)	1 (5)
Philosophy & Ethics	1 (5)	1 (5)	1 (5)
Government & Politics	2 (10)	2 (10)	1 (5)
Economics	2 (10)	2 (10)	1 (5)
Geography	3 (15)	3 (15)	2 (10)
History	2 (10)	2 (10)	1 (5)
Biology	2 (10)	2 (10)	2 (10)
Psychology	2 (10)	2 (10)	2 (10)
Maths/Further Maths	3 (15)	3 (15)	3 (15)
Chemistry	2 (10)	2 (10)	2 (10)
Physics	1 (5)	1 (5)	1 (5)
Curriculum Flexibility	4 (20)	4 (20)	3 (15)
<b>TOTAL</b>	<b>32 (160)</b>	<b>32 (160)</b>	<b>26 (130)</b>

The final structure of the options will be determined after meeting with and discussing the individual needs and aspirations of the students who intend to join the school (part of the transition arrangements). It is understood, of course that flexibility may be required from cohort to cohort and as such numbers in each class may vary slightly from the ideal mean of 20/21. The final 'option blocks' will reflect these needs and aspirations of the students whilst keeping clear in mind the requirements of specific universities for particular degree courses.

#### TUTORIAL TIME

Every student will be allocated a staff member (Tutor) and Tutors will look after 20-21 students in their Tutor group. The Tutor will be responsible for the overall academic progress of each and every student although subject teachers will be ultimately accountable for student progress within their classes. The tutorial time every morning is thirty minutes long with the exception of one assembly per week for the entire school.

<sup>68</sup> The London Academy of Excellence; Lincoln Christ's Hospital School; New College, Swindon; Merchant Taylors' School, Northwood and Berkhamsted School

The assemblies will rotate such that personal, social and health issues are covered in an informative way and where issues of current affairs, politics, religion and morality are explored analytically requiring students to challenge the thinking of each other, their peers and the speaker. Occasionally the individual responsible for careers liaison will arrange for a careers based assembly to be delivered.<sup>69</sup> The ethos of the Academy is one where everyone is expected to consistently give their best and the assemblies will be planned carefully to ensure they have the desired effect of engaging, motivating and energising the students.

Tutor Groups will also be used to administer various matters relating to university applications, careers, information, advice and guidance. In addition, every student will be allocated an external Professional Mentor as part of the mentorship programme, and Tutors will allow students to arrange mentoring sessions and catch-up sessions with mentors in tutorial time, where relevant and appropriate. Tutors will work with students to ensure tutorial time can be used effectively in this regard.

#### CURRICULUM BONUS TIME

Curriculum Bonus Time (CBT) is the final two hours between 3.30pm and 5.30pm every day from Monday to Thursday. It is an essential facet of the delivery model for our vision of providing “an extensive and engaging programme of extra-curricular opportunities, such that students’ lives will be enriched and they will be able to realise their potential outside of the classroom, as well as within it”.

This time is to be used for students to explore and engage in the enrichment activities that are on offer at the Academy, and students will be required to attend a minimum of six hours of CBT (three of four sessions) per week.

It will be the responsibility of the student to draw up their own CBT plan at the start of each term, with reference to the intervention required, and the enrichment activities on offer at the Academy. A student’s Tutor must sign off their CBT plan for each term such that they are fully understanding of how the student is best using the opportunities on offer at the Academy to develop as individuals. CBT time is not to be used entirely for academic intervention, and Tutors will not sign off plans to this end.

CBT time might not always be supervised. It may be, for example, that a student decides to run a chess club. This would be a perfectly acceptable use of CBT, and other students could indeed use their CBT by coming to and participating in the chess club.

### *IV – School Timetable and Calendar*

#### ACADEMIC CYCLE - INTRODUCTION

The school year will be split into six terms, the first of eight weeks, the next four of six weeks each and the final one of three weeks (making 35 teaching weeks in total). These will be separated by two week breaks with the exception of the seven week summer break. The rationale behind the shorter term lengths is very much that students can “work hard and play hard” during the six week stints and that the holiday period will give them requisite opportunity to relax. The longer first term is to

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<sup>69</sup> This responsibility is allocated differently in the first year of operation as compared with when the Academy is at capacity



allow two weeks for the Year 12s to be gently integrated in to the new environment and to make the transition from GCSE to A-Level a safe, sensible and productive one. For the Year 13s, it is during the opening two weeks that they focus on completing their university applications and UCAS process.

### THE SCHOOL YEAR STRUCTURE

#### *Term One*

Term one, at the start of September is eight weeks long for both Year 12 and Year 13 students. New Year 12 students will, for the first two weeks, be eased into their AS level courses as they make the transition from KS4 to KS5. They will be matched with their Coach, Buddy and Mentor and will be welcomed to Chapeltown Academy. They will also use this time to develop their first CBT plan and assess their Skills Passport competencies with their Tutor. Every student's achievements will be recognised from the outset and from term one each student will feel like a part of the fabric of the institution.

In Year 13 the first two weeks will be an introduction to the second year of A-Level study. Year 13 students should be putting the finishing touches to personal statements and university applications such that by the start of week four this is complete. From the end of September the focus will be on academic study, maximising extra-curricular opportunities and where relevant, preparing for university interviews.

In both cases (Year 12 and Year 13) the final six weeks of the term will be treated like terms two to five and will take the form of intensive, focussed, enjoyable, high-quality academic learning.

#### *Terms Two to Five*

Terms two, three four and five are six weeks long. This is to allow for students to work intensively over this period. There will be no opportunity for students' attention to wander or for them to procrastinate. Expectations in each subject area will be made clear and students will be expected to take a similar empowered approach to their enrichment opportunities through the curriculum bonus sessions. Where participation is structured, focussed and regular it becomes more fulfilling.

#### *Term Six*

One of the innovations at Chapeltown Academy is to allow students to use the period of time after the completion of the AS examinations to concentrate on researching their post-18 options. This three week term presents a fresh and motivating opportunity for Year 12s to return after AS Level exams and work on their university applications. They will begin drafts of their personal statement such that by the end of September the UCAS process will be complete. Given that increasing aspirations to attend leading universities is a central part of our vision, this time will be invaluable in allowing students to undertake the necessary work to prepare for applying to such institutions. The time will also be used for them to try taster sessions in their A2 courses (as some students will make the decision to go from four courses to three).

Year 13 students will not be expected to return to school after their final examination, apart from for one day when all Year 13s will be invited for a celebration day.

### Example Calendar for 2014/15

Term	Dates
Term one (eight weeks)	1st September – 25 <sup>th</sup> October
	<i>Two week break</i>
Term two (six weeks)	10 <sup>th</sup> November – 19 <sup>th</sup> December
	<i>Two week break</i>
Term three (six weeks)	5 <sup>th</sup> January – 13 <sup>th</sup> February
	<i>Two week break</i>
Term four (six weeks)	2 <sup>nd</sup> March – 10 <sup>th</sup> April
	<i>Two week break</i>
Term five (six weeks)	27 <sup>th</sup> April – 5 <sup>th</sup> June
	<i>Two week break (subject to exam period)</i>
Term six (three weeks)	22 <sup>nd</sup> June – 10 <sup>th</sup> July
	<i>Seven week break</i>

The rationale for the slightly reduced length of the school year is the increased length of the school day coupled with the need for a series of two week breaks. Falling consistently between each term, these breaks are long enough to allow for departments to organise enrichment trips and for students to rest, recuperate and where necessary, revise.

The period between late June and early July for Year 12 students is the time in which staff support them with their university applications, personal statements, university visits and/or other career pathways. They will then take away summer holiday preparatory work for their A2 courses which begin in early September.

The time after Year 12 examinations is not the most effective teaching time because students are distracted by university application decisions and energy levels are lower after a period of intensive revision and examinations. This provides further rationale for the shorter, three week final term.

### THE SCHOOL DAY

The School day is split into a registration period, five one hour classes followed by two hours of CBT. No curriculum bonus time takes place on Friday and the school day finishes at 3.30pm.

Time	Activity
8.30- 9.00	Tutorial time (8.00am each Wednesday for staff)
9.00 – 10.00	Class one
10.00 – 11.00	Class two
11.00 – 11.30	Break
11.30 – 12.30	Class three
12.30 – 1.30	Class four
1.30 – 2.30	Lunch hour
2.30 – 3.30	Class five
3.30 – 5.30	Curriculum Bonus Time (i.e. extra-curricular, careers, community engagement or academic intervention – Monday to Thursday only).

**YEAR 12 STUDENT WEEK: EXEMPLAR TIMETABLE**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Tutorial Time</b>	General tutorial time <i>(Research university courses in Law)</i>	General tutorial time <i>(Professional Mentor running 'Interview Skills' session)</i>	Assembly on maximising use of social media	General tutorial time <i>(Update Soft Skills Passport)</i>	General tutorial time <i>(Meeting with Year 13 Buddy)</i>
<b>P1</b>	<u>Study Period</u>	Economics	<u>Study Period</u>	Economics Seminar Prep	Economics
<b>P2</b>	Spanish	History	Spanish	Maths	Maths Seminar Prep
<b>Break</b>					
<b>P3</b>	Maths	Spanish	History Seminar Prep	Spanish Seminar	<u>Study Period</u>
<b>P4</b>	History	Maths	<u>Study Period</u>	Maths	History
<b>Lunch hour</b>					
<b>P5</b>	Economics	Economics	History	<u>Study Period</u>	Spanish
<b>CBT</b>	Young Enterprise	Debating	History Support	Football	N/A <sup>70</sup>

**D3: Staffing Structure**

*This sub-section D3 discusses the Chapeltown Academy staffing structure. It is modelled on our best assumptions about the predicted curricular choices that our anticipated cohorts will be making, but allows for flexibility such that the balance can be altered if and where necessary.*

**I – Introduction**

The approach to this sub-section is first to provide a broad strategic overview of how accountability for **all the school's key responsibilities** are apportioned amongst the leadership team in the first year of operation and then at full capacity (Part II).

On this basis, Part III explains how the **different staffing responsibilities** are line managed within the Academy's personnel structure, again in the first year and at full capacity. Part IV gives more detail as to how **specific teaching and learning responsibilities** are organised and, once again, how this changes from when there is only one year group to when the school is full. Part V describes the roles of the **non-academic staff**. Part VI gives further detail on the **operational**

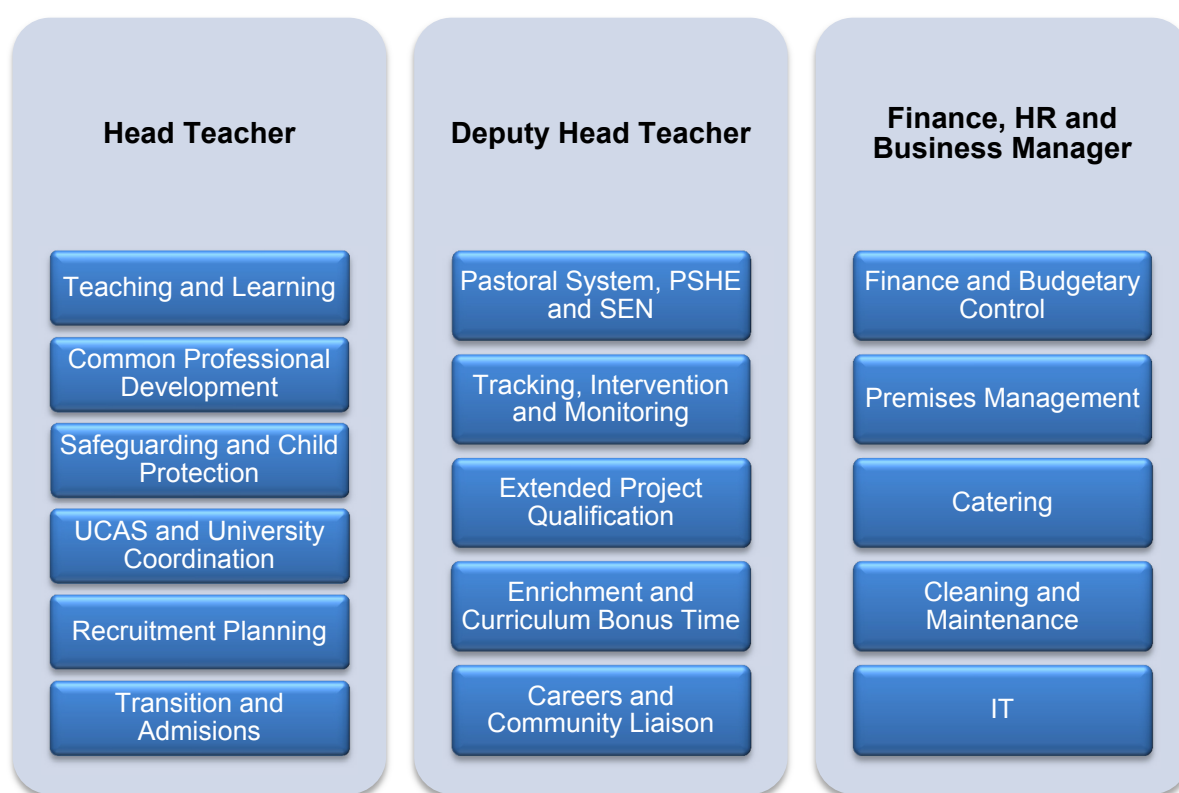
<sup>70</sup> The School Day finishes at 3.30pm on Friday – there is no timetabled CBT

**responsibilities of the academic staff**, and Part VII concludes with a high-level **overview of performance management systems** to give a holistic analysis of the staffing picture at Chapeltown Academy.

## *II – Leadership Responsibilities: An Overview*

A strong Senior Leadership Team (SLT) is required from the outset to embed within the structure of the Academy the ethos and culture of achievement we aim to engender such that the vision as described in section C can begin to be realised from the first day of operation. In the first year, this SLT consists of the Head Teacher, the Deputy Head Teacher and the Finance, HR and Business Manager.

There must be accountability at the highest level for the school’s most important and necessary deliverables, and as such core responsibility for these all rest with a member of the SLT, delineated as follows.

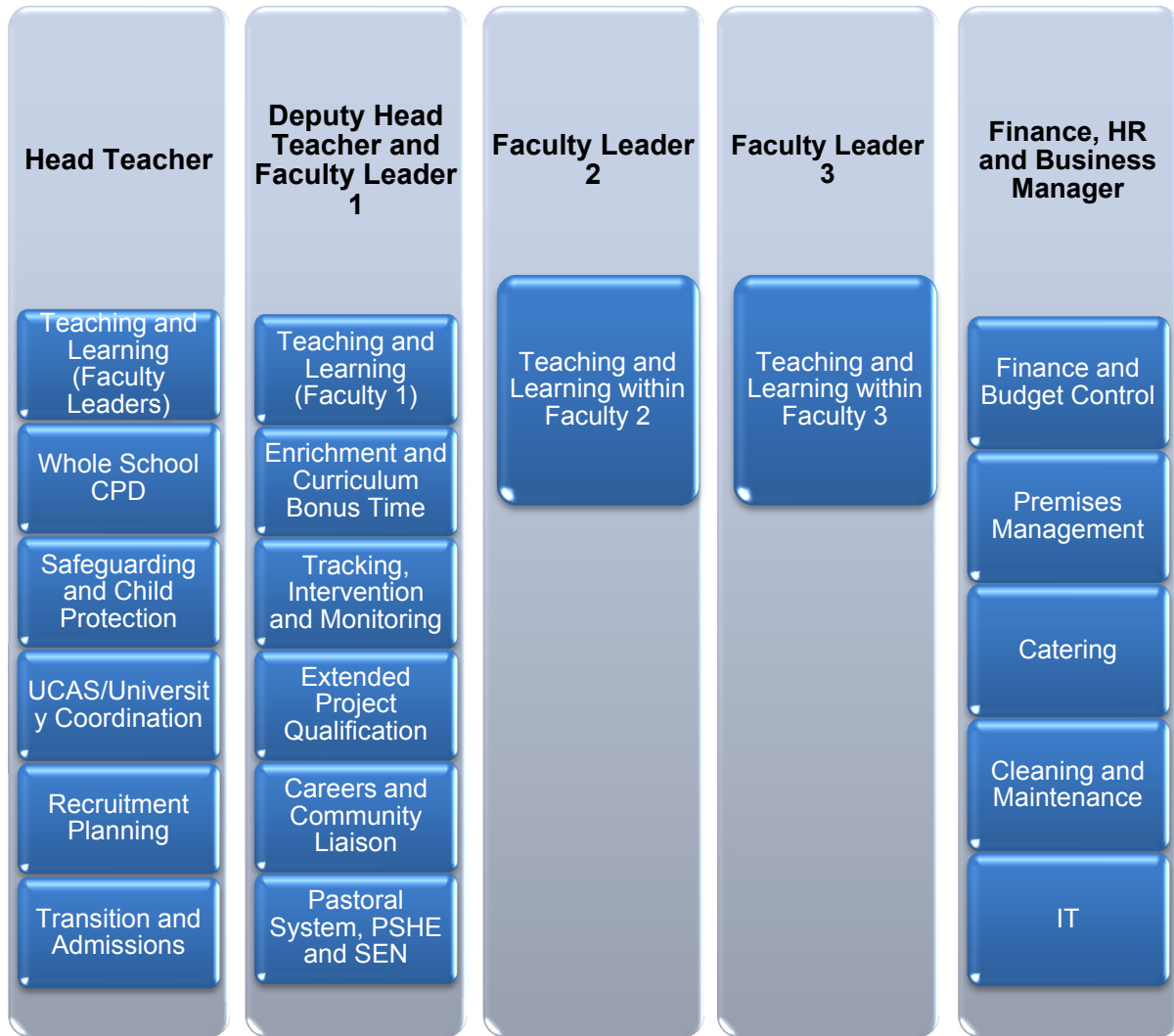


From the above it should be noted that members of the SLT will be required to report on the effective operation of the deliverables for which they are accountable and will, therefore, line manage accordingly (see the detail in Part III below).

In our second year of operation the SLT grows from three to five. The Head Teacher transfers responsibility for teaching and learning (and therefore performance management of staff members) to Faculty Leaders. The Deputy Head Teacher takes on the role of one of the Faculty Leaders and two further Faculty Leaders are recruited<sup>71</sup> and join the SLT.

<sup>71</sup> It may be appropriate to ‘promote’ a classroom teacher to a Faculty Leader in Year Two or it may be necessary to externally recruit. The Head Teacher will coordinate this talent management process

Responsibilities in Year Two and beyond are as follows:

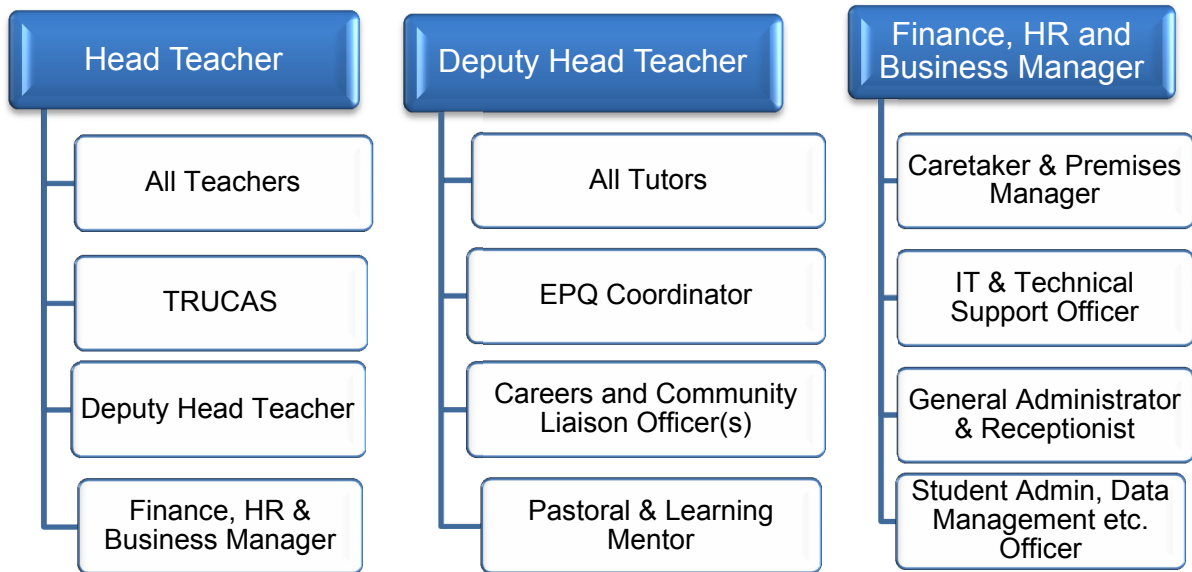


### III – Staffing Structures

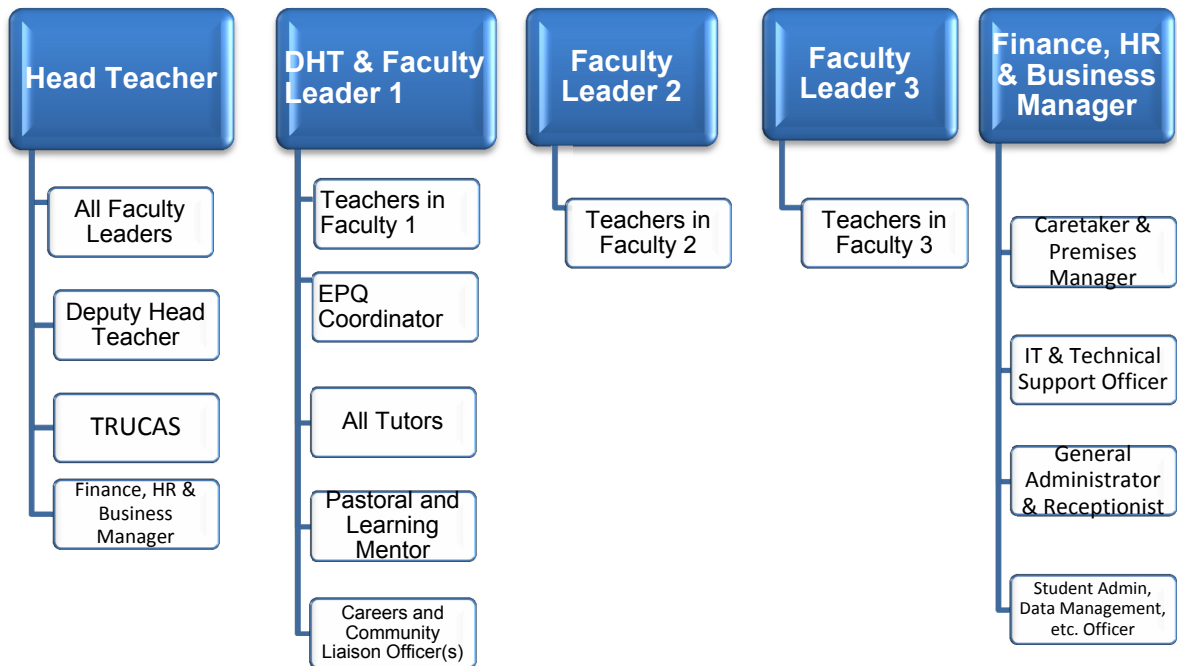
The above analysis enables us to explain how staff will be organised and managed according to the responsibilities they have within the Academy – so, for example, in Year One, where an individual is purely a classroom teacher of Maths and has no other responsibilities they will be managed and appraised by the Head Teacher. Where a member of staff has dual or multiple responsibilities, they will be managed accordingly. For example, in the first year if an individual is a teacher of Geography and a pastoral Tutor their **teaching and learning role** will be managed by the Head Teacher but their **tutorial role** will be managed by the Deputy Head Teacher.

This method of strategic management will require there to be consistent and regular communication amongst the SLT, but will also mean channels of accountability and responsibility are clear.

The staffing structure and line management responsibilities are as follows in Year 1:



Naturally, as the school grows to capacity in Year Two, the staffing structure evolves accordingly:



## IV - Teaching and Learning Structures

### INTRODUCTION

As depicted above, overall management responsibility for teaching, learning and subject leadership lies with the Head Teacher in our first year, and the relevant Faculty Leader thereafter. This part IV is purely concerned with a proposed teaching and learning structure to explain, practically, how we would expect the academic system to operate at Chapeltown.

The model below demonstrates that we can comfortably provide all the core, academic subjects that we believe to be central to our vision as laid out in section C.

### TEACHING AND LEARNING MODEL – YEAR 1

An academic year is 35 weeks long (in one x eight week, four x six week and one x three week blocks).

As a minimum, the directed requirement for full-time academic staff will be:-

- a disaggregated 37 week-year (the extra two weeks allow for additional CPD and training); and
- a 34-hour week in school (including PPA time).

The 34-hour week will include teaching, PPA time, transition work, CPD, pastoral duties and CBT. The standard teaching load will be **20 hours per week**, with five hours PPA time and nine hours of CPD/curriculum enrichment/transition work, on average.

With 150 students on roll in our first year, the initial assumption is that the cohort will be taught in seven dynamic teaching groups (TGs); this gives a **maximum average** group size of 21.4.

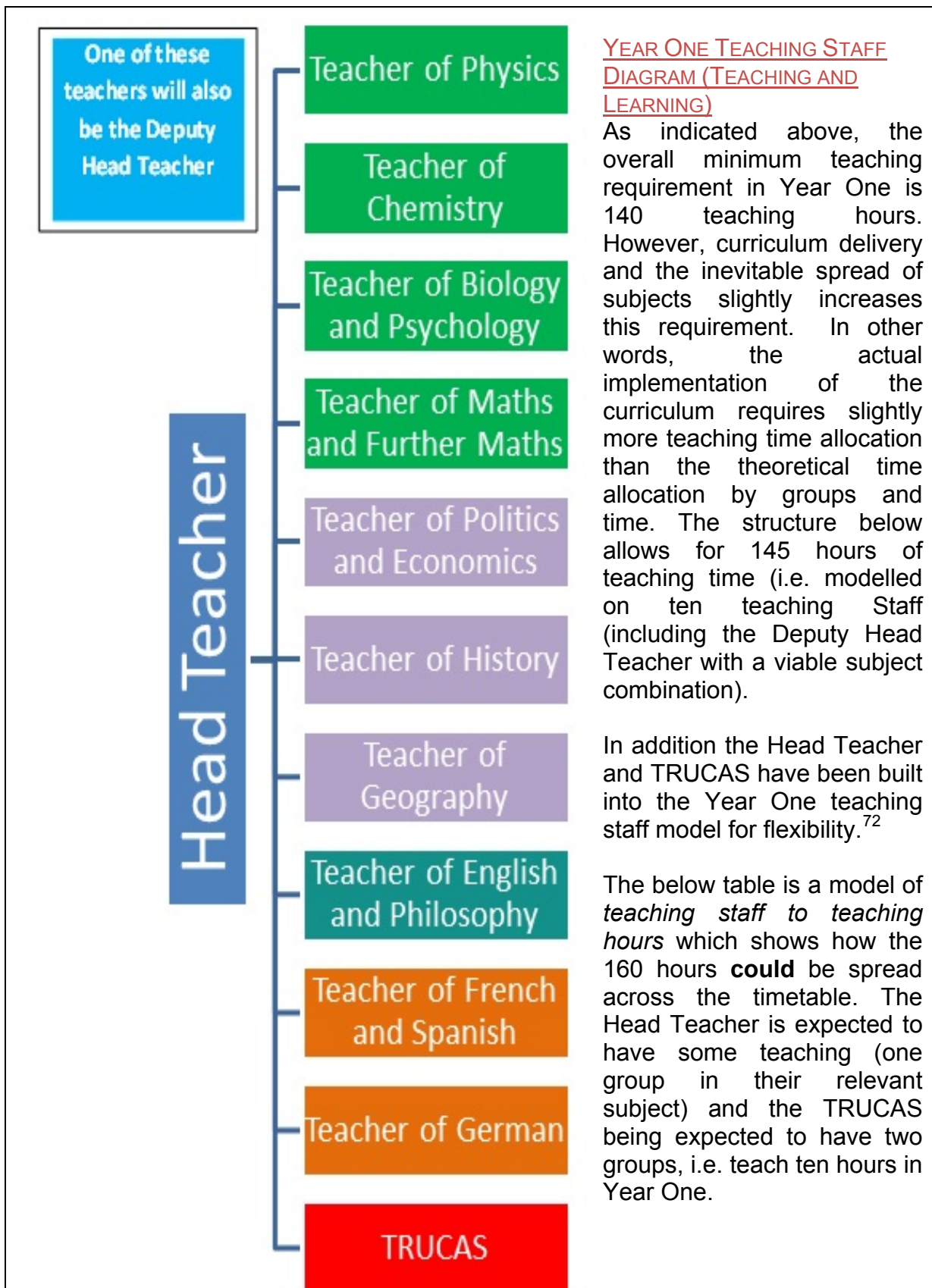
However, given the curriculum flexibility that is built into the timetable (see below), and the likelihood of an additional TG (again, see below) this average group size is expected to be slightly less than 20, across all subjects areas. Curricular choice will alter the balance slightly, but will not radically alter the requirement for seven groups on average.

With each group receiving 20 taught hours each week, the teaching requirement in our first year is:  $7 \times 20 = 140$  teaching hours.

To build in curriculum flexibility, we have staffed for an additional 20 teaching hours per week. The total weekly teaching hours (160) are distributed across the week as follows:-

- 145 hours timetabled for the regular teaching staff (including the Deputy Head Teacher)
- 10 hours timetabled for the Teacher Responsible for UCAS Coordination and University Liaison (TRUCAS)
- 5 hours timetabled for the Head Teacher

The Head Teacher will set up the academic tracking and intervention system in the pre-opening phase, and the responsibility for whole school tracking, monitoring and intervention when the school is operational will be the responsibility of the Deputy Head Teacher.



<sup>72</sup> The model below assumes the “Extended Project Qualification (EPQ)” can replace any subject in Year 12.



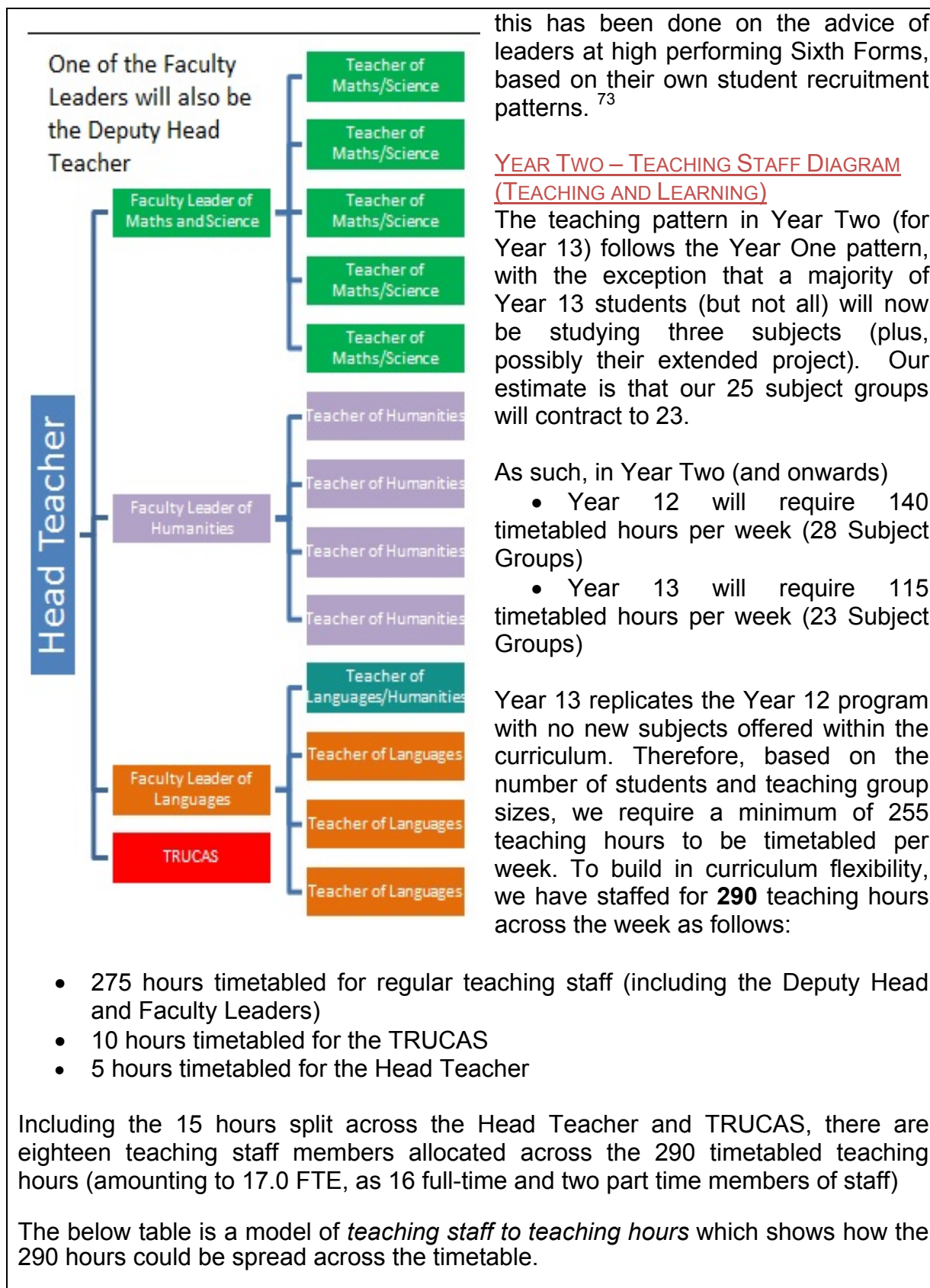
Teaching Staff Member	Subject Taught	Subject Groups in Year 12	Teaching Hours
1	Physics	1	5
2	Chemistry	2	10
3	Biology	2	10
	Psychology	2	10
4	Maths/Further Maths	3	15
5	Politics	2	10
	Economics	2	10
6	History	2	10
7	Geography	3	15
8	French	2	10
	Spanish	2	10
9	German	1	5
10	English Literature	2	10
	English Literature and Language	1	5
	Philosophy and Ethics	1	5
As Required	Curriculum Flexibility	4	20
<b>TOTAL</b>		<b>32</b>	<b>160</b>

This curriculum flexibility means group sizes are likely to be **on average** less than 20, although it obviously depends on the subject combinations that students select. As explained, flexibility is brought into this structure; student choice may affect the overall balance of subject staff required, but the extra groups will allow for some overall inefficiency (in terms of group size) to give some extra flexibility in student choice.

There have been 15 hours allocated as the responsibility for UCAS/University Liaison (to be undertaken by the TRUCAS) which allows for flexibility within the staffing recruitment process. Initially it is modelled on an individual teacher teaching half a timetable and taking overall responsibility for university development and UCAS coordination. However, depending on the curricular spread it could be modelled differently.

On the basis of the assumptions made, to staff the curriculum and other aspects of the Academy's system (e.g. tutorial system and CBT) - Year One will require nine full time academic members of staff (including the Head Teacher, Deputy Head Teacher and TRUCAS) and three part time members of academic staff (totalling 10.25 FTE)

This curriculum allocation gives a total of 32 subject groups (including 4 for timetable flexibility spread across 20 hours), each having five hours per week of tuition. The model has had to involve predictions of student's A-Level choices, but



this has been done on the advice of leaders at high performing Sixth Forms, based on their own student recruitment patterns.<sup>73</sup>

YEAR TWO – TEACHING STAFF DIAGRAM (TEACHING AND LEARNING)

The teaching pattern in Year Two (for Year 13) follows the Year One pattern, with the exception that a majority of Year 13 students (but not all) will now be studying three subjects (plus, possibly their extended project). Our estimate is that our 25 subject groups will contract to 23.

As such, in Year Two (and onwards)

- Year 12 will require 140 timetabled hours per week (28 Subject Groups)
- Year 13 will require 115 timetabled hours per week (23 Subject Groups)

Year 13 replicates the Year 12 program with no new subjects offered within the curriculum. Therefore, based on the number of students and teaching group sizes, we require a minimum of 255 teaching hours to be timetabled per week. To build in curriculum flexibility, we have staffed for **290** teaching hours across the week as follows:

- 275 hours timetabled for regular teaching staff (including the Deputy Head and Faculty Leaders)
- 10 hours timetabled for the TRUCAS
- 5 hours timetabled for the Head Teacher

Including the 15 hours split across the Head Teacher and TRUCAS, there are eighteen teaching staff members allocated across the 290 timetabled teaching hours (amounting to 17.0 FTE, as 16 full-time and two part time members of staff)

The below table is a model of *teaching staff to teaching hours* which shows how the 290 hours could be spread across the timetable.

<sup>73</sup> As discussed above in sub-section D2

Staff Member(s)	Subject Taught	Subject Groups	Teaching Hours
1	Physics	2	10
2	Chemistry	4	20
3 and 4	Biology	4	20
	Psychology	4	20
5 and 6	Maths/Further Maths	6	30
7 and 8	Politics	3	15
	Economics	3	15
9	History	3	15
10 and 11	Geography	5	25
12 and 13	French	3	15
	Spanish	4	20
14 and 15	English Literature	4	20
	English Lit & Lang	2	10
	Philosophy	2	10
16	German	2	10
As Required	Curriculum Flexibility	7	35
<b>TOTAL</b>		<b>58</b>	<b>290</b>

As with our first year, curriculum flexibility means that group sizes are likely to be **on average** less than twenty, although clearly this depends on the subject combinations that students select.

This curriculum allocation gives a total of 58 subject groups (including seven for timetable flexibility spread across 35 hours), each having five hours per week of tuition. As with the first year of operation, the model has had to involve predictions of students' A-Level choices, but this has been done on the advice of leaders at high performing sixth forms, based on their own student recruitment patterns.<sup>74</sup>

### V – Non-Academic Staff

#### INTRODUCTION

As shown in Part III above, the Finance, HR and Business Manager line manages most of the responsibilities of the non-academic staff both in the first year of operation and at full capacity. Each role is described here.

#### FINANCE, HR AND BUSINESS MANAGER

*(FTE: 1.0, seven hours per day (35 hour week), 52 week contract, 30 days holiday (to be directed))*

The Finance, HR and Business Manager is the school's leading support staff professional and works as part of the SLT to assist the Head Teacher in his/her duty to ensure that the Academy meets its educational aims. They will promote the highest standard of business ethics within the Academy's administrative function and will strategically ensure effective use of resources.

<sup>74</sup> Knowledge has been drawn upon from the experience of The London Academy of Excellence; Lincoln Christ's Hospital School; New College, Swindon; Merchant Taylors' School, Northwood and Berkhamsted School

They will attend SLT meetings, full Governing Body meetings and Governors' sub-committee meetings and be line managed by the Head Teacher. Financially they will be required to evaluate information and consult with Governors to prepare a realistic and balanced budget for school activity. They will propose revision to the budget, maintain a strategic financial plan, seek and make use of specialist financial expertise and provide on-going budgetary information to relevant people.

They will manage the school administrative function and lead all support staff. They will manage payroll services for all school staff including the management of pension schemes and associated services. They must ensure the Academy's equality policy is communicated to all staff and that other recruitment, appraisal, grievance, disciplinary, redundancy policies and procedures comply with legal and regulatory requirements. They must also manage recruitment, performance management, appraisal and development for all support staff. If necessary, they will seek and make use of specialist HR expertise and provide on-going workforce information to the relevant people.

#### IT & TECHNICAL SUPPORT OFFICER

*(FTE: 0.87, seven hours per day (35 hour week), 45 week contract (not contracted to work six of seven week summer break and one of two week Christmas break) [26 days hols - to be directed])*

The IT & Technical Support Officer will manage the advanced ICT technical support and advice service to administrative and curriculum areas as required across the Academy and agreed in negotiation with the SLT. They will configure ICT systems, networks and equipment; including hardware, peripherals, and software and ensure efficient performance and deployment of appropriate support services.

They will also be required to manage the performance monitoring of ICT resources and diagnose and resolve faults in network infrastructure, software and hardware faults (including peripherals and web servers). The active management of Service Level Agreements will also fall under the remit of this member of staff.

It is necessary that they ensure that the ICT service meets the Academy's strategic vision and needs, including accountability for the ICT budget in conjunction with the SLT.

The individual will be required to demonstrate a willingness to work flexibly, sometimes outside of normal core hours, in response to service demands as agreed with the Service Manager.

#### GENERAL ADMINISTRATION & RECEPTION OFFICER

*(FTE: 0.87, seven hours per day (35 hour week), 45 week contract (not contracted to work six weeks of seven week summer break and one week of two week Christmas break) [26 days hols - to be directed])*

This individual will provide the Head Teacher and the Academy with a comprehensive administration service, including matters relating to finance, buildings and personnel. They will need to develop, manage, and operate administrative systems, while retaining the ability to relate to adults and young people and promote the school in the wider community.

#### STUDENT ADMINISTRATION, DATA MANAGEMENT, ADMISSIONS & RESOURCE MANAGER

*(FTE: 0.87, seven hours per day (35 hour week), 45 week contract (not contracted to work five weeks of seven week summer break or the two week break between the fourth and fifth terms) [26 days hols - to be directed])*

This individual will attend to matters relating to student administration, manage the

collection of student data, process admissions and manage the school's physical and ICT learning resources (e.g. books, iPads, laptops). They will also oversee the booking of other physical resources (such as the hall and meeting rooms).

#### CARETAKER & PREMISES MANAGER

*(FTE: 1.0, seven hours per day (35 hour week), 52 week contract, 30 days hols(to be directed))*

The need for a Caretaker & Premises Manager will be dependent on the school building. If the Academy is on a site with managed services, this might be part of the contract with the landlord. If an individual is hired to perform this role, they will be responsible for ensuring that the site is properly maintained and managed. This will require collaboration with the other non-academic staff.

#### CLEANER

*(FTE: 0.7<sup>75</sup>, 4.9 hours per day (24.5 hour week), 52 week contract, 30 days hols(to be directed))*

The need for the Cleaner will again be dependent on the school building. The service might be part of a building contract, or it might involve the recruitment of a single or two individuals. The performance of this service will involve the site being properly cleaned so that it represents a positive environment for learning.

#### SCIENCE TECHNICIAN

*(FTE: 0.5, seven hours per day (17.5 hour week), 52 week contract, 30 days hols(to be directed))*

A Science Technician is employed to work half-time (0.5) after the Maths and Science Faculty has decided on the precise requirements needed for assistance from Year Two onwards.<sup>76</sup>

#### UNIVERSITY LANGUAGE SUPPORT

The foreign language assistants will be employed students from the University of Sheffield. We will look to recruit either students who are native speakers (typically European students on their year abroad), or final year languages students on a 'contractor', per-hour basis. In the financial model this cost has been analysed as a non-payroll cost, as 'university language support'.

#### PASTORAL & LEARNING MENTOR

*(FTE: 0.87, seven hours per day (35 hour week), 45 week contract (not contracted to work six of seven week summer break and one of two week Christmas break) [26 days hols - to be directed])*

The Pastoral & Learning Mentor will assume responsibility for the overall well-being of all students in Years 12 and 13. They will oversee the pastoral element of the tutorial system and look after the welfare of each individual student and be responsible for liaising directly with Tutors. As Learning Mentor they will liaise directly with Faculty Leaders and monitor academic progress as an indicator of well-being. In each of these responsibilities they will report to the Deputy Head Teacher. They will also coordinate the personal, social and health education lectures and activities within the curriculum, in liaison with the SLT.

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<sup>75</sup> 0.4 FTE in first year of operation to take into account the reduced number of pupils attending the Academy

<sup>76</sup> Due to the small number of Science classes taking place when the Academy has only one cohort in its first year, the duty of preparing for and cleaning up after Science experiments can be absorbed by the Science teachers

The Pastoral & Learning Mentor will be a trained safeguarding officer and will be responsible for the safety and success of all young people. They must manage implementation of pastoral intervention strategies as required, and be the ultimate point of contact between the school and the student's home. They will, if appropriate, liaise with external organisations for the arrangement of special educational support and ensure teachers are properly equipped to deal with students for whom this support is appropriate.

Responsibility for the maintenance and development of Individual Support Plans (ISPs) will lie with the Pastoral & Learning Mentor, although these should be designed with assistance from subject teachers, the students themselves and the Tutor and overseen by the Deputy Head Teacher.

The Pastoral & Learning Mentor will finally be responsible for the overall tracking of students on graduation from Chapeltown and their engagement with the Academy after graduation.

## VI – Academic Staff Responsibilities

### HEAD TEACHER

The Head Teacher will be responsible for the strategic management of the school. They will design systems and processes for recruitment and manage the development of all staff in Year One. They will manage all teaching and learning in that inaugural year and the process for delegating responsibility for this from Year Two to Faculty Leaders. They will be ultimately accountable to the Governing Body of the Academy Trust and their full responsibilities are detailed in sub-section F5 of this application form.

In addition to the management of Teaching and Learning staff in Year One, they will oversee the work of the TRUCAS and University Liaison (TRUCAS) and be the dedicated senior Child Protection and Responsible Safeguarding Leader.

Initially the Head Teacher will also coordinate transition and admissions systems as well as also being responsible for some A-Level teaching.

### DEPUTY HEAD TEACHER

The Deputy Head Teacher's responsibilities are delineated in the diagrams in Part II above. They will oversee the provision of all enrichment and operation of Curriculum Bonus Time. It is the role of the Deputy Head Teacher to ensure the whole school programme of enrichment is sufficiently varied and stimulating to be of the high-quality needed to develop the skills and interests of our students.

Secondly, the Deputy Head Teacher will report at a senior level on the operation of the Pastoral System which includes line managing the academic staff in their tutorial roles and the Pastoral & Learning Mentor. Initially they will draw up templates for student ISPs taking into account individual special educational needs and the whole school Personal, Social and Health Education (PSHE) programme which will be delivered in tutorial time.

The Deputy Head Teacher is responsible for the overall tracking and monitoring system. They will manage the staff input of student progress data (quantitative and qualitative) at the necessary times and manage the reporting of this data to parents and carers at regular intervals through the year.

They will, in addition, operate the whole school systems of intervention and support to assist staff in using this data to inform lesson planning, tracking, monitoring, assessment and subject-specific intervention.

The Deputy Head Teacher will also line manage the specific responsibilities accorded to the EPQ Coordinator and the Careers & Community Liaison Officer. Finally, they will deputise for the Head Teacher in the event of absence, incapacity or other ill health.

#### FACULTY LEADERS (FROM THE SECOND YEAR OF OPERATION ONWARDS)

As the staff body grows some staff members will become Faculty Leaders. At this point departmental leadership and performance management responsibilities will be transferred from the Head Teacher to the three faculty leaders who will form part of the SLT. The Faculty Leaders will also take responsibility for assessment, monitoring, tracking and intervention of all students within their respective subject areas. Whole school monitoring and tracking will remain the responsibility of the Deputy Head Teacher, as noted above. Faculty Leaders will receive a teaching and learning allowance<sup>77</sup>.

#### TEACHERS

##### *Teaching and Learning*

**Academically**, the teaching staff must have and then convey the passion for their subject(s) to their students, for this is an essential pre-requisite to the success of the Chapeltown Academy cohort. All Teaching Staff must have the ability to adapt their style to teach one high-level in depth seminar style class a week to each of their teaching groups and four high-quality A-Level lessons. Each staff member is individually responsible for the learning that takes place within their classrooms to each of the students within their subject groups. They must track, monitor and report on progress within their own subjects and given that they will likely be the only teacher of their subject in Year One must seek to develop and review their practice and assessment with colleagues locally, nationally and internationally. In Year Two, the teaching responsibilities are the same, although they will be required, even more so, to work collaboratively and progressively with other staff in terms of peer review and performance management. The Head Teacher will performance manage teaching and learning in Year One and the Faculty Leaders will take over thereafter.

##### *Pastoral System*

**Pastorally**, most staff will manage a Tutor Group and in Year One will be the Tutor for that Year 12 group. The overall progress of these students will be the responsibility of their Tutor and the Tutor will liaise directly with subject teachers to ensure every student is sufficiently challenged and making ideal progress in each curriculum area. The system envisages direct liaison between the Tutor and the TRUCAS, the Tutor and the student's teachers and the Tutor and the Pastoral & Learning Mentor. After the first year the Tutor Groups will be changed to allow vertical groupings. The change will cause slight disruption to the tutorial system for the first cohort of Year 12 students as some Tutors will change going into Year 13, but from then on, students will be registered in vertical Tutor Groups. Tutors must have a solid understanding of the Soft Skills Passport as they will be responsible for coaching the young people to ensure they can record evidence against the development of each of the soft skills over the two year period at the Academy. The Deputy Head Teacher will performance-manage the responsibilities of the Tutors from Year One, onwards.

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<sup>77</sup> Details of this are described in the financial plans, Section G, below.

### *Enrichment and Curriculum Bonus Responsibilities*

**In terms of curriculum bonus time**, teaching staff are expected to lead or join at least one Extra Curricular Activity, provide additional academic support and possibly supervise students with the Extended Project Qualification.

### *Extended Project Qualification*

All staff will be trained in **supervising the Extended Project Qualification**. Depending on the method in which students choose to adopt it (students will be permitted to choose the EPQ as a fourth AS Level or to be done in Bonus Time in addition to their four AS Levels), staff will have responsibility for guiding different students with their extended projects.

A member of teaching staff will be given the responsibility to coordinate the EPQ (The EPQ Coordinator). He will be directly responsible for managing students who have opted for the EPQ and for running support workshops for EPQ supervisors. The EPQ coordinator must be flexible to work with staff members in ensuring their supervisees complete the EPQ to a high standard. They must also be fully acquainted with the soft skills passport and liaise with Tutors to ensure work towards the EPQ is used to complete the Soft Skills Passport.

The EPQ Coordinator will report for this responsibility to the Deputy Head Teacher.

### TEACHER RESPONSIBLE FOR UCAS COORDINATION AND UNIVERSITY LIAISON (TRUCAS)

The TRUCAS is responsible for building the relationship between Chapeltown Academy and leading universities. They will develop relationships with Access and Outreach programs at universities in the UK and worldwide and coordinate the relationship between Chapeltown Academy students and their Undergraduate Mentors. They will coordinate the UCAS process and design the Chapeltown Academy system for effective access to Higher Education. The TRUCAS is managed by the Head Teacher.

### CAREERS & COMMUNITY LIAISON OFFICER (YEAR TWO ONLY)

*(FTE: 0.87, seven hours per day (35 hour week), 45 week contract (not contracted to work six of seven week summer break and one of two week Christmas break) [26 days hols - to be directed])*

The responsibility for **developing and maintaining links with local community institutions** such as charities, sports clubs, social enterprises, housing associations, care homes and other community groups will lie with the Careers & Community Liaison Officer. This is an essential role to develop Chapeltown Academy as an institution rooted in its local community and must be done effectively. The responsibility extends to liaison with Partner Secondary Schools and work with younger mentees for Chapeltown Academy students.

Similarly **the coordination of Careers, Information and Advice** will be the responsibility of the Careers Liaison Officer. They will be required to manage the Business Mentorship aspect of the Mentorship Programme and, where relevant, ensure that Careers Provision and Guidance is structured, coordinated, appropriate and innovative. This responsibility will involve the arrangement of high level career profiling of each student and close work with employers and professionals in all fields such that students are able to access meaningful work experience opportunities nationally and internationally.

A dedicated staff member will cover these responsibilities from Year Two.

In Year One, these two responsibilities will be shared between the teaching staff, ultimately reporting to the Deputy Head Teacher.



## ***VII – Teaching Staff Development and Performance Management***

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### **RATIONALE FOR CPD SYSTEM**

To ensure that our students are academically, and otherwise, successful, our staff must be able to motivate and convey their passion for their subjects. To this end it is essential that our staff are looked after, planned for and developed appropriately. The employment of the Pastoral & Learning Mentor is as a support mechanism designed to assist this –staff will not shoulder the entire responsibility of pastoral management such that they can have high quality teaching and learning as their primary focus.

There are ten disaggregated CPD days within the school year (included in which are parents evenings) in addition to the weekly CPD/meetings allocation. The weekly CPD allocation is time above and beyond PPA time for staff to dedicate to development.

Teaching staff will be required to set their own targets for development on a termly basis and will report to their line manager (in Year One this will be the Head Teacher for all staff) as to what and how they are seeking to develop as classroom practitioners. All staff will be supported by the National College of School Leaders (NSCL), University Educational Departments, the outcomes of educational research and be encouraged to use PPA time to engage in action research.

If possible, staff will be encouraged to engage in advanced study for higher degrees in education and/or some aspect of pedagogy.

The advantage of a small staff body is that peer review and observation can be commonplace and staff will be encouraged to work in ‘triads’ to develop aspects of teaching. Each term will involve a “whole school” focus on one particular aspect of teaching and learning and the triads will lead ‘in-house’ training sessions for staff, such that over the course of the year six areas are explored in depth across different curriculum areas.

As transition is an important part of the Chapeltown Academy vision, staff will be encouraged to use some of their CPD hours to engage in transition related activities with Partner Secondary Schools and, where possible with universities. Staff from secondary schools will also be invited to Chapeltown Academy and the two-way learning process will be commonplace such that Chapeltown Academy becomes an institution rooted in its community, at every level.

### **FORMAL PERFORMANCE MANAGEMENT PROCESSES**

As described above staff must feel valued and empowered such that they can get the best of themselves and their students. Performance Management is obviously important and therefore line management is done according to responsibility as explained above.

In terms of the teaching and learning responsibilities, staff will be assessed on

- Progress of students within class groups (against baseline)
- Five lesson observations per year (three via the peer review system and two formal observations)
- Justified feedback from students
- Staff response to areas of development
- Self-evaluation

Non-teaching and learning responsibilities will be appended to the appraisal of each staff member in the appropriate way.

**Progression up the pay scale will be determined by performance appraisals** and these performance appraisals must be linked to include not only outcomes but also attitudes and behaviours across all responsibilities.

This is an outline of how the formal performance management processes will work but the Head Teacher will be responsible for fully developing and designing the Staff Development and Performance Management system in the pre-opening phase.

It will be an essential competency for recruitment of a Head Teacher, that they are able to draw on global best practice to ensure Chapeltown Academy staff are valued and developed.

## **D4: Meeting the Needs of All Pupils**

*The 300 students entrusted to us are the core of our organisation. This sub-section is an overview of how we intend to support those 300 young people ensuring that they are all given every opportunity to achieve.*

### **I- Introduction**

We open with a needs profile of the Chapeltown Academy cohort (Part II) and then explain crucially how the school's culture will support that profile (Part III). We then, in Part IV, describe the framework system and organisational structure behind how we support all students - through individual support plans (ISPs). Part V then provides headline detail on specific policies, procedures and practices that we will employ.

### **II - The Needs of the Chapeltown Academy Cohort**

The Chapeltown Academy cohort is likely to be socio-economically diverse, academically able, lacking in soft skills and ethnically mixed.<sup>78</sup> There will also be a handful of students with specific learning needs.

Apart from the requirement that students have some prior academic attainment and a willingness to learn<sup>79</sup> the Academy is positively inclusive in terms of special educational need and economic, social and ethnic background. This is highlighted in our admissions principles, articulated in sub-section D6.

This diversity means the general and specific in-lesson needs of each individual will be different, depending on a combination of any pre-existing barriers to learning, their previous schooling, the advice they have been given to this point, their family background and their general life experiences. As such, in this sub-section D4, we set out how Chapeltown Academy is going to address such a diversity of individual needs as they present themselves through a distinctive philosophy (Part III) and a set of robust institutional arrangements (Parts IV and V).

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<sup>78</sup> The anticipated cohort has been profiled in Section D1, above

<sup>79</sup> Admissions requirements are discussed in Section D6, below

### *III – Culture and Philosophy*

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Our ethos is focussed on the individual – the success of every student should be the concern of the whole staff body. Schools are typically too large to pragmatically achieve this however the size of Chapeltown Academy enables us to embed this as a central tenet of our culture. Our belief statement incorporates the **expectation that every student should give their best** and is capable of achievement. Once all staff are engaged and actively involved in this vision, there will be a pervasive atmosphere of determination and support.<sup>80</sup>

It is central to the success of the institution that students know how far they have come in their “progress journey”, their destinations and how to enjoy getting there. This final element must be emphasised: the Academy will not be an automatic “exam factory”, but rather a place where a student’s potential, in every aspect of their development, can be fulfilled in an exciting way. It is the responsibility of the staff to ensure their subject comes alive at every opportunity and that their extra-curricular activities and enrichment is delivered in an engaging and stimulating way. This is further described in section C and sub-section D5.

The final element of this culture is our expectation that staff work proactively so that every student can succeed. This requires teachers to differentiate appropriately, senior staff to show strong leadership and all individuals to be sensitive to the needs of individual students. We expect governors to hold the Head Teacher to account by challenging processes and outcomes for all students and to ensure accountability to parents, guardians and young people themselves.

### *IV –Communicating Student Needs: The Individual Support Plan (ISP)*

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The system for ensuring the academic and non-academic success of **each and every** student is their ISP. This takes the form of a multi-faceted electronic document detailing a student’s learning needs and preferred learning styles<sup>81</sup>. It will be based on the student’s view of their own learning style, the results from their ALIS test, the reference from their secondary school, their involvement in other activities, any previously known Special Educational Need and the way in which they are perceived initially by their teachers.

It will include detailed personalised support strategies for meeting the individual’s needs, possibly including support strategies for students with specific special educational needs or those designated ‘gifted and talented’<sup>82</sup>.

It will be a dynamic and evolving document and one which teachers will be required to use and update when planning and after delivering lessons. Through this structured and systematic use of data the ISPs will inform the practice of all the Academy’s other teachers.

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<sup>80</sup> It is common knowledge that when everyone ‘pulls in the same direction’ achievement is far easier to come by (Antipatterns: Identification, Refactoring and Management (Laplante and Neill))

<sup>81</sup> It is not expected that teachers will always adapt their lessons to suit the preferences of individual students, rather that teachers vary their own activities to ensure consistent engagement and progress across the board

<sup>82</sup> The labelling of students with “Special Educational Needs” or as “G and T” can be counterproductive and so the ISP will identify the precise learning need and suggested strategies for meeting them.

All senior staff as well the Pastoral & Learning Mentor will be fully trained to identify students with special educational needs such that those previously undiagnosed can be recorded in the plans.

The overall responsibility for coordinating the ISP system will be that of the Deputy Head Teacher (who will be the designated SENCO) but day to day input on individual ISPs will be the responsibility of the student's Tutor, teachers and the Pastoral & Learning Mentor.

In each case it will be the responsibility of the Tutor for ensuring the individual ISPs are of sufficient detailed to be used by the staff body. The Deputy Head Teacher will coordinate whole-school implementation of the ISPs and will monitor and evaluate the efficacy of the system for staff and students. The Deputy Head Teacher must ensure that agreed strategies are implemented and that the teachers are fully aware and capable of meeting individual needs as these are applied to the curriculum (and extra-curricular opportunities). ISPs will be under constant review and formally reviewed at regular points (at least twice a year), following key assessment points. The reviews will leave enough time to aid identification of the need for and nature of intervention projects so that they can have an impact on the individual before they take public examinations. With staff having regard to principles underlying sharing of sensitive data, information from the ISPs may be discussed with parents if appropriate.

#### *V – Policies, Procedures and Practices*

The Academy's policies will reflect our philosophy (Part II) and ISPs (Part III). They will be devised to ensure the best for students and their families by supporting staff to develop themselves, their practices and their Academy to be a beacon of best practice. As well as drawing on excellent global practice, policies will ensure compliance with statutory guidance including the latest SEN code of Practice reflecting the new 0-25 system. Similarly all policies will be drawn up with specific reference to the Equality Act 2010 and other relevant legislation. The Academy will always comply with its legal obligations to protect and promote the well-being and learning of all young people entrusted to its care.

Policies providing support for students with certain special educational needs will make reference to how specific uses of ICT will be used to support the needs of all students as appropriate and relevant.

The information below demonstrates the salient elements of some of the key policies – it is not a comprehensive list of needs (there are others that could present themselves but are rarer e.g. perfectionism, synaesthesia, Costello syndrome etc.)

Neither is this list below a comprehensive analysis of all the possible strategies that could be used to meet the needs listed, it demonstrates awareness of some of the common strategies the Academy will use to help students with specific needs delineated.

It is also a starting point for helping staff to assess their own understanding and confidence and help training needs to be identified. Our vision is that staff and students must be supported to achieve and we must highlight the importance of enabling colleagues to be the best practitioners possible.

Each of the policies will, where relevant, make reference to specific organisations which can be called upon to assist in specific cases. These include but are not limited to the Child and Adolescent Mental Health Services (CAMHS), The Educational Psychology Service, the local Education Welfare Officer, the NHS, Family Support Networks as well as other Behavioural Support Agencies.

#### ENGLISH AS AN ADDITIONAL LANGUAGE

Based on the profile of the cohort, there is likely to be proportion of students for whom English is an additional language. Often those 'tagged' with this status are fluent English communicators despite it being a second or third language and therefore the tag represents no barrier to learning. In such cases, these students will be asked to support the students described below.

An allowance has been made within our admissions arrangements for students who have the academic ability to succeed at A-Level but not the English Language skills to have achieved a C at GCSE English.

We expect that any EAL needs will be flagged on admission and logged on the ISP. If this is identified at a later date, the evolving ISP will reflect this. It is expected that as part of excellent teaching, practitioners will develop their lessons to keep the student progressing. However we also expect that each subject area will devise resources to enable access in a collaborative way to ensure that excellent practice is shared. This sometimes means the use of differentiated visual support, research into materials in the native language or in-lesson communication support. We expect that the use of ICT can assist within lessons for example through, verbal translation tools and additional research avenues.

Also, a member of staff will run International English Language Testing System (IELTS) classes preparation during a Curriculum Bonus Time (CBT) session and these students will be encouraged to use one of their CBT sessions to attend these classes, and eventually, sit the IELTS examination. Where flagged that linguistic difficulties are slowing progress across subjects, the Pastoral & Learning Mentor will ensure that extra provision is put in place and will regularly review the student's progress to maximise access to the other subjects and activities within the Academy.

Finally, three of our Partners Secondary Schools (Fir Vale, Hinde House and Firth Park) work with large numbers of students with EAL. We will continue to engage with these schools and their EAL expertise to inform the support we put in place for our students at Key Stage 5. We acknowledge that EAL may also impact on the emotional well-being of a young person and that their Tutor should monitor this as part of the pastoral system, however, we believe that the use of Tutor Groups, CBT and the mentorship programme will enable all of our young people to find a comfortable enjoyable and familiar home at Chapeltown Academy.

#### DYSLEXIA

Dyslexia is a severe reading problem of neurological origin in a person with average or above average intelligence.<sup>83</sup> There are a range of well-known methods for assisting students with dyslexia and we acknowledge that no two people with dyslexia will have exactly the same needs.

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<sup>83</sup> [www.dyslexia.org/dyslexia.shtml](http://www.dyslexia.org/dyslexia.shtml)

Strategies suitable for the Academy to use may include the use of bullet points in hand outs, coloured paper and or incorporate the use of videos and podcasts as part of the teaching. The ISPs become invaluable with regard to communicating needs and strategies amongst staff.

#### DYSPRAXIA

Dyspraxia is an impairment or immaturity of the organisation of movement. It affects the way the brain processes information which results in messages not being properly or fully transmitted.<sup>84</sup> In every young person this may manifest itself in variable ways (e.g. with speech and language difficulties, shorter attention span, personal organisation difficulties). A student at the Academy who has dyspraxia will receive differentiated support where necessary, for example benefitting from being given reminders about deadlines, from having short clear instructions and from a degree of repetition.

#### PHYSICAL DISABILITIES

It is of course a legal requirement that the eventual premises complies with all Disability Discrimination legislation and that policies comply with the Equality Act 2010. All staff will be made aware of individuals with physical disabilities and the ways in which they can be assisted. The SEN policy will be developed with physical access requirements in mind and external agencies will be used where needed to support the student as appropriate e.g. to cater for additional needs on enrichment trips.

#### AURAL/VISUAL DIFFICULTIES

These difficulties and their extent are particularly difficult to predict. Nonetheless it is necessary that those responsible not only for classroom teaching but also for other enrichment activities/mentorship are aware of these difficulties if appropriate. Mobile hearing induction loops, mobile lighting support and other physical aids will be available where needed in discussion with the student. We will also ensure that all relevant parties are made aware of this beforehand (e.g. to inform how professional Mentors interact). If suitable the Academy may liaise with the local health service to support specific needs. In addition, our ICT framework enables the use of laptops in all lessons meaning that specific software can be used to assist students where beneficial (e.g. using text to speak, recording or scribing software).

#### ASPERGER SYNDROME

Asperger syndrome is a form of autism which affects how individuals make sense of the world. The condition affects people with average or above average intelligence in different ways and to varying degrees but can particularly affect communication, interaction and imagination.<sup>85</sup> The various enrichment opportunities available at the Academy will assist students generally and Tutors will encourage students to become involved and to develop their skills where relevant. Social intervention strategies will be put in place if appropriate, but it is acknowledged post-16 students with Asperger syndrome will, necessarily, be treated with the level of support and respectful assistance that they need.

#### ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

We recognise that ADHD is not an issue confined to children and that this can affect sixteen to nineteen year olds (as well as adults). The manifestation of this might be

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<sup>84</sup> The Dyspraxia Foundation

<sup>85</sup> [www.autism.org.uk](http://www.autism.org.uk)

struggling to complete tasks to deadlines, overlooking details or having poor self-control.<sup>86</sup> We understand students with ADHD who meet our minimum academic entry requirements will have managed their condition sufficiently to function properly in a school environment. In terms of a soft skills focus, personal organisation<sup>87</sup> is something Tutors will be guiding students with on a regular basis. Those at the Academy with ADHD will also have individualised behaviour management targets referenced within the ISP that can be reviewed frequently with their Tutor.

### GIFTED AND TALENTED

This label is not necessarily the most useful and although we will use prior secondary school data to inform the ISPs for all students a catch-all policy is unhelpful.<sup>88</sup> Rather, teachers will be required to push, stretch and support all students as required. Crucially the diagnostic ALIS assessment will inform pedagogy as will the overarching belief that everyone is capable of achievement. Students' specific talents must be identified and nurtured in the most appropriate way and our practice will reflect this. The personalised target setting will remove the need for a generalising label and our focus will be to ensure that every individual, including the brightest and most able, makes excellent progress.

### OTHER PASTORAL NEEDS

Acknowledging that the stress and pressure of a step change in learning, examination and other commitments can become overwhelming, our vision is about supporting our students making such transitions. Through the pastoral system, the overall monitoring and intervention processes and the mentorship structure as well as having motivated student-centric staff, we will address this comprehensively. Tutors will facilitate the development of important soft skills such as time and workload management, while building positive relationships to develop an overview of the particular individuals in their Tutor group. If Tutors or teachers identify a pastoral need, they will escalate it to the Pastoral & Learning Mentor (as managed by the DHT). If appropriate, the Academy will seek support and advice from other agencies.

The Pastoral & Learning Mentor will therefore liaise carefully with a student's Tutor, teachers and parent or guardian where pastoral issues are identified. The policy will be clarified by the Head Teacher on appointment but we expect for staff to adopt a proactive approach to these matters. In a similar vein, the mentorship structure is designed to assist individuals make progress. For example, a student's lack of confidence might be damaging and the hope is that the multi-faceted support offered by the mentorship programme can help overcome such barriers.

The Pastoral & Learning Mentor will assume overall responsibility for the well-being of the cohort, and will be an additional point of contact for students within the Academy. They will also be the Designated individual responsible for looked after children. They will report to Tutors and class teachers and SLT on the well-being of the cohort and suggest and implement intervention where required. They will also be expected to use ALIS output and other data to inform the support structures they put in place for specific students.

The tutorial system is of course one strand of the Mentorship Programme and is overseen by the Pastoral & Learning Mentor and ultimately accountable to the

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<sup>86</sup> [www.helpguide.org](http://www.helpguide.org)

<sup>87</sup> See discussion on soft skills in sub-section D1, above

<sup>88</sup> Educating the Highly Able, Sutton Trust: <http://www.suttontrust.com/research/educating-the-highly-able/> (accessed 21<sup>st</sup> December 2012)

Deputy Head Teacher. It is a coherent system for enabling a student's pastoral needs to be supported

### THE VALUE OF ENRICHMENT AND TRIPS IN MEETING ALL NEEDS

Enrichment is a big element of the Chapeltown Academy vision, because we believe that Enrichment activities provide students opportunities to flourish outside the classroom. Some activities will be student-led, others will be staff-led, some will focus on the community, others on sport, drama, music and enterprise. In summary, enrichment activities offered through Curriculum Bonus Time (CBT) will provide students with opportunities to find new interests, and develop existing ones such that their individual potentials can continue to be fulfilled. Having these activities on offer will enable students to throw themselves into life outside of the curriculum and again this will help with their transition from KS4 to KS5.

One of the benefits of frequent two week breaks built into the school year is that students, in Year 12 will have the unencumbered opportunity for trips, particularly to visit universities in the UK and understand what life is like at those institutions. Some sixth form providers face this common difficulty of balancing teaching time with allowing students to visit universities, but the combination of this built in 'enrichment time' with the existence of Undergraduate Mentors makes this much easier for students at Chapeltown Academy.

Apart from these being of general benefit to **all** students, enrichment can be used to support specific needs. For example giving responsibility for leading activities and groups to students with ADHD is a direct method of support. Similarly providing exposure to new surroundings for students with Asperger syndrome can promote their social and emotional development

### VII - Conclusion

The Chapeltown Academy curriculum is proudly inclusive, enriching and exciting. Teachers will vary their style to suit the learning needs of the individuals in the classroom. The institution as a whole will be geared to the development of the skills, knowledge and education of every student at the Academy, regardless of what those additional needs are. As an institution which not only values the individual but has systems in place for ensuring that those needs are met, the collective results of the whole will be excellent.

## **D5: Pupil Achievement**

*Students will achieve better outcomes at Chapeltown Academy than they do elsewhere. This sub-section accounts for how the embodiment of our vision will result in such achievement.*

### I – Introduction

We commence by describing our ideal Graduates to give an indication of the nature of their progress and achievement at the Academy (Part II). Part III reiterates the key targets we will measure as a school, for our students. Part IV clarifies the structure of our rigorously managed monitoring and reporting system and how it will be used to inform both developmental pedagogy and then the detail of our typical support mechanisms (Part V). Parts VI expounds on local engagement.



## II - Areas of Achievement: The Leaving Graduate

One of the core elements of the Academy's belief statement is that everybody is expected to *always* give their best. As such, "effort breeding achievement" is a concept that must permeate the Academy.

A leaving graduate will have had excellent teaching in their classes and those teachers will have facilitated him or her to have reached their potential in the relevant subject area. They will have been challenged and stretched and thought deeply about the academic basis for the topics of study, while at the same time have developed the core skills needed to succeed in their A-Level examinations.<sup>89</sup>

They will have had a wide range of extra-curricular and enrichment opportunities to enjoy, and have been encouraged to enjoy them. These activities will have developed other aspects of their character and skills such that they leave as well-rounded young men and women.<sup>90</sup>

They will leave in the sound knowledge that the destination they have chosen is the most appropriate for them as individuals. The information and advice given to them will have been tailored and appropriate such that the choice made was as informed and sensible as possible. It is relevant to note that one in four people from deprived homes believe that "few" or "none" of their career goals are achievable, compared to just seven per cent of those from affluent families.<sup>91</sup>

Lastly, the Graduate will have learnt how to deal with and build relationships with people – they should have developed a growing understanding of the diverse world around them. They will have developed lasting friendships and positive relationships with their Tutors, Coaches, Mentors and Buddies. At the end of the two years they will have developed a long-lasting attachment to and fondness for the Academy, the institution responsible for their education, such that they will be willing to offer support to future students that walk through its doors.

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<sup>89</sup> Some students from our area travel to Thomas Rotherham College, whose most recent Ofsted report lamented the expectations (see section C, above)

<sup>90</sup> For examples on extracurricular opportunities available, see sub-section D1, above

<sup>91</sup> Broke not broken, The Prince's Trust, [http://www.princes-trust.org.uk/about\\_the\\_trust/what\\_we\\_do/research/broke\\_not\\_broken.aspx](http://www.princes-trust.org.uk/about_the_trust/what_we_do/research/broke_not_broken.aspx) (accessed 22nd December 2012)

### III – Targets and Assessment: Students

Specific targets have been designed for the Academy based on achievement reflective of the above and are as follows

Key Performance Indicator	Target
A-Level entries achieving A* or A grade at A-Level	50%
A-Level entries achieving below a C grade	0%
A-Level entries achieving or exceeding their aspirational target grade	85%
Students attending top 30 UK universities or top 100 global universities	50%
Leavers not in Education, Employment or Training (NEET)	0%
Students leaving with evidence against each of the skills within the Chapeltown Academy skills passport	95%
Students progressing from entry in Year 12 to graduation in Year 13 (retention rate)	97%
Students' attendance	97%
Students having been on an enrichment trip during their time at the Academy	100%
Students having been on a residential enrichment trip during their time at the Academy	85%
Observed lessons rated "good" or "outstanding"	98%
Graduates from Chapeltown Academy in regular contact with existing students and assisting with, A-Level help, university study or post-18 advice <sup>92</sup>	75%

The above targets to reflect the vision statement and what we expect a Chapeltown Academy student to have had in terms of opportunity and to have enjoyed in terms of outcome.

### IV – Monitoring and Reporting Systems

#### GENERAL

The whole school monitoring and reporting system will be managed by the Deputy Head Teacher. It will have the following three interlinked strands:-

- an academic intervention and tracking system;
- a non-academic, pastoral and well-being tracking system (including progress against soft-skills); and
- a school self-review system for whole school progress against outcomes

Teaching staff are expected to monitor and evaluate the progress of their students as a standard part of their pedagogy. They will report progress to students, parents, students and internally to the Faculty Leaders. The Faculty Leaders are expected to report on the progress across their subjects to the SLT. The student's Tutor will be responsible for monitoring and tracking the **individual pupil across subject areas** and will monitor the Student's ISP.

The Pastoral & Learning Mentor will review student well-being (through liaison with Tutors) and be expected to monitor and report on children in care. The Deputy Head Teacher will be responsible for specifically monitoring and tracking groups of students statistically likely to underachieve as well as benchmarking the achievement and progress of all as part of the Academy's running, reporting, and action planning.

<sup>92</sup> By Year Three of operation

The nature of this tracking will vary slightly from subject to subject but generally will encompass a student's attitude, knowledge, engagement, homework, classwork and performance in lessons and seminar sessions. It will also encompass some non-academic elements, as detailed below.

## ACADEMIC

### *ALIS Entry Data*

During the opening two weeks, students will sit an ALIS diagnostic test and an attitudinal test which, combined with GCSE scores will provide two projected grades at A-Level. One will be a minimum expected outcome and the other will be an aspirational one. At two weeks in, teachers will input their first assessment grade into the Management Information System and there will be a cross-check. On this basis students will be given an aspirational target grade to work towards.

### *Updating the System*

From this point on every three weeks grades are updated, a progress report is produced and posted on the relevant section of our Virtual Learning Environment (VLE). Although teachers are required to update this Management Information System every three weeks that does not mean they will be required to undergo a prescriptive formal assessment. Depending on the nature of the subject teachers may, at their discretion input more than one grade (i.e. in languages a grade for each skill area may be necessary). Every six weeks (i.e. on a termly basis) printed progress grades are communicated to students and parents and are available via the online platform. The system will be designed to explain at these progress checks the "value added" data to parents which the ALIS test on entry will enable.

### *Using and Reporting the Data*

The data set as a whole will be used by the Deputy Head Teacher to identify underachievers, particular successes and ensure no individual student is left behind. The Deputy Head Teacher will also fulfil all statutory reporting requirements to the Department for Education.

This is the formal basis for the tracking system. In Year 12, there will be parents evenings preceded by full written reports in January and in June (after the AS exams). The June written report is likely to form the basis of the UCAS report.

In Year 13 parents evenings will take place in early November and in March, again when full written reports will be expected. While there is no formal mock exam period in Year 12, Year 13 will have a trial exam period in January on the basis that A2 exams are synoptic and they would benefit from practice exam on material covered in the previous year.

### *Internal Progress Review*

Termly, the Head Teacher and the Deputy Head Teacher will have a progress review meeting with each staff member to analyse how every individual student is doing in both year groups. Where there are academic issues, the teachers are critical in putting in place intervention. The progress review meetings will require an analysis of students on target, underachieving and overachieving. It will require careful analysis of how students are using their own study time and Curriculum Bonus Time. Where Pastoral issues are having an effect on academic success, the Tutor and/or Pastoral & Learning Mentor will be informed or consulted as appropriate

### *Summative and Formative Assessment*

It is expected that the Faculty Leaders (from Year Two) carry responsibility for the subject specific assessment policy, how progress should be monitored and subsequent intervention projects. In Year One this task will be managed between the subject teachers and the Head Teacher. Every single teacher is responsible for the use of formative assessment within their lessons and feedback, however it is expected that the Head Teacher when appointed will identify how he/she will ensure quality in assessment across the school.

### NON-ACADEMIC

The Tutor will also sign off a student's plan for their use of Curriculum Bonus Time (CBT) ensuring that they are able to enjoy and develop their strengths outside of the classroom, benefit from new experiences and balance against their academic workloads.

The final responsibility of the Tutor is to ensure students are consistently updating progress against each of the soft skills within the passport framework. They will have online access to a student's skill passport and be able to share that with the relevant people who can add evidence to ensure progression against each of the skill areas.

Pastoral tracking will be the responsibility of the Pastoral & Learning Mentor who will loosely monitor well-being, happiness and compare with academic achievement.

The staff member responsible for careers and community liaison will monitor use of Curriculum Bonus Time and the Enrichment opportunities that different students have been offered and have taken up.

The TRUCAS will develop systems for ensuring students have been properly informed about their post-18 choices (through visits to universities, open days, research skills sessions) and have been given the necessary information and guidance (from current students and their Undergraduate Coach).

### WHOLE SCHOOL SELF-REVIEW

The school will have a simple self-review system where progress against **each** of its targets (as above) will be shared with staff at a full staff meeting on a termly basis chaired and coordinated by the Head Teacher.

Externally these will be reviewed by the governors of the Academy. Internally involving all staff in the whole school self-review process on such a regular basis enables them to appreciate the effectiveness of their collective work on enrichment, university output, academic delivery, attendance, standard of teaching, A-Level results, soft skills development and sustainability across the school.

In turn these meetings will provide opportunities to monitor and then feedback on whole school progress. Where targets are projected to be missed, the diagnostic process will allow for input from all staff and be frequent enough to ensure that changes can be made.

### V – Interventions

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In the case where a student is failing to meet their academic targets or is not challenged, a discussion with the relevant subject teacher will be the first port of call to identify the reasons behind this and then an intervention plan will be designed, as informed by the student's ISP, to rectify the situation. If the plan fails, then support

will be sought from the Faculty Leader (in Year 2) or the Head Teacher (in Year 1) and the Student's Tutor.

At this second stage, with this level of support we would expect academic difficulties to be rectified. However, through our consistent engagement with parents, carers and the community we would be able to conduct an investigation into any potential underlying issues causing difficulty. The Pastoral & Learning Mentor will also be on hand to assist in such cases. Frequently the answer to some of the more serious can be resolved by one to one support. We believe that because this type of support is embedded through our Mentorship Programme (on four levels) combined with our focus on outstanding teaching means such cases should be extremely rare.

Where the monitoring and reporting system details issues with other aspects of a student's success including non-academic matters, the Tutor will intervene to address these - for example if the soft skills portfolio has not been updated or where there is concern relating to extra-curricular engagement.

## VI – Engaging Parents/Carers and the Community

Chapeltown Academy is an institution rooted in the heart of its community. It has developed partnerships with local clubs and societies and will continue to do so such that the community it serves benefit from its existence in more ways than the success of the community's 16-19 year olds.

Engagement will go beyond the institutional links, but students will work closely with younger students from Partner Secondary Schools through the Mentorship Programme and with other local members and groups in the Curriculum Bonus Opportunities. Indeed, one of the Academy's KPIs concerns engagement with the community.

Parents are important in a child's progress and they will be reported to termly (six times a year) through progress reports from teachers. There will be two formal parents evening occasions in each year where teachers will be able to meet a student's Tutor and teachers. These teachers and Tutor will also be available to meet parents and carers by appointment where necessary.

Parents will be written to in cases of outstanding achievement and invited to awards ceremonies. Engagement with parents as regards matters such as the UCAS process and student progress is important and the Academy aims for there to be a coherent communication framework between parents, carers, students, the Academy, teachers, employers and the community.

## **D6: Admissions**

*Chapeltown Academy is committed to realising the potential of all of its students and its admissions policy will be implemented and adopted by the Governing Body on the basis of this sub-section D6. The policy will subsequently be reviewed annually by the Governing Body.*

### I – Introduction

This sub-section gives an overview of the cohort and purpose behind the admissions policy (Part II), the admissions process (Part III), the minimum entry requirements (Part IV), the oversubscription criteria (Part V), timelines (Part VI), the allowances for supporting students with specific needs (Parts VII and VIII) and the

partner secondary schools (Part IX). The final sub-section (Part X) delineates the appeals procedure.

## II - The Cohort

Chapelton Academy will admit 150 students in Year 12 (2014/2015) and 150 students in Year 13 (2015/2016). It will cater exclusively for 16 to 19 year old day students and the admissions policy as described in outline below will be fair, transparent and objective and will comply with relevant equalities legislation, including the Equalities Act 2010.

Chapelton Academy is an institution designed to serve the needs of *local* students, particularly those living in the immediate catchment of secondary schools without an attached sixth form. As has been discussed in some detail in section C, many of these local areas suffer from higher levels of socio-economic deprivation and poorer post-16 educational provision and are thus identified by us as being priority areas. It is the catchment schools in these areas to which Chapelton Academy has, thus far, been actively marketed and with which we will be seeking to develop partnerships for our Mentorship Programme and other collaborative activities.

## III- Admissions Process

### ELIGIBILITY

Any student, who is in Year 11 at secondary school, studying for GCSEs or equivalent and who will have reached the age of sixteen by September 1<sup>st</sup> of the relevant year of entry, is eligible to apply. In order to do so, students will be required to complete an application form and attend an interview.

### THE APPLICATION FORM

Students will be required to complete an application form providing their basic personal details, a teacher's reference, a statement of predicted GCSE grades, a Personal Statement of Interest and their initial A-Level Subject preferences.

We understand the importance of making the application as easily accessible as possible – for instance, if a child does not have access to the internet at home this should in no way make him or her less likely to apply to Chapelton Academy

For this reason, the application form will be accessible in six ways

- a) It will be possible to apply directly via the chapeltonacademy.com website.
- b) It will be linked via the "Apply Sheffield" system.
- c) It will be linked via the "Ucas Progress" website.
- d) It will be available as a hard copy for pdf download and postal return.
- e) It will be made available in hard copy to our partner secondary schools
- f) It will be available by post, on request. Advertisements emphasizing this fact will be published during the admissions season in local newspapers or other media.

In each case where teacher input is required (e.g. for references, predicted GCSE grades) verification will be sought by the Chapelton Academy admissions team.

### THE INTERVIEW

All students will be required to attend one interview with two Chapelton Academy staff members (in Year One given the build-up to staffing, this will likely be one Chapelton Academy staff member) designed to assess their motivation and

appetite for learning. Interviewers will not be testing surface level ability but looking for an indication that potential students will thrive in the context of the Academy's vision – and whether they will be likely to benefit from the academic focus and emphasis on rounded development. It will also allow opportunities for identifying any particular special arrangements that the applicant may have.

#### IV - Minimum Entry Requirements

##### GCSE GRADES<sup>93</sup>

- a) Students will be required to achieve at least 5 B Grades at GCSE (in the context in which GCSEs are currently taken).
- b) Students will be expected to achieve a minimum of a grade C in English and will only be considered in exceptional circumstances if they have not achieved this.<sup>94</sup>
- c) Students will be required to attain at least a B Grade in any subject they wish to pursue at A-Level.

##### INTERVIEW

- a) Students will be expected, at interview, to show a desire to learn.
- b) Similarly, they will be expected to talk about at least one interest outside of the classroom to assess their suitability for an environment where extra-curricular activities and enrichment are compulsory.
- c) As noted above, the interview **will not serve as a rigorous academic selection tool**.
- d) Students will be made to feel at ease and the interview will be an opportunity for them to talk about their interests and how best the Academy will be able to
  - i. Develop them as individuals and
  - ii. Maximise their potential

##### TEACHER REFERENCE

- a) A satisfactory teacher reference is required, which recommends the student for A-Level study.

##### PERSONAL STATEMENT OF INTEREST

- a) The personal statement of interest is a short section of the Application Form requiring a student to explain what they are interested in both within and beyond the confines of the curriculum. It will be used to explore a student's interests at interview.

#### V - Oversubscription Criteria

Chapelton Academy expects that demand for places will exceed the capacity of the Academy.

The Academy's vision is deeply rooted in the context of the local community and the pressing needs for vastly improved 16-19 options for young people in an area of high socio-economic deprivation. As such, it is designed to be an institution to serve the needs of local students. The oversubscription criteria have been written to reflect this.

GCSE grades, The interview, The teacher reference and the Personal Statement of Interest are minimum entry requirements and **will not be used as criteria to differentiate** if there is oversubscription. Chapelton Academy is not seeking to

<sup>93</sup> If GCSEs are replaced by EBCs, this requirement will be reviewed accordingly.

<sup>94</sup> Please see Part VII below– Commitment to Applicants with English as an Additional Language

serve as an institution for only the most academically able students across the entire county.

If the Academy is oversubscribed by students meeting the minimum entry requirements places will be allocated on the following basis

- a) The student's residential postcode falling within the catchment zone of one of the eleven feeder secondary schools<sup>95</sup> (these catchments zones will be defined by Chapeltown Academy on the basis of the respective local authority catchment zones).
- b) The student attending one of the eleven feeder secondary schools.
- c) The student's residential postcode falling within a 5 mile radius of Chapeltown Academy.
- d) The student being entitled to Free School Meals.
- e) The distance from the student's residential postcode to the centre of Chapeltown.

#### SIBLINGS

Many schools use siblings who would be attending the institution at the same time as a separating criterion for oversubscription. In the case of Chapeltown Academy, the education sub-committee rejected this as a justifiable criterion. The *raison d'être* for the Academy is to serve local students, deserving of such provision. It was deemed not justifiable for a student to be deemed undeserving and thereby miss out on a place just because, by reason of happenstance, the competing student had an older sibling attending the Academy.

### VI- Timeline for Application Process

#### JUNE-JULY

Students in Year 10 who have expressed an interest in Chapeltown Academy will be contacted and given information about the likely offering and potential subject options. They will be personally invited to the October open evening and are likely to receive further information surrounding educational opportunities in their summer.

#### SEPTEMBER

The online and paper prospectuses will be published and distributed to secondary schools.

#### OCTOBER

Applications will open for entry the following September. Students will receive confirmation of receipt of their applications within one week of submission. There will be at least one open evening, open to all students.

With many potential students coming from family backgrounds where university has not been a traditional destination we appreciate the need to undertake access initiatives to promote the benefits of a stretching academic education in a highly supportive pastoral environment for young people who may not be aware of this as an option. Chapeltown Academy will therefore attend careers and post-16 evenings hosted by our feeder secondary schools. We will also attend similar events hosted by other educational institutions in the region.

Before completing an application, all students will be strongly advised to attend an information event either at Chapeltown Academy or at their respective school.

There will be opportunities to listen to a presentation or talk from senior staff and to

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<sup>95</sup> The list of the eleven feeder secondary schools is below in Part IX



ask questions about particular subject pathways or sixth form life at our institution. It is also important that students gauge, at this stage, the level of commitment that is expected in order to succeed at Chapeltown Academy and make a self-assessment as to whether they are suitable for the environment we propose to offer.

#### NOVEMBER – DECEMBER

Students will be encouraged to apply early, but applications will close at the start of November. Eligible students will be interviewed between the start of November and the end of December.

#### JANUARY

Firm offers will be made to students after all applications have been processed, by no later than January 17<sup>th</sup>. Students will be required to accept offers within ten days. It is likely that offers will be conditional on achieving the minimum grade entry requirement at GCSE. Chapeltown Academy will reserve the right to request mock examination results from the offeree, where applicable.

Places will be offered on the understanding that information provided in the application form and during the interview is true. If false information is supplied, Chapeltown Academy reserves the right to withdraw its offer of a place.

Given the demand and interest shown, it is extremely unlikely that the Academy will be undersubscribed. However, if this is the case, there will be a second round of applications between the start of February and the start of March.

#### *VII - Commitment to Applicants with Disabilities or Learning Difficulties*

Chapeltown Academy will welcome applications from students who may have a physical or learning disability, medical condition or mental health issue. It recognises the rights of **all** students to not only be treated fairly, but to be catered for such that their disability represents the least significant barrier to realising their potential. As regards every opportunity within the curriculum and beyond it, Chapeltown Academy will seek to make arrangements such that all students have fair and appropriate access.

It is essential that teachers and other staff are trained not only in how best to maximize the potential of students with common disabilities generally, but that specific disabilities affecting our particular cohort of students are explored such that the Academy can truly value and champion the contribution and value of every individual within its number.

A full statement of the Academy's Equality and Diversity Policy will be available on the Chapeltown Academy Website. This policy addresses the Academy's commitment to all applicants including those with disabilities or learning difficulties.

The application form will include a section enabling the applicant to highlight any disability or learning difficulty and this will be used when preparing individual support plans (ISPs). These will exist for every single student. In the case of a student with a disability it will highlight any specific provision required (e.g. exam support, counselling, travel) and whether liaison with outside agencies is necessary.

### VIII - Commitment to Applicants with English as an Additional Language

Some Chapeltown Academy applicants may have a status as students who have English as an Additional Language.<sup>96</sup>

In the context of admissions, the floor English target for all students is a GCSE Grade C. However, it may be the case that where a student has been in the country for a short period of time, has met the other minimum academic entry requirements and seeks to pursue a range of non-language based subjects (e.g. maths, physics and chemistry) that they will be admitted to the Academy without a grade C in English. It will be at the discretion and judgment of the Head Teacher.

### IX - Partner Secondary Schools

In the application phase Chapeltown Academy has had differing responses from the schools that we currently deem to be our “partner secondary schools” or “direct feeder schools”. Despite the mixed attitude of school leaders to the proposals, our partner secondary schools are those in the north Sheffield, south Barnsley and west Rotherham areas, with no attached sixth form.

They have been identified because their lack of direct sixth form provision leaves their pupils highly exposed to difficulties in accessing high quality A-Level tuition, as outlined in section C. They are as follows:-

Chaucer Business and Enterprise College	Wingfield Business and Enterprise College
Winterhill Comprehensive	Yewlands Technology College
Fir Vale School	Ecclesfield Comprehensive
Stocksbridge High School	Parkwood Academy
Hinde House	Firth Park Community Arts College
Kirk Balk School	

At the time of applying Bradfield school, to the north and west of the Sheffield does not offer post-16 provision. However the Chapeltown Academy team, in discussions with school leaders at Bradfield, understands it has advanced plans to have some post-16 provision by 2014. As such, it is not on the list of partner secondary schools, but applications from students at Bradfield to Chapeltown Academy will be welcomed as they will from across the city (subject to the oversubscription criteria outlined above).

The Dearne Advanced Learning Centre is an 11-16 provider to the east of Barnsley, approximately ten miles from Chapeltown. There has been interest in Chapeltown Academy from the school itself and from its students who have limited post-16 academic opportunities at present. Given its distance from Chapeltown it has been initially decided for it not to be added to the list above however, discussions remain on-going as to how the relationship with the Dearne could develop in the near future.

<sup>96</sup> We have described in the sub-section on ‘Meeting All Needs’ (D4) how we will be looking to cater for these students.

## X - Appeals procedure

Following admissions decisions, parents of any applicant who is not offered a place at the Academy have the right to a review of the decision made, if they believe that the admissions policy has not been implemented correctly. The Admissions Arbiter is a member of the Governing Body of the Academy Trust, appointed annually to review admissions appeals with the Head Teacher. The Admissions Arbiter will play no role in the *initial* admissions decisions. Their role is confined to dealing with appeals.

Parents wishing to have an admissions decision reviewed should write to the Admissions Arbiter and request a review within two working weeks of notification that a place has not been offered, stating the grounds for appeal.

The Admissions Arbiter and the Head Teacher (who will make up the Admissions Appeals Sub-Committee of the Academy Governing Body) will review the appeal and make a unanimous final decision. Only in the event that the Admissions Appeals Sub-Committee as constituted are unable to agree on a decision, will the GB appoint a third member (usually the Chairman of Governors) to make a final decision.

The decision of the Admissions Appeals Sub-Committee will be final.

## **D7: Behaviour, Attendance and Well-Being**

*At every turn there will be opportunities for our students to develop as young men and women by seizing upon the opportunities that present themselves in an environment which is safe, happy and conducive to excellence.*

### I - Introduction

The first element of this sub-section describes the atmosphere of success we hope to generate which will form the basis for positive, progressive behaviour, good attendance and student well-being (Part II). Part III discusses our behaviour strategy, with direct reference to our expectations and stance on bullying. Part IV discusses our approach to well-being including e-conduct and e-safety and the principles underpinning the different facets of well-being.

### II – A Successful, Respectful, Positive Atmosphere

Chapelton Academy will be an institution characterised by a pervasive atmosphere of achievement. Students will enjoy attending, working hard and being in the company of their teachers and fellow students. We believe that outstanding teaching is frequently built on a strong student-teacher relationship.<sup>97</sup> As a post-16 institution aimed at preparing students for higher education and professional careers, the student-teacher relationships at Chapelton will be typified by combinations of genuine care, mutual respect and a passion for learning.

The institution will be such that individual students are made to feel central to the Academy. Staff will genuinely care about the success of every single young person to the extent that progression of each individual student is both the collective

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<sup>97</sup> See our discussion of outstanding teaching in Section C

business of the whole and the individual business of every member of the teaching body. The idealism behind this notion is pragmatically possible by virtue of the Academy's size, whereas at other larger providers, it is not.

It is no secret that good behaviour and regular attendance are essential prerequisites for academic success and given that academic success is core to the Chapeltown Academy mantra, we do not proceed on the assumption that the students will turn up every day and behave perfectly with no support or strategy in place.

It is our unequivocal belief that we can create an atmosphere where:-

- each individual in the institution pulls in the same direction;
- students enjoy learning about the subjects they have chosen;
- the teaching is of the highest possible standard;
- competition is used as a motivator; and
- students are in an environment where their achievements are recognised and celebrated.

The result will be students wanting to attend, to listen, to concentrate, to focus and to excel. Similarly the mentorship programme and pastoral support structure all designed to create this atmosphere of achievement in a safe and positive manner.

### III – Approach to Behaviour

As described above the atmosphere of success will breed helpful, constructive and actively positive behaviour and the recognition of achievement (for both staff and students) will be consistent. The mechanisms for this recognition are generally described in the “celebrating achievement” paragraphs below and the rewards and sanctions policy will be formed from this basis.

#### CELEBRATING ACHIEVEMENT: PROMOTING GOOD BEHAVIOUR

On the most simple level, **praise** from staff and from peers is important to build the confidence required for success. From teachers and Tutors this can take a variety of forms including verbal feedback **in a lesson** or seminar session or **in reports home** or in comments on pieces of work.

Secondly, in the spirit of collective recognition, students will be encouraged to nominate their peers for the bi-annual Chapeltown Academy student awards and local and national external **awards for outstanding non-academic achievement**. This should not be limited to achievements within the Academy.

Thirdly, the Head Teacher will have a commendation system whereby teachers can recommend students for awards for **diligence, progress or attainment with specific academic tasks**.

Fourthly, there will be a system of extrinsic rewards whereby students can earn credits towards driving lessons, gap year travel awards and tickets for the annual prom for **outstanding contributions to the Academy**.

Fifthly, we will seek, where possible to provide students with the responsibility to lead projects, tasks and the development of younger students as a reward for their **commitment to supporting others**.

## SANCTIONS: ELIMINATING NEGATIVE BEHAVIOUR

### *Generally*

As we envisage negative behaviour being both limited and infrequent due to the nature of our expectations and special atmosphere, our sanctions system will be employed consistently while fully appreciating the circumstances of the relevant case. We will also produce a policy on serious behavioural breaches and on the basis of the Ofsted School Inspection Handbook<sup>98</sup> and comprehensive codes of conduct from leading providers of KS5 education produce a code of conduct establishing our high expectations with respect to engagement, homework, attitude to each other and staff, deadlines, punctuality and uniform. Normally, students falling below the minimum expected standard in these areas will meet with their Tutor to diagnostically analyse and then rectify their failure to meet the expected standard. If the meeting fails to rectify it, the Pastoral & Learning Mentor will intervene. Generally if the above two interventions fail to resolve the situation or where the breach is naturally serious (e.g. possession of drugs) the matter will immediately be escalated to the Head Teacher who will follow the school's relevant policy. Serious breaches amounting to bullying are discussed below.

### *Anti-Bullying*

Bullying is a widespread phenomenon and there is no type of institution, educational or otherwise where it is completely absent. Hence, although we believe at Chapeltown Academy incidences of bullying will be very rare we will produce an anti-bullying policy which reflects our vision and ethos. This will be drawn up based on the following three expectations:-

- a) no individual is to be discriminated against, targeted or acted differently towards by virtue of their faith, religion, ethnicity, sex, sexual orientation or disability;
- b) differences in the above categories, where appropriate, should be championed and valued; and
- c) active discrimination based on the above categories whether it be verbal, physical, via mobile phone or social media<sup>99</sup> or through any other means will not be tolerated, in any capacity.

The policy will reflect the fact that if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff approached who must report the matter to the Head Teacher who will interview all parties. Tutors will be kept informed and depending on the nature of the situation parents and the police may need to be informed. Any student bullied will be offered continuous support to restore self-esteem and confidence. Punitive measures for confirmed cases of bullying, will appreciate the circumstances of the situation but be decided upon in line with a consistent application of the school sanction system and will include: official warnings, removal of privileges, fixed-term exclusions or permanent exclusions.

## *IV – Approach to Well-Being and Attendance*

Well-being is multi-dimensional concept and central to the success of the students at the Academy. Here we discuss e-safety, safeguarding generally, approaches to PSHE, uniform, attendance, personal development and academic well-being.

<sup>98</sup> Ofsted School Inspection Handbook, September 2012  
(<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-schools-september-2012>) accessed 21<sup>st</sup> October 2012

<sup>99</sup> The principles on which the E-Conduct regime is based is described later in this sub-section

### E-CONDUCT

E-safety, e-conduct and the national legal framework will be covered during staff CPD on a regular basis. There is a plethora of legislation including (but not limited to) the Criminal Justice Act 2003, The Computer Misuse Act 1990 and The Malicious Communications Act 1988 which will all be considered in the drawing up of the Academy's e-conduct regime. The principles on which this regime will be based are two-fold:-

- (a) students must be safe when using the Internet; and
- (b) students must be enabled to maximise their potential learning opportunities through the Internet.

Students will be required to sign acceptable use policies which will include accepting the Academy's right to monitor network activity to review e-safety provision. Certain groups of young people may be more vulnerable to the threats and dangers posed by online resources and our policy will reflect additional support for these students.

The safe and responsible use of social media by students and staff to maximise learning opportunities will be encouraged. We will have provisions in the policy enabling the Academy to work with families to encourage safe use new technologies.

### SAFEGUARDING GENERALLY

Safeguarding is of course a pre-requisite for well-being and the safeguarding policy will be drawn up with reference to the new Protection of Freedoms Act 2012 and safeguarding best practice principles, as follows:-

- protecting learners from mistreatment;
- ensuring that young people are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking a role to enable children to have the best life chances.

Leadership and management of safeguarding will be entrusted to the Head Teacher and they will be responsible for drawing up the Academy's detailed strategy in relation to collaboration with other organisations, health and safety policies, vetting procedures for adults working with young people, support for students with medical conditions, monitoring of absence and protection of students from e-risks and bullying.

Safeguarding is an area where best practice must be the norm and collaboration with other educational institutions could assist the Head Teacher in developing the relevant policies in the pre-opening phase.

All staff will be fully trained and the Pastoral & Learning Mentor will deliver CPD to the staff body in safeguarding.

### PERSONAL, SOCIAL AND HEALTH EDUCATION

Apart from ensuring teachers make links within the curriculum, the Academy will also use some Curriculum Bonus Time and registration time each month to invite speakers to talk about key issues relating to personal and social education as part of a coherent approach to this element of our students' well-being.

Links will be forged with external organisations supporting students in our age bracket with awareness relating to emotional and health related issues to ensure students fully understand their own needs and how to deal with them in the most appropriate way

### UNIFORM

Our uniform policy will expect students to dress for a professional environment and within this uniform framework we will support the wearing of genuine religious symbols by students to respect the faith backgrounds of our students.

### ATTENDANCE

Our ambitious target for attendance is premised on the expectation that students will want to attend because they enjoy the atmosphere. It is also so high because there is a direct correlation between failure to attend lessons and academic underperformance. We will communicate our expectations of attendance pre-enrolment and on a regular basis.

A daily register will be used and administered by the Tutors. Students will have to report on the use of their CBT and study time to their Tutor.

Absences where students have not contacted the school in advance are followed up by a phone call home by the Pastoral and Learning the same morning.

Students are expected to remain at the Academy at all times during the school day. Holidays will not be authorised during term time, and the structure of the school year enables students to take holidays at alternative points in the year. Attendance reports will be made available to students and their parents by the schools Virtual Learning Environment (VLE). Where students and teachers build strong and positive relationships in a small close-knit atmosphere, remedial measures for falling below the attendance targets can be employed immediately. These will include in the first instance phone calls home and then meetings between students, their families and The Pastoral Learning Mentor, formal letters home and then final meetings between the Head Teacher and the student's family.

However, it is our firm contention that high expectations from the very outset and beyond will result in high levels of attendance. In the case where a student persistently offends and the strategies for improving attendance fail, exclusion may be appropriate as a last resort.

### GENERAL WELL-BEING

Well-being is at the heart of achievement - the pressures on young people are immense, where those pressures are not handled appropriately success at school and success academically become much harder. It is the responsibility of Chapeltown Academy as an institution and its management to create the atmosphere in which every student wants to learn and is excited about the opportunities offered. Nonetheless we have strategies in place to ensure that where individual students fall behind this optimal state of well-being, we support them to re-establish it.

### PERSONAL DEVELOPMENT AND ACADEMIC WELL-BEING

Our five-point mentoring system<sup>100</sup> is designed with the student at its heart. In that system the Tutor is responsible for the student's overall progress and academic well-being. Completely focussed on ensuring the student makes the relevant progress at AS and A2 they will, where relevant, liaise with the student's teachers and/or the Pastoral & Learning Mentor. Academic well-being and personal development are intertwined; therefore the Tutor meeting regularly with subject support will ensure key issues surrounding student well-being have been met.

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<sup>100</sup> See above, sub-section D1

# Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). *i.e.*  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e.*  $D = ((B+C)/A) \times 100$ .

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	150	162		108%	150	145		97%
Year 13								
Totals								



## Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

### **E1: Evidence of Demand**

*An academic post-16 provider in the North of Sheffield is long overdue. The strong level of demand for the Academy is unsurprising.*

#### I - Introduction

The team managed to collect a total of **307** signed and eligible demand forms from students who would be expected to enter Chapeltown Academy in its first or second year (September 2014 and 2015 respectively). Assuming that those individuals who pledged that it would be their first choice for sixth form provision retain the same view, one can infer the Academy would already be oversubscribed in its first year (**108%**) and subscribed to the tune of **97%** in its second year.

Although the focus of our demand-raising efforts was on eligible pupils as described above, we also collected some demand from Year 8 students. This coupled with further pledges of support from parents and guardians of prospective students constitute important supporting evidence of the general backing for the Academy among a wide base of local students and their parents.

The list of pupils who signed a demand form, and who would be of the expected age to enter Chapeltown Academy in 2014 or 2015, is as follows:

Joining September 2014			Joining September 2015		
U/I	D.O.B	Postcode	U/I	D.O.B	Postcode
1	████████	S35	313	████████	S9
3	████████	S6	315	████████	S17
4	████████	S6	317	████████	S6
7	████████	S5	318	████████	S70
10	████████	S75	320	████████	S5
16	████████	S35	324	████████	S9
21	████████	S35	325	████████	S74
24	████████	S35	326	████████	S9
26	████████	S35	327	████████	S35
31	████████	S5	328	████████	S5

34		S35	329		S6
39		S35	330		S5
40		S5	335		S65
44		S5	336		S71
46		S74	343		S64
47		S74	344		S66
48		S71	345		S66
49		S5	2		S5
50		S5	5		S35
51		S74	6		S35
53		S74	8		S5
56		S74	9		S36
57		S74	11		S35
60		S70	12		S35
61		S74	13		S35
62		S75	14		S35
64		S75	15		S6
66		S75	17		S9
69		S74	18		S5
70		S74	19		S35
71		S74	20		S5
72		S74	22		S5
73		S73	25		S5
75		S74	27		S35
76		S74	28		S35
77		S74	30		S35
79		S74	33		S35
80		S74	35		S6
83		S35	36		S35
84		S35	37		S35
85		S35	38		S35

86		S35	41		S5
87		S35	43		S5
88		S61	52		S75
91		S35	54		S74
92		S35	55		S74
94		S35	58		S74
95		S35	59		S74
96		S35	63		S74
97		S35	65		S74
98		S35	67		S74
99		S35	68		S74
100		S35	74		S74
103		S35	78		S70
115		S9	81		S74
118		S9	82		S74
121		S25	89		S61
122		S5	102		S35
124		S61	107		S5
125		S61	109		S35
126		S61	110		S9
127		S62	111		S5
128		S62	112		S35
129		S6	113		S6
130		S8	114		S9
131		S35	116		S9
132		S35	117		S9
133		S35	119		S35
136		S35	123		S64
140		S36	134		S35
145		S35	135		S35
146		S35	142		S35

147		S6	143		S35
148		S35	144		S35
149		S35	152		S35
150		S35	153		S6
151		S5	162		S74
154		S6	163		S74
155		S5	165		S36
156		S36	166		S35
157		S36	169		S74
160		S35	173		S6
167		S35	175		S8
168		S35	180		S8
170		S61	183		S18
171		s61	185		S64
172		S35	186		S74
174		S7	187		S6
176		S8	188		S6
177		S8	189		S35
181		S14	193		S6
182		S18	194		S6
184		S18	195		S35
190		S6	196		S6
191		S6	198		S62
192		S6	201		S6
197		S6	204		S35
199		S61	205		S71
200		S64	206		S75
202		S6	214		S75
203		S62	215		S75
207		S63	216		S63
208		S63	217		S63

209		S63	218		S63
210		S63	219		S35
211		S63	220		S6
212		S73	221		S5
222		S61	224		S61
223		S61	225		S61
226		S74	229		S74
227		S74	230		S73
228		S74	234		S35
231		S35	236		S9
232		S35	237		S61
233		S5	238		S61
235		S9	242		S5
239		S6	248		S9
240		S35	249		S9
241		S6	250		S6
243		S5	251		S35
245		S6	253		S35
246		S6	261		S3
252		S35	264		S35
256		S35	266		S35
257		S5	268		S35
259		S5	269		S35
260		S4	270		S5
262		S4	271		S36
265		S35	273		S5
267		S35	274		S13
272		S2	275		S35
276		S5	278		S13
277		S5	284		S63
280		S5	285		S63

281	████████	S5	287	████████	S64
282	████████	S35	289	████████	S5
283	████████	S5	294	████████	S10
286	████████	S20	297	████████	S35
288	████████	S5	298	████████	S5
291	████████	S35	300	████████	S5
295	████████	S35	302	████████	S6
299	████████	S5	303	████████	S36
301	████████	S6	308	████████	S65
304	████████	S62	310	████████	S66
305	████████	S60	311	████████	S66
306	████████	S7			
307	████████	S66			
309	████████	S13			
312	████████	S18			
316	████████	S35			
319	████████	S5			
321	████████	S61			
322	████████	S70			
323	████████	S70			
331	████████	S36			
333	████████	S5			
334	████████	S36			
337	████████	S75			
339	████████	S73			
340	████████	S75			
341	████████	S65			
342	████████	S62			

A copy of the demand form used to gain these pledges follows this page. In addition to a version of the mission statement they could read on the paper based form, students on every occasion were told about the sorts of A-Level courses that would be available at the Academy and the rough

academic entry requirements. For this reason we believe the students who signed the form genuinely consider Chapeltown Academy as their post-16 first choice. The online version of the form asked the same questions and the website has details of the vision, the curriculum and further FAQs.

The map below demonstrates the distribution of pledges received. It indicates the strength of the vision has been such to attract demand from beyond the areas we have been immediately marketing. Our admissions policy ensures that we prioritise local students in the case of oversubscription.



## Student Interest Form - Chapeltown Academy

*Dear Pupil,*

*To help ensure our sixth form opens in 2014 we need your help in showing that there is a need for Chapeltown Academy.*

*Please could you provide us with the following details and say whether you would choose Chapeltown Academy as your first choice for A-levels. This does not commit you to the school.*

*Please discuss with your parent, carer or guardian before signing up.*

1. Surname

2. First Name

3. Full Current Address

4. Full Postcode

5. Phone Number

6. Email Address

7. Date of Birth

8. Name of Parent/Guardian (*optional*)

Chapeltown Academy  
Chapeltown Academy seeks to provide a stretching academic education to 16-19 students in North Sheffield and Barnsley, to prepare them for entry into leading universities and careers. It believes that a high-quality, stimulating education should be available to all, without the cost of private school fees. Further information is available at [www.chapeltownacademy.com](http://www.chapeltownacademy.com)

9. Address of Parent/Guardian (if different from Full Current Address)

10. School Year in September 2012:

Year 8/Year 9/Year 10

11. Current Secondary School:

12. If Chapelton Academy opens from 2014, I will choose this as my first choice option for post-16 education. Circle

YES or NO

Please feel free to make any further comments/questions on the back of this sheet and we will aim to respond by email within 48 hours

## **E2: Marketing**

*Our marketing and demand gathering activities involved engaging with all elements of the local community. This sub-section describes what we did, how it was successful and also discusses our coherent and strategic plans for continuing to do so.*

### **I - Introduction**

Generally speaking this sub-section reports on our main, albeit slightly overlapping, marketing work-streams.

Part II discusses our community endeavours and the types of organisations we have engaged (and are continuing to engage) with to spread the word about the Academy's commitment to educational excellence. Part III articulates the overwhelmingly positive response we have had from the young people we have spoken to directly. Part IV explains our online and other media-based marketing and the successes we have had through these channels. Finally, Part V summarises our progress in marketing of the Academy and sets out our plans for continuing to engage with the local community in the near future.

### **II - Community Networking**

#### **INTRODUCTION**

Given our desire to be an institution aimed to be rooted in the local community and one which serves it for many years to come we realised the absolute necessity to embed our plans within it. Through this approach we have been able to:-

- Be strategic in our allocation of efforts, by targeting networks which have a high proportion of students of the relevant age.
- 'Piggy-back' off existing local networks to gain leverage and accelerate the communication of our message.
- Benefit from a two-way dialogue, whereby community leaders can



act as a beacon for local opinions and ideas and communicate them back to us.

### SECONDARY SCHOOLS

A very useful pre-existing community network we have engaged with is local secondary schools. We contacted all the local Head Teachers of our eleven target feeder schools by email, and followed up in each case with a telephone call to explain exactly what we were trying to achieve. In most cases we were able to secure a meeting with the head-teacher during those phone calls, where we set out our plans in more detail, and attempted to forge positive relationships.

In many cases Head Teachers of our feeder schools have had to be careful about whether or not to support us publicly although several have fully identified, privately, with what we are trying to achieve. The result has been that we have not always been able to contact students directly through their schools and as such we have worked very hard to contact pupils and their parents through direct community engagement. However, there have been occasions where Head Teachers have lent their support more publicly and we have gained large numbers of pledges accordingly.

The [REDACTED] school publicised and hosted a meeting on her premises. This was well attended and we gained 40 pledges of support that evening. We have been invited to attend the Year 9 GCSE Options Evening at the school to advise academically inclined students on their GCSE choices and the most appropriate routes to higher education. The [REDACTED]

### THE CHAPELTOWN ACADEMY PARENTS AND STUDENTS COMMITTEE

Another way we have harnessed local community resources is by setting up our Parents and Students Committee. This is formed of five students from our feeder schools, as well as six parents (whose children attend Yewlands Technology College, Ecclesfield School, and Hinde House School). The committee has been volunteering their time, which they used to distribute leaflets and in some cases act as representatives at our meetings. They have offered new insights to the team, shaped the vision, used their own local contacts and networks to promote the Academy and have been an instrumental arm of the Chapeltown Academy team.

We have had a number of further students of Year 9 and 10 age (encouraged by the students on the parents/students committee) actively campaigning, spreading the word about the Academy and canvassing support from the general public. Many more have asked questions and learnt by virtue of our marketing efforts about the sorts of educational routes there are available to them, including those to higher education.

These young people have been invaluable ambassadors for the Academy.

### SPORTS CLUBS, COMMUNITY INSTITUTIONS AND COMMUNITY EVENTS

One of our most successful examples of gaining leverage from a local network was the Scouts. After five young scouts currently in Year 9 independently made a presentation to the local Scouts' District Commissioner about the potential opportunities Chapeltown Academy could offer, we were offered direct access to the scouts in our target age range, which allowed our message to be given to concentrated groups of potential pupils and achieve a high sign-up rate in a small amount of time.

Other local networks we have gained official support from include Chapeltown Athletic and Thorncliffe Juniors Football Clubs. In both cases we approached the club secretaries, and agreed that we shared a common goal in trying to provide positive opportunities for young people in the local area. We have attended some of their games to demonstrate that the support is reciprocal. We have recently been backed by the local rugby union club, Wortley RUFC and are planning on continuing to grow this link in the new year.

Further, we have been backed by 'Paces', a school for children with cerebral palsy, which is based roughly one mile from Chapeltown. The leadership at Paces felt that our two initiatives shared a common goal, in trying to improve the lives of adolescents who are often from disadvantaged communities and who might otherwise slip under the radar.

While attending a community gala in Ecclesfield the church vicar approached our stall to learn more and has subsequently offered his support to our activities. The vicar indeed, lent his support to our plans and hosted a meeting at the church in October 2012. Further, we attended a Christmas Event at Chapeltown Methodist Church to explain our plans to members of the local community of all ages.

#### THE LOCAL COUNCILS

We have also opened a dialogue with officials from Sheffield City Council. Our first meeting was held with [REDACTED] and [REDACTED] in October 2012. The representatives expressed their concerns about the free school model in general, however the positive outcome was their promise that if approved by the Department for Education we would be welcomed into their 'family of schools'. We are working hard to build an effective working relationship with the council, as clearly they are major stakeholders in our programme. Although the school will predominantly serve the communities in north Sheffield, we intend also to contact the Barnsley and Rotherham Local Authorities in the new year as our local offer does extend to a handful of students who live within these authorities.

#### BUSINESSES AND UNIVERSITIES

In addition we have begun engaging with local businesses in the community to foster their support. This is important not only in terms of spreading the word about Chapeltown Academy, but also for starting to build partnerships for our professional industry mentor scheme (with one of these to be assigned to every pupil). Our first success here has been with 'Vivid Creative'. This Sheffield-based creative design agency has pledged not only official backing but also business mentors. The Sheffield division of the large plc. Palmer and Harvey has also lent its support to the plans.

We are also working to build relationships with leading universities in the county, country and eventually the world for the purpose of developing links for the undergraduate arm of our mentoring scheme.

#### THE ACADEMY AS A COMMUNITY RESOURCE

When the school opens we expect it to be open to the community. **Ideally** we hope to have studio space and sports facilities to enable our students to engage in drama performing arts, and sporting activities. If we have such facilities, again, we hope to make them available for our community partners to use. If appropriate and depending on the site, we hope to

enable the Academy's facilities to be used for conferences and meetings when otherwise unoccupied. Any income generated from lettings will be invested back into the education of the local young people entrusted to us.

In order to continue to establish ourselves as an institution rooted in its communities we have meetings planned with the local mosque in Firth Park as well as visiting a local youth club in Shiregreen. We expect our community's diverse population to be reflected in the makeup of our school. Full details on our strategy for continuing to engage is in Part V below.

### ***III - Direct Pupil Contact***

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A major work stream for us has been actively approaching our target pupil base in their own neighbourhoods, and pitching the idea to them directly. The benefit of this approach is that once contact has been made with students we predominantly find that they are enthusiastic about our vision. The most common reaction is one of openness as after we explain the context and remind them of the lack of attached sixth form at the school they are currently at and other local schools, many pupils wholeheartedly agree with the principle that the North of Sheffield is in need of a more academic provision for bright pupils.

Our first direct contact event was a students' and parents' evening from Yewlands Technology College. This was held at Grenoside community centre and attracted 45 attendees. As it was our first meeting of the kind we had arranged it on an invite-only basis, with pupils and parents who we believed would be particularly interested in the idea. Such was the success that we followed up with an open meeting targeting students and parents from all our feeder schools. We held this at Tankersley Manor Hotel and were delighted to attract an audience of more than 80. This meeting was also attended by a local MP, local councillors, and the Head Teachers of two local schools.

Although there was some hostility from councillors it became quickly apparent that the overwhelming majority of the audience were very supportive. On one occasion a parent challenged an antagonistic question from one of the councillors and urged us to continue with our efforts, which prompted a spontaneous round of applause from most sections of the crowd.

We have also been attending local community hubs, where we have distributed flyers and demand forms. We have printed thousands of flyers, and handed them out at various locations in our catchment area, including ASDA Chapeltown and Rotherham Co-Operative and at Meadowhall Shopping Centre. At Meadowhall we attracted interest from students from all over the city and beyond.

It was clear from speaking to many youngsters that some had not thought carefully nor previously been encouraged to think about their educational future post-16, let alone post-18. We are delighted that our marketing efforts have had the impact of encouraging students to think about their future from a young age. One particular year 10 student said:

██████████

On our 'Super Saturday' in early November 2012 we amassed a team of 16 enthusiastic supporters and sent them to canvass various areas, wearing official Chapeltown Academy T-shirts. This was an effective method publicising our plans to students and their parents directly all over our catchment area.

As explained above (in Section E1) our volunteers were carefully instructed to explain the academic offer and nature of the school in as much detail as possible before asking the young people to sign up saying they would choose the Academy were it to open in 2014 to ensure the demand we gathered is genuine and appropriate.

#### IV – Media, Advertising and Online Communications

##### PRESENTING OUR VISION

Aside from the obvious purpose of allowing us to spread the word about our school to as many potential pupils as possible, this work-stream is also providing another significant benefit: it is allowing us to present our vision clearly, and on our own terms. As we are able to draft the content of our advertisements and press releases in advance, we are able to carefully articulate some of the key principles behind our vision.

For instance, this has allowed us to make clear that our school seeks to welcome students regardless of economic or social background, and that its core purpose is to offer a rigorous academic education to bright pupils who would otherwise not have the opportunity to experience this. Our leaflets and press releases have all contained the following statement, which drives home this point:

*"[Chapeltown Academy] believes that a high-quality, stimulating education should be available to all, without the cost of private school fees."*

##### THE SHEFFIELD TELEGRAPH AND OTHER LOCAL MEDIA CHANNELS

A favourable and supportive front-page headline article in the Sheffield Telegraph also helped us to spread the message that the Chapeltown Academy will seek to raise aspirations of bright but in many cases disadvantaged children. This was a direct result of our building a positive relationship with the paper's education editor, [REDACTED]. Headlining the entire newspaper, and published on 12 July 2012<sup>101</sup>, it ran with the title 'Elite free school for the city', and went on to state:

*"An elite free school is being planned in the north of Sheffield, offering traditional A-level courses to some of the city's brightest pupils... It would aim to increase young people's aspirations to attend Russell Group universities by providing academically rigorous A-levels taught to an exceptionally high standard. It would also prepare students to be professionals by equipping them with 'soft' skills such as social and organisational ability."*

We have also engaged with other local media channels. We advertised our meetings on the online 'Sheffield Forum', and have been supported by a

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<sup>101</sup> <http://www.sheffieldtelegraph.co.uk/news/local/elite-free-school-planned-for-sheffield-1-4734073>  
(accessed 20th December 2012)

think-tank blog run by Sheffield University students called 'Steel Data'.

We were featured in the December 2012 edition of Time In Time Out magazine (a local free magazine) with an interview with a local parent and student encouraging people to learn more about the Academy and lend their support.<sup>102</sup>

We have printed a professional, free-standing canvas banner to help us raise our profile at meetings, and as noted above have printed several thousand flyers and official T-shirts.

#### [CHAPELTOWNACADEMY.COM](http://www.chapeltownacademy.com), [FACEBOOK](https://www.facebook.com/chapeltownacademy) AND [TWITTER](https://twitter.com/chapeltownacademy)

Our web-site went live in June 2012 and sets out clearly our aims, and emphasises that we wish to *"Increase young people's aspirations to attend the best universities in the country and the world through the provision of academically rigorous A-Level courses"*. We have used this web-site to establish a dialogue with the community by providing a contact form and actively responding to feedback from students and parents.<sup>103</sup>

At the Tankersley Manor open meeting it was suggested that potential supporters would like to see more detailed information on our web-site, and thus we published a detailed 'Frequently Asked Questions' section covering both our vision and the free school process in general. Indeed, the period after that meeting saw the highest traffic our web-site has received to date, with 142 unique visitors within 48 hours of the event.

This 'FAQ' section allowed us to reinforce our key messages, and particularly that our academic provision will be available to bright pupils from all backgrounds, and that at its heart there will be a mentoring system to encourage the development of all pupils. We hope that this will encourage students from the more disadvantaged areas to feel secure that the Academy will be a safe and supportive environment for them to learn. Hence one of the FAQ answers states:

*"Chapeltown Academy is trying to work in partnership with the current providers to ensure each and every student in the area has an environment which is local and is best-suited to their needs as students... Through the mentorship programme, Chapeltown Academy students will mentor younger secondary school students (in Years 7-11) with their journeys through Key Stage 3 and Key Stage 4."*

One of the FAQs focuses specifically on the mentorship programme, and informs readers that:

*"The mentorship programme is designed to deliver the Chapeltown Academy vision - particularly the achievement of the highest possible results through focussed pastoral care."*

On our web-site we have also published a selection of the numerous messages of support we have received from members of the local community. This is important as it helps us to celebrate our successes publically.

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<sup>102</sup> <http://www.timeintimeout.co.uk/mags.php> (accessed 20th December 2012)

<sup>103</sup> [www.chapeltownacademy.com](http://www.chapeltownacademy.com)

One statement from a parent of students at Ecclesfield School reads:

[REDACTED]

Another statement from a maths teacher in a north Sheffield secondary school says:

[REDACTED] Another message of support we received through the website contact form was from a [REDACTED], [REDACTED] who said:

[REDACTED]

To help reach our target audience we have established a strong presence on Facebook and Twitter. Our 'group' publishes regular updates through both channels we are able to keep a regular and succinct communication with supportive pupils and parents, and encourage them to promote the Academy to their friends.

On 19 September 2012 an official Facebook group post stated:

[REDACTED]

Similar to the website, Facebook has allowed us to engage in a dialogue with local members of the community. On 4 September one local parent posted:

**<Redacted>V - Summary of Progress and Strategy for Moving Forwards**

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**SUMMARY**

Our activities have come together over time, and our level of demand has risen accordingly. Our baseline target was 270 signatures, as this represents 90% of the number of places that will be on offer when the Academy reaches full capacity in September 2015. At December 23<sup>rd</sup>, we had collected 307 completed forms from eligible pupils in Years 9 and 10.

We believe we can continue to foster more support and embed ourselves further into the community. By April 2013 we expect to have enough pledges to take the school significantly over full capacity, by as much as 25%. On the assumption that we will continue to receive a steady inflow of support, we will secure an additional 20 pledges per month. Even operating on a less successful assumption, if supporters are less forthcoming, additional pledges will arise from organic growth and be limited to fewer than ten per month. This will still result in significant oversubscription.

**STRATEGY FOR THE FUTURE**

Our multi-faceted strategy for the near future is focussed, firstly, on continued networking in the local community where we plan to further engage with the more socio economically deprived local communities in Shiregreen, Fir Vale, Southey, Parson Cross, Kimberworth and Firth Park. The message about Chapeltown Academy preparing bright youngsters from all backgrounds for admissions to leading universities and careers in

leading fields is slowly filtering through to these neighbourhoods. We are going to be making a concerted effort to attend youth groups, mosque groups, community coffee mornings, football clubs and other local centres in these areas and continue to spread the word in 2013.

Secondly, we are hoping that by continuing to try and work with **all** our feeder schools the message may be directly marketed by administrators to all students before approval by the Department for Education. As mentioned above we will be attending the Year 9 Options evening at Kirk Balk School in January 2013.

Thirdly, we are planning a “Prospective Life at Chapelton Academy” event in March. We will invite students and parents to further understand what life at Chapelton will be like. At this event we will run academic workshops, demonstrate our extra-curricular opportunities and connect prospective students with representatives from our community partners, local and national businesses and university access supporters. We are delighted that Emmanuel College, Cambridge has already agreed to send a representative.

Fourthly, we will enable our students to learn more about A-Level and university options and support them in their GCSE studies through a dedicated section of our website. This section will provide a wealth of resources for students reflecting our commitment to supporting their educational development.

Fifthly, we will persist with online and print media coverage. We hope the education editor of the Sheffield Telegraph will run a further piece on the Academy after the full application has been submitted to the department, particularly as since July we have naturally increased the depth and detail of our vision and plans for the Academy.

Sixthly we will continue to approach local businesses – our success with ‘Vivid Creative’ and ‘Palmer and Harvey’ has increased our confidence that, despite the current economic climate, businesses are willing to invest in the community and boost their corporate social responsibility profile.

Finally, we are also thinking innovatively about new techniques like online A-Level taster sessions through our secure website and an interactive marketing video currently being developed for use on Facebook.

## **Section F: Capacity and capability**

Please refer to pages 30-33 of the ‘How to Apply’ guidance for what should be included in this section.

## **F1: Governance**

*This sub-section explains Chapeltown Academy's governance structures, lines of accountability, and escalation procedures. It also details the role of the Governing Body (GB) with reference, where relevant, to its composition. We also discuss our procedures for dealing with conflicts of interest and how these will be managed by the GB's Chair.*

### **I - Introduction**

The 'Temporary Governing Body' (TGB) is used to describe the composition of directors and intended directors in the pre-opening phase. The 'Academy's Governing Body' (AGB) is used to describe the Governors when the school is open. Where the matter referred to is applicable to both the TGB and the AGB the term 'Governing Body' (GB) is used.

All individuals involved with the company limited by guarantee (both directors and members) will be trustees of the Academy Trust.

As well as consisting of a full standing committee, the GB will also have sub-committees existing on either a standing or ad hoc basis (depending on their remit).

Part II begins by considering the characteristics and principles by which the GB will operate. Parts III and IV expand on its role and that of its sub-committees respectively. Part V explains the role of the membership and Part VI looks at how the company's directors interrelate. Part VII signposts the Head Teacher's role and Part VIII elucidates the role of the GB's chair and the approach to conflicts of interest. The final Part IX explains the reporting, accountability and escalation procedures.

### **II – Characteristics and Principles of the Governing Body**

We believe that a high-performing GB has a vital role to play in the efficient delivery of the Academy and its eventual operation. A committed and efficiently run GB is essential for the Academy to be successful.

Strategic decisions will be taken at the level of the GB, which, when it is the TGB, will meet at least twelve times per year (once per month), and when it is the AGB will meet at least six times per year (once per term). Extraordinary GB meetings may be convened as appropriate.

Governors will have a comprehensive understanding of and commitment to the Academy's vision at all times, and will set the strategic direction of the school with this at the forefront of their minds. They will devise annual and triennial objectives based on school improvement strategies which are 'SMART' in nature (specific, measurable, achievable, realistic, and time-bound). These objectives will be driven forward by devising implementation strategies and closely monitoring progress against them.

Governors will understand the distinction between strategy and operational management of the Academy, and will appreciate that their role lies in the former (with the Head Teacher being responsible for the latter). They will ensure the day-to-day ground-level management issues are dealt with by the Academy's SLT.



Members of the GB will feel suitably equipped to constructively critique the performance of the Academy's principal and its senior team. Where the Academy is able to provide it, governors will have access to all the information they need to do so effectively. The Head Teacher and Senior Leadership Team (SLT) will be expected to respond positively to such constructive criticism.

Regarding the analysis of the school's Key Performance Indicators (KPIs), the GB will concern itself not just with achievement against targets, but with year-on-year progress to ensure that an environment of continuous improvement exists.

The Governing Body will operate on the principle of self-evaluation - it will understand its own strengths and weaknesses and where relevant arrange for training to address areas for development. It will write an annual self-evaluation form on the basis of school reports, performance against KPIs, Ofsted reports, school data and feedback from staff and students.

From the outset, the GB will adopt best practice as set out in this governance document. An advantage of a new GB in the context of a new school means there will be no need for expensive retraining to correct non-optimal practices which might have become embedded over time. Rather, from the outset the TGB and AGB will be expected to operate on the basis of these best-practice principles.

### III – Role of the Governing Body

The GB is the school's accountable body. It must have the well-being of current and future students at its heart and as the TGB its role is to ensure the Academy is set up in line with its vision. The role of the GB is:<sup>104</sup>

- To set the strategic direction of the school by:-
  - setting the values, aims, and objectives for the Academy
  - agreeing the policy framework and implementation strategies for achieving those aims and objectives
  - agreeing the school improvement strategy
  - agreeing the budget and staffing structure
  - appointing and performance-managing the Head Teacher but also entrusting him or her with the operational management of the Academy (details below)
- To challenge and support the school by monitoring, reviewing and evaluating the:-
  - implementation and effectiveness of the policy framework
  - progress towards its targets
  - implementation and effectiveness of the school improvement strategy
  - implementation of the budget and staffing structure
- To ensure accountability by:-
  - going much further than merely 'signing off' the work of the Academy, but actively looking for opportunities to scrutinise its work
  - establishing a process for independent checking of internal financial controls
  - responding to Ofsted reports when necessary
  - holding the Head Teacher to account for the performance of the Academy
  - reporting to the Members of the Academy Trust on a quarterly basis

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<sup>104</sup> Based on the NGA Code of Practice for Academy Governing Bodies (updated August 2012)

- actively engaging the opinions of teachers, students and parents by a variety of means including questionnaires, convening open meetings and attending parents' evenings and other specific events
- signing off the self-evaluation form
- making information available to the community
- complying with all legal obligations including those imposed by the Secretary of State for Education
- reporting to the Department for Education

The roles described above are absolutely crucial for the school's well-being. In particular, performance management of the Head Teacher will involve termly scrutiny of staff morale as well as assessment against the school's KPIs. The GB will analyse the Principal's specific responsibilities (detailed in D3) and the extent to which their positive attitude to developing teaching and learning within the school is effective in promoting school-wide best practice.

On an annual basis, in addition to the self-evaluation of the GB and the overseeing of procedures by the members of the Academy Trust, the GB will invite the chairs and parent governors at our eleven local partner secondary schools to scrutinise and report on the Academy's governance. This additional layer of external scrutiny will allow for the local educational community to continue to be involved at the highest level and for rigorous challenge of governance structures and procedures to take place.

#### *IV- Role of the Sub-Committees of the Governing Body*

To ensure the efficient running of GB meetings, it will be necessary to delegate certain work-streams to sub-committees. These will consist of a chair (who will be a member of the GB) and at least one other Governor. Academy staff may be invited to attend these sub-committee meetings. Their function will be to drive forward actions surrounding particular areas within the GB's remit. They will not have executive authority, but will be expected to make recommendations to the full GB, which will then consider these and vote on key decisions where appropriate.

This approach will allow important but time-consuming tasks to be dealt with in smaller, focussed groups. These sub-committees will consider issues to a higher level of detail, and will assimilate the important messages for the attention of the full GB. This will allow the latter to focus its resources on key matters, and to work its way through all important agenda items without becoming bogged down by detail which does not require the full attention of all governors.

The following sub-committees will exist permanently on a standing basis, and will meet at regular intervals (and no less than once per term):

- **Audit:** to provide a non-biased appraisal of the validity and reliability of the Academy's financial transactions and reporting, and an assessment of the effectiveness of its internal control mechanisms<sup>105</sup>
- **Finance, General Purposes and Premises:** to consider all matters relating to income, expenditure and investment, and to review the maintenance of and investment into premises
- **Head Teacher Performance Management:** to devise, review and improve strategies for promoting excellent performance of this member of staff, and to come to a view on the effectiveness of both the Head Teacher and the

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<sup>105</sup> Adopting guidance from the Academies Financial Handbook (September 2012)

said strategies

- Strategic Development and Recruitment: to consider annual and triennial performance priorities, objectives, implementation plans, and measures, and to come to an initial view on the Academy's performance against these, for the attention of the full GB. This sub-committee will consider the overall recruitment strategy of the Academy.
- ICT: to consider all matters relating to ICT, such as hardware and software investment and capability audit
- Staff Remuneration: to consider pay levels and all other compensation for staff

In addition, the GB will operate the ad hoc sub-committees, which will be convened by the Chair of the GB as and when they are required (e.g. The Admissions Appeals Committee)

These sub-committees should not be composed only of permanent members who retain their position for longer periods of time as this can lead to an imperfect flow of information as some governors develop specialities in particular areas, while remaining relatively unknowledgeable in others. This can in turn engender a lack of understanding of different perspectives and viewpoints as the different sub-committees inevitably have differing priorities to consider.

At the same time, we feel it is important for the sub-committees to have a 'memory' which develops as a result of lessons learned, and to fully understand the complexity of the issues they are considering.

For this reason the sub-committees will be composed of at least one permanent Chair, and at least one rotating member, who will serve no longer than one year. These positions must be filled by governors. As such, a sub-committee shall consist of no less than two governors, although more will be permitted (at the discretion of the Chair of the GB).<sup>106</sup>

We believe that this policy offers the best solution between the competing priorities of wanting to improve the flow of information and inject energy into the sub-committees, while also wishing to retain expertise and experience.

Where appropriate and in addition to the above, the Chair of the GB may also wish to invite non-governors to attend sub-committee meetings. For instance, if the Academy is seeking to restructure a faculty, the Strategic Development and Recruitment sub-committee will likely benefit from the input of the relevant Faculty Leader, who may not also be a Governor. The Audit Sub-Committee will include a non-executive Member of the company as a third member (see F3).

### *V- Role of the Company's Members*

The members of the company are its legal owners and have ultimate control of the Academy Trust. This group will meet quarterly to ensure the GB is managing the trust appropriately. They will oversee the achievement of the company's objectives, take part in AGMs and EGMs and sign off the company's financial accounts and annual report. They will have limited practical involvement in the management of the trust.

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<sup>106</sup> The Governing Body will draw up 'constitutions' for the Sub-Committees in the pre-opening phase

Some of these members may, themselves, not be directors of the company (and therefore will not sit on the GB.) At the time of application there are **three** founding members, and this group will later expand to **six** (see sub-sections F2-F4 for details on the composition).

The ultimate responsibility for appointing and removing directors/governors will be that of the membership. In doing so they will consider the representations of the GB as constituted and the requirements of the Academy Trust, at least on an annual basis. They will also ensure that the Governing Body is reporting appropriately to the Department for Education. The Company's Members will not be employed by the Academy Trust. One of the Company's non-governor Members will sit on the GB's Audit Committee to ensure independent checking of financial controls.

#### *VI- Role of the Company's Directors*

The company's directors are the Academy Trust's governors. Their role is described in Part II above (The Role of the GB). They are responsible for the strategic operation of the school and are the school's accountable body. They, in turn, are ultimately accountable to the company's members (its owners).

The Company's Directors will all be trustees and some may be employed by the Academy Trust (most notably the Head Teacher and the Staff Governors).

The annual report will cover the entire governance system, including the effectiveness of the GB, the members and the Head Teacher. The GB will consider and implement changes appropriately based on the content of this annual report.

#### *VII- Role of the Head Teacher*

The role of the Head Teacher is fully described in Section F5. S(he) will report to the GB on the school's performance and also be the Academy Trust's designated accounting officer – it is essential that they are able to assure high standards of probity in the management of public funds.<sup>107</sup>

#### *VIII- Role of the GB Chair and Conflicts of Interest*

The TGB, after the Secretary of State has approved the proposals for Chapeltown Academy, will hold its first meeting and democratically elect a chair.

At the relevant time, the AGB will, when newly constituted, do the same. In addition to chairing meetings of the GB, they will sign off minutes once approved and ensure the opportunities to declare conflicts of interest are appropriately raised and recorded.

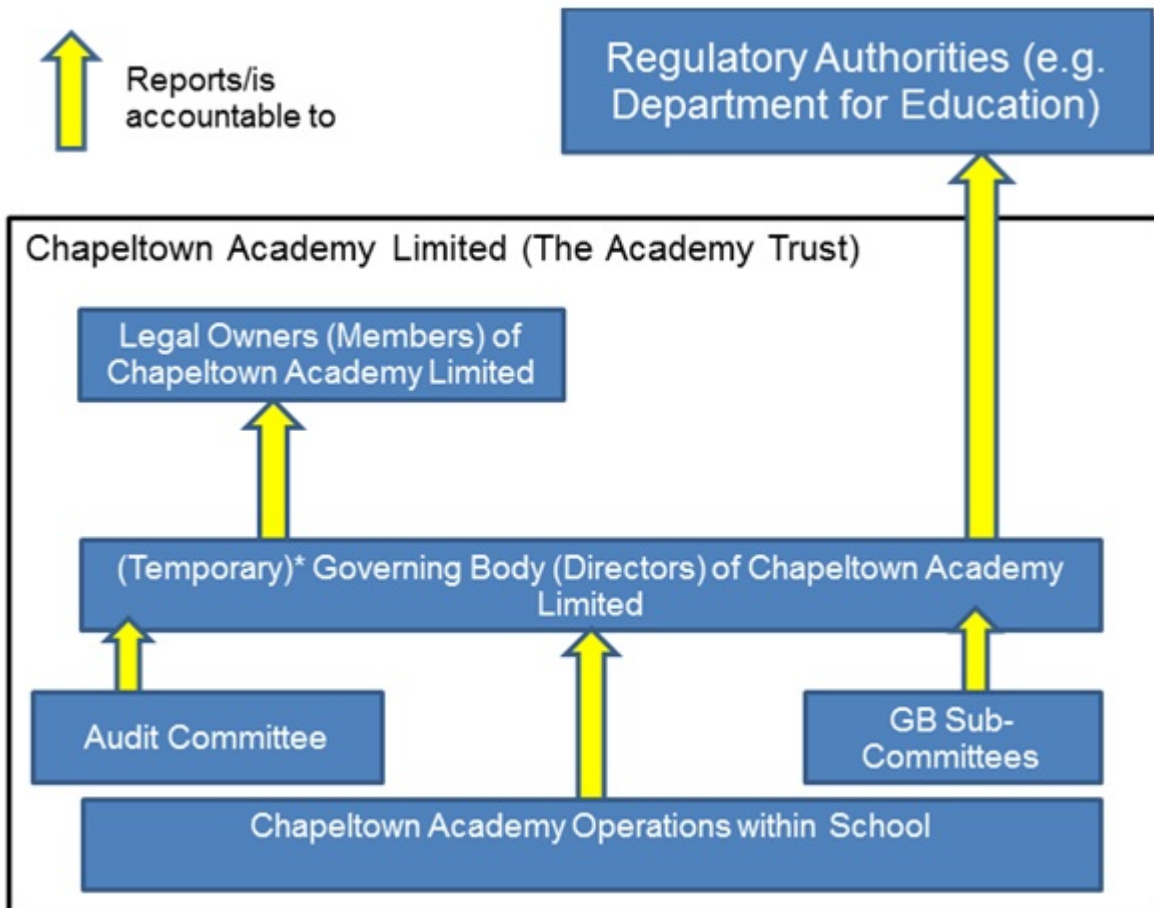
A conflict of interest arises where an individual's personal or financial interests conflict with those of the Academy Trust. The GB Chair will allow declarations of interest to be made in advance of and at the start of each meeting. Where there is a conflict of interest, the relevant individual(s) will lose their voting rights, not count for the purposes of quorum and, unless exceptional circumstances apply, be required to absent themselves from the discussion.

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<sup>107</sup> This is as per the guidance in the Academies Financial Handbook, September 2012.

## IX- Reporting, Accountability and Escalation

The figure below is a diagrammatic representation of the reporting, accountability and escalation procedures within the Chapeltown Academy governance structure.



\*The Governing Body reports to the Membership and the regulatory authorities (including the Department for Education) both as the TGB and AGB. Overall ownership will lie with the company's members and they will appoint the GB.

No.	GB Sub-Committees <sup>108</sup>
1	Audit
2	Finance, General Purposes and Premises
3	Head Teacher Performance Management
4	Strategic Development and Recruitment
5	ICT
6	Staff Remuneration

The Audit Committee will include two governors (neither of whom are employed by the Academy Trust and a Legal Owner (Member) with financial awareness. It will not include the Finance Director (who will chair the Finance Committee). It is in place to demonstrate strong internal financial scrutiny (see above, F3). Appointed by the GB and reporting to it, it will retain its independence from the school's operations as no employees of the school will sit on the Audit Committee.

<sup>108</sup> Additional committees will be convened as appropriate (discussed above)

The GB is responsible for the strategic management of the school and will appoint staff, including the Head Teacher. Its various sub-committees (e.g. Staff Remuneration, ICT) will consult on and discuss the issues pertaining to their remit and report to the GB for the ultimate decision making.

## **F2: Educational Expertise**

*The Chapeltown Academy team has drawn on considerable educational knowledge and expertise in the application process. The skills required to **set up** and **run** the school will be significant and the sub-section below describes what will be needed to ensure our educational vision is realised with regards to utilising the current team and adding to it.*

### **I- Educational Requirements**

The table below sets out the educational requirements needed in both the pre-opening (starting May 2013) and post opening (starting September 2014) phases of the school.

Requirement	Purpose	Time Frame
A membership aligned with the vision [Part II]	<ul style="list-style-type: none"> <li>To ensure that the accountability processes of the Governing Body are in line with the educational aims of the Academy Trust</li> </ul>	January 2013 onwards
50% of the Governing Body to have experience or knowledge in education [Part III]	<ul style="list-style-type: none"> <li>To ensure governance decisions are informed on the basis of educational best practice</li> <li>To appoint the best possible Head Teacher</li> </ul>	January 2013 onwards
Educational Project Manager (EPM) [Part IV]	<ul style="list-style-type: none"> <li>To ensure all educational expertise is in place to make key decisions</li> <li>To ensure that the community and young people are continuously engaged and invested in the set up process.</li> <li>To navigate the project management process (including the Statutory Consultation) with the Business Project Manager and the professional project management support</li> </ul>	June 2013 – August 2014

Educational consultants to advise the Governing Body [Part V]	<ul style="list-style-type: none"> <li>To provide additional specialist expertise where necessary such that the governing body is properly advised in making executive decisions</li> </ul>	May 2013 onwards (on a pro bono consultancy basis)
First-rate Head Teacher [Part VI]	<ul style="list-style-type: none"> <li>To lead the process of transforming the vision into a reality</li> <li>To make key leadership decisions in terms of staffing, recruitment, teaching and learning</li> <li>To liaise with the EPM, BPM, and professional project management support in the pre-opening phase</li> <li>To write, implement and evaluate appropriate policies to ensure the highest quality within the school</li> </ul>	Recruited from September 2013 and then onwards

### II - Membership Aligned with the Vision

The members of the company limited by guarantee are effectively the owners of the Academy Trust and are the overall body to which the Academy's governing body is accountable.

At the time of the application, this group of people (at three in number) all share the vision for Chapeltown Academy. [REDACTED] [REDACTED] and [REDACTED] [REDACTED], two of the founding members, are directors of the company and are members of the proposer steering committee. [REDACTED] [REDACTED], the third founding member, is not directly involved in the day to day processes but has overseen the work of the steering committee and will continue to do so.

The members will add to this number, and envisage a membership of six, from the summer of 2013. These three new members will be appointed by the current members subject to the satisfaction that they share the Academy's vision.

The membership envisage meeting at least quarterly and the Governing Body will report to the membership on a bi-annual basis in terms of the Academy's key performance indicators and financial position.

### III- The Governing Body's Educational Expertise

At the time of application, the proposers' steering group of six are the company's directors, four of whom are teachers, who qualified teaching in Yorkshire schools. The recruitment of additional Directors will take place in spring 2013, where it is envisaged that two members of the existing education sub-committee will be appointed as Directors. Details of the team's educational expertise are as below:

Team Member	Educational Expertise	Role in Pre-Opening Phase	Time Commitment (Hrs / week)		
			To date	Pre-opening	Operational
[REDACTED]	[REDACTED]	[REDACTED]	6	6	3-4
[REDACTED]	[REDACTED]	[REDACTED]	6	6	2-3
[REDACTED]	[REDACTED]	[REDACTED]	18	18	3-4
[REDACTED]	[REDACTED]	[REDACTED]	4	2	1
[REDACTED]	[REDACTED]	[REDACTED]	30	30	15
[REDACTED]	[REDACTED]	[REDACTED]	18	18	3-4
[REDACTED]	[REDACTED]	[REDACTED]	18	18	3-4
[REDACTED]	[REDACTED]	[REDACTED]	24	24	3-4
[REDACTED]	[REDACTED]	[REDACTED]	6	6 (TGB) 1 (others)	N/A <sup>110</sup>

The existing education sub-committee has been instrumental in the drafting and formulation of the educational plans. The intention of the membership is for [REDACTED], [REDACTED], [REDACTED] and [REDACTED], to join the Governing Body (and become Directors of the company).

In addition, when the Head Teacher is appointed, (s)he will take an ex-officio position on the GB. With the Governing Body's eventual likely size to be fourteen this will mean at least seven of the team (four existing Directors, the two likely appointees from the current education sub-committee, and the Head Teacher) will have both knowledge and experience of the education sector.

As noted above, [REDACTED] will maximise his involvement from January 2013 and into the pre-opening phase and will devote a substantial amount of time to the project (30 hours per week). He will continue to work for Chapeltown Academy on a voluntary/unpaid basis, and will support himself financially by teaching on a part-time basis.

The Governing Body will make the educational decisions, arrange for the relevant recruitment processes to operate, appoint sub-committees from within their number<sup>111</sup>, and draw on additional expertise where they believe it is required.

#### IV- Educational Consultants to advise the Governing Body

Despite there being considerable educational expertise within the GB it would be naïve to think that all decisions could or should be made without calling upon

<sup>110</sup> The GB will encourage the elected parent governors to continue to convene a parents committee to ensure consistent representation on a strategic level.

<sup>111</sup> Sub-committees may be staffed by personnel on a temporary rolling basis, or on a permanent one.



external perspectives and support. [REDACTED], [REDACTED], [REDACTED], has been an instrumental member of the Chapeltown Academy education sub-committee during the application phase. He will continue to provide focussed, pro bono support as an educational consultant to the Governing Body.

Chapeltown Academy shares a similar vision and ethos to the London Academy of Excellence (LAE)<sup>112</sup> and has consulted with [REDACTED], [REDACTED], the [REDACTED] in the preparation of these plans. Chapeltown Academy will continue to develop this relationship with the LAE to support the development of its educational plans.

Similarly, the Governing Body will call upon other networks and individuals to provide assistance where policies need to be drawn together or where decisions need to be taken.

#### *V- Educational Project Manager in Pre-Opening*

The TGB, who will meet once a month in pre-opening, are responsible for strategic decision making and review. The Chapeltown Academy team believes that appointing an Educational Project Manager (EPM), reporting to the TGB, will be the most effective way to transform the educational vision into a reality. The TGB will expect the individual to be able to take action on decisions made at TGB level.

This position will be performed on an unpaid basis by a member of the TGB. The EPM will be supported in this role by the services of a professional project management firm, which will be procured openly and in accordance with EU guidelines.

The EPM will be responsible for continuing to develop relationships with universities, community groups, schools, and most particularly the students themselves. They will liaise heavily with the professional project manager(s) on educational matters.

The EPM will be required to fully understand and align with the vision. Their role will also extend to working with the Head Teacher (after they have been recruited) in the context of admissions (including interviews) and assisting in drawing up policies relating to staffing and recruitment.

As well as working with the professional project manager(s), the EPM will be required to work closely with the Business Project Manager (BPM; see above, F3), the New Schools Network, and the Department for Education project lead, as well as representatives from the EFA to ensure that not just the educational elements, but the entire Academy, will be ready to hit the ground running on September 1<sup>st</sup> 2014. The EPM will undertake this unpaid role from June 2013 until the school is ready to open at the very end of August 2014.

#### *VI- First-Rate Head Teacher*

The GB will be responsible for appointing a high-quality Head Teacher who will have the passion, drive, enthusiasm and knowledge to develop and realise the vision for the Academy.

They will be required to share the vision and will work closely with the EPM, BPM,

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<sup>112</sup> The LAE was the first 16-19 free school to be approved and opened in September 2012

and the professional project manager(s) in pre-opening to ensure the school is successful. Full details on the recruitment process for the Head Teacher are detailed in Section F5.

When up and running from Year One core matters of payroll will be dealt with in-house by the Finance, HR and Business Manager. Other typical HR matters (e.g. performance management and CPD) are generally covered within the educational framework and structure of the staffing body (e.g. through line management), but the Finance, HR and Business Manager will be ultimately responsible for managing the Academy's HR policies.

### **F3: Financial Expertise**

*The Chapeltown Academy team has some financial knowledge and expertise and has drawn on this in the application process. It understands that the financial expertise required to set up and run the school will be significant and has **identified means for filling these skills gaps.***

#### I- Financial Requirements

The table below sets out the financial requirements needed in both the pre-opening (starting May 2013) and post opening (starting September 2014) phases of the school.

Requirement	Purpose	Time Frame
A Governing Body committed to the sustainability of the Academy [Part II]	<ul style="list-style-type: none"> <li>To ensure governance decisions are sustainable, sensible and affordable</li> <li>To appoint a Finance Sub-Committee<sup>113</sup> who can provide detailed scrutiny and financial oversight</li> </ul>	January 2013 onwards
Financial consultants to the Governing Body [Part III]	<ul style="list-style-type: none"> <li>To provide additional specialist financial expertise where necessary, such that the GB and its finance sub-committee is properly advised in making executive decisions</li> </ul>	May 2013 onwards (on a pro bono consultancy basis)
A Finance Director (The GB's Principal Finance Officer) [Part IV]	<ul style="list-style-type: none"> <li>To ensure that financial implications of decisions are understood properly and that such decisions are financially astute and professional</li> <li>To report financially to the relevant authorities, including HMRC and the Department for</li> </ul>	May 2013 – onwards

<sup>113</sup> Finance, Premises and General Purposes Committee (See Section F1)

	<p>Education</p> <ul style="list-style-type: none"> <li>To, with the TGB, manage a project development grant</li> <li>To chair the GB's Finance Sub-Committee</li> </ul>	
A Finance, HR and Business Manager) [Part V]	<ul style="list-style-type: none"> <li>To coordinate the day-to-day finance decisions when the school is up and running</li> <li>To ensure that financial implications of decisions are understood properly and that such decisions are financially astute and professional</li> <li>To report financially to the relevant authorities, including HMRC</li> <li>To attend meetings and report to the GB's Finance Sub-Committee</li> </ul>	September 2014 onwards
A Business Project Manager (BPM) [Part VI]	<ul style="list-style-type: none"> <li>To ensure all business expertise is in place to make key business decisions</li> <li>To work with the professional project manager(s) and EPM to navigate the project management process (including the statutory consultation)</li> <li>To work with the professional project manager(s) to address non-educational matters in the pre-opening phase</li> </ul>	May 2013 – September 2014
First-rate Head Teacher [Part VII]	<ul style="list-style-type: none"> <li>To lead the process of transforming the vision into a reality</li> <li>To be the company's designated accounting officer</li> <li>To provide experience of overseeing school budgets and making strategic financial decisions against an educational vision</li> <li>To ensure efficient and effective use of the Academy's resources</li> <li>To liaise with the BPM and professional project manager(s) in the pre-opening phase</li> <li>To hold staff to account within their budget and to encourage proposals for improving the</li> </ul>	In place from January 2014 and then onwards

	educational and economic future for the school	
A Member of the Company with small business experience [Part VIII]	<ul style="list-style-type: none"> <li>To hold the members of the Governing Body (particularly the Finance Director) to account in terms of the Academy's KFI's</li> <li>To sit on the Audit Committee</li> </ul>	May 2013-onwards
A Governor with business experience [Part IX]	<ul style="list-style-type: none"> <li>To hold the Principal Finance Officer to account in terms the management of public funds and the Academy's KFI's</li> <li>To assist the Principal Finance Officer with financial reporting and decision-making</li> <li>To sit on the GB's Finance Sub-Committee</li> </ul>	May 2013-Onwards
The Academy Trust's Audit Committee [Part X] (one financially knowledgeable member of the Company [Part VIII] and two governors who not employed by the Trust.)	<ul style="list-style-type: none"> <li>To independently check financial controls, systems, transactions and risks</li> <li>To agree a programme of work to address financial risks</li> <li>To provide assurance to the external auditors</li> </ul>	September 2014 – onwards

## ***II – Governing Body Committed to the Sustainability of the Academy***

At the time of application, all six of the company's directors are financially aware, have previously managed various budgets, and understand the implications of financial decision making ( [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] ). In addition, all six are committed to the long-term sustainability of the Academy, and the membership will ensure that further directorial appointments (as required below) will be made only on the satisfaction that the appointees are equally committed to this.

As discussed in sub-section F2 above, both [REDACTED] and [REDACTED] have been members of the education sub-committee and are likely to be appointed as Directors in 2013. They are committed to the Academy's development, progression and financial sustainability.

Team Member	Financial Experience	Commitment in Pre-Opening Phase	Time Commitment (Hrs / week)		
			To date	Pre-Opening	Post-opening
[REDACTED]	[REDACTED]	Will join as Director (and therefore part of TGB)	6	6	3-4
[REDACTED]	[REDACTED]	Will continue in capacity as Director (and therefore part of	18	18	3-4

		TGB)			
██████████	██████████	Will act as an educational consultant to the Governing Body	4	2	1
██████████	██████████	Will continue to act in capacity as Director (and therefore part of TGB)	30	30	15
██████████	██████████	Will continue to act in capacity as Director (and therefore part of TGB)	18	18	3-4
██████████	██████████	Will continue to act in capacity as Director (and therefore part of TGB)	18	18	3-4
██████████	██████████	Will continue to act in capacity as Director (and therefore part of TGB)	18	26	3-4
██████████	██████████	Will continue to act in capacity as Director (and therefore part of TGB)	24	24	3-4
██████████	██████████	Will continue to provide pro bono advice to TGB	2	2	0
██████████	██████████	Will continue to provide pro bono advice to TGB	2	2	1
Parents / Students Sub-Committee (10 people)	There is an individual on this committee who works with a global retail bank and has individuals with extensive financial expertise. <sup>114</sup>	Two members will join the TGB.	6	6	N/A <sup>115</sup>

***III – Financial Consultants to the Governing Body***

<sup>114</sup> It will be initially through this lead that we will look for a Finance Director (Part IV)

<sup>115</sup> See the discussion above on the role of this sub-committee

As with the educational expertise, the Governing Body will continue to call upon expert assistance where relevant and necessary. During the application stage Chapeltown Academy's finance sub-committee team has been advised on a pro-bono basis by [REDACTED] ([REDACTED]), and [REDACTED] ([REDACTED]), to review the financial models as presented in section G.

The two individuals have confirmed that they will continue to provide pro-bono advice and support to the group going forward.

#### ***IV – A Finance Director***

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Although the TGB as it will be constituted in the pre-opening phase does have financial knowledge, it will be valuable and necessary to appoint a further individual with significant financial expertise who can take on the role of the company's Finance Director. In this pre-opening phase, this person will have overall responsibility for oversight of the project development fund.

After this, including when the TGB becomes the AGB, s(he) will inform the financial decisions of the GB. S(he) will also be the Academy Trust's Principal Finance Officer, and will chair the GB's Finance Sub-Committee. As with the other roles on the Governing Body, this will be done on an unpaid basis.

The proposer group's Students/Parents' Committee and community partners have been called upon (from December 2012) to suggest options for appointment to this role. The Company's members will look to advertise the role via the Chapeltown Academy website and other media. If these outlets prove unsuccessful, the members will use the SGOSS to appoint a Finance Director.

#### ***V – A Finance, HR and Business Manager***

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This individual will be an employee of the Academy Trust and will coordinate the day-to-day financial decisions when the school is up and running. They will sit on the Academy's SLT (see sub-section D3) and will make representations to the AGB as appropriate.

The non-financial responsibilities of this individual are detailed in section D3.

#### ***VI- Business Project Manager in Pre-Opening***

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Although the decisions of the TGB as informed by the Finance Director will be essential in transforming the vision into a working reality, the task itself will require focussed action on the ground.

The Chapeltown Academy team believes that a Business Project Manager (BPM), working in collaboration with the Educational Project Manager (EPM), will be necessary to develop the key features and policies of the Academy.

In a similar manner to the EPM, this position will be performed on an unpaid basis by a member of the TGB. The BPM will be supported in this role by the services of a professional project management firm. These specific services will be procured openly and in accordance with EU guidelines.

The BPM will have a sound understanding of the financial and regulatory constraints

under which they are operating. Their role will extend to working with the Head Teacher (after they have been recruited), the EPM (see section F2), and professional project manager(s) in the context of staffing, recruitment, policy formulation and legal requirements.

They may assist the professional project manager(s) with producing 'highlight' and 'exception' reports for the TGB, maintaining risk registers and issue logs, and managing the cost profile and day-to-day budget for reporting to the Finance Director during the pre-opening phase.

Further, working with the professional project manager(s) and the EPM, they will develop and maintain an integrated project plan that maps the allocation of resources across the various work streams in one place and identifies the project's critical path and key dependencies.

They will also be required to work closely with the New Schools Network and the Department for Education project lead, as well as representatives from the EFA, to ensure the entire Academy will be ready to hit the ground running on September 1<sup>st</sup> 2014.

The BPM will undertake this unpaid role from June 2013 until the school is ready to open at the end of August 2014.

#### ***VII- First-Rate Head Teacher***

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The GB will be responsible for appointing a high-quality Head Teacher who will have the passion, drive, enthusiasm and knowledge to build the Academy from scratch.

Apart from embodying and representing the vision and the Academy's values, they will be required to carry out the operational responsibilities as informed by the GB's strategy. They will bridge the gap between finance, education, staff, students and the GB. They will be the company's designated accounting officer and work closely with the EPM, BPM, and professional project manager(s) in the pre-opening phase. Full details on the recruitment process for the Head Teacher are detailed in Section F5.

#### ***VIII- A Member of the Company with Small Business Experience***

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A member of the company with small business experience is important to review the internal financial control procedures in place. The existing members will appoint this further member to their number from May 2013, ideally from within the *local* business community. This member will eventually sit on the Academy Trust's audit committee. Crucially, the experience of having operated in small businesses means the individual will be able to bring a holistic understanding to the operation including the awareness required in analysing key strategic and operational financial considerations.

#### ***IX- A Governor with Business Experience***

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It is common for Governing Bodies to include members of the local business community who have an interest in the development of the Academy and in realising its vision for its students.<sup>116</sup>

██████████ ██████████ already provides this expertise to the Governing Body (in addition to being a qualified teacher, she operates a number of small businesses). However, we believe it will be ideal to appoint a second individual with local business experience.

There has been interest from the local community and it is envisaged that at least one will be appointed to the Governing Body during the pre-opening phase. They will primarily represent the interests of employers, and therefore the development of key employability skills for students. However, they will also be able to support the Finance Director in the financial management of the business, and will sit on the GB's Finance Sub-Committee.

### X- The Audit Committee

In line with the Department's guidance on the financial management of Academy Trusts, the Chapeltown Academy Trust's Governing Body will appoint an Internal Audit Committee to provide a non-biased appraisal of the validity and reliability of the Academy's financial reporting, and an assessment of the effectiveness of its control mechanisms.

This committee will be independent of the GB's Finance Sub-Committee, and will be comprised of at least three individuals, none of whom will be employees of the Academy Trust. Two of the posts on this committee will be for existing Governors (excluding the Finance Director), and one will be reserved for a non-executive Member of the company (most likely the individual described at Part VIII above).

## **F4: Other Expertise**

*This sub-section analyses the other expertise within the group and concludes sub-sections F2 and F3 by presenting a skills gap analysis and a plan for ensuring that the gaps are filled.*

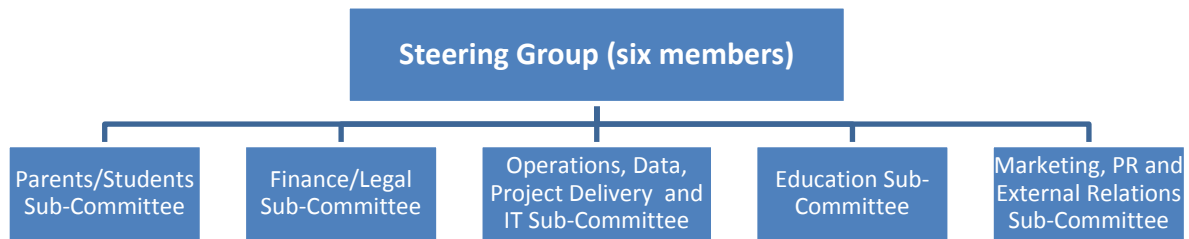
### I - The Current Constitution

The Chapeltown Academy team has been required to adopt the following structure to build the vision and complete the application:

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<sup>116</sup> National Governors' Association, Code of Practice for Academy School Governors 2012/2013





Each of the sub-committees has had the requisite skills, knowledge and experience to appropriately manage the particular elements of the project heretofore.

Section F2 and F3 have discussed the further elements required financially and educationally to ensure there is an efficient and effective approach to pre-opening. The table below lists the members of the Chapeltown Academy team and their skills and awareness outside of education and finance (the latter two are listed above), which enables us to conclude a skills audit at the end:

Team Member	Role so far	Commitment Status in Application Phase	Commitment in Pre-Opening Phase	Further Skills/Awareness (outside of Education/Finance)
[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]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				N/A (Advice will be purely financial)
				N/A (Advice will be purely financial)
Parents/Students Sub-Committee (10 people)	Raised awareness of proposals amongst parents and students; helped gather demand; attended community events; developed relationships with schools and MPs	Parents/Students Sub-Committee	Two members will join the TGB. The sub-team will continue to operate to drive awareness of the proposals on the ground	There are various levels of expertise on this committee including knowledge of business, local community organisations, PR and HR skills and an awareness of ICT operations

## II – Skills Audit

Based on the expertise detailed above (as well as within Sections F2 and F3) the following appointments to the TGB are to be made during the pre-opening phase. Where the individual has not been specified, the existing parents' sub-committee will be consulted first to see if there is expertise within their number. The membership has decided that if this is unsuccessful (Governors for Schools/SGOSS) will be approached to find suitable candidates.

### DIRECTORIAL APPOINTMENTS TO THE TGB

1. [REDACTED]
2. [REDACTED]
3. A Finance Director
4. An individual with local business experience
5. An individual with knowledge of a school's capital infrastructure, including ICT requirements
6. An individual with an awareness of premises and building requirements
7. An individual with legal experience (particularly re: employment law/HR issues)<sup>117</sup>
8. The Head Teacher (by virtue of their office)
9. **If** none of the above are parents of potential students, a potential parent.

<sup>117</sup> [REDACTED] brings some legal awareness to the GB but we would hope to appoint an experienced lawyer if possible

#### PAID-FOR SERVICES/EMPLOYMENT OF INDIVIDUALS

10. Recruitment of a first-rate Head Teacher
11. Contracting of professional project management services
12. Contracting of an HR adviser to assist with recruitment<sup>118</sup>
13. Contracting of a Chartered Surveyor<sup>119</sup>
14. General legal advice<sup>120</sup>

The above services will be recruited by way of an open procurement, in accordance with EU guidelines.

#### EXPANSION OF THE MEMBERSHIP

15. Three further members, one of whom will have business experience and will sit on the Academy Trust's Audit Committee.

### **F5: Recruitment**

*This sub-section sets out the approach to recruitment of the Head Teacher, the school's other staff, and Governors.*

#### I – Head Teacher Recruitment

#### INTRODUCTION

The recruitment of the first Head Teacher is undoubtedly one of the school's most important tasks, and it is necessary that the individual appointed to this position has the requisite skills, knowledge and experience to build the Academy and then lead it.

They must share the vision for the Academy and must appreciate that our first cohort of students will be doing public examinations at the end of year twelve<sup>121</sup>, and therefore it is essential that the Academy operates 'all systems go' from day one. There is little time for systems to 'bed in' and teachers, students and staff must be in a position to work diligently and efficiently from the start of September 2014. The role of the Head Teacher in setting up these systems will be essential.

The relevant individual will need to want to work with academically able students in an area of socio-economic disadvantage, and will be required to have a belief in the value of academic achievement, extra-curricular enrichment and our soft skills regime. The individual will need to be passionate about teaching and learning, and will wish to embed strong systems from the start. They will understand the importance of instilling confidence in young people, and will embody the ethos whereby achievements and individuals are valued and recognised.

#### RESPONSIBILITIES

The responsible person will be expected:-

- to provide leadership and direction for Chapeltown Academy;
- to ensure that the pre-opening implementation is completed fully, transparently and in line with the vision;
- to uphold, implement and represent the vision and ethos of the school to all

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<sup>118</sup> If the individuals at 7, 10, and/or 11 are unable to provide this support

<sup>119</sup> If the individual at 6 proves very difficult to find

<sup>120</sup> Both the individual at 7 and [REDACTED] will be able to advise as to an appropriate law firm who can assist with the full array of legal services required in pre-opening.

<sup>121</sup> Obviously, pending potential A-Level exams reform

parties, and to be responsible for implementing the policies and decisions of the GB, of which (s)he will be a member;

- to ensure that the Academy's operational policies, objectives and plans are congruent with the strategic plan;
- to set up the Academy while at all times considering the welfare of students;
- to obtain the highest efficiency from, and utilisation of, the human, physical and financial resources of the Academy, commensurate with the priorities of the GB;
- to be responsible for ensuring that financial and planning controls applied by the Academy are appropriate and sufficient to safeguard public funds;
- to ensure that all monies received from public bodies are used for the purposes for which they are intended;
- to develop and maintain effective links with the local community, external academic institutions, employers, professional bodies, local authorities, trades union and appropriate government departments and agencies;
- to ensure that the general management and organisation of the Academy meets the standards expected by the Governing Body and other regulatory authorities, including quality standards set for programmes and services
- to work with the Academy's Finance, HR and Business Manager to ensure accurate preparation of annual estimates of income and expenditure for consideration and approval by the GB, and for the management of the approved budget;
- to foster an innovative, flexible and responsive attitude towards change to maintain the Academy in the forefront of education and training;
- to be responsible for the overall operational implementation of all Academy strategies and policies;
- to carry out, in addition, such duties as the GB, from time to time, determines to ensure the continued well-being of the Academy;
- to respond positively to constructive criticism from the GB with the aim of achieving continuous improvement of the Academy's performance.

#### PERSON SPECIFICATION

The 'Future Leaders Charitable Trust' believes all children can thrive despite complex home environments and that schools in disadvantaged areas can offer their students a better future<sup>122</sup>. The Chapeltown Academy environment, vision, belief and ethos sit firmly with this goal. Therefore, following consultations and discussions within the Chapeltown Academy Education Sub-Committee, we have chosen to use and adapt the Future Leaders person specification as a basis for the Chapeltown Academy Head Teacher specification.

#### QUALIFICATIONS

We would expect our Head Teacher to have a degree or equivalent with evidence of continuous professional development. We have chosen **not** to require the National Professional Qualification for Headship (NPQH), as there are likely to be individuals with knowledge and experience (potentially from within the independent sector) who can demonstrate:-

#### PERSONAL QUALITIES

- Alignment with the vision, values and expectations of the Academy
- Determination, flexibility, enthusiasm, drive, commitment, resilience, integrity and the ability to deliver results under pressure
- Excellent interpersonal and influencing skills

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<sup>122</sup> Future Leaders – [www.future-leaders.org.uk](http://www.future-leaders.org.uk)

- Commitment to continuous professional and institutional improvement
- Commitment to excellence for students and a passion for enabling them to reach their full potential

#### EXPERIENCE

- Successful senior management experience within the education sector, including having operated in a post-16 student environment
- Evidence of business planning and leading innovation and change
- Experience of dealing with the media
- Management of substantial budgets
- Leadership of staff across departments
- Awareness of the political environment (locally and nationally) in relation to education, training and employment
- Successful and direct experience of delivering quality improvement

#### KNOWLEDGE, UNDERSTANDING AND FURTHER SKILLS

- Strategic understanding of the Further Education environment and other post-16 curriculum matters
- Effective ability to analyse curriculum and student data and improve educational processes based on that analysis
- Ability to effectively lead and communicate change and motivate and inspire staff
- Knowledge of principles of financial planning and management, and the ability to take timely corrective measures when necessary

#### RECRUITMENT PROCESS AND TIMELINE

Candidates will be invited to apply for the position through specific direct sourcing channels from the middle of June 2013, and will be required to complete an application form, enclosing their C.V. to the TGB's Chair. That committee will review all applications received by the middle of July 2013 and shortlist candidates.

Shortlisted candidates will be invited to participate in four structured competency, knowledge and experienced based panel interviews on:-

- Academics and Teaching and Learning
- Pastoral support
- Recruitment, retention and CPD
- Finance and governance

Further to this, they will be required to complete an in-tray exercise, complete a mathematical reasoning test, a multi-layered situational judgement test and be interviewed by a panel of potential students. Finalist candidates will be called back for a final interview and to deliver a presentation on their approach to building and delivering the vision.

The decision on appointing the Head Teacher will be that of the TGB as recommended by its Strategic Development and Recruitment Sub-Committee. As discussed in F1, the latter may include, if the Chair of the GB so chooses, co-opted members.

A final appointment will be made in August 2013, to allow the successful candidate to provide one term's notice to their existing school (if so required). The successful candidate will assume the position from January 2014.

## II – Recruitment of Other Staff

### APPROACH TO STAFFING

We firmly believe we can attract a high calibre of teaching staff on the basis of our vision, and the fact that we have the stated aim of offering bright students from diverse ethnic and socio-economic backgrounds access to a high-quality academic education. It is envisaged that teachers passionate about their own subject with a strong subject knowledge (i.e. the ability to teach their subject(s) to A-Level) will be attracted by the opportunity of teaching in a focussed, supportive, post-16, academic environment.

We will expect staff to contribute fully to the extra-curricular life of the school, and this will be reflected in annual appraisals and pay increases. A commitment to the overall vision on the part of our teachers is invaluable.

It is understood that some roles may be part-time (some also may be part-time but might allow for collaboration with secondary schools).

Distinct benefits can be derived from having a combination of full-time and part-time staff; particularly that part-time staff working in other aspects of education or business can bring these skills and use the benefit of their networks and expertise to develop the learning for their students. It will be essential to ensure at interview that staff employed to work part-time show the same energy and enthusiasm that we expect of our full-time staff.

### PHASE I (SEPTEMBER 2013 – MAY 2014)

The Head Teacher (along with the EPM, professional project manager(s), and the TGB will set up processes for recruiting the Deputy Head Teacher from September 2013, and then other staff (including non-teaching staff) with advertising from early February 2014.

Although the detail will be left to the Head Teacher to finalise, staff will be required to attend interviews, and where possible teach mock lessons, either to “created” Chapeltown Academy classes or to students at partner secondary schools.

It will be necessary to have a combination of young and experienced teachers, such that proper processes of CPD can be realised and that financially, the staffing policy is workable. The vision is for students to perform exceptionally well from the first year onwards, and we will ensure that any less experienced staff are mentored and assisted by more experienced colleagues, and that all teaching staff have the ability to convey passion and enthusiasm for their subject.

As mentioned, the precise methods of advertising will be decided on by the Head Teacher, but advertising for staff will be done via the usual channels (such as *TES jobs* and *Guardian jobs*), and also by engaging the *Teach First* Ambassador community and the Teaching Leaders Community.

### PHASE II (DECEMBER 2014 – MAY 2015)

Further recruitment will need to be undertaken from December 2014 as the school plans to reach full capacity. By February 2015 the second cohort of students will have made their applications, and the first cohort of students will have made their year 13 selections.

At this juncture the talent management process will be considered carefully by the Head Teacher, as additional teaching and learning responsibilities will either need to

be apportioned between staff already at the Academy or given to new staff. It may be appropriate for an existing teacher in Year One to be promoted to a Faculty Leader position from Year Two, or for a Faculty Leader to be externally hired in Year One.

### III – Recruitment of the Governing Body

#### TEMPORARY GOVERNING BODY

The TGB, as assisted by the EPM, BPM, and professional project manager(s) in the pre-opening phase, needs to have the requisite skills and expertise to organise the recruitment of the Head Teacher and his staff, and to set up the processes that will enable the school to operate effectively from September 2014.

This will include managing the project development grant, building the transition arrangements, arranging the extra-curricular provision and ensuring there are sufficient business and community links for the vision to be realised. This will require the TGB to meet at least once per month to develop instructions for the EPM, BPM, and professional project manager(s).

The TGB will need expertise in education, finance, project management, marketing, legal, safeguarding, HR and premises. The skills audit in F4 above details the requirements more specifically. It is important to note that the group will be drawn from a national pool, but will also have strong representation from the local community. The Parents Committee will be informed about every directorial appointment.

At the time of application there are six Directors (to become six temporary Governors), all of whom have been responsible for drawing up the vision and driving the project from scratch. These individuals have a passionate desire to see the Academy realise its vision for the students in the area. Furthermore, as discussed the membership intend to appoint [REDACTED] [REDACTED] and [REDACTED] [REDACTED] to the post of Director, to enable the TGB to build on its extensive educational knowledge and awareness.

These **eight** directors will initially form the TGB in the pre-opening phase. In addition, from May 2013, it is intended to appoint between five and six further Directors (Governors) to ensure there is full and proper representation in the pre-opening phase (this is detailed in sub-section F4).

The Chapeltown Academy Parents/Students Sub-Committee (discussed above) have been active members of the group, and have been responsible for shaping the vision and driving demand among community institutions. It is hoped that of the five or six appointments to the TGB in the pre-opening phase, there will be **two** appointments from among this number, one of whom will bring local business experience.

Then, so as to meet the skills gaps, the Governing Body will advertise through its website, its community partners, and through Governors for Schools/SGOSS for the relevant individuals.

It is hoped, in addition, that one of the appointees will be a community Governor (recruited through our community partners), as the success of the Academy locally is of paramount importance to the institution.

The Head Teacher will officially join the TGB from January 2014.

The members of the TGB will understand that their involvement as Governors is only guaranteed until the Academy opens (subject to satisfactory performance). A re-evaluation of what is required post-opening may require changes in personnel as the TGB reforms as the AGB.

#### THE GOVERNING BODY POST OPENING (THE ACADEMY'S GOVERNING BODY)

For Chapeltown Academy during its operation there will be a need for a Governing Body of *approximately* 16 members.

As the Academy reaches its final stages in terms of preparation to open, the TGB and members of the Academy Trust will undertake a skills-analysis. This will allow them to determine whether or not the personnel on the TGB need changing or amending in light of the skills requirements, representations of staff, and views of the local community.

In August 2014 when the Academy's student and staff roll are confirmed, nominations will open for the selection of two teaching staff governors (in addition to the Head Teacher).

Members of the company who are also governors will not be employees of the Academy to ensure proper accountability between the Academy Trust and its employees.

In addition, two parent Governors will be elected to sit on the AGB by the parents of the Academy's students, and will replace the two non-elected parents on the TGB. The term of office for parent Governors will normally be one full calendar year (i.e. October 1<sup>st</sup> to September 30<sup>th</sup>). In the first year of operation, because the school year starts in September, the term of office will be slightly longer - elections will be expedited such that the first parent Governors will be able to serve from October 15<sup>th</sup> 2014 through to December 31<sup>st</sup> 2015. These parent Governors will attend and participate fully in the AGB meetings to represent the views of fellow parents of Chapeltown Academy students.

The election process for parent Governors will be administered by the Deputy Head Teacher, with the assistance of the General Administration & Reception Officer. Any parent of a year twelve student will be eligible to stand for election, and will be asked to put their name forward before a given date. The election will normally be during the first school term, to give parents enough time to consider the commitment involved, but also to ensure that two appointments are made before the positions take effect on October 1<sup>st</sup> January. In the first year of operation, due to the start date for parent Governors being brought forward to October 15<sup>th</sup> 2014, this election will be carried out in the first school term.

The two parent Governors elected after the Academy opens in 2014 will replace the two parents on the TGB. Due to the time-scales surrounding the election process, this will happen after the TGB has been reformed as the AGB. Therefore, until the first ever parent Governors of the AGB take up their positions, the parent Governors on the TGB will remain as temporary members of the AGB. It may be that these individuals are parents of year twelve students at the Academy; in this case they would be eligible to stand for election onto the AGB if they so desired.



## Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

## Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

### I – Introduction

The Chapeltown Academy team has evaluated a selection of options over a period of time and has identified two potential solutions: [REDACTED] (Part II) and [REDACTED] (Part III). Throughout this process, in making searches and speaking with estate agents it was made clear that the team had no authority to negotiate and would not do so.

The premises that are ultimately obtained must be suitable, safe, and appropriate for an Academy of the nature described in section C. It must be conducive to high-quality learning, with designated areas for classrooms, offices, at least one Science laboratory, a lecture-theatre, a resourced study area, and the relevant extra-curricular spaces (e.g. music, drama and sporting facilities).

### II – Premises Option One: [REDACTED]

[REDACTED] is an existing [REDACTED], at two floors high, with the current occupiers coming to the end of their tenancy in 2013. It is located at [REDACTED], [REDACTED], Chapeltown, Sheffield, [REDACTED]. To convert the site into a school, change of use planning permission from offices (B1) would be required.

The current freeholder is [REDACTED], which lets the property. The site is capable of refurbishment on condition of a long lease being agreed, and the size extends to 2,213 square metres.

The site is available on six months' notice and an occupational lease is available on a 15 year minimum term.

The site is suitable because there is potential for classroom development within an already established building. There is room for a performing arts hall and parking spaces. Access to the main roads and motorway is good. As part of the refurbishment, lifts and ramps will be incorporated to comply with relevant recent disability discrimination legislation. There is a gym on site, and further development by [REDACTED] might be possible, although there is no guarantee of this. [REDACTED] The Paces Campus Trust has already been approached about using these facilities, and would welcome a proposal and further discussions with their Trust board. A service charge can be included to cover cleaning, catering and security.

A bus service operates to and from the business park from the centre of Chapeltown (five minutes) and from Stocksbridge (one of the most northern

feeder schools).

There are two entrances to the site and the pick-up, drop-off and parking implications are fairly straightforward as there is easy access for both vehicles and pedestrians. The building requires some refurbishment. The business park is made up of offices and not industrial units, and subsequently ambient noise levels are average.

The estate agent has suggested that the price would be in line with current market rates.

### *III – Premises Option Two:* [REDACTED]

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There is a 3.3 acre triangular plot of land near to Chapeltown Railway Station just off the [REDACTED] at location [REDACTED]. The site is not being used and was [REDACTED]. Its location, size and access make this a viable option for a new build sixth form. The land itself is for sale or lease, and planning permission has been granted for the erection of an office block. Change of use would be required for the building of the Academy.

We believe that purchasing the freehold land rather than leasing it is an attractive, long-term, value for money option. This is because the Academy could be built exactly to suit its vision with a bespoke hall, a lecture theatre, the requisite number of classrooms and office space, and sports facilities.

Transport to [REDACTED] [REDACTED] Local sports clubs (including our community partners) could make use of these facilities, and it would be perfect to suit the needs of local groups across the north of Sheffield based in Ecclesfield, Chapeltown, Firth Park, Fir Vale, Shire Green, Parson Cross, Southey, and others. This is because of its central location and flexibility in design, with regard to ensuring that all types of transport and access arrangements are accommodated for.

There are offices on the business park to the rear, but the plot of land is self-contained and is unlikely to be troubled by any nearby noise. Similarly, visitors to Chapeltown Academy would not have to walk through other business units to access the transport links.

If premises option two is opted for and cannot be ready for September 2014, a temporary solution is the [REDACTED] which would be fit for purpose for a six month period (although this is a little over a mile north of Chapeltown). The [REDACTED] was originally a school and currently has space for use, alongside its current inhabitants - a trust of organisations including a school, nursery and gallery.

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