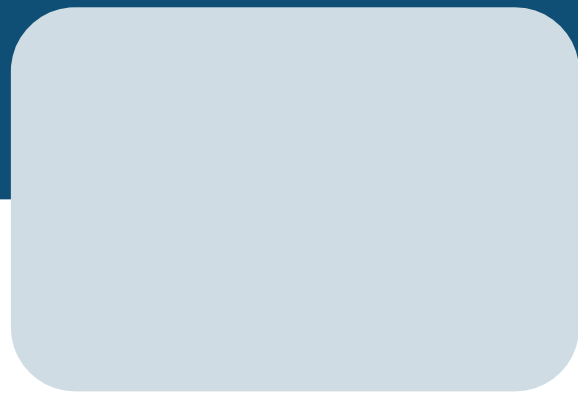


Free Schools in 2014

Application form

Mainstream and 16-19 Free Schools



Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

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

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input 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 type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of 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 type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Nuffield House 41-46 Piccadilly London W1J 0DS
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: [REDACTED]
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: The David Ross Education Trust is seeking to open a primary school free school in Northampton, next to Malcolm Arnold Academy this project is known as the Malcolm Arnold Primary Free School.
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <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: David Ross Education Trust	
14.	Company address: Havelock Academy Holyoake Rd Grimsby DN32 8JH	
15.	Company registration number and date when company was incorporated: Company Registration: 06182612 The company was established on 26 March 2007. Initially the Trust was called the Havelock Trust, but the name was transferred to the David Ross Education Trust on 23 June 2011.	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: The Trust currently is accountable for the 13 academies in the David Ross Education Trust, incorporating primary, secondary and a grammar school. More schools are in the process of converting to academy status to join the Trust, and it is our hope that a special school will join us in 2013. DRET operates regional hubs, whereby academies work with other schools that are part of the Trust so that they can share skills and knowledge, allowing them to benefit and learn from each other.	
Company members 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.		

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: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

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

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

7. Name: [REDACTED]

8. Name: [REDACTED]

9. Name: [REDACTED]

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

A number of governors have been identified but we are still considering which governor is best equipped in terms of experience and capacity to undertake the role of Chair.

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • 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. <p>David Ross Foundation</p> <p>Charity registration number 1121871 Company registration number 06300768</p> <p>The David Ross Education Trust (DRET) was established by the David Ross Foundation to deliver the Foundation’s vision to broaden young people’s horizons through a network of high quality academies.</p> <p>The David Ross Foundation still holds the David Ross Education Trust to account, as it provides additional support, funding and contacts to enhance the Trust’s enrichment opportunities.</p> <p>More information about the Foundation can be found at www.davidrossfoundation.co.uk.</p>
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p> <p>Within our network of academies, the Trust is accountable for a Church of England primary school. As a result, one of the company directors is the Bishop of Peterborough.</p> <p>Our prime consideration though, is ensuring that we are committed to meeting the needs of the local community – irrespective of specific denominations.</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</p>

	provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The David Ross Education Trust (DRET) is a multi-academy trust established in 2007 to support a network of unique and diverse schools and academies. DRET currently operates thirteen academies: seven primary academies and six secondary academies, a mix of sponsored and convertor academies.</p> <p>The company registration number is 06182612.</p>	

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



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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed: [REDACTED]

Signed version has been delivered in the post

Position: Member of company


Print name: [REDACTED]

Date: 4 January 2013

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

Section B: Outline of the school

1.	Proposed school name:	Lord Coe Free School
2.	Proposed academic year of opening:	2014/15
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input 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 checked="" type="checkbox"/> Yes <input 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:	
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:	
15.	Local authority in which the proposed school would be situated:	Newham
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Hackney, Tower Hamlets and Waltham Forest
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

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

Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school

The Queen Elizabeth Park has fantastic potential to deliver a lasting sporting legacy to the new districts created by the Games. Family-focused neighbourhoods located alongside a unique set of sporting venues present an exceptional opportunity to build on the success of the Games and deliver a school with sport at its core to serve the local population.

It is intended that the Park will be an on-going source of inspiration for generations of future athletes and academies focused on Olympic values and a commitment to driving sports participation and developing sporting talent will be vital components. With wide-open spaces, access to world-class facilities such as the velodrome and the hockey turf, an on-going programme of local events and international fixtures, students educated in the Park will have a wealth of opportunity available to them. Our vision is to operate a school in the Park that will successfully leverage these assets, deliver enviable sporting experiences to its students, and ensure those with talent have the opportunity to progress.

Our values are closely aligned to the Olympic and Paralympic values of friendship, respect, excellence, equality, courage and determination. We are a Trust that has already made a commitment to our existing academies to put sport and enrichment at the core of our offering. We are currently implementing a sports enrichment programme to enable and encourage sports participation and to nurture, develop and champion sporting success. Our current academies are working with specialist coaches, engaging with national governing bodies of sport and other sporting bodies and using elite athletes, both to improve access to sport, and to improve competitiveness and performance in sport.

We welcome the opportunity and the challenge of delivering a sporting education to the children housed in the new districts created by the London 2012 Olympic and Paralympic Games.

The Foundation's passionate belief is that every child can do something well and that by offering young people an outstanding range of educational opportunities and experiences, they will discover something they can excel at, which in turn raises their aspirations and enthusiasm to work hard and achieve their best. This belief is translated into the work of the David Ross Education Trust, which is now responsible for running 13 secondary and primary academies sponsored by the Foundation, including the first state boarding Academy to join a multi-academy trust, Skegness Grammar Academy. The aim over time is to grow this network to around 30 academies.

The hallmarks of our academies are based on the best features of independent Academy model whilst combining autonomy with collaboration and responsibility with accountability because we believe that:

- **autonomy** is the best way to deliver improvements BUT it has to be linked with strong accountability and governance
- BUT autonomy without **collaboration** leads to a widening of the gaps between good and poor schools

We therefore embrace individual identity with collegiate responsibility.

In addition to the Trust's own resources, the Foundation grants additional resources of around £ ½ million per year to our academies to support a network-wide enrichment programme. This includes investment in our ambitious sports enrichment programme.

The improvement drive across all our academies is focused on the pursuit of educational excellence for all our young people. Our aim is to deliver academies to outstanding within 5 years of them joining the Trust whilst developing an ethos and culture within each of our academies making them places where teachers and leaders want to work and students want to learn and academies of student and parental choice.

Through our offer, our aim is to broaden horizons, raise aspirations and to give students a sense of pride and understanding of self and team. In turn this will equip students with the qualifications, experiences and values to confidently access other opportunities and to succeed in whatever path they chose in life.

The Proposed School

The proposal is to operate a specialist sports school as an all-through Free School with capacity for approximately 1560 students including a 240 place 6th form.

The admissions criteria would include 10% based on sporting talent by special application. Students admitted via this criterion will include:

- those already achieving a high level of performance in their chosen sport
- those with a potential to reach international level as identified by the relevant National Governing Body
- those who can demonstrate a serious commitment to training
- those determination to achieve at the highest level both academically and within their chosen sport(s)

Sport will be the heartbeat of the school, and will be used to develop and grow our students in mind, body and spirit. The school will become a hub for local sports participation, and a centre of sporting excellence, delivering a true sporting legacy to the young people in the area.

The curriculum at the school would be a broad curriculum offering a range of pathways. The school would operate an extended day to incorporate a wide ranging enrichment programme focused on sports, but also including a commitment to music. The school would have a house structure (which is a common feature across all our academies) focused on student welfare and developing students' social skills along with creating opportunities to take on house responsibilities. The houses would nurture an ethos and culture in which students could understand the importance of caring for each other, of team participation, of responsibility for self and others and in which students could develop a pride in their school.

We will also offer a specific programme of support around Oxbridge and Russell

Group applicants, which will include:

- 1 hour per week additional support with personal statements
- LAMDA examinations in speaking & listening
- Additional tutor time in academic studies
- Coaching in interview techniques

Boarding

The Trust has an aspiration to offer boarding provision at the school, the details of this would be worked up during the implementation stage of the project. However we would build on the experience of our boarding Academy (Skegness Grammar Academy) and on the links we have with Uppingham School.

Initial thoughts are that boarding provision would be offered for from years 7-13. The fees will be set in line with other state boarding but there would be a number of assisted places available each year for children

- at risk, or
- with an unstable home environment, or
- children of service personnel who have died whilst serving, or
- children of service personnel who have been discharged as a result of attributable injury.

This element of the project would be developed in conjunction with our partner organisations such as the Royal National Children's Foundation.

We would also consider offering a number of sporting bursaries towards boarding fees for students of outstanding sporting ability. This element of the project would be developed in conjunction with our main delivery partner.

Delivery Partners

Our delivery partner for the proposed school is one of the UK's leading co-educational independent schools. It is a centre of excellence for academic study, sport and the Arts. This partnership will provide expert advice and coaching for our sporting offer but will also provide support with elite pathways through co-delivery opportunities.

In addition we will build on existing links with our current strategic sports partners including Sport England, The British Olympic Association (BOA) and various National Governing Bodies for Sport as well as other institutions the Foundation has links with e.g. University of Nottingham and Uppingham School.

As part of our Enrichment Strategy we also invest in elite 'Sports Ambassadors' who visit our academies to work with students on the benefits of healthy life style, the values of sport and how these translate into everyday life and to run sporting master classes. We currently have sports ambassadors in fencing, cross-country running, table tennis, clay pigeon shooting and swimming. We aim to grow this resource through our links with BOA and also the sporting alumni University of Nottingham.

Summary

In summary we are an experienced multi-academy Trust committed to offering our students opportunities to broaden their horizons, discover their potential and achieve their ambitions. We pursue excellence in academic standards, we work with local and national partners to leverage value for our students and we are fundamentally committed to sports enrichment, both in terms of championing sports participation and in terms of early identification and development of gifted sportsmen and women.

A DRET Free School on the site of the Olympic Park will not only ensure that local children are offered an exceptional educational opportunity but that they are given an extraordinary sporting chance in a school with Olympic and Paralympic values at its heart.

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							120	120
Year 13								120
Totals		240	480	720	960	1200	1380	1560

Section D: Education plan – part 2

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

The rationale for the proposed curriculum

The sponsor's vision is to broaden young people's horizons by creating a world-class school which provides excellent teaching and learning and offers a wide range of outstanding academic and co-curricular opportunities for students. We firmly believe that every child has the potential to succeed and that our role is to provide structured and meaningful opportunities to enable them to become successful, independent learners and young people who are self-determining and able to overcome barriers to success.

The school will have the following hall marks:

- The environment will be characterised by a calm, warm and welcoming atmosphere which engenders a sense of personal worth and confidence. It will be business-like and orderly;
- Students will be supported in developing self-esteem and self-worth;
- The school will strive at all times to ensure that in all ways everyone associated with it feels included in what is going on; and
- Sport and physical activity will lie at the heart of the student experience, building on the notions of teamwork, endeavour, the ability to overcome obstacles and the pursuit of excellence.

In particular, the school will develop a culture of achievement, in which students will learn:

- To understand how to achieve standards of attainment that are above similar schools and well above the national average
- To understand how to build positive relationships within the school and wider community based on trust, fairness, tolerance and mutual respect
- To understand that academic and co-curricular achievements are recognised and rewarded with equal merit
- To understand that their personal commitment to volunteering in their community makes a long lasting and positive difference to the lives of others and their own
- To understand how to offer themselves as good confident role models for future generations of learners and citizens, capable of engaging in conversation with anyone and everyone with respect and pride for the natural environment;
- To understand how to demonstrate strong self-belief and confidence to approach unfamiliar situations with courage and forethought and have high aspirations; and
- To understand how to be team players who can work and support others and where necessary are able to take on leadership roles.

The Focus on Sport

The proposal to place the new school on, or close to, the Olympic Park is a deliberate attempt to build on the legacy of the recent Olympics, not only in delivering sporting success in itself, but in building on the inspiration provided to young people by the countless stories of personal growth and development provided by Olympic and Paralympic athletes.

There will be an expectation that every member of the school community, including staff, will regularly take part in sport and physical activity. This will take the form of an extensive range of curricular and extra-curricular activities utilising the opportunities provided by the facilities in and around the Olympic Park and the range of partners that can be mobilised by the Trust through its current and future relationships.

There will be an extensive programme of inter-house sporting competitions as well as opportunities to represent the school and the aspiration to provide regional and international representatives. Through these programmes all pupils will have the opportunity to play sport in a competitive environment.

Through school staff and the opportunities afforded by the Trust we will provide excellent coaching and talent spotting to ensure those with the potential to do so have the opportunities to fully explore their talent. This is consistent with our aim to select up to 10% of pupils on the basis of sporting talent.

Whilst we fully support the development of elite athletes we take care to ensure that personal growth is at the heart of our approach to sport. Our aim will be to inculcate the desire to improve within every student, striving to improve on their personal best. Ultimately all sports people compete against themselves to improve and competition is merely the proving ground for this. This attitude will therefore pervade all aspects of school life – setting ourselves targets for improvement and knowing how to achieve them.

We will therefore provide:

- A structured programme to identify sporting talent
- Access to and financial support for elite coaching programmes to support the development of our best athletes
- Extensive opportunities to sample a range of sporting and physical activities
- The opportunity to make the most of the opportunities provided within London and beyond to attend major sporting events
- Visits to the school by a range of Olympic and professional athletes and sportspeople to share their learning and approaches
- An extensive programme of inter-house and inter school competitions
- Engagement of parents in open-age and veteran leagues
- The opportunity for young people to engage in sport as referees, umpires and administrators

Our overriding aim will be to find at least one sport or physical activity that each young person develops a lifelong passion for and engages beyond their time in school.

Developing the Ethos

The school will broaden young people's horizons through inspirational leadership at

all levels, and will support them with exemplary pastoral care through a house-system and positive peer mentoring. The school will work with other partner organisations from the world of business and education locally, nationally and internationally to create a wealth of opportunities for young people to access and extend their learning of themselves and the world around them.

The school will be based upon a belief that every student, whatever their circumstances, has the potential to make something of themselves and their futures, to grow into enterprising and successful adults able to make a difference to and for their communities and themselves. By offering a wide range of different opportunities there will be something at which everyone can excel and this will in turn enhance all students' enjoyment of their education and their willingness to work harder to improve other aspects of their learning.

Academic and pastoral monitoring will be central to the school's vision for supporting students and staff. The school will set up an 11-19 house system led by non-teaching Heads of House. Everyone in the school will be a member of a house, including students, teaching and support staff. Heads of House will be responsible for tracking the academic progress and care of students, along with form tutors and foster an assertive mentoring programme.

All staff will be encouraged to demonstrate approaches which enhance the school's reputation and their own career development. Continuous professional development (CPD) will reflect needs and the strategic improvements required by the school, preparing and developing staff as preparation for career development opportunities and promotions.

The school will have a strategic plan targeted to achieve the key objectives. This will be systematically evaluated by the senior leaders and refined in accordance with changing needs. The governing body and the Trust will provide appropriate challenge and support to the senior leaders and participate in the monitoring and evaluation of the plan to ensure robust appraisal of the progress made by the school. The Principal and senior leadership team (SLT) will oversee the implementation of relevant aspects of the annual improvement plans. This will be a constantly evolving planning process which will directly relate to the overall strategic objectives.

A wider group of staff will be involved in the construction, ownership and accountability of subject and key stage improvement plans, which will be essentially operational in content, setting out the exact steps necessary to bring about improvement. There will be a shared commitment, amongst staff and students, to consider well-judged change and the exploration of alternatives to push back limits to learning.

Such plans may include the curriculum, students, staff, pastoral issues or be targeted at specific development projects relevant to the overarching strategy. Success will be measured by outcomes and impact, mainly for students, with plans being a means-to-an-end and not an end-in-themselves. Records of meetings and development will also be referenced back to the overall strategic plan to allow senior leaders to monitor progress.

Subject leaders and Administrative staff will be supported in writing improvement

plans following training and discussion with the SLT.

Broad statements setting out action to be taken against each of the initial strategic objectives for improvement are recorded in the school's initial improvement plan - the priorities of which are to:

- Raise the attainment of all students to surpass their minimum target grades of FFT D, including an improved post 16 curriculum offer
- Improve the quality of teaching and learning, including behaviour for learning
- Improve levels of literacy to erode the gap between reading age and chronological age, alongside an improvement in standards of numeracy to ensure that the school raises standards above floor targets.
- Ensure viability through the recruitment of students in all year groups
- Development of a robust House System which supports aspirations and challenges students to achieve their potential in academic, sporting, artistic and creative areas to ensure that students are able to broaden their personal horizons

The Curriculum Strategy

All students at the Lord Coe Free School will:

- Have a personalised curriculum with personalised and tailored support
- Have an individual, personal and supportive relationship with the school.
- Achieve 5 A*-C GCSE grades or equivalent as part of a broad educational experience.
- Have a responsive curriculum that meets the need of all students
- Access to a developing curriculum offer including enhancements for higher ability students
- Have opportunities to explore a range of sporting activities

A Personalised Curriculum

This curriculum will include:

- Student choice of optional subjects in Years 9, 10 and 11
- Differentiated work within subjects, suitable to individual ability and target grades/levels
- Differentiated homework suitable to individual ability and target grades/levels
- Extra-curricular intervention, revision and support groups
- Identification of students as gifted and talented with consequential special provision
- Identification of students with special educational needs consequential special provision
- Opportunities for student participation in extra-curricular clubs and activities suited to their interests and talents

Planning for Progression

Throughout their time at the school, students will have a range of progression opportunities to follow. The pre and post-16 offer will not only carefully prepare students for progression to further, higher education and employment but will also offer an appropriate balance between academic and vocational courses.

The school will ensure that appropriate provision is made for all students through local partnerships and organisations as well as other DRET academies. Students will not only have their entitlement in terms of their curriculum but also a range of

extended opportunities.

Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

The School Day and Year

Our aim is to organise our term times similar to those in Local Authority schools as well as Academies already in the David Ross Education Trust to enable opportunities for pupils and staff to work with each other. The school terms will add up to 38 weeks but the school will open for 51 weeks around the year, offering holiday club and tutoring sessions (some of which will be funded by the school budget).

Our aim is to accommodate working parents and schedule the holidays around them by offering wrap around care. We will offer breakfast club from 8am until school time. After school we will offer support for children who require extra help with school work or we will provide activities that will be relaxing and enriching. Breakfast, after school tuition and holiday clubs will be charged to the parents with the exception of pupils in receipt of the Pupil Premium.

In addition it is intended that a range of summer schools will operate, in particular to support transition at Y7 and also to provide revision programmes at Easter and Spring Bank holiday. In addition a range of curriculum extension activities, particularly in sport will operate during holidays

The school day will be as follows:

For Primary Aged Pupils:

	Start	Finish	
Breakfast Club	7.30	8.50	Optional
School Opens	8.50	9.00	All pupils to self -register
School starts	9.00		
Session 1	9.00	10.30	Includes Assembly time
Morning Break	10.30	10.45	
Session 2	10.45	12.15	
Lunch	12.15	1.00	
Session 3	1.00	2.30	
Session 4	2.30	3.30	Includes 15 minute afternoon break for EYFS & KS2 from 2.30 – 2.45

This equates to 26.25 hours teaching time per week for KS1 and 27.5 hours for KS2

For Secondary Aged Pupils

	Start	Finish	
Breakfast Club	7.30	8.50	Optional
School Opens	8.50	9.00	All pupils to self -register

School starts	9.00		
Session 1	9.00	10.00	
Session 2	10.00	11.00	
Morning Break	11.00	11.15	
Session 3	11.15	12.15	
Lunch	12.15	1.00	
Session 4	1.00	2.00	
Session 5	2.00	3.00	
Extracurricular Activities	3.00	5.00	It is expected that all pupil will take part in a minimum of 5 hours extra-curricular activity per week

The Primary Curriculum

Given the demographics of the catchment area it is likely that children will enter the school well below age related expectations. In order to successfully close the gap in standards, the school needs to ensure that children are taught the basic skills well. High levels of mobility will contribute to the difficulties in ensuring high attainment for the whole cohort.

The school will concentrate on quality teaching and learning in:

- Speaking and listening
- Reading
- Writing
- Numeracy

Application of the following skills will be through a connected curriculum which focuses on the skills of:

- Critical thinking and problem solving
- Oral communication
- Written communication
- Teamwork
- Leadership
- Creativity and innovation
- Life-long learning and self-direction
- Professionalism and work ethic
- Ethics and social responsibility
- Developing a positive identity
- Healthy habits

The connected curriculum will be based on the discrete subjects identified in the national curriculum and Religious Education. The Early Years Foundation Stage will base its curriculum on the Early Learning Goals, but will still have a strong emphasis on the basic skills.

Children will be given opportunities to develop these skills through play based learning throughout the Early Years Foundation Stage and in additional learning opportunities for older children at playtimes, lunchtimes and after school activities. Trips, visits and visitors are planned into the curriculum to enhance children's

understanding of wider opportunities. All these activities will be designed to enhance children's acquisition and use of extended language.

All children will follow the locally agreed syllabus for Religious Education.

We will institute a Connected Curriculum that enables links to be made to other subjects. Each term will be built around a theme and core learning skills are shared across the school with a new skill taught each half term.

The provision will take account of every aspect of a child's development. We will aim to provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of all our children. The curriculum will give children the opportunity to achieve the highest possible standards of numeracy and literacy whilst ensuring they can become confident in physical, artistic, practical and social skills. We allow for the individual needs of each child to be met within well-planned learning experiences.

Areas of Learning include:

- English
- Mathematics
- Science
- Religious Education
- Information and Communications Technology (which will be taught within all other subject areas and used as a vehicle to improve learning both independently and collaboratively).

The following subjects will be taught as part of a connected curriculum through units of work which may cover more than one subject at a time.

- Art*
- Music (to also include whole class and individual tuition)*
- Physical Education
- History
- Geography
- MFL*
- Design and Technology*

*Where appropriate specialist teachers will be used to deliver these lessons.

The following areas will be covered during focus units of work in each year group as appropriate to age and development.

- Personal, Social, Health Education and Citizenship (PSHE) (including Sex and Relationships education and drugs awareness).

Additional time will be allocated to English and mathematics teaching which reflects the priorities the school will place on continuing to raise standards in these areas.

Literacy and Numeracy

Basic skills in Literacy and Numeracy will be taught in the mornings, to maximise pupil's learning. The school will have a very strong focus on raising standards through the use of:

- Use of specialist teachers to deliver small group and 1:1 tutoring

- A staffing structure based on supporting the above
- Rigorous collection of assessment data and effective use to inform planning and provision of interventions.

These approaches create smaller teaching groups, which enable teachers to target pupil's needs effectively. This is because the range of ability amongst pupils in any one class is reduced. This leads to higher levels of achievement and attainment. Therefore the curriculum is targeted on personalised learning and is very much standards driven. The school will invest in teaching staff rather than teaching assistants to increase the degree of accountability for standards.

The Trust is aiming for zero tolerance of illiteracy. Phonics and reading will be taught at the right level for each child across the school, regardless of a child's age. This allows for the very high levels of mobility and poor levels of language of children who enter the school.

There will be a clear focus on the teaching of phonics through the EYFS and KS1 through the use of the Letters and Sounds framework. The school will also use Read Write Inc Phonics, Spelling and Comprehension programmes to ensure that a clear progression and development strategy is in place.

Music

Music specialists deliver the Music curriculum to all children. This will include whole class teaching as well individual and small group tuition delivered by specialist teachers from the secondary department.

Science

Science will be taught through discrete units of work linked to the proposed new national curriculum for science. Science teaching will be enhanced through specialist delivery from members of the secondary department

ICT

A substantial amount of money will be invested in implementing innovative use of technology across the school and curriculum. As part of the ICT Curriculum pupils will learn to type but all other skills will be learnt through other subjects where ICT will be used as a vehicle to improving learning. An Online learning environment where pupils can share work with each other and their teacher as well as work on documents collaboratively will be established. Pupils will earn ICT licences as their skills progress and this will enable them to undertake new skills and responsibilities.

Physical Education

Two hours of PE will be delivered by both the class teacher and specialist teachers each week. This will be further enhanced by a wide range of extra-curricular activities which will be available, aimed at widening participation.

Early Years Foundation Stage

Children will follow the Early Learning Goals and activities will be based on teacher assessment and an individual knowledge of each child's learning needs. Phonics, reading, maths and speaking and listening will be taught discretely, whilst other learning opportunities will allow children to develop and apply knowledge and skills through a play based curriculum.

Key Stages One and Two

At both Key Stage One and Two the children will be taught 1 ¼ hours of literacy (including phonics, handwriting and spelling) and 1 ¼ hours of numeracy each day. Application of ICT skills will be delivered through all other subjects.

Enrichment to the Curriculum and Extra -curricular Activity

The school will aim to broaden pupil's horizons. This will be achieved through the curriculum and by developing trips and visits, encouraging visitors and through providing the children with practical, real life experiences. Staff will work with the sponsors to raise the children's understanding of the world and vocational opportunities in an age appropriate way. As part of the Trust's ethos, children will be encouraged to learn about the world of work by taking on jobs across the school. Children will be encouraged to earn rewards which can be saved towards trips at the end of a term, thus encouraging a deeper understanding of the importance of a strong work ethic.

- A rich menu of exceptional extra-curricular experiences that enhance their learning and raise aspirations.
- Many students have never left their home towns, it is therefore important to encourage them to experience life beyond their comfort zones.
- Engaging academies with local businesses.
- Forging links with Higher Educational establishments.
- Making a University education seem within their reach.
- Raising aspirations and attainment.
- Collaborating with organisations that have strong links with young people in education.

Proposed extra-curricular activities will include:

- Sports Development - Specialist dance and gymnastics tuition
- Music lessons – specialist tuition
- Homework club
- Sports clubs
- Arts club
- Specialist Literacy and Numeracy teaching
- Training of identified pupils for leadership roles – school council, pupil leaders, play leaders

Parents and the Curriculum

We believe that support and help from parents is an essential ingredient in a child's education. The delivery of the planned curriculum involves parents helping/encouraging children at home with such things as reading, number work, consolidation of acquired skills, etc. We will welcome parental help in school time for such things as educational visits, swimming, transport to sporting events, assisting children with their work etc.

It is our intention to maximise the use of all available facilities and resources including staff/parent expertise. We look for high levels of achievement in every area of the curriculum but in particular we wish all children to establish a firm grasp of the basics of reading, writing and number work. As success in all areas of learning

depends on a child's understanding of the basics, it is essential that due emphasis is placed on building solid foundations.

We would be looking to use the facilities of the school to offer parents opportunities to develop their own skills which in turn will support their child's learning.

To meet our aims of developing families as a whole we will deliver the following sessions to parents to develop their basic skills:

- ESOL classes
- Maths and Budget Management
- ICT Skills
- Family Reading
- Family Cooking
- Family pre-school children stay and play sessions

Organisation of Pupils

Pupils will be structured into single age classes in each year group. Each class will have a class teacher and depending on the stage of the school's growth classes will benefit from an additional teacher to offer support to small groups or 1:1 tuition as well as the transition process from class to class. Class size will be a maximum of 30.

The school will have a House System as practised by the Trust. All DRET academies have a house structure to foster a culture of mutual respect, teamwork and where students will develop a sense of ownership, responsibility and pride in their school and their community. This is described in more detail below

Secondary Phase Curriculum

The school will provide an innovative curriculum offer that will provide a framework for success for all and draw on the specialism of sport.

Our values will provide a basis on which to develop each individual as not only citizens of the school, but as contributors to the local, national and international communities. Consequently staff within the school will be encouraged to think deeply about successful strategies that can provide:

- A curriculum which will focus on understandings and competence that have enduring and intrinsic value
- Opportunities to show students how to incorporate new information into their existing knowledge through activities that induce critical thinking with conceptual as well as practical real life problems
- Successful personalised learning approaches which relate to and build on the learner's experience, knowledge and cognitive skills and thus develop their confidence and competence leading towards autonomy, emancipation and self-actualisation
- Opportunities that focus on each individual's potential, developing their learning skills particularly in relation to music and mathematics and enhancing creativity, personal and social skills

The school will ensure appropriate provision is made for the full 11-19 age range, through innovative local partnerships with universities, colleges and schools to deliver not only their entitlement in curriculum terms but also to extend the opportunities currently open to 14-19 year old students.

The secondary curriculum will operate on a two week timetable with 25 sessions per week.

Year 7 & 8 will have 180 students operating largely in mixed ability and gender form groups. Subjects will be taught in mixed ability groups for all subjects with the exception of maths and English. Group sizes will be smaller in Science, PE, Technology and Performing Arts to facilitate the more practical nature of these subjects

Subject	Periods	Groups
English	9	6
Maths	8	6
Science	6	8
IT	4	6
MFL	5	6
History	3	6
Geography	3	6
PE	4	8
Technology	4	8
Music/Art/drama	4	8

Within this arrangement there will be two smaller access groups. One group will be of students with reading ages of lower than 9 years. This group will benefit from an extra emphasis on literacy and numeracy and be taught by one specialist teacher preferably with primary experience. There is also the potential to establish a further, more intensive experience in curriculum terms for EAL students for short intensive language intervention.

The makeup of the teaching groups in Year 7 will be determined in the first instance by information obtained from the feeder primary schools and KS2 SATs results, including raw scores and baseline testing for reading age. There will be an opportunity to make an adjustment to teaching groups once CATs and MiDYIS results are received.

Year 9 will operate in ability groups for English, Maths, Science, MFL, and Humanities as pupils move towards GCSE course. All other subjects will continue to be delivered in mixed ability groups

Subject	Periods	Groups
English	9	6
Maths	8	6
Science	6	8
IT	4	6

MFL	5	6
History	3	6
Geography	3	6
PE	4	8
Technology	4	8
Music/Art/drama	4	8

Year 10 & 11 will undertake a core programme of English (6 sessions per fortnight), Maths (6 sessions per fortnight), Double Science (8 sessions per fortnight) and PE (4 sessions per fortnight) PHSE and Citizenship (2 sessions per fortnight) and in addition will take four options from the following list (six sessions per fortnight)

- History
- Third Science
- Art
- Business Studies
- MFL
- Geography
- Resistant materials
- Music
- Textiles
- Drama
- ICT
- Sports Studies

An additional pathway will be developed when pupil needs are fully understood but may typically focus on an ASDAN qualification plus off site construction or salon skills.

The curriculum design for Y12 & 13 will be undertaken once the needs of students are more fully understood. It is likely however that the 'in-house' offering will focus on an academic 'A' Level programme enhanced by a range of specialist A levels and vocational programmes delivered through local partnerships.

The school will focus on supporting progression to further education and higher education. The school will offer encouragement, guidance and support to students and their families in fulfilling these ambitions. A 'world view' will be taken on this and it is hoped that in a few years' time school graduates will be attending universities in many parts of Europe and beyond through the additional curriculum offer supported by David Ross Foundation.

The courses available will become part of the wider 14 to 19 school curriculum, offering appropriate learning pathways to meet the needs of students at the school. The sixth form will be developed to complement and extend the provision of other providers of post-16 education in the locality to ensure that there is no duplication of provision, but that students in both institutions have a broad post 16 curriculum offer of vocational and academic qualification courses. In this manner, the school intends to grow its in-house provision and following the review a renewed offer of high quality, successful courses which offer assured progression opportunities will be introduced.

Transition

The All-through nature of the school and the House structure described below considerably enhances continuity and progression for pupils, however given the relative sizes of the primary and secondary phase it is vital to ensure that pupil new to the school at Y7 are inducted to ensure smooth progression and equality of opportunity. Our transition procedure will therefore focus on developing effective procedures at the key entry points of reception and Y7 as well as meeting the needs of in-year entrants.

Heads of House will play a key role in establishing relationships with parents, pre-school providers and students and staff within partner primaries, under the guidance of the Vice Principal. Partner primary schools' students and staff will be welcomed to the school throughout Years 5 & 6. The experiences on offer will extend to subject staff secondments, joint events and facility sharing. Students will feel that they are welcome and their needs known.

To enable the school to support the pupils to fulfil their potential we ensure that there is a Transition between all Key Stages that is supportive of the individual and meets the needs dictated by each stage within their education.

Transition from The Home/Nursery into EYFS Reception will include

- Exchange of information for children. They will receive a school Prospectus and Admission form;
- A familiarisation tour (if required);
- Close links between reception and nursery staff – including one or more meetings to exchange information/nursery records;
- Home visits where appropriate;
- A reception teacher to visit and meet/work with nursery children on several occasions prior to transition;
- Arranged weekly visits for the nursery child to the reception class and teacher/support staff during the 6 weeks prior to transition;
- Pupils will only attend for half a day for the first week;
- At the end of first week: parent/carer is invited to stay for dinner with their child (free meal provided); and
- Throughout the year Nursery and Reception children meet for a variety of linked activities.

Transition from KS2 to KS3

- All pupils will receive a visit from their Head of House at least once before starting at the school;
- Pupils who are deemed to be vulnerable on Transition will be supported by appropriate staff and will be given extra opportunities to prepare themselves for the move from Primary school;
- Heads of House will work with all our feeder Primary schools to ensure that all pupils feel confident as they start their new school;
- All new pupils will spend time in school to experience the school day, curriculum and to build positive relationships with staff and pupils; and

- Parents and Carers will be invited to an Intake Evening to meet key staff and to gather information to support their son/daughter through the transition process.

The school will offer an enhanced curriculum to raise basic skill levels for students with poor levels of literacy and numeracy and where their basic skills may prevent them from accessing the secondary curriculum properly. Through cooperation with the partner primary schools, it is expected that there will be a carefully planned and extended transition programme from primary to secondary education to help students settle quickly into the life of the school.

Teachers at the school will be expected to work closely with their primary colleagues to agree continuity of learning. Special events will be organised in the summer term and the summer holiday before transfer; including 3 curriculum days for Year 5 students and 9 days of induction and a 10 day summer school programme for transferring Year 6 students. School students will have opportunities to study learn and enjoy experiences within the school environment at events managed by the current student body and supported by the House system.

Individual student information will be obtained from the primary schools through a programme of summer term visits by the four Heads of House. This information will be used to allocate students to Houses and tutor groups.

The transfer of vulnerable students, that is students with extremely low prior attainment, specific blocks to learning, will be the focus of significant additional support. Once identified, students will be entitled to join a specific programme complementary to the overall transfer plans. In order to improve access, attainment and behaviour, the Year 7 and 8 experiences for some students will be characterised by:

- Assessment and intervention via Accelerated Reading Recovery Programme
- E readers for all students in KS3 to encourage reading during tutor periods, catch-up sessions and literacy support sessions
- Sufficient time for a strong enough focus on literacy and numeracy to enable students to achieve functional literacy/numeracy as quickly as possible
- Withdrawing students from attending lessons in some subject areas for limited periods, with entitlement and re-integration in mind. They will receive subject specific support albeit delivered in an extremely supportive environment, conducive to learning and the acquisition of subject specific skills and knowledge
- Year 7 will provide rigorous emphasis on literacy catch-up which will set as a target that the majority of students entering the school below level 4 will reach that level by the end of the year. Lessons will use literacy catch-up materials and an Accelerated Reading Recovery Programme. In mathematics, a rigorous emphasis on numeracy catch up will set as a target that the majority of students entering the school below level 4 will reach that level by the end of the year utilising practical and audio visual support for learning.

These arrangements will reflect the school's commitment to inclusion. The overall curriculum experience will empower students to take advantage of learning opportunities whilst feeling that a personal response has and will be made to their

needs.

A breakfast club will be offered to all students. Students needing additional support for literacy and numeracy will have study and practice areas available with IT and web-based access. Similarly, as part of the extended school co-curriculum, school clubs will be made available for catch-up, study support and one-to one type activity. Education City and similar software will be used in these clubs alongside catch-up materials.

Extra-Curricular Provision

For all students who attend the school there will be a comprehensive range of educational opportunities.

The overarching principles underpinning the extra-curricular provision will be to offer:

- Exciting and enjoyable challenges
- Opportunities for students to excel and celebrate personal achievement and success
- Opportunities to build self-esteem and a sense of personal worth
- Extended learning in new areas and ways
- Opportunities to celebrate cultural richness and understanding

The extended provision for students who attend the school will take the form of a programme of activities which take place beyond the school day and during holiday periods.

The range of activities offered to students will include:

- Sports teams and clubs
- Musical groups and instrumental lessons
- A wide range of expressive arts performances and groups
- Hobby based clubs
- Residential trips and courses

In order to ensure this provision is made available to all students there has been time allocated from the Directed time available. This equates to 15 x 1.5 hours/member of staff.

However, it is acknowledged that while this is the minimum requirement of all staff, many of the staff will give a greater contribution of time voluntarily.

The school will also a range of partnerships, supported by the work of the David Ross Foundation.

Through the establishment of these partnerships, students at the school will have the opportunity to take part in a wide range of competitions, sporting and expressive arts events, lectures and visits.

There will be summer schools which will run on an annual basis to support students who are making the transition to secondary school and aim to focus on and to develop literacy and numeracy levels. Intensive revision and examination preparation sessions will take place during out of school hours and during holiday periods throughout the academic year. These will take place to encourage engagement and progress, in particular for key stage four and five students. Coursework and

controlled assessment support sessions will also be scheduled on a regular basis throughout the year and co-ordinated carefully in order for all students to access the full range.

The community access and provision will be developed in response to the needs of the community. The school will seek to develop strong ties with the local community it serves, not only offering appropriate access to its facilities but also seeking to engage parents, guardians, carers and the wider community in contributing to the achievement of the school and its students.

Show how your staffing structure will deliver the planned curriculum.

General Principles

Staff will be employed on national terms and conditions, although it is recognized that the needs of the school will evolve with time.

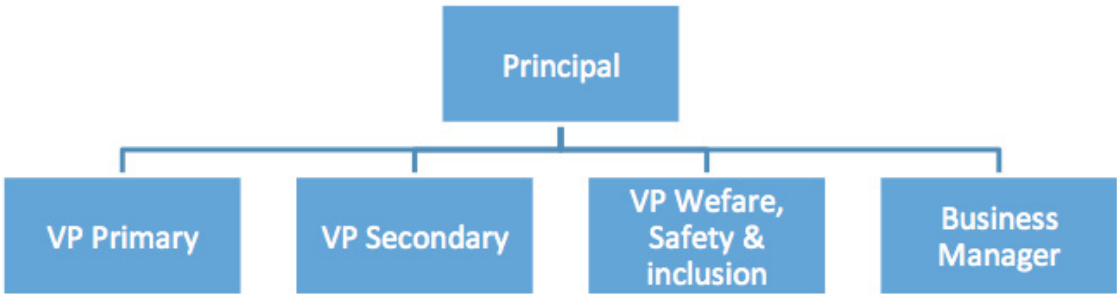
The distinctive values and ethos, outlined earlier, along with the emerging curriculum model, require an approach to leadership and staffing based on these key principles:

- All jobs, be they teaching or support functions, exist only to underpin the successful learning of students
- The staffing arrangements will reflect the key idea of the free school being a place where everyone (staff and students) learns and develops continuously
- Everyone will be highly accountable for their performance and contribution to the school’s growth and performance – expectations will be high
- Support will be effectively blended with challenge in a climate where blame is regarded as unproductive and ‘comfort zones’ are unacceptable
- Arrangements will provide unambiguous points of reference in order that all staff members can be confident that their concerns and needs are responded to quickly and effectively
- For the students, key manifestations of the arrangements will be
 - a feeling of belonging and being known; and
 - the best possible deal for them in the classroom/workplace.

Leadership and Management

Leadership will have one major focus: achieving the highest standard of student experiences and attainment.

The Executive Leadership Team is shown below:



The Principal

The Principal will work closely with the school’s Governors to:

- Implement the sponsor’s vision
- Lead the school’s drive to create the highest aspiration and achievement.
- Provide strong innovative leadership that results in equality of access to a high quality and flexible, teaching, learning and social environment.
- Ensure
 - that the Sponsors’ vision for the school becomes and remains a reality;

- that the school retains and develops a relationship within the local community
- that the objectives of the school are met through the implementation of the Trust's policies.

In meeting these objectives the Principal will involve key members of the Senior Leadership Team in high-level decision making – e.g. appointment of senior staff, development of the improvement plan, KPIs and so on.

Vice Principals

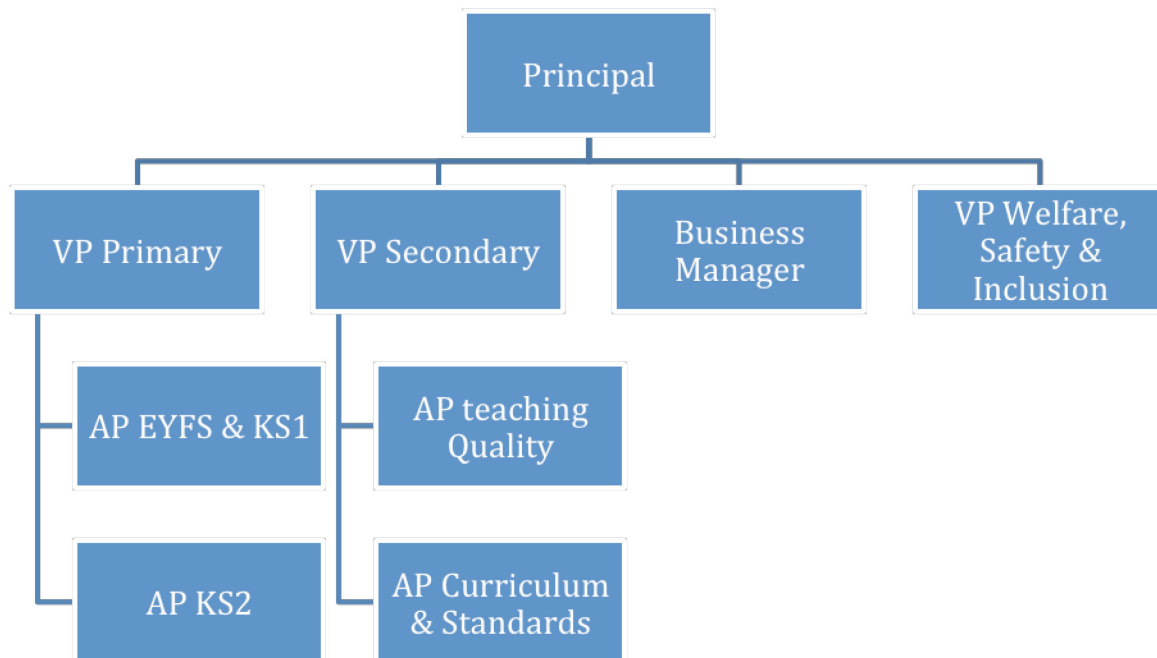
The three Vice-Principals will support the Principal in laying firm foundations for the school's unique characteristics and its success. In particular the Primary and Secondary phase VPs will be accountable for standards within their phases and will take a lead role in Quality and Teaching and Learning in their respective phases. The Third VP will work across the whole school to oversee the pastoral care of all students in the school as well as ensuring safety and welfare and inclusion

Business Manager

The Central Services Manager will oversee a number of functional teams which cover the school's support functions. These are anticipated to include Estates, Finance and Personnel functions. Further responsibilities will include overseeing ICT provision, catering, the school Reception, procurement and extended services.

Extended leadership Team

The Executive Leadership Team will be enhanced through the appointment of Assistant Principals as follows:



Assistant Principals

There will be four Assistant Principals, contributing substantial expertise to the strategic leadership of the school and taking specific responsibility for a specific area:

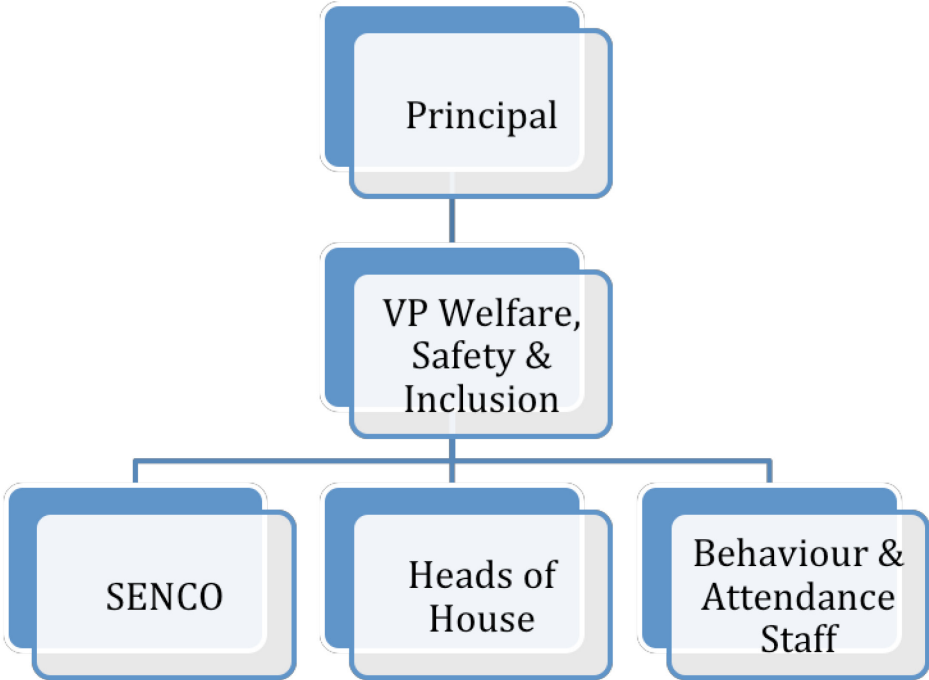
Quality of Teaching – ensuring the highest standards of teaching quality within the secondary phase and taking the lead on staff development and improvement
Standards and Curriculum – ensuring an engaging learning experience for secondary aged pupils and taking oversight of curriculum design and outcomes.

In the initial phase of operation the school will also have APs with Primary KS responsibility who will take oversight of their own particular phase, however it is envisaged that over time these four posts will be restructured to work across both phases to provide greater continuity and progression.

From 2018/19 an additional post will be created with oversight of the developing sixth form.

Cross Phase Leadership

As described above the VP Welfare, Safety and Inclusion will take responsibility for this key area across the whole school. They will line manage the SENCO and inclusion team, The non-teaching Heads of House, Behaviour and Attendance staff and take a key role in reporting to parents.



Heads of House

Support and Guidance in the school will guarantee the aspiration that all students feel known, valued and wanted as individuals, having at least one adult member of the school with whom they can build up a strong and meaningful relationship – a person they can trust. A particularly strong aspect of this approach will be the role of the Form Tutor under the leadership of a Head of House.

The framework for Support and Guidance will be and House system incorporating cross-age tutor groups of around 20 students. Heads of the Houses will take responsibility for a fully holistic approach to the academic progress, health and well-being of their students and the welfare of the staff they work with.

Middle Leadership

The development of Middle Leaders will have a significant impact on the success of the school. It is envisaged that these individuals will have strong links with Senior Leaders, allowing dialogue, discussion and the sharing of ideas to promote their growing understanding of key leadership issues.

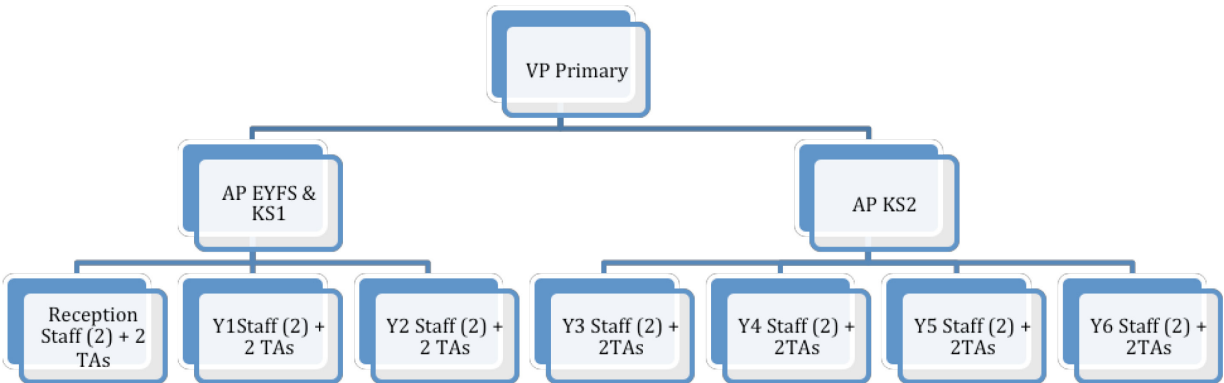
There is an aspiration to draw out leadership from all staff in some way so that change is owned at all levels. This will be achieved in a leadership culture of openness, accessibility, professional ambition and commitment to the common purpose.

It will be perfectly sound within this culture for professional satisfaction to be achieved without the need for promotion beyond personal preference, for individuals to flourish professionally on their own terms.

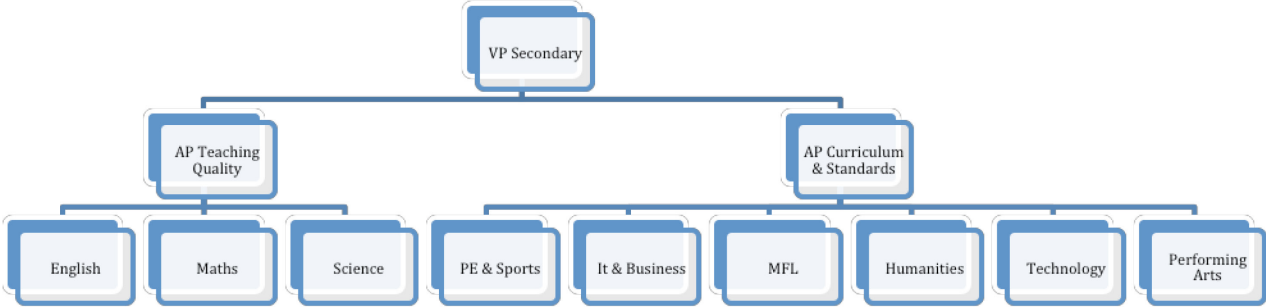
The school’s leaders will know how to balance the information they gain from regularly walking the school with the data gained from their effective tracking and monitoring of students’ progress – and what to do with it. Heads of Department will be responsible for provision and outcomes in their subject areas, including achievement/attainment, quality of teaching (under the guidance of senior line managers and in compliance with school strategies to improve teaching and learning), and aspects of behaviour that are to be managed in classrooms.

These roles are central to the future success of the school and as such will have several layers of training and development applied, ranging from personal CPD programmes in leadership and management to individual coaching plans. Teachers within the primary phase with a curriculum responsibility and will work with the respective HoD to improve subject knowledge, continuity of curriculum planning and to share approaches to teaching, and in particular the use of specialist teaching

Primary Phase Structure



Secondary Phase Structure



Training and Continual Professional Development

All staff will want to be at the forefront of educational development in order to carry out their duties efficiently and effectively. There is a constant need to maintain current knowledge of the wide range of academic and vocational skills and the variety of qualifications available.

The Professional Development Policy will be an essential part of the school's Development Plan serving its main objectives. To that end responsibility for the CPD programme will be detached from responsibility for QA and Performance Management. The emphasis will shift from a focus on training to an emphasis on dialogue, collaboration, modelling of outstanding practice within the school. The overall aim of Professional Development at the school will be the improvement of student learning through the improvement of teachers, managers, support and administrative staff.

All staff will be required to undertake 5 days per year professional development. The content of these days will be determined by the Leadership Team and focus on perceived needs relating to achieving the Trust's aims.

The emphasis in CPD will be on a mix of coaching, dialogue, collaboration and modelling best practice. Each staff member will have a training plan which blends personal career development needs with whole school needs. All staff will therefore have access to a wide range of internal and external development opportunities and this includes further study for higher degrees and national qualifications such as NPQH.

Staffing Build Up

The table below sets out the indicative growth in staffing, subject to available finance and pupil numbers

		2014/5	2015/6	2016/7	2017/8	2018/9	2109/20	2021/2
Whole Academy Staff								
Executive Head		1	1	1	1	1	1	1
Assistant Principal - Welfare, Safety & Inclusion			1	1	1	1	1	1
Business Manager		1	1	1	1	1	1	1
IT Manager				1	1	1	1	1
Attendance Officer		1	1	1	1	1	1	1
SENCO		1	1	1	2	2	2	2
LRC Manager				1	1	1	1	1
IT tech		1	1	1	2	2	2	2
Data Manager				1	1	1	1	1
Exams Officer				1	1	1	1	1
Catering Manager		1	1	1	1	1	1	1
Catering Staff		2	3	6	10	12	15	15
Site Manager		1	1	1	1	1	1	1
Cleaning Staff		8	10	12	12	12	12	12
Admin officers		1	1	3	3	5	6	6
Finance Officers			1	1	1	2	2	3
Reception Staff		1	1	1	2	2	2	2

Guidance Officer						1	1	1
Caretakers				2	2	3	3	3
Secondary Phase								
Head of Academy		1	1	1	1	1	1	1
Assistant Principal - Teaching Quality			1	1	1	1	1	1
Assistant Principal - Curriculum & Standards				1	1	1	1	1
HOD English		1	1	1	1	1	1	1
Second in Dpt English			1	1	1	1	1	1
English				1	2	4	4	4
HOD Maths		1	1	1	1	1	1	1
Second in Dpt Maths			1	1	1	1	1	1
Maths				1	2	3	3	3
HOD Science		1	1	1	1	1	1	1
2nd in Dpt Science			1	1	1	1	1	1
Science				1	3	4	4	4
HOD IT & Business		1	1	1	1	1	1	1
IT & Business				1	2	3	3	3
HOD MFL		1	1	1	1	1	1	1
MFL			1	1	1	2	2	2
Head of Humanities		1	1	1	1	1	1	1
History			1	1	2	2	2	2
Geography					1	1	1	1
HOD PE		1	1	1	1	1	1	1
PE			1	1	3	3	3	3
HOD Technology		1	1	1	1	1	1	1
Technology			1	1	2	2	2	2
HOD Performing Arts		1	1	1	1	1	1	1
Music			1	1	1	1	1	1
Drama					1	1	1	1

Art					1	1	1	1
Learning Mentors			6	6	6	6	6	6
Head of 6 th form						1	1	1
6 th form additional teaching						5	10	10
Science Technicians					1	1	2	2
Tech Technicians					1	1	1	1
TA			2	3	4	5	6	6
Primary Phase								
Head of Academy		1	1	1	1	1	1	1
Assistant Principal EYFS & KS1				1	1	1	1	1
Assistant Principal KS2					1	1	1	1
EYFS		1	2	2	2	2	2	2
Y1			2	2	2	2	2	2
y2				2	2	2	2	2
Y3					2	2	2	2
Y4						2	2	2
Y5							2	2
Y6								2
TA			2	2	2	2	2	2
Learning mentors					1	1	1	2
Total Staff		31	58	81	107	129	142	146

Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Provision for Pupils with Additional Needs/Special Educational Needs and/or Disabilities (SEND)

We aim as a school to provide access to all areas of the curriculum to all pupils, in a learning environment where each pupil is given equal opportunity to fulfil his/her potential and acquire feelings of self-worth. We recognise that children with Additional Needs are the responsibility of all staff within the school. We are fully aware of the Equality Act 2010 and will adhere to this at all times.

We believe that all pupils, regardless of ability should have equal access to a broad, balanced, relevant and suitably differentiated curriculum in accordance with Government legislation and Local Authority guidelines. We will aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of all pupils will be rigorously monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible for all regardless of their disability.

The SENCO will take responsibility for the co-ordination of the assessment, monitoring and reviewing of identified pupils with learning difficulties and pupils with exceptional needs (Statemented, School Action Plus). In addition the SENCO will:

- Work closely with school leaders, support staff, Departments and Learning Support Assistants involved in the above process;
- Maintain the record of pupils with Additional Needs and oversee the records of Additional Needs pupils;
- Develop, monitor, review and evaluate the provision mapping for pupils receiving additional support;
- Allocate support for pupils and staff on an equitable basis;
- Lead and manage the Common Assessment Framework;
- Liaise with the LA support services;
- Be aware of staff development needs;
- Work closely with our own primary school and other primary schools to aid the transition of Additional Needs pupils to KS3; and
- Attend review meetings of primary pupils who are transferring to the school.

Pupils with additional needs will be supported as appropriate by support services such as educational psychologists, behaviour support teams etc.

Staff within the school will have a responsibility for:

- The needs of all pupils regardless of their ability;
- The planning and organisation of appropriate curricula materials;
- Delivering the National Curriculum, where appropriate, ensuring that all pupils receive their entitlement;
- Liaising with the Inclusion SENCO for guidance and support and to monitor, adapt and evaluate programmes of study;

- Recognising the role of the individual class teacher in the process of identification and appropriate assessment of those pupils with Additional Needs and the placement of pupils on the SEND register; and
- Being aware of their role in the implementation and review of pupils' profiles.

Within the school there will be a vertical pastoral tutoring system. Tutors, overseen by the Head of House will be responsible for:

- Liaising with the Inclusion SENCO Manager to facilitate all pastoral needs for the pupil;
- Formulating, monitoring and reviewing Pupil Profiles for children with BESD;
- Co-ordinating BESD provision; and
- Liaising with outside agencies, in consultation with the Inclusion SENCO through the CAF process.

The Form Tutors within the school will be responsible for:

- Maintaining an overview of pupils' progress across the curriculum;
- Reporting to parents/carers where necessary;
- Liaising with the Additional Needs Department or other support staff as appropriate, regarding the pupils in their tutor group who have an Additional Need;
- Guidance and support;
- Communicating relevant information to other staff; and
- Supporting the individual's agreed programme.

Pupils with SEND will be fully engaged in the extended Services program of the school. We will provide support to SEND children to undertake all activities. This will also include pupils with disabilities; appropriate arrangements will be made to fully include SEN and Disabled pupils and their families.

It is important that pupils are fully included not only because of the Equality Act and SEND code of practise but also to underpin our ethos.

Time, for example during Preparation, Planning & Assessment, will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

We will ensure that money is set aside to develop resources in curriculum areas. In addition, we will ensure that staff are kept fully up to date about SEND issues and undertake training.

We will ensure there are appropriate levels of differentiation in all areas of the curriculum, including schemes of work, individualised pupil learning plans, extra-curricular activities and extended services. We will monitor, review and evaluate school systems and process to ensure that lessons are pitched and the correct level, with the correct pace, to be accessible, challenging and inspiring for children with special needs.

The LSAs will support the teacher in all aspects of the teaching and learning process: from being involved in the planning to ensure that pupils with SEND needs are catered for effectively. LSAs will also be involved within the classroom in the delivery

of lessons. In addition, they will be involved specifically in the marking and assessment of pupil work to support the learning process and facilitate the correct amount of achievement.

There will be a strong focus on further developing the role of the Learning Support Assistants to facilitate the learning needs of pupils with Special Educational Needs and to ensure that all groups within the class receive similar amounts of group and/or individual teaching time. This will also ensure effective value for money of this valuable resource.

We also intend to utilise Additional Needs LSA expertise to develop CPD and INSET resources within school, particularly with respect to developing lower level Individual Education Plans (IEPs) for pupils with milder learning difficulties who do not need a full IEP. In addition, it is anticipated that the Additional Needs Team will further support by:

- Providing feedback from the Inclusion SENCO to staff from INSET and relevant meetings;
- Using Assessing Pupil Progress (APP) files to monitor the writing of pupils with SEND;
- Developing and delivering an SEND/Intervention audit of resources to ensure greater efficiency & maximum impact on pupil achievement (particularly progress to achieving 3 Levels of Progress (3LP));
- Maintaining a centrally operated Chronology of Intervention and Pupil Profile Record updated at every staff meeting to ensure all pupils on SEND register are constantly monitored and are fully engaged in school life;
- Communicating exceptional and individual needs of pupils to teaching staff;
- Supporting curriculum areas, Family Groups and Colleges in meeting the needs of all pupils with Additional Needs and in the development of a differentiated curriculum;
- Supporting/teaching/working with individuals or groups wherever possible to support pupil progress;
- Sharing knowledge of available resources;
- Offering support throughout the school to children, colleagues and parents/carers; and
- Liaising with feeder primary schools.

We will aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and Pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We will build a culture in which everyone believes that diversity is a strength, which should be respected and celebrated by all those who learn and teach.

We will have full regard for the following when carrying out our functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people; and

- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Staff and governors will be responsible for all the following – In operation and day to day running the Inclusion SENCO will have the responsibility to:

- Collect Information on disability with regards to both pupils and staff;
- The Principal and the governors will then be responsible to use the information and improve provision of service if need be;
- Monitor pupil achievement by disability;
- Identify patterns in data, if action is required the Inclusion the SENCO will identify strategies to facilitate and improve achievement or life skills;
- There will be a monitoring, reviewing and evaluation process which will include observing lessons, pupil councils, social enterprise events and school events to make sure disabled pupils have been given equal opportunity and encouragement to participate;
- If disabled Pupils and staff are not represented this will be been as devising a plan to increase participation of disabled pupils and staff;
- There will be a rigorous monitoring system with respect to the bullying and harassment of disabled and pupils and staff. This information will be used to address issues and adjustments will be made accordingly;
- We will endeavour to portray disability positively across the school using school books, displays, discussions during tutorials and lessons;
- We will organise or attend events which promote and raise awareness of disability;
- We will work to ensure that wherever possible most of the school is accessible by all visitors including disabled staff, disabled pupils and disabled visitors. This includes, making sure open days, open evening and events are accessible and arranged in accessible areas for all. If events are off site the Inclusion SENCO must make sure suitable transport is available for all. If there is a lack of access it will remain the responsibility of the Governors to make reasonable adjustments to make the school accessible as possible for all;
- We will endeavour to arrange information available to parents/carers, visitors, pupils and staff in formats which are accessible and make sure all people are aware of this; and
- There will also be clear and transparent procedures for the election of parent governors open to candidates and voters who are disabled.

We will consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by consulting with disabled pupils / staff / parents and carers to determine their priorities for the school with regards to disability equality over a period of 3 to 5 years – This will be achieved via:

- Focus groups;
- Questionnaires;
- Feedback slips; and
- Drop-in sessions for disabled pupils / Staff / Parents.

Provision for Pupils with English as an Additional Language (EAL)

It is anticipated that pupils at the school will come from a range of ethnic and variety of language and literacy backgrounds. Some pupils may well have been born in this country and have had considerable exposure to English but may speak in a different language at home. These pupils are categorised as Bilingual Learners (BLL) who may have Language interference.

Other pupils may not have been exposed to English in their developmental phase, and will be learning English as an additional language. Some may well have arrived from abroad having had some exposure to the English language and culture; whilst others may be newcomers to both. Some may have developed literacy skills in their home language; whilst others (particularly in the Primary phase) will be pre-literate. Some may have comparable schooling to their age equivalent peers; whilst others may have experienced interrupted or no previous education.

It is anticipated that many of the pupils will remain in the school for the remainder of their education; however, we also understand that other pupils may stay in the country for a shorter period of time for a variety of reasons.

The Underlying Principles of our approach to EAL/BLL

- EAL and bilingual learners have an entitlement to equal access to the National Curriculum and to achieve in line with their academic potential;
- Bilingualism/multilingualism is an achievement which is educationally enriching. We will therefore value the cultural and linguistic diversity of the school and acknowledge and celebrate it;
- Having a home language other than English is not a learning difficulty. Special Educational Needs (SEND) and the needs of EAL/Bilingual learners are not identical, neither are they mutually exclusive;
- It is recognised that EAL learners can make rapid progress in acquiring English, but we must also recognise and comprehend that to be fully competent in the use of academic language for learning can take up to 10 years. The level of competency (particularly for Literacy) in the home language(s) directly affects the time taken to acquire English as an additional language;
- All pupils have curriculum learner needs. EAL/Bilingual Learners also have language learning needs. In the mainstream classroom the EAL/Bilingual pupil will be meeting their language learning needs through engagement with the curriculum; and
- The language development of all pupils is the responsibility of all teachers and support staff.

Objectives of our EAL/BLL Approach

- To ensure that all EAL/Bilingual Learners participate in and gain access to mainstream and National Curriculum provision;
- To support EAL/Bilingual Learners in their acquisition of English language skills across the curriculum;
- To ensure that EAL/Bilingual Learners achieve at a level appropriate to their intellectual ability;
- To assess and monitor progress in the acquisition of English as an additional language for all EAL/Bilingual Learners and use data systematically to inform

classroom management, curriculum planning and the setting of accurate and effective targets;

- To accredit the attainment in English for pupils at the end of KS4 who have not yet reached the required GCSE level; and
- To equip teachers and supporting staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL needs.

Process

- We will ensure that the needs of EAL/Bilingual Learners are identified. Assessment will be undertaken by Additional Language (EAL) support staff who are part of the Additional Needs Department within the school;
- The assessment will be used to define the level of need and support and to provide the starting point for the monitoring of progress;
- Pupils who arrive at the school and are categorised as complete beginners in English at KS1, KS2, KS3 & KS4 will receive one dedicated English (EAL) lesson per day;
- Those pupils who arrive in KS1, KS2, KS3 & KS4 and are categorised as improvers in English, i.e. those pupils who have some exposure to English will receive two dedicated lessons per week;
- All EAL pupils will be immediately integrated into mainstream education to provide a meaningful context in which language learning can be maximised. They will only be withdrawn from mainstream lessons where necessary for beginners or improvers lessons as previously listed above;
- There will be facilities at break-time/lunch-time to support staff and pupils, integrated into mainstream;
- Pupils will be placed according to their judged ability and not according to their language need;
- Training will be provided for subject/class teachers in strategies that will address the needs of EAL learners. It is the responsibility of all teachers to provide an appropriate curriculum for pupils in their lessons and to develop teaching strategies which ensure access to the curriculum;
- Additional Needs/EAL specialists will support EAL learners in their learning of English across the curriculum;
- Progress in English will be monitored by Additional Needs/EAL staff, as well as mainstream teachers in each of the National Curriculum areas;
- EAL learners will be encouraged to use their home language in the learning environment to support their acquisition of English;
- The use of 'Buddy Learners' will be used within school to support EAL learning.

Provision for Able, Gifted and Talented Pupils

We aim to serve the diverse and different educational needs of all its pupils by providing an appropriate match between the academic curriculum, the wider curriculum and the individual learning needs of each pupil. We want to ensure that every pupil achieves his or her full potential. Distinct provision for gifted and talented pupils is therefore an integral and an inclusive aspect of offering appropriate provision to every pupil.

We believe that by maximising the potential of the most able and talented, all

members of the school community benefit. Typically gifted children are defined as those who are exceptional by virtue of a greater than average potential or ability and whose exceptionality means that their needs may not be fully met by the main stream curriculum. Typically talented pupils are defined as those who have exceptional potential or ability in the fields of creative arts, performing arts or sport.

Identification of the AG&T Cohort

We will actively seek to identify and support pupils who are gifted and or talented working on an approximate ratio of 10% of each year.

In addition, those pupils admitted to the school through the special application process will be automatically added to this cohort.

The selection process is difficult and therefore a broad range of identification processes are used in conjunction to ensure that the identified cohort accurately reflects the range of abilities and talents and the mix of gender, race and culture in the school as a whole.

These methods include:

- National Curriculum tests at Key Stage 2/Key Stage 3;
- Other standardised, norm criteria referenced test e.g. CATs;
- Primary school nominations;
- Subject teacher nominations;
- School Leader data analysis;
- Scrutiny of pupil's work and performance; and
- High performance in extra-curricular activities provided by the school or external agencies.

The identified cohort will include those who have the ability to be high achievers but are currently under-achieving.

Aims for the Cohort

- To ensure that all able and talented pupils have access to an appropriate curriculum;
- To provide opportunities for pupils to realise and develop specific skills and talents;
- To develop the whole child with regard to social, intellectual and creative development; and
- To improve the motivation and self-esteem of able and talented pupils.

In-Class Provision

Able, Gifted and talented pupils may follow a distinct teaching and learning programme within each subject department. In planning and designing schemes of work, Departments should include extension, accreditation and enrichment activities wherever possible to enhance learning.

Each Department within the school will develop and have its own policy for Gifted and Talented provision which outlines their particular philosophy regarding the best way to facilitate the aims of the initiative in their subject area.

Distinct learning and teaching programmes used within the school will include:

- Tasks which demand higher order cognitive and intellectual skills;

- Independent learning;
- More complex and open-ended tasks – not more work but more appropriate work;
- Flexible learning strategies, e.g. opportunities for pupils to exploit their preferred learning styles and take ownership of their own learning;
- Increasing the depth of National Curriculum content; and
- The opportunity to take risks in an organised way, and sometimes, to fail.

Out of Class Provision

The study of National Curriculum subjects is complemented by a range of after-hours provision that offers extension and enrichment to pupils in their area of ability or interest. As a school we aim to develop the whole child holistically by introducing new experiences and opportunities to mix with other able or talented pupils. These opportunities include:

- Extension and Achievement groups within the school, each led by a nominated member of staff;
- Booster Classes in preparation for SATs and GCSEs;
- Enrichment activities such as visits, master classes, summer schools;
- Competitions;
- Musical, dramatic, artistic and sporting opportunities;
- Developing school events and coordinating charitable activities within the community; and
- Activities with other pupils in the community.

Pupils who are performing exceptionally well or are Able, Gifted and talented will have the opportunity to take GCSE's or even AS Levels earlier (accelerated learning) for the relevant subject and move onto another option. Teachers will offer them extension activities working at greater depth with increasing complexity and giving opportunity for enrichment, applying skills and understanding to a wide range of problems. A, G and T pupils will also be recommended to become members of NAGTY and take part in the CREST award.

Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Objectives, including KPI's

Our vision is for The Lord Coe Free School to become an outstanding school, in which all students achieve their best reflected in excellent levels of attainment and progress across the school. We aim to achieve the following outcomes/Key Performance Indicators by the dates shown:

End of KS1	2017	2018	2019	2020
Level 2+ reading	85%	87%	89%	90%
Level 2+ Writing	81%	83%	85%	86%
Level 2+ Maths	90%	92%	94%	95%
Level 2b+Reading	74%	76%	78%	79%
Level 2b+ Writing	61%	63%	65%	66%
Level 2b+ Maths	74%	76%	78%	79%
Level 3+ Reading	30%	32%	34%	35%
Level 3+ Writing	25%	27%	29%	30%

Level 3+ Maths	30%	32%	34%	35%
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End of KS2	2021	2022	2023
Level 4 Eng	89%	91%	94%
Level 4 Maths	88%	90%	94%
Level 5 Eng	36%	38%	40%
Level 5 Maths	38%	40%	44%
Level 4+ Eng/Ma	75%	77%	80%
2 LP Eng	90%	92%	94%
2 LP Maths	90%	92%	94%
3 LP Eng	35%	37%	40%
3 LP Maths	35%	37%	40%
Attendance	96.2%	96.3%	96.5%

End of KS4	2019	2020	2021
5A*-C inc English & maths	50%	55%	60%
5+ A*-C	80%	85%	90%
5+ A*-G	97%	98%	99%
3 levels of progress in English	65%	70%	73%
3 levels of progress in Maths	65%	70%	73%
3A*/A	15%	20%	23%
Attendance	95%	95.2%	95.4%
Persistent Absentees	2.0	2.0	2.0
Fixed Term Exclusion (sessions)	26	24	20
Permanent Exclusions	0	0	0
NEET	0	0	N/A

In addition our objectives are to:

- Raise the attainment and progress of pupils to ensure that the school is within the top 25% nationally and the top 10% of similar schools, at all key stages by the time of our first public results for KS2 in 2021 and KS4 in 2020;
- That our attendance is in the top 25% nationally and the top 10% of similar schools
- That our exclusions are in the lowest 10% nationally;
- That all pupils are in further education or employment with training within 3 months of leaving the school;
- That the school is recognised by Ofsted as good with outstanding features by 2016 and outstanding by 2019.

We recognise that the targets listed above are ambitious, even for an established school, but believe that these reflect our aspiration to become a flagship school. Achieving the overall aims will be challenging, and require careful management, planning, and monitoring. Effective use of data will be essential in this process, and a member of the SLT within Primary and Secondary will have whole school responsibility for each school and report to the Principal.

Self-Evaluation

David Ross Educational Trust Quality Assurance Framework

All DRET staff work within an accountability framework and Principals work alongside the CEO in relation to performance monitoring, responsibilities and accountabilities. This framework does not replace any internal accountability and/or quality assurance in operation in individual academies; however, it does ensure a consistency of approach on a Trust-wide basis in terms of the evaluation of each school's performance and the quality of leadership therein.

Through the accountability framework DRET strive to develop a deep understanding of the barriers to improvement, the underlying dynamics which cause them and to develop strategies to address them. This is achieved through building mutually challenging, supportive and respectful relationships.

Each term, January, April and July, Principals will submit a report to the CEO under the following headings:

- Evaluating progress against key areas for improvement
- Progress against school targets and any additional support required
- Impact of any support for other academies
- Contribution to Trust-wide priorities/developments
- Additional areas of focus including: Pupil Premium, Alternative Provision, Enrichment and Co-Curricular opportunities available to staff and students

A detailed review of results will be undertaken with each Principal before the end of the academic year at which point further analysis will be expected to include:

- FSM gap
- Conversion rates
- % students meeting target grades
- Gender gap
- Residual analysis by class where meaningful and appropriate

Target Setting

Following this analysis targets for the next 3 years will be reviewed and agreed in line with the required improvement trajectory.

Periodically the CEO will attend SLT and Governance meetings and meet with middle leaders as part of the Trust's on-going feedback mechanisms and quality assurance processes.

The key features of the school Quality Assurance process are;

- Clear lines of accountability,
- Clear expectations of teachers and Team leaders,
- Termly department and KS review cycle,
- Five times per year data drop to monitor student progress,
- Fortnightly discussion meetings between Primary class teacher, Secondary Team leaders and SLT to analyse data, review student progress and agree intervention strategies for students and support for staff,
- Weekly learning walks and work scrutiny by Team leaders and SLT
- Weekly department and primary KS briefings to discuss teaching and learning, planning, share good practice and to carry out moderation.

Quality Assurance Framework

Quality Assurance helps to support teachers and build expertise and capacity in the

school to deliver positive outcomes for young people. Through sharing, understanding and applying standards and expectations, quality assurance helps to raise standards and expectations, and promotes levels of consistency across teachers and departments.

Staff will use a wide range of strategies and activities to ensure that high standards are maintained and outcomes improved for the young people of the school. These will include monitoring, self-evaluation and planning for improvement. Since assessment is integral to learning, teaching and the curriculum, these quality assurance approaches apply equally to assessment.

Rigorous and robust quality assurance gives confidence in teachers' judgements and provides assurance to parents and others that all learners receive appropriate recognition for their achievements in line with agreed national standards and are progressing in line with expectations.

The requirement for the successful delivery of the School Quality Assurance programme will feature in teacher and Team leaders' performance management targets.

Accountabilities and Expectations

Teaching staff

Teachers are expected to deliver well planned, enthusing and motivating lessons to ensure students are fully engaged with their learning so that all students make at least the expected progress. Students will be working toward leveraging up FFT D targets and rigorous assessment and monitoring of student progress by teachers is essential if students are to achieve their full potential.

Teachers will carry out formal assessment of student performance to evidence student progress. Books will be marked on a two weekly cycle with feedback given to indicate exactly how students can improve and progress. There will be an opportunity for the student to comment on the guidance, for example a "My Reply Is..." response completed on receiving the teacher's comments. A marking stamp will be available to support this process and to ensure consistency across subject areas.

Students will be active participants in assessing their learning. Discussing assessment criteria and outcomes with students can promote learner engagement through them improving their understanding of the criteria, sharing and reviewing samples of their work and identifying strategies they found helpful to their learning. Teachers will be expected to maintain an accurate and up to date mark book in electronic form. This must contain evidence of the regular assessment of student work, including weekly homework, in accordance with current National Curriculum levels for KS1, 2 & 3 and GCSE/Btec grades for KS4. Details of student prior attainment (CAT and SAT data), targets, any educational or other needs including requirements for support will be shown. Assessment data should also be entered into the on line Department Student Progress Tracker to provide supporting evidence for data drop judgements.

Scrutiny of student work and teacher assessments will be carried out by Team leaders and SLT as part of the Review cycle and also as part of regular weekly

learning walks undertaken by SLT. Regular lesson observations using Ofsted grading criteria will be carried out by the Subject Leader and/or Line Manager and feedback given.

Team leaders

Team leaders and Primary KS leaders are responsible for ensuring that teaching members of staff in their department are carrying out the requirements of the school assessment policy. The Subject/KS Leader will carry out regular sampling of student books, files or portfolios to ensure the highest quality of teacher marking and feedback to students. The Subject L/KS leader is responsible for ensuring Independent Learning is set on a weekly basis and is marked and feedback given, including a formative comment.

It is the Subject/KS Leader's responsibility to ensure teachers are assessing student progress accurately using moderated assessment materials or end of module tests in preparation for the termly data drops. The Subject Leader is responsible for maintaining an online Student Progress Tracker where assessment data is entered to provide evidence to support the judgements made for the termly data drops. Subject/KS Leaders must also ensure that teachers deliver well planned, enthusing and motivating lessons in accordance with the department schemes of work to ensure students are fully engaged with their learning. To this end, Subject/KS Leaders will be expected to carry out lesson observations using Ofsted grading criteria as outlined in the Review cycle, individually or as a paired observation with the Line Manager/ SLT member.

Weekly department briefings will provide a forum to discuss assessment and moderation so all staff are fully aware of the importance of accurate data being entered into the system. Team leaders will meet the line manager on a fortnightly basis.

Line manager/SLT

The Line manager/SLT member will hold fortnightly meetings with the Subject/KS Leader. The initial meeting in September will focus on KS2 & GCSE performance, identifying trends in the first instance. Subsequent meetings will focus on student progress, especially vulnerable, FSM and SEND students, using data from the termly data drop, performance residuals, and the outcomes of lesson observations. The Line manager will be able to support the Subject/KS Leader in coming to any judgements regarding intervention for individual students or groups of students using these data sources. RAISEonline data examination in November (unvalidated) and April (validated), will be held with the appropriate Subject/KS Leaders to identify areas for development over the next Review Cycle.

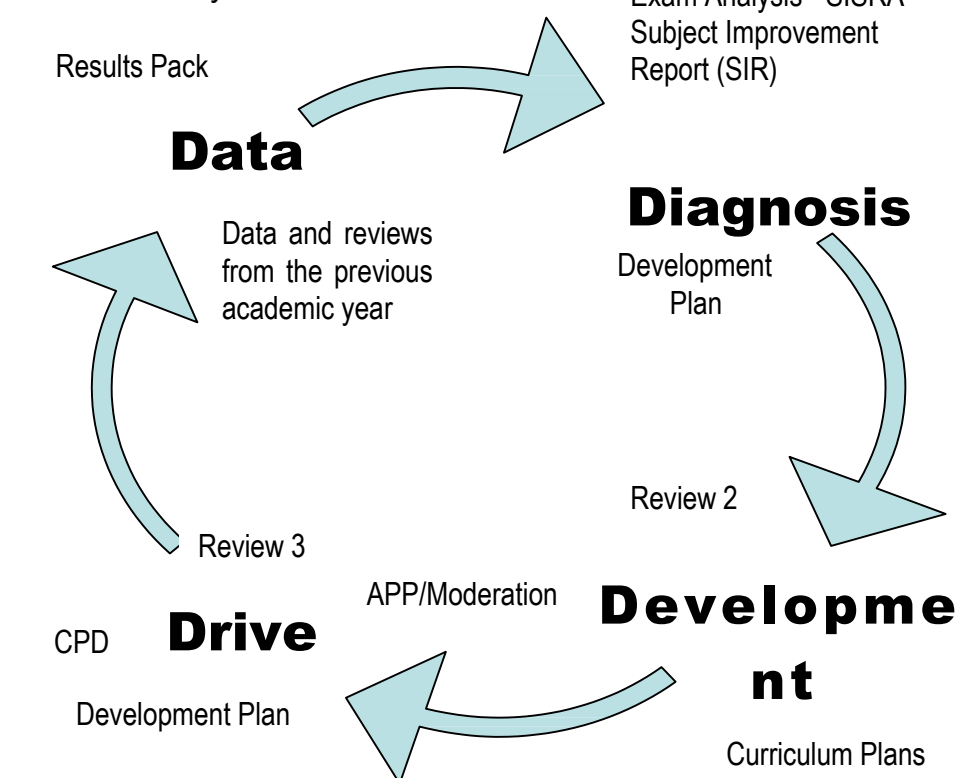
The Line manager will carry out regular learning walks and lesson drop ins to support teachers and ensure that marking and feedback are of the highest quality. Both informal and formal lesson observations will be carried out to identify areas of good practice and any requirements for support. Formal lesson observations will be carried out as part of the Review cycle, either individually or jointly with the Subject Leader. Feedback from all visits and observations will be given to the teacher. Outcomes of the lesson observation will be available to inform the school coaching process, including highlighting which teachers may need extra support to improve.

Subject Area Review Cycle

There is an expectation that Subject/KS Leaders are the key drivers in improving achievement and attainment for young people. Subject/KS Leaders are expected to maintain a portfolio of self-review documents which will form the evidential base for their leadership of the subject. Relevant pro-formas will be available on line. The aims of the portfolio are;

- To ensure consistent practice across all areas,
- To reduce variation in standards across all subject areas,
- To improve the planning and self-evaluation process, giving Team leaders clear evidence for the development of their subject,
- To ensure there is a strong evidential basis for performance management.

The Subject/KS Assessment Cycle



The Subject/KS Assessment and Review Cycle comprise the elements shown in the diagram above. It is the Subject/KS Leaders responsibility to ensure data from examinations and other sources informs the department development plan, which will be discussed with the line manager and form the basis for discussions around improving student outcomes. The Subject/KS Improvement Report (SIR) will review progress towards targets. The components of the Review Cycle are:

Results Pack and Exams Analysis – At the beginning of the academic year, each Subject/KS Leader will receive a pack detailing examination and end of key stage performance in their subject. Following this it will be expected that all Team leaders complete the Exam Analysis form provided. The discussion of the exam analysis will form the first line management meeting of the year.

Subject/KS Improvement Report (SIR) – Following the analysis of examination results Team leaders will be expected to complete a SIR outlining the progress of the subject area. This SIR will identify strengths and areas for development and will be used to update development plans. It will additionally utilise data from SISRA including performance residuals. Training in the use of SISRA will be given.

Development Plan – Development plans will be reviewed by line managers and may need to be updated after the exam analysis is produced.

Curriculum Plans (Long and Medium term) - All Subject/KS Leaders will be expected to produce long and medium term curriculum plans for their subject/KS area. These plans should outline the objectives, assessment foci and assessment

opportunities in each scheme of work. It will be expected that these plans are published online and on the school website and can be made available to all stakeholders.

Subject/KS Reviews/Lesson Observations – There will be three formal subject reviews in each academic year, as detailed on the school calendar. The reviews work in a cycle to ensure the continued improvement of subject areas:

Review 1 – The first review will be carried out by SLT/Line Manager during Term 1 – dates scheduled on school calendar. The Subject/KS Leader’s SIR and development plan and monitoring documents will be scrutinised, each teacher will be formally observed, an assessment and curriculum scrutiny will take place and both teacher and student voice will be polled. A report will be written by the SLT line manager that will outline the strengths and areas for development of the subject area and will be presented by the Subject/KS leader and Line Manager to the Data, Standards and Personnel Committee.

Review 2 – The second review will be carried out by both the SLT line manager and the Subject/KS Leader during Term 3. The review will be focussed on the areas for development outlined in review 1. It will be expected that progress has been made and that the Subject/KS Leader has worked with their team to ensure that practice has improved.

Review 3 – The third review will be completed by the Subject/KS Leader during Term 5. The document should use evidence from the Subject/KS Leader’s Portfolio to offer an honest, objective summary of where the subject is. The three review cycle should be used to inform the development plan for the following year. The findings of the review cycle should lead to the formation of an overall judgement of the subject area for the next SIR which will be presented by the Subject/KS leader and Line Manager to the Data, Standards and Personnel Committee.

Learning Walks and Work Scrutiny

Subject/KS Leaders are responsible for ensuring that teachers are following the requirements for assessment, marking and providing written feedback to students. Team leaders are accountable through performance management for their teachers, and must ensure that the judgements they make on teacher performance relating to assessment and feedback can be supported by written evidence. Learning Walks and lesson observations carried out by SLT will provide opportunities for ensuring that school policy is being adhered to.

Subject/KS Leader/Line Management meetings

It is a requirement that Line Managers meet with the Subject/KS Leaders each fortnight during non-contact time. Depending on the position in the Review cycle, the focus of the meeting may include discussion of SISRA data (progress of vulnerable, FSM, SEND students and performance residuals of individual students and teaching groups), analysis of the most recent SIMS data drop to highlight students, groups and members of staff who may need support and intervention, discussion of the effectiveness of existing intervention strategies and planning for further interventions. Each meeting will follow a previously agreed Agenda, and minutes will be taken of all line management meetings using the on line document. It is also required that each Subject Leader minutes their departmental meetings using the on line pro forma and

sends a copy to their line managers.

Subject/KS Teaching and Learning meetings

Subject/KS leaders will hold monthly meetings with a focus on teaching and learning. There will be a forum to discuss good practice and share planning and assessment information. It will also provide an opportunity for moderation of student work and to ensure data drops are completed on time. Notes from the meeting will be kept and forwarded to the relevant SLT member.

The meeting forum will allow subject moderations to take place. Moderation is a process undertaken to arrive at a shared understanding of standards and expectations. It involves teachers working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- plan learning, teaching and assessment
- check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used
- sample evidence from learners' work and review teachers' judgements
- agree strengths in learners' performances and next steps in learning
- provide feedback on teachers' judgements to inform improvements in practices

Moderation helps to ensure that there is an appropriate focus on outcomes for learners, that learning is at the appropriate level and that learners develop the skills for learning, skills for life and skills for work, including higher order thinking skills, which will allow them to be successful in the future.

It will be expected that subject areas moderate assessment practises in all key stages at least once a term. Notes from moderation must be made alongside a diagnostic commentary and recommendations for future action on an Assessment Audit Record Form available on line.

Reporting student progress

Interim/Termly Reports

Teachers are required to enter data into SIMS to generate termly assessment and progress reports. This data drop follows a moderated assessment task for all students which is internally moderated across the subject area. This assessment, COMBINED with a regular assessment of performance informs the data drop, the dates for which are clearly shown on the school calendar.

Subject/KS Leaders are responsible for ensuring teachers in their department enter robust and accurate data based on evidence such as end of module tests, assessment of student work and standardised, moderated assessment tasks. Following the data drop, the team leaders, Heads of House and the relevant SLT line manager will meet to discuss student progress, identify areas of underperformance as well as highlighting good progress. The meeting will identify any support or intervention required for the following term. The meeting will also focus on the impact of interventions put in place the previous term. The subject leader will feed back to the department the outcomes of the meeting at the next Subject Leader meeting and

Heads of House will discuss student progress with tutors during the House Meeting, scheduled on the academic calendar.

Annual Reports

Annual reports will be issued according to the dates set on the school calendar and will enable parents to make informed judgements about student progress and to support option choices at the end of Year 8.

All deadlines for report writing have been established and staff responsibilities for completion will be outlined in the staff guidance document.

Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

The Lord Coe Free School will be a state funded free school open to pupils aged 4-19 children.

Admissions arrangements will be in line with the existing Admissions Code, The Academy Admissions Appeals Code, and Admissions Law as it applies to maintained schools and academies.

Responsibility for the admissions of pupils will rest with the Governing body; As per our Education Vision, it is intended for the school to provide 60 places for reception aged pupils and 180 places for Y7 pupils September 2014 and develop the full capacity by 2020.

The admission criteria will consist of children in care, pupils with statements of special educational needs, siblings and those living closest to the school in this respective order of priority.

In addition it is intended to admit up to 10% of pupils to Y7 on the basis of sporting talent.

The full policy for school admissions includes: clear admissions criteria; an over-subscription policy; tie-breaking arrangements. These criteria are set out in the section below.

The Lord Coe Free School Admissions Policy 2014/5 Procedure for admitting pupils to The Lord Coe Free School Objectives.

The Lord Coe Free School will abide by the admissions code, the school admission appeals code and the admissions law with arrangements for over subscription.

Admissions Number

The admission number for Reception will be 60 pupils.

The admission number for Y7 will be 180 pupils

The admissions number for Y12 will be 120 students

Children with a **Statement of Special Educational Needs** which names The Lord Coe Free School will always be admitted to the school as required by

Section 324 of the Education Act 1996.

Primary Oversubscription criteria

In the case that the school receives more applications than it has places available places will be allocated in the following order

1. Children who are, or were previously, in the care of a Local Authority as per section 22 of the Children Act 1989.
2. Having a brother or sister who will be attending the school at the expected time of admission
3. Remaining places will be allocated according to where a child lives. Those living nearest to the preferred school by a straight line (radial) measure will have priority

The distance criterion which will be used as the tie breaker if there is oversubscription within any of the admission criteria is a straight line (radial) measure. If the governing body is unable to distinguish between applicants using the published criteria (e.g. twins or same block of flats) places will be offered via a random draw

Random allocation will be applied as a tie-breaker for each of the above criteria if required

Secondary Admissions

All pupils already attending the primary phased of The Lord Coe Free School will automatically be offered a place in the secondary phase.

Up to 10% of places in the secondary phase will offered on the basis of sporting talent, subject to special application. Students admitted via this criterion will include:

- those already achieving a high level of performance in their chosen sport
- those with a potential to reach international level as identified by the relevant National Governing Body
- those who can demonstrate a serious commitment to training
- those determination to achieve at the highest level both academically and within their chosen sport(s)

Secondary Admissions Oversubscription Criteria

In the case that the school receives more applications than it has places available places will be allocated in the following order

1. Children who are, or were previously, in the care of a Local Authority as per section 22 of the Children Act 1989.
2. Having a brother or sister who will be attending the school at the expected time of admission
3. Remaining places will be allocated according to where a child lives. Those living nearest to the preferred school by a straight line (radial) measure will have priority

The distance criterion which will be used as the tie breaker if there is oversubscription within any of the admission criteria is a straight line (radial) measure. If the governing body is unable to distinguish between applicants using the published criteria (e.g. twins or same block of flats) places will be offered via a random draw

Random allocation will be applied as a tie-breaker for each of the above criteria if required

Admissions to the Sixth Form

All applicants need to meet The Lord Coe Free School's overall academic standards for admission to the sixth form and any specific requirement for the particular subject. If there are more applicants than places available then applicants will be offered places in the following order:

1. Students in public care.
2. Students with a statement of special educational need.
3. The grade achieved in the relevant subject or subjects, or for those subjects not available at GCSE, a relevant subject specified in the school's sixth form brochure.
4. The average points score achieved across all GCSE subjects taken by the applicant.
5. Remaining places will be allocated according to where a child lives. Those living nearest to the preferred school by a straight line (radial) measure will have priority

The distance criterion which will be used as the tie breaker if there is oversubscription within any of the admission criteria is a straight line (radial) measure. If the governing body is unable to distinguish between applicants using the published criteria (e.g. twins or same block of flats) places will be offered via a random draw

Definitions

Brother or sister includes step or half siblings and other children who are living as permanent members of the household of a child on the school roll at the start of the academic year of admission

Waiting list

Where in any year The Lord Coe Free School receives more applications for places than there are places available, a waiting list will operate until the end of the first term after the beginning of the academic year. Where places become available they will be allocated in accordance with the oversubscription criteria above.

Shared Parenting

Where a child lives between addresses then the address where he or she resides will be as determined as the address at which the child is registered with their GP. Parents may be asked for evidence of this.

Fraudulent Information

If the allocation of a place has been made on the basis of fraudulent or intentionally misleading information, the governors reserve the right to withdraw the place. In

certain circumstances places may be withdrawn even after a child has started at the school.

Appeals Procedures

Parents wishing to appeal against the refusal to admit a child to the school may do so by writing to the Chair of the Governing body, preferably within 20 school days of receipt by parents of a letter from the school informing them that a place is not available. An independent appeals panel will be convened to consider the appeal.

Schedule for admissions process

For 2014 and subsequent years, The Lord Coe Free School will participate in the LA co-ordinated admission Scheme, with offers being sent out by the LA.

GENERAL OBLIGATIONS

The Lord Coe Free School will act in accordance with, and will ensure that an Independent Appeals Panel is trained to act in accordance with, all relevant provisions of the Academy Admissions Code and the Academy Admission Appeals Code published by the Department for Education (“the Codes”) as they apply at any given time.

For this purpose, reference in the Codes or legislation to “admission authorities” shall be deemed to be references to the governing body of The Lord Coe Free School. The Lord Coe Free School shall ensure that parents and ‘relevant children¹’ will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the governing body. The Independent Appeal Panel will be independent of The Lord Coe Free School. The arrangements for appeals will comply with the Academy Admission Appeals Code published by the Department for Education. The determination of the appeal panel is binding on all parties.

Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Key to our beliefs are that children and young people thrive best in environments where they feel safe and well known and where key adults develop long term relationships with every child and their family, taking a keen interest in their welfare and happiness and ensuring every child realises what they are capable of and helps them overcome any barriers to achievement.

All pupils will therefore be members of one of six houses. Pupils will be assigned to a house when they join the school, typically at reception age or Y7. Each house will be made up of a number of vertical tutor groups containing pupils of all ages. Pupils will remain in the same tutor group throughout their time in the school allowing them to develop long term relationships with the other pupils in their tutor group and house and allowing staff to develop relationships with the family.

It is recognised that at primary age the key pastoral relationship will be with the class teacher, however it is expected that the form tutor will work closely with the relevant class teacher at all times, providing continuity across the years.

Heads of House

The personal development and the well-being of students will be a priority for the school. The role of the Heads of House and their teams will be to address any social, cultural and emotional barriers which restrict students' learning. In addition to providing general support for all students in their House, each of the six House managers will have an identified group of the most vulnerable students. The Heads of House will be trained to be able to offer counselling services. At least one Head of House will be available in an 'on call' role throughout the day to support the immediate needs of students assisted by the behaviour support workers. Heads of House will need to be flexible in the timings of their rest and relaxation periods and the deployment of their non-contact time etc. across their team of four so that they can provide a programme of drop-in sessions for students at these times.

These non-teaching roles are designed to reflect to vision of the sponsor in tracking the academic progress and social development of students in all year groups of the House, working with the Vice Principal to intervene where progress is not made; co-ordination of tutor teams of tutors, leading tutor meetings and student progress meetings to enable all students to reach or surpass potential.

A key element of the success of this system will be the small size of each tutor group, (approx. 20 students) allowing tutors to focus on detailed student progress at all times of the year using an effective tracking and evaluation system in SISRA and SIMS.

Heads of House (HoH) will be supported by a Student Intervention Co-ordinator (SEN) and Behaviour Mentor. An Assertive Mentoring Programme will be in place to address the low prior attainment levels through a small group of tutees.

Part of the responsibilities of HoH will be the organisation of House Competitions in a variety of areas and house assemblies.

House and Prefect Arrangements

House Captains will work alongside Heads of House to engender a team spirit and to provide opportunities for student development through inter-house competitions on a regular basis. Their duties will include:

- Collect Cards for 'House credit' system
- Making a speech in assembly if their house wins the week.
- Mentoring of younger students.
- Supporting younger students in some lessons.
- Lunch duty in and around the campus.

There will be a range of inter house activities each year, organised and monitored by the Heads of House and House Captains. These activities will draw from sport, musical and performing arts, crafts and academic areas. Students from mixed year groups will be encouraged to work together and this spirit of competition will be strengthened by weekly competitions towards a House Trip at the end of the academic year. Honours Boards in the assembly

hall will chart the progress of each House on a weekly basis.

The foci of these competitions will reflect the core principles of the school and award will be presented each Friday during school assembly:

- Attendance
- Merits
- House Identity
- Healthy House

Each house will have its own designated charity and raises funds for this charity. Each house will also have appointed prefects who will be based in House areas in the school. Prefect application will be by letter to the principal, outlining reasons for wishing to take up the post and the applications will be discussed with school staff. The positions of Head Boy and Girl will be through written application, ballot by staff and students and final interview by Chair and Vice Chair of Governors and Principal.

Sixth form students will be allocated to Houses and will work with tutors during registration as buddies to younger students.

CPD for Sixth form, Prefects, House Captains and Head Boy and Girl will be provided in order that they attain a certificate in for their portfolio in:

- Mentor Training
- Safeguarding training
- Literacy Support

The profile of prefects and House Captains will be enhanced through:

- More front of house duties such as Parents Evening and daily uniform checks
- Leading House assemblies
- Assisting on school trips for lower school
- Organising termly 'in house' competitions
- Organising fund raising events for their chosen charity.
- Holding a weekly lunch 'drop in' session or H/W club with younger students
- Producing a termly 'House Bulletin' or updating the 'House Page' on the school website with news and events.
- Updating a Twitter feed for their house to remind students of upcoming events

Special events for prefects and sixth formers will be detailed on the school calendar as a reward for duties carried out during the year, in addition to an school prom at the end of the year.

All staff will be allocated a House identity which will be evident through their house identity badge and colour. House bases will be zoned around the school, with the same colour identity reflected in lockers, house ties, notice boards and sportswear.

Role of the Form Tutor

All staff will have a responsibility for ensuring the well-being, safety and progress of every student. The role of the form tutor is pivotal to monitoring this success and to taking pre-emptive action to address issues which may impede the level of progress. During the first term of opening all tutors will take part in an Assertive Mentoring programme led by Heads of House who will access course delivery training.

Key to this role is the first contact between a tutee and tutor on a daily basis. This is a time when standards are set in attendance (minimum of 95%), punctuality, standard of dress and school equipment contained in rucksack, including a school planner. The small size of each tutor groups ensures daily contact with every individual and an opportunity to inform students of daily events. Check timetables, check personal study completion, comment in planner and discuss progress in both academic and co-curricular activities. Tutors will record attendance and ascertain reasons for absence, liaising with Heads of House in the case of irregular attendance patterns or inconsistent punctuality. Tutors will monitor behaviour through incident reports recorded on SIMS and discuss the impact of poor behaviour on learning outcomes. Tutors will encourage participation in house activities, accompany students to, and sit alongside students in, all assemblies.

Tutors will use registration time to discuss current affairs which feature in the programme of SMSC or other current topics of interest. Tutors will be expected to be actively engaged with students in paired or group conversations and mentoring through the registration period and will be a point of contact for students, parents and teaching staff in matters appertaining to individual students.

A form tutor is a vital link in the home – school agreement and will report both positive and negative outcomes to parents via email, telephone, meeting or diary comment. Annual reports will contain evidence of the knowledge gained during the year about an individual and will form the basis of references for internal and external use.

Ensuring Good Behaviour

All staff at the Lord Coe Free School will have a duty to model good behaviour to ensure that teachers are able to teach and children are able to learn.

Underpinning Principles

- The welfare of the child is paramount
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture,

- disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the relevant guidance

We understand that positive behaviour and full attendance are essential elements of an effective teaching and learning environment. We will therefore have a strict approach to promoting positive behaviour and full attendance within the school. We will promote a zero tolerance behaviour and attendance policy with appropriate sanctions for not adhering to the school policy and an excellent rewards mechanism for good behaviour and good attendance.

We are committed to the promotion and benefits of positive behaviour and full attendance for all pupils and to supporting pupils to develop their social, emotional and behavioural skills. Our behaviour policy will provide the framework within which all staff, pupils, parents and carers will be able to contribute to the development and maintenance of an environment where learning will prosper. The principles of our policy are based upon:

- Incorporating a supportive ethos with strong values & ethics and high aspirations and expectations that are applied consistently and never relaxed; all of which contributes towards the moral and social development of each pupil within the school;
- Fulfilling individual potential through providing high quality teaching and rich opportunities for learning both within the taught curriculum and through a variety of extra-curricular learning experiences;
- Developing and delivering a specific Behaviour for Learning Policy which is contained within the Behaviour Policy to ensure that outcomes for our core business of Learning and Teaching are maximised;
- Fostering a learning environment in which each individual's needs will be met and each pupil will be encouraged to achieve her/his full potential in all aspects of their learning;
- Promoting outstanding behaviour and discipline consistently at all times throughout the school;
- Promoting self-esteem, self-discipline, and high aspiration for all; with a proper regard for authority and positive relationships based on mutual respect, a high standard of morals and ethics and good manners;
- Ensuring fairness of treatment for all consistently across the school;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting effective early intervention and additional provision to support good pupil behaviour;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures;
- Constantly looking for ways to improve further and achieve the best possible outcomes; and
- Developing in each pupil a pride in the whole community of the school and a respect for diversity & equality and the differences between its members.

Pupils within the school will be expected to adhere to a simple and straightforward

Code of Conduct at all times, which is to:

- Put maximum effort, commitment and endeavour in all that they do at the school;
- Treat all persons equally well within school, exactly as they would wish to be treated;
- Be responsible for their actions whilst at school and always work to support the needs of others;
- Listen attentively to others and always respect their views;
- Respect everyone in the school community and always be respectful of visitors, newcomers & guests to the school; and
- Be proud of themselves and of the school by adhering to the School Rules and by caring for the school environment and all persons within it.

We are committed to ensuring that an effective counter bullying approach is an integral part of the procedures operated within the school and adds to the mutual care and respect engendered between members of the school community.

The school wishes to promote the safety and happiness of all staff and students. This should exist within an atmosphere of openness and trust. The school will commit to a zero tolerance of bullying. It is the aim of the school to promote self-worth and confidence amongst all of its community. The expectation will be that all members of the school will help prevent bullying by knowing basic information and having the skills and training to follow the school procedures consistently, with the best interests of the students at heart.

Attendance and Punctuality

The school will develop a range of practices. This includes first day response to absence, attendance panels with the Education Welfare Officer and parents and, where necessary fixed penalty notices served on parents who will not engage with improving their child's attendance. For exceptional circumstances holidays of up to five days will be sanctioned for children with good attendance (above 95%). Beyond this, holidays will not be sanctioned and fixed penalty notices will be issued for non-compliance. Punctuality will be further encouraged. Again, fixed penalty notices will be issued to parents who will not comply.

Attendance will be a focus and a KPI for the school, as we have set high aspirations. We will monitor attendance and liaise with teachers, parents/carers and external agencies. Staff will ensure that registers are completed in accordance with statutory guidelines. A register of attendance, including attendance in lessons will be maintained. Absence will always be followed up and reasons recorded. Parents, carers and pupils will be made aware of the importance of attending school the consequences which will follow if attendance is low.

Our objectives with respect to attendance and punctuality will be to:

- Promote full attendance to the school; and
- To reward pupils for good attendance.

This praise will include and not be restricted to:

- A call home to follow up non-attendance;
- Letters home;
- Home visit by Head of House or Referral to EWO, leading to a possible fine;

- Parents or carers called in to Vice-Principal/Principal meeting;
- Principal final warnings;
- Attendance agreements;
- Strategies to deal with repeat attendance problems; and
- When a Tutor Group, achieves an excellent or improving attendance they receive a range of rewards, culminating in attendance awards being presented at assembly.

Parents and carers will be expected to call the school and inform the school every morning of absence for the pupil. The Head of House will decide on which absence is authorised or unauthorised.

Where the attendance of a pupil drops below a certain level meetings will be conducted between the Head of House and parents/carers. Issues and concerns will need to be addressed in the meeting and strategies put in place to deal with further absences.

Safeguarding and promoting student welfare

The Lord Coe Free School will fully recognise its responsibilities for child protection, safeguarding and welfare. A range of policies and practices will contribute to the enactment of the school's duty of care and the adoption of effective safe practice. The school's overarching policy applies to all staff, governors and volunteers working in the school. There are five main elements:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop

It is recognised that because school staff are in regular and frequent contact with children and young people, they are particularly well placed to observe signs of abuse. The school is aware of the responsibilities which all staff have with regard to the protection of children from abuse and from inappropriate and inadequate care. The school is committed to reacting in accordance with the students' home - local authority procedures in all cases where there is concern.

The maintenance of the single central safeguarding register will be overseen by the school Business Manager.

Child protection

The school will adopt appropriate systems, structures and processes to function effectively with due diligence and to discharge all expectations and obligations with respect to child protection legislation.

Designated staff will be trained and there will be an expectation placed on all members of the school to understand individual as well as collective roles and responsibilities.

Specifically, the school will have an identified designated Child Protection Manager. The adopted policy will reflect the commitments set out below, which are extracted from the comprehensive child protection guidance and student welfare documents that are available for approval by the governing body once appointed.

The Principal shall designate a member of staff to act as the child protection manager (CPM) for the school. The Principal shall advise the governing body and all members of staff of the name of the school's CPM and inform them of any changes.

The principal shall also ensure that all staff and governors are aware that the CPM's responsibilities are to:

- understand their role within agency procedures
- receive and record referrals made by members of staff
- advise members of staff regarding the procedures for handling Child Protection incidents, i.e. confidentiality, staff + parental involvement, and record keeping
- seek further information regarding the incident, as necessary
- inform parents, as appropriate
- seek, as appropriate, advice from the EWO, Social Services or the LA Child Protection Coordinator, knowing their roles and responsibilities
- ensure referrals are made by working with colleagues and ensuring quick yet measured response
- make referrals, if appropriate, to the investigating agencies, including where a 'child has disappeared'
- on referral, clarify the point in time when and how parents and the child will be informed that a referral has been made with the investigating agencies
- maintain confidential and secure records
- know which children are on the Child Protection Register and the key professionals involved within the family
- keep the Vice Principal [and through him/her the Principal] informed, and involve other staff on a 'need to know basis'
- work with the outside agencies in support of a child within the school
- delegate these responsibilities to other staff as and when deemed appropriate

The school's CPM will also undertake training in interagency working that is provided by or to the standards agreed by the Local Safeguarding Children Board. Such training should be refreshed every two years.

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	60		1		60		0	
Year 1	60		2		60		1	
Year 2	60		-		60		2	
Year 3	60		-		60		-	
Year 4	60		-		60		-	
Year 5	60		3		60		-	
Year 6	60		-		60		3	
Year 7	120		-		120		-	
Year 8	120		-		120		-	
Year 9	120		1		120		-	
Year 10	120		-		120		1	
Year 11	120		2		120		-	
Year 12	100		-		100		2	
Year 13	100		-		100		-	
Totals	1240		9		1240		9	

Section E: Evidence of demand – part 2

As part of the Olympic legacy, an estimated 32000 homes will be built in the area surrounding the Olympic Park. This will result in an estimated increased population of approximately 76000 people.

This will add additional pressure onto a school system already running close to capacity. The London Development Corporation anticipate that just over 1000 additional early year places need to be established, as well as 6572 primary places and 3264 secondary places.

The London Legacy Development Corporation is also proposing new FE and HE provision in and around the area.

Following the 2012 Olympics and the significant regeneration of the whole of the area around the Queen Elizabeth Park, it is likely that the demographics in the area may change. From our initial consultation, it is clear that the people who are most interested in our proposal are those living outside the area at the moment and are looking at the housing options that will be available there.

Outline of Activity

To see if demand for an all through school run by the Trust met a need, a consultation was run from December 21 through to Jan 3 2013.

It should be noted that this was the first stage of a more comprehensive consultation process, details of which we have outlined below.

As part of the initial consultation, the following activity was undertaken:

- A press release announcing the proposal and consultation details was issued to all key media.
- The press release and overview of the proposal were put online at <http://www.dret.co.uk/news-and-events/free-school-consultation-launched>
- Links to the consultation were posted on social media channels, including Twitter and Facebook
- An e-mail was issued to local nurseries asking for parents to give their views
- Contact was made with West Ham United and their community team was made aware of the proposal. An agreement to do more consultation with fans was agreed for the next phase of the consultation
- A consultation website for people to give their views on-line was also developed. A link to this can be found on the DRET website (www.dret.co.uk).

Outcome of the Consultation

21 responses to the consultation were received. Considering that the consultation ran over the festive period, the overwhelming majority of initial support for the proposal in the community is encouraging.

However, should the Trust be invited to the interview stage, we would continue the consultation further to gather more data to support the apparent demand.

The questionnaire, which was completed both on-line and in paper form, asked nine specific questions. The question, and the response to each question, are outlined below.

1) What is your interest in this proposed free school?

Participants were first asked to state why they are interested in the proposal.

Audience	Number of responses
Parent/carer of a child at a nursery	5
Parents/carer of a child at a primary	4
Parents/carer of a child at a secondary	6
Local teacher	1
Local resident	2
Other	3
Total	21

If respondents choose 'Other', they were asked to clarify what their relationship to the proposed free school was. All respondents said that they were people looking to move to the area.

2) Do you agree that a free school would provide additional parental choice in Northampton and that the David Ross Foundation, through the David Ross Education Trust, should enter into an agreement with the Secretary of State to open a school in 2014?

Answer	Number of responses	%
Yes	17	81
No	2	10
No opinion	2	10
Total	21	

3) Would you support a free school which was underpinned by the David Ross Foundation's vision and ethos?

Respondents were provided with a link/paper copy of the Trust's vision and ethos.

Answer	Number of responses	%
Yes	19	90
No	2	10
Total	21	

4) Would you consider applying for a place for your child at the primary free school?

Answer	Number of responses	%
Yes	9	43
No	6	29
Not applicable	6	29
Total	21	

The people who said 'No' to this question gave three reasons.

"██████████."

"██████████."

5&6) If yes, how old is your child?

Answer	Number of responses
0-3 years old	3
4-5	3
5-6	
7-8	
9-10	1
11-12	
13-14	2
15+	
Total	9

Respondents were then asked to their home postcode so that a map of interested parties could be plotted. However, due to the low number of responses to this question at this stage, and the fact that responses came from areas including Putney, Archway, Camden and Essex it is difficult to draw a meaningful map at this stage.

7) Would you support the school having a boarding provision to help parents and families?

Answer	Number of responses
Yes	6
No	5
Not applicable	10
Total	21

8) The proposed site for the free school is adjacent to the Olympic Stadium. This will enable the free school to share facilities and resources that are available in the community. Do you agree with the location?

Answer	Number of responses	%
Yes	21	100
No	0	0

Don't care	0	0
Total	55	

One e-mail was sent to support the response to this question, with the respondent saying:

"██████████"

9) Would you like further information?

3 people provided e-mail addresses, all of whom were parents who would like to consider the free school as an option for their child. We are happy to provide these if required.

Next steps

Should we be requested to be interviewed about the proposal, we would like to continue the exercise above to gauge further interest. We are aware that this consultation was run over Christmas, but believe we can take a great deal of encouragement from the fact that:

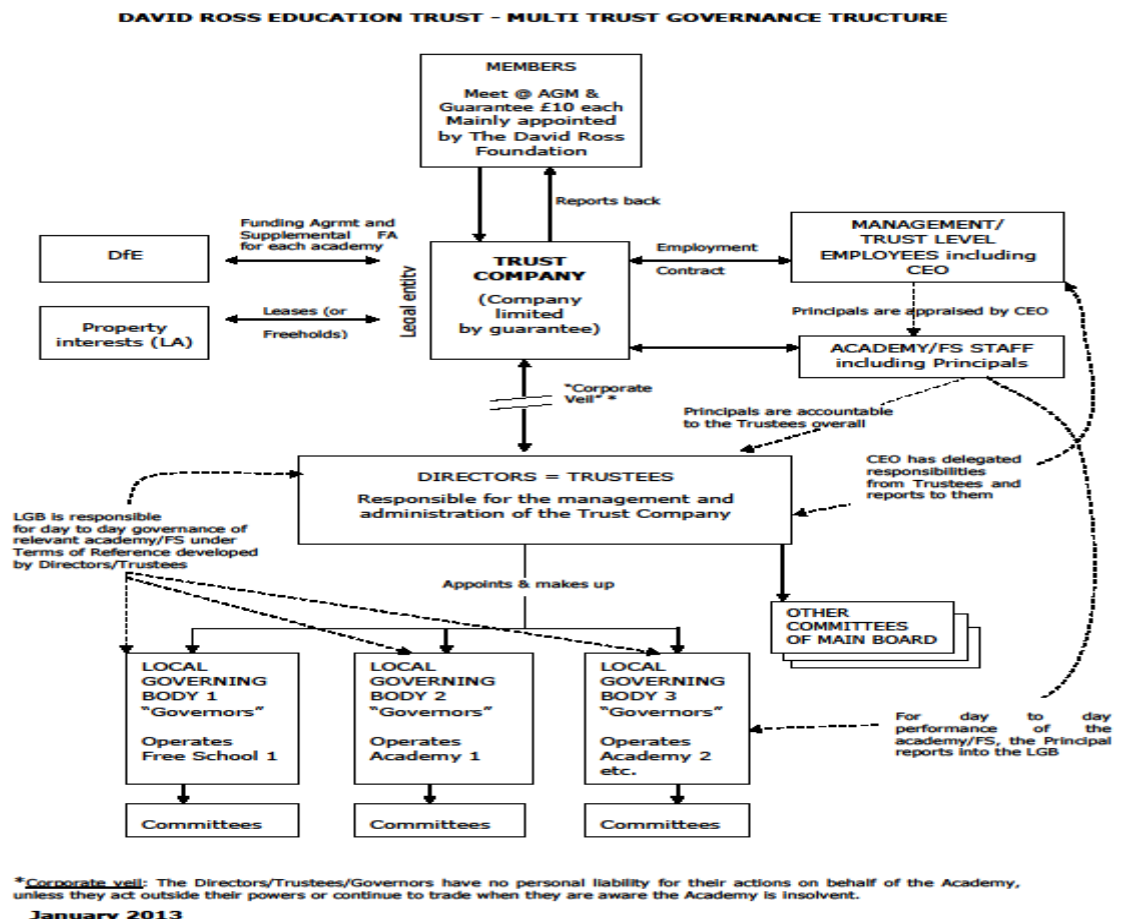
- Off the respondents who had children, nearly two thirds would consider sending their child their
- 100% of people thought the location was ideal for a school
- 9 out of 10 people would support a school with the David Ross Education Trust's vision and ethos.

Section F: Capacity and capability

Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school

The Multi Academy Trust (MAT) has a Board of Directors who would be accountable for the operation of the Free School. The school will have a sub-committee of the Board known as the Local Governing Body (LGB) to which certain functions can be delegated. However, the MAT will ultimately be accountable and responsible for the performance of the school. The LGB will report into the Board of Directors, with the Principal reporting into the CEO of the Trust. The Chair of the LGB will operate as challenge partner to the Principal.

The diagram below indicates the lines of accountability within the governance structure, which is the model that the Trust uses as present to operate its chain of convertor and sponsored academies.



TRUST ROLE

The role of the Trust is as follows:

1. Strategic oversight: responsible for governance, contracting with third parties, setting Trust vision and policies, accountable to SOS. Trustees always retain full responsibility for the following, although delivery will be in concert with LGB:

- Compliance and governance (FA, Company Law, corporate strategy)
- The appointment, training, development and evaluation of key post holders (Principal, Chair, Clerk, RO)
- Trust finance, including the overall funding model for the Trust and individual funding models for Free Schools, agreeing annual budgets, management & protection of the assets
- Key policies, targets and performance (academic and financial) , including agreeing Development Plans, reporting arrangements, Health & Safety, Safeguarding & Admissions

2. Recruiting the Governing Body

The Trust will establish a Local Governing Body for the new school appointing the majority of members to the Local Governing Body.

- The make-up of the Local Governing Body will be as follows:
- Trust Governors 7
- Sponsors Representative 1
- 2 Parent Governors (Elected)
- 2 Staff Governors (Elected)
- Principal (ex officio)

The Trust would appoint Trust Governors with local knowledge and relationships to ensure the new school is responsive to its community.

As well as a governor induction programme, where necessary bespoke training will be provided for governors on a range of matters including SEN and use of Pupil Premium.

Chairs and Vice-Chairs of Governors are invited to DRET's Annual Governors Conference, with all governors invited to regional network meetings.

Roles and Responsibilities of Governors

The roles and responsibilities of Governors are as follows:

The Local Governing Body will establish the following advisory committees:

Standards

To oversee, monitor, scrutinise and report on all issues relating to the performance of the school and outcomes for students.

Finance and General Purposes

To oversee, monitor, scrutinise and report on all issues relating to the assets of the school, both physical and financial.

Admissions

To oversee, monitor, scrutinise and report on all issues relating to admissions.

Health & Safety

To assist the Local Governing Body in discharging its delegated authority for Health

& Safety.

LOCAL GOVERNING BODY ROLE

The essential role of the LGB is to carry Trust vision forwards, in a way appropriate to the school’s specific qualities and local characteristics; oversight/ support on a day to day basis and ability to question and challenge leadership, holding them to account. This includes:

- Implement actions to comply with statutory regulations & the F.A.
- Implementation of all agreed policies
- Oversight of the school’s activities
- Holding school leadership to account for academic performance, quality of provision and overall performance
- Ensuring that finances and assets are managed effectively, monitoring & reviewing expenditure, ensuring appropriate protocols & accounting records, value for money in relation to both provision and outcomes
- Overview of all local personnel and HR matters, including any agreed arrangements for the performance management of staff

The chart below provides a brief overview of the current basis on which Local Governing Bodies operate:

	Responsibility of the Trust	Delegations to the LGB: Local Governors must/should	LGB to seek approval for
Vision and mission	Set the strategic vision for the Trust	Develop the Trust’s vision in a local context, whilst taking account of the wider DRET context.	
Strategy	Have strategic overview with regard to the operations & development of the schools/ academies and the Local Governing Body, including: Determining Trust-wide Development & Business Plans, including Asset Management;	Understand that, in working as part of a MAT and within DRET, the school will be expected to: Formulate an appropriate local Strategic Development Plan; Ensure that local finances and assets	3 Year SDP Annual budget profile & rolling 3 year projections; Any third party arrangement proposed or intended borrowing; Any potential deviation from the agreed annual

	<p>Establishing the overall DRET Funding Model;</p> <p>Setting the delegated budget for individual schools/ academies;</p> <p>Approving school/ academies' annual budget profiles & rolling 3 year projections;</p> <p>Appointment of the Principal, the Chair of the LGB, the Responsible Officer and the Clerk;</p> <p>Undertaking the performance review of the Principal and approving a change to the Principal's pay and conditions;</p> <p>Reviewing the policy frameworks and legal instruments.</p>	<p>are managed effectively & that the school works within its delegated budget, maintains the Asset Register;</p> <p>Within the above, contribute to the core costs, as agreed by Trustees;</p> <p>Ensure that the school reports against the DRET KPIs as set by DRET & amended from time to time;</p> <p>Ensure that the Principal reports immediately to the CEO any Safeguarding incidents or matters which may impact on the well-being or reputation of DRET & its schools/ academies, including proposed visits by OFSTED.</p>	<p>budget and rolling 3 year projection, or accompanying Strategic Development plan;</p> <p>Any capital bid or proposed alteration to the school's assets (buildings & key assets)</p>
Curriculum, pupil welfare & outcomes	<p>Have ultimate responsibility for the effective operation of the schools/ academies, including safeguarding and the academic performance of all Academies.</p>	<p>Hold school Leadership to account for academic performance, quality of provision and of care for all groups of pupils;</p> <p>Regularly monitor and evaluate the performance of all groups of pupils on</p>	<p>Any substantive change to the Admissions Policy, alteration to the Admissions criteria or the PAN.</p>

		<p>behalf of DRET;</p> <p>Ensure that the Registration arrangements & CRB checks of Governors & staff are regularly updated, and keep Safeguarding under review.</p>	
	<p>Determine DRET and individual school/ academy educational targets and approve the related school/ academy action plan.</p>	<p>Ensure that the curriculum as determined locally meets the needs of young people, delivers the requirements of the FA and national expectations, and is in line with DRET vision re Broadening Horizons (aspiration and enrichment);</p> <p>Agree internal targets & keep tracking systems and impact under review;</p> <p>Review the effectiveness and accuracy of the SEF process.</p>	<p>School action plan, as needed</p>
<p>Employment matters</p>	<p>Employer of all staff, establish DRET HR policies and terms and conditions, including performance management.</p>	<p>Ensure that the performance management of staff with the exception of the Principal is conducted in accordance with DRET policy & shows correlation between increased pay and the</p>	<p>Any substantive change to the school's staffing establishment or proposed internal restructure;</p> <p>Any intended application to develop a wider</p>

		performance of pupils.	national or regional presence, such as NLE or teaching school status.
Finance	<p>Prepare the consolidated annual accounts;</p> <p>Undertake an annual audit of the finances of DRET and its schools/academies, and operate the Finance & Audit Sub Committees in line with EFA requirements;</p> <p>Establish and keep under review appropriate delegations across DRET.</p>	<p>Maintain appropriate accounts as required by DRET;</p> <p>Comply with internal & external audit requirements, as required by DRET;</p> <p>Review VFM as part of local budget management;</p> <p>Comply with all financial delegations as required by DRET & keep internal systems under review.</p>	<p>Any applications for grant funding, revenue or capital;</p> <p>Purchases in excess of the sums set out in the financial delegations, as amended from time to time.</p>
Legal and compliance	<p>Have ultimate accountability to the DfE and Companies House for the operation of the company and of the Academies, including under the terms of the FA, and of management of risk.</p>	<p>Ensure compliance with statutory regulations, the FA, Academies Handbook, and all DRET policy frameworks & guidelines, incl. the TOR;</p> <p>Ensure that the school monitors key risks on a regular basis, and that key documents such as the SEF and Risk Register are accurate & up to date;</p> <p>Report through the minutes to the Trust</p>	

		on all decisions taken by the LGB.	
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GOVERNORS

The Trustees delegate the day-to-day running of the school to the Local Governing Body and specifically the following duties:

Vision and Accountability

- to carry forward the Trust’s vision, in a way appropriate to the specific qualities and community characteristics of the school;
- implementation of actions required to comply with statutory regulations and the Funding Agreements;
- implementation of the policies agreed by the Trustees, including the policies regarding admissions, CRBs and health and safety, safeguarding and child protection, best practice for HR and recruitment, and any others agreed by the Trustees from time to time;
- oversight of the school’s activities;
- holding school leadership to account for academic performance, quality of care and quality of provision

Responsibilities of the Head/ Principal

The Principal is accountable overall to the Trust, through the Chief Executive (who has delegated authority to line manage the Principal). Subject to the specific responsibilities of the Local Governing Body and the policy statements of the Trust, the Principal shall be responsible for the day-to-day performance of the school to the Local Governing Body, including, in particular for:

- implementing the agreed policies and procedures laid down by the Local Governing Body this includes the implementation of all statutory regulations;
- advising the Local Governing Body on strategic direction, forward planning and quality assurance;
- the leadership and management of the school;
- advising the Local Governing Body and/or the Admissions Committee on the admission of pupils;
- managing the delegated budget and resources agreed by the Local Governing Body;
- advising the Local Governing Body on the appointment of the Vice Principal and such other senior posts as the Local Governing Body may determine;
- the appointment of all other staff and (except to the extent directed otherwise by the Trustees and/or the Local Governing Body), the salary grading, allocation of duties, appraisal and discipline of all staff in accordance with the Trust’s human resources policies and procedures and best practice for HR and recruitment;
- the maintenance of good order and discipline by the pupils including their suspension and/or exclusion within the framework laid down by the Local Governing Body; and
- All such additional functions as may be assigned under the job description or contract of employment.

Minimising Conflicts of Interest

All Directors and Governors are expected to complete and sign a Declaration of

Business Interests to avoid any conflicts of interest. No conflicts of interest have been identified in the development of this proposal.

Independent challenge will be secured through our audit processes. The Trustee Board has established a separate Audit Committee and a Finance Committee and Trustees have a wide ranging remit to examine and critically evaluate individual academies' compliance with the Trusts financial rules and procedures.

The Trust has outsourced its internal audit function, currently to the accounting firm [REDACTED], and their staff carry out a regular round of site visits to all Trust academies, examining specific academy adherence to rules and procedures and looking at value for money issues across the Trust. The Trust's auditors KPMG are a major accountancy firm and carry out a full and independent audit of the Trust's accounts every year.

Show how you will access appropriate and sufficient educational expertise to deliver your vision

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and operating both primary and secondary academies. This includes covering off all key educational deliverables involved in the set- up of a new school, as well as ensuring on-going high quality leadership and management of the school.

A well-established team are set to lead on all elements of the project including education, finance, HR, ICT, property, marketing, project management and state boarding provision.

The team offer a depth and breadth of experience which will ensure the timely and effective set up of the school. An overview of the roles and responsibilities, as well as a summary of the expertise, of individual members of the team is shown below. Full CVs can be provided if required however all named individuals belong to DRET's in-house delivery team.

The Trust is able to confirm that all team members listed in this bid are available to offer the required time commitments to ensure the project is delivered on time and to budget, as well as ensuring the longer term management of the school.

[REDACTED] – DRET Lead Education Adviser

Prior to opening, [REDACTED] will undertake the role of Lead Education Adviser and will be responsible for developing the Educational Brief and setting out the overall educational strategy. This will include identifying how the sponsor vision can be delivered through an innovative curriculum which responds to the needs of the community that the school will serve.

[REDACTED]

██████████ will also engage with the Heads and other senior leaders from existing DRET academies to ensure that the Education Brief for the Free School fits well with the direction of travel of the Trust's other academies, to ensure maximum opportunity for the sharing of best practice and development of joint initiatives linked to the delivery of the sponsor vision.

Post-opening, ██████████ will take responsibility the on-going monitoring and evaluation of the school's performance, including holding the head accountable for performance against the Trust-wide KPIs. ██████████ will also broker school-to-school support as part of the Trust's "By schools for schools" model of school improvement.

When any school joins the Trust an audit of the school's performance in undertaken by the Trust's retained ██████████. This process is used not only to identify the school's areas for development but also to identify the strengths that it brings to the Trust and how these strengths can be deployed to support other schools within the network. The prime focus for this is staff development and as such ██████████ leads on CPD for teaching staff.

██████████ – DRET Education Adviser

██████████
Prior to opening, ██████████ would work closely with ██████████ and the Principal Designate on the development of the Education Brief.

Post-opening ██████████ would focus on quality assuring teaching and learning in the school through the implementation of the Trust's teacher quality programmes: *Challenge for Good* and *Challenge for Outstanding*.

██████████ – DRET CEOAs CEO of the Trust ██████████ is accountable to Trustees, who in turn are accountable to DfE, for the school's performance.

██████████ will work close with the Trust's school improvement team to ensure that the school is on track to achieve all targets as agreed with the Principal and Chair of Governors.

<Redacted>

██████████ brings this deep knowledge of the national education agenda, combined with a hands-on understanding of individual schools' requirements to the David Ross Education Trust. She leads the Trust towards its ambition of providing inspirational opportunities and educational excellence to its network of schools and academies.

Show how you will access appropriate and sufficient financial expertise to manage your school budget

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and operating both primary and secondary academies. This includes covering off all key finance deliverables involved in the set-up of a new school, as well as ensuring on-going financial management of the school.

██████████ – Director of Finance and Resources

██████████ will lead on implementing the Trust's financial systems and processes, providing financial guidance to aid the successful creation of the school. Along with DRET's Head of Finance & Procurement, ██████████ will ensure that all necessary contracts are established and in place to guarantee the effective running of the school from the outset.

██████████ works closely with the Trust's outsourced internal auditors, ██████████, and with the Trust's external auditors ██████████, and can access additional support from these sources if required.

In combination, ██████████, his Head of Finance, and the outsourced support will work together to implement established systems and procedures into the new school, to ensure that effective local staff are appointed, and to create efficient links to other schools in the Trust network. Once the school is established this team will ensure that procedures are being followed and that finances are being managed effectively.

To secure value for money at Trust and at local level the Trust and its academies use a combination of corporate and local contracts. The Trust has a fully developed set of financial procedure rules.

Show how you will access other relevant expertise to manage the opening and operation of your school

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and operating both primary and secondary academies. This includes covering off all key operational deliverables involved in the set-up of a new school, as well as ensuring on-going operational management of the school, including the delivery of state boarding provision.

██████████ – DRET Development Director

Prior to opening, ██████████ will undertake the role of sponsor representative on the project, ensuring that during the set-up of the school the sponsor vision is at the heart of the plans at all times, including during the procurement/ build/ redesign of any

necessary land/ buildings. [REDACTED] will also lead on policy development and admissions – which are included in her Trust-wide areas of responsibility.

Post opening her role will be to act as initial link with the Head/ senior leadership team and Governing Body, to deal with any operational queries or concerns.

[REDACTED]

[REDACTED]

– Head of HR

[REDACTED] will lead on all aspects of the staffing and recruitment. As well as supporting newly appointed staff she will work in collaboration with relevant stakeholder groups including Trade Unions, the newly constituted Governing Body and the Trust.

[REDACTED] Within the education sector, [REDACTED]

If additional capacity is required [REDACTED] will work in conjunction with [REDACTED] an experienced educational Human Resources Consultant with a background in setting up sponsored academies.

– Head of ICT

[REDACTED] will lead on any ICT deliverables linked to either curriculum or back office services that must be completed in order to guarantee that the school opens on time and within budget.

[REDACTED] has many years' experience both in schools and during his time at SSAT in identifying how best to ensure that ICT supports and complements teaching and learning.

If additional capacity is required [REDACTED] will work with [REDACTED].
[REDACTED]

– Head of Governor Services

[REDACTED] will help establish the Governing Body, her duties will include ensuring compliance with regards to relevant CRB checks as well as undertaking a skills audit and implementing a Governor training programme to respond to the needs identified

during the audit.

██████████

██████████ – **Head of PR & Communications**

will lead on the development and implementation of the stakeholder consultation plan, the communications plan and any branding/ marketing activity including production of the prospectus, to drive the admissions numbers.

██████████

If additional capacity is required ██████████ will work with MC2, a PR and marketing agency with experience of working with a range of educational providers including multi- academy trusts.

██████████ – **Senior Project Manager**

will undertake the role of Senior Project Manager and lead in ensuring that all project deliverables are completed as per the agreed timeline and budget. This will include leading on the property and construction elements of the project.

██████████

██████████ – **Project Manager**

will undertake the role of Project Manager and will support with Senior Project Manager to ensure that all project deliverables are completed as per the agreed timeline and budget. ██████████ will link with other members of the project team to monitor progress against the project timeline.

██████████

██████████ – **Legal Advisers**

– Partner heads up the team at ██████████ which will support DRET in all legal aspects including preparing and submitting all documentation relating to the Funding Agreement. In particular advice and guidance will be given on admissions, exclusions, SEN, property and construction.

██████████ is independently recognised as being one of the top practices in the

country for our work in the education and charity sectors. They have built up an excellent reputation advising on a significant number of academy projects, with members of the team being involved right from the initial launch of the academy programme. They have supported the establishment of over 10% of Academies established before the current Academies Bill.

Additional Capacity

Whilst the Trust firmly believes that it has the capacity to deliver this project using existing resources, should it be deemed necessary, the Trust will engage the services of external consultants through its strategic partnerships with organisations such as Appleyards – an educational and project management consultancy on the DfE framework.

The Trust would use DfE preferred suppliers, should it be deemed necessary, to provide any necessary expertise currently missing from the group. However it is felt at present that there is sufficient expertise both within the Trust, centrally, and within the Trust's academies to set up and operate a high performing primary school as outlined in this proposal.

Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans

The Trust already operates a number of high performing academies nationally, where there is a great deal of focus on developing outstanding leaders. We believe that within the Trust there is leadership capacity available and that an internal appointment will be made. However we would prefer to ensure that any potential candidates were subject to a thorough selection process to ensure that the right candidate is appointed. As such the Trust cannot at this stage name the individual who would be appointed Principal Designate.

Our recruitment and selection process is likely to follow the model of that used in our academies. This is a rigorous two-day process which includes the following activities:

- One-to-one interview with a sponsor representative
- RAISEOnline Analysis
- Teaching & Learning Observation and Feedback (Candidate to feedback to a member of staff)
- Staff panel
- Student panel
- Presentation and panel interview

Our experience shows us that this kind of process results in high quality appointments, and will ensure that the Principal Designate has the ability to deliver the education vision of a DRET school.

Assuming that an appointment is made one or two terms prior to opening, the Principal Designate would work closely with the whole project team but most specifically with the Education Adviser and the Sponsor Representative on the development of the Education Brief.

The Principal Designate will also work with the Trust's Head of HR to ensure that high quality staff are appointed to all key roles. The Trusts academies can demonstrate the positive impact that being part of a multi-academy trust has on recruitment and retention of staff and therefore we are confident that we would attract the highest calibre staff. However if necessary, staff from across the Trust looking to benefit from development opportunities will be seconded to support the opening of the school.

The Trust has a database of potential governors from a range of backgrounds and professions, the Trust's Head of Governor Services would use this list and other local contacts to identify suitable candidates.

To date we have identified the following governors (names and full CVs can be provided if required):

- Sponsor Governors

The Head-teacher of one of the country's leading independent schools which is famed for its excellent sports facilities (and sporting successes), and who was recently nominated by peers for the 'Best Head of a Public School' award.

The ex-Development Director for the Commonwealth Games and Olympic Games adviser, who has extensive experience in supporting the development of sporting excellences in schools.

One of DRET's Directors, who is a Trustee and founding Governor of Havelock Academy who has significant experience of governance (including during the set-up phase as part of the shadow governing body prior to opening a new school).

A Higher Education lecturer with a Doctorate in Education (EdD) and in excess of thirty years' experience of leading on social care provision across London boroughs and surrounding local authority areas.

- Sponsor Representative: [REDACTED] (see above).

The remaining governors: 2 Parent Governors (Elected), 2 Staff Governors (Elected) and Principal (ex officio) will be appointed at appropriate times during the set-up/opening of the school.

Section G: Initial costs and financial viability

Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about expenditure and income



Section H: Premises

Our preferred site would be within the confines of the Olympic Park. We understand from discussions that we have had with the London Legacy Development Corporation (LLDC) that in order to service the planned 32,000 homes which will be built in the area between 2012 and 2031 (housing approximately 76,000 people) the demand for school places will increase as follows:

Early years: 1,079 pupil places
Primary: 6,572 pupil places
Secondary: 3,264 pupil places

The site outlined above is the Trust's first choice of site for a number of reasons:

- It would demonstrate the Trust's commitment to responding to demand and need in some of the country's most deprived areas;
- Locating the school within the Olympic Park area would support the delivery of the sponsor vision of "Broadening Horizons" as it would facilitate access to unique sporting facilities;
- Locating the school within the Olympic Park area would facilitate the sponsor vision of providing assisted boarding places for some of the country's most vulnerable children, as the transport links to this part of the country are amongst the best nationally.

Alternative Sites

DRET plans to contact the Strategic Planning Teams at Newham, Tower Hamlets and Hackney local authorities to identify potential sites adjacent to or near the Olympic, if our first choice were not feasible for any reason. Given that there is a shortage of pupil places in the East London area, DRET believes that the local authorities concerned would be supportive of these plans.

If an alternative site were required, as well as sourcing potential land for a new build, the Trust would work with the relevant local authorities to consider the possibility of remodelling existing publically or privately owned buildings (subject to purchase). The Trust is committed to sourcing the most cost effective building solution which ensures that the educational vision can be delivered.

Capital Investment

To support the acquisition of a site, the Trust could make an application to the David Ross Foundation – a grant-making body who have worked with the Trust previously to support the funding of capital build projects. The Foundation has been active in supporting the Trust, most recently in working with the Trust to establish its enrichment programmes.

The Trust has had an Endowment Fund since 2007 when the Trust was created. The fund can be used to support smaller scale capital projects, and the Trust is committed to keeping the Fund at an appropriate level over time. Should it be required, the Trust's bankers, Natwest Bank, can be approached for a loan. The bank is keen to build on its partnership with the Trust.

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