

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

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
3rd 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
4th 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.	✓ <input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	✓ <input type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	✓ <input type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	✓ <input type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	✓ <input type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	✓ <input type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	✓ <input type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	✓ <input type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	✓ <input type="checkbox"/>	<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.	✓ <input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	✓ <input type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	✓ <input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	✓ <input type="checkbox"/>	<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 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	✓ <input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> 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 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	✓ <input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: The GORSE Academies Trust Fountain Street Morley Leeds LS27 0PD
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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

12.	<p>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:</p> <p>With regard to this application The GORSE Academies Trust has worked in partnership with The Leeds Sustainable Development Group. This is a voluntary organisation of business leaders, community members and academics who all share a desire to bring about regeneration and development in the city of Leeds. All of them recognise that a key part of that process is centred around raising educational standards, particularly for families in areas of socio-economic disadvantage. It is anticipated that the group will work closely with The GORSE Academies Trust in a supportive capacity up to the point of the Free School opening in September 2014. It is also hoped that some of those colleagues will form a part of the new governance arrangements for the Free School.</p> <p>The members of the Leeds Sustainable Development Group are</p> <div style="background-color: black; width: 100%; height: 100%; min-height: 200px;"></div>
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Details of company limited by guarantee	
13.	Company name: The GORSE Academies Trust
14.	Company address: The GORSE Academies Trust Fountain Street Morley Leeds LS27 0PD
15.	Company registration number and date when company was incorporated: 07465701 on 9 December 2010

16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details:	
<p>Company members</p> <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: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	

Company directors

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.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:	[REDACTED]	-	[REDACTED]
2. Name:	[REDACTED]	-	[REDACTED]
3. Name:	[REDACTED]	-	[REDACTED]
4. Name:	[REDACTED]	-	[REDACTED]
5. Name:	[REDACTED]	-	[REDACTED]
6. Name:	[REDACTED]	-	[REDACTED]
7. Name:	[REDACTED]	-	[REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. 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.

Yes
 No

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

24.	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 (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
Existing providers		
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	136392
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:	The academy has 1590 students. It is significantly over subscribed and in each year group has more than the 252 student admission number. The academy has reached its physical capacity within current buildings.
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:	March 2009 http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136392
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:	http://www.education.gov.uk/schools/performance/index.html

32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The Morley Academy was approved as an academy sponsor by the Secretary of State on 6 April 2011. In sponsoring The Farnley Academy we established The GORSE Academies Trust as a company registered at Companies House which now oversees the running of both academies. The Company Registration number is 07465701.</p>
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**Please tick to confirm that you have included
all the items in the checklist.**



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: [REDACTED]

Position: Chair of company / Member of company (please delete as appropriate).

Print name: [REDACTED]

Date: 2 January 2013

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:	The Ruth Gorse Academy
2.	Proposed academic year of opening:	September 2014
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 checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
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"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
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"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	At this stage we have explored a range of sites with a particular focus on one building which we think is of great interest. The building is on [REDACTED] in central Leeds with a post code of [REDACTED]. It is currently owned by [REDACTED] and is known as [REDACTED].
12	Please tell us how you found this site:	The building was identified by us because it was advertised as being for sale in an area of interest to us.
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Leeds
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	It is not near another local authority's boundary.
17.	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. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

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

The Ruth Gorse Academy will, as its central mission, focus on ensuring that young people currently living in the inner south part of Leeds city centre enjoy access to a truly inspirational secondary academy. It will be a large academy of 1500 students and will mirror in its aspirations, standards and size The Morley Academy which is an outstanding institution. We are determined to show through the establishment of this free school that poverty and deprivation should in no way limit either the quality of a young person's educational experience or the levels of achievement to which those students are able to rise. As a strategic partner in The Leeds Teaching School Alliance The Ruth Gorse Academy will establish professional standards and expectations which are exemplary. It will also benefit from a recruitment profile which has a national reputation.

Our mission statement sums up the aspiration of our application: 'Dare to achieve beyond what you are today'. We take our inspiration from a beloved member of our teaching community at The Morley Academy who tragically died at just 32 years of age and who was an enormously important figure in The Morley Academy's journey from inadequacy to exceptional levels of performance.

As a city Leeds continues to struggle regarding the educational achievement of communities in areas of greatest socio-economic challenge. It is our determination to use the Free Schools initiative to change this unacceptable situation and to ensure that we establish in an area of extreme poverty an exceptionally effective 11-19 academy.

The Morley Academy is one of only two outstanding secondary schools in the Leeds LA, a standard which was established over a six year transformational journey. The Morley Academy has shown great ability in transforming the effectiveness of other schools. This was the case at Rodillian School between 2007 and 2009 and more recently The Farnley Academy which is now a formal part of The GORSE Academies Trust.

Quite simply it is our intention to replicate the outstanding features of The Morley Academy in The Ruth Gorse Academy, ensuring as we do that the quality of teaching, the curriculum, the quality of leadership, standards of behaviour and levels of achievement and progress are truly exceptional. We do not believe that there should be any limiting link between a young person's background and the quality of their educational experience. On the contrary, we believe that far too many excuses are made regarding the performance of children from the most challenging backgrounds in our country and that this results in them being failed through low expectations and low levels of professional effectiveness.

The GORSE Academies Trust has shown clearly its ability to bring about outstanding educational provision in areas of significant deprivation. As an example, our intervention at The Farnley Academy commenced in September 2009 at a time when the school was in chaos; its Headteacher had died suddenly during the summer holiday and its performance placed it in the 100 percentile for progress at Key Stage 4. As an inner city school only 32% of students secured 5 A*-C grades including English and Mathematics. Despite the doubts of many, performance at the academy has been transformed. As an example, 59% of students secured 5 A*-C including English and Mathematics in 2012 and we are expecting that figure to be 66% in 2013. This is in an academy in which young people arrive significantly below national average performance in all year groups.

We believe that the establishment of a Free School in the southern part of Leeds city centre will offer great opportunity to families currently living in communities in and around that area. We also believe that it will challenge the exceptionally low performance rates of other inner city secondary age providers, hopefully resulting in an increase in the quality of their performance. The table below gives some indication of the performance of the four secondary schools which are closest to the proposed site for The Ruth Gorse Academy.

Secondary School	5 A* - C (inc. E&M) 2011	5 A* - C (inc. E&M) 2012 (Prov)	Most Recent Ofsted Grade
South Leeds Academy	26%	33%	4 (Notice to Improve)
City of Leeds School	21%	25%	4 (Notice to Improve)
Co-operative Academy of Leeds	30%	27.5%	3 (Satisfactory)
Swallow Hill Community College	31%	28%	3 (Satisfactory)

It is also our hope that this Free School will initiate and act as a catalyst for further regeneration in the southern part of Leeds city centre as, at the moment, the area is run down and very much neglected. Finally, we see this initiative as being of great importance regarding the demographic challenges that Leeds as a city faces over the coming years. You will see with this application that there will be exponential growth in the secondary sector in Leeds over the next seven years and this Free School will be of central importance in ensuring that children currently in primary education in areas of great poverty will have the opportunity to attend a brilliant secondary academy.

We are proposing to open an 11-19 academy with a year group total of 252. We would also have a vibrant Post-16 provision which offers excellence in a range of academic subjects. This will be complemented by a specific focus at Post-16 on Mathematics and Applied Mathematics through partnership with the University of

Leeds whose Mathematics faculty enjoys international repute. Essential to this initiative is a partnership arrangement with Leeds City College which is developing state of the art facilities in vocational and applied learning within one kilometre of our proposed site. It will be our intention to ensure that students enjoy the very highest standards of advice and guidance and that the range of opportunities for them through those partnerships will be second to none.

It is our intention at this stage to focus on the 11-19 range for three key reasons. The first is that this is the area of expertise of The GORSE Academies Trust. The second is that this will, over the course of the next five years, be an area of enormous demographic challenge for the Leeds city. Thirdly, it is in the 11-19 age range that current standards of education in Leeds city centre are chronically poor.

It is our intention in this Free School to replicate the curriculum and the approach to teaching and learning of The Morley Academy. The Morley Academy's curriculum has been rated as Outstanding in two consecutive Ofsted inspections and the quality of teaching and learning was described as 'remarkable' in our last inspection in 2009. We intend to utilise the expertise of an extensive range of professionals currently working in The GORSE Academies Trust within the new Free School; our staffing is designed and planned to build in significant additional capacity particularly in areas of leadership and the core subjects. Importantly The Morley Academy is also a Teaching School and The Ruth Gorse Academy would become a strategic partner in that alliance. This will have immense advantages regarding professional development, leadership development and the recruitment and retention of some of the best teachers in the country.

With regard to achievement our expectation is that all students will make progress which is in line with the Outstanding classification of progress provided by Ofsted. Our primary focus will be on ensuring that over 90% of students make three levels of progress in English and Mathematics and that over 65% make four levels of progress in the same subjects. With regard to Advanced Level study we will expect all students to achieve at least the equivalent of their GCSE grade in that subject at A Level. Where that A Level is a new subject then English or Mathematics will be the guiding GCSE. We will also set very clear targets regarding higher education with students moving on to Russell Group and Oxbridge Universities. A critical part of that target setting will be centred around Mathematics in line with our determination to establish a centre of excellence in our Post-16 provision.

We see the development of excellence of Mathematics as being of great importance in this Free School application. We know that the subject is of great significance within many of the communities who will be attracted to the academy. This includes members of the Indian, Chinese and Eastern European communities as well as the Jewish community many of whom currently travel to Manchester each day in search of excellence in education. Leeds as a city is an important centre for the financial and banking sector and we see it as being a natural extension of our work to build greater strength in the city in this key subject area in order to further strengthen the city's status as a hub for the finance industry. Naturally we see the University of Leeds with its international reputation in Mathematics as our key partner in this work. We have already met with senior colleagues from the university and they are very keen to partner us in this exciting development.

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		190	252	252	252	252	252	252
Year 8		-	195	252	252	252	252	252
Year 9		-	-	195	252	252	252	252
Year 10		-	-	-	195	252	252	252
Year 11		-	-	-	-	195	252	252
Year 12		50	70	100	130	130	170	170
Year 13		-	45	65	90	120	120	150
Totals		240	562	864	1171	1453	1550	1580

Attached with this application form is evidence from the Leeds local authority which displays clearly the demographic need for secondary places from September 2014 and onwards. The evidence confirms that at the point at which The Ruth Gorse Academy opens Leeds as a city will be in need of the number of places which are actually available at the new Free School. Additionally we expect families in the centre of our city to enjoy greater choice through the opening of The Ruth Gorse Academy; because the quality of secondary provision in the city centre is currently poor many families will choose to send their child or children to The Ruth Gorse Academy. This is also confirmed through the information secured during our extensive community consultation programme which is also attached to this application.

As this new Free School becomes established and its reputation grows as an outstanding provider we also expect it to act as a catalyst for significant urban regeneration. This will include the development of family housing around the school in areas of brown site development currently derelict.

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.

Curriculum Rationale

We know that our pupil intake at The Ruth Gorse Academy will, in large part, come from areas of the southern part of Leeds city centre which are characterised by significant deprivation and poverty. Additionally many families are members of ethnic minority groups with a particular focus on Pakistani, Indian, Somali, Chinese, Bangladeshi and Eastern European communities being strongly represented. Approximately 45% of students will be entitled to a free school meal and we expect approximately 30% of students to require intensive support in their development of English as an additional language. This information profile has been established through consultation with primary schools in the inner south and through analysing the intake of similar secondary schools in the inner city. We also know from that research that some of the school community will be highly transient; many, particularly those from Eastern Europe, secure temporary accommodation in areas of inner city south before being given more permanent residence in other areas of the city. It will be our intention to view those students and their families as being of great and equal importance in the work of The Ruth Gorse Academy and to emphasise in particular for the amount of time that they are with us the importance of progress in mastering English as the key language through which the whole of the learning process will be accessed.

With regard to curriculum it is our intention to replicate most elements of the curriculum of The Morley Academy at The Ruth Gorse Academy. We are determined to establish a curriculum which is academically rigorous and which prepares students brilliantly for university study and highly paid professional positions of employment. At the same time we will ensure that all students enjoy access, where appropriate, to very high quality vocational training. This will be done through our partnership with Leeds City College whose new campus will be within 1 kilometre of The Ruth Gorse Academy.

The curriculum will differ from that of The Morley Academy in three fundamental ways. The first is in the area of the teaching of English as an additional language. A number of the students who will secure places at The Ruth Gorse Academy will not have English as their first language. It will be our intention to put in place an outstanding team of specialist tutors in this area with a particular focus on transition and transfer and Year 7, 8 and 9. The second key feature of the curriculum which will be different to that of The Morley Academy will be in Post-16. Though the academic curriculum will be broad and inclusive at Post-16, a key feature of that provision will be based around a specialist centre of excellence in Mathematics and Applied Mathematics. Leeds is an important city regarding finance and banking and we see this partnership with the University of Leeds as being of great importance in stretching and challenging the most able students in Mathematics across the city. It is our expectation that a number of students will come to The Ruth Gorse Academy at the beginning of Year 12 purely to enjoy and prosper in our Mathematics and Applied Mathematics centre of excellence. The

third and final key difference will emerge through our partnership, particularly in the 14-19 phase, with Leeds City College. We are determined to guide students of all abilities on to programmes of study which are most appropriate for them, including where this might mean spending a part of the week away from the academy or, beyond Year 11, them leaving the academy altogether. Leeds City College will have an exceptional centre within 1 kilometre of our proposed site and is able to provide high quality vocational provision and modern apprenticeships.

Through ensuring that our academic provision is outstanding and through ensuring that all students enjoy access through partnership to superb vocational and apprenticeship based programmes we intend to provide a guarantee of excellence to all students regardless of ability.

Through enjoying access to an outstanding curriculum within which teachers and those professionals supporting teaching provide outstanding learning opportunities all students will make great progress in their educational journey. Part of our confidence in making this statement comes from the proven impact of our work at The Morley and Farnley Academies. All students will have the opportunity to secure the EBAC qualification including those engaged in vocational programmes of study. Success at Key Stage 4 will have been built on a broad and balanced Key Stage 3 curriculum which has a particular focus on core skills. Great emphasis will also be given to the development of EAL skills during Key Stage 3; it is our view that no student can be successful in their educational journey without first securing a high level of competence in English.

Where vocational programmes are offered at Key Stage 4 they will not be soft subjects for those of lower ability. NVQs and where appropriate modern apprenticeships will be offered through our partnership with Leeds City College; such is the quality of that provision that we know that in many cases those programmes will lead students on to further specialist training and highly skilled employment.

Essential to our success will be the quality of our partnerships around transition and employment. In the early phase of students' life at the academy our work will be led by our Primary Liaison Officer who will replicate the work in this area of The Morley Academy which was described by Ofsted in 2009 as 'exemplary'. The approach will be highly personalised and will focus equally on pastoral and learning progress. Our Higher Education Officer will seek to replicate and extend the work undertaken in this area at The Morley Academy which was described by Ofsted in 2010 as being 'remarkably effective'. This will include a range of strategic partnerships with Russel Group Universities, extensive taster opportunities for all students and exceptional support for students before and during the application process. Our Partnership Officer will lead a team whose key role will be to guarantee the quality of provision for those students who will not be going on to university. The team will ensure that the quality of vocational programmes is exceptional, maintain excellent relationships with Leeds City College and establish an extensive range of partnerships with key employers.

One of the most important targets set by The Ruth Gorse Academy is that no student who is with us at the end of Year 11 will be classified as NEET.

The Ruth Gorse Academy will deliver the full 11-19 curriculum offer. The curriculum of The Ruth Gorse Academy will be in line with the five core principles of The GORSE Academies Trust. This implies:

a) High quality educational provision for all pupils

It will be broad and balanced which will require high standards of teaching and learning that lead to high levels of student aspiration and achievement.

b) Educational provision for students of all abilities

It will be differentiated with appropriate curriculum pathways providing excellent opportunities for all types of learners, including those identified as very able and those identified with special educational needs.

c) Education with an international outlook

It will have a clear international element which supports students in engaging with global as well as local society.

d) A model of schooling that sees the school at the heart of the community

It involves the role of the local Academy providing rounded learning for lifelong learners.

e) A model of schooling that is outward-looking

This requires a commitment to work positively with other educational establishments and organisations to share ideas and allow mutual improvement.

The learning programme is predicated on the following key principles which are both enduring and comprehensive:

- **Continuity and progression:** transition points should be smoothed out and, wherever possible, learning should be by 'stage not age';
- **Common core of learning:** all students will experience a broad and common programme as the central pillar of their learning;
- **Opportunities to specialise:** there will be a range of additional opportunities and options which complement the common core;
- **Academic and Vocational:** in addition to the core emphasis on English, Mathematics and Science, all students will have access to the Ebacc curriculum and there will be a broad offer of vocational courses in partnership with Leeds City College;
- **Accreditation:** all learning should be accredited wherever possible;
- **Basic needs:** all students need to learn how to learn to become independent learners, develop open and enquiring minds and become critical thinkers;
- **A distinctive pedagogy:** the Academy will clearly describe its approach to teaching and learning;
- **Independent Learning:** Efforts to develop independent learning will be essential;

- **Flexibility:** the programme should enable learners to progress at different rates, including fast tracking;
- **Access:** state of the art technology will enable access to learning on a 24/7 basis;
- **Global dimension:** the Academy will nurture global awareness and participation;
- **Specific Experiences:** the curriculum will embody a number of specific experiences and activities which can be clearly stated and are an entitlement for all;
- **Excellence in Mathematics:** the Academy will provide nationally leading provision for students with ability in Mathematics in partnership with the University of Leeds.

The Academy will seek to accelerate students' progress and learning gains to ensure that they achieve their potential by:

- creating a 'can do culture' which imbues every aspect of Academy life and relationships;
- creating an exciting and stimulating learning environment in which students and staff learn and enjoy a broad range of experiences;
- placing the needs of the learner first when designing all aspects of Academy life;
- developing excellent transition from feeder schools;
- developing excellent transition within and from the Academy to further or higher education and employment;
- designing an innovative curriculum for all years which exceeds individual needs and challenges and excites all students;
- developing an exciting and collaborative 14-19 provision that includes a vocational element enabling the development of skills for future employment;
- developing the very best teaching and learning strategies;
- embracing technology to support flexible and remote teaching for out of school hours learning;
- the use of regular progress tracking to support students;
- identifying barriers to learning through regular formative assessment of student needs and the provision of targeted learning support;
- providing students with individual advice and guidance developed from tracking data to aid personal improvement and the establishment of success criteria;
- developing learners with the ability and skills to lead their own learning;
- developing the international dimension through formal and informal curriculum opportunities.

Curriculum Plan and Organisation of Learning

The Curriculum Statement establishes the ways in which the sponsors' vision and ethos will be fulfilled in the daily life of the Academy. This statement sets out the principles for the delivery of:

- day to day experiences of students and staff;

- approach to subjects, courses and curriculum leadership;
- support for students and organisation of learning;
- quality of leadership and rigour of performance monitoring.

The statement also sets out those distinctive features to be included in the curriculum at Key Stages 3, 4 and Post-16.

Curriculum Design

The curriculum is intended to:

- Be rich, varied and be designed to include, stretch and motivate all students;
- Put the needs and interests of students first;
- Provide smooth transitions between phases, integrating academic and vocational pathways;
- Develop excellence in the curriculum specialism of Mathematics and Applied Mathematics in partnership with The University of Leeds;
- Be enriched through partnership, offering a full programme of extension activities;
- Develop core and functional literacy, numeracy and ICT skills through all subjects;
- Offer periods of uninterrupted learning;
- Develop post sixteen learners with broad aspirations to succeed in their chosen pathway;
- Provide 21st century resources and learning materials which will support independent learning in and out of school;
- Be contextualised within the local and regional communities, yet international in outlook;
- Meet statutory requirements;
- Encourage enjoyment whilst safeguarding the learner at all times and in all activities;
- Provide teaching strategies and a pace of learning planned to cater for individual needs;
- Deliver a balanced attention to academic progress and welfare needs;
- Ensure assessment which encourages high challenge, effective learning and helps students to make progress;
- Facilitate teaching which is flexible, innovative, varied and challenging and constantly monitored for effectiveness;
- Provide parents with the opportunities to support their children's learning;
- Ensure interaction with the community in support of students' learning;

The core skills of literacy, numeracy and ICT will be integrated and coordinated across all subject areas to ensure that students are able to improve their skills beyond national expectations. Schemes of work will be developed to ensure that these issues are implemented effectively and may be monitored during lessons.

Students with reading ages significantly below their chronological age will

follow a reading recovery programme to enable them to be fluent readers. A learning ethos which encourages independent learning, thinking skills and promotes personal development will be integrated in subject schemes of work. The work of an outstanding EAL specialist team will be pivotal in ensuring that all students, regardless of background, are able to achieve exceptional rates of progress.

Personal and social competencies will be taught by staff through the personal development programme covering all aspects of personal, social, health, citizenship, finance, emotional literacy and enterprise education, and through the behaviour for learning culture which the Academy will nurture in staff, students and families. The curriculum will encourage the study of local, national and international issues which will involve students looking outside their own community, to understand other cultures and develop a global perspective which will contribute to the further development of enterprise skills.

Lesson planning and schemes of work will follow best practice to ensure that lessons are accessible to all Academy students. Students with a special educational need will be supported to achieve their potential and to enjoy their education and graduate as competent and confident students of the Academy.

Information Learning Technology (ILT) systems will enable the innovative use of technology to support individualised learning programmes, and collaborative learning opportunities between sites and out of school hours.

ILT and Management Information Systems (MIS) will support the staff by providing student achievement and participation data. This will enable them to continually monitor students' individual progress and to modify learning programmes to meet students' needs as part of the student entitlement and reporting compact.

Parents and carers will be viewed as valued partners and co-educators. The Academy will develop opportunities to involve parents and carers in order that they may play a vital role in raising standards. The Academy will encourage and support them to further develop their skills and understanding. An important role of the personal tutors will be to maintain effective home-school liaison.

There will be individual intervention for those with SEN and English as an Additional Language. We expect the Academy to be particularly well funded through the pupil premium and, through this, to be able to engage the services of a whole range of non-teaching professionals who will support students with a range of educational needs.

A range of activities which will extend and enrich the students' experience will be offered during the Academy day. The Academy intends to work in

partnership with a range of local businesses, education providers and agencies

The extended hours' programme will provide a range of activities with access to supervised areas including; sporting practice areas, performing arts, science, design and technology, library, resources and ICT areas as well as extra tutorial and pastoral support. Students will be able to attend a range of workshops at the beginning and end of the day in order to enhance their studies. Extension, or enrichment, activities will include options such as digital media, music, webcast radio, thinking skills, international commercial languages & cultural studies, ecommerce, dance or design. In addition there will be activities relating to the specialism and a range of fitness, sporting and leisure activities.

The Curriculum Plan

Transition

The Academy will work closely with its feeder schools to ensure a smooth transition for all. This will include making sure that appropriate information is available to staff and parents. The transition programme will begin early in the year preceding entry and the Academy will seek to secure the involvement of new parents using strategies including family interviews with the new intake; arranging text messaging regarding absence or lateness; visits to primary schools and a visible leadership presence at the school gates.

The Academy will utilise the transition and transfer programme which has been developed over several years at The Morley Academy and which was described by Ofsted in 2009 as 'exemplary'.

Key Stage 3

The Academy KS3 curriculum is designed to ensure that students maintain their progress through transition, to build their confidence through personal and social development and to equip students with the skills to make them successful lifelong learners. Continuity and progression during transition will be achieved through a variety of strategies and by developing exemplary partnership working with the principal primary feeder schools.

The Academy Trust will co-ordinate the work of the Academies to promote learning excellence and shared benefits arising from effective partnership.

To ensure English and maths provision is of the highest standard subject specialists will work closely with the primary schools to develop closer collaborative approaches to learning and early intervention for failing learners. This will include resources providing targeted support to prospective students who may underachieve in literacy or numeracy before transition. The monitoring, recording and sharing of information on each student's prior

attainment, preferred learning styles, talents, strengths and weaknesses will be understood and can be built into learning and lesson plans. This will support the Academy's drive to maximise effective learning support for all students pre and post transition. As a result of these strategies and existing primary school practice, the students will join Year 7 understanding the Academy's expectations and ways of working. They will know some Academy staff, and peer mentors and be familiar with the Academy, easing parental and student fears around transition.

The Academy will adopt a flexible approach to KS3 to ensure rapid progress for all students. Development and consolidation of literacy, numeracy and ICT skills will be given the highest priority. There will be a strong emphasis at this stage on developing personal responsibility and self-confidence in life and learning. National curriculum requirements will be met and students will be offered every opportunity to develop and demonstrate subject knowledge, understanding and skills.

Where required additional curriculum support will be given to students demonstrating particular learning needs which may include:

- Additional emphasis on Literacy and Numeracy to support catch-up in Year 7;
- Breakfast and/or after-school clubs for homework and to further support literacy and numeracy catch-up;
- Language teaching where provided for EAL students which will continue to meet the needs of students as appropriate;
- Higher Level Teaching Assistants, learning coaches and peer mentors will support the work of the teaching team;

The aims of the Academy learning agenda will be supported by a personal development programme including PSHE, RE and Citizenship, and a Family Learning and Support Unit.

A programme of individual advice, guidance and careers education will be introduced early in Key Stage 3 to prepare students for the decisions they will need to make.

Key Stage 4

The Academy expectation is that the great majority of students who have undertaken the new Academy curriculum, with associated changes in teaching and learning styles, will achieve 5 A*-C GCSE grades including English and Mathematics. All students will be expected to achieve 5 A* - G grades including English and Mathematics. A significant majority will secure the EBAC qualification.

At Key Stage 4, students will be able plan pathways to Post-16, HE, FE, training and employment. Individualised learning pathways will be possible, from

Foundation Stage or Levels 1 or Level 2 (GCSEs and NVQs) to Level 3 (A-Levels and NVQs). All vocational programmes will be made available through our partnership with Leeds City College. All students will study a common core curriculum plus options. Teaching time for each subject at Key Stage 4 will be planned to suit new qualifications including GCSEs, A-Levels and the prioritisation of subjects within the EBAC qualification. Where students have accelerated their pace of learning they may begin units of qualifications at Level 3.

Courses will be developed which offer exciting learning opportunities and effective routes to student success. Effective curriculum planning will ensure that academic and vocational pathways are both represented and valued for their contribution to the students' eventual progression from the Academy into education, training or employment. Curriculum planning will follow national guidelines regarding flexibilities within the 14-19 curriculum.

At Key Stage 4 & 5 the aim would be to broaden the curriculum and support vocational opportunities which reflects individual learning need and accelerated learning options as appropriate.

KS4 will be extended over 3 years so that the core subjects are broadened and enriched to aid students in achieving the highest grades at GCSE level and attain the expected target of 5 GCSEs A* - C including English and Mathematics, and in their subsequent progress through KS5 and beyond.

As students mature during KS4 and assume autonomy for their learning programme they will be supported to take control of their learning by developing independent learning techniques. A key element of learning to learn is the ability to develop study skills and a self-awareness of levels of skills. Underpinning this would be the development of staff skills in assessment for learning which will further enhance this work. The Academy will strive for excellence in all aspects of our work in the 14 19 sector. The characteristics of excellence will be defined by:

- Demonstrating transformational pedagogy which has raised standards, encouraged student uptake of courses and led to successful pathways from the Academy into training, further education, higher education, employment or volunteering/gap year;
- Teaching resources which have successfully helped staff towards better teaching and learning outcomes and personal attainment of additional accreditation and external course attendance;
- Web based resources to support the broader education community to both recognise and emulate the success of the academy;
- Student resources to aid learning, individualised programmes of learning and exemplar modules for sharing with the wider learning community;

- Continual cycle of staff CPD. The Ruth Gorse Academy will share in The Morley Academy's standard regarding the development of its professionals. The Morley Academy, for example, is an Investors in People Gold Award holder, an accolade representing the top 0.25% of organisations nationally.

The KS4 curriculum will provide a full range of experiences and learning opportunities to develop independent learning and prepare students for studying outside the Academy. The personal skills required for employment and citizenship, such as teamwork, leadership, debating, listening and questioning skills, higher level writing, research and project management skills and problem solving techniques will be taught both explicitly and implicitly. Graduate students of the Academy will be well-prepared for life as confident and competent citizens and employees making a positive contribution in their communities.

Learning Options

Students and parents will receive individual advice and guidance from Careers advisers and Personal Tutors/mentors about which learning pathway is best-suited to the student's personal interests, abilities and aspirations. Information will also be offered to students and parents before they choose, about the possible choices which will be available at the end of Key Stage 4 for further study post-16. In Year 11, students will be given advice and guidance on the range of study options available post-16 to help them make the best possible choices.

Key Stage 5

The raising participation age (RPA) agenda clearly indicates that, in time, all students must remain in education, training or employment until the age of 18. The Academy will continue to work in partnership with The Morley Academy to provide a varied range of post-16 courses in the local area to meet the wide range of needs and interests of its students. These courses will be centred around A levels. In parallel with the A Level offer will be a range of vocational programmes made available through Leeds City College. The Post-16 programme will provide education enrichment opportunities which will enhance student achievement

The Academy will offer a vibrant sixth form with a curriculum planned in collaboration with The GORSE Academies Trust. This will evolve to match student aspirations with regional regeneration and national economic and employment needs. All students will be encouraged to choose the Post 16 route which is best for them. The Academy will aim to ensure significant growth in the numbers of students achieving the national benchmarks at age 16, 17 and 18.

Students will be supported to develop the essential range of life, personal, employment and enterprise skills. Post 16 students will take on responsible roles within the Academy and will become role models for younger students within vertically-grouped tutor sessions, supporting younger students through peer mentoring and coaching. Students will be expected to practise independence, resilience, a healthy lifestyle and maturity. Post 16 students will participate as leaders, within the school council and in local and international activities.

By the age of 16 it will be our intention to ensure that all students will have reached the required levels in functional skills. Those who have not yet done so will be offered continued teaching and support to enable them to catch up on literacy, numeracy and ICT as necessary. Students will be encouraged to participate in the Duke of Edinburgh Award Scheme.

As has been stated already the Academy will offer, in partnership with The University of Leeds, a centre of excellence in Mathematics and Applied Mathematics. This will see leading university academics spending one day each week in the Academy working with and teaching students in Years 11, 12 and 13 who have mathematical ability.

All students will embark upon 4 A Level subjects at the beginning of Year 12, with each subject being studied for four hours each week. In addition to that students in Year 12 will have a one hour tutorial period during which there will be opportunities to engage in self review, research around universities and discussion with their personal tutor. All students in Year 12 will also undertake the expended learning project which is the equivalent of an AS Level qualification and requires them to focus extensively on an area of research which is of interest to them. The qualification has been used with great success at The Morley Academy and is of great assistance in helping students during applications to top universities.

As students move on to Year 13 most but not all will move from 4 to 3 subjects with each of those subjects being studied for five hours each week.

Support for Students

The Academy teaching and learning policy will clearly state that it is the responsibility of all staff to ensure that lessons are planned to meet the needs of all students in the teaching group. The Academy programme for Continuous Professional Development will help staff to develop their skills to a very high level in order that they can meet this requirement effectively.

Every student will have a personal tutor and participate in a regular review programme. This process will identify strengths and weaknesses and enable the tutor to inform staff so that they can plan accordingly. However, there will be some students who will require additional support both at entry to the Academy and during their Academy career.

Key Stage 3, 4 and 5 Curriculum Plan – September 2014

Average class size is 26 students and in practical subjects 24 students. Session duration is 1 Hour and there are 25 sessions of learning per week

See Annex 1 – Curriculum Structure for The Ruth Gorse Academy

Extending and Enriching the Curriculum

Although not an entirely compulsory part of the curriculum students will be guided and actively encouraged to participate. This will take place before the school day commencing at 7.20 am and after the formal end of the school day typically until 4.30 pm. All students will be required to participate in enrichment and extension activities between the end of the normal school day and 4.30 pm on every day except Friday. Each curriculum area will be required to put forward a range of curriculum opportunities designed to stretch or to consolidate learning.

A central part of the extension and enrichment curriculum will be built around Sport, the Arts and Mathematics.

Extension activities will support curriculum pathways and help personalise programmes. Extension activities will stretch the more able, including additional programmes for very able students, additional study support options, booster sessions and the opportunity to use the Academy facilities to complete coursework, undertake research and use online resources.

Together the enrichment and extension activities will help broaden the learning experience, increase learning enjoyment and improve attainment. Through their learning plan each student will be guided towards extension and enrichment activities. The exact offer is expected to include:

- Additional support with academic studies.
- Option to study additional courses / subjects where appropriate.
- Accelerated progress offer in core subjects such as Mathematics, English, Science.
- Preparation for Academy productions, sporting events, trips and expeditions.

Approach to Teaching and Learning

The Academy will establish, implement, monitor and develop key policies around pedagogy. At this stage in the feasibility work several core principles have been established which will guide and influence further work in this area.

Whilst raising achievement will be the one purpose of the Academy, Teaching and Learning will be the core activity. The Academy will constantly reference its development in these areas to the latest research and practical developments. The partnership with The Morley and Farnley Academies and the leadership of the Executive Principal will be the main driver for this work which will become manifest through initial training and induction and continuing development work for all staff.

The importance of agreed and consistent approaches to teaching and learning will be reflected in job descriptions and monitored as part of performance management arrangements. Support and guidance will be offered to all staff as they strive to achieve the highest standards in pedagogy. Teachers are the leaders of learning and they will be encouraged and supported to work in the vanguard of good practice.

Pivotal to this will be The Ruth Gorse Academy's membership of the Leeds

Teaching School Alliance, the only secondary teaching school alliance in Leeds. Its function will be critical in the recruitment and retention of the very best professionals in the country, the development of leadership, research and innovation and the dissemination of best practice. The significant number of outstanding colleagues currently working at The Morley and Farnley Academies will work extensively across the new Free School.

The core principles concerning **learning** are:

- The Academy will recognise and draw on the latest thinking, research and practice regarding learning. It will adopt a pragmatic view and draw on a wide repertoire of approaches including multiple intelligences and other recent developments.
- Assessment for learning will be at the core of the drive for improved standards.
- The key emphasis will be on independent learning. All learners will be supported in their quest to access and process knowledge. Active learning will be encouraged.
- There will be planned progression for learners to move from teacher dependency to autonomous learning. This approach is central to the development of highly effective learners in Key Stages 4 and 5.
- The Academy will not 'start again' with learners entering year 7. The skills they have acquired during the primary phase will be pass ported with them and the transition will be smooth.
- The Learning Platform will be central to learning and be a means by which learners access knowledge, monitor progress and develop skills for lifelong learning. It is anticipated that all students will have high level of access to a 'terminal', be it a PC, a lap top or other hand held device.
- Students will be supported in their learning by teachers and others who both enjoy their work and are passionate about their subject.

The core principles concerning **teaching** are:

- Teachers and others involved in teaching will be role models with a strong passion for learning.
- There will be varied approaches to teaching and these will be carefully matched to learning requirements.
- All staff members, whatever their core role, will be regarded as enablers of learning. Obviously, teachers form the core of leaders of learning but many other staff will have a part to play.
- Although teaching must comply with external requirements (e.g. Ofsted

standards) the Academy will adhere to The GORSE Academy Trust standard for teaching. This will become the 'Academy approach to teaching', supported by the performance management process.

- All teachers, at the point of the New School's opening, will be able to reach the diverse and high expectations required. In keeping with the spirit and purpose of an emotionally intelligent learning organisation there will be a programme of induction, support and development for all staff. However, all staff will be expected to aspire to the required approach, as recruitment and development continues beyond 2014.
- Excellent teaching, combined with high quality relationships and the expectations teachers have of learners, will be a key characteristic of the Academy.
- All teachers will have a personal professional development plan and will be encouraged to use this in a reflective way to improve and develop their work.

Teachers will be expected to be consistent in the application of the Academy's literacy and numeracy policies and to encourage students to explore, explain and evaluate their work using recognised best practice techniques and assessment for learning methodology including self and peer assessment.

Students' individual learning styles will be taken into consideration when planning lessons and teachers will be required to reflect individually and collectively on the methods and resources used within the classroom.

Academy Terms and Year

The Academy will operate the same pattern as other Leeds schools for 2014-15 and beyond. In planning the structure of the school year full consideration was given to what would best support families in areas of deprivation close to Leeds city centre. In our conversations with them they made clear to us just how difficult it would be if term dates were different for children in the academy for families who had younger children in primary schools which followed the Leeds City Council academic calendar.

It was also felt to be the case that it was important to match The Ruth Gorse Academy with the two other secondary academies in The GORSE Academies Trust as this would facilitate greater opportunities for student and professional partnership and exchange.

Academy Day

For 2014-15 the Academy will have 5 x 1 hour teaching sessions. Tutor time will be a focused session delivered around a theme of the week linked with the curriculum and central to the personal development of students.

Session Time	Activity
7.20-8.20	Pre-school enrichment sessions
8.30-8.45	Registration
8.45-9.45	Period 1
9.45-10.45	Period 2
10.45-11.00	BREAK
11.00-12.00	Period 3
12.00-12.20	1 st LUNCH
12.00-12.40	2 nd LUNCH
12.40-1.40	Period 4
1.40-2.40	Period 5
2.40-4.30	Extended Day/Curriculum

The structure of the school day deliberately reflects the outstanding curriculum structures at The Morley and Farnley Academies. It ensures that extensive time is spent on core skills of literacy and numeracy whilst at the same time providing opportunities for the detailed study of a whole range of other subjects. There would also be timetabled opportunities for the doubling of lessons, particularly in practical subjects such as PE and areas such as Triple Science at Key Stage 4.

Where students arrive at the school with very poor skills in English they will be placed upon an intensive EAL programme. As well as replacing all of their English lessons students would be required to attend a further two one hour sessions during enrichment and extension time each week.

Organisation of pupils

It is our intention to ensure that The Ruth Gorse Academy has, as its major focus, the development of academic excellence in all students. Consequently, it will be our intention to follow the academic structures and setting policies of The Morley and Farnley Academies. This will see students setted by ability in all curriculum areas according to their ability in each specific subject. For example, a student could well be in the very top set for English but a much lower set for Mathematics. Group sizes will reflect the need for intensive support where students are struggling most and this will enable the academy to focus strongly on ensuring outstanding progress of less able students and those with SEN. Lower sets will be smaller in size, approximately 12 students, and will at all times be supported by the work of a HLTA.

A major focus will be placed on intensive and very high quality provision for EAL. Such is the significance of this challenge that the work will be led by an expert Assistant Principal and an Advanced Skills Teacher. Students will receive intensive EAL provision for whatever period of time is appropriate. For some it

could be as brief as one month, for others the involvement could last for three years. Students will be required to reach the equivalent of a Key Stage 2 Level 4a in reading and writing to be judged ready to move into the rest of the curriculum and away from the intensive EAL provision.

For pastoral purposes students will be grouped in mixed ability form groups within in their own year group. These will be extremely important groups in terms of the development of friendships and for the promotion of PSHE and the school's Behaviour Policy. PSHE will be delivered through the tutorial period, through carefully planned cross-curricular initiatives and through three PSHE breakdown days, the proposed structure and content of which is set out below.

Staffing Structure

Build-up of staff in line with planned pupil numbers and financial resources

All of the below are costed in detail in Section G of the application.

Leadership

Year 1 -There will be the appointment of a Principal and a Vice Principal

Year 2 - There will be appointment of a second Vice Principal 2 Assistant Principals and 4 Advanced Skills Teachers. The ASTs will be specialists in English, Mathematics, Science and EAL.

Year 3 – There will be the appointment of an Assistant Principal and 2 Advanced Skills Teachers. The ASTs will be specialists in Humanities and MFL.

Year 4 – There will be the appointment of additional 2 Assistant Principal and 2 advanced Skills Teachers. The ASTs will be specialists in ICT and PE.

Year 5 - There will be the appointment of an additional Assistant Principal and 3 advanced Skills Teachers. The ASTs will be specialists in Design Technology, English and Mathematics.

Year 6 – There will be the appointment of 1 Assistant Principal.

Pension Contributions – These are in line with the national teacher's pension contribution rates.

National Insurance – The different percentages assumed reflect the current threshold limits for employer's contributions.

Teachers

YEAR 1 – The curriculum model is based on the following assumptions;

Year 7

- 190 students
- 8 forms split into 4 bands
- Setted for English, Mathematics, Science, PE (by gender)
- In forms for Art, Drama, MFL, Geography, History, IT, RE, Technology
- 25 period week

Year 12

As outlined in the curriculum plan students will have a limited choice in Year 12 of Year. This will be entirely centred around Mathematics provision and mathematically related subjects.

Teaching Staff Requirements

- English Specialist – 21 periods- **UPS3 1b**
- Mathematics Specialist – 21 periods- **UPS3 1b**
- Science Specialist – 21 periods- **UPS3 1b**
- Linguist (options limited to languages of teacher) – 21 periods - **UPS3 2c**
- Geography Specialist – 21 periods **UPS3 2c**
- History Specialist – 21 periods **UPS3 2c**
- IT Specialist – 21 periods **UPS3 2c**
- Technology/Art Specialist – 21 periods **UPS3 2c**
- 2 PE teachers who can offer other subjects – 21 periods each **UPS3 2c, MPS4 1a**
- A colleague from The University of Leeds to help deliver the A level program for 5 periods- **0.2 MPS4**

Drama, Music and RE would need to be delivered by the above using second subjects. Hence it is vital that staff are appointed who can teach in more than one curriculum area for the first year. No teacher would be able to teach completely in their own specialism.

YEAR 2

Year 7

- 252 students
- 10 (small) form entry split into 5 bands.
- Setted for English, Mathematics, Science, PE (by gender)
- In forms for Art, Drama, MFL, Geography, History, IT, RE, Technology

Year 8

- 195 students
- 8 forms split into 4 bands
- Setted for English, Mathematics, Science, PE (by gender), MFL
- In forms for Art, Drama, Geography, History, IT, RE, Technology

Year 12

- 70 students. Continuing significant emphasis on Mathematics. A choice of 6 other A level courses can now be offered (due to growing specialisms of staff body).
- The Maths course will now need 4 members of staff to run efficiently. 2 Maths specialists at The Ruth Gorse Academy & 2 from the University.

Year 13

- Year 12 started off with 50 students it is expected that 45 are still with us at this stage. They will get a day of Mathematics from one of the Maths specialists and the colleague from Leeds University, then continue with their other subjects.

Core Teaching Staff Requirements

- An additional 2 days from the University of Leeds- **MPS4** (0.4)
 - 2 additional staff in English, Maths and Science. An additional member of staff in IT, History, Geography and MFL
- These are costed as 10 staff on **MPS4**, 3 of which are allocated TLR 2a for additional responsibilities in other areas e.g. SENCO, G&T, FSM. It is assumed that a Head of Year 8 is appointed from these staff on a **TLR 1a**.
- Specialists in Music, Business, Drama, Art, RE (all on low TLR as they will be subject leaders)- **UPS1 2c**
 - An EAL specialist on **MPS4 1a** and 4 additional EAL teachers on **MPS 4 2a**

This now takes us to:

1 Principal, 2 Vice Principals, 2 Assistant Principal, 4 Asts, 14 Subject Leaders, 2 Pastoral leaders, 5 EAL teachers, 9 Main Scale teachers and 0.6 from Leeds University.

YEAR 3

Year 7

- 252 students
- 9 form entry split into 3 bands.
- Setted for English, Mathematics, Science, PE (by gender)
- In forms for Art, Drama, MFL, Geography, History, IT, RE, Technology

Year 8

- 252 students
- 9 form (from 10) split into 3 bands.
- Setted for English, Mathematics, Science, PE (by gender), MFL
- In forms for Art, Drama, Geography, History, IT, RE, Technology

Year 9

- 195 students
- 8 forms split into 2 bands
- Setted for English, Mathematics, Science, PE (by gender), MFL
- In forms for Art, Drama, Geography, History, IT, RE, Technology

Year 12

- 100 students. Mathematics continues to be central focus. A choice of 8 other A level courses can now be offered (due to growing specialisms of staff body).
- The mathematics course will now need 6 members of staff to run efficiently. 3 mathematics specialists at TGA & 3 from the University.

Year 13

- Year 12 started off with 70 students it is expected that 65 are still with us at this stage. 1 day of Mathematics from either a mathematics specialist at the school and/or one of the 2 colleagues from Leeds University, then continue with their other subjects.

Additional Core Teaching Staff Requirements

- A core curriculum of approximately 790 lessons to be delivered per week + 25 lessons from the University.
- An additional 2 days from the University of Leeds (taking us to 5 teaching days)- **0.4 M4**
- 1 additional staff in English and 2 in Mathematics. **M4 2a**
- Two EAL specialists – **M4 1a**.
- 3 additional staff in Science (due to increased post 16 provision) - **M4 2a**
- 3 other main scale teachers (department would depend on what the HoY, Aps etc could teach)
- Head of year 9 and Head of Post 16 –**M4 1a**
- 13 recently qualified teachers to team teach with outstanding teachers in the following subject subjects: English, Mathematics, Science, ICT, DT, Geography, History, MFL, Art, Music, Drama, PE and RE. - **M4**
- 3 main scale teachers (department would depend on what the Head of Year appointments could teach.- **M4**

This now takes us to: 1 Principal, 2 Vice Principals, 3 Assistant Principal, 6 AST's, 14 Subject Leaders, 4 Pastoral leaders, 3 Senior EAL teachers, 4 EAL teachers, 31 Main Scale teachers and 1 from Leeds University.

YEAR 4

Year 7

- 252 students
- 9 form entry split into 3 bands
- Setted for English, Mathematics, Science, PE (by gender)
- In forms for Art, Drama, MFL, Geography, History, IT, RE, Technology

Year 8

- 252 students
- 9 forms (from 10) split into 3 bands
- Setted for English, Mathematics, Science, PE (by gender), MFL
- In forms for Art, Drama, Geography, History, IT, RE, Technology

Year 9

- 252 students
- 9 forms split into 3 bands
- Setted for English, Mathematics, Science, PE (by gender), MFL
- In forms for Art, Drama, Geography, History, IT, RE, Technology

Year 10

- Students begin GCSE courses
- Core subjects – English (4 periods), Mathematics (4), Science (4), ICT (1), RE (1), PE (1)
- Most students take either Geography or History(3) and an MFL (4) plus 1 additional subject
- Option subjects will be Art, Drama, Music, Sports Studies, Food, Technology, Textiles, Media, Computer Science, Statistics, Sociology, Psychology.
- Some students will be able to follow a vocational course at Leeds City College in public services, hair, beauty or construction.

Year 12

- 130 students. A choice of 19 other A level courses can now be offered (due to growing specialisms of staff body).
- The mathematics course will now need 8 members of staff to run efficiently. 4 mathematics specialists at The Ruth Gorse Academy & 4 from the University.

Year 13

- Year 12 started off with 100 students so it is anticipated that 90 are still with us at this stage.

Additional Core Staff Requirements

- A curriculum of approximately 1066 lessons to be delivered per week + 30 lessons from the University + vocational courses at TMA.
- An additional 2 days from the University of Leeds (taking us to 7 teaching days) – **0.4 M4**
- Additional subject leader Post 16 – **UPS 2c**
- Head of year 10 - **M4 1a**
- EAL specialist – **M4 1a**
- Second in department in English, Mathematics and Science – **M4 2c**
- 5 main scale teachers (department dependent on HOY appointment and Post 16 requirements). Costed with 2a to represent possible additional whole school responsibilities. **M4 2a**
- 7 main scale teachers Varying departments – **M4**

This now takes us to: 1 Principal, 2 Vice Principals, 5 Assistant Principal, 8 AST's, 15 Subject Leaders, 5 Pastoral leaders, 4 Senior EAL teachers, 3 EAL teachers, 3 Second in departments, 44 Main Scale teachers and 1.4 from Leeds University.

YEAR 5

Year 7

- 252 students
- 9 form entry split into 3 bands
- Setted for English, Mathematics, Science, PE (by gender)
- In forms for Art, Drama, MFL, Geography, History, IT, RE, Technology

Year 8

- 252 students
- 9 forms (from 10) split into 3 bands
- Setted for English, Mathematics, Science, PE (by gender), MFL
- In forms for Art, Drama, Geography, History, IT, RE, Technology

Year 9

- 252 students
- 9 forms split into 3 bands
- Setted for English, Mathematics, Science, PE (by gender), MFL
- In forms for Art, Drama, Geography, History, IT, RE, Technology

Year 10

- Students begin GCSE courses
- Core subjects – English (4 periods), Mathematics (4), Science (4), ICT (1), RE (1), PE (1)
- Most students take either Geography or History(3) and an MFL (4) plus 1 additional subject
- Option subjects will be Art, Drama, Music, Sports Studies, Food, Technology, Textiles, Media, Computer Science, Statistics, Sociology, Psychology.
- Some students will be able to follow a vocational course at Leeds City College in public services, hair, beauty or construction.

Year 11

- Students continue GCSE courses
- Core subjects – English (4 periods), Mathematics (4), Science (4), ICT (1), RE (1), PE (1)
- Most students take either Geography or History(3) and an MFL (4) plus 1 additional subject
- Option subjects will be Art, Drama, Music, Sports Studies, Food, Technology, Textiles, Media, Computer Science, Statistics, Sociology, Psychology, Child Care, Economics, Law.
- Some students will be able to follow a vocational course at Leeds City College in public services, , hair, beauty or construction.

Year 12

- 130 students. A choice of 19 other A level courses can now be offered (due to growing specialisms of staff body).
- The mathematics course will again need 8 members of staff to run efficiently. 4 mathematics specialists at The Ruth Gorse Academy & 4 from the University.

Year 13

- Year 12 started off with 130 students so I would hope that 120 are still with us at this stage. They will continue their courses from Year 12.

Additional Core Staff Requirements

- Two EAL specialists – M4 1a
- 19 additional main scale teachers varying departments

This now takes us to: 1 Principal, 2 Vice Principals, 6 Assistant Principal, 11 AST's, 15 Subject Leaders, 5 Pastoral leaders ,6 Senior EAL teachers, 3 EAL teachers, 3 Second in departments, 63 Main Scale teachers and 1.4 from Leeds University.

YEAR 6

Additional Core Staff Requirements

- 2 EAL specialists – M4 1a
- 5 additional main scale teachers varying departments

This now takes us to: 1 Principal, 2 Vice Principals, 7 Assistant Principal, 11 AST's, 15 Subject Leaders, 5 Pastoral leaders ,8 Senior EAL teachers, 3 EAL

teachers, 3 Second in departments, 68 Main Scale teachers and 1.4 from Leeds University.

Education Support Staff

Year 1

It is anticipated that the following staff would be employed from the opening of the academy:

ICT Manager – S01 year round.

ICT Technician – C1 year round.

1 HLTA – SO1 TTO

Cover Supervisor – C3 TTO

Science Technician – B1 TTO

DT Technician – B1 TTO

Learning Mentor – B1 TTO

0.2 Lunchtime Supervision – A1 TTO

Year 2

Additional staffing requirements:

3 HLTA – SO1 TTO

Cover Supervisor – C1 TTO

2 Learning Mentors – B1 TTO

0.2 Lunchtime Supervision - A1 TTO

Year 3

Additional staffing requirements

ICT Technician C1 Year Round

Leader of Learning Mentors PO3 Year Round

Leader of HLTA's PO3 Year Round

2 HLTA SO1 TTO

Cover Supervisor C1 TTO

2 Learning Mentors B1 TTO

Science Technician B1 TTO

DT Technician B1 TTO

0.2 Lunchtime Supervision A1 TTO

Year 4

Additional staffing requirements;

Primary School Liaison Officer PO3 Year Round

HE Officer PO3 Year Round

Partnership officer PO3 Year Round

2 HLTA SO1 TTO

AIG C3 TTO

Cover Supervisor C1 TTO

2 Attendance Officer C1 TTO

Librarian B3 TTO

0.4 Lunchtime Supervision A1 TTO

Year 5

Additional staffing requirements;

2 HLTA SO1 TTO

Cover Supervisor C1 TTO

0.2 Lunchtime Supervision A1 TTO

Year 6

Additional staffing requirements;

2 HLTA SO1 TTO
0.2 Lunchtime Supervision A1 TTO

Admin Support

Year 1

It is anticipated that the following staff would be employed from the opening of the academy:

School Business Manager PO4 Year Round
Principals PA SO1 TTO
Exams Officer SO1 TTO
Assessment/Data Officer SO1 TTO
Catering Manager SO1 TTO
Site Maintenance Officer C3 Year Round
Admin Assistant (finance/pastoral) C1 TTO
Receptionist/ General Admin A3 TTO
Site Maintenance Operative A1 Year Round
3 FTE Catering Assistants A1 TTO
Cleaning Supervisor B1 Year Round
4 FTE Cleaners A1 Year Round

Year 2

Additional staffing requirements;
Post 16 Admin C3 TTO
SENCO Admin B1 TTO
1 FTE Cleaner A1 Year Round
1 FTE Catering A1 TTO
Receptionist / General Admin A1 TTO

Year 3

Additional staffing requirements;
Data/Attendance Officer C1 TTO
FTE Cleaner A1 Year Round
FTE Catering Asst. A1 TTO
Repro Assistant A1 TTO

Year 4

Additional staffing requirements;
Catering Supervisor B3 TTO
Cleaner in Charge A3 Year Round
2 FTE Cleaner A1 Year Round
1 FTE Catering Assistant A1 TTO
0.5 Receptionist A1 TTO

All the required admin support staff will be appointed by the end of year 4.

Other Payroll Costs

Pay Progression Teachers – This is the incremental costs of both leadership and teachers assuming that all staff appointed remain with the organisation.

Supply Teaching Costs – This assumes supply costs rise by ██████████ each year. Supply costs are not expected to be high due to the employment of Cover Supervisors. This is line with other academies in the Gorse Academies Trust.

Supply Non Teachers - This assumes supply costs rise by ██████████ each year to cover key personnel. This is line with other academies in the Gorse Academies Trust.

Maternity Payments – Assumes an average of [REDACTED] with 2 in the first year rising to 7 in the final year.

Pay Progression Non Teachers - This is the incremental costs of all support staff assuming that all staff appointed remain with the organisation.

All of this development would result in a final staffing structure which is set in Annex 2 and 3 out in the two staffing models below.

See Annex 2 – Anticipated 2019 Line Management Structure Teaching for The Ruth Gorse Academy

See Annex 3 – Anticipated 2019 Line Management Structure Non Teaching for The Gorse Academy

Leadership and Management

The development of all aspects of strategic performance will be the ultimate responsibility of the Executive Principal of The GORSE Academies Trust. The operational leadership will be the responsibility of the Principal who will be appointed ahead of opening in September 2014.

Sponsors are clear that in order to deliver the vision for the Academy:

- Leadership should be genuinely distributed throughout the organisation with strong team work and a sense of cohesion
- The staffing model must be capable of adapting to changes in strategic emphasis over time. Priorities, requiring strong leadership immediately on opening may be different to those of paramount importance in years to come.

The Academy Senior Leadership Team (SLT) will have 2 Vice Principal Posts and 4 Assistant Principal Posts and the additional support of a 2 PAs. Together the core purpose is to:

- Play a significant role in ensuring the impressive performance of the academy and where possible that it exceeds all its targets for continuous improvement and becomes a model establishment for excellence.
- Inspire, manage and lead staff and students to achieve their very best
- Establish a positive identity and ethos for the Academy.
- Establish a culture that celebrates and promotes academic and wider achievement.
- Work to translate the vision into agreed objectives and operational plans which will promote and sustain the Academy's improvement and which inspires

challenges and motivates others to carry the Academy's vision forward.

- Secure a collaborative Academy vision of excellence and equality that sets a high standard for every student and which takes into account the richness and diversity of the Academy's community.

The specific responsibilities of the Vice Principals are to:

- Ensure very high quality systems for recruitment and performance management.
- Deputise for the Principal as required.
- Line Management for the Assistant Principals.
- Ensure a consistent Academy-wide focus on the raising of standards and on every student achieving their personal best.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.
- Ensure that the Mathematics centre of excellence is at the heart of the curriculum, life and work of the Academy.
- Ensure the work of the SENCO team to deliver ILPs and attainment for each student.
- Develop and implement the Academy's 'Extension and Enrichment' programme, including monitoring its impact upon student engagement and achievement.
- Coordinate links with Partner schools.
- Ensure high quality Performance Management.
- Oversee recruitment and retention
- Ensure a sharp focus in Teaching and Learning is at the heart of our work.

There are 7 Assistant Principal Posts:

1. Care Guidance & Support, QA, Attendance and Behaviour, Child Protection Key Stage 3
2. Care Guidance & Support, QA, Attendance and Behaviour, Child Protection Key Stage 4
3. Care Guidance & Support, QA, Attendance and Behaviour, Child Protection Key Stage 5

4. Performance Management, CPD, Transition and Events and Community engagement and learning.
5. Curriculum, Assessment & Data and Timetable
6. Mathematics Centre of Excellence, University Access, Vocational Links.
7. Parental links, ICT development and Student Leadership and EAL

Additionally, there will also be:

- A dedicated Quality and Data Manager responsible for ensuring accurate, appropriate and timely information flows to all colleagues in the Academy focused on raising standards and progression for all students.
- A Director of Business and Support Services responsible for Finance, ICT infrastructure, Cover Manager, Premises and Catering.

The 7 Assistant Principals are to:

- Promote students' well-being, self-esteem and personal development through the management and development of an effective pastoral system.
- Ensure the Academy safeguards the personal well-being of all students through the implementation and management of effective policies.
- Develop and implement the Academy's 'Extension and Enrichment' programme, including monitoring its impact upon student engagement and achievement.
- Lead the promotion of high standards amongst students in attendance, conduct, punctuality and appearance, and support colleagues in developing strategies for improving areas that are hindering students' achievement.

Line Management

The Vice and Assistant Principals will have line management responsibilities for Directors of Faculties and Team Leaders and performance manage a number of identified support staff. They will co-ordinate the Academy's overall Performance Management Review system and ensure those that work across a range of teams are well supported but not "over-managed"; this could include teaching as well as non-teaching staff.

The Academy will value contributions from all team members and achieve and maintain appropriate recognition for high quality staff development (e.g. Investors in People). Furthermore, the Academy will expect all staff to fully involve themselves in appropriate training and development in order to maximise the experience for students. As such all staff, whatever their level, will be seen as leaders modelling the ethos and standards of the Academy.

The senior team will annually review specific responsibilities to best match

experience and skills with the need for individual development. Consequently the responsibilities above should be expected to change over time to ensure full team development and support.

Accountability and Performance Management

A key feature of the arrangements will be a very strong emphasis throughout the organisation on accountability and performance of the staff. This is regarded as the main 'tool' for driving up standards and achievement. Strong, robust and emotionally intelligent systems and approaches will be developed.

The performance management cycle will be complementary to the development and planning cycle for the Academy and will comply with the statutory requirements. Both teaching and support staff will be included in the performance management arrangements.

Performance management reviews will be supported by Professional Development Portfolios. Targets will be linked to the Academy's priorities for improvement.

Support staff will have a bespoke transition and induction framework which recognises the importance of developing their professional attributes, professional knowledge and understanding and professional skills. For all colleagues working in the Academy, Performance Management will be a key process. It will provide the context for regular discussion and review of areas of strength and areas for further professional development.

Terms and Conditions

All staff will be employed on national terms and conditions.

Initial Staffing Requirement for September 2014

Year 7

- 190 students
- 8 forms split into 4 blocks
- Setted for English, Mathematics, Science, PE (by gender)
- In forms for Art, Drama, MFL, Geography, History, IT, RE, Technology
- 25 period week

Year 12

Upon initial opening Post-16 will focus on provision centred around Mathematics. Consequently students will be able to study at The Ruth Gorse Academy A-Levels in the following:

- Mathematics, Further Mathematics, Computer Science, Physics, Economics, Business Studies, Music.

In addition to those subjects students will be given a full opportunity to access the full range of A-Level subjects available at The Morley and Farnley Academies. Timetables across the three academies will be structured to facilitate the opportunity for students to move across one or more sites in order to access very

high quality A-Level programmes. Transport will be provided by The GORSE Academies Trust.

Meeting the needs of all pupils

The Ruth Gorse Academy will, as a central part of its work, be totally committed to ensuring that all students regardless of need and ability make exceptional rates of progress in their time at the academy. This will include those who for a range of reasons are educated at the academy for only a brief period of time. From our research and consultation with similar schools and the LA we know that the great majority of the student profile which is highly transient in nature will also require intensive support in EAL. That is why it is our intention to establish an exceptionally talented EAL team, led by an Assistant Principal and a highly skilled Advanced Skills Teacher.

All students who join the academy other than at the beginning of Year 7 will receive intensive support from a HLTA and a Learning Mentor.

In keeping with our inclusive approach to achievement, our prioritised focus regarding achievement will be based on ensuring outstanding rates of progress for all including those with SEN and on FSM. Exceptionally effective teaching will be supported by outstanding pastoral systems which utilise the expertise of a wide range of experts. This will include expertise in Family Support and Liaison.

The pastoral team, led by Assistant Principals, will establish highly effective links with all appropriate external agencies with initial priorities placed around those involved with Child Protection and safety. The approach will mirror the work in this area of The Morley Academy whose achievements in this area of its work Ofsted classified as being 'Outstanding' at its last inspection.

At all times students at the academy will be tightly setted by ability, ensuring through that setting structure the teaching is tightly differentiated and personalised. The quality of teachers' planning will be monitored on a weekly basis by the Senior Leadership Team; where practice is found not to be excellent then intensive support will be provided for that member of staff by the Advanced Skills Team. Tight setting by ability will also ensure that smaller groups are established where ability is weakest; all such groups will also be supported by the HLTA team.

The ICT Vision

The focus initially will be on ensuring compatibility in ICT systems across the Trust sites particularly in relation to assessment, attendance and the MIS platform. The system will support the use of live and stored teaching as a key resource across the partnership.

Where appropriate ICT (including multimedia resources) will be used in lessons and students will have access to ICT for personal study.

Our work in this area will be built upon an understanding that:

- All staff will have laptops which they will be expected to use to plan lessons, develop resources and to complete assessments;

- A full VLE will be established with 'my learning space' for students, a parent area and a staff area for sharing schemes of work, lesson plans and resources;
- On line systems to facilitate teachers and leaders to manage resources remotely from the workplace;
- The facility for homework and coursework to be submitted on line and for feedback to be given on line will be of central importance;
- Parental reporting will be a key feature and parents will be able to access information regarding targets and assessment, attendance, behaviour, rewards etc at any time;
- Wireless technology will help maximise the opportunities for the use of ICT and students will use hand held technologies within the classroom to support learning, engagement and evaluation.

Video conferencing links will be used to link to other schools, businesses, sporting and cultural facilities offering a more varied learning experience to deepen understanding, increase awareness and understanding of the global community and to raise aspirations.

At The Ruth Gorse Academy ICT will contribute to the removal of physical barriers to learning, and in meeting the needs of young people. The approach to ICT will be liberating for all students, but particularly those who struggle with the more traditional learning environments and formal approaches to learning.

The vision for ICT will be at the heart of the inclusion of all students and staff and will reflect the development of learning technologies that make access to learning for young people with special needs more effective and ever more possible in the Academy setting. The approach will be based on common standards enabling the sharing of information across the Academy and between other agencies involved in learning. This will efficiently allow for the targeting of resource and support as soon as possible, intervening directly on behalf of the learner and the community.

One of the challenges for the Academy will be to create a cultural shift from teacher directed learning to student autonomy. To this end ICT will be a catalyst for the change and will be embedded in the organisation. The vision is clear that the role of ICT in the process will empower and engage all learners. It will do this through the flexibility it offers in access, time and compilation of programmes of study. It will support the Academy's drive to offer a range of approaches that will match the different learning styles of students. As the learning technology is embedded over time it will provide the Academy with the opportunity to change the balance of the relationship between teacher and learner from one where the responsibility and the knowledge lies with the teacher to one of shared responsibility and knowledge with the learner. In this sense the vision will invest ownership of learning in the young people leading to higher levels of commitment and greater success in outcomes. The Academy understands that its vision is to promote this shift as part of a transformational journey.

In order to ensure 'equality' of opportunity, The Ruth Gorse Academy will equip all students with a laptop for their own personal use. ICT training for all families will also be an entitlement.

Special and Additional Needs

The Academy teaching and learning policy will clearly state that it is the responsibility of all staff to ensure that lessons are planned to meet the needs of all students in the teaching group. The Academy programme for Continuous Professional Development will help staff to develop their skills to a very high level in order that they can meet this requirement effectively.

For students entering the Academy who may be immature, &/or have very low levels of literacy and emotional difficulties, a nurture group will be established which will be the responsibility of a specialist teacher supported by Teaching Assistants, under the guidance of the SENCO. The curriculum will concentrate on basic skills and developing attitudes and behaviour. Each student will have an educational support plan with short-term targets and a heavy emphasis on rewards. This provision will be reviewed every term and when students have achieved sufficient progress they will be placed in one of the other teaching groups. This provision will be continued where there is a student need and it is envisaged that it is unlikely to continue into Y11 as students will have sufficiently developed their skills to join other teaching groups.

Students that join the Academy with reading ages significantly behind their chronological age will be placed on an intensive reading recovery programme. This will be taught during time allocated to the integrated curriculum. It will be maintained until students have achieved the fluency necessary to enable them to progress through the normal curriculum.

Students with statements of Special Educational Needs will have their provision allocated through the SENCO with regards to the Academy policy for special educational needs. Students whose learning difficulties lead them to be placed on the SEN Register at School Action or School Action Plus will have their particular needs disseminated to their teachers who will prepare their lessons so that the students make the best possible progress. Subject team leaders have the responsibility of ensuring that all Schemes of Work are modified to meet the needs of students with SEN.

The Ruth Gorse Academy will seek to welcome learners with a range of physical disabilities. We will ensure that physical and educational access is open to wheelchair users and those with physical limitations. We will commit to working closely with the LA and other expert agencies to ensure that each student enjoys maximum support and to establish an understanding of the appropriateness of The Ruth Gorse Academy in meeting each student's needs.

Arrangements for pupils with SEN and disabilities at The Ruth Gorse Academy

Duty to have regard to the Code of Practice and other guidance

1. The Academy Trust shall have regard to the Special Educational Needs Code of Practice (2001) and any guidance issued by the Secretary of State relating to

sections 316 and 316A of the Education Act 1996.

2. The Governing Body of the Academy Trust shall designate the Principal, the chair of governors or another governor to be the responsible person for the purposes of the following duties in relation to pupils with SEN.
3. The Governing Body of the Academy Trust shall:
 - use their best endeavours, in exercising their functions in relation to the school, to secure that, if any registered pupil has special educational needs, the special educational provision which the pupil's learning difficulty calls for is made;
 - secure that, where the responsible person has been informed by a local authority that a registered pupil has special educational needs and those needs are made known to all who are likely to teach the pupil;
 - secure that the teachers in the school are aware of the importance of identifying, and providing for, those registered pupils who have special educational needs; and
 - consult the LA and the governing bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for pupils with SEN.
4. Where a child who has special educational needs is being educated in the Academy, those concerned with making special educational provision for the child shall secure that the child engages in the activities of the school together with children who do not have SEN, so far as is reasonably practicable and is compatible with:
 - a. the child receiving the special educational provision which his learning difficulty calls for,
 - b. the provision of efficient education for the children with whom he will be educated, and
 - c. the efficient use of resources.
5. The Academy prospectus shall include details of the Academy Trust's policy for pupils with SEN and in particular shall include the information specified in Schedule 1 to the Education (Special Educational Needs) (Information) Regulations 1999 as amended or re-enacted from time to time. It shall also include details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to the Academy by disabled pupils (disabled pupils meaning pupils who are disabled for the purposes of the Disability Discrimination Act 1995).

Serious incidents of misbehaviour leading to fixed period or permanent exclusion

General Duties

1. Subject to the exceptions in paragraph 4, the Academy Trust shall act and shall ensure that the Principal shall act in accordance with the law on exclusions as if the Academy were a maintained school. For this purpose, reference in the law on exclusions to the Head Teacher and Governing Body shall respectively be deemed to be the Principal and Governing Body of the Academy Trust.
2. Without limiting the generality of paragraph 1, the Academy Trust shall ensure that the Local Authority is informed of an exclusion decision.
3. Subject to the exceptions in paragraph 4, the Academy Trust shall ensure that in carrying out their functions the Principal, the Governing Body and the Independent Appeal Panel (established in accordance with paragraph 5) have regard to the Secretary of State's guidance on exclusions
4. The exceptions to the duties imposed under paragraphs 1 and 3 are:
 - the Academy Trust, and not the Local Authority, is responsible for making arrangements for Independent Appeal Panels to hear appeals against permanent exclusions where the governors do not direct reinstatement;
 - the Governing Body is not expected to seek the advice of a Local Authority officer when considering an exclusion, although a Local Authority officer may attend any meeting to consider an exclusion at the request of a parent; and
 - subject to the Academy Trust's obligations under clause 52 of this Agreement relating to an agreement with the LA on the flow of funds following an exclusion, the arrangements for money to follow pupils who have been permanently excluded from school does not apply.

Independent Appeal Panels

5. The Academy Trust shall, in relation to the Academy, carry out the functions assigned to the Local Authority to establish and manage the appeal procedure for exclusions under the law on exclusions
6. Independent Appeals Panels must be impartial and constituted in accordance with the detailed provisions of paragraphs 95-97 of the Secretary of State's guidance on exclusions. The Academy Trust shall arrange suitable training for appeal panel members and clerks.
7. The Independent Appeal Panel's decision is final and binding on the

Academy Trust. A parent may seek a judicial review of an Independent Appeal Panel's decision. A parent may not, however, appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration because the Commissioner's remit is limited to considering the conduct of appeal panels constituted by local authorities.

High Ability Learners

The Academy will appoint a leader responsible for the progress of High Ability Learners. The HAL leader's responsibilities will include:

- the identification of HAL students;
- the creation of the HAL register;
- the oversight/co-ordination of provision for the HAL students;
- monitoring and evaluation of their progress.
- access to highly challenging experiences outside the normal academy day.

The academy will refuse to place limitations on any student and will seek to recognise and immediately build upon any clear talent that emerges at any time. The Ruth Gorse Academy will establish a key foundation of academic excellence through its partnership with The University of Leeds and the establishment of a Post-16 centre of excellence in Mathematics. Such an approach will act as an inspiring light to the whole learning community; the presence of a team of university academics in our academy will be of great importance to all.

Higher ability students will find themselves consistently challenged and stretched at the academy. They will be expected to assume the role of academy leaders, increasingly shaping the direction of our work both within and outside lessons.

Our curriculum, though broad, is unashamedly academic. We are determined to show that, through outstanding teaching and outstanding systems and professionals which support that teaching, students from some of the most deprived and troubled backgrounds in our country are capable of achieving brilliant academic qualifications and attending the very best universities in the world.

For some students a purely academic curriculum at Key Stages 4 and 5 will not be appropriate. That is why our partnership with the exceptionally effective Leeds City College will be so important to us in ensuring that high quality vocational training is available to all students for whom that training is appropriate.

The Global Dimension

It is the intention of the Academy that all students will develop an understanding and appreciation of the global perspective of life in the 21st century.

A range of activities will be available and these will include travel, exchanges,

working visits and expeditions, and work related activity associated with business and commerce. This will also be a feature of the cross curriculum dimension of the Academy's work and also the PSHCE programme.

Organisation

General Features

The vision, mission and ethos on which the Academy is founded will be the basis for all the organisational features. The way the Academy operates must, in itself, be an expression of the core values and principles and the sections below provide a first view of how organisational arrangements will achieve this.

Care and Support

The Academy will take pride in providing appropriate care and support for its students. Each student will be a part of a year group with the pastoral system built around these pastoral structures.

Each Year Leader will be charged with developing and nurturing:

- a strong sense of 'family' and belonging;
- a learning community in which everyone is valued and respected;
- the collective ethos of the Academy in line with the vision;
- students to take responsibilities within their year group to exercise leadership and to initiate activities ;
- ownership and pride.

Students' Transition

Transition into the Academy will be a challenging time for all students. To assist this transition it is proposed to appoint:

- a senior member of staff with specific responsibility to ensure effective transition plans are in place for all students but principally those cases outlined above;

transition specialists whose role will be dedicated to the successful transition of all students but in particular those identified as vulnerable or with specific issues. Their role will to 'shadow' students and to ensure effective follow up and referral of relevant issues to the VP, Heads of Year, other teaching staff and also regular communication with parents.

Pupil Achievement

The academy will support every student and ensure that the targets set and the progress made are line with the ILP agreed with the student and modified from time to time through the school year during regular learning reviews involving the student, and relevant members of the teaching staff as determined from time to time.

Middle leaders will have a key role to play in monitoring the overall pattern of attainment and progress and in supporting the transformational ethos and vision

introduced as part of The GORSE Academies Trust partnership. A particular feature of the structure will be the induction into Year 7 and the culture and behaviours which will be developed for all new cohorts.

SLT and governors will receive a summary report at every assessment cycle analysing current attainment and progress against targets and identifying areas of concern.

Departmental performance (including individual student and class analysis) will be available for all Heads of Subject and Lead Practitioners and will form the basis of regular reviews to ensure the academy targets are being met and that the transformation in teaching and learning outcomes are realised.

Whole Academy Performance will be evaluated through:

- Use of local/national data provided by the LA, Fischer Family Trust and the Department for Education (RAISE Online, Performance Tables and Level 3 Value Added) to compare the Academy's performance with local and national achievements.
- Analysis of departmental achievements against Fischer Family Trust targets and academy targets and in comparison with other departments in the academy.
- Close scrutiny of the progress of identified groups of students (e.g. Special Educational Needs, Free School Meals, non Free School Meals, ethnic minorities, Looked After Children, Travellers) compared with similar groups nationally.

These comparisons will be complemented by:

- A detailed Assessment Calendar, published to all staff and made available to all interested parties.
- Published targets for all year groups based on Fischer Family Trust, prior achievement and expected progress. Targets for all students will be aspirational yet realistic in order to encourage them to make maximum progress.
- Focused and regular reviews of student progress, with particular emphasis on examination groups, in order to counsel, mentor and encourage individual learners and to inform parents and carers of progress.
- Regular consultation with learners, parents, carers, staff, governors and all other interested parties to monitor all aspects of the school's effectiveness.

Students will receive detailed information about their progress not only in their lessons but through a variety of other methods, including:

- The Assessment Point process. At three points during the year, each student will have a personalised conversation with each of their subject teachers in order to discuss their current position and levels of effort.
- The student planner; Assessment Point information will be recorded in detail in the planner during the Assessment Point week.
- Assessment Point summary reports which will provide a comprehensive summary of progress against targets and also include information regarding

effort levels.

Parents and carers will receive detailed information about their child's progress through a variety of communication methods, including:

- The student planner; Assessment Point information will be recorded in detail in the planner during the Assessment Point week. There will be space for a parent/carer comment at the end of each Assessment Point planner page.
- Assessment Point summary reports; these will be sent home to parents/carers and provide a comprehensive summary of progress against targets and also include information regarding effort levels. We will expect all students to be operating at an effort of Good or Outstanding.
- Extended summary reports; Parents and carers of students will receive an extended summary report at one point during the year. The extended summary reports will detail the same information as the usual summary reports but with the addition of Pastoral comments from the student's Form Tutor and Head of Year.

Parents and carers will have two formal opportunities to come into school and meet with the teachers of their child via the consultation evenings. Details of these will also be sent out prior to each evening.

Subject teachers will be able to access background and prior attainment information for the students that they teach in order to personalise learning for all students. Throughout the year, subject teachers will assess regularly, with AFL and APP activities providing the foundations for the assessment of student performance and progress. Accurate and timely assessment will be used by all staff to enhance teaching and learning. All information will feed into the Assessment Point process that will be carried out with students. Information from each Assessment Point will be centralised and used to produce Summary Reports.

All departments, led by the Head of Department, will carry out regular standardisation and moderation of work and Assessment will be a regular topic for discussion in all departmental meetings.

Heads of Department will also analyse the data that is produced following each Assessment Point and use this to identify strengths and areas for intervention.

Target setting and the review and analysis of progress against those targets will be a pivotal part of the academy's work. This process will be in line with the exceptional work of The Morley and Farnley Academies in this area. At the centre of that process are Subject and Year Group Leaders who will work in partnership with the appropriate Senior Leadership Team line manager to review each term the progress being made by individual students, teaching groups, all key student profile groups and whole year groups.

Subject and Year Group Leaders will, along with the attached colleague from SLT, present a detailed assessment report to the Senior Leadership Team regarding their own area of work on a termly basis.

Where significant cohort weaknesses in progress are identified, the key subject or year group leader will prepare a report for the Principal within 2 weeks of those concerns emerging. That report will identify in detail the strategies which will be employed to successfully address those concerns. Progress against the measures identified in that report will be closely monitored by the attached member of the Senior Leadership Team with half termly updates presented to the Principal.

Where weaknesses in progress are based around a smaller number of individual students it will be the responsibility of the Subject and Year Group Leader to establish an appropriate intervention plan in consultation with other linked professionals. This could include ASTs, Learning Mentors, HLTAs or members of the EAL team. It is also highly likely to include the Family Liaison Team. Again progress will be monitored by the lead professionals involved in establishing the individual support plan.

It does have to be recognised that, at times, the progress of students will be limited by a professional ineffectiveness. At the centre of this will be key middle leaders whose responsibility it will be to challenge and support the professionals in their teams, involving ASTs as appropriate to support them in that process. Middle leaders will also ensure that team members benefit from exceptional CPD opportunities including planning effective training days within the academy which match the needs of all professionals.

Central to this success at The Ruth Gorse Academy will be its involvement as a strategic partner in The Leeds Teaching School Alliance which is led by The Morley Academy. As well as facilitating exceptional opportunities for CPD and leadership training membership of the alliance will also mean that the academy is centrally involved in new teacher recruitment through School Direct. Currently, for example, the alliance is significantly oversubscribed for its 54 places for September 2013. An example of the level of The GORSE Academies Trust's commitment to professional development is seen in its status as an Investors in People Gold Award holder, an accolade given to only the top 0.25% of IIP holders.

Academic Performance of students at The Ruth Gorse Academy

In line with the new Ofsted framework the great emphasis of our work as an Academy will be on ensuring that all students make exceptional rates of progress from the point at which they enter the academy. We will be seeking to ensure that:

- At least 90% of students make at least three levels of progress in English
- At least 90% of students make at least three levels of progress in Mathematics
- At least 65% of students make four levels of progress in English
- At least 65% of students make four levels of progress in Mathematics
- In all key measures at Key Stage 4 the academy significantly exceeds FFTD
- With regard to attainment the performance of the Academy is always ahead of national average at all key points of measurement at Key Stage 4.

- At A-Level a minimum of 80% of students will match or better their GCSE grade in that subject. Where the subject has not been studied at GCSE, English or Mathematics GCSE will be used as the base line measure.
- No student who is on role at the academy at the end of Year 11 is classified at any point in the three years following as being NEET.
- Overall attendance at the academy is 95% or higher.
- 65% of students or higher secure the EBAC certificate at grade C equivalent.
- 95% of students or higher secure the EBAC certificate at grade G equivalent.

Admissions

GENERAL

1 This section may be amended in writing at any time by agreement between the Secretary of State and the Company.

2. The Company will act in accordance with, and will ensure that an Independent Appeal Panel is trained to act in accordance with, all relevant provisions of the School Admissions Code and the School Admission Appeals Code published by the Department for Education (“the Codes”) as they apply at any given time to maintained schools and with equalities law and the law on admissions as they apply to maintained schools. For this purpose, reference in the Codes or law to “admission authorities” shall be deemed to be references to the Directors of the Company.

3. Notwithstanding the generality of paragraph 2 of this, the Company will take part in any mandatory Admissions Forum set up by the local authority (“LA”) in which they are situated and have regard to its advice; and will participate in the co-ordinated admission arrangements operated by the LA and the local Fair Access Protocol.

4. Notwithstanding any provision in this Agreement, the Secretary of State may:

(a) direct the Company to admit a named pupil to The Ruth Gorse Academy on application from an LA. This will include complying with a School Attendance Order. Before doing so the Secretary of State will consult the Company.

(b) direct the Company to admit a named pupil to The Ruth Gorse Academy if the Company has failed to act in accordance with this or has otherwise failed to comply with applicable admissions and equalities legislation or the provisions of the Codes.

(c) direct the Company to amend its admission arrangements where they fail to comply with the School Admission Code or the Admission Appeals Code.

5. The Company shall ensure that parents and ‘relevant children’ will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Company. The Independent Appeal Panel will be

independent of the Company. The arrangements for appeals will comply with the School Admission Appeals Code published by the Department for Education as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel is binding on all parties.

Relevant Area

6. Subject to paragraph 7, the meaning of “Relevant Area” for the purposes of consultation requirements in relation to admission arrangements is that determined by the local authority for maintained schools in the area in accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999.
7. If the Academy does not consider the relevant area determined by the local authority for the maintained schools in the area to be appropriate, it must apply to the Secretary of State by 1 August for a determination of the appropriate relevant area for the Academy, setting out the reasons for this view. The Secretary of State will consider the Academy and its LA in which the Academy is situated in reaching a decision

Requirement to admit pupils

8. The Academy will:
 - a. Subject to its right of appeal to the Secretary of State in relation to a named pupil, admit all pupils with a statement of special educational needs naming the Academy;
 - b. Adopt admission oversubscription criteria that give highest priority to looked after children, in accordance with the relevant provisions of the School Admissions Code.

Oversubscription criteria, admission number, consultation, determination and objections.

9. The Academy admission arrangements will include oversubscription criteria, and an admission number for each relevant age group. The Academy will consult on its admission arrangements and determine them in line with requirements within the School Admissions Code.

Academy Admissions Policy 2014-2015

The academy has an admission number for the 2014 school year of 252 places.

Admissions Criteria

The Academy will accordingly provide for the admission of 252 pupils to Year 7 each year if sufficient applications for entry are received. Where fewer than the published admission number(s) for the relevant year groups are received, the Academy Trust will offer places at the Academy to all those who have applied.

Allocation of places:

When the Academy is oversubscribed, after the admission of pupils with Statements of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in priority order:

Oversubscription Criteria

Criteria 1

Looked-after children or children fostered under an arrangement made by the local authority. Also included in this group will be children who have been adopted during the twelve months preceding the submission of the Preference Form.

Criteria 2

We will also allocate places to those children without a Statement who have exceptional medical or mobility needs which can realistically only be met by the Academy. Applications in these categories must be supported by a statement in writing from a doctor or other relevant professional. Each case will be considered on its merits.

Criteria 3

Children with brothers or sisters who will be on roll at the Academy at the start of the academic year 2011 – 2012. We can give priority for brothers and sisters only if they are living in the same house and we receive the application by the closing date (see Note 1).

Criteria 4

Children whose families have expressed a first choice preference for The Ruth Gorse Academy and for whom The Ruth Gorse Academy is the nearest High School. (See notes 2, 3 and 4)

Criteria 5

Any other children.

Tie break

Within each criterion, if there is oversubscription, remaining places available will be allocated according to distance. Children living closest to the Academy will, therefore, be allocated a place before those who live further away. (See notes 2, 3 and 4)

Random allocation will be used as a tie-break in categories 2-5 above to decide who has highest priority for admission if the distance between a child's home and the Academy is equidistant in any two or more cases.

Notification and acceptance of places

In accordance with the co-ordinated admissions policy, on 1 March 2013 the Local Authority will make the formal offer of a place to parents or carers on behalf of the Governing Body of the Academy.

Appeals procedure

Parents who want to appeal against the governors' decision not to offer their child a place at the Academy must appeal directly to the Academy, not through the Admissions Team. Appeals should be addressed in writing to the Admissions Officer at the Academy within 10 school days of receiving the decision letter from the Admissions Team. The envelope should be clearly marked "Admission Appeal".

The appeal will be heard by an independent appeals panel. Parents will receive written notification of the date and time of their appeal hearing, which they can attend to explain their case. If they wish, parents may be accompanied by an adviser or friend. Following the appeal, the Clerk to the appeals panel will write to parents with the decision.

Waiting list for the incoming Year 7

The Academy will operate a waiting list for each year group. Where in any year the Academy receives more applications for places than there are places available, a waiting list will operate until the end of the first term after the beginning of the school year. This will be maintained by the Academy Trust and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Details and explanations

Note 1

For these purposes, brothers and sisters must be living at the same address as the child for whom a place is being requested. This also includes children living with the family. For example, foster children and stepchildren are also included. The definition does not include cousins or families sharing a house. This priority will not apply where the older sibling joined sixth form from a different school.

Note 2

The distance between home and the Academy is measured as a straight line between the centre of the Academy and the home. For this purpose we shall apply the distances provided by a national computer system, which is the method of measurement used by the local authority.

Note 3

If the Academy has to move to a temporary site for any reason, such as the building being damaged by a fire, we will base our distance measurements on the Academy's permanent site.

Note 4

For admission purposes, the home address is where the child usually lives with their parent or carer. Parents or carers must not give the address of a child-minder or relative. When we make an offer, we assume the child's address will be the same in the following September as the one we have on record. If there is a plan to move house, parents must still give the current address. If parents move after the deadline for submission of the preference form in October, they must inform the Academy and the Admissions Team of the new address.

In-Year applications

From September 2010 it is a requirement of the national School Admissions Code (February 2009) that all enquiries and applications for places in schools are addressed to the local authority. After contacting the Academy about the availability of places the authority will then write to the applicants with the result of their application.

Where a family has moved into the area from abroad, another part of the country or city, and the child is effectively out of education, the application will be considered for an immediate start in the Academy, if there is a place available.

Where parents simply wish for their child to change schools, the application will be considered for the start of the following term.

In-year applications will be processed through the LA.

Fair access protocol

As part of the co-ordinated admissions arrangements with the local authority the Academy may accept hard-to-place pupils onto the school roll from time to time in accordance with the In-Year Fair Access agreement. These are special cases arranged outside the boundaries of this admissions policy.

Admission of students into Post-16 at The Ruth Gorse Academy

During the course of their time at the academy, and particularly during Key Stage 4 students will benefit from extensive support and guidance in terms of careers development and choices of pathways of study. Central to this will be our partnership with Leeds City College. It is our priority to ensure that students are guided on to the best and most appropriate programmes of study. It is not our priority to ensure that as many students as possible remain in Post-16 at The Ruth Gorse Academy.

Post-16 at The Ruth Gorse Academy will be entirely centred around Advanced Level and Applied Advanced Level study. Consequently students choosing to remain at the academy will need to have secured the EBAC Certificate in order to progress into the Post-16 provision. Because of the level of academic rigour involved some A Level courses will require a B grade in the same subject at GCSE. These subjects are Mathematics, Physics, Chemistry and Biology. One subject, Further Mathematics, requires students to have an A grade in GCSE Mathematics.

An important characteristic of the academy will be its centre of excellence in Mathematics and Applied Mathematics. Students from across the city region may apply for a place on that programme where, if successful in their application, they will study a combination of the following subjects: Mathematics, Applied Mathematics, Accountancy, Economics, Physics, Chemistry and Music. The selection process for this elite course will be undertaken in partnership with academics from The University of Leeds who will also be contributing to the teaching involved.

The normal minimum entry requirement for this course will be A grades in Mathematics and Science or the single Sciences at GCSE. It is important note, however, that assessment for this programme will look to identifying a student's capacity and propensity for further study at a very high level. It may well be that students studying at schools elsewhere in the city region where Mathematics teaching is poor are accepted on to the programme with slightly lower grades because of the capacity for further learning that they have shown in the selection process.

If the programme is oversubscribed priority will be given in the following order:

Priority 1 – Students who have attended The Ruth Gorse Academy and have secured A grades or higher in Mathematics and Sciences;

Priority 2 – Students who have attended other schools in The GORSE Academies Trust and who have secured A grades or higher in Mathematics and Sciences;

Priority 3 – Students from other schools who have secured A grades or higher in Mathematics and Sciences and who are judged in the selection process to possess the capacity the study Mathematics related subjects to a very high level at university;

Priority 4 – Students from other schools who have not secured A grades or higher in Mathematics and Sciences but who are judged in the selection process to possess the capacity the study Mathematics related subjects to a very high level at university.

Admission of students with SEN

The Academy Trust shall ensure that pupils with SEN are admitted on an equal basis with others in accordance with its admissions policy.

Where a local authority proposes to name the Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, the Academy Trust shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy Trust shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.

In the event of any disagreement between the Academy Trust and the local authority over the proposed naming of the Academy in a statement, the Academy Trust may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to SENDIST either against the naming of the Academy in the child's SEN statement or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 7 above, be substituted for the Secretary of State's decision.

Where the Academy Trust has consented to the Academy being named in a child's statement of SEN, or the Secretary of State or SENDIST have determined that it should be named, the Academy Trust shall admit the child to the Academy notwithstanding any provision of to this agreement.

Pupil Behaviour, Attendance and Well-being

The Ruth Gorse Academy's Behaviour Policy

Section 1 Introduction

The framework should be successful in:

- i. reducing staff work load both through increased efficiency and the effective use of the Student Planner as a central record of each student's progress;
- ii. providing much greater understanding of the discipline process for children, parents/carers, teachers and governors;
- iii. ensuring that all students, regardless of ability, age and gender are

involved, whenever possible, in the process of praise, recognition and rewards;

- iv. supporting staff in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner. Furthermore, teachers should not have to suffer constant disruption;
- v. making the Academy a better environment.

Without doubt, the essential prerequisite for the scheme's success is a consistent commitment from all staff to operating within the agreed framework.

The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will influence the working practices of all students for the better.

All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. TAs and non-teaching staff will also be expected to formally praise students whenever it is appropriate to do so.

Staff must also understand the importance of operating within the recognised framework for sanctions. The seven phases must be worked through in a logical manner. Departmental approaches to phase four should be planned and documented by each curriculum area.

If the system is to be successful the following must be understood by all concerned. When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility.

Section 2 Classroom Rules

In terms of establishing a key set of rules for the classroom and for around the Academy we recognised the importance of simplicity and flexibility.

Classroom Rules:

- 1. Arrive on time, fully equipped and ready to work**
- 2. Do as you are told by staff – first time, every time**
- 3. Listen carefully when the teacher or another person is talking**
- 4. Put your hand up and wait for permission to speak**
- 5. Always try your best without disturbing others**
- 6. Stand in silence at the end of the lesson until you are dismissed**
- 7. Always do your homework properly and hand it in on time**

Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

Rule 1: 'Arrive on time, fully equipped and ready to work for each lesson'

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of staff.

Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson.

Rule 4: 'Put your hand up and wait for permission to speak'

We recognised the importance of maintaining the tradition of having students putting up hands in order to contribute in discussion. It is expected that the 'hands up' routine will be a central feature of each classroom.

Rule 6: 'Stand in silence at the end of the lesson until you are dismissed'

The tradition of showing respect through standing at the end of the lesson was felt to be of considerable practical benefit. It was felt to be advantageous in offering a 'clean' finish to each teaching period.

Section 3 Around the Academy Rules

Around the Academy Rules:

1. **Be polite and respect the feelings of others**
2. **Do as you are told by staff – first time, every time**
3. **Wear your school uniform correctly at all times**
4. **This is your Academy; look after it. Look after property and put litter in bins**
5. **Eat and drink in the right place at the right time**
6. **Walk around school sensibly and quietly. Remember the one way system and keep to the left**
7. **Outside lessons keep to your designated areas**

Rule 5: 'Eat and drink in the right place at the right time'

Students will need to have guidelines regarding eating in school explained to them. These will be issued as an addition to the Positive Discipline Staff/Governor Handbook.

Section 4 Rewards

This is an extremely important area. We recognise the importance of designing a rewards framework which encourages the active and direct involvement of as many teachers and as many students as possible. It was felt to be essential that all students regardless of ability, gender or age are given the opportunity to operate within the rewards framework.

Central to the philosophy is the right of staff to praise students, including

contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

ONGOING DEPARTMENTAL REWARD SYSTEM

The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System'.

Curriculum Areas will select a stamp to be used by all departmental members. The chosen stamp will lead to the awarding of CREDITS to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and attainment.

CREDITS

As indicated in the pyramid itself, the awarding of CREDITS will be based around the Student Planner. Awarding CREDITS is intended to be both simple and time efficient.

CREDITS can be awarded both within and outside the classroom, offering various opportunities for staff to reward students as and when excellence in all its many forms is noted.

Within the classroom, attainment and effort will be the key areas of focus. In most cases, CREDITS will be awarded as a result of a student's success within the departmental reward system. However 'one-off' achievements in either attainment or effort could also be rewarded with a CREDIT if the member of staff considers that achievement to be sufficiently outstanding, either in the classroom or around the academy.

A clean slate in terms of negative comments will be rewarded with a Form Tutor Credit each week. Except in unusual individual circumstances students will have to have been present for the full week in order to receive this award and will have ensured that in terms of parental signatures, their planner has been kept up to date.

This will be stamped by the Form Tutor into the 'Rewards' area for that week (it may well be that the Form Tutor simply initials next to details which have been written in by the student).

Each week if a student has established 100% attendance then they will receive an Attendance Credit from their Form Tutor. If the punctuality record is also faultless for that half term students with a 100% attendance record will receive a Punctuality Credit. These credits will also need to be recorded in the appropriate section of the Student Planner.

The awarding of Credits will be of great significance around the Academy. As well as being used to reward excellence in terms of classroom and homework performance, they will also be used to reward all significant contributions to the Academy community. This might include presenting a positive image of the Academy in the local community, showing care and concern for the environment of other students, or making a substantial contribution in extra-curricular activities.

The Credits will lead to recognition through our system of Certificates.

ONGOING CERTIFICATES

The Certificate levels for Credits are as following:-

Bronze Award	50 Credits
Silver Award	100 Credits
Gold Award	150 Credits
Platinum Award	200 Credits
Double Platinum Award	250 Credits
Diamond Award	300 Credits
Double Diamond Award	350 Credits
Certificate of Achievement Award	400 Credits
Diploma of Outstanding Achievement Award	450 Credits
Principal's Special Award	500 Credits
Principal's Outstanding Achievement Award	550 Credits
Principal's Exceptional Achievement Award	600 Credits

Students who have gained the required number of CREDITS will notify their Form Tutor who will then send the child to the attached SLT link and then on to the appropriate office in order to receive praise and enable the certificates to be prepared. At the end of each academic year details regarding Credit levels and Certificates awarded will be placed in each child's Record of Achievement file.

It is hoped that the awarding of CREDIT CERTIFICATES will be an accepted, popular and important feature of assemblies for all year groups and that the achievements of boys and girls of all abilities will be represented. Certificates will also be awarded by SLT colleagues in visits to form groups through the year.

POSTCARDS

At the heart of one of the two termly curriculum area meetings will be a review of student performance. Though underachievement will be considered, positive student performances will be central to discussions.

Largely but not exclusively based on credit records, commended students will receive a departmental 'postcard' which will be sent direct to their home. It will be expected that no more than three or four students from each group will be identified each term. Space will be left for a teacher comment, though a signature alone will be quite sufficient.

Three identified department meetings each year must be used to review student progress with the intention of awarding postcards. A postcard chart, filled in by students, will be displayed in all form rooms.

It should be noted that SUBJECT AWARDS are intended to operate in harmony with other letters of praise sent home to parents. All teachers are free to involve themselves in such positive communication provided that a record of the communication is also placed in the student's Student Planner.

SENIOR TEAM INVOLVEMENT

Senior Staff will be attached to a vertical cross section of form groups. During most PD lessons SLT members will operate from their own offices and will be available to receive students who are referred to them by Form Tutors. Students will be sent individually with their Student Planner and, in general, to be praised. Clear guidelines as to when students should be referred to the link SLT member will be issued. It is anticipated that no more than three students from a form group will be referred to the SLT link member within one lesson. Each member of the SLT will, however, visit each of their attached form groups during the course of the year within an identified programme. Members of the SLT will award an SLT Special Stamp. Students who are working exceptionally well will be referred on to the Principal in order to receive the Principal's Special Stamp.

THE MAJOR AWARDS CEREMONIES

Much of the detail concerned with the main awards ceremonies is included at the top of the pyramid structure.

Whole Academy and individual year group displays of achievement of an academic and an extra-curricular nature will be central to the ceremony.

Section 5 Sanctions for Classroom Based Misdemeanours

In terms of classroom based sanctions seven key phases have been identified. It is hoped that the great majority of students will simply choose to spend their time in the Academy operating within the rewards framework.

It is also expected that, of the students whose performance is deemed to be unsatisfactory, only a small minority will move beyond PHASE THREE.

It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

Each member of staff must seek to operate within the framework. We as an Academy will not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we will operate within a logical and well-planned structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

PHASE ONE - VERBAL WARNING (after settling to work)

It is anticipated that many students will receive the occasional VERBAL WARNING in their time at the Academy. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The VERBAL WARNING, though not recorded, has two clear purposes:

- (i) to indicate to students that they have done or are doing something which is unacceptable;
- (ii) to form a link to the more serious PHASE TWO - SECOND WARNING if it is required.

It goes without saying that students must clearly understand the fact that they have received each warning and that the words 'VERBAL WARNING' must be used by the member of staff.

The VERBAL WARNING should not be given as a blanket warning to the full class.

In terms of equipment and lateness within lessons students should receive a VERBAL WARNING for the first misdemeanour of the academic year.

Exactly the same system will operate for students who fail to have their Student Planner signed for the required day.

The first failure in terms of homework will not result in an initial verbal warning. Instead, a comment should be immediately written in the Student Planner.

PHASE TWO - SECOND WARNING

A student who continues to behave unacceptably despite being given a VERBAL WARNING will move into PHASE TWO and receive a SECOND WARNING. This must be recorded in the appropriate page of the Student Planner with a brief comment followed by staff initials. Staff should also keep a brief record in their own file of the nature of the misdemeanour.

Students could move into PHASE TWO as a result of continuing the behaviour which led to the initial VERBAL WARNING or for behaving in a way which is considered too serious to receive only a VERBAL WARNING.

PHASE THREE - STUDENT BEING MOVED WITHIN THE CLASSROOM

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL and a SECOND WARNING. Such behaviour will result in the student moving into PHASE THREE.

Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups and, though the child may well be moved out of the room for a brief cooling-off period, the emphasis here should be on brevity.

In most cases students will be moved to another area of the room as the first part of the sanction. A further comment from the teacher must be placed in the child's planner.

After the lesson the child will be detained at the convenience of the member of staff, ideally on the same day as the misdemeanour(s) has occurred. The place, time and duration of the meeting will be decided by the member of staff concerned although formal twenty-four hour notice will be required if a child is detained for an

extended period after school.

The first three phases are very much seen as classroom-based strategies. Middle leaders could be notified at any time during the first three stages. Once a student enters PHASE FOUR the appropriate middle leader must be contacted.

PHASE FOUR - MOVING TO ANOTHER ROOM/ACADEMY DETENTION

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of others in the room. This is despite receiving three clear warnings at this stage.

Alternatively, it may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to PHASE FOUR.

Each curriculum area will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week at least two colleagues are always identified as being available to 'receive' students who enter PHASE FOUR.

The main emphasis in terms of the identification of members of staff who will be available to 'receive' difficult students will lie in two areas:-

- i. such teachers are likely to have curriculum responsibilities;
- ii. the groups being taught by them at that time are likely to be well-behaved and accommodating.

A student who has entered PHASE FOUR is likely to have caused considerable disruption and inconvenience. Consequently, they should be received in an appropriately severe manner. The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

Both members of staff will be present at the debriefing. As well as the student being appropriately castigated both members of staff will agree upon a comment and then both will sign the planner.

Automatically, the student will receive an Academy Detention. As a matter of policy the appropriate Head of Year will be advised. Parents will be contacted through the detention communication form.

When a third Academy Detention for misdemeanours in lessons is given to any child, that child will automatically move into PHASE FIVE - ISOLATION.

This will be used where a student in Phase 4 behaves unacceptably or where poor behaviour is extreme in nature.

Senior Staff will also be available to support colleagues if necessary.

PHASE FIVE - ISOLATION

Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area. The Isolation Room will be staffed through the normal staff cover rota.

Lunchtime supervision will be incorporated into the existing lunch-time duty framework.

Students will be 'isolated' in the fullest sense of the word. They will eat lunch in the isolation and at no time will the isolated student be allowed to socialise with other students.

The duration of the day in the Isolation Room will be from 8.45 a.m. to 3.15 p.m. All students who are placed in Isolation must bring their set books and equipment for that day.

If a student should be in Isolation but arrives late without good reason, they will repeat the full day at the earliest opportunity.

A student who is absent during the course of an Isolation session and does not produce a formal medical note will repeat the full period of Isolation. The period of Isolation should begin at the earliest convenient time.

The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period with the student's performance being monitored at the end of each school day.

A student who works satisfactorily or better will rejoin mainstream education though a record of the period of Isolation will be kept in the child's personal file. It may also be worth noting once again that this sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

At Key Stage 3, if a student reaches Isolation largely as a result of misdemeanours connected with homework and equipment they will serve one day of Isolation. For all Key Stage 4 students and those students in Key Stage 3 whose misdemeanours are largely behavioural the first period will be for two days. Students who continue to under-perform will work through two further periods of isolation three and four days.

There will be an automatic 'trigger' after which counselling will take place.

After 1 or 2 day Isolation, counselling by Head of Year.

After 3 day Isolation, counselling by attached Assistant Principal.

After 4 day Isolation, counselling by Principal.

Whenever possible, the Form Tutor should be present.

PHASE SIX - FIXED TERM AND PERMANENT EXCLUSION

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in PHASE SIX.

The control of fixed-term or permanent exclusion is entirely in the hands of the Principal and Governing Body.

On re-entry to the academy after a period of fixed term exclusion a student will be automatically placed in Isolation. At Key Stage 3 this will be for 3 days, at Key Stage 4 for 4 days.

Section 6 Sanctions for Misdemeanours committed around the Academy

As outlined in the third pyramid the sanctions system for misdemeanours committed around the academy will operate on four main levels.

Members of staff need the support of a clear framework whilst being able to view each incident's severity based on professional experience. Students need to know the 'minimum' sanction they can expect to receive, whilst also being in a position to understand what the 'maximum' sanction might be.

'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned judges an Academy Detention to be appropriate.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate Academy office, decides that a period of isolation is the most appropriate sanction.

LEVEL ONE

The following system in terms of sanctioning students around the Academy will be used. Though this will mean that no formal VERBAL WARNING will be required it is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around the Academy they should, as a minimum, make a comment in the Student Planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents.

Form Tutors, through the monitoring of Planners each week, should keep a record of such detrimental comments. A student who acquires three such comments will automatically move into LEVEL TWO though it is hoped that appropriate counselling at an earlier stage will reduce the chances of this happening.

LEVEL TWO

Academy Detention. The student will attend an Academy Detention, as appropriate. The procedure for Academy Detentions is exactly the same as that

outlined on page 14.

LEVELS THREE AND FOUR

These will operate in exactly the same way as PHASES 5 and 6 of the 'Sanctions for Classroom-based Misdemeanours'.

Section 7 The use of the Student Planner

Each student will be issued with a new Student Planner at the start of a new academic year.

Monitoring of Student Planners

Student Self-Monitoring

The success of Positive Discipline as an initiative depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in the Academy.

Parental Monitoring

Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the Student Planner the need for parental involvement will be outlined in some detail. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as an academy.

Form Tutor Monitoring

Within the Academy, Student Planners will be monitored each week by the Form Tutor.

When monitoring Student Planners Form Tutors are looking to identify or confirm a number of points:

- i. that the planner is free from graffiti and is being kept in a tidy manner;
- ii. that homework details are being recorded in sufficient detail using the prescribed system (i.e. set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion);
- iii. that, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way;
- iv. that, whenever they occur, comments made in the Student Planner by parents are responded to in an appropriate way;
- v. in order to communicate as Form Tutor with parents upon any Academy

based issue which they feel would be best communicated through the Student Planner;

- vi. in order to monitor the awarding of CREDITS or official sanctions.

Each Form Tutor will keep a separate record of major incidents associated with each child in their form group. Details should be brief and should reflect both negative and positive performance.

It is also the responsibility of the Form Tutor to ensure that the target setting is completed at appropriate times for each year group.

The Positive Discipline Lesson

- (i) Formal guidelines for the structure and content of Positive Discipline lessons will be issued
- (ii) A timetable for PD lessons for the year will be issued before September 2014. Changes to the timetable will be made only in exceptional circumstances

Guidance for referring Students to SLT Link

- No more than three students should be sent during any one PD lesson
- Students should be sent individually and must always carry their Student Planner
- Students should be sent for any of the following reasons:
 - (i) they have successfully achieved a certificate level
 - (ii) they have established six or more weeks of consecutive 'clean slates'
 - (iii) they have performed outstandingly in any way in which the Form Tutor
 - (iv) feels needs to be brought to the attention of the linked SLT member
 - (v) there is clear evidence of under-performance
- Over the course of the year all students should be seen by their SLT Link on at least one occasion
- When there is evidence of excellent achievement an SLT Stamp will be awarded by the member of the SLT. Where a student's performance is exceptional the SLT Link will refer the student to the Principal who will award a Principal's Stamp
- In order to achieve this students must have, as a minimum, the following:

Autumn Term – Bronze Certificate/a period of six consecutive 'clean slates'

Spring Term – Silver Certificate/two separate periods of six consecutive 'clean slates'

Summer Term – Gold Certificate/three separate periods of six consecutive 'clean slates'.

Promoting good attendance

It is our aim to create a culture of excellent attendance and punctuality at the

academies. We expect students to attend every day. Creating a culture of attendance is the key to improving students' attainment. Missing out on education has a significant effect on young people's life opportunities.

Encouraging good attendance is the shared responsibility of the academy, the parent/carer and other partners. Parents/Carers have a responsibility to see that their children receive an appropriate education and it is the responsibility of The GORSE Academies Trust, through its Attendance Service, to ensure that this happens.

To encourage excellent attendance we will:

- Create an environment where students feel safe
- Provide an outstanding, relevant and inclusive curriculum for all our students
- Create a climate for learning, in which all students are challenged through high quality teaching to achieve aspirational targets within a structured and well disciplined environment
- Establish strong, appropriate home – school relationships through regular communications with our pastoral support team and other appropriate initiatives
- Reward excellent attendance through a variety of incentive schemes.

Collection of Data

- Electronic registration takes place at the beginning of the day and additionally within every lesson
- Students arriving late in the morning will be issued with a late mark in their planner in accordance with the PD pyramid. Students arriving after registration must report to Student Services
- Parents are expected to phone school to ensure that all reasons for absence e.g. illness are recorded
- Truancy Call is used to collect missing data on a daily basis
- See appendix 1 for times of academy day.

Analysis of Data

The efficient and speedy collection of data is essential to the development of effective strategies for action. Data is used to analyse:

- Individual absence and lateness

- Developing patterns of absence and lateness within:
 - Tutor groups/Year groups
 - Weekly/seasonal patterns
 - Patterns and nature of unauthorised absence

The Classification of Absences

An authorised absence is granted **by the Trust** and includes illness, medical appointments, bereavement and other circumstances where the Trust deems appropriate. There will be no entitlement for students to be granted leave of absence for holidays during term time. The Principal has discretion to grant up to ten days' leave per school year if appropriate. At the Trust, a written request for leave of absence would be expected in advance and would not be granted to a student with an attendance record below 93%. No student from Year 9 upwards would be granted leave of absence. Even authorised absence though, is still time away from school and for this reason medical and dental appointments, as far as possible, should be arranged for out-of-academy hours.

An unauthorised absence is any absence which does not fall into the following categories:

- Absence caused by illness or other unavoidable cause
- An approved absence for religious observance
- Situations where the Trust authorises absence e.g. work experience.

Persistent Absentees

Any student who is absent for more than 15% of teaching time is classed as a Persistent Absentee. This group of students is monitored assiduously through data analysis and personalised strategies for re-integration are formulated by the pastoral support team.

Strategies for Improving Punctuality

1. A negative comment is written in the planners of students who arrive late. Three lates in a half term results in an after school detention, 5 lates results in a day in Isolation and a further 3 lates would be another day in Isolation;
2. Standard letters are sent out concerning punctuality. These letters record the number of times that a student has been late for school and ask parents/carers to support the Trust by helping to improve their child's punctuality;

Strategies for Improving Punctuality

1. Students whose absence from the academy gives cause for concern, or who are absent during the school day, are interviewed by their Head of Year;
2. The Head of Year will always seek the support of the parent in improving attendance. A standard letter, accompanied by an attendance print out, will

explain to the parent/carer the extent of the problem. Where possible, the parent/carer will be made aware of the situation initially by telephone, and an appointment to discuss the problem will be offered.

3. If further action is necessary, the Head of Year may decide to refer the student to the academies Attendance Officer, during their weekly meeting. This will trigger the 6 Stage Process for Managing Irregular School Attendance

Rewards and Incentives

The school celebrates excellent attendance through:

- The weekly award of credits for 100% attendance
- Termly postcards for 100% attendance and improved attendance
- Prizes for the top attending form
- Annual cinema trip
- Y11 School Prom scheme
- Termly prize draws, one for each Key Stage, of voucher worth £50 redeemable at a local supermarket
- One annual prize draw of holiday voucher worth £1500.

Reintegration of Long Term Absentees

Students, who are long-term absentees, whether through ill health, exclusion or truancy, often find the return to school problematical. There are academic and social hurdles to overcome. At the academies, individual programmes are devised to reintegrate long term absentees into school and may involve the assistance of external agencies e.g. the Pupil Referral Service and their re-integration team.

Other strategies include:

- Personalised learning programme supervised by our Learning Support Unit
- Individual work with our Learning Mentors or other appropriate staff
- Adapted curriculum

Staff are made aware of reintegration strategies via the staff briefings, emails and notes on the noticeboard.

HOLIDAY PROCEDURE – IN TERM TIME

Any disruption to a student's education is detrimental to their success, especially during examination periods. This is particularly relevant in Years 9, 10 and 11, when missed assessments and coursework can result in lower grades.

Holidays in term time are totally inappropriate and for this reason the academy will not authorise any holiday during term time.

Unauthorised absence can lead to a Fixed Penalty Notice (£50 fine) being issued. More than 5 days unauthorised absence in any one term may result in the issuing of a Fixed Penalty Notice.

There are 190 school days in the year – leaving 175 days when holidays can be taken out of term time.

Exeats

Students who need to leave the premises during the school day are asked to bring a letter from home and/or an appointment card, or a note in their planner.

Exeats can only be issued on the day of the required absence and not in advance. Students with an exeat must sign the register at Student Services on leaving the premises and sign back in on their return to school.

Only Post-16 students are allowed off the premises at lunchtime.

Roles and Responsibilities

Students

All students should:

- Attend regularly
- Attend punctually
- Attend appropriately prepared for the day
- Alert their Form Tutor/Head of Year to any problems that might affect attendance

Parents/Carers

All parents should:

- Encourage regular school attendance and be aware of their legal responsibilities
- Ensure that students arrive at school punctually and prepared for the school day
- Ensure that they contact the academies whenever their child is unable to attend

Form Tutors

The form tutor will:

- Record students' % attendance in planners
- Challenge students, where appropriate, in all areas of non-attendance, punctuality, truancy, discussing absence with individuals in the weekly PD lesson
- Complete registration procedures accurately and efficiently
- Celebrate student attendance by issuing weekly stamps for 100% attendance, in line with the Trust's PD policy and display attendance data on noticeboards

Subject Teachers

The subject teacher will:

- Complete student registration using Lesson Monitor in every lesson
- Communicate any concerns arising to the member of staff with responsibility for attendance administration

Heads of Year

The Head of Year will:

- Monitor trends in non-attendance through weekly meetings with the Attendance Officers and take appropriate action
- Manage strategies for raising achievement through regular communication with form tutors, relevant members of SLT and parents/carers
- Motivate students through assemblies, rewards and incentives.

Attendance Officers

The Attendance Officer will:

- Meet with each Head of Year on a weekly basis to analyse attendance trends and identify target students
- Meet with SLT on a weekly basis to discuss whole school trends, groups of students (e.g. by gender, ethnicity etc) who are causing concern and strategies for improvement
- Make home visits to targeted students to discuss issues with parents/carers
- Manage the 6 Stage Process, including School Attendance Panels and Parenting Contracts
- Make appropriate links with other outside agencies to improve attendance of those students on stages 3-5
- Maintain records of school attendance problems, evidence for court action etc.

Attendance Support

The Administrative staff will:

- Alert Form Tutors to absence issues and oversee first day calls and Truancy Call
- Analyse Lesson Monitor data
- Alert SLT to unexplained absences
- Assemble weekly printouts for HoYs, AO, SLT and Form Tutors

Attendance Managers

The Attendance Managers (AP's i/c each Key Stage) will:

- Manage HoYs/AO with regard to attendance
- Manage Lesson Monitor data and action strategies to improve attendance
- Market and promote attendance
- Mail PA returns to the DfE via Leeds Local Authority

Attendance Leader

The Attendance Leader will:

- Lead the strategic development of attendance in the school
- Prepare a report to be delivered to the Governing Body.

Eating Arrangements

The Academy students will use the high quality canteen facilities on the new site. This will provide a selection of healthy foods reflecting the diverse preferences of the student population. A separate supervised area will be made available for Academy students to eat their own food. We are determined to ensure that the quality of food and the availability of water is of such a high standard that it has a transformational impact on learning.

Uniform

Will be of an exceptionally high standard. It will consist of a grey blazer, a sleeved school jumper, tie, white collared shirt, black trousers and black shoes. A high standard of personal appearance will be expected of all students and exaggerated styles will be inappropriate. It is expected that all students will wear the uniform to and from school. Full co-operation in maintaining high standards will be required. Students will be isolated or sent home if they attend school without correct uniform.

Student Voice

Student Leadership is imperative for the continuous progression of the quality of teaching and learning that the Academy community engages with. It involves welcoming and providing the mechanisms for an increasing level of reflection where students work in partnership with their peers, staff and the wider school community to raise standards and aspirations for all.

Student Leadership aims to:

- ensure continuous progression of quality learning through providing platforms that increase opportunities for the Academy to engage as a community ;
- raise standards and aspirations for all through facilitating a positive dialogue between all students and staff;
- challenge students and capture their unique insights into the Academy community through building them the mechanisms through which to gain recognition;
- involve all students as active participants who can contribute to Academy improvement and make a positive difference for the community.

Partnership and working with others

Community Engagement – Key Features

The Academy vision is to produce confident students who are fit to take their place as ambitious, productive and positive citizens of 21st century Britain. Parents and the wider community will be encouraged to develop a trust in the Academy through open and honest dialogue and sustained engagement.

The Academy's drive for engagement with the community will be taken forward through a number of strategies to create active partnership with parents and the community. The Academy will encourage community participation by:

- The promotion of the role of the student as participant in Academy life.

- Initiatives will be introduced to promote parental/carer support for their children's learning.
- The Academy continuing to be a resource for the local community.
- The importance of links to business and universities.
- Academy students becoming 'sports coaches' and 'peer mentors', thus enabling them to offer community service in the feeder primary schools.

Wellbeing

The academy, in line with all members of The GORSE Academies Trust, will adhere to strict procedures regarding Safer Recruitment in line with The GORSE Academies Trust's Safer Recruitment Policy. This includes Safer Recruitment Training, a clear policy in which our commitment to safeguarding and promoting the wellbeing of children and young people is shared and understood across our whole community, the involvement of students in that process, pre-employment checks, post appointment induction, working with the ISA, maintaining an effective Single Central List and ensuring that there is a rigorous approach to working with non-permanent employees. The policy also covers in detail the importance of dealing effectively with allegations of abuse against staff and volunteers, the support for those involved and approaches to confidentiality. Our approach also emphasises the importance of clear and comprehensive record keeping, initial considerations and the handling of investigations.

The Ruth Gorse Academy will take very seriously its approach to bullying, again working closely with other academies in the partnership to ensure a robust approach is in place.

Anti-Bullying Policy

Bullying is a major concern in all schools. It is an issue that affects students, parents, governors, teachers, non-teaching staff and others and can have extreme consequences.

We are determined to provide our students with a safe, secure and happy environment in which to learn. We expect high standards of behaviour and do our best to encourage our students to develop into responsible and valued members of the community.

We therefore feel that it is important to supplement our Behaviour & Discipline Policy and the Charter of Student Rights & Responsibilities with a policy which:

- defines bullying,
- raises awareness through the curriculum,
- identifies procedures for dealing with incidents of bullying,
- supports students who have been involved in bullying incidents.

To echo the phrase from the DfE, we do not want our students to "suffer in silence".

What is bullying?

Bullying is:

- deliberately hurtful behaviour,
- repeated often over a period of time,
- difficult for those being bullied to defend themselves against.

It usually takes one of four forms:

- *Physical* e.g. hitting, fighting, taking belongings
- *Verbal* e.g. name-calling, insulting remarks, racist comments
- *Indirect* e.g. rumour-mongering, excluding someone from social groups
- *Cyber-bullying* e.g. texting, use of websites etc

For some students, bullying behaviour is regarded as acceptable behaviour outside school, where strength is shown through aggression. This type of behaviour is contrary to the ethos of our academy. In partnership with parents, we aim to raise awareness and prevent such behaviour.

Raising Awareness Through The Curriculum

It is important that students appreciate that bullying is:

- detrimental to the safety and happiness of students,
- may have an adverse effect on academic achievement,
- may lead to absenteeism, depression or, in very extreme cases, suicide.

Therefore:

- Bullying is covered through many elements of the PHSE programme in Year 7 so that students are always aware that bullying behaviour is unacceptable and will not be tolerated.
- PHSE lessons throughout KS3 and KS4 continue to address the problem of bullying and peer pressure during the examination of other topics, such as drugs, adolescence.
- Form tutors are encouraged to discuss bullying as and when appropriate.
- English and Drama lessons may be used to explore bullying issues. The topic may arise in any lesson and staff are expected to discuss the topic in a sensitive and professional manner.
- Assemblies are periodically used as a vehicle for raising awareness, using relevant examples.
- Bullying is a regular item on the individual year groups agenda of the School Council.

Procedures For Dealing With Incidents

- All incidents must be treated seriously by all staff and referred to the Form Tutor/Head of Year (HoY) as soon as possible.
- Written statements should be taken using the standard proforma from all students involved.
- Both 'victim' and the 'bully' must be made aware that the school views any instance of bullying very seriously.
- It is imperative that the victim is supported and is given help.
- Every effort must be made to resolve the situation immediately. Where appropriate, 'victim' and 'bully' should be brought together to discuss the incident.
- Follow up procedures should check that the bullying has not resumed.
- HoY will judge the seriousness of the incident. In the case of a minor 'one off' incident, in which no physical harm is done, a reprimand may be sufficient. More serious or persistent cases will necessitate the involvement of the Assistant Heads, KS3 and 4. In these cases, parents must be informed and invited into school.
- Sanctions must be clear, consistent and appropriate to the seriousness of the incident.
- Where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The DfE guidance for LA exclusion appeal panels makes clear that students responsible for violence or threatened violence should not normally be re-instated.
- An Incident Record using the standard proforma must be completed and entered on the students PSP.
- When investigating a fight, it is important to identify whether it has arisen through bullying. If a student has been severely provoked, this must be taken into account when dealing with the incident. If both parties have been provoked by third parties, it is important to identify the provocateur(s) and deal with them appropriately. N.B. We must never give the impression that we condone retaliation, although we should treat incidents of this nature sensitively.

Student Support

Once the incident has been dealt with, it is important that there are no further problems. The victim must be able to alert the Form Tutor/HoY of any

repercussions and strategies should be put into place to allow this to happen. Similarly, the bully must be monitored so that no further incidents occur.

BULLYING: A Charter of Student Rights

As a member of the academy, you have the right:

1. To live your life in peace and safety
2. To be an individual and be proud of being different
3. Not to be bullied
4. To say 'no' firmly to any behaviour you think is wrong
5. To protect yourself by ignoring others or by walking away
6. To tell a member of staff if someone is making you unhappy

BULLYING: A Charter of Student Responsibilities

As a member of the academy, the school expects you:

1. Not to put up with any form of bullying
2. To work with others to stop bullying
3. To inform a member of staff of any form of bullying
4. Not to be afraid of reporting incidents. If you do nothing, it might suggest that you are supporting the bullying
5. Not to put up with bullies in your group of friends
6. Not to make up stories about bullying

DON'T SUFFER IN SILENCE

If you are being bullied

- *try to stay calm* and look as confident as you can
- *be firm and clear* – look them in the eye and tell them to stop
- *get away* from the situation as quickly as possible
- *tell an adult* what has happened straight away

After you have been bullied

- *tell a teacher or a another adult* (eg Learning Mentor) in your school
- *tell your family*
- if you are scared to tell an adult by yourself, ask a friend to come with you
- *keep speaking up* until someone listens and does something to stop the bullying
- use the *peer support service*, (tell a peer mentor)
- *don't blame yourself* for what has happened

When you are talking to an adult about bullying, be clear about

- *what* has happened to you
- *how often* it has happened
- *who* was involved

- *who saw* what was happening
- *where* it happened
- *what* you have done about it already

If you find it difficult to talk to anyone at school or at home, ring

ChildLine, Freephone 0800 1111, or email www.childline.org.uk

The phone call or email is *free*. It is a *confidential* helpline

Physical and Mental Health

The Ruth Gorse Academy will take very seriously all issues around physical and mental health.

Mental health issues will be discussed and considered in detail through PSCE programmes and a series of assemblies which ensure that all students know what to do and who to speak to if they are experiencing issues themselves around mental health. This could also be where they are concerned for a friend or a member of the family. Very important to our work in this area is ensuring that stigmas around mental health are removed and that young people feel confident in discussing the area with confidence.

Physical health will be promoted through our extensive enrichment programme and through a very high quality approach to physical education. Young people will be encouraged to drink healthily throughout the day and the food provided by the academy will be of an exceptionally high standard. Physical health and wellbeing will be heavily promoted through our PSHE and assembly process.

PSCHE

Our approach to PSCHE is critical in developing students' personal and social skills. We have already established a potential outline for some of the PSCHE programme.

PSCHE DAY 1 – Economic Wellbeing

See Annex 4 –Proposed Content of PSCHE Days at The Ruth Gorse Academy

Online Safety

The Ruth Gorse Academy will adopt and implement the Online Safety Policy established for The GORSE Academies Trust. This follows the Yorkshire and Humber Grid for Learning Guidance on using social websites effectively as a person working in schools. The policy also looks in detail at issues around social contact with pupils, children and young people, particularly related to social networking websites. The policy outlines in detail and specifically inappropriate

material and issues around creating images of pupils through photography and video. Also made clear in the policy are procedures for professionals around internet use, the use of personal technology and equipment in school, propriety and behaviour, confidentiality and cyber bullying.

Medication

Specific medical facilities and support will be available for all students. At the point at which students enter the academy all families will be required to complete a detailed student profile, including any medical needs or medication requirements. Based on this information appropriate students will be given a medical procedure profile which would be reviewed on two occasions each year. Responsibility for maintaining the medical profile will be the Head of Year.

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	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0
Year 7	190	0	167	87.9%	252	0	264	104.8%
Year 8	0	0	0	0	190	0	167	87.9%
Year 9	0	0	0	0	0	0	0	0
Year 10	0	0	0	0	0	0	0	0
Year 11	0	0	0	0	0	0	0	0
Year 12	50	0	38	66%	70	0	58	82.9%
Year 13	0	0	0	0	45	0	38	84.4%
Totals	240	0	205	85.4%	557	0	527	94.6%

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.

The response to this initiative has been extremely powerful and positive. What also needs to be recognised in connection with this section is the compelling evidence provided by Leeds City Council that there will be an extremely significant demographic need for this school.

In order to gather evidence of demand we did the following:

- Engaged in a media campaign which utilised local newspapers in particular. The main article appeared in the Yorkshire Evening Post as there is no local newspaper specific to inner south Leeds;
- In that article we publicised the fact that there would be two public meetings regarding the new free school. One was held at The Farnley Academy on 22 November 2012, the other at the Royal Armouries on 29 November 2012. Both were well attended. At the first meeting 48 members of the public were in attendance, at the second 56 members of the public were in attendance. The response from those attending the meetings was extremely positive;
- From the meeting and the newspaper article we encouraged potential parents and families to complete an online questionnaire which would provide further evidence of demand for such a school. In our work we did find there to be a challenge in the application process at this stage. Though it can be seen from Section H of this form that we have done some work in identifying a potential site, it was impossible to present parents with a finalised view of what the school premises would look like, where it would be geographically placed and, as a consequence, other pieces of information which any parent would need in order to make a school their 'first choice' in an application process.

What we do have therefore is a questionnaire which provides significant evidence of demand for such a school. In addition to this we know that once a site is established then that in its own right will increase further the level of interest in the project. Additionally we know that Leeds faces very significant demographic challenges in the secondary sector which begin at the point at which The Ruth Gorse Academy would open.

The Questionnaire

We asked in the questionnaire the following questions:

1. Do you support the idea of a new secondary free school/academy in

Leeds city centre? Y/N

2. Are you concerned about the current quality of secondary provision in Leeds city centre? Y/N

3. Would you be interested in your child(ren) attending a new free school/academy in Leeds city centre? Y/N

If yes, how many children are in your extended family? (children identified by age range)

4. Are you supportive of the new free school/academy being proposed by The GORSE Academy Trust? Y/N

5. Please add any further comments/messages of support (open text)

Parents and families were also given the opportunity to provide a name, address, contact number and email address.

The template of the survey is provided as **Annex 5**

The summary of responses was as follows:

Question 1 – total number of respondents 387 Yes 369, No 12, no response 6.

Question 2 – total number of respondents 387 Yes 358, No 17, no response 12.

Question 3 – total number of respondents 387 Yes 364, No 16, no response 7.

In the age ranges specified the following responses were submitted; those returning a 'No' in answer to question 3 were removed from the totals.

Year 3 or below: 202

Year 4: 264

Year 5: 167

Years 6-8: 191

Year 9: 58

Year 10: 38

Question 4 – total number of respondents 387 Yes 369, No 12, no response 6.

Question 5 – In total of the 386 responses submitted 214 made a written submission. Of those 188 were highly positive with a further 14 being positive but with reservations. 12 were strongly opposed to the initiative. Of these 8 were concerned regarding the impact on other schools in the area. 2 felt that it was a waste of money. 2 were simply against the initiative but without providing any reason.

Presented as **Annexes 6 and 7** is a graph and a map which illustrated the enormity of the demographic challenge facing Leeds City

Marketing

The Ruth Gorse Academy is intended to be a truly inclusive institution catering for children of all abilities. As set out in our approach to disability and SEN we will, in partnership with commissioned external experts in marketing, be communicating fully with the wider community just how impressive our provision will be for students with SEN and disabilities. Once the site has been confirmed we will be determined to ensure that we develop an academy which is extremely attractive to young people with disabilities.

We believe that this initiative will be attractive to pupils and families of all backgrounds and abilities. We have chosen specifically to work in an area of the city with some of the most deprived and challenging communities. We are determined to place at advantage through their access to a superb academy those young people who are most disadvantaged in terms of their personal circumstances.

At the centre of our promotional work will be our guiding mission statement 'Dare to achieve beyond what you are today' which we believe will be immensely attractive to young people from disadvantaged backgrounds. We are also confident that, such is the reputation in the Leeds city region of The GORSE Academies Trust, families and young people will be extremely keen to take up places at this new free school.

In our work we will also ensure that we emphasise the importance of our partnership procedures. Our continuing partnership with The Farnley and Morley Academies will be pivotal in The Ruth Gorse Academy's journey of success. The academy will also be a strategic part of the Leeds City Teaching School Alliance. We will also ensure that the community is attracted by the exciting partnerships that we have developed with the University of Leeds and Leeds City College. The former will be of immense importance in ensuring that we set the very highest standards of aspiration and ambition for all. The latter will reflect our commitment to inclusivity through the prioritisation of our outstanding vocational education.

The Ruth Gorse Academy will be at the heart of its community. We will be there to support young people who come from a whole range of backgrounds including significant disadvantage and their parents and families as well. We will ensure that parents are supported to become partners in learning and that opportunities will exist for parents who themselves are not confident academically to improve their own skills in literacy, numeracy and ICT. Essential to this work will be the establishment of a whole range of partnerships with key local employers. This is a wonderfully exciting part of the opportunity that we have; some of the very best companies in the world will be on the doorstep of this new free school and it will be our challenge to ensure that they develop relationships and partnerships with the young people who attend The Ruth Gorse Academy. Attached as **Annexes 8, 9 and 10** are letters of support from key members of the wider Leeds community for this free school.

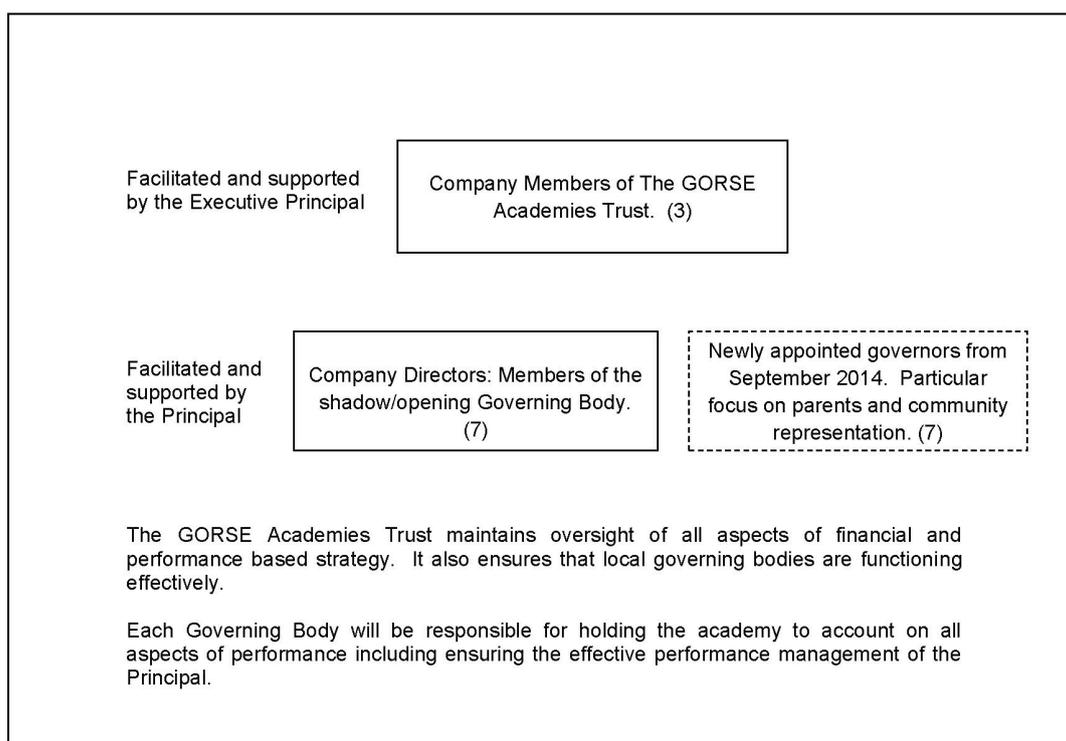
Section F: Capacity and capability

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

Governance

Upon opening, The Ruth Gorse Academy will become a part of The GORSE Academies Trust, a company set up and registered at Companies House in December 2010. That company has three members who have appointed seven company directors. The seven directors will form the first governing body of the academy and will look at the first possible opportunity to extend and strengthen that governing body, particularly through local representation, local significant employers and higher education representatives.

The diagram below sets out the relationship between the company (The GORSE Academies Trust), the governing body of The Ruth Gorse Academy and the Principal/Principal Designate. It is worth emphasising also that the overall strategic direction of the academies within the trust is directed by the Executive Principal. The role of the Executive Principal is also set out in that diagram.



The board of The GORSE Academies Trust works with the Executive Principal to guide the overall strategic direction of the partnership. Its fundamental areas of concern are as follows:

- To ensure the financial efficiency and probity of the trust and of each of the academies within the trust;

- To monitor the academic performance of the academies in the trust, ensuring that appropriate targets are set and checking progress against those targets;
- To ensure that the performance management of the Principals and the Executive Principal are carried out properly and robustly;
- To ensure that the partnership's Teaching School status is fully utilised;
- To fully assess the appropriateness of any new potential members of The GORSE Academies Trust;
- To ensure that the work of all governing bodies within the trust is effective with appropriate levels of challenge and support;
- To ensure that opportunities for efficiency savings and shared expertise across the partnership are fully utilised.

The Governing Body of The Ruth Gorse Academy will work under the overall direction of The GORSE Academies Trust. There is every expectation that the governing body will operate in a highly effective manner; its Chair of Governors is a National Leader of Governance and a number of members of the governing body have extensive experience of Outstanding governance through their work at The Morley Academy. Consequently we expect the governing body to be highly aware of its own strengths and weaknesses and capable of acting to improve its own performance.

Where performance of any governing body in the partnership gives cause for concern it is the responsibility of The GORSE Academies Trust to ensure that those areas of concern are addressed. This could include the removal of a governor or the appointment of a new governor.

Through its monitoring of the work of the governing body the trust will be fully aware of progress being made against financial and academic targets. The trust has the right to intervene directly should it have concerns in either of these two areas and to overrule governing bodies when appropriate.

The Governing Body will share its workload between the committees, and will delegate to those committees and the Principal appropriate powers. Any obligations not so delegated will remain for the Governing Body to discharge.

The Chair of any committee, or the Principal, may invite non-members of the committee to attend committee meetings. Any such invitee may participate in the deliberation of the committee and, though deemed to have been in attendance, will not have a vote. The same applies in respect of full Governing Body meetings, but any participation therein will be at the invitation of the Chair.

Any governors may attend any committee meeting and participate in its discussions, but will not have voting powers if not an allocated member of the committee in question.

Minutes of all committee meetings will be supplied to all governors.

At its first meeting of the academic year the Governing Body will review its delegated powers, standing orders and terms of reference, as well as agreeing

Chair and Deputy Chair. It will also make whatever other decisions are needed to enable it to carry out its duties.

If an urgent decision has to be made between meetings, the Chair of Governors and Principal, along with the relevant committee Chair are empowered to make that decision. This must be reported to the committee at its next meeting.

Delegated Powers to Principal

1. Responsibility for complying with SEN requirements
2. Responsibility for keeping curricular records of each pupil
3. Responsibility for academy security issues
4. Power to discipline staff up to and including a final written warning

Committees

Whole Academy Performance Management & Curriculum Committee (WAP)
Finance and Risk Management Committee (FRM)
Strategy Review Group (SRG)

WAP & FRM

- Both committees will meet at least three times a year
- Both committees may agree to delegate responsibilities to the Chair or form sub-committees or working groups as necessary to ensure their responsibilities and objectives are discharged
- Both committees will be formed from those governors electing to be members of the committee
- For any committee to be quorate these must be at least 3 members of that committee present.

Terms of Reference

Whole Academy Performance (WAP)

Responsibilities

- Monitor student outcomes and achievement at all key stages
- Monitor curriculum provision and development (including curriculum enhancement and enrichment)
- Ensure appropriate target setting

- Monitor professional effectiveness and teaching and learning
- Monitor effectiveness of performance management

Objectives

- Ensure the academy meets its targets for KS4 and KS5 (both in the aggregate and for each subject) and, in particular, ensure the School is at least in the top quartile of all maintained schools for KS4 and KS5 results
- Agree the targets that are to be set for KS3, 4, and 5
- Ensure the curriculum continues to meet the needs of all students and we take the opportunity of recognising and celebrating student achievement within the wider community
- Aim to ensure that the quality of all teaching and assessment is at least good or better
- Oversight of relevant pastoral and performance policies and implementation
- Oversight of relevant parts of SEF
- Oversight of and involvement in the School Development Plan

Finance and Risk Management Committee (FRM)

Responsibilities

- Monitor arrangements for managing risks to students including Child Protection and Health and Safety processes
- Monitor the management of the academy's finances in accordance with the financial regulations of The GORSE Academies Trust
- Monitor the letting and performance of any major contracts (ie those above £10,000)
- Monitor the development of the learning environment
- Monitor the development of academy policies and procedures
- Monitor all aspects of estate condition, problems and requirements

Objectives

- Ensure that appropriate arrangements are in place to protect every student from harm (including approaches to bullying, harassment, behaviour,

ensuring those with access to children are fit, proper and safe, the learning environment is safe and risks outside of the academy are assessed and managed)

- Ensure that the academy finances its activities within its budget (the academy should avoid deficits each academic year)
- Ensure that the academy plans its finances to enable it to meet the needs of the learning environment both in the short and long term
- Ensure that there is an accessibility/disability plan for the academy and that the development of the learning environment takes account of accessibility
- Ensure that the academy gains the best value from all of its external contracting arrangements (and from expenditure in general)
- Ensure that the academy's policies and procedures remain up to date and reflect the strategic direction of the academy
- Ensure that the academy estate continues to be fit for purpose

Strategy Review Group (SRG)

Will have a Governor responsible for co-ordinating the Group

- Will be made up of the [REDACTED], the [REDACTED] and the [REDACTED]
- Will meet at least three times a year
- Will delegate responsibilities as necessary

Responsibilities

- Monitor the development and implementation of the Academy Development Plan (the Learning Renaissance) - including initiatives to deliver these objectives
- Monitor any issues that arise in the Academy Year that impact upon the delivery of the academy's plans

Objectives

- Ensure the academy operates as an "Outstanding Academy" in all areas of its work
- Ensure the Academy Development Plan remains fit for purpose and that the academy delivers "Outstanding" performance (ensuring that there is long term planning to achieve these aims)

- Ensure that the academy's key priorities are addressed and initiatives are successfully implemented and reviewed
- Address any issues that impact upon the delivery of the Academy Development Plan

Other Committees

Performance Management and Pay and Grading Committee

The Chair and Vice-Chair and one or more governors nominated by the Governing Body will conduct the Principal's performance appraisal.

A governor elected by the Governing Body will act as an appeal governor to act in the event of the Principal wishing to appeal any decision in respect of the performance review.

The Principal's performance reviewers will also act as the pay and grading appeal committee (hearing any appeals that need to be heard by governors, made by a member of staff regarding their pay).

Ad hoc Panels

From time to time Governor appeal panels will need to be formed. The composition of the appeal panel will depend upon the matter to be addressed, and whether or not any Governors have any conflicts of interest and Governor availability. Depending on the circumstances, the Chair of Governors, the Principal or a member of the Senior Leadership Team nominated by the Principal will be responsible for organising the relevant panel. The panels will deal with matters such as:

- Exclusion appeal hearings (to hear appeals by carers in respect of fixed term or permanent exclusions of students);
- Employment related appeal hearings (to hear appeals in respect of any grievances raised by staff, appeals against decisions to permanently dismiss a member of staff or any other sanction);
- Complaints management appeal hearings (to hear appeals against the decision of the Principal or any other person in respect of complaints raised by a carer or any other similar person).

Governors with areas of special responsibility

Training

- Alerting governors to training opportunities
- Encourage individual governors to attend relevant training sessions

- Monitoring and recording training
- Organising group training sessions
- Identify training needs

Safeguarding including Safer Recruitment

- Ensure the school has an appropriate Child Protection Policy
- Monitor safe recruitment procedures
- Ensure the Principal and all other staff undertake regular training and that all others are aware of the school's arrangements/child protection

Inclusion

- Develop knowledge and understanding of SEN issues
- Monitor SEN provision and progress
- Oversee inclusivity of practices and policies

Responsible Officer

- Acts as internal auditor, ensuring that relevant testing and procedures are adhered to and ensures that the reports of the external auditors are conveyed to the Governing Body, at least once a term

Free School Meals (FSM)

- Monitor the progress of FSM pupils
- Draw attention to any concerns in this area
- Liaise with member of staff i/c FSM

Health & Safety

- Overseeing maintenance of contract with contractors
- Carrying out site inspection at least once a year
- Inspection of accident/incident books at least once a term
- Overseeing health & safety within the academy

E Safety

- Working with senior staff to ensure that students are trained in e safety
- Examining the academy's e safety system

- Inspecting the academy's records of incidents of concern regarding e safety

Working towards being a highly effective Governing Body

The role of the Governing Body at The Ruth Gorse Academy is to help the academy to fulfil its aim which must be to provide the best possible education for all its students.

There are many things which we as governors are expected to do. The following provides a brief outline:

- Governors have responsibility with the Principal for deciding, reviewing and monitoring many of the policies, plans and procedures within which the academy operates
- The governors' role is strategic. The Principal's role is both strategic and operational
- It is important to recognise that governors are part of a team. They all have equal status and though they are appointed by different groups (parents, staff, The GORSE Academies Trust, etc.), their main concern is the welfare of the whole academy
- Governors make decisions democratically, by consensus. Governors do not have individual powers to act alone
- Governors have a duty to act fairly and without prejudice at all times
- Governors share the responsibility of appointing staff with the academy and must act in the same way as any good employer
- Governors should consider carefully how their own decisions might affect other academies
- Governors should encourage openness in all of their work for the academy and should welcome enquiries from parents and the general public
- Apologies should be tendered when meetings have to be missed.

Commitment

- Being a governor involves giving time and energy to the academy with at least one meeting a term of both governing body and relevant committees
- If you become a governor you should be aware that the academy depends on your commitment to the team with whom you will work

- It is important that all governors accept a fair share of responsibilities, including service on committees and working groups
- Governors should take time to visit the academy and get to know its staff and pupils
- Regular attendance at meetings of the full governing body, committees and working groups is essential

A productive Governing Body

- works together as a group
- decides on policies and priorities with the Principal and staff
- takes reasoned decisions and follows them through
- holds meetings that make a difference to the life and work of the academy
- supports the pupils, parents, staff and Principal

Meetings

- The governing body must meet at least three times a year.
- Any three governors may ask for a special meeting through the clerk.
- Seven days written notice of a meeting must be given by the clerk, and the expectation is that any papers, which are to be considered at the meeting, will accompany that notice. Only in emergencies should papers be tabled at the meeting.

On occasions when this unavoidable, the expectation is that the meeting will be temporarily halted, and those present allowed the appropriate time for reading and consideration before being expected to meaningfully consider the matter.

- Shorter notice may be given only if the Chair (or in his/her absence the Vice Chair) agrees that there is an urgent need for a meeting.
- Meetings are not open to the public but the governing body may decide to invite observers on a one-off or regular basis. Observers may contribute to discussion but cannot vote.
- The agenda, minutes, and any other papers used in a meeting must be held in the academy and made available for inspection on request by interested parties, excluding confidential items.

Agenda

- The agenda will list all the items that are to be discussed at the meeting.
- All governors are entitled to ask for an item to be placed on the agenda. To do this they should contact the Chair or clerk a few weeks before the meeting. Governors can also contact the Chair/Principal and ask for information.
- Items under Any Other Business should be for urgent matters only. Governors should let the Chair know before the meeting if they wish to raise a matter under Any Other Business.

Minutes

- The minutes are a record of what happened and are taken by the clerk.
- When the minutes are agreed as a correct record, the Chair will invite discussion on any matters arising from them.
- All governors are entitled to ask a question about the minutes or check on progress since the last meeting.
- There is no need to raise questions on the minutes if they are covered elsewhere in the agenda.

Principal's report/other reports

- This is a report written by the Principal on at least 3 occasions within the year which updates governors on issues and provides information on which decisions can be made.
- This report can also enable the Principal to explain academy policies and report on progress.
- The Principal's Report provides an important way for governors to get to know the academy.
- This report is also one of the ways by which the Principal is accountable for the running of the academy.
- Other reports may be provided by the Principal, committees, the DfE, etc. These can often provide detailed information useful to governors.

Chair and Vice Chair

- The Chair and Vice Chair are elected for either one, two, three or four years.
- Where a vote is taken on an item of business and there are equal numbers

for and against, whether in GB or committee the Chair has a casting vote.

Make up of Governing Body

- All governors should have a copy showing the make up of the Governing Body which includes name and category of each governor along with their terms of office.

Quorum/decisions

- A decision cannot be taken unless a minimum (quorum) of governors is present.
- A quorum for a Local Governing Body and committee is 3 elected/selected members of that body.
- Any decision taken at the previous meeting should not be rescinded or varied unless there is an item on the agenda which specifically states the intention to do so.

Withdrawal from meetings

- No governor should be involved in a decision where his/her personal interest may conflict with those of the academy (contracts, services, staff). It is up to the governor to declare an interest.
- Where disciplinary action against a member of staff is being discussed, no one who was involved in events leading up to the matter, or who has a personal interest in the outcome, is allowed to take part in the discussion and should leave the meeting.
- Staff governors need not withdraw from meetings unless their interest in the matter under discussion is greater than that of other staff in the academy.
- Staff governors must withdraw from meetings where the pay or performance of anyone who works at the academy is being considered.
- The Principal is only required to withdraw when his/her salary/performance is being considered.

Disqualification

- If a governor fails to attend any meeting for six months without the consent of the governing body he/she will be removed from office.

Further information

- For further information on how the business of the governing body and its meetings should be conducted, please consult the Guide to the Law and in particular the Education (School Government) Regulations, which are located at the back of the Guide to the Law. On appointment to a governing

body governors will receive a copy of the Guide to the Law.

The key responsibilities of the Principal will be to establish a strong strategic direction for the Academy by leading on the creation and development of the most important systems and processes. They will create the ethos and culture of high expectations, which will drive standards forward. The main activities will be:

- Engagement with The GORSE Academies Trust and the Governing Bodies of The Morley and Farnley Academies
- Responsibility for Safeguarding and Health and Safety Issues
- Vision and Ethos and Strategic Planning
- Leadership of the Senior Leadership Team
- Academy Development Plan
- Links with Strategic Partners
- Leadership Group Performance
- Governance Agendas and the Academy Improvement
- Staffing
- Publications
- Achievement
- Recruitment
- Financial Effectiveness

The Principal will be concerned to see the immediate establishment of high standards and will assume line management responsibilities as appropriate to ensure these priority areas of the Academy strategic development plan are at the heart the Academy's work.

The leadership and management of the Academy is critically important in ensuring that every student is successful in achieving his/her personal targets, both academic and personal. All leaders will make sure that everyone in their team clearly understands the Sponsors' expectations and will ensure that all systems and processes put in place to achieve this will be followed by all staff within their team. Leadership will be distributed throughout the Academy so that everyone knows and understands their role in bringing about maximum student achievement.

As an already established educational trust, The GORSE Academies Trust is highly experienced in managing potential conflicts of interest. This is in part achieved through the trust's engagement of external auditors and solicitors whose

role is to ensure that no conflicts of interest do occur. They provide training to governors in this key area and all governors and company members are required to meet with them annually to review any potential conflicts. A detailed proforma is completed by all governors and members at that time.

Educational Expertise

This application is being submitted by The GORSE Academies Trust. The company was formed in 2010 in recognition of the Outstanding performance of The Morley Academy and its work in the transformation and development of other inner city schools.

This was displayed during an intervention in 2007-2009 at Rodillian School which was led by [REDACTED], [REDACTED]. Morley High School assumed total responsibility for all aspects of leadership at the school including governance, overseeing a transformation from Inadequacy in 2008 to Good with Outstanding for Leadership and Behaviour in 2012. Such was the success of that intervention, The Morley Academy was asked to intervene at Farnley Park High School in 2009 at a point at which the school was in crisis. Again the intervention has been extremely successful with all aspects of the school's performance transformed in the last three years. This is well illustrated in the dramatic rise in academic performance at the school; in 2009 32% of students secured 5A*-C inc. E&M. In 2012 that figure was 59%.

This information is important because it illustrates the trust's expertise in transforming and maintaining exemplary educational standards and that it has the capacity to focus on major partnership initiatives without that involvement detrimentally affecting academies already in the trust.

The process of establishing The Ruth Gorse Academy will, in all aspects, be overseen by The GORSE Academies Trust and its [REDACTED]. The Morley Academy in particular enjoys an extensive depth and range of educational expertise and has deliberately, as an early converter academy, significantly extended its capacity in overall leadership and in the leadership of teaching and learning.

Our confidence that we do possess the expertise to establish and successfully operate The Ruth Gorse Academy is built upon the following:

- The Morley Academy's own track record as a truly Outstanding academy, as confirmed in its most recent Ofsted report. This confirmed that all areas of the academy were rated at the very highest level;
- The Morley Academy's track record of transforming outcomes in other inner city schools in which it has intervened;
- Its ability to utilise the expertise and experience of its [REDACTED] in leading this process. [REDACTED];
- Its ability to utilise a National Leader of Governance in the process as well as the wider contribution of a range of governors with experience of working on an Outstanding governing body.
- The opportunity to take advantage of the depth and range that comes from

being part of The Leeds Teaching School Alliance. As well as providing access to an increased range of excellence across a range of schools, the partnership will also prove invaluable in the recruitment and development of some of the very best professionals in the country;

- The knowledge that the trust has an exceptional track record in professional development reflected in its status as an Investors in People Champion;
- The track record of financial excellence of the trust, confirmed by the DfE and auditors;
- The extensive experience of the trust, its governors and its executive in managing extensive capital programmes. This has included total oversight of rebuild and refurbishment projects at the Rodillian and Farnley Academies.

Capacity will be generated for this project through the capacity that The GORSE Academies Trust carries, specifically for such initiatives. Because of the dramatic and continuing improvement of The Farnley Academy the trust is now in a position to allocate significant resources to this initiative.

Should this application be successful the [REDACTED].

On a less formal basis senior professionals from across the partnership will support the Executive Principal in preparing the school for opening. This might include the use of ASTs in developing detailed schemes of work which are of an exceptional standard.

The professional team will be joined in their work by key governors from across the partnership as well as colleagues from the Leeds Sustainable Development Group who are key representatives of and links to the local community.

At the point of opening all aspects of the operational function of the school will lie with its Principal who will work directly to the Executive Principal. At this point the [REDACTED].

During the pre-opening phase it would be our intention to engage the services of an expert company which would support us in all aspects of capital works connected to the project.

Financial Expertise

The GORSE Academies Trust employs a highly skilled team of finance experts, led by a [REDACTED]. The team is extremely experienced in all aspects of whole school finance and has been successfully audited by external and independent experts on an annual basis. So successful is the team's work on whole school finance that other schools and academies are directed to them, often by the DfE, for guidance and support. The [REDACTED].

The trust's finance team hold a number of external forms of accreditation. The [REDACTED]. The team was also successful in its assessment against the Financial Management Standard for schools.

In the pre-opening phase for The Ruth Gorse Academy, the [REDACTED]. This would include, for example, expert support in Post-16 funding.

The work of the finance team would continue to be closely monitored by the board of The GORSE Academies Trust and the company directors who will form a shadow and ultimately the new governing body. The finance team, led by the [REDACTED], will liaise closely with appropriate government agencies both pre and post- opening. Other than maintaining close relationships with key government agencies, the trust is confident in its ability to set up and maintain the financial management of the academy.

Accessing Other Relevant Expertise

The GORSE Academies Trust is confident that it possesses the great majority of the expertise required to successfully set up and then run this new school.

The members of the company all have extensive experience and expertise in educational leadership:

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

The trust is extremely confident in its expertise in almost all required areas. Our human resources team is highly experienced, led by an exceptionally effective [REDACTED]. The trust is equally well served with regard to ICT. Again the ICT team enjoys an outstanding reputation having, for example, successfully overseen a [REDACTED] at The Farnley Academy. A number of schools have been referred to the ICT team by the DfE in recognition of the excellence of that initiative.

[REDACTED].

All aspects of the management of this initiative will be led by the [REDACTED]. It is recognised that, should this application be successful, it will be our intention based on advice from the DfE to engage the services of external project management expertise which would also include expert advice on marketing. We will also engage the services of external expertise for the capital development part of the project.

Recruiting a Principal, other Staff and Governors

The GORSE Academies Trust enjoys an excellent track record regarding its ability to appoint outstanding senior staff, including Principals. At The Farnley Academy for example over 70 applications were received for the position of Principal Designate with an exceptional shortlist coming from those applications.

It will be our hope, working in partnership with the DFE, to seek to advertise the position of Principal Designate early in the autumn term of 2013. If at all possible we would seek to make an appointment from Easter 2014, giving the successful candidate the opportunity to work alongside the Executive Principal and other senior colleagues for a full term prior to the academy opening.

We are confident that, with an advertised salary in the region of [REDACTED], the position will be of interest to a wide range of highly successful educational leaders. We also believe that, with the support of external expertise in marketing, we can ensure that this position is extremely attractive because of the nature of the challenge involved.

We also know from our work as a Teaching School Alliance that we enjoy an excellent reputation with leaders across the country. We are for example heavily involved in the delivery of leadership programmes with the National College including NPQH. This gives us valuable exposure to a wide range of potential applicants.

Though it will be our intention to seek out the very best applicants at a national level we also know that exceptionally strong applications will be made for this post by very senior colleagues currently working within the partnership.

If we are able to make an appointment of a Principal Designate one term ahead of opening then that colleague will be able to work in partnership with the Executive Principal on finalising all aspects of educational provision at the new academy. This will include fine tuning the curriculum, systems for monitoring and assessment, the Behaviour Policy and the continuing development of the staffing profile though a number of key appointments will already have been made at that stage.

The proposed Specification for the position of Principal Designate is set out below:

The Principal/Principal Designate

Job Description

In choosing the first Principal for the Academy, we are looking for an outstanding leader, who is able to articulate the vision for the new Academy and who will inspire and empower others to share in achieving it. The successful candidate will be driven by a commitment to creating the best possible educational opportunities for the young people of south Leeds, in order to raise aspirations and transform lives.

Overall purpose of post of Principal:

In line with, and building on, the sponsor's vision, the Principal will:

- Develop the Academy as a catalyst for social change, improving outcomes for students and the community as a whole.
- Be committed to supporting the child through their learning journey from 11 – 19 and beyond.
- Design and develop an outstanding, innovative, creative curriculum comprising high quality vocational and academic options through the latest technologies.
- Develop in all students and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Develop positive external relationships at a local and strategic level, in partnership with the sponsors and others, to promote the continued development of the Academy, as a central resource for the community.
- To create and manage a complex, institution.
- To recognise and develop sustainable, commercial opportunities.

Strategic direction and development

The Principal will:

- Provide the strategic vision, effective management and operational efficiency to fulfil the ethos of the Academy and champion its Mathematics specialism.
- Lead a complex organisation effectively and efficiently and ensure the successful implementation of change.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

Learning and teaching

The Principal will:

- Design and develop an innovative and motivating curriculum in conjunction with your teachers, matched to students' needs.
- Drive up expectations and promote an aspirational culture.
- Ensure focused, data driven improvement
- Involve students in the decision-making processes by developing policies and practices that treat students as partners in the learning process.
- Promote inspirational learning and teaching around the specialism.
- Manage pastoral care, student welfare and anti-bullying procedures effectively.
- Maintain effective assessment, recording and reporting systems of student progress, and establish challenging targets.

Leading and managing staff

The Principal will:

- Promote the Academy specialism and an ethos in which the highest achievements are expected from all members of the Academy community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans.
- Ensure an aspirational and motivational culture is developed and sustained.

Efficient and effective use of staff and resources

The Principal will:

- Work with the Finance Director to advise the Governing Body on the formulation of the annual budget in order that the Academy secures its objectives.
- Ensure that the allocation and use of accommodation provides a positive and safe learning environment that promotes the highest achievement for all.
- Develop the Academy's commercial opportunities.

Accountability

- Work effectively with the Executive Principal, the Chair of the Governing Body and the Governing body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiency and value for money.
- Work closely with The GORSE Academies Trust, its other Academies and partners

Recruiting other Staff

Again The GORSE Academies Trust and The Morley and Farnley Academies enjoy outstanding success in the area of professional recruitment. This is confirmed in their IIP Gold/Champion status and is further enhanced through the partnership's position as a Teaching School Alliance. We know for example that through our ability to provide School Direct training places across our partnership that we will have access beginning in September 2013 to some of the very best professionals entering teaching across the whole country. The partnership has been allocated 54 School Direct places for September 2013 and we are very significantly over subscribed in applications for those positions. The quality of applications is exceptionally strong and we expect a number of them to be seeking employment at The Ruth Gorse Academy.

We know that during the early part of the spring term of 2014 we will need to engage in the first part of an extensive recruitment process for key teaching staff. This will include Heads of English, Mathematics, Science, Modern Foreign Languages, Geography, History, ICT and Technology/Art. We will also be seeking to appoint 2 PE teachers who have the flexibility to offer other subjects

such as Drama, Music and RE.

Again we know that, despite the fact that all of these positions will be advertised nationally, many outstanding applications will be submitted by colleagues currently working in The Morley and Farnley Academies.

We believe that with effective marketing professionals will be tremendously excited at the prospect of being a part of this remarkable initiative. We also believe that institutional reputation is enormously important in the area of recruitment and this is reflected in the transformed numbers of applications now received at The Farnley Academy in comparison to numbers only three years ago.

All administrative and non teaching positions will be advertised in the first instance at a local level. We know that the geographical positioning of this new academy will be very attractive to many potential employees. The school will be on major bus and train routes and will, we believe, be a wonderful working environment. Our experience also tells us that the current employment market for such positions is highly competitive.

Clearly we will establish an appropriate expectations regarding qualifications and experience according to each post. There will however be strands of consistency in evidence. We will be looking for all leaders to be engaged in post degree level study, including engagement with NPQH. We will be seeking to ensure that all teaching staff have a 2.1 or first class degree. Our non teaching professionals will all need to display high levels of ability in literacy, numeracy and ICT.

Underpinning all of the professionals at The Ruth Gorse Academy will be a need to display the very highest professional standards and expectations at all times. We are looking for professionals who will act as inspirational role models in the community, who will never accept mediocrity and who will strive to give of their best at all times. We will also be looking for team players who can build upon the ideas of others and who thrive in a vibrant and dynamic working environment.

Recruiting Governors

As can be seen from information already submitted in this section the opening governing body of the academy will benefit from the expertise of seven members all of whom possess extensive experience of highly effective governance. This includes the services of a National Leader of Governance.

Along with those seven the new Principal will also be a member of that governing body. We will then look to establish six further members of the governing body over the course of the first year of the academy's existence. This will be made up of three parent governors and three co-opted governors who will be representative of the local community. We are keen in making those appointments to establish representation from the University of Leeds and significant local employers.

We would expect the governing body to become completed by the end of the first

year of the academy's existence. We are confident that we will successfully appoint to the six available positions. We will work carefully with all new parents to ensure that they feel confident in coming forward to serve as governors. It is our intention to work directly with the university and local employers to secure governance representation from those areas.

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.

The GORSE Academies Trust Finance Team

[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]	[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]	[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]

Core Teaching Staff Requirements

[Redacted]

Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

Introduction

The project was conceived by the Leeds Sustainable Development Group (LSDG)¹ which is a network of academics, entrepreneurs, professionals and residents who share a commitment to Leeds and want to work in partnership with Leeds City Council to achieve the common objective of Leeds becoming the *'best city in the UK by 2030'*².

The location of the proposed Ruth Gorse Academy is a very important part of the delivery of both the education and the wider vision.

Locational Drivers

The Ruth Gorse Academy will provide outstanding education based upon the three components of demand and need (see Section E above). These components are:

1. **Existing demand** - Leeds has a shortage of school places in excellent schools. Inner city secondary provision is currently provided by City of Leeds School, The Co-operative Academy of Leeds and South Leeds Academy. All these three schools have a track record of under-performance. A second problem is the number of school places required to meet the growing population in Leeds. The City needs approximately six new secondary schools, specifically to accommodate the children *currently* beginning their primary school education. This amounts to an education 'time-bomb' in the city. Unless this shortfall is met, secondary school places will not be available for approximately 1,250 children in September 2018/19. The Ruth Gorse Academy will go some way to addressing this shortfall.
2. **Latent demand from families already living in the city centre** – During the last 10-15 years Leeds has seen unprecedented growth in city centre living. There are some 3,200 apartments in the city centre which have high levels of occupancy (over 92%). Due to the credit crunch and economic recession new construction starts have stalled. There is a development pipeline of more than 30 schemes with planning permission, totalling over 6,800 units. These stalled schemes are unlikely to proceed in the originally proposed form and some have already been redesigned for family living. Newly worked proposals need to feature varied home types, including some family houses, in order to meet demand and contribute to

¹<http://leeds-sdg.com/about/>

²Leeds 2030, Our vision to be the best city in the UK, Vision for Leeds 2011 to 2030 – Foreword by Councillor Keith Wakefield Chair, Leeds Initiative Local Strategic Partnership, Leader, Leeds City Council
<http://www.leedsinitiative.org/>

meeting the City's future housing needs. The previously high land values paid for sites and the lack of bank funding have paralysed the development pipeline. Funding for large-scale apartment blocks is highly unlikely as the viability of schemes is no longer underpinned by off-plan sales. Similarly, land values are now much lower than the prices paid during the boom. Once these market 'corrections' have completed, researchers expect to see growing numbers of owner occupiers. Research³ by the University of Leeds for a consortia of Chartered Surveyors active in the Leeds market concludes with a recommendation that the public and private sectors need to work together to identify the areas of the city centre/fringes that are most likely to be attractive to occupiers and investors and co-ordinate the phasing of development plus physical, social and retail infrastructure and public realm improvements to maximise the chance of creating confidence and viability. The Ruth Gorse Academy is a major component of meeting existing and future demand for secondary education from the South Leeds area.

- 3. Demand from new communities** – The Leeds City Council Core Strategy requires that 70,000 (net) new dwellings are developed between 2012 and 2028 to meet the housing demands and job growth aspirations of the city. Of these 70,000 new units the spatial policy requires that 10,200 (15.5%) are developed in the City Centre and a further 10,000 (15%) are in the Inner Area which surrounds the City Centre. The Council has a number of regeneration policy areas which are a focus for investment and development including: Holbeck Urban Village; The South Bank which is part of the Aire Valley Urban Eco Settlement; and the Beeston Hill and Holbeck Private Finance Initiative (PFI). The wider Holbeck Urban Village area has the potential for circa 3,800 homes; the Aire Valley UES will comprise some 6,500 to 9,000 new homes; and the Beeston and Holbeck PFI will result in refurbishment of circa 1,245 existing Council homes and the construction of 390 new Council homes. All of these initiatives will create additional demand for The Ruth Gorse Academy.

Research undertaken by the Joseph Rowntree Foundation⁴ suggests that mixed income communities can attract young families and *that "young families can be attracted to inner urban areas through the **availability of good schools, design and appropriate housing**".* The Ruth Gorse Academy would therefore act as a catalyst in regeneration terms, building upon the benefits of recent and future projects.

Preferred Location

The southern half of Leeds city centre between the River Aire and the motorways (City Centre South) has significant development potential. There are some 210 acres (85 hectares) of vacant or under-utilised sites and premises which represents a tremendous 'once in a generation' opportunity to create truly sustainable forms of development for the

³City Living, Beyond the Boom, Leeds Survey 2010, A report by Knight Frank, Morgans City Living, Savills, King Struge and Allsop with Rachael Unsworth, School of Geography, University of Leeds

⁴Joseph Rowntree Foundation (2006), Mixed Communities: Success and Sustainability, York: Joseph Rowntree Foundation.

city in the southern sector of Leeds city centre (see Map 1).

This area is an area of transition between the opportunity represented by Leeds city centre north of the River Aire and the key deprived communities of Holbeck, Beeston and Hunslet to the south of the M621 motorway.

To the north of the river, Leeds city centre is divided into various key areas including: the Prime Retail Quarter; the Civic Quarter (City Hall, Leeds General Infirmary, the Universities); the Prime Office Quarter (Wellington Place, Park Place) and the Leisure Quarters (The Calls, Greek Street and the Arena). These 'Quarters' all have clearly defined roles which, in the current recessionary environment, consolidate a very large proportion of the private investment into these areas.

The proximity of the school to the established city centre of Leeds and to the communities to the South (especially Beeston Hill and Holbeck) will provide a wealth of teaching opportunities including: business studies, law, history, geography, urban studies, art and creative digital industries and in particular it will have an outstanding curriculum based on the fundamentals of Mathematics and English with strong links to the University, Leeds City College and many businesses in the City.

There is a marked contrast between the established city centre and the deprived communities to the south of the M621 evidenced by the Index of Multiple Deprivation (IMD). The IMD analyses areas based upon seven 'domains of deprivation' namely: income; employment; health and disability; education, skills and training; barriers to housing and services; living environment; and, crime. The indices are produced at Super Output Area (SOA) level which is sub-ward level. See Table 1 below.

Leeds City Centre South is within the City & Hunslet ward which is the single lowest ranking SOA ward in Leeds (36). This means that on the above 'domains of deprivation' indices, the City & Hunslet ward contains the 36th most deprived SOA *in the Country* (out of a total number of SOA's of 32,482 in the Country).

On Table 1 the wards which are situated immediately adjacent to the City & Hunslet ward are shaded light-grey, namely: Chapel Allerton; Gipton & Harehills; Burnmantofts & Richmond Hill; Middleton Park; Beeston & Holbeck; Hyde Park & Woodhouse; Kirkstall; Armley. These are all very deprived areas borne out by their lowest SOA ranking. Only Kirkstall and Armley have their lowest scores higher than 1000 (out of 32,482 SOA in the Country).

New Wards (post June 2004)	# SOA's	Lowest	Highest	Lowest 10% number	Lowest 10% rate	Lowest 20% number	Lowest 20% rate
City & Hunslet	12	36	7051	8	66.7%	10	83.3%
Chapel Allerton	13	52	20008	7	53.8%	9	69.2%
Killingbeck & Seacroft	17	78	14431	12	70.6%	13	76.5%
Gipton & Harehills	16	116	2989	16	100.0%	16	100.0%
Burnmantofts & Richmond Hill	16	185	8037	13	81.3%	15	93.8%
Temple Newsam	13	292	27182	4	30.8%	4	30.8%
Middleton Park	17	343	11204	11	64.7%	14	82.4%
Bramley & Stanningley	16	417	18839	4	25.0%	6	37.5%
Beeston & Holbeck	14	470	11521	6	42.9%	7	50.0%
Hyde Park & Woodhouse	13	816	12159	2	15.4%	7	53.8%
Kirkstall	14	1042	13685	1	7.1%	7	50.0%
Armley	16	1063	14152	5	31.3%	10	62.5%

Source: <http://www.leeds.gov.uk/>

The Ruth Gorse Academy will provide OFSTED Outstanding education in a supportive and disciplined learning environment in Leeds City Centre. It will accept children from all social backgrounds and challenge deprivation to enable children to progress.

A transition is already starting in the City Centre South area which builds upon pockets of development including: headquarters offices for ASDA; Bridgewater Place a 32-storey mixed use office and residential tower; Crown Point Retail park which is a thriving '1980's out of town' shopping centre; the Royal Armouries museum and New Dock developments; and the award winning mixed use regeneration projects at The Round Foundry and Tower Works (see Map 1).

Leeds City College is currently developing a new campus at [REDACTED] on [REDACTED]. This is a refurbishment of an historic building into a new vocational campus which will house various courses including: hospitality & catering; food manufacturing, hairdressing and beauty therapy. The Gorse Academies Trust is working hard with the Leeds City College to maximise synergies between the two organisations whereby The Ruth Gorse Academy will provide academic qualifications⁵.

In addition, Leeds City Council is proposing a new development of a City Park on the former Tetleys Brewery site in the South Bank Planning Statement area (see below).⁶ This is all part of the step change required to bring about the regeneration of this part of the City Centre.

⁵<http://www.leedscitycollege.ac.uk/index.php/about/property-strategy/printworks-campus/>

⁶<http://www.leeds.gov.uk/docs/South%20Bank%20planning%20statement%20ADOPTED%20web%20LR.pdf>

Leeds City Council Complimentary Policy Initiatives

Map 2 shows the key Leeds City Council regeneration priority areas for the South Leeds Area. These projects will lead to growing demand for schooling in this area as the population grows.

- **Holbeck Urban Village:** This physical regeneration project aims to encourage the development of a mixed residential and commercial cluster by providing the accommodation for creative and digital industries. The regeneration of Holbeck Urban Village is a long term commitment from Leeds City Council and the Homes and Communities Agency, (formerly Yorkshire Forward). The vision is to create a mixed-use, sustainable community with a distinctive sense of place, which exemplifies best practice in urban regeneration and sustainable development.⁷ Holbeck Urban Village (including land to the south of Sweet Street) has the potential for **3,800 new homes** and around 2 million sqft of office space.
- **Aire Valley Eco-Settlement and Enterprise Zone:** The Aire Valley Urban Eco Settlement (UES) is one of four UES in the Leeds City Region (LCR) the others being at Bradford (Shipley Canal Corridor), York Northwest and North Kirklees/South Dewsbury. It is one of the City region key priority areas for regeneration and investment. The LCR Urban Eco Settlement proposals complement the housing growth agenda whilst seeking to deliver the Eco-Towns principles in four major urban brownfield locations. The Leeds UES comprises 440 hectares of land with potential for mixed use development of **6,500 to 9,000 new homes** in the Aire Valley. The vision is for a European and national exemplar for sustainable living and sustainable development.⁸ The South Bank Planning Statement forms part of the Aire Valley UES⁹. This extends the UES into the heart of Leeds City Centre and provides a planning framework for the delivery of a City Park together with new offices and a wide range of new homes including those for families. The City Park will be a key piece of public realm and infrastructure which, together with The Ruth Gorse Academy, is fundamental for the development of sustainable communities.
- **Beeston Hill and Holbeck Private Finance Initiative (PFI):** This project will result in refurbishment of circa 1,245 existing Council homes and the construction of **390 new Council homes** to rent together with various environmental improvements. The project represents a major investment in the regeneration of three of Leeds' most deprived neighbourhoods and will have a major, positive and sustained impact on the lives of tenants, residents and businesses in these areas. The project will result in existing homes being brought up to Decent Homes standards and new sustainable homes.

⁷<http://www.holbeckurbanvillage.co.uk/about-2/>

⁸http://www.leedscityregion.co.uk/uploadedFiles/Research_and_Publications/Housing/H03%20-%20Leeds%20City%20Region%20Urban%20Eco%20Settlements%20October%202008.pdf

⁹<http://www.leeds.gov.uk/docs/South%20Bank%20planning%20statement%20ADOPTED%20web%20LR.pdf>

Leeds City Centre South is an excellent location for the Ruth Gorse Academy. It is currently under-developed, with high levels of vacancy and deprivation offering great potential in the short, medium and long term. It is close to the City Centre, with good links to the wider South Leeds area.

The Ruth Gorse Academy aims to encourage city living generations to remain within the urban core and entice new long-term residents with families into this highly accessible area. It will also provide greater access to opportunity in an area in need of regeneration. Supporting the growth of skills for residents is the key to the long term success of the Leeds economy and to tackling the barriers to opportunity associated with deprivation.

A fundamental part of the Ruth Gorse Academy's business plan is the catalyst effect it could have on regeneration in its catchment area. The latent potential of City Centre South makes this a prime choice for the development of The Academy.

Site Specific Criteria

The choice of a specific site in City Centre South will be determined by various elements affecting the physical delivery of the project, including:

- **Economic** – the most economical advantageous site could be the refurbishment of existing premises (potentially more sustainable) or a new building. As set out below there are numerous options for sites and premises which will be the subject of a rigorous options appraisal at the Pre-opening Stage.
- **Social** – the admissions policy will be set to strike a balance between encouraging aspiration from the surrounding deprived communities and delivering excellence for the new/mixed community.
- **Environmental** – the location will be environmentally sustainable in the centre of Leeds. The site will need to be accessible by cycle and on foot, and will also enable pupils to travel easily by public transport – vehicular access should not add to current congestion.
- **Availability** – various landowners and developers have expressed interest in working with The Ruth Gorse Academy and the Leeds Sustainable Development Group to deliver the project, which includes agreeing a satisfactory delivery mechanism.
- **Playing Fields** – the site will need to have reasonable access to existing playing fields (e.g. potentially at South Leeds Sports Centre – see Map 3) or have the potential for new outdoor sports facilities.

Site Options

As noted above the City Centre South area has a large amount of vacant and underutilised buildings and development sites. Following the commencement of our public consultation exercise to demonstrate demand, the Leeds Sustainable Development Group has received many offers of assistance from interested landowners

and developers. [REDACTED] – [REDACTED] and [REDACTED] have continued to work closely with The Gorse Academies Trust to develop the concept and to provide expert advice. Should we be successful in our Application, we would seek to retain [REDACTED] and [REDACTED] as they have a high level of local knowledge and appropriate professional skills and are a part of our professional team.

We have set out below the various site options for The Ruth Gorse Academy. The option numbers refer to the locations shown on Map 3.

Note that the following section is strictly private and confidential

Preferred Building Option

Option 1 - [REDACTED], [REDACTED], Leeds [REDACTED]

Current freeholder: [REDACTED]

Current use: [REDACTED]

Description / size: the building extends to 12,412 sqm over ground and first floor, plus a small third floor. The site area is 1.54 ha with 117 external car parking spaces at the front with a building site coverage of 45%. It is situated between [REDACTED] and [REDACTED]. The building has been adapted to provide bespoke office/call centre accommodation with large floor plates, a central glazed atrium / breakout area; full access raised floors; suspended ceilings to ground floor/vaulted ceilings to first floor; air conditioning; gas fired central heating; canteen and kitchen facility.

Availability / tenure: The property was formerly marketed in 2011/12, but withdrawn from the market in 2012 for reoccupation by [REDACTED] on a temporary basis. [REDACTED] have indicated that they would decant to other premises (subject to commercial terms) in order to provide vacant possession. Their preference is for leasehold tenure at a market rent subject to an option to purchase for [REDACTED] at the end of the lease (say 25-30 years), but they would also consider a freehold sale. We have entered into a Lock Out agreement in order to progress due diligence on the structure and services within the building (but not binding in terms of commercial terms). The commercial terms will be the subject of further negotiation following the outcome of the survey work and this DfE Application.

Reasoning: This property is in an excellent location close to Leeds City Station in the City Centre South area. It will be accessible for children throughout Leeds and particularly from the deprived communities of Holbeck and Beeston and being in the city centre will take children out of these deprived communities into a more aspirational environment. Furthermore, as the building is located between [REDACTED] and [REDACTED] regeneration areas it will enable these developments. The building itself is a 'ready-made' school. It is in good condition and could be converted very easily and cost effectively, on a phased basis, to deliver the full 1,500 place school.

Other Building Options

Option 2 - [REDACTED], [REDACTED], Leeds

Current freeholder: [REDACTED]

Current use: [REDACTED]

Description / size: This option comprises the former [REDACTED] in the heart of the South Bank regeneration area next to the [REDACTED]. The former administrative offices are a 6 storey 1960's office building extending to approximately 4,200 sqm on a substantial site area of c 8.5 hectares. It is therefore capable of being extended and/or redeveloped for a new build option.

Availability / tenure: [REDACTED] in 2011 and have now demolished the obsolete buildings. [REDACTED] organisation occupy the separate historic [REDACTED] on a temporary basis and a planning application has been submitted for a training centre for a major corporate occupier in the former bottling plant. Initial discussions with the retained agent have indicated that [REDACTED] would be interested in discussing our proposition further.

Reasoning: This building has similar locational characteristics to [REDACTED]. It is in an excellent location in the heart of Leeds City Centre South. It is in close proximity to the new Leeds City College Printworks campus and is accessible to the residents of Holbeck and Beeston as well as the wider Leeds area. The LCC Planning Statement for this site shows the Council's aspiration for a city park on part of the [REDACTED] which could have good synergies with the proposed school. The school has the potential to be a catalyst for the development of the wider [REDACTED] and beyond.

Option 3 - [REDACTED], [REDACTED], Leeds

Current freeholder: [REDACTED]

Current use: manufacture of high quality metal pressings and sub-assemblies

Description / size: This option comprises a collection of manufacturing buildings covering a site area of approximately 2.5 hectares. Some of the buildings are Listed.

Availability / tenure: The buildings have been in the ownership of the [REDACTED] since the 1880's and are understood to be freehold.

Reasoning: A similar property known as the [REDACTED] has recently been refurbished across the road for the [REDACTED]. A similar development could be conceivable for the Academy. However, the location is further from the City Centre than other locations and there could be substantial abnormal costs associated with cleaning up the site from its previous heavy manufacturing use. The buildings are unlikely to convert as well as the [REDACTED] has for the [REDACTED].

Option 4 - [REDACTED], [REDACTED], Leeds

Current freeholder: [REDACTED]

Current use: vacant – formerly offices and distribution centre for [REDACTED]

Description / size: This building forms the 1960's 2 storey extension to the Grade 1 Listed [REDACTED]. It is approximately 9,350 sqm in size with additional accommodation in the [REDACTED] (up to a further 12,000 sqm) (approx.).

Availability / tenure: Both the 1960's extension and the historic [REDACTED] have been vacant since 2004 when [REDACTED] was acquired by [REDACTED]. Both buildings are in substantial disrepair which would add to the cost of bringing them back into use.

Reasoning: The buildings are in a good location in the heart of Holbeck Urban Village and reasonably close to the South Leeds Sports Centre and playing fields. The 1960's building is constrained by the site boundary roads to the front and side (south), third party ownership to the rear and the Grade 1 Listed [REDACTED] to the north. The Grade 1 Listed building is also available, but it may not be suitable for a school given that it is mainly single storey with deep plan and multiple column grid. It is also in a particularly

poor state of repair and would require substantial investment to bring it up to the required conservation standard.

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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