

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Doncaster [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <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 checked="" type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input 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 <input type="checkbox"/> Yes

	Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: XP School (Doncaster) Ltd	
14.	Company address: The Peak 5, Wilton Road, Victoria London SW1V 1AN	
15.	Company registration number and date when company was incorporated: 8344767 registered on 02/01/2013	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
Company members		
<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:

██████████

2. Name:

██████████

3. Name:

██████████

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

██████████

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.

██████████

██████████

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██████████

██████████

	<p>Building construction, project management, financial and legal advice.</p> <p>High Tech High, San Diego, USA n/a Pedagogical and school management consultancy</p> <p>Sheffield Hallam University n/a Support and accreditation of staff professional development</p>
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>NONE</p>
Existing providers	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
29.	<p>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:</p>
30.	<p>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:</p>
31.	<p>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:</p>

32.	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:

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:

██████████

Position: ██████████

Print name: ██████████

Date: 26th December 2012

Section B: Outline of the school

1.	Proposed school name:	XP. School (Doncaster)
2.	Proposed academic year of opening:	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:	2020
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:	No preferred site. Examples given in Section H
12	Please tell us how you found this site:	
13	Is the site:	<input 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:	Anywhere in DN (Doncaster) with good transport links
15.	Local authority in which the proposed school would be situated:	Doncaster LA
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	n/a
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <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.</p>	

Section C: Education vision

Our Education vision for XP

Summary:

XP is a small, personalised secondary mainstream school (11-19) of 350 students when fully enrolled, based on the practices of the extremely successful charter schools of High Tech High, San Diego, USA (HTH) and Expeditionary Learning schools, USA (EL).

We will open in September 2014 with Year 7 having two classes of 25 students each, rolling through each year to 2021 when we will reach full capacity.

XP will be based in the Metropolitan Borough of Doncaster and enrol students across the whole catchment area without favouring how close students live to the school. We will enrol using a lottery system to mirror as best we can a fair cross section of the community of Doncaster in each class.

Individuals who, along with their associated organisations, build, run and improve schools on a daily basis to the highest standards lead our group. [REDACTED], as [REDACTED] has delivered over 40,000 new school and college places over the last 4 years, including three new Secondary Schools in Doncaster. [REDACTED], as [REDACTED], provides the learning environment for over 300 Secondary Schools which facilitates their pedagogical improvement through world class training as recognised by Google. Our Principal Designate expertly runs a Secondary School in a challenging area that is judged by Ofsted to be 'Good with Outstanding features'. [REDACTED], [REDACTED] delivers nationally and internationally recognised social enterprise objectives. We also have a sustainable relationship with HTH to support and challenge us, with [REDACTED], ([REDACTED]) being a Co-opted Governor.

We believe the best way to improve outcomes for our young learners is to make the learning they engage with in school reflects the way successful people accomplish things in the adult world, and for this work to have meaning and purpose. This is the same approach practised by approximately 200 HTH and EL schools in the USA. It is incredibly successful, and has been proven to work for over a decade.

To achieve this goal, the curriculum of XP will take an experiential project-based learning approach, where students learn through academically rigorous, cross-subject learning expeditions, underpinned by an authentic reason to take part in the project, assisted by multiple drafting of project work to produce high quality, meaningful results, and the challenge of public exhibition of work to an authentic audience.

XP will be unambiguously focused on preparing our children to be successful in the adult world, and to best do this, we will facilitate authentic, real world experiences where our children will be expected to behave as adults, and produce work through a process that is as similar as possible to that of the adult world. As well as mastery of subject knowledge, our children will gain skills critical to college readiness and lifelong success, such as; literacy, numeracy problem-solving, critical thinking, collaboration, creativity, persistence toward excellence and active citizenship.

Rationale:

Why is XP needed in Doncaster?

1. Poor performance

Doncaster Local Authority is a poorly performing Local Authority, desperately in need of a high performance school leading the way in terms of achievement, pedagogical advancement and improving the spiritual, moral, social and cultural development of its young learners.

This was highlighted nationally and most explicitly in **The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2011/12** where **Sir Michael Wilshaw** states:

*"Why is it that a child living in Derby or **Doncaster** local authority areas has only half the chance of attending a good or better primary or secondary school compared with a child living in Wigan or Darlington?"*

The creation and implementation of XP will be a major step towards addressing this underperformance.

From our conversations with the Local Authority, they made clear to us a number of issues outlined below.

As the Building Schools for the Future programme was curtailed, the schooling provision in Doncaster was not overhauled and adjusted as expected. Because of new developments and areas of regeneration, the average surplus of school places in Doncaster will drop from 15% to 10% over the next few years, but this average is not balanced across the borough.

In particular, The LA identified 6 Secondary schools that are oversubscribed and more are expected in the future. Significantly, these are the best performing schools, leaving places only in the under performing schools.

It is clear from this that parents in Doncaster want to send their children to high performing schools. However, increasingly, there are not enough places at, resulting in this imbalance, which will continue to worsen.

To illustrate this further, analysing the DfE's School and local data for Key Stage 4 (KS4), clarifies this at:

<http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qtype=LA&no=371&superview=sec>

Looking at the “% 5 A*-C inc E&M” only 6 schools in Doncaster performed above the national average, and these are the same schools that Doncaster LA identified as being over subscribed.

Looking at the “% achieving EBacc”, this number drops to only 5 schools performing above the national average.

On top of this, the “% of disadvantaged students making expected progress in Maths 2011” is only 28.8% which is the 15th lowest in in the country.

At Key Stage 5 (KS5), where the DfE's data is here:

<http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qtype=LA&no=371&superview=p16>

The story is similar, with only five schools exceeding the “Average point score per student”.

Sadly, Doncaster LA falls **below the national average in all current topline measures** at both KS4 and KS5.

Obviously, it is time to try something different in Doncaster and XP will be the first step to radically improving outcomes in the Borough. Indeed, a key element to making our approach work is that each class should mirror a cross-section of our community. We will achieve this through our admissions policy by taking our catchment area from across the whole of Doncaster LA, and take no account of how close a student lives to the school.

Doncaster has provided us with figures that show the profile of students across the LA:

- Students with Special Educational Needs (SEN) - 19.3%
- (1.3% of students are Statemented, with the majority being catered for within School Action and School Action Plus)
- Students with English as an Additional Language (EAL) - 4.99%
- Students on Free School Meals (FSM) - 16%

As we will have a similar profile in each of our classes because of our admission policy, we have detailed the strategies on how we support and challenge these students in our Education Plan.

A significant amount of schools in Doncaster are sponsored academies, mainly to tackle poor performance, and almost all Secondary schools are academies (16 out of 17), significantly reducing the political pressure against free schools.

In summary, XP will provide much needed places at a high performing school in Doncaster where there is currently high demand for access to such schools.

2. A proven pedagogy.

The pedagogical model followed by HTH and EL schools in the USA has been incredibly successful, with schools outperforming their District State equivalents across all contexts.

This is clearly explained here:

<http://elschools.org/our-results/academic-achievement>

EL schools show that their pedagogy drives school improvement and student outcomes across diverse contexts. It is clearly demonstrated that, regardless of context, the common pedagogy adopted by EL schools significantly improves performance in Maths (+6.2 points av.) and English (+13.8 points av.) resulting in 90% of EL schools outperforming all USA District schools in English, with 80% achieving the same in Maths.

In particular, EL schools measure success against their own ambitious aim of 100% College acceptance. HTH San Diego, for instance, has a 100% college acceptance rate with 99% of students taking a college course in the term following graduation. This will be our common aspiration and goal.

This model has worked extremely successfully for over a decade in EL and HTH schools in the USA, prompting **President Obama** to say when visiting EL school, Capital City, Washington DC:

“This kind of innovative school is an example of how all our schools should be”,

This is captured on video at <http://vimeo.com/13575876>

XP will adopt this lead and reproduce this success in the UK, creating a flagship for delivering world class education to our children within a non-segregated state funded free school whilst adding increased diversity to our educational offer in the UK.

Accordingly, a key element of this approach is to prepare our young learners for college and career readiness. As a result, we will take our students from Year 7 through to graduation in year 13 providing a smooth transition from directed, project-based learning at Key Stage Three and Four to a programme of supported, self-study projects at 6th Form.

This approach has been proven to work over complexly different states in the USA where standards and curriculum vary greatly. As with EL schools our curriculum content will adapt to, and be influenced by, pedagogy, not vice versa. As such, we do not want to propose a new curriculum, but rather use the nationally accepted National Curriculum and a traditional programme of qualifications (GCSE, iGCSE, A Levels). However, the innovative nature of our curriculum will provide students with a unique educational experience that will guarantee progression, increase challenge and facilitate high achievement.

We have detailed how we will do this, and why our approach will improve outcomes in our Education Plan.

Vision and Ethos of XP

We have adopted, defined and refined the “Design Principles” of HTH schools as the core standards that underpin our vision and ethos at XP. Indeed, these ‘design principles’ have allowed HTH to become internationally renowned as a world class model of how schools should deliver success to learners. It is our unrelenting aim and passionate ambition to achieve this in the UK.

The Design Principles of XP

Our four design principles are the basis for how we will drive and implement our education plan. We believe that using these factors to shape our plan is the most appropriate way for us to achieve the results we aim for; to best prepare our children to be successful in the adult world.

Our four design principles are:

- Personalisation
- Common Intellectual Mission
- Connection to the Adult World
- Teachers as Learners

Personalisation

We will create personalised settings where all stakeholders (governors, teachers, students, parents etc.) know each other well and respond to individual and collective need more appropriately. Traditional settings of many subjects in other schools, and complex timetabling, do not allow teachers to teach less children for longer, thereby reducing personalisation. Currently, teachers can often engage with 200-300 students in a fortnight, with students seeing 15-20 teachers a week. At XP, students

will generally work on cross-subject projects with 2-3 teachers for 2-6 weeks. Teachers will work with 50 students across the same time period. Because XP is a small school, we will know all our students well and spend more time with them, with students of varying abilities being supported and challenged within their learning community. This will further increase our ability to analyse and use data effectively to intervene, where necessary, to ensure all students make excellent progress. As a result, no learner at XP will be invisible, drift or be left behind.

Our projects are also personalised to allow students to choose appropriate pathways and give students the opportunity to express who they are as individuals, whilst acknowledging social responsibility. This significantly increases engagement and motivation and justifies our core principle of personalisation.

Common Intellectual Mission

All enrolment and groups within our school are non-selective. We do not segregate our learners by academic ability or social class, so our projects are planned with support and challenge for all, differentiated to ensure accelerated progress, and facilitate the creation of a community of learners determined to achieve common goals.

Students help and support each other through peer critique and multiple drafting by small groupings e.g. three students high / mid / low ability (depending on the skills needed) and as the lower ability is pulled up, the higher ability consolidate and deepen their learning through explanation and elucidation. This allows differentiation by personalised outcome.

Consequently, projects are planned with support and challenge in mind for all abilities and rigorous assessment of individual performance within projects are mapped to challenging curriculum standards for all learners. Regular check-ins and milestones for projects prevent any learner from falling behind or coasting.

Often, project work is publicly exhibited providing all students, of all abilities, the opportunity and challenge to present not only their own work but also the work of the whole class. Such exhibitions create positive peer pressure, motivation and engagement beyond the level of traditional and limited in-class presentations. The audience is real, the project purposeful and the imperative for excellence increased.

Connection to the Adult World

As indicated, our projects are designed for an authentic real world purpose where the target audience for exhibitions are both authentic and meaningful. Professionals and experts are brought in for advice, critique and feedback. Students are treated with respect and are expected to develop the intra/inter-personal skills required to be successful in an adult context, interacting with adults on a professional level, using professional resources with responsibility and, as a result, producing high standard

outcomes. Accordingly, a very high quality of work is expected; this is facilitated by integral opportunities for the completion of multiple drafts that are scrutinised, appraised and improved through kind, helpful and specific critique. Rigour is ensured by this approach and support encouraged by feedback which is hard on the work but kind on the person.

The highest grade we aim for is 'professional' standard, these outcomes are indistinguishable from adult work, and 'apprenticeship' standard which is work that is moving towards a professional standard. Both criteria are pitched beyond A*-C at GCSE. This is our minimum standard and expectation for all learners. Often, student work is for practical use in the community, and there is regular communication with the outside world as students progress through 'expeditions'. In addition, using value-driven community partnerships will result in students and their work improving the community, not just locally, but globally as well.

Teachers as Learners

Often in traditional settings, teachers are viewed as experts and students are limited to their teacher's personal expertise. In XP, teachers are viewed as lead learners, and are expected to continuously develop their own professional learning by designing, fine tuning and completing shared projects. Sometimes, the teacher learns with the students when experts from the adult world are brought in to lead on topics that are specific and specialised.

Teachers at XP have high expectations of themselves to communicate and effectively perform as a professional, actively seeking support and challenge from colleagues, parents and students and sharing best practice through collaboration, reflection and dissemination.

Using these design principles to evaluate our practice, we can construct a robust, rigorous and pedagogically sound education plan to mirror the success of HTH and EL schools.

What does Learning look like at XP?

XP will promote and inspire the motivation to learn, engaging teachers and students in new levels of focus and effort, transforming school into a place where students and adults become leaders of their own learning. Our model of learning challenges all students, whatever their level, to have active roles in the classroom, where:

Learning is active. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.

Learning is challenging. Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.

Learning is meaningful. Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.

Learning is public. Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.

Learning is collaborative. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behaviour. Trust, respect, responsibility, and joy in learning permeate the school culture.

Aspirations and Outcomes

Although our curriculum delivery and pastoral approach is innovative, this is not at the cost of academic rigour. Indeed, we aim to be more academically rigorous than traditional schools can be through the advantages that our innovative approach affords us.

All our projects will be rigorously mapped to the National Curriculum in terms of standards, content and skills at both Key Stage 3 (KS3), and an appropriate programme of GCSEs at KS4, and finally, the students' chosen A Levels at KS5. This will be tracked across each project, and across each year, to prevent gaps and ensure breadth and balance.

To complement this in-depth tracking, students will create learning portfolios with specific online evidence linked to levels that will be assessed accordingly and regularly. This approach will develop key skills that learners will need in the real world whilst allowing teachers to evaluate and assess progress as the students learn through their projects. As most of this evidence will be digital, these portfolios can be revisited and reflected upon year after year, to provide the richest on-going formative and qualitative assessment and personalised revision notes for use when entered for external examinations.

At KS3, we expect 100% of our students to make at least two levels of progression (or more depending on prior attainment at KS2), and to be able to access the curriculum and be college and career ready by ensuring their literacy and numeracy is at least Level 5 or better. This will ensure all students are ready to be successful at KS4.

At KS4, we have structured our GCSE and iGCSE offer to be in line with the English Baccalaureate, with added personal flexibility and artistic opportunity. Our target is that all students will make at least four levels of progress by the end of this Key Stage from their starting point when joining the school with more able students expected to make five levels of progress. Whilst this achievement is a natural outcome of our project-based learning approach, it is appropriate to ensure the adult world will look favourably on our students as high performing and resilient . We will explain this aspiration further in our Education Plan.

By following this process, our aims would be to achieve 100% 5 A*-C inc E&M and 100% E.Bacc, with our real world targets being only a few percentage points off this due to inevitable variance and unforeseen issues.

By the time our students reach KS5, they will access meaningful pathways that will meet their needs. It is our intention that all our students will progress onto either university or other appropriate further education.

At KS5, we aim for 100% of our students to gain 3 or more A Levels (or equivalent) and that our average point score per student and per subject will be well above the National Average. Again, this reflects our vision for each student to be successful in the adult world, by achieving college acceptance (see below).

These ambitious but achievable targets will make us the best performing school in DMBC, using the DfE's headline measurements of achievement. We will achieve this by realising our vision through our Education Plan. The schools of HTH and EL have been outperforming their district equivalent in the same way consistently for over a decade and we are determined to translate this success to our learners.

As well as high expectations for all our students in terms of standard educational measures, we also aim for 100% college acceptance, which means that all our students will be accepted and offered a place at a FE college or University after graduating from XP. We understand that not all students will take the route to further education immediately but it is our vision for all our students to have that choice when graduating from XP.

We will expect that only a small number of our students (1-2%) will not take up a place in further or higher education in the immediate autumn after graduating. It is our aim at XP. that none of our students will be NEET after they have graduated from our school.

Because of our innovative curriculum, students will not only have excellent subject knowledge, but also the skills, competencies, qualities and characteristics needed to be successful in the adult world.

To ensure this, we expect our students and teachers to be able to provide deep evidence that our design principles are being carried through to fruition:

Personalisation

- Our students regularly express who they are through their work.
- Teachers understand each individual student's needs and respond accordingly to ensure progress.

Common Intellectual Mission

- Students work with each other through to completion and exhibition of their shared project work
- Teachers ensure no child is left behind, with core standards learnt by all while challenging and supporting the differing needs of our students.

Connection to the Adult World

- Students work in a similar way to adults, creating high quality work. They can present their work in an articulate manner to professionals and experts.
- Teachers ensure projects have an authentic purpose, using the input of professionals and experts as and when appropriate

Teachers as Learners

- Students increasingly work independently, using teachers as facilitator and mentor as they progress through their own enquiries.
- Teachers share the pedagogical purpose of their projects with the stakeholders of the school, particularly parents.

These targets are appropriate and achievable because we have set out to be a high performing school, utilising and adapting a proven pedagogy that achieves these results across a range of learner needs and abilities. Achieving our high performance targets coupled with our design principle targets will result in the best preparation for our children to be successful in the adult world.

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
Year 7		50	50	50	50	50	50	50
Year 8			50	50	50	50	50	50
Year 9				50	50	50	50	50
Year 10					50	50	50	50
Year 11						50	50	50
Year 12							50	50
Year 13								50
Totals		50	100	150	200	250	300	350

Section D: Education plan – part 2

Our Curriculum Rationale

To meet the needs of our students, we will offer a curriculum with content that offers breadth, balance and challenge for our students. In addition, our curriculum is defined and underpinned by high standards that are nationally recognised by parents, employers and further education. The shape and accountability of our curriculum allows us to apply our specific design principles to create an experiential project-based learning curriculum that provides the necessary skills that are required to ensure high achievement and success in the adult world. By closely mapping these standards to our cross-subject projects will ensure high expectations, academic rigour and accountability.

We have chosen to follow the National Curriculum (NC) at Key Stages 3 & 4 to fulfil appropriate learning need whilst enhancing curriculum content and skills through our challenging and innovative projects. Therefore, the premise of our curriculum is designed by nationally recognised experts and is continually being reviewed to ensure it is up to date, comprehensive and relevant.

At KS4, we will run a programme of GCSEs and iGCSEs with the English Baccalaureate subjects at its core. As a result, we can demonstrate the progress of our students against nationally recognised standards that are accepted by employers and further education.

At KS5, students will select their own A Levels and other appropriate qualifications within a supported self-study programme to ensure college acceptance and career readiness. All employers and Universities in the UK accept A Levels as the highest standard that secondary students can achieve and we will ensure that students opt for appropriate A Levels that are advocated by the Russell group.

Our programme of qualifications is explained in more detail in the Curriculum Plan below.

Projects are our central curriculum delivery mechanism. Our projects will be engaging, active and meaningful and we will explicitly show how these projects map to NC and qualification standards, allowing us to track progress in a meaningful, rigorous and comparable way. This will allow us to offer not only a credible, alternative approach to curriculum delivery but also ensure high achievement. This is important to build confidence in our parents that our curriculum offer will ensure excellent outcomes for our students.

Providing for students with differing abilities and needs

Our student intake will be a cross section from across the whole of Doncaster LA as our admissions code does not take into account how close the children live to the school. This will generate a cohort with a normal distribution across abilities, so we expect to have SEN, G&T, FSM and EAL needs to fulfil as detailed in our Education Vision. How our practice meets the needs of these students is detailed in a following section, and in terms of our curriculum, the NC provides opportunity within their standards alongside strong differentiation within our project-based delivery.

Our inclusion policy will ensure all our students, whatever their particular needs, will take as full a part as possible in normal school activities. With our PBL approach, classes have a **common intellectual mission**, with all students doing the same project. This ensures all students have the opportunity to show their individual skills and are not segregated or left behind.

This does not mean that they are all working at the same level however, and the teacher ensures their project is differentiated in terms of core standards and skills, assessment rubrics, and in terms of the support and challenge the teacher provides to each individual student, resulting in differentiation by outcome.

As the teacher ensures all core standards and skills are understood by all students, no student is left behind, including students with SEN. By differentiating project work, Gifted and Talented students are challenged to push themselves to greater depth, experience and understanding.

Students often work in small groups of three with differing abilities according to the tasks they are participating in, and help each other to understand and deepen their own knowledge through articulation to their peers. Although students work in groups, they are assessed on their individual contributions.

Our X-Block periods (see timetable section below) allow additional support and challenge to be put in place during normal school hours.

Through this approach, unless there is a particular SEN that prevents this, we expect all our SEN and EAL students to achieve more than they are predicted to achieve, and to match our minimum targets of 5 A*-C inc Eng and Maths and E.Bacc at KS4, and 3 A Levels or equivalent at KS5.

Gifted and Talented students would be expected to achieve at least 8 GCSE grades at A/A*, 3 A Levels at grade B or above and be accepted at their college of choice, be it a Russell group University or a more specialised course at an appropriate establishment.

Improving Outcomes through our Core Practices

To deliver our Education Vision driven by our Design Principles, we will break down our actual practice into five sections; the Core Practices as defined by EL schools:

- Curriculum,
 - How we design our curriculum of knowledge, skills and competencies to our students
- Instruction,
 - How we ensure the teaching of the curriculum is of the highest standard
- Assessment,
 - How we know our students are progressing as expected and how to intervene if necessary
- Culture and Character, and
 - How we express our ethic of excellence through our practice
- Leadership.
 - How we drive and maintain our whole vision

All areas are interlinked, and all crucially need to be in place for all other areas to work. By comparing each practice to the traditional approach offered by Doncaster schools, we can show how our pedagogical approach improves the outcomes of our young learners.

Curriculum

In Doncaster Secondary Schools, and in schools across the country, the curriculum is often split into discrete subjects, with students attempting to engage in hypothetical tasks. Knowledge is mostly presented in a classroom context, and targeted to a set ability. Students hand in their first attempt, which is, in most cases, only seen by the teacher. By banding or setting students at an early age, opportunities to move up are limited. This contributes to a 'can't do' culture, and is borne out by poor results in the majority of Doncaster schools.

Our approach to curriculum delivery makes standards come alive for students by **connecting to the adult world** and linking learning to real world issues and needs. The National Curriculum is, thereby, transformed into academically rigorous projects, case studies, fieldwork, and service learning which inspires students to think and work as professionals do, resulting in higher quality work as is expected from authentic audiences beyond the classroom. XP ensures that all students have access to a rigorous college preparatory curriculum, and we regularly analyse the curriculum to check alignment to standards and opportunities for all students to meet those standards, ensuring our ambitious target of 100% college acceptance.

Instruction

It is the general practice in Doncaster Secondary Schools, and schools nationally, for students to work individually for much of the time. Our experience is that too much

pedagogical importance is attributed to pupils remembering the facts presented to them. Learning objectives are often dictated by the teacher, encouraging the teacher to talk more and the students to copy content. Students are segregated by ability with little room to manoeuvre, often labelling themselves as good at Maths, poor at English etc, leading to children in Doncaster performing poorly in the wider measurements of 5 A*-C inc. E&M and E.Bacc.

By sharing a **common intellectual mission**, our classrooms are alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less; students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement. Positive and shared peer pressure drives our students to ensure the core standards are learnt by everyone, and stretches the higher ability to show the full depth and breadth of their learning. This will drive us towards achieving our ambitious baseline targets of 100% A*-C inc Eng & Maths, 100% EBacc and 3 A Levels.

Assessment

Normally in Doncaster Secondary Schools, the teacher marks student work and is the only person to give any kind of feedback to the student. This feedback is for the student's first attempt and often learners get no chance to improve; instead, they move on to the next aspect of work. This leads to students handing in work that they can improve upon, yet teachers assess the work as if it is completed. Students do not get to see examples of good and poor work in case they copy it, so often have to guess what good work looks like. In addition, the teacher often acts as the only expert available to the students. As the results of Doncaster schools are below all the headline figures, it cannot be said that their students are producing work to the best of their ability compared with the rest of the country. At XP, we will ensure that this culture changes, improves and, as a result, delivers success.

Our leaders, teachers, and students embrace the power of **personalised**, student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. By **connecting with the adult world** and acting as professionals, students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. As our students progress through Key Stages, their self-assessment becomes more sophisticated, accurate and self-driven, leading them to our self-study programme at KS5, readying them as best we can for success in career and college.

With **teachers as learners**, staff members engage in on-going data inquiry and analysis, examining everything from qualitative patterns in student work to summative results from formal assessments, disaggregating and probing data both

individually and by groups of students to recognise and address gaps in achievement. This ensures informed, personalised and high quality intervention so that no child is left behind or allowed to drift and coast.

Culture and Character

In Doncaster Secondary Schools, each subject is taught for a short amount of time each week; for instance, ICT at KS3 will be one lesson a week of around 50 to 60 minutes in duration. As a result, teachers teach a lot of students for a short time (often around 300 students per week), and students engage with many teachers for a short time (one per subject, around 15 a week). It is impossible in this environment to create a truly personalised approach. The amount of work students do disproportionately outweighs the small amount that is displayed or exhibited, especially outside school in the wider community. Work that is meaningful to the student, to people they care about, and useful in its own right within their local community is extremely rare, and is often only seen by the student and teacher.

In this structure, teachers are seen as the only experts in their field, limited to their own narrow subject, and not learners themselves. Consequently, schools rarely bring in experts and professionals for both the students and the teacher to learn from. As the perceived 'expert', teachers are not encouraged to learn themselves, which hampers professional development and shifts the focus of the teacher from pedagogical mastery to knowledge of qualifications.

By **connecting to the adult world**, we build a culture of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. **Personalised** school structures such as pastoral classes, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and **teachers as learners** are supported to do better work and be better people than they thought possible. Our culture ensures buy in to our design principles, which we believe best prepare our students to be successful in the adult world.

Leadership

Doncaster Secondary Schools are 2-4 times the size of pupil intake compared with XP, which requires more complex, less personal, and extremely hierarchical management structures. Such overwhelming structures and systems are intrinsically less able to respond to change and tend to stifle innovation. The further down the hierarchy, the smaller your voice becomes, and can lead to a fractured leadership vision. This has contributed to the fact that a significant number of Secondary Schools have been taken over by Academy Sponsors to try to drive up achievement that is so badly needed in Doncaster.

Our school leaders **as learners**, build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to realise that vision. Leaders use data wisely, boldly shape **personalised** school structures to best meet student needs, celebrate joy in learning, and through **common intellectual missions**, build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team; it is a role and expectation for all.

As we nurture and build this culture, it is inevitable and intentional that our students will lead themselves towards high achievement, college and career readiness and become the rounded individuals they need to be in order to be successful in the adult world.

Our curriculum delivery

Directed by our design principles and having established our core practices, progression and breadth is embedded in our curriculum design as we will deliver the National Curriculum at Key Stage 3, GCSEs and other appropriate qualifications at Key Stage 4 (with an English Baccalaureate core) and a rigorously supported and supervised self-study programme of A Levels and other appropriate FE entry qualifications (BTEC, Diploma) at Key Stage 5.

Whilst qualifications and curriculum standards reflect a traditional offer the delivery of the curriculum is highly innovative, using an experiential, project-based learning approach, where;

- Our children will learn by being immersed in authentic real world experiences, structured by academically rigorous projects, developing an ethic of excellence by creating beautiful and meaningful pieces of work;
- Our children work on projects that cross many subjects - they don't just study science, or maths, or art. They work as scientists, mathematicians and artists within meaningful contexts;
- The work that students produce has purpose and reason and is often for a real life community need;
- Our students express who they are by personalising their work;
- Students are given time to produce beautiful and meaningful work by following a process of multiple drafts and critique;
- Teachers know each student really well by teaching a smaller number of children for a longer amount of time;
- Each class represents a cross section of our community - we do not segregate our children by social class or academic ability;
- Students exhibit their work to authentic real world audiences.

By delivering the curriculum in such a manner, students learn knowledge and skills in a deeper, more engaging way than is possible using traditional methods, structures and systems thus facilitating a greater degree of success both academically and personally.

Mapping Skills and Content

Our teachers and school leaders work together to ensure that a set of school-wide, standards-based curriculum maps act as the foundation for all planning and instruction. The maps incorporate all NC and qualification standards, college readiness skills and are revised as needed over time. The maps describe a vertical sequence of learning realised through expeditions and projects and they define the key content and skills that need to be addressed at each grade, level and discipline. The maps guard against unnecessary repetition of content across grades and key stages and ensure appropriate repetition of skills and concepts when required.

Designing Projects

Projects are at the heart of our curriculum delivery structure and make content standards come alive for students; teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Projects involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. Projects involve driving questions, inspirational experiences, case studies, lessons, fieldwork, experts, service learning, and exhibitions featuring high-quality student work.

The products of student projects are typically modelled on real-world documents and artefacts, with professional models guiding student work. Products are critiqued by professionals and contribute to a real-world audience (e.g., a whole-class scientific study of a local pond, resulting in a water-quality report for the local health authority).

Formulating Driving Questions

Driving questions frame the inquiry of the class. They are open-ended, non-judgmental questions that motivate students to explore and discuss topics from multiple perspectives. Grappling with effective driving questions leads students to deeper and more enduring understanding of broader issues and fundamental concepts both within and across disciplines. Driving questions also link all the elements of our curriculum and help teachers and students to see and make connections between lessons, projects, and case studies. They provide a filter for teachers when they are making instructional choices, and they help students understand the big picture of their learning.

Selecting Case Studies

Case studies animate the major concepts of a discipline or broad topic through concrete, and often local, studies of subtopics within the discipline. The case study helps students to focus their research and become experts on a specific topic before they generalise their learning to broader concepts and content. Sometimes, a case study refers to an investigation of a unique person, place, institution, or event. Other times, it refers to a detailed subtopic that allows students to focus their research on a particular example that animates and clarifies the broader topic.

Incorporating Fieldwork, Experts and Service Learning

Our students learn from fieldwork, experts, and service, in addition to learning from text. They use the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work, and they use professional experts and citizens with first hand knowledge of events and issues to ensure accuracy, integrity, and quality in their work.

Our students are active investigators, applying research tools, techniques of inquiry and standards of presentation used by professionals in the field. In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom that collaborate with students on projects, teach them skills from their field, and critique their work using professional standards. Our service learning extends to rigorous academic products that provide a service for the community, such as conducting energy audits of city buildings to help a city save money and potentially reduce its carbon footprint.

Producing High-Quality Student Work

The nature of our curriculum compels students to produce high-quality work, and the whole school supports, celebrates, and reflects on student work in order to create a culture of excellence. Students take work that is intended for public audiences through multiple drafts and critique. They receive targeted feedback from teachers, experts, and peers based on established criteria. Creating real work for real audiences motivates students to meet standards and engage in revision. In the process, they develop perseverance and they realise that they can do more than they thought they could. High-quality work is a reflection and result of the high expectations teachers have for all students. Thus, it is a means to excellence and equity. Students and teachers analyse models to build a vision of quality. Teachers and school leaders analyse student work samples in professional development to best support students' attainment of quality work and standards.

Teaching Global Skills and Knowledge

We prepare our students for global citizenship in an increasingly complicated and interconnected world by developing knowledge of diverse cultures, languages, and political systems, as well as knowledge of physical terrains, ecosystems, and the natural forces of our planet. Fully integrating global skills and knowledge into the

curriculum is tied closely to environmental stewardship and social justice as students are challenged to grapple with the most complex problems facing the world such as climate change, structures of economic inequities, and international terrorism and conflict. They are asked to probe how the peoples of the world are connected, what young people can do to make a difference and how they can be an influential part of our global citizenship.

Transition between phases of education

From Primary schools

As our admissions will come from across the whole of Doncaster LA, we do not have the traditional model of transition where we know our feeder schools and can work with them to create a transition programme in their primary school's Year 6 that continues into our Year 7. Instead, we will create a programme of transition with our new cohort when we receive the details from the LA admissions process.

This will include:

A home visit by the student's pastoral teacher. As we are a small school, we can make the first connection between our school and the student in person. The teacher will visit each child in their class in the context of their own home to gain personal knowledge of them, their background and their support network. They will provide their parents or guardians with all the information they need about the school which will be available on our website and in printed form if required. The teacher will introduce our school and ethos, how it works and our expectations with both student and their parents or guardians, and provide further details about our transition programme.

Open days / evenings / exhibitions. Prospective students and their parents will be invited to our Open days and Evenings, and also our exhibitions where they can see at first hand our existing students presenting their projects.

Essential information. Our website will hold all the information needed by the prospective student and their parents. We will also provide this in printed form.

Summer transition project. We will expect students to take part in our summer transition project, which we will explain during the home visit. This will be a short project that gives the student the chance to experience a mini project that they will complete individually. The focus will be on the student explaining who they are which they will complete during the summer previous to joining XP.

Progression through Key Stages

As our curriculum is project based, students will generate copious amounts of evidence of progression through enquiry, multiple drafts, reflection, meeting

milestones and final exhibitions. This evidence will be structured in and organised through their learning portfolios, which will be captured digitally.

By using learning portfolios like this, progression is ensured and the opportunity for future use of learning is accessible and will provide opportunities for students to add further depth, detail and insight in future years. This way, projects don't have to be seen as 'finished' but can be used later as quality evidence of understanding and with the addition of further drafting, a useful future resource to enhance learning.

As students manage their own portfolios, rigorously supported and supervised by our staff, they learn to become self-managing, self-motivated individuals with a feeling of ownership for their own learning and progression.

This allows us to merge the boundaries of Key Stages, with a student's perspective being one of continuous progression towards College and Career Readiness.

Our targets for progress are also ambitious. We will expect every XP student to make better than expected progress based on their prior attainment at Key Stage 2 using the Raise Online matrices to set the most challenging and aspirational targets. This will ensure outstanding attainment and achievement. Every XP student will have a Personal Education Plan (PEP) to enable all staff to take into account individual needs. We will monitor and track all students through weekly intervention meetings and projects will be adapted to meet varying needs.

Through to College and Career Readiness

The UK offers many options to continue education after students graduate, such as University, College etc. We refer to all types of Further Education as 'College'.

XP prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students, fostering a school-wide college-bound culture, and setting up structures that allow time for the college search and application process. A college-bound curriculum is one that includes content area knowledge and skills, such as; academic research and writing skills; technology literacy; habits of scholarship, such as time management and persistence toward excellence; and "college knowledge" about such things as college admissions and financial aid requirements and the norms and expectations of college life. The journey towards college begins in the first few days of Key Stage 3 and culminates with intensive focus in Year 12 and 13 of Key Stage 5.

Our staffing roll out ensures the appropriate support and challenge at all Key Stages will be managed by delegating college and career readiness to our Key Stage Assistant Heads, driven by our Principal and Deputy, to go far beyond the traditional

offering of 'career guidance', ensuring our students personally connect with appropriate further education establishments.

XP recognises that there may be particular students for whom entering college directly from our school may not be the optimal path, yet school leaders and teachers nevertheless prepare and compel all students to get accepted to college so that they have the choice now and the confidence and security to re-apply in the future.

All students should have the option and opportunity to go to college, and we aim and expect to achieve 100% College Acceptance. Many HTH and EL schools achieve this outcome, with an extremely high percentage (at HTH, it is 99%) of students engaging in a college course within the next term following graduation.

Our Curriculum Plan

Designing the projects

The inspiration for projects comes from a variety of places and influences. They can be an identified need of the community, that has come to light from our deep engagement with community stakeholders and organisations, they could come from a particular passion of the teachers, or something the teacher has identified in the cohort of students, or a particular need to cover a section of the curriculum.

The best projects are ones that students and teachers are passionate about, and it is the teachers that then fit the standards of progression and assessment into the projects, often redefining and tuning their projects to fit, ensuring academic rigour.

Designing projects is an iterative process, which will change as the details get added and the teachers face questions from their peers such as:

- What will the exhibition be like?
- What products and services will the students create?
- What problems will the students solve?
- How will you differentiate the project?
- When you did the project yourself, what issues did you face?
- How can we get these sets of standards into this project?
- Can the students determine what makes a successful project from your models?
- What is the driving question that will take the students from engagement to exhibition?
- What connections have you made to the adult world?
- What experts and resources will you need?
- How can the students personalise their project?
- What are the milestones of the project?
- How will they record their progress in their learning portfolio?

To help this process, we have many resources to structure this iterative process, including frameworks, project assessment criteria, and a collaborative project tuning protocol.

Our sustainable relationships with High Tech High through [REDACTED], our Co-opted Governor, and other supportive teachers means that we continuously have support and challenge through this process from professionals who have made this approach successful for over a decade, in many schools with differing contexts.

Example projects

There are thousands of example projects from High Tech High and EL schools that we can draw from if we need to, of which a selection are presented at <http://elschools.org/student-work> and here are three examples:

The Crusades

Students create a book about the battles of the crusades that particularly looks at the science and maths of the weapons used in battles and draws conclusions based on whether science gave either side an advantage. This project combines History, Science (particularly physics), Maths, Art, IT (with the composition and design of the product) as well as Literacy, Geography and RE.

Wild about Cramlington

Students studied birds and their habitats and made two products, an album of bird song, and a wildlife guide combining information about how to spot wildlife, the places you can do this - including scale drawings, artwork of birds showing their distinctive markings. This project combines Science, Music, Art, Literacy, ICT.

The Blood Bank Project

Students create a video installation in a public gallery to educate the community about blood diseases and the importance of blood banking. This involved studying topics about blood, the role of blood in religion, creating artwork to illustrate their messages and putting together a video installation. This combines Science, History, RE, Art and Media/ICT.

Please note that not all lessons will be project-based, and that to meet student needs, and to cover elements of the curriculum, traditional subject-based lessons will be taught. We expect the ratio to be about 90% project-based to 10% subject-based lessons.

The organisation of our students

As we roll out our school and build our culture, students will be structured in the traditional manner of Year Groups (7-13) and Key Stages (3-5) to manage progression as they begin their journey towards college acceptance. We will admit 50

students into each year; splitting them into two classes of 25 balanced across abilities. They will be taught in these tutor classes and looked after pastorally in the same grouping.

The classes will not change without exceptional circumstances, as it is important to our vision that we build our learning communities, peer respect and collaboration, through a **common intellectual mission** within this simple structure.

Programmes of Study

Key Stage 3

At Key Stage 3 (Years 7-9), we will use the National Curriculum (NC) standards for our curriculum, as defined by the DfE here:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

We understand that the NC is under review, as is normally the case, and will adjust our curriculum delivery model to map to the standards as and when they change.

As detailed above, we will not teach the NC as separate subjects, but as cross-curricular projects. Our teachers design the projects over the Key Stage to cover the core and breadth of the NC. Like teachers traditionally design lessons to cover each NC subject separately, we will design projects to cover NC standards across subjects.

Within the mapping of projects to NC standards, skills and competencies, we will highlight core, or 'power' standards that we will concentrate on, and leave no child behind. Core Literacy and Numeracy standards will be our highest priority to cover and assess. Content and Skills mapping will be horizontal and vertical across years to avoid repetition and gaps.

We will particularly focus on the history of the content we are studying. Every area of study has a rich and engaging history, and it is extremely important that students understand their place in local and global history for them to see where they are, where they have come from and to enable them to envisage where they might be in the future.

The creative arts are extremely important to us, and are particularly useful at allowing us to express who we are and for personalising our work. Each project will have at least some focus on creative presentation, to effectively communicate the success of projects to their particular audience.

Being a global citizen is becoming more and more important, and although English is used and understood in many countries, the best way to understand who you are in a global setting is to understand another country's language. Language will be taught

through immersing our students in the culture of the country of study, which is widely accepted as being the best way to learn. Because the UK is so close to France, we will use their language and culture as the primary MFL to study.

Although projects are cross-subject, we will ensure a balanced curriculum by building our staff structure to have responsibility for the following areas of instruction:

- Literacy (Reading, Writing, Speaking, Presenting)
- Numeracy (including business, technology)
- Science
- Humanities (including history, politics, geography, economics, religion)
- Arts (including design, music, drama, visual, performance)
- Fitness and Wellbeing (including PE, spiritual, moral, social and cultural development)
- Global citizenship (including MFL, global culture, humanities and arts)

Key Stage 4

At Key Stage 4, we will again follow the National Curriculum and offer GCSE and or iGCSE qualifications to our students that are appropriate to their abilities, with a core of subjects covering the English Baccalaureate, creativity and optional self-study qualifications.

Core

The core areas of study will be:

- English
- English Literature
- Mathematics
- Science
- History
- MFL

and our target is for every student to gain a good GCSE (A*-C) in each of these areas and to at least make expected progress or better based on their prior attainment at KS2. Inevitably, for an extremely small amount of students, some issues may not be able to be overcome, and if needed, a more appropriate, personalised qualification will be offered.

With the Double Award Science GCSE, this will give 7 GCSEs for our core offering.

As well as the programme of study for GCSEs, we will be offering enrichment activities through our 'X-Block' timetabled period to allow us to deliver the requirements of Citizenship, PE and PSHEE.

Breadth

Out of the core areas at KS4, further options will be available to extend the higher ability, and to cover student needs, interests and desires.

At least one **Creative Arts** option will be expected, such as Art, Music or Drama,

A **Technology** option such as Graphics, Product Design, ICT, Media or Programming will also be expected.

These are not optional, but the student will negotiate a choice, and the teacher will differentiate the projects at KS4 to accommodate these choices.

For the higher ability students that would benefit from this, **Extension Options** will be offered such as Advanced Maths and single sciences, which again will be differentiated with and delivered through projects. This is optional and will be negotiated with the student.

Finally, a **Self Study** GCSE will be given to students, where they can select from any appropriate Level 2 qualification that meets their needs, such as Geography, RE and PE. This GCSE will be rigorously supported and supervised by our teaching staff and external partners, ensuring no child is left behind, with regular check-ins and milestones for completion of work. Much of this process will be supported through each student's individual Tutor who will also act as an academic mentor at KS4. This will be a lead in to our self-study programme at Key Stage 5. This is not an optional choice

This will give a total of 10 GCSEs with the addition of extension options for those students that will benefit from this.

How PBL fits with GCSEs

By offering a core with no choice, some optional choice in Creative Arts and Technology and an open option, this allows us to provide a quality, deep learning experience, alongside a managed environment for students to choose their own path of interest.

The core subjects and options are chosen to fit with the pedagogy of project-based learning, as each core subject naturally fits within projects:

- English and English Literature, Maths, Science and History are core to almost all projects.
- The Arts and Technology will be pervasive throughout all student work as they have to exhibit their work (Art) and they will be using ICT to record their progress as well as bring together the final exhibition.

We also believe that to provide a broad and balanced education, our students should appreciate their importance as a global citizen. This is why MFL is part of our core

offering, so students can immerse themselves in a different culture through the study of language. Again, projects are a very effective way to study like this, and any project can become a MFL project.

The self-study GCSE will allow students to fully express their desire and passion to follow a particular subject that will in itself be intensely motivating. Just like the programme of self study at KS5 detailed below, students will negotiate an appropriate subject to study at GCSE, break down the learning outcomes themselves, and construct a rigorous, mile-stoned programme that will also be monitored, supported and challenged rigorously by the KS4 teaching team to ensure successful outcomes.

As students approach their external examinations, each GCSE will become a project in itself, and we will use the strategies detailed in the **Managing, Reviewing and Reporting of progress** section below to bring together the coursework and revision content from the students' previous project work to provide a coherent and focused pathway towards success in each GCSE.

Key Stage 5

At Key Stage 5, the students themselves will define our curriculum. Each student will negotiate the A Level subjects they will study with their teacher. The breadth of A Levels to study will only be limited by the offer of examination boards and/or the student's own ability.

Each A Level will be a self study personalised project, rigorously supported and supervised by our staff, inputting when needed with facilitating expert advice, logistical help, continuous assessment and feedback to both student and their carers.

Students will initially justify their choice, then start to construct their self study programme with guidance from and negotiation with their teacher.

They will build their own body of knowledge with evidence of understanding, mapped to the qualification criteria, with regular check ins and milestones. Exhibitions will continue as the students hit their personalised milestones for delivery.

Throughout this process, students will be in touch with their college of choice, liaising with the appropriate staff to ensure their plans match the entry criteria and beyond.

Students will not be on their own by any stretch of the imagination, with teacher contact time going beyond that of the traditional 6th form, where 'free study time' often doesn't involve much 'study'. Teachers use professional project management tools linked with student learning portfolios to provide a comprehensive and transparent learning environment to enable students to flourish through self-study.

Where appropriate, partnerships with other schools will be in place to ensure depth and breadth of expert coverage at KS5.

We will also extend our enrichment offer from KS4 through to KS5 in our X-Block period, so our students can carry on their personal pursuits with support from the school.

We believe a self-motivated, negotiated programme of study at KS5 provides for students the most effective way to learn how to be successful adults whilst providing the best transition to college and career readiness.

School Timetable and Calendar

XP will open its doors according to the needs of our students and our local community, utilising our resources as effectively as possible to further educational needs.

In terms of formal instruction, a teacher's statutory conditions of service are 195 days with 5 of these days being non-contact. We are splitting our academic year up into 5 terms, roughly made up of 8 weeks at school then 2 weeks break, apart from summer where we have 4 weeks break. Term 2 will be 7 weeks to fit in with Christmas, and other national holidays will be honoured, such as Bank Holidays and Easter.

As an example, the academic year of 2012-13 would have been assigned as follows:

- Term 1: 28th August – 19th October 2012 (37 instruction and 2 non-contact days)
- Term 2: 5th November – 21st December 2012 (33 instruction and 1 non-contact day)
- Term 3: 7th January – 1st March 2013 (38 instruction and 2 non-contact days)
- Term 4: 18th March – 17th May 2013 (40 instruction, 2 non-contact and 3 holiday days)
- Term 5: 3rd June – 26th July 2013 (38 instruction and 2 non-contact days)

This gives a total of 195 days with 9 non-contact days, which gives staff more time to plan projects, assess and monitor progress, and focus on their own professional development.

Daily timetable

All Key Stages will follow this simple timetable below:

Period	From	To	Passing mins	Curriculum mins	Total
Pastoral	08:30AM	08:45AM			
1	08:50AM	09:50AM	5	60	
2	09:55AM	10:55AM	5	60	
3	11:00AM	12:00PM	5	60	
Lunch	12:05PM	12:35PM	5		
4	12:40PM	01:40PM	5	60	
5	01:45PM	02:45PM	5	60	
X-Block	2:50PM	03:50PM	5	60	
Totals			35	360	420

Monday, Tuesday and Thursday will follow this timetable, with Wednesday and Friday omitting the final X-Block period.

This gives us 5 hours of core curriculum delivery per day, and 3 hours of enrichment during X-Block on Monday, Tuesday and Friday, giving a total of 34 hours of instruction.

Enrichment

X-Block will add flexibility to the curriculum, where students will be able to negotiate a personalised programme of enrichment to the core curriculum.

The activities on offer will be tailored to each yearly cohort, but will offer:

- Sporting and physical activities
- Extended creative arts (music, drama, performance arts etc)
- Community activities
- Numeracy and Literacy support
- Academic extension

All these periods are compulsory. Any activities that students take part in outside these periods, whether arranged by students or staff, will all be optional.

Our staff responsible for Fitness and Well-being will monitor the X-Block activities to ensure we are fulfilling our statutory requirements at minimum.

Optional activities

A high value is placed upon student and parental participation in many aspects of school life at XP; Student and Parental Voice, supporting charity days etc. Students and Parents help organise social events, take part actively in projects, competitions, workshops, trips and residential visits. They celebrate significant dates in the life of the school.

Extra-curricular activities offer many chances for students to participate positively in school life. In keeping with this, students with SEN are involved in the assessment of their needs and reviewing their progress at Statement Reviews or other meetings in school.

Subject coverage

Although the PBL curriculum delivery approach focuses entirely on depth and mapping of standards through projects to determine coverage, rather than spending time on particular subjects, we would estimate to spend the following hours at KS3 on each subject within projects:

Subject	Hours per week	%age of instruction time
English	4	12
Mathematics	4	12
Science	4	12
History	2	6
Geography	2	6
MFL	3	9
ICT	3	9
PE	2	6
Art & Design	3	6
Citizenship	2	6
Music / Drama	3	9
PSHEE	2	6
Total	34	100 (including rounding)

PSHEE and Citizenship will also be reinforced during the short Pastoral period at the beginning of the day.

Coverage at KS4 will be similar, with Music/Drama being replaced by the student's negotiated self-study subject.

Our Staffing Structure

We have consulted with [REDACTED], HTH, in formulating our staffing structure, drawing on their expertise in setting up successful Charter schools in the US in differing contexts.

To cover our timetable of 5 instruction periods with two classes (so, 10 periods), we need a minimum of two and a half teachers as shown in the table below:

	Period 1	Period 2	Period 3	Period 4	Period 5
Teacher 1	Class A	Class A	Class B	Class B	PREP
Teacher 2	Class B	Class B	PREP	Class A	Class A
Teacher 3			Class A		Class B

Subjects covered

- Teacher 1 = Maths / Science / ICT
- Teacher 2 = English / Humanities / MFL
- Teacher 3 = Exploratory / Fitness & Wellbeing

Exploratory = Art / Drama / Music / Design
Humanities = History / RE / Citizenship / Geography

This is just an example covering the delivery of between one and three projects. eg in year 2014, with the Principal supporting teaching and Deputy as Teacher 3, there are many combinations which will fulfil the needs of the projects.

Class A and Class B will always be doing the same projects, but they could be doing one major cross-curricular project, or three separate projects. This will be determined by the project planning when the teachers design the projects to ensure coverage and academic rigour.

For example, one issue that both High Tech High and EL schools have found is how to get the coverage of Maths into a project. There will always be an element of numeracy in projects, but they have found that the complexity needed to cover the standards is difficult to get right. This is why they use this flexible timetabling structure to fit in extra Maths coverage, so a typical structure would be for the Maths teacher (in the example above, Teacher 1) to use one period for discrete maths.

The structure of these periods is determined by the projects and how they fit the standards, which is why it needs to be flexible and why we cannot predetermine a structure before the projects are written.

The projects will be designed in the pre-opening phase when we can employ our Principal and Teachers. This is the same need, as teachers would have creating lesson plans and schemes of work to deliver discrete subjects.

In our full admission model, which we fully expect given the demand, XP will open in 2014 with two teachers, a deputy and a Principal to cover two classes of twenty five students each. This will give us the capacity to not only teach the students but make sure all the processes are in place to ensure quality projects, differentiation, engagement with the community, outstanding professional development, and be able to cope with any issues that will inevitably come from opening a new school with an innovative curriculum delivery model.

In 2015, three more teachers will join the instructional staff to cover the extra year. The new teachers will be split between years to share the experience of the existing staff. Teaching staff can traverse years depending on the needs of the project and their own expertise. We will ensure the balance of cross-curricular expertise is kept intact within each Key Stage team by distributing their project contributions appropriately. With 5 teachers, this will cover the instruction period, but we expect the Principal and Deputy to be flexibly used as teachers as well, depending on the needs of projects.

Throughout the roll out, the Principal will hold responsibility to develop each key stage and embed process and strategies to ensure success, delegating management responsibilities as we journey through full capacity

Key Stage 3 will be complete in 2016, and two Assistant Heads will either be promoted from the existing teachers, or recruited to:

- Manage the delivery of Key Stage 3, and
- Co-ordinate Fitness and Wellbeing across the school

Because of the extra responsibilities, the Assistant Heads will not have a full teaching programme, using the spare capacity to carry out their extended roles.

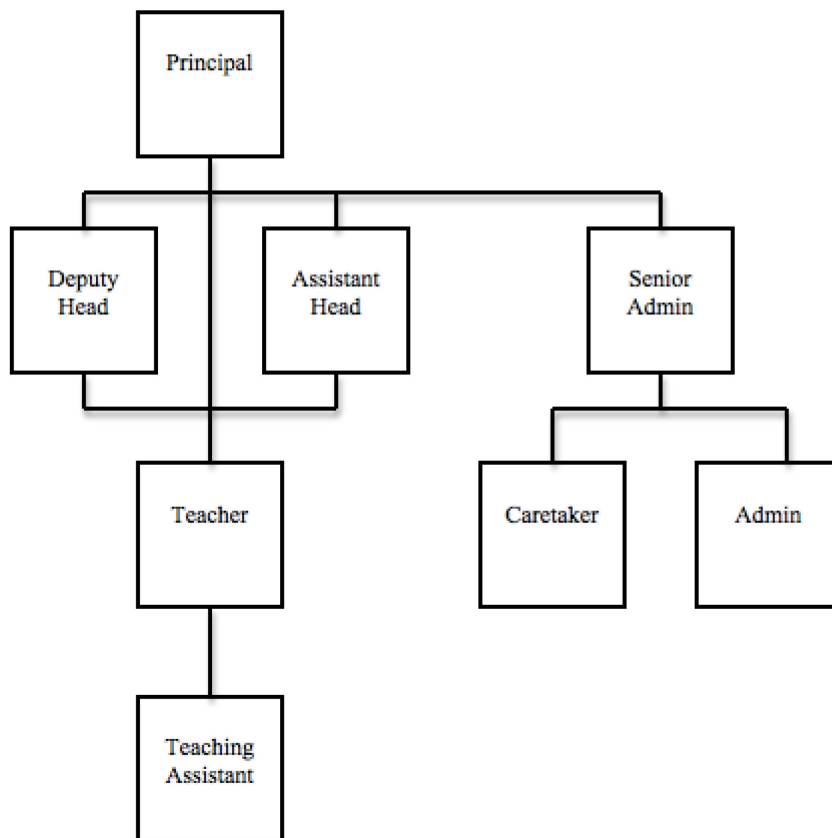
Key Stage 4 will start in 2017, where we have added an Advanced Skills Teacher, and complete in 2018, with an Assistant Head placed to manage this crucial time and ensure outstanding results from our students.

Key Stage 5 starts in 2019 and completes in 2020 with our final Assistant Head in place to manage the college readiness of our graduating students.

The following table shows our phased build up of staff to deliver our education plan from day one, rolling out to full capacity over seven years. This is reflected in our financial model and is shown to be affordable and sustainable.

Year	Princi pal	Deput y Head	Assist ant Head / AST	Teac her	Teac hing Assist ant	Admi nistra tor	Senio r Admi nistra tor	Car etak er
2014	1	1		2	2		1	1
2015	1	1		5	4		1	1
2016	1	1	2	6	6		1	1
2017	1	1	3	8	8	1	1	1
2018	1	1	4	10	10	1	1	1
2019	1	1	4	13	12	2	1	1
2020	1	1	5	15	14	2	1	1

The final staffing structure is depicted below, along with line management.



Staff roles

Principal

Responsible to: The Governing Body

Role of the Principal

- *To provide effective, dynamic and inspirational leadership in order that every child is able to fulfil their true potential.*
- *To lead and manage the school*
- *To ensure the achievement of excellent educational standards*
- *To promote and safeguard the welfare of children*

Ethos and Vision

- Promote a culture of encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards
- Ensure the vision and purpose of XP is clearly and effectively articulated, shared and understood. Translate this vision into agreed objectives and operational plans which will promote and sustain school improvement

- Promote creativity, innovation and the use of appropriate new technologies to achieve excellence

Leadership and Management

- Develop, motivate and lead all staff to achieve the highest professional standards
- Build a collaborative learning culture within the school and actively engage with other schools and other agencies to build effective learning communities
- Maintain and develop our existing community links
- Manage change and the setting up of the new school effectively
- Manage the School finances effectively working closely with relevant Governors and proactively seek further funding opportunities as required
- Ensure job descriptions and performance management for all staff are based on clear roles and responsibilities, reviewed at least annually and consistent with current conditions of employment
- Ensure all policies are kept up to date, working closely with teaching staff, support staff and the Full Governing Body
- Maintain sound procedures for the security, supervision and maintenance of the School environment ensuring that all health and safety regulations are met
- Manage your own personal professional development whilst ensuring the well-being of and a good work/life balance for all personnel
- Advise the Full Governing Body as required, forming a pro-active and effective working partnership with them
- Ensure that all responsibilities delegated by the Governing Body are carried out
- Ensure the school premises are fit for purpose and developed for current and future needs including site development
- Develop, and where appropriate manage, high quality, affordable extended services
- Undertake other such duties as may be reasonably expected
- Take a lead in Teaching, Learning, Curriculum and Standards and Project development
- Lead in the design and implementation of a curriculum, which inspires and engages all students through Project based Learning
- Ensure a consistent and continuous school-wide focus on student assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual student progress against the Projects delivered
- Challenge and remedy under-performance
- Provide nurturing and attentive pastoral care for all students
- Ensure exemplary standards of behaviour and attendance
- Monitor, evaluate and review classroom practice and promote improvement strategies;
 - aim for outstanding standards of learning and teaching at all times
 - take a lead on effective communication and consultation strategies

- Build effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice
- Consistently use and develop information systems to ensure exemplary communication links with all stakeholders
- Co-ordinate the School's work with primary schools to ensure smooth transitions and continuity of learning.
- Regularly and effectively communicate the progress of every child's learning to the relevant stakeholders
- Work with the Governing Body to provide information on all relevant aspects of the School, its progress and intended development

Deputy Principal

Responsible to: The Principal

Role of the Deputy Principal

- *To share in the leadership and the corporate responsibility of the school*
- *To assist the Principal and governing body in ensuring high quality education for all students, continuous school improvement and on-going staff development*
- *To take full responsibility for leading and managing significant aspects of the school as directed by the Principal and governing body*
- *To undertake, in the absence of the Principal, the professional duties of the*

Principal

Strategic Direction and Development of the School

- To help to formulate the aims and objectives of the school and its policies
- To help embed the vision, values, ethos and ambitions of the school
- To keep up to date with and share knowledge of current issues in education
- To contribute to effective school self evaluation and improvement planning
- To work with the leadership team to present an accurate and coherent account of the school's performance
- To lead priority areas of the school improvement plan
- To support the Principal to effectively manage the deployment and performance of all staff, teams and students
- To co-ordinate and manage the Continuing Professional Development of all staff
- To work with the Principal on the organisation and day to day running of the school and on the efficient management of school resources, including the engagement of supply staff
- To attend main governors' and sub-committee meetings

Teaching and Learning

- To provide a consistently outstanding role model and play a major role in the development of high quality teaching and learning throughout the school
- To have a timetabled teaching commitment for groups and classes, including some cover for staff absence. (Therefore it is understood that the 'rarely cover' requirement is expressly excluded from this particular post.)
- To work with the Principal to ensure the on-going monitoring and regular evaluation of the quality of teaching and learning and the development of a broad and rich curriculum based on the development of high quality Project based Learning
- To ensure creativity in the curriculum and promote curriculum enrichment
- To promote the effective management of student behaviour and safeguard the welfare of children and young persons

Curriculum Leadership

- To have an overview of the curriculum ensuring continuity and progression
- To lead on the provision for creativity, enquiry and problem solving in the XP's curriculum, whilst ensuring key learning skills and knowledge are planned for
- To monitor and evaluate planning, quality of teaching and learning and student progress
- To co-ordinate the provision for Gifted and Talented, SEN, EAL and more able students
- To lead pastoral support for students ensuring well-being and safety

Assessment, Recording and Reporting

- To lead on recording, analysing and reporting of assessment data
- To guide and advise the leadership team when setting statutory targets and integral targets for attainment
- Be responsible for the school's student progress tracking system, keeping it up to date and advising the Principal and other staff on students requiring intervention strategies
- To lead student progress meetings and oversee intervention programmes
- To ensure that parents and students are well informed about the curriculum, attainment and progress and are able to understand and contribute to targets for improvement.

Other Duties

- To implement policies and procedures to promote high standards of behaviour and positive attitudes for all children
- Share in the leading of collective worship
- To develop and maintain positive and effective relationships with parents and carers, governors and other community partners
- To act as NQT induction tutor and co-ordinate student placements
- Carry out other duties commensurate with the post

Assistant Principal

Responsible to: Principal

Role of the Assistant Principal:

- *Undertake the normal responsibilities of the class teacher*
- *Be a member of the senior leadership team*
- *Assist the Principal in leading and managing the school*
- *Undertake such duties as are delegated by the Principal*
- *Play a major role under the overall direction of the Principal in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:*
 - *Establishing the policies through which they shall be achieved*
 - *leading and managing staff and resources to that end*
 - *monitoring progress towards their achievement.*

Main Tasks

The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

Class teacher responsibilities

- To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers.
- To be responsible for teaching across both key stages.

The internal organisation, management and control of the school:

To contribute to:

- Maintaining and developing the ethos, values and overall purposes of the school
- formulating the aims and objectives of the school and policies for their implementation
- to contribute to planning improvement which will translate school aims and policies into actions
- implementing the Local Authorities and Governing Body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
- the efficient organisation, management and supervision of school routines

Curriculum Development

To be responsible for progress and support of a Key Stage.

To contribute to:

- The development, organisation and implementation of the school's PBL curriculum, teaching and learning, assessment, recording and reporting
- Ensuring that the learning and teaching provided by different teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
- Ensuring that information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers and to aid Governors in their management of the school
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided

Pupil Care

To be responsible for the line management of specific Teaching Team areas.

To Contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance
- The effective induction of pupils
- The determination of appropriate pupil groupings
- The promotion among pupils of standards of conduct/discipline and proper regard for authority and the encouragement of good behaviour
- The development of culture of independent and project based learning
- The handling of individual pupil disciplinary cases.

The management of staff

- To be responsible for the line management and performance management of specific subject leaders.
- To participate in the recruitment and development of teaching and non-teaching staff of the school.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- To participate in arrangements for the appraisal of the performance of teachers.
- The provision of professional advice and support and the identification of training needs.

Relationships

- To be responsible for fostering positive relationships across the school community.
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports.

- To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's educations and wellbeing.
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments.
- To develop and maintain positive links and relationships with the community, local organisations and employers.

Teacher

This job description may be amended at any time following discussion between the Principal/Team Leader and member of staff, and will be reviewed annually and is in line with the expectations of Teacher Standards 2012

Responsible to: Deputy Principal/Assistant Principal

Areas of responsibility and key tasks:

Planning

Plan teaching to achieve progression in students' learning through:

- contributing to the development of creative, exciting and challenging Projects
- delivering and assessing the effectiveness of Projects
- identifying clear teaching and learning objectives and specifying how they will be taught and assessed
- setting tasks, including homework, which challenge students and ensure a high level of interest
- setting appropriate and demanding expectations for students' learning, motivation and presentation of work
- setting clear targets building on prior attainment
- identifying the needs of individuals and groups within the class, taking note of individual education plans and the requirements of the Code of Practice
- making effective use of assessment information when planning lessons
- planning opportunities to contribute to students' literacy and numeracy, and to their personal, spiritual, moral, social and cultural development
- the use of Teaching Assistant time as appropriate.

Teaching and Class Management

- establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which students feel secure and confident
- set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships

- provide clear structures for projects/learning sessions whilst maintaining pace, motivation and challenge
- use a variety of teaching methods to:
 - (i) structure information well, including outlining content and aims and summarising key points as the project progresses
 - (ii) instruct, demonstrate and give accurate, well paced explanations using appropriate vocabulary
 - (iii) use effective questioning, listen carefully to students, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, ICT and other sources
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the project taught
- critically evaluate teaching and project delivery to improve effectiveness

Monitoring, assessment, recording, reporting, to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor students' project work and set targets for progress
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- prepare and present informative reports to parents

Other professional requirements, to:

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- take responsibility for their own professional development and duties in relation to school policies and practices
- liaise effectively with parents and governors as necessary
- in addition to carry out other duties as reasonably required by the Principal.

Teaching Assistant

Responsible to: Senior Administrator/Assistant Principal

Duties

- Assist in the educational and social development of students under the direction and guidance of the Principal, Assistant Principal and other teachers.
- Assist in the implementation of Individual Education Programmes for students and help monitor their progress.
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Work with other professionals, such as speech therapists and occupational therapists, as necessary.
- Assist class teachers with maintaining student records.
- Support students with emotional or behavioural problems and help develop their social skills.

Administrative Duties

- Prepare and present displays of student's work.
- Support class teachers in photocopying and other tasks in order to support teaching.
- Undertake other duties from time to time, as the Principal requires.

Standards and Quality Assurance

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Attend team and staff meetings.
- Undertake professional duties that may be reasonably assigned by the Principal such as developing Projects, supporting the delivery of Projects and helping to assess progress of students.
- Be proactive in matters relating to health and safety.

Other Duties

Expect a list of other duties that the Principal may from time to time ask you to perform.

Senior Administrator

Responsible to: Principal

- *To deliver financial services to corporate standards to ensure maximum efficiency and effectiveness.*
- *To be responsible for all matters relating to the satisfactory operation of the school's building, grounds and equipment.*

Main Responsibilities:

- Process all orders and invoices on FMS Finance System ensuring that the school complies with the authorisation levels as prescribed within the school's internal financial procedures.

- Manage the imprest account ensuring that transactions are processed promptly and within the procedures prescribed within the school's internal financial procedures.
- Process all income using the appropriate method
- Maintain accurate records and ensure financial procedures are followed.
- Collate overtime and incidental pay/expense related claim forms and check for accuracy. Code, pass for signature and forward to HR in line with published deadlines retaining a copy for the school for reconciliation purposes.
- Develop and maintain effective financial administration systems in order to provide an efficient support service to all budget holders in school. Offer advice to budget holders to ensure the school achieves Best Value at all times.
- Work closely and in confidence with the Principal/Governing Body to ensure the school meets statutory requirements
- Liaise with trip organiser agreeing deadlines for payment of invoices relating to school trips.
- Advise trip leader regularly in respect of outstanding students balances. Liaise with trip organiser regarding collection of any non-electronic funds.
- Administer and control the school fund, paying any cheques or cash received into the bank account, paying invoices, transferring funds to the budget where necessary and processing all financial documentation in accordance with proper accounting practice
- Ensure accounts are independently audited annually and audit report presented to Finance and Site Governors Sub-Committee.
- Attend all Finance and Site Sub-Committee meetings.
- Ensure minutes are typed and available for next meeting. Receive apologies from committee members and advise the meeting. Offer advice to Governors when required.

In addition:

Ensure that the school site is secure and well maintained.

- Devise and manage the school's building maintenance programme
- Manage the school's access, hiring and lettings policies and procedures
- Liaise with the school's partners, premises hirers and clients in order to ensure that an excellent service is provided
- Manage the selection, evaluation and monitoring of external contractors.
- Manage the appointment, induction, training and performance of any additional premises staff, in order to create and maintain a high level of customer care
- Manage the deployment of any additional premises staff, in order to ensure appropriate levels of cover (especially during evenings, weekends and holiday periods).
- Attend relevant training courses.

- Carry out any other reasonable task as instructed by the Principal/Governing Body, which is commensurate with the post holder's main responsibilities.
- Be aware of and support difference and ensure that students have equality of access to opportunities to learn and develop
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.
- Be responsible for the SCR of staff and running the appropriate procedures for CRB checking and the management of this process

Additional Duties

- The postholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the school's policies and procedures
- The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Administrator

Responsible to: Senior Administrator

To provide routine clerical, administrative and financial support to the school.

Main Areas of Responsibility

- Undertake reception duties including response to telephone and personal enquiries.
- Assist with pupil welfare matters, including contacting parents and staff.
- Provide clerical support, this to include photocopying, filing, email.
- Maintain manual and computerised records.
- Undertake typing and word-processing, and other IT based tasks.
- Carry out routine financial and administrative tasks, including the collection of money and the completion of records and registers in accordance with school policy
- Be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

The administrator is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning

activities, and in performance management and development as required by the schools' policies and practices.

Caretaker

Responsible to: Senior Administrator

Duties and Responsibilities

Security

- Opening and closing, unlocking and locking of school gates and buildings
- Open and close the school for evening use at times arranged by the Principal
- Monitoring and administering CCTV system
- Unsetting and setting of school alarm system
- Responding to, and resetting of, the school alarm, liaising with the police and alarm company.
- Checking and securing the school premises subsequent to out of hours intruder alarm activation
- Register as main Key Holder and be the first point of contact in an emergency callout situation
- Overall security of the school premises including the locking of all windows and doors and the drawing of window blinds
- You may be called out at unsociable hours or at weekends to deal with security problems, make emergency repairs or allow access to any contractor who may be working on the site, in school holidays or weekends.
- Security Mark new equipment.

General

- Returning to school between shifts if required
- Upkeep and general care of the school
- Unlocking and re-locking bins in preparation for pick-up
- Ensuring that external rubbish is stored appropriately
- Cleaning and tidying of the internal school building in designated areas - as per plan
- Cleaning of internal glass, internal and external door glass and internal side of external windows
- Cleaning of external windows at ground level
- Sweep yards, pick up litter and be responsible for the removal of all debris from paths, play areas, grassed areas, flowerbeds and all entrances.
- To empty internal communal rubbish bins daily and work with students on recycling initiatives.
- Ensuring that the cleaning of toilets and toilet areas is done, and the replenishment of toiletries is carried out

- General maintenance and minor repair work including: doors, windows, toilet seats and flushes, furniture, tap washers and some painting of doors and walls.(This list is not exhaustive, but an example)
- Appropriate painting and redecoration.
- General portage duties and moving of furniture
- Assisting teaching staff with simple tasks as requested
- Checking damage/security every morning on arrival at the premises
- Lettings as required - opening, closing and general duties
- Preparation for functions as required
- Receive and check goods and supplies and take them to the appropriate place for storage
- Ensure that all refuse is disposed of promptly and stored away from the main building
- Routinely clean lamp shades and light diffusers (strip lights). The height limit is eleven feet
- Ensure that clear passage is maintained on fire escape routes
- Test fire alarms weekly. Maintain test register
- Carry out periodic cleaning of all internal surfaces to a height of eleven feet from floor level
- Report any defects of building, furniture, fittings and equipment to the Senior Administrator and Principal

Grounds Maintenance

- Daily check of roofs for pooling, loose tiles, plant growth etc.
- Clean roller shutters, soffits, bargeboards and external lights
- Keep all hard surfaces free of moss and weeds
- Disinfect drains and dustbins regularly
- Make safe any hazards and ensure that the area is cordoned off
- Keep paths, entrances free of ice and snow to ensure the safety of children, parents, staff and visitors.

Management

- Be responsible for ordering cleaning equipment
- Noting, monitoring and reporting any defects in the school buildings to the Secretary and Head teacher.
- Produce a Termly report for the Head teacher and Governors re: Health and Safety issues and Building Maintenance
- To serve on the Health & Safety Committee as required
- Monitor the work of contractors working on site
- Supervision of any additional cleaning staff and monitoring of cleaning standards
- Assist in the appointment and interviewing of any additional cleaning staff
- Compilation of work duties and rotas of any additional cleaning staff
- Completion of daily time sheets and completion of daily diary

- Completion of site diary.
- Oversee any additional cleaning staff time sheets

Heating, Lighting and Water

- The switching off of all lights and appropriate electric plug sockets
- Ensure that all lights and heating are working effectively
- Turning off and on of auto-flushing units each evening and morning respectively during school time and holiday periods
- Read Gas, Electric and Water meters as required
- Monitoring and setting of heating controls and boilers Be aware of the location of all stopcocks, gas and electricity meters and read meters as required.
- Ensure that the boiler house is tidy and that no flammable material is stored there
- Using appropriate PPE, replace, repair fluorescent tube starters and fluorescent tubes up to a height of eleven feet.
- Any other work requested by, and deemed appropriate by, the Head teacher and Governors

Meeting the needs of students with differing abilities

Our students are selected across the whole of the Doncaster catchment area, using a lottery for over-subscription. We would expect applications from students of differing abilities and needs in each class, ranging from SEN statemented children, children who have EAL, and Gifted and Talented abilities. We expect applications to correlate to the local averages provided by Doncaster LA, therefore, approximately 1.3% of our cohort will be SEN students with statements with a further 18% of students at school action or school action plus; 16% of our cohort will be eligible for FSM; with approximately 5% of our cohort being made up of students with EAL; and at least 10% of our cohort will be Gifted and Talented. We do not segregate our children, and so we have extremely strong, effective ways to tackle differentiation.

At XP, differentiation is a core value and instructional approach where teachers proactively plan to meet students' varying needs based on on-going teacher assessment, and timely reviews as detailed in our policy summaries below. Teachers utilise flexible groupings and design tasks that allow for different approaches to the same goals. Each learning community builds a culture that honours diversity and holds all students accountable to the same long-term learning targets, putting equity at the centre of our school's vision.

Personalisation

The teacher who knows each student well personally differentiates every project-based lesson. As students work towards the same long term learning targets,

teachers provide multiple pathways for meeting the learning targets based on student needs. These needs are determined through assessment strategies detailed in the section Monitoring, Reviewing and Reporting of progress below. Teachers use instructional practices that ensures all students are thinking and participating, such as providing texts for different reading levels, designing tasks based on different learning styles and creating grade-levelled texts and tasks. Students differentiate their own work by utilising appropriate ICT to demonstrate their understanding, such as one student writing an essay, another using a mind map, while a different student may decide to record a video or screen recording.

Not only are different pathways facilitated, but ways in which students can reflect who they are through their work are provided as well. An outstanding education is noted by the way in which each student finds out about themselves, grows into themselves, and discovers things about themselves they never knew existed, and project-based learning is fundamentally about this. Students with social, emotional and even pastoral needs can often find ways to express these needs through their project work, which is encouraged by our teachers. Often, finding a way to communicate these needs is the first step to dealing with any consequential issues.

We will provide supplemental services that give additional support and intervention to students whose needs are not met in the normal educational setting. Students with SEN and EAL are taught to the greatest extent in classrooms as normal.

While our inclusion policy means that students with differing abilities will be taught as much as possible in the same class, following a common intellectual mission, we will establish the following strategies to ensure we are meeting the needs of all students within each class and project setting.

Students with Special Educational Needs

The aim of XP is to provide learning experiences for all students to achieve success, to encourage tolerance and concern for others and to establish attitudes of responsibility, thereby enabling all students within the community to grow into well-adjusted adults and useful members of society. It is also our aim to:

- Ensure that SEN students take as full a part as possible in school activities.
- Ensure all students follow a broad and balanced curriculum that links to the standards in the NC through our projects.
- Recognise the importance of the role of parents by keeping them fully informed of their child's progress.

Inclusion and SEN embraces the notion that a student has a significantly greater disadvantage to his/her development to that of his/her peers due to educational, physical, social, emotional, behavioural or sensory difficulties. Inclusion is about more than students with SEN. Inclusion is about all students.

Students with SEN are just one of the groups considered vulnerable to underachievement. Ofsted refer to different groups – they may also be described as ‘vulnerable groups’ or as having ‘additional educational needs.’

It is important for us to remember and recognise that a student may belong to several groups. There will be barriers that are common to all vulnerable groups and at XP we need to adapt our policies and practice to ensure we do not discriminate against, or hinder the achievement of, any student. This whole school approach to the development of inclusive education does not mean that individual needs are ignored.

Our aims are that:

- All students have the support they require to access the curriculum and activities of the school.
- All students leave our school with the core skills in literacy, numeracy, personal organisation and social independence they will need for adult life.
- All students learn the social, emotional and behavioural competencies they need in order to sustain positive relationships with others.

Our Inclusion Statement is based on the following national guidance:

- Curriculum 2000 Inclusion Statement
- Disability Discrimination Act 1995
- SEN & Disability Rights Act 2001
- SEN Code of Practice 2001
- Equality Act 2010

The main objective is to offer a clear, coherent way to provide for the special educational needs of as many students as possible in as flexible a way as possible. This principle is enshrined in the school’s Equality of Opportunity Policy, which states that we are committed to equality of opportunity for everyone involved at XP.

- In so doing, to boost the literacy and numeracy skills of students with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such students to the rest of the curriculum.
- To develop differentiation in all lessons to improve the educational opportunities of all students regardless of ability.
- To meet the special educational needs of students with physical/sensory disabilities, with speech, language and communication difficulties and with social, emotional and behavioural difficulties as far as is practicable, making adjustments in terms of the layout/resources of the school.
- To increase the confidence of students with SEN, encouraging them to be involved in their own provision.
- To aim to communicate with parents about all aspects of the special needs provision made for their son/daughter and to seek to develop this partnership.

- To deploy the resources of the Learning Support Department in as effective a way as possible.
- To use the SEN Code of Practice as a framework for identification of, and provision for, students with special educational needs.

Disabilities

The school will work closely with advisory teachers from the Local Authority for students with physical and sensory impairment and students on the Autistic Spectrum. XP is happy to make arrangements to enable these students to participate as fully as possible in the education and activities offered at XP.

XP is a new school that will open in September 2014. It will meet all building regulations. The building will be easily accessible by wheelchair and there will be appropriate disabled facilities and an Accessibility Plan will be in place.

Students identified at School Action:

School Action is an intervention process carried out within XP, which enables curriculum access for students identified by our Primary colleagues prior to entry in Year 7. This may be due to failure to make sufficient progress or low attainment, but may equally be for other reasons e.g. social, emotional, behavioural or medical needs. These students have an entitlement to support. If a student does not make expected progress, the Principal would seek advice from an external agency. At this stage the student may become School Action Plus on the SEN Register.

Students identified as School Action Plus:

Students identified as School Action Plus involves the engagement by XP with external agencies, to provide detailed planning and intervention strategies. This will involve identifying which strategies and interventions have already been tried and which targets have been set and achieved. Funding for school Action Plus is within the delegated budget. It is at the discretion of the Principal how to use the funding effectively. The school may seek advice from a specialist teacher or agency.

Curriculum Access & Inclusion

‘Inclusive schools enable all their students to gain maximum advantage from all opportunities which education has to offer’

This will certainly be the case at XP where students are taught in mixed ability groups and engage in the same projects.

We will ensure access for students with SEN to a balanced and broadly-based curriculum, including the National Curriculum because:

- All students in Years 7-11 follow a project-based curriculum, covering the National Curriculum, with a common range of options at KS4.

- Students in KS3 may be withdrawn for individual or small group tuition from any session, on a rotational basis. Some students in KS3 may be withdrawn in tutor time for one-to-one literacy/reading/spelling support.
- KS4 students are supported in lessons across the curriculum. KS4 students may also be withdrawn from some tutor time and may receive one-to-one support with literacy/coursework catch-up.
- Students who have special classes over a prolonged period are withdrawn on a rotational basis, which changes each half term.
- Allowances and help will be given by project staff to students withdrawn from lessons to minimise any disadvantage caused by the withdrawal.
- It is the policy of the school to develop differentiation of class work within the common framework of each project.

The integration of students with SEN within the school site is ensured because:

- All students belong to mixed ability tutor groups and attend the same Group Assemblies
- A wide range of extra-curricular activities and visits are available to all students.
- All students are involved in project activities.
- Success is celebrated for all students in the presentation of work at the end of projects.

Students with English as an Additional Language

The term EAL is used when referring to students whose main language at home is a language other than English. This policy sets outlines XP's aims, objectives and strategies with regard to the meeting of needs and the development of skills for our EAL students.

Our aims are:

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the XP
- To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum through project work
- To help EAL students to become confident and fluent in English in order to be able to fulfil their academic potential.

Our objectives are:

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum/project planning

- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Our strategies to achieve our aims and objectives are:

- To recognise the child's mother tongue and boost the child's self-esteem. All students with EAL have the potential to become bilingual adults.
- To make classrooms socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- To identify the student's strengths
- To acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

In our teaching and learning practice, we will:

- Assess the student's competence in English in relation to curriculum/project aims, the NC standards and expectations as soon as possible
- Show differentiated work for EAL students in project planning and development where appropriate
- Have high expectations; expect students to contribute and give more than one-word answers
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives as part of their engagement in projects
- Recognise that EAL students need more time to process answers
- Allow students to use their mother tongue to explore concepts
- Give newly arrived students time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Tutor Groups to ensure that EAL students hear good models of English
- Use collaborative learning techniques to support EAL students as part of our project design and delivery

Our Principal and Teacher in charge of inclusion will have certain roles to play.

Our Principal will ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on students with EAL
- Relevant information on students with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for students learning EAL are set and met
- The effectiveness of the teaching of students with EAL is monitored and data collection is managed

Our Teacher in charge of inclusion will obtain, collate and distribute information on new students with EAL. This includes:

- Language(s) spoken at home

- From the previous school, information on level of English studied/used
- Details of curriculum at previous school
- Oversee initial assessment of students' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Learning/Project Plan for each student)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning of students with EAL
- Liaise with the Multi-cultural Service
- Liaise with parents/guardians
- Support the students' language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Principal on the effectiveness of the above and the progress of students
- Be knowledgeable about students' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum/project planning, classroom teaching and student grouping

The Principal will liaise with support services, in consultation with teaching staff, where:

- Advice and assessment procedures are available from the Local Authority. Contact may be made when it is necessary to seek additional advice or when assessments are needed.
- Additional facilities, resource and information from specialist staff are utilised when necessary.
- Contact with support services is recorded and kept on file.

It will be necessary at times to work closely with Health & Social Services, Education Welfare and voluntary organisations.

Gifted and Talented Provision at XP

"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)".(DfES 2006)

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of students at the school.

Within the school we recognise that gifted and talented students can be:

- good all-rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those students who are gifted and talented do not always show their ability. Such students are gifted and talented even though their abilities may be hidden or remain as potential.

At XP we are committed to:

- help our students to develop their skills and abilities, intellectually, emotionally and socially;
- provide teaching which makes learning challenging, engaging and enables students to reach their potential, and that
- we are committed to working for quality and equality of opportunity.

This policy is an integral part of the XP's broader development of maximum inclusion of educational opportunity for all students and states our commitment to providing an environment in which all students are enabled to realise their potential.

Our aims are:

- The raising of aspiration for all students
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage levels; CAT scores; NVRQ scores)
- Teacher nomination (based on classroom observation, discussions with students, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages

This information will be collated by the Teacher in charge of Inclusion and will be made available to all staff. The gifted and talented register will be regularly reviewed and updated.

Our intervention strategies and support for gifted and talented students include:

- The provision through projects for gifted and talented students to work with students of similar ability and be suitably challenged by the project.
- Appropriate mentoring and additional provision will be available for students of exceptional ability;
- The provision of enrichment/extension activities and tasks will be built into project work and take place out of school hours, or through our X-Block period;
- Differentiation within projects will be personalised to meet learner need;
- Through projects students will be immersed in independent learning allowing them to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

The following optional activities are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities

The Teacher in charge of gifted and talented co-ordination has overall responsibility for

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

The Teachers review these strategies and policies on an annual basis with specific responsibilities in conjunction with the named governor with responsibility for each cohort.

Our use of ICT

ICT will be used pervasively throughout XP, capturing learning, representing learning, assessing learning and sharing learning. We will provide a smooth pathway from personal device to learning portfolio, where all stakeholders can engage in deep, media rich educational presentation and discussion.

Technically, we will do this through core technologies provided by the school which cover:

- **Class presentation** – a projector and sound system
- **Collaborative core machines** – one cloud-based PC per 3-4 students
- **A collaborative interface** - wireless Internet rather than a server-based network
- **Specialist tools** – higher spec PCs for video, CAD, music etc
- **Project management** – cloud-based software to manage projects collaboratively
- **Professional communication** – cloud-based enterprise level collaborative communication tools including email, calendars, documents, web sites, blogs
- **Learning portfolios** – cloud-based, collaborative portfolio structures
- **Access to applications** – smooth integration into many cloud-based applications

Our use of ICT is key to how we support students of differing abilities. Our strategy to devolve ownership of ICT to our students and teachers means that we don't try to create an ICT model to fit all, to force teachers and students down one route. Using cloud technologies allows us to have a technology agnostic strategy where any platform can be used and integrated into our project and performance management, student learning portfolios, assessment and our intranet systems.

This means that teachers and students can use their own tools to show their own understanding of learning their way. Students with educational needs can use any accessibility tools on their device of choice without being excluded because work has to be in a certain format, or from a certain device.

We will ensure our curriculum can be delivered using our core technologies, while allowing students and teachers to interface with the learning through their own devices. We will also engage in schemes that enable students to access technologies that may not have previously been able to, because of financial issues.

Our aspirations for student achievement

Student targets at Key Stage 3

- We would expect all of our students to make expected levels of progress in line with Raise online matrices. Targets and expectations would be challenging and aspirational and progress will be monitored and intervention strategies put in place where progress is not rapid enough (See Intervention Strategies). This will ensure that attainment and progress will be 'outstanding' and clearly better than the majority of schools both nationally and in our Local Authority.
- Minimum literacy and numeracy level of 5 is an expectation and all students will be supported so that they achieve this level of performance. Without the

ability to read, write and use mathematics to at least this level will make access to the wider curriculum more difficult and achievement at GCSE at the appropriate levels of progress or better less likely. At XP we are not prepared to accept underperformance as we realise that life chances will suffer as a result.

- Design Principles met. Our rigorous and challenging curriculum will ensure that students make appropriate progress and establish a balanced and broad based knowledge of the wider curriculum. Our approach to learning, through projects, critique, re-drafting and exhibition will be a unique experience for learners in the UK. The success of such approaches in the USA is clearly a motivating factor in allowing learners in the UK the chance to develop, advance and achieve through Project based Learning and the resilience, independence, resourcefulness and academic challenge this approach develops is an imperative addition to the education system in the UK. The establishment of a Free School will allow this to happen.

Student targets at Key Stage 4

- 100% 5 A*-C including English and Maths. Once again depending on KS2 attainment our students will be set challenging targets for KS4 in line with Raise Online matrices. These targets will be adjusted as students make accelerated progress but targets will never be reduced. Accordingly, our aspiration for student achievement is to pursue excellence. Systems will be in place to monitor, review and evaluate progress so that appropriate intervention can be put in place, if required.
- 100% English Baccalaureate. Our curriculum is structured around the core subjects that are represented in the English Baccalaureate. The inclusive nature of the curriculum will allow us to specifically support students in achieving this benchmark.
- Design Principles met (See above)

Student targets at Key Stage 5

- 100% 3 A Levels or Equivalent. As college acceptance is our key driver, this target is imperative. Students will be set challenging but achievable targets based on their achievement at KS4 and will be supported to achieve what is for us a key success indicator.
- Average point score per student well above National Average. The above targets will take into account expected levels of achievement and targets will be well above this to encourage aspiration.
- 100% College Acceptance. Our key aim is to provide students with this life changing choice. Whether this is academic or vocational, the chance to progress into meaningful and successful further study and ultimately employment is a non-negotiable at XP. Our high standards, expectations and

aspirations are encapsulated in achieving this goal and ensure that none of our students are, or become in future, NEET.

- Design Principles met (See above)

Targets for teachers

- Delivery of above targets including Design Principles
- Minimum Professional Development equivalent to Masters Degree unit per year.

These targets far exceed the measurements being achieved by Doncaster Secondary Schools, and will be delivered by our Education Plan detailed through our Core Practices and driven by our Design Principles as previously detailed. These targets mirror the achievements of High Tech High and EL schools in the USA.

Monitoring, Reviewing and Reporting of progress

Every student and teacher will curate their own learning portfolio which will mainly be online and collaborative. These portfolios capture the rich, qualitative evidence needed to judge each individual's progression, which will feed into our quantitative assessment data using our professional communication tools.

The portfolios will consist of blogs, websites, mind maps, self assessed portfolios and competency passports, full of media rich evidence and learning conversations.

Each portfolio is shared with mentors, teachers and parents, so all stakeholders can not only access the evidence of progress, but contribute to the students' journey through collaborative learning conversations captured within their portfolios.

This qualitative evidence will effectively inform the quantitative assessment data collected by teachers and shared appropriately to stakeholders through collaborative spreadsheets which will be used to identify issues and form effective, personalised intervention. There will be an agreed and standardised assessment at the end of each half term to ensure that where intervention is required it can be focused, specific and the impact can be evaluated.

As students progress through each project, no child is left behind as teachers and their assistants rigorously monitoring progress within lessons, by defining expectations understood and co-constructed by students, regular milestones and deadlines, and rubrics of what success looks like.

Building up to exhibition, students finish their projects well before the exhibition date and prepare to present their individual work, their group's work and their wider classes work as articulately as possible.

At exhibition, the teacher presents the project, sharing its pedagogical purpose to all stakeholders, being parents, professionals and experts, and others that make up the authentic audience.

This process far surpasses the normal monitoring, reviewing and reporting of other Doncaster Secondary Schools who rely on termly internal quantitative teacher reports, an annual Parent's Evening, and reporting of grades and targets.

Parents are fully engaged in the learning of their children, teachers know each child personally, and leadership have qualitative and quantitative information at their fingertips.

The school will be constructed like High Tech High, with open classrooms and flexible communal learning spaces, galleries of student projects, where the learning is palpable and built into the structure of the physical school.

Intervention Strategies at XP

It is the role of the teacher, teaching assistants, assistant heads, advanced skills teachers, deputy and principal, informed by parental judgement to identify where intervention is needed. There will be a clear, coherent and consistent programme for intervention that is specifically directed to ensure that all students make appropriate progress.

Intervention Practices and Processes

All students in every Year Group will be ***formally assessed each half term***. Wherever students are below expected progress this will trigger intervention strategies allowing for early and specific support to remedy any gaps in skills, knowledge or understanding. At XP, we believe that by intervening early most students will be able to improve quickly and, thereby, access all parts of the curriculum. We will not tolerate underperformance and will include parents and other stakeholders to support the intervention process, where required.

In order to ensure success detailed analysis of the pupils' needs and accurate evaluation of the effectiveness of previous interventions will take place and inform our Individual Intervention Plan (IIP) and any other interventions we feel are appropriate to ensure successful progress. These processes will be led by the Senior Leadership Team and will be reported to Governors along with the efficacy of approaches.

We will establish specific intervention classes supported by focused, high-quality teaching. Indeed, in some instances small-group intervention will be facilitated by LSAs who are thoroughly trained, work closely with project teachers, have good subject knowledge and are familiar and well-versed with the intervention programmes we offer.

As a result of our high quality training, LSAs and/or teachers will have expertise and appropriate subject knowledge to adapt support materials and their approach to meet the students' needs. All of our interventions will relate specifically to the teaching programme delivered as part of our project development of literacy and numeracy skills and will relate clearly to expected progress against current National Curriculum levels in reading, writing, speaking and number.

The type of intervention will depend on student need although any process will be underpinned by:

- clear and specific leadership of intervention programme so that there is a distinct and holistic view of student achievement, progress and attainment;
- detailed and thorough analysis of data to analyse students' progress;
- withdrawing groups for support will only take place when assessment information is used effectively to identify gaps in pupils' knowledge and skills.
- Programmes selected will clearly match student need;
- regular monitoring of provision and students' achievement;
- prompt identification of those pupils who might benefit from intervention (regardless of Year group or Key Stage);
- all interventions will be flexible and address individual student needs;
- and good quality training for staff.

Phase 1 Interventions will include:

- P1a Half termly assessment analysis and identification of gaps in understanding
- P1b Phone call home
- P1c Extra work provided (including extra homework)
- P1d Individual support from staff (including our well-trained LSAs)
- P1e Additional learning support sessions
- P1f Further catch-up sessions
- P1g Initial Intervention Review Meeting with parents/carers to review interventions

Phase 2 Interventions will include:

- P2a Individual Intervention Programme (IIP) Meeting (including parents/carers)
- P2b Targeted additional work (including extra homework)
- P2c More formal catch up sessions in place
- P2d Small group intervention sessions
- P2e One to one tuition sessions including structured phonics-based approaches
- P2f Intervention Review Meeting to evaluate progress
- P2g Learning Support Referral

Phase 3 Interventions will include:

- P3a SEN or other assessment as appropriate (including parents/carers and other agencies, if required)

- P3b School Action/School Action Plus intervention programme initiated
- P3c Formal Review process in place
- P3d Referral to outside agencies for support

Monitoring Interventions

Senior staff will carefully monitor the quality of intervention provision and teaching. This will include sampling and observing the work of LSAs as part of our Quality Assurance processes. The progress of students on intervention programmes will also be tracked at our weekly Leadership Meetings and discussed as part of our weekly staff Professional Learning programme. This approach will provide not only accountability but also the opportunity to adjust interventions or staffing/support of the intervention programme as required. It will also allow us to address any issues concerning staff training or expertise.

Accordingly, we will build a culture of support and challenge for both students and teachers to will nurture students of all abilities, providing the necessary intervention in a timely manner needed to achieve our high expectations of achievement.

Governors will be reported to regularly as per our statutory requirements to inform their own activities in shaping the school vision, acting as a critical friend to the Principal and holding the school accountable to the children and parents it serves.

Admissions Policy

XP.'s admissions policy will comply with admissions law, the School Admissions Code of Practice and the School Admission Appeals Code of Practice, and act in accordance to the Secretary of State's guidance on exclusions. Our admissions policy will ensure that we meet all statutory requirements, ensuring looked after children, previously looked after children and children with SEN statements will be given priority.

XP will not select any students by ability or any other selective criteria.

Admission to Key Stage 3 and 4

The admissions arrangements for 2014/15 will be:

- There will be 50 places available
- Our catchment area is of the whole of Doncaster Metropolitan Borough Council (DMBC)
- Applications for places will be made through the Local Authority's Admission Scheme.

If under-subscribed, the school will admit all children who have applied. Children for whom our school is named on their SEN statement must be admitted in accordance with the Admissions Code

When oversubscribed, the following admissions criteria will be followed in this order until all places are taken:

- 1 Looked after children, or previously looked after children must be admitted in accordance with the Admissions Code
- 2 Children of staff and governors where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- 3 Children whose siblings are attending the school at the time of admission. The term sibling includes legally adopted children, step or half brothers and sisters, that live permanently at the same address.

After these criteria have applied, an independent, public, transparent, computerized lottery will be used as a tiebreaker to determine any other available places.

Distance from school will not determine any priority within our admissions.

We will request dispensation from the Secretary of State for children whose parents have made a significant contribution to the application, set up and running of the school, to be derogated from the admissions code and be given priority admission. The children fulfilling this criteria would be prioritised after Looked After Children in our admissions policy.

Admission to Key Stage 5

Our 16-19 provision will use the same criteria as Key Stage 3 and 4, but with priority for existing students of XP to move from Year 11 to Year 12 to be placed after Looked After Children.

The admissions arrangements for 2019/20 will be:

- There will be 50 places available
- Our catchment area is of the whole of Doncaster Metropolitan Borough Council (DMBC)
- Applications for places will be made through the Local Authority's Admission Scheme.

If under-subscribed, the school will admit all children who have applied. Children for whom our school is named on their SEN statement must be admitted in accordance with the Admissions Code

When oversubscribed, the following admissions criteria will be followed in this order until all places are taken:

- 1 Looked after children, or previously looked after children must be admitted in accordance with the Admissions Code
- 2 Existing students of XP.
- 3 Children of staff and governors where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- 4 Children whose siblings are attending the school at the time of admission. The term sibling includes legally adopted children, step or half brothers and sisters, that live permanently at the same address.

After these criteria have applied, an independent, public, transparent, computerized lottery will be used as a tiebreaker to determine any other available places.

Distance from school will not determine any priority within our admissions.

Relationships for Learning - Managing Behaviour at XP

Creating, maintaining and enhancing positive relationships, and the development of restorative approaches are at the heart of XP's "Relationships for Learning" policy.

In order to achieve the aim of high quality learning for all, XP believes that relationships should be positive, supportive and respectful. It is essential that we build strong relationships, nurture them and repair them should the need arise. There is a clear need for society in general to learn how to deal with situations of disruption, conflict and harm, and 'Restorative Approaches' is recognised as an appropriate model that endeavours to support people in putting right their negative actions.

XP encourages the development of positive strategies that will build and enhance strong relationships. The use of positive reinforcement, rewards and praise are key elements of this. Of course, the aim is that staff will plan and deliver engaging, challenging and enjoyable lessons to enthuse and motivate students. If this is done, it will not only increase the chances of individual student success but will also increase the chances of positivity.

'Restorative Approaches' are used at XP to resolve conflict and/or restore and rebuild relationships where harm has occurred. Wherever possible, XP aims to be restorative and educative rather than punitive, with the intention of developing mutual trust and respect, personal responsibility and emotional literacy across the school.

'Restorative Approaches' help to build understanding between individuals and groups of people, they necessitate truth telling and taking responsibility and they enable people to learn from their mistakes.

Pastoral Support, Monitoring and Review

Where a student is causing persistent issues in school the Advisory Tutor / Project Tutor will assess appropriate levels of need and support. Support could come in a range of forms such as regular review meetings, short- term targets, home/school contracts or CAF referral. Parents should be involved as early as possible. A Tutor will decide upon the appropriate level of support. In more serious situations, Tutors should instigate a restorative session involving all parties affected, including parents. The Tutor will mediate at the session.

Fixed Term Exclusions

Fixed Term Exclusions could be used for serious incidents such as:

- swearing or being abusive directly to staff;
- serious violent acts such as physically attacking another student without provocation;
- serious incidents of bullying of another student, including racism, sexism, homophobia or cyberbullying;
- use of illegal substances or alcohol;
- bringing a weapon to school or using a weapon in school.

Any return after exclusion, should involve a restorative session where definite targets are agreed for future performance as a XP student. Whilst we are guided by restorative principles (and will organise restorative sessions involving all affected parties when serious harm is caused), it is also the case that the issues above could well result in permanent exclusion from XP.

Attendance at XP

As proven by widely published statistics, attendance at school is vital to a student's achievement and has a heightened profile in this school with an Assistant Principal having responsibility for whole school attendance as well as oversight of the school's pupil welfare system. Pupils are required by law to attend school until the end of Year 11.

Outcomes of our attendance strategies

- to secure attendance at school unless absence is authorised
- to identify problem area(s) that would explain non-attendance
- to work together with the educational social worker to maintain good attendance, securing help for pupils with problems.

Attendance Strategies

In order to deal with attendance problems effectively and efficiently, the school will follow the following strategy:

- Registers need to be marked accurately according to guidance in Staff Handbook and in the register files.
- Attendance records kept for every class from year 7 to 11 and all non-attendance checked against the daily register that will be taken at the beginning of the morning session and before the last period of the afternoon.
- A monthly computer print-out will highlight any student whose attendance is below 90% and their parents will be informed of this and asked to attend an interview with the Assistant Principal, Educational Welfare Officer, form tutor/year head present. Parents will be reminded of their obligations to ensure attendance and a programme of support will be agreed. On a second occurrence, parents will be reminded of the legal action that can be taken and the fine that can be imposed.
- A monthly class by class, check by teachers of any student whose attendance is below 90%.
- Parents will be sent the list of authorised absences together with a pro-forma to be used to inform the school about any such absence.
- Family holidays (up to ten days) must be requested a fortnight in advance and will only be granted where there is no undue interruption to a pupil's work, such as missing vital coursework deadlines.
- A new absence slip for leaving school during the day which the student must carry with them when out of school during the day.
- The situation will be monitored at School with the involvement of the Educational Social Worker

At all times, parents will be informed of problems with any of the above.

The senior management will keep attendance regularly under review and report to the Governing Body once a term on the attendance figures and any particular problems.

Pastoral Support and Well Being at XP

Student well being is at the heart of everything we do at XP. We are aware that if students feel safe, well cared for and supported they are more likely to achieve highly. It is this balance of care and pursuit of excellence that will define XP. The following outline is a brief example of how we will support our learners:

- Every student has a tutor who acts a mentor, guide and support
- Every student has a Personal Education Plan that is reviewed termly, identifying any pastoral issues that may be a barrier to progress and learning
- Every student will know how and where to raise concerns and our Pastoral Team will offer constant support for learners
- Every student will have access to and be influential in our Student Voice programme

- Every student will have access to and be able to shape our Relationships for Learning Policy
- Every student will have access to peer support
- Every student will have access to our broad, balanced and innovative curriculum providing them with the knowledge and skills so that they can make appropriate and informed choices
- Every student will have access to external support from agencies, including the rigorous implementation of the CAF process, if required.

The following guidelines provide more specific ways that students will be supported at XP.

Safeguarding Students

All schools are **required** to have up-to-date policies in place to safeguard children and young people. Schools **must** refer to the publication 'Safeguarding Children and Safer Recruitment in Education' on the DFE website. The following extract provides a context for schools to develop their own guidelines.

Our governing body ensures that:

- The school has a child protection policy and procedures in place that are in accordance with local authority (LA) guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA and locally agreed interagency procedures.
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority designated officer (LADO), and working with other agencies. The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff. In many schools a single designated person will be sufficient, but a deputy should be available to act in the designated person's absence. In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload.
- The role of the lead professional is fulfilled in line with expectations:
 - Refer cases of suspected abuse or allegations to the relevant investigating agencies.
 - Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.

- Liaise with Principal to inform him or her of any issues and on-going investigations and ensure there is always cover for this role.
- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Local Safeguarding Children Boards (LSCBs) operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff members have induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals and or concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Ensure the school's child protection policy is updated and reviewed annually and work with the governing body or proprietor regarding this.
- Ensure parents see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.
- Where children leave the school, ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from the main pupil file.
- In addition to basic child protection training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training at two yearly intervals to keep his or her knowledge and skills up-to-date.
- The Principal, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. They are kept up-to-date by refresher training at three yearly intervals. Temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- The governing body remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention.
- The chair of governors is nominated to be responsible for liaising with the LA and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Principal.
- The governing body reviews its policies and procedures annually and provides information to the LA about them and about how its duties have been discharged.

We have referenced Safeguarding Children and Safer Recruitment in Education (DFES-04217-2006).

Anti-Bullying Strategies at XP.

Introduction

The governors and all our staff at XP believe that each student of our school is entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all staff that this takes place in an atmosphere, which is caring and protective.

Action

In order to achieve this, our school will:

- set down whole school strategies to combat bullying and we must accept that bullying does exist within our school,
- ensure that there is a procedure to follow when incidents of bullying occur and that it is made clear to all staff and pupils,
- follow-up every incident of alleged bullying to ensure that the victim is given as much support as possible in order to prevent a recurrence of the behaviour,
- inform parents of victims and bullies of the action being taken, including exclusion, and what they can do to reinforce and support that action,
- ensure that all pupils have an assigned person (e.g. class teacher/ form tutor/head of house) to whom they can talk in confidence. Pupils need to know that something will be done, and that the incident will be handled in a sensitive manner,
- ensure that all areas of our school are patrolled at break and lunchtime and at the beginning and end of the day. Set up procedures for dealing effectively with specific complaints from parents,
- encourage all school staff to be aware of the problem of bullying and to pass on any worries they may have about individual children,
- provide a pastoral programme that contains specific sections on bullying,
- the curriculum should be used as a positive means for combating bullying,
- ensure that all pupils, parents and adults in our school know that bullying is completely unacceptable and if they help to stop it they will be supported,
- parents should be given clear advice on how to look out for signs of distress and whom to contact if their child is being bullied.

Staff will:

- watch for early signs of distress in pupils - deterioration of work, poor attendance, sudden illnesses, isolation, need to stay close to adults. These concerns should be passed on to the relevant head of house/form tutor/class teacher,
- class teacher/Head of house/form tutor should listen carefully and record all incidents,

- respond to the victim, offer help and put school's procedures into operation,
- make it clear to both the bully and his/her parents that this kind of behaviour is not acceptable in this school,
- use all pupils as a positive resource in the stopping of bullying. Peer groups will often be willing to help and support victims once recognised by a teacher. They can also help shy pupils or newcomers feel welcome and accepted. Sexual and racial harassment also need to be discussed and dealt with,
- inform the Head of incidences of bullying.

The following steps will be followed in recording incidents of bullying and also as a means of conveying to everyone how seriously our school regards bullying behaviour.

- The bullied pupil should record the events in writing with dates.
- The bully should also record the events in writing.
- The teacher and/or head of house, senior teacher, should record their discussions with both parties.
- The Head will decide whether the bully should be excluded.
- The parents/carers of the pupils should be sent copies of the reports and these should be placed in the files of all pupils involved for a specified period of time.
- The parents/carers of the pupils should be asked to respond in writing.

Students will be encouraged:

- to report to an adult when someone is being bullied or in distress,
- inform an adult immediately if they do not wish to become involved himself or herself,
- reject bullies in their social group. (Children will stop bullying if they are socially excluded.)

Parents and carers should:

- raise any change in behaviour of their children with our school,
- treat any suggestion by their children that they may be being bullied seriously,
- encourage their son or daughter to talk to a supportive adult they know if they cannot talk to their parents or carers.

These strategies will be reviewed by the XP Governing Body on an annual basis, and will be monitored by our School Council and the Senior Leadership Team.

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. $D = (B/A) \times 100$.

	2014				2015			
	A	B	C	D	A	B	C	D
Year 7	50	68		140%	50	55		110%
Year 8					50	68		140%
Totals								

Section E: Evidence of demand – part 2

How we have engaged the community

As our admissions policy will draw children from the whole of the Doncaster LA, and we don't know where the school will be located, or hold a strong preference to where it should be apart from it being easy to access, we did not focus on a tight catchment area. Instead, we looked at the transport network and identified where parents would be willing to travel to within a 20 minute radius from the M18 and central Doncaster.

Our target audience is parents of children who are currently in Year 4 and 5 at Primary schools in Doncaster, so our marketing strategy has been to market these people directly.

We have done this in our initial phase of engagement by creating a list of Primary schools from DfE data, sorting them out by postcode, and mapping them geographically to show their location compared with Central Doncaster and the M18.

Our parental group then travelled to each primary school on the list with a letter to the Head Teacher explaining what XP school is, its vision and ethos, and a request to distribute a letter to the Years 4 and 5 children to take home to their parents.

The letter to parents summarises the differences of our pedagogical model compared with traditional Secondary schools, as most parents will not be familiar with a project-based learning approach. It also summarises our expectations and that XP is for everyone, and not intended for a particular type of person (vocational, academic, SEN etc)

The letter urges these parents to contact us in many ways, via email, facebook, website, twitter, and the letter to the Head has a phone number that people can contact us on.

Our primary message is for parents to look at the website, www.xpschool.org which we have established as our primary source of information and communication to the community. The website has videos showing the schools in the USA and how they approach learning, just like we will. It has links to thousands of example projects, and explanations of what project-based learning is. It has information about who our group is, and links to our members' associated organisations, a Frequently Asked Questions section that answers all the questions we have encountered while engaging with the community, links to our Facebook and Twitter pages where parents have liked and commented and retweeted our messages about our school and its vision and ethos. We are also running a Facebook advert campaign that widens the reach of our message to thousands of people in Doncaster.

Within the context of the website, we have the 'Register Your Interest' form which is where parents fill in their details and tell us whether XP. will be the first school of choice. This is where we have been collecting our initial evidence of demand. Our survey form is here:

<http://www.xpschool.org/register-your-interest/> and is included in the appendix.

The questions we asked were:

“I would select XP. school as my first choice for my child”

with response:

██████████

and

██████████

(we only count registrations where they tick Yes, XP. would be my first choice)

We collect the **Name, Postcode, Child's Date of Birth, and Email address**

Finally, we ask:

Is there anything else you would like to know?

(This is a free text box and responses are summarised below)

By indiscriminately targeting existing Primary schools, we believe we have reached out to students of all backgrounds and abilities. All our communication states clearly that we do not segregate our children, and the XP is a school for everyone. In our next phase of generating demand, we intend to use media that does not depend on the internet, as well as continue to use internet technologies efficiently, to cast a wider net. We will use the local newspaper (The Doncaster Free Press) to run an article on our school, and local community radio station (Sine FM) to run an advert about our school. We will also contact each Primary school to assess the interest of parents, leave sign up forms and set up meetings where parents can physically sign up rather than have to use the internet. Parents of children from deprived or disadvantaged families that do not have internet access will be able to access the information about our school at these sessions.

This will cover our need to engage with the wider community, as we have indiscriminately marketed exactly the same children that would come to our school, through their existing Primary schools, and through our website, facebook and twitter communication which is completely open to all, and it communicates our message that XP. is for everyone effectively.

Here is a table detailing the number of Primary schools we have contacted from each postcode and how many letters we have distributed:

Postcode	Number of Primary Schools	Letters Distributed
DN1	2	130
DN2	4	250
DN3	7	550
DN4	11	1060
DN5	5	440
DN7	2	180
DN9	3	170
DN11	4	290

Some schools were happy to distribute the letters, but others refused, as they didn't want to be seen promoting one school over the other, even though the letters were for information only. We accepted the Primary Head's decision either way. From our feedback so far, we estimate that 50% of Heads distributed the letters.

We will directly contact all the Primary schools to further engagement and assess their co-operation. By engaging with parents from existing Primary schools, this encompasses a significant percentage of the whole community of Doncaster, irrespective of background, faith and ability.

Results so far of our evidence of demand

As our application group was formed late in the application process, Mid November 2012, we did not have as much time as we would have liked to launch the campaign to prove evidence of demand. We had to make sure our application was feasible, through financial modelling, then we had to build our communications (website, facebook, twitter, letters to distribute) before launching the campaign, further squeezing the time we had to gauge demand.

We launched our campaign on the 10th December 2012 by making our website, facebook and twitter accounts live. Throughout that week, our parent group distributed the letters to the Primary schools.

As of **December 27th 2012 at 1pm**, these are the results from our Register Your Interest form:

Number of Children Registered, with XP as First Choice and currently in Year 5:
68

Number of Children Registered, with XP as First Choice and currently in Year 4:
55

Number of Children Registered:
298

Number of Children Registered, with XP as First Choice, but in years younger than Year 4:
83

Please note that ALL children registered were from postcodes within Doncaster LA.

This shows that we have enough children registered to fill our first Year 7 in September 2014, and both our Year 7 and 8 in September 2015.

There is also a significant interest with parents of younger children to count towards our first two years intake.

Although this is impressive given the extremely short time our campaign has been launched, this does not mean however that we will stop actively promoting our school, as we expect to have a factor of a number of 100% of over subscription to our school.

With these figures, we will guarantee 100% subscription to our school in all years.

In High Tech High, San Diego, they have over 700 applicants for EACH PLACE at their school.

From the questions asked through our online form, and generally engaging with parents, the biggest issue is that they don't know the location or transport arrangements to and from our school, yet given the strong pedagogy, small class sizes and demand for a high performing school in Doncaster, the majority STILL put XP down as their first choice.

Another common question is that of facilities, as all Secondary schools have their own facilities onsite. We will intentionally engage with the community to provide facilities, including sports, and parental reaction is very positive to this.

Straightforward questions were also asked such as, “Is it fee paying or free?”, “How do I apply?”, and “What exams will you be offering?”.

All these questions are answered on our website and when we receive new questions we add them to our website and post them to facebook and twitter.

When our school is open, we will continue to market our school through our dynamic website that will show what our school really is all about through rich media content, focusing on the students and the exciting projects they are doing, showing how doing meaningful work for an authentic audience enriches the schooling experience of our children.

Map of Demand

This is a map showing where parental demand is coming from. All registered children are within the Doncaster LA and 20 minutes travel in a car from the centre of Doncaster.

Demand map

DN2 = 5

DN3 = 22

DN4 = 13

DN5 = 9

DN6 = 5

DN7 = 37

DN8 = 13

DN9 = 11

DN11 = 8



This data was correct as of **December 27th 2012 at 1pm**

Using our website as the communications hub, we will continue to engage parents using Facebook and Twitter, regularly updating our website and answering any questions raised.

We will arrange to visit the Primary schools to meet parents, present to them our school, answer their questions and canvas their support to gain as many promises that parents will put XP. as their first choice school as possible.

Section F: Capacity and capability

Governance

Our school will be operated by a charitable company limited by guarantee and called XP School (Doncaster) Ltd, which uses the template memoranda and articles provided by the DfE that set out the relationships between the Members and the Directors (governors and Academy trustees).

This creates two tiers of governance:

- The **members** of our company have rights and powers under company law to change its constitution, remove directors, receive the annual accounts of the company and attend and vote at company meetings.
- The **directors** of our company, who are often referred to as the governors or trustees, are responsible for the management and strategic direction of our school. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity trustees.

The Members own the company, which is a company limited by guarantee, and the Directors report to them in matters relating to the company and the Board. The Principal, to be appointed once the application is approved, shall report to the Board who shall determine the principal's salary and employment terms. The Principal shall also be a member of the Board but, in common with any other staff members who may be appointed as Governors, shall leave the Board meeting if any matters are discussed relating to their employment.

The Chair of the Governing Body shall report to the Members on at least a monthly basis on all matters relating to the school particularly financial matters. At least one of the Members shall also be a member of the Governing Body. The Principal shall be responsible to the Governing Body for all day-to-day matters relating to the running of the school and shall take an active role in proposing policy and strategic matters for the school.

The Directors (Governors) form the Governing Body. Its role is a strategic one with its functions to:

- Set the aims and objectives for our school
- Set the policies and targets for achieving those aims and objectives
- Monitor and evaluate the progress the school is making towards achieving its aims and objectives
- Be a critical friend to the Principal, offering appropriate support and challenge

The Principal is responsible for the internal organisation, management and control of the school, and the implementation of the strategic framework established by the Governing Body.

The Governing Body’s business is carried out through formal meetings, where they meet and make decisions according to our policies, which follow statutory guidance as detailed in the DfE document, “Guide to the Law for School Governors”. There are full governing body meetings, and subcommittee meetings that the Governors can delegate responsibility to.

Our Members

XP has 3 company members:

[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

[Redacted]
[Redacted]
[Redacted]
[Redacted]

██████████
██████████

- ██████████

Our School Directors

Our composition of the Governing Body follows best practice and the requirements of the DfE. Although appointment of the full Governing Body will not take place until the school is ready to operate, three Governors have already been appointed. Once fully operating the Governing Body will comprise:

- **Six** governors appointed by and representing the Members
- The **Principal** (ex-officio)
- **Two** elected staff Governors (one teaching, one non-teaching)
- **Two** elected parent Governors

This gives a total of eleven governors. The term for elected and appointed governors will be for 1 year and can be re-elected.

It is also intended that wider input from local stakeholders and educationalists will be achieved by appointing a number of Co-opted Governors (without voting rights). The first of these has already been identified as a representative of High Tech High, San Diego, a pioneer in the field of experiential project based learning. The Co-opted Governors will provide community input to the Governing Body, specific expertise in their own fields, and act as an independent influence on the Governing Body in the same way as non-executive directors do on company boards.

Appointed Governors

We have appointed three governors so far:

██████████
██████████

██████████

[REDACTED]

[REDACTED]

[REDACTED]

We will appoint three more Governors, and look to recruit people with connections to local business, Financial and Legal expertise, and someone with expertise at Primary level education to help with transition of our children from Primary to Secondary phases.

Chair of Governors

We have appointed [REDACTED].

Co-opted Governors

The Board have appointed one co-opted governor so far:

[REDACTED]

[REDACTED]

We anticipate that a small number of sub-committees to the Governing Body shall be formed to deal with specific elements of the Governing Body's workload. The nature of these will be subject to the Governing Body once fully constituted, but we would expect to form sub-committees dealing with finance; buildings and maintenance; curriculum; disciplinary/appeals; and various ad-hoc committees to deal with specific issues such as admissions.

Conflicts of interest within the Governing Body shall be managed through the operation of clauses 98 and 99 of the Articles of the company. The Members and the Governors shall be required to disclose any potential conflict of interest and shall formally notify their fellow Members and/or Governors of such on-going conflicts through the annual compilation of an interests register for all Members and Governors. In the event of any discussion between Members or Governors, which may place an individual Member or Governor in a conflict situation, the Member or Governor who is conflicted must notify the meeting of such conflict and shall not be entitled to vote on the issue. They may be required to leave the meeting while such conflict issues are discussed, at the option of the other Members or Governors at the meeting. It should be noted that even if conflicted, the knowledge and views of the Member or Governor affected may be of value to the meeting and thus the conflicted Governor or Member should not be automatically excluded from the meeting.

Challenge to executives should be maintained by the presence of the co-opted Governors, and the Governing Body having a wide mix of interests and expertise. The Governing Body will take into account the need to have a balanced mix of interests on each sub-committee as far as is possible.

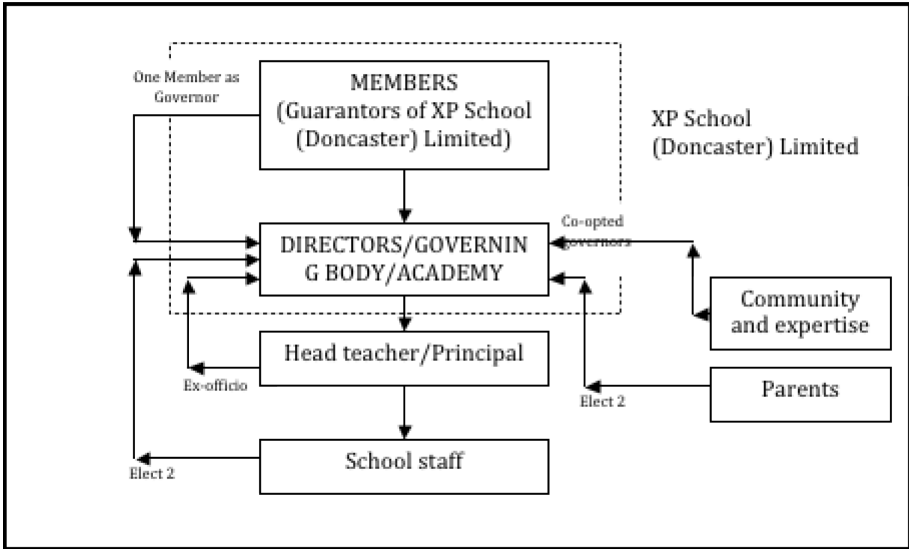


Diagram showing relationships between Members, Governors, and stakeholders

A number of our group are already Governors in different contexts. They understand and operate within a governance model. Our Principal, as an existing Head Teacher is fully aware of the governance model and how it operates, as well as expertise on how various Trust models are set up and run as they have set up, operated and worked under the Community, Foundation Trust and Academy models.

As well as the experience of our individuals, we can also draw on the experience and resource from our member organisations, Smart Assess, Wates and Higher Rhythm.

Smart Assess

As an organisation, Smart Assess has been at the forefront of educational technology for over six years, with over 300 schools using their learning portfolio software, realsmart.

Smart Assess train schools not only in the use of their software, but the pedagogical purpose behind using such technologies. Their training is world class, as recognised by Google, and they are the **only** Certified Training Centre for Google Apps for Education in the UK, providing schools with professional communication and collaboration tools.

They have provided their realsmart software to XP, which can be seen at www.xpschool.org, and the marketing and design resources XP needs to engage the community.

- [REDACTED], [REDACTED], is leading the application for XP, and will provide as much time to the project as needed to achieve its success.
- [REDACTED], [REDACTED], is also giving significant help with the Identity, Marketing and PR campaign and will continue through to school operation. [REDACTED] has great expertise in this field and puts this into practice every day at [REDACTED]
- [REDACTED], [REDACTED], works with schools in their use of technologies to support pedagogy, and is a teacher with SLT experience, and was [REDACTED] at [REDACTED]. [REDACTED] has visited and worked with [REDACTED], and many other schools across the country and internationally. [REDACTED]
- [REDACTED]
 - [REDACTED]
 - [REDACTED], [REDACTED]
 - [REDACTED], [REDACTED]
 - [REDACTED], [REDACTED]

Higher Rhythm

A sector leading, regional social enterprise, Higher Rhythm provides training and creative services to local, regional, national and international bodies. Higher Rhythm has offices in Doncaster and Leeds and operates a range of business strands which include the radio station, Sine FM 102.6, and Music Industry Yorkshire, the music industry development body for the Yorkshire region.

[REDACTED], [REDACTED], is helping with getting our message out to the community, and once the school is established, will provide many connections and possibilities for authentic projects within our community and beyond.

Educational expertise

The strength of XP lies in its educational expertise. Between us, we have built, run, managed and transformed not only individual schools, but helped shape education in the UK today.

Both [REDACTED] and our Principal are qualified to be Head Teachers by gaining NPQH, and [REDACTED] was a [REDACTED] at [REDACTED] with SLT responsibilities, but our educational expertise goes way beyond this.

Our passion to provide the best education for our young learners has led us to connect with educators across the world to find inspiration and form our own world class pedagogy, taking the lead from High Tech High and Expeditionary Learning schools in the USA. With [REDACTED] as a [REDACTED], we have sustainable support and challenge from one of the organisations that has made project-based learning successful for over a decade in the US.

In our team, we have experienced, nationally renowned educationalists in [REDACTED], [REDACTED] and our Principal. They all have working knowledge of performance management in schools, including Ofsted, management of teachers, of developing new education initiatives, and experience of working with children with special educational needs, and putting this all into practice within a school.

We know how to create and have put into practice:

- Whole school strategies and policies
- ICT infrastructure and strategies to support learning
- Curriculum, including schemes of work, lesson plans and resources
- Strategies to differentiate work for students with various abilities
- Management of staff and staffing structure to deliver educational outcomes
- Structure to work with wider organisations within the community
- Professional development for ourselves and our staff
- Behaviour management, well being and pastoral support
- Dissemination of our practice to share with others

When open, we will need to recruit or buy in specialist support for SEN to make sure we fully meet the needs of these children.

Our Principal has full working knowledge and experience of running a school within the UK state education sector, as this is their full time job at the moment. The Principal will be employed by XP. in January 2014 to work full time to set up the above, but will also give his spare time to help with the set up and application before they are employed, with help from [REDACTED] and [REDACTED].

Financial expertise

[REDACTED]
has made their finance department available to support the application and set up of the school, and [REDACTED] has developed the financial models for XP.

[REDACTED] and [REDACTED] have extensive expertise in managing the financial aspects and experience of running companies, such as budgeting, accounting and auditing, reporting, payroll and human resources (HR).

Our Principal has full working knowledge and experience of financially managing a school within the UK state education sector.

As well as the internal capacity provided by

[REDACTED]
for application and pre-opening, we will employ

[REDACTED]

to provide independent financial and legal guidance and support when the school is up and running, particularly with:

- Payroll and HR - processing our payroll, meeting statutory requirements, HR policy and contracts etc.
- Accounts and Auditing - setting up, training and maintaining our accounting system, preparing statutory returns and audits, management accounts, financial reporting and support and advice for governance.

When running the school, we will employ a senior administrator who will be responsible for the day-to-day financial administration of our school (please see previous role description). They will liaise with

██████████
to ensure the running of the school in financially sound. The costing of

██████████
to deliver this is in our financial model, although we do recognise we may have to put this out to tender.

We will also ensure financial and legal expertise on our governing body when we fully appoint our governors.

Managing the opening and operation of XP.

We have extensive knowledge and experience within our group to cover the expertise needed to manage the opening and operation of our school, including:

- **Setting up new organisations and businesses**
 - ██████████ and ██████████ have formed and grown their own organisations (please see section above on Smart Assess and Higher Rhythm respectively).
 - ██████████ from Wates Group legal department has set up our XP School (Doncaster) Ltd company.
 - Our Principal has extensive experience of setting up and putting into practice A Foundation Trust school, moving his existing school from a Community school, then moving from a Foundation Trust to an Academy.
- **School Governance**
 - ██████████, ██████████, ██████████, ██████████, ██████████ are, or have been, school governors.
 - Our principal has full working knowledge and experience of setting up and working within school governance.
- **Human Resources**
 - ██████████, ██████████ and our Principal all oversee human resources within their organisation.
 - ██████████ has legal expertise in HR
 - We will use

██████████

- for day to day running HR needs such as employee contracts, PAYE and payroll.

- **ICT**

- ██████████ is nationally renowned for his work in ICT and education having set up and successfully running his own

██████████

- .

- ██████████

██████████

- , and will help with this in his Governor's role.

██████████

- provide the ICT infrastructure for schools they build.
- Our principal has full working knowledge and experience of overlooking the management of ICT within a school context.

- **Property and construction**

- Wates have built many schools in the UK (please see above).
- Our Principal has full working knowledge and experience of working with construction companies, architects and other parties involved in creating a school, as he was heavily involved in the procurement, design and build of his current school.

- **Marketing**

- ██████████ and ██████████ ██████████ has worked with ██████████ to market XP. through our website, facebook and twitter, as well as physical newsletters delivered to the target Primary schools by our parent group. ██████████ and ██████████ would continue this work through to opening and running of the school, supported by the parent group.
- Our Principal oversees the marketing of their existing school, and Doncaster LA expect it to be oversubscribed by 2016.

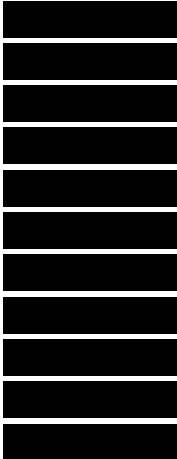
- **Project Management**

- ██████████, ██████████ and ██████████ would all describe their roles as project management at national levels, and have extensive knowledge and experience of project management, both traditional and agile methodologies.
- Our principal has full working knowledge and experience of managing projects within a school context.

We understand that any major contract for our school would have to be put to tender and not necessarily be undertaken by members of our group and their associated organisations. In this section we are demonstrating our skill and experience to undertake every role in applying, setting up and running a school, as this is what we do every day.

Our Parent group

As well as the professionals detailed above, we have a committed group of parents that are helping us voluntarily. These are:



All the above people have and will provide significant time to help set up our school and have been helping us prove the demand for our school by distributing leaflets, talking to their networks and using social media.

They have also been great sounding boards as authentic parents to our plans and pedagogy for setting up our unique school.

Our Principal Designate

We have already identified our Principal Designate (PD) who is a successful Head Teacher at an existing school. At this point, he does not want to be named in our application as he is in an active position and doesn't want to compromise this. However, he is already actively engaged with our application and is committed to engage with the activities needed to plan, open and lead our school.

He has been engaged with the idea of XP since day one and has spent a number of days at High Tech High, San Diego to help formulate our vision, working further with our team to co-construct the pedagogically sound vision for XP.

He will be as involved as he possibly can be during our application phase and pre-opening until employed in January 2014, where he will take full responsibility for shaping and realising our vision.

He is a highly motivated individual, driven by his vision to deliver the best education to our children, shaped by his strong moral, value based judgements.

His school has always had innovative, enriching elements that have been recognised nationally, and it is from such success that he wants to make this the core element of provision and this will be realised through his leadership of XP. The culture he has shaped is one borne out of community strength, building on the values of looking after each other to become better people together, and this is palpable for any that visit his school. For example, the pastoral system at his current school has been graded 'outstanding' by Ofsted and has been identified as a beacon of excellence in the Local Authority by various multi-agencies. Indeed, he has skilfully mobilised the community to contribute to the success and ethos of his current school and as such is highly regarded by students, staff, parents, governors and the wider community.

Our Principal has had over 10 years of experience in Leadership roles at a Secondary level both as Deputy Principal and Principal. Indeed, he has led his current school, as Principal, through two successful Ofsted inspections. In addition, he has led the school in converting initially to a Foundation Trust and then to an Academy so he is well versed in school organisation, developing and adjusting governance models, managing change, project management and the positive impact this can have on standards and improving learning.

These experiences have enabled him to develop keen skills in financial awareness relating to Community schools, Foundation Trust schools and ultimately Academies. Through leading and managing such processes he has experienced and gained expertise in legal matters such as land transfers, incorporating a company, setting up

Trusts and Charitable Trusts, determining governance models, liabilities and insurance

He has led his school through a new build programme and has the expertise to lead on a project of such magnitude whilst improving standards and outcomes for students. Indeed, he has developed key processes for school improvement that have seen his current school make excellent progress working at a senior level with colleagues from the DFE, Partnerships for Schools and more recently the EFA. Such is his expertise he has contributed to national conferences for the SSAT and other nationally recognised bodies and is a Board member of a leading national movement in education. As a result, he is very experienced and successful in developing policy and has contributed at a national level to developments in this area.

Over the course of his leadership his current school has developed and embedded an innovative approach to curriculum delivery that has been identified by Ofsted as 'outstanding' drawing on the principles of project based and deep learning and received international attention through iNET. The curriculum has included thematic learning experiences and has been at the heart of a developing pedagogy of professional dialogue and pursuit of excellence.

Our Principal-designate has an excellent track record of raising standards at both KS4 and KS5. In 2006 when he became Principal at his current school, GCSE 5 A*-C were at 64%, in 2012 they had increased to 94%. Furthermore, 5 A*-C inc. En and Ma were at 31% in 2006 and have increased to 53% in 2012 in a school that has faced some significant challenges. 'A' Level performance has also shown year on year improvements with pass rates 8% above the National Average in 2012. This has been achieved whilst impressively ensuring lower than National Average NEET figures and that CVA and VA has never dipped below 1000 and has invariably been in the top 25% of schools for adding value.

He has an extensive and capable record of recruiting and retaining high quality staff, is suitably qualified in safer recruitment and has vast experience of dealing with diverse HR issues including managing and dealing with staff through the capability process.

In summary, as Ofsted stated in both 2004 and 2007, 'The Principal is very energetic and effective and he has ambitious plans for the future', and 'The school benefits from the highly-effective leadership of the Principal'. This is a clear indicator that XP has chosen a Principal that has the diverse skills, the experience and the passion to make our school a success.

Curriculum Vitae

Recruiting and developing high quality members of staff

Our school is small and requires teachers who are comfortable with being lead learners, not just professional experts in a number of subjects. They will need to be expert to the relevant level of qualification or stage in which they teach, which will be cross discipline, such as maths, science and ICT.

The expert level isn't high or challenging to a good graduate, but teachers in the UK are not generally used to or experienced with teaching across subjects, although it's not unusual for teachers to move across semi-related subjects in schools. While most teachers are not used to teaching across subject, getting, for example, a good science teacher to teach maths and ICT is not exactly a stretch to their intellect or pedagogical experience.

All new teachers will be required to link with outstanding practitioners from other schools in their areas of expertise to give advice, share experience and plug any gaps in knowledge with any newly adopted subjects.

Personally, they will need to show:

- Their love of learning, in their own pursuits, as well as being able to instil this into our young learners.

- Excellent communication skills, both inside a school context and with the wider community.
- Meticulous planning in their practice.
- Their drive to personally being responsible for leading a student from child to successful adult

We have set out the timeline for recruitment in our Education Plan, which our Principal will oversee. Our first staff members will be recruited as early as possible in 2014 to start writing the projects for our first intake.

Recruitment of high calibre staff will be the main challenge to the success of XP, just like any other school, with the added difficulty of finding cross discipline, lead learners. However, we have many advantages over traditional schools as well.

Links and relationships

Our team has many links across the world of education, especially with the more progressive organisations and schools. We regularly communicate using the now familiar tools such as twitter, Google hangouts, skype and physical meetups at conferences and TeachMeets. We communicate with teachers, senior leaders, educationalists and consultants on a daily basis.

Through our respective organisations' links, we have even more professional links with schools and teachers to give us additional channels to explore.

Professional development

With our strong links with organisations in the USA such as High Tech High, we will explore a programme of professional exchange where staff swap locations to gain the vital experience in established schools with similar pedagogical models.

All staff will be expected to follow a rigorous, Masters level programme of professional development, sharing best practice and establishing their own Professional Learning Network (PLN). Their PLNs and our already established PLNs will again create links with like-minded professionals with the opportunity for hiring from within them, as well as nurture their development as teachers.

Reputation and opportunity

Our pedagogy, although proven in the USA, is seen as brave, bold and exciting among professionals. The reputation of our members within education is also one of braveness and boldness with proven success. We believe this will make XP. an extremely attractive opportunity for high performing teachers to prove themselves. Our marketing within traditional HR media outlets and newer communication methods will match this boldness giving clarity to the opportunities being made available by XP and making it an extremely attractive proposition.

Parents

The parents that are already helping us on a voluntary level with our application would be extremely keen to take up roles within our school, especially Teaching Assistants. With their vested interest to make the school successful, they will be highly motivated within their roles if successful in being recruited.

Our Principal will take a full role in recruiting our staff, along with the board to ensure a high quality of staff

Recruiting Governors

As detailed above in our Governance section above, we need to recruit 3 more Appointed Governors.

The staff and parent governors will be elected a short time after opening in September 2014. We will have a Governance policy in place which will inform potential governors of their roles and responsibilities, and will guide the introduction and training of the governors appointed or elected.

We will ensure there is a balance of skills and expertise within the Governing Body to include:

- Education,
- Finance,
- Legal,
- Leadership,
- Safeguarding,

And to address any appropriate need of our school in a timely manner.

If our appointed and elected Governing Body needs a broader balance, we will Co-opt governors to fulfil this need without burdening these experts with the full responsibilities of Governors.

We currently have a number of Governors in mind to appoint, but have not yet decided who the actual individuals will be at this moment in time. We plan to recruit

the rest of the appointed governors immediately when we get the go ahead for the school to proceed.

Section G: Initial costs and financial viability

[Redacted], [Redacted].

[Redacted].

[Redacted], [Redacted].

[Redacted].

[Redacted].

[Redacted]:

- [Redacted]
- [Redacted]

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[Redacted].

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section H: Premises

Finding appropriate premises

We have communicated with DMBC, their Education Improvement Officer and their Planning Department about appropriate sites. They seem willing to work with us and are positive about finding something appropriate.

As our admissions policy does not recognise the distance the children live from the school, and instead uses a catchment wide lottery, our site needs excellent access.

As our school is purposely small to facilitate true personalisation, it would be useful if it is in an area with amenities and community nearby. Because we do not plan to create a segregated school, and wish to integrate as many activities as possible within the communities of Doncaster, we do not need to find a site with all amenities and resources built into the school. High Tech High for instance is built on an old army base within warehouse type structures, with only simple outside spaces that are used for limited physical exercise and outdoor educational activities.

To illustrate, we would not need tennis courts, we would work with a local tennis club and gain their expert coaching advice as well as use of their facilities that they freely offer to schools, but who do not take them up because the schools have their own courts, but often, not the expert coach.

We have identified a number of appropriate sites, but because of our admissions policy and the fact that we cannot go any further in procuring a site, we look forward to working with the EFA when our application is accepted to decide on the most appropriate site given our factors above. We have no other sources of funding available to support site acquisition.

Two sites that we think at this time might be appropriate are:

- Thorne Hall, [REDACTED], Thorne, Doncaster [REDACTED]
- Doncaster High School for Girls, Doncaster, [REDACTED]

We have no preferential site, as either would work for us given our criteria. We look forward to working with the EFA on finding the best value site that fulfils our criteria.

Both of these sites have good access, with Thorne Hall having motorway, bus and rail routes, and Doncaster School for Girls being central to Doncaster. Both sites also have good local amenities.

Thorne Hall

This building is unused and boarded up as of this time of application. It is owned by [REDACTED] and was previously used as local authority offices.

The building was built in the early 19th century with a roughcast, welsh slate roof, three storeys and an attic. It has a five bay centre with tall two story single bay side. It has a large outside area, which would be used as a playground, and a number of outside temporary buildings similar to Portacabins.

It is situated next to a public park, close to many amenities and the community of Thorne.

It has excellent access, including a main bus route from Doncaster, two train stations and access to the M18 motorway. It is on the outskirts of the Doncaster catchment area, but with motorway access, it is only 30 minutes away from the other side of Doncaster.

Doncaster High school for Girls

Doncaster High School For Girls is a former girls grammar school siting centrally in Doncaster Town Centre.

The girls grammar school was built in 1910 with a simple design, built in a V shape plan with a central section with two ground floor wings. The building was altered in where they added first floors to the two wings and moved the assembly hall from the ground floor to the first floor on the Waterdale wing. Various rooms were changed to suit new needs, and an extension was built on the south east of the Chequer wing to house new laboratory facilities.

The school finally amalgamated the Boy's Grammar School to become Hall Cross Comprehensive School and finally closed when the school was moved to a new location.

The Girls School has sat empty since. In 2007 the building was assessed for grade II listing but failed to make the grade as it had been altered from its original form.

The school building now sits empty, but some work is going on at the moment to make it usable and stable again. We believe it is owned by the [REDACTED].

It is near many local amenities, and is central to the wider community of Doncaster.

Annexes

Register your interest form on our website, www.xpschool.org



XP. [ABOUT US](#) [STUDENTS](#) [STAFF](#) [PARENTS](#) [COMMUNITY](#)

A Personalised 11-19 Project Based Learning School in Doncaster

Click here to register your interest NOW

Register your interest

October 17, 2012 in by [xpschool](#)

by [xpschool](#)

XP. is a small, personal 11-19 Project Based Learning Secondary School in Doncaster. You can look at the rest of our website to find out more.

Please register your interest in sending your child(ren) to XP. school by filling in the form below.

Parental Demand Survey

Please provide us with your contact details and we will keep you updated on our progress.

We may share this information with the DfE as part of our application for a new school.
* Required

"I would select XP. school as first choice for my child" *

Yes, XP. would be my first choice!

I'd like to know more please!

Name *

Postcode *

Child's Date of Birth *
(dd/mm/yy) - if you have more than one child, please fill in this form for each child

Email address *

Is there anything else you would like to know?
Ask us anything and we'll get back to you!

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XP.

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References:

www.hightechhigh.org

www.elschools.org

and all publicly available documents within.

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