



Department
for Education

Free school application form 2014
Mainstream and 16 to 19 (updated August 2014)

NORTHAMPTON INTERNATIONAL ACADEMY

EMLC Academy Trust

Pre-registration Reference Number: AF24374

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	<input type="checkbox"/>	
2. Have you established a company limited by guarantee?	<input type="checkbox"/>	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input type="checkbox"/>	
Section B: Outline of the school	<input type="checkbox"/>	
Section C: Education vision	<input type="checkbox"/>	
Section D: Education plan	<input type="checkbox"/>	
Section E: Evidence of need	<input type="checkbox"/>	
Section F: Capacity and capability	<input type="checkbox"/>	
Section G: Budget planning and affordability	<input type="checkbox"/>	
Section H: Premises	<input type="checkbox"/>	
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input type="checkbox"/>	
5. Have you fully completed the budget plans?	<input type="checkbox"/>	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	N/A	
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	N/A	
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk ? (See guidance for dates and deadlines).	<input type="checkbox"/>	
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	<input type="checkbox"/>	

*Independent schools include existing alternative provision and special school institutions that are privately run

** If your application is larger than 9MB please split the documents and send two emails

Section I of your application		
11. Have you sent:		
<ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these 		

<p>forms within the past 365 days; and</p> <ul style="list-style-type: none"> ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)</p>		
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Declaration

****This must be signed by a company member on behalf of the company / trust**** I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable. I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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

Signed:

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

Print name:

Date:

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

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

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	Yes - <Redacted> is married to <Redacted>, who is on the board as he is the Chair of Governors representative on the Board.
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	5
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	EMLC Academy Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	NA
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, trustees 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; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
--	-----

If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	EMLC Academy Trust is sponsored by EMLC, with a Memorandum of Understanding between the two companies. EMLC (formally known as East Midlands Leadership Centre) was incorporated on 27 June 2003 and was renamed EMLC on 16 October 2006. The company number is 4813638. Through the Memorandum of Understanding, EMLC provides services to the EMLC Academy Trust through the employment of Head Office staff along with recruitment and benchmarking of leadership at the Trust's academies. EMLC has a trading arm, Third Wave Enterprises, which is a commercial arm that provides educational support to the Academy Trust at cost. The company number is 6244309. Third Wave offer school improvement services which include being an accredited provider of the Outstanding Teacher Programme (OTP) and the Initial Teaching Programme (ITP) along with bespoke services that include brokering links with outstanding schools.
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Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. 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.).	None
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If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	NA
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Have you received help and support from the New Schools Network (NSN)?	Some help
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
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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:	None
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1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. 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. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
In which local authority is your preferred location?	Northamptonshire
Proposed opening year:	2016
Age Range:	3-19
If 'other' please specify	
Will the school have a sixth form?	Yes
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
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:	No
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	NA
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
If other, please specify	NA
Maximum capacity of proposed free school:	2220
Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	420 primary places, 1500 secondary places, 300 post-16 places.
Please say which year groups the school will have in first year and the PAN for each	Reception - 60, Year 7 - 300.
Date proposed school will reach expected capacity in all year groups:	2022
Will your proposed school include residential provision?	No

If 'Yes', please give further detail:	NA
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	NA
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	NA
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	Yes
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	Attracting staff: flexible contracts; reward high performance; employ best applicant, with or without QTS. Extend academy day- 8am-6pm, extended school year, extended and enriched curriculum, available all year round for community use and holiday clubs, robust use of performance related pay, new pay and conditions policy, use of leadership scale to inform staffing structure, creative use of directed time.
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Section C: Education vision

Education Vision for the Northampton International Academy (NIA)

Our vision is to create an outstanding and high performing international academy, which offers a strong academic curriculum, specialises in modern and foreign languages and maximises the opportunities for its children and young people presented by this innovative site, based in the centre of Northampton. The NIA will transform the lives of children in Northampton Town centre and spearhead the future regeneration of the Castle and Semilong areas of Northampton.

In support of achieving our vision we explain the following contributing elements:

EMLC Group

Since 2003, we have demonstrated ourselves to be a group of organisations with an excellent understanding of our clients' needs, formidable commercial flair and business expertise, together with a passion for making a significant difference to schools. The EMLC Group core strengths of excellent educational leadership, clear focus on rapid and sustained school improvement and business expertise, have been channelled into driving the improvement of the academies we have sponsored since 2012.

Our people are our greatest asset. They are at the core of our business and are driven by the strong moral purpose that every child has the right to attend an excellent school with outstanding teaching and leadership, to become the best that they can be.

We believe that the talent, dynamism and power of outstanding local schools can play a vital role in energising and revitalising sustainable and cohesive communities. We have demonstrated this already at Orchard Academy in Milton Keynes. Here, our commitment to working with the children and families in this very disadvantaged and ethnically diverse local community has led to the transformation of the school and significant raising of children's and their parents' aspirations.

We are passionate about creating great leadership and academies that demonstrate integrity of purpose through high aspirations for every child. We set high expectations for our teachers and leaders to support and develop every child, in order to ensure they make exceptional progress and build the skills, knowledge and attributes to become members of a fair and just society.

EMLC Group specialises in school leadership and improvement and consists of three organisations:

- EMLC Leadership Charity (EMLC)
- EMLC Academy Trust (EMLC AT)
- Third Wave Enterprises (TWE)

These are individually explained as follows:

The EMLC Leadership Charity - We have a relentless focus on great leadership and we have expertise in identifying, developing and assessing talented leaders. The Charity has a history of working with and delivering national contracts for the National College of Teaching and Leadership (NCTL) since our inception in 2003. During this period we have undertaken contracts worth £29M. We currently hold the national contract with the NCTL for the final assessment of the National College's suite of qualifications for middle and senior leaders and for the National Professional Qualification for Headship. We work with outstanding school leaders from some of the best schools in the country and benchmark leaders in our academies against national standards and place them on an improvement trajectory to outstanding and exemplary, with a personalised action plan and tailored support.

EMLC Academy Trust - We began our mission in September 2012 in Milton Keynes with two sponsored academies: Shepherdswell Academy, an Outstanding school and Orchard Academy, which has recently been graded by Ofsted as 'good' with some 'outstanding' features, after years of failure before our involvement.

Since January 2014, we have sponsored Castle Primary Academy and Hardingstone Primary Academy and since April 2014, we have also sponsored Stimpson Avenue Academy – all of which are in Northampton. Castle Primary Academy lies on adjacent land bordering the Barrack Road, Northampton site. This means we have hands on experience of working with Northampton County Council (NCC), local parents, pupils and the community, which we can bring to full effect on the new Northampton International Academy. We have already made profound changes to the leadership and teaching at all three of these academies and this is leading to a dramatic transformation in the attitudes and aspirations of the children and their parents. This will translate into substantially improved outcomes in 2015, just as it did at Orchard and Shepherdswell academies in Milton Keynes. Orchard Academy has seen an increase in Level 4 combined from 37% in 2011 to 93% 2014.

Third Wave Enterprises (TWE) – TWE, our school improvement arm, works with the very best schools and those in need of support, bringing the two together to build capacity and capability at a pace, especially in teaching and learning, thereby achieving exceptional school improvement across England. We are proud of the contract we won to deliver the Outstanding Facilitator Programme (£188,480) and its contribution to the success of the London Challenge.

We also undertake national work for the International Centre for Leadership in Teaching and Learning (OLEVI), training Teaching Schools Alliances (TSAs) to deliver the Improving and Outstanding Improving Teacher Programmes and the Outstanding Facilitator Programmes.

Over the last 6 years we have trained 1,014 primary and 1,801 secondary teachers on the 'Improving Teacher Programme' and 'Outstanding Teacher Programme', as well as 359 practitioners on the 'Outstanding Facilitator Programme'; with 60% of the latter coming from secondary schools. This means we have excellent knowledge of talented people who are looking for a challenge.

We have worked with TSA in different parts of England, especially Two Mile Ash Primary Academy in Milton Keynes, Nicholas Hawksmoor Primary School in Northamptonshire, Hillyfield Academy in Waltham Forest, Fairlawns Primary School in Lewisham, Ravens Wood School in Bromley, and Northampton School for Boys. We also have strong links with the Challenge Partners schools, especially Ashfield Academy and Rushey Mead Academy in Leicester. We know from our own academy work that successful delivery of these programmes leads to consistently high quality teaching, and this enables capacity to grow from within the school to ensure sustained high standards.

Northampton International Academy (NIA)

We seek to sponsor NIA as a new 'all-through' 4-19 academy [REDACTED] which has a unique local identity due to the high percentage of multi-ethnic people and bilingual children living in the local community and speaking at least 26 different languages. We are committed to high aspirations and excellence and will build on our existing powerful links with local parents at our primary academies, the town centre communities, and local businesses, to develop the new academy's role as a welcoming place for all learners, children and adults, in the Castle and Semilong areas. The NIA will be a vital part of our network of academies in the Northampton area and form particular links with our academies in other areas to share good practice in curriculum development, assessment of progress, data analysis, benchmarking and outstanding pedagogy. We will exploit the community and commercial premises on the site in order to maximise this gain for the community.

Further engagements with the local, culturally diverse community will be through offering opportunities to access further education and career development to work within the sector. For example we will offer routes into a teaching programme based on a version of the Improving Teacher Programme, and designed for individuals who wish to consider a route into teaching. In partnership with the University of Northampton, we will offer placements for teacher training on the NIA campus. We will also create a bespoke Literacy and Grammar Workshop for adults in the local community, aimed at developing basic literacy skills in a lively and age-appropriate way.

These programmes will be opened to the community and held in the commercial café during the day, staffed by experienced facilitators from TWE. Through focused and purposeful community engagement programmes such as these, we will grow and develop a community of educators from the locality. This will also support the regeneration of Northampton by encouraging parents/carers and other local people to engage with the NIA, whilst also further developing English speaking skills in the town centre area. The injection of locally spoken languages into our learning campus will enable us to develop our communication with newly arrived pupils and their parents.

Our market analysis at a national and local level has demonstrated the need to exploit the linguistic talents of the many bi-lingual learners in this community. The 2013 British Council survey outlined the growing importance of foreign language learning to the UK economy, especially in Spanish and Mandarin, and the need to reinstate the importance of foreign language learning to schools. These findings are supported by the CBI / Pearson (2014) report where researchers found that 70% of employers valued workers who could speak foreign languages. No current secondary school in Northampton specialises in modern foreign languages. Take up of MFL in Northampton (48%) is much lower than nationally (68%). MFL GCSE outcomes in Northampton are significantly below national averages. Pupil participation outcomes at GCSE and GCE A level in foreign languages in the town need to improve significantly in order to match the ambitions of both the Northants County and Northampton Borough Council, to attract and retain international companies and their employees. This academy will provide a distinctive new opportunity for parents to choose in the local area.

Rationale for forming the NIA

We have consulted on our proposals for an international academy with a strong academic curriculum and specialising in modern foreign languages at meetings with local parents in Castle Academy, Stimpson Avenue Academy and at several other primary schools in the area. 759 residents strongly support our model. There is also clear evidence that there is strong demand for a Northampton town centre school, which offers a high quality academic education. Further substantial evidence is provided in Section E2.

Of the 49 primary schools in the Northampton North and South parliamentary constituencies, only one is graded as outstanding, whilst 14 others either require improvement, or are graded inadequate. Of the 9 secondary schools, three are outstanding. Of the other six, one is judged inadequate and three require improvement. The only other secondary school [REDACTED] The Castle and Semilong areas are marked by high deprivation and diverse ethnic communities. Within these town centre areas, there are many bilingual children whose linguistic abilities and talents are not being successfully developed and stretched by other education providers. In order to ensure many of these children get the right start and make progress at a pace, parents need a school that exploits its academy freedoms, to extend the day from 8am to 6pm and provide an extended and enriched curriculum, as well as being available for use all-year round through community and holiday clubs. In turn, this will provide the additional opportunities of catch-up and stretch higher standards of education that will enable so many of the community's disadvantaged children to succeed.

In our consultation meetings, parents stated they wanted an 'all-through' 4 -19 academy which develops their children academically and technically. EMLC AT also wants an academy that excites and inspires children and young people with its international ambitions, languages specialism, whilst nurturing their curiosity, creativity, confidence, courage and technical skills. Ultimately, parents also want a school within walking distance that will help their children develop and flourish as rounded individuals, creating a passion for learning that is grounded in British values. This is what the NIA will become.

Northamptonshire County Council (NCC) predicts it will require 96 Forms of Entry at primary level in Northampton Town by 2015. At present, NCC has current capacity for 92.5 Forms of Entry. When this predicted growth reaches the secondary phase, there will be a requirement for a 35% growth above the current provision. NCC states that these figures do not allow for 'In-Year' growth from migration, nor do they include growth across year groups arising from new housing, and our

conclusion is these figures are therefore under-estimates. The predicted growth is not spread evenly across the County and there is particular pressure in Northampton Town centre. This need has already been recognised by the Department for Education (DfE) and the Education Funding Agency (EFA) [REDACTED] which is intended for conversion into a 420 primary school, and 10 FE secondary school with provision for a sixth form of 300. All the main stakeholders agree there is a basic need.

NCC's vision – and also the DfE's vision, following Lord Nash's letter to the Council in June 2014 – [REDACTED] including spaces for commercial and community use, providing over 2000 much needed new school places and a new educational, business and cultural hub for their own and surrounding area.'

We are excited by this vision and will fully support this NIA proposal using our commercial, business and educational expertise, as well as our exceptional track record to translate it into reality. We plan to lease the commercial premises to partners who share our mission and enhance work and training opportunities for the children and young people on the campus. For example, we have already held partnership discussions with Silverstone UTC about opening a satellite base in the NIA campus workshops, to offer apprenticeships in high performance engineering and to access the UTC's own resources at Silverstone. We would seek similar arrangements in the area of Food Technology with our Café/Restaurant leaseholder; in Sports Sciences with our Gymnasium leaseholder and in the discussions we have had with the Royal and Derngate senior managers about exploiting the opportunities presented by the commercial theatre. Please read more about our innovative proposals and key partners in Section E2.

Achieving the EMLC Vision for the NIA

We will ensure EMLC's vision for the NIA is realised through the key principles that drive its work with all its academies, as well as capturing the unique international outlook of the academy.

These key principles are:

High aspirations and expectations: All children can succeed and make exceptional progress with the right learning support, teaching, help and challenge. We will set very high expectations for our teachers and leaders in order to support and stretch pupils' knowledge as they move through our 'all-through' academy to ensure they make excellent progress and realise their full potential.

Inspirational leadership, governance and teaching: We know the importance of high quality leadership and teaching. We train and develop outstanding leaders and teachers using our proven leadership and teacher improvement programmes and excellent coaches. Our leadership and teaching will be informed by the needs of our children, together with information and data about their progress and development in order to close gaps and ensure all succeed. Skilled and experienced governors, drawn from business, education and local government will help drive the vision and strategic planning for the new international academy, as well as hold its leadership to account.

Strong values driving exemplary behaviour and active citizenship: Our academy will be characterised by scholarship and the pursuit of knowledge, skills and character, learning being tailored to meet individual needs, respect for each other and our learning environment, pupils and staff being active members of the school and the wider community.

A rich and varied curriculum: The focus will be on depth before breadth in academic subjects, with more time to learn through our extended enrichment curriculum.

An international dimension and languages specialism: This will be provided to excite, inspire and engage our pupils by capitalising on many of their existing linguistic skills and natural curiosity about the wider world in which they live. It will also be a gateway to wider higher education, training and employment opportunities both in the UK and in foreign countries.

Partnerships: We will develop partnerships at several levels in order to widen opportunities for our children and young people and raise their aspirations. We will ensure parents are active partners in their children's learning especially in literacy and numeracy. We will build strong partnerships with local community groups, both in the use of campus facilities and in the contribution they can make to children's learning as mentors and coaches. We have held discussions with the Northamptonshire Enterprise Partnership (NEP) about establishing strong

links with local international companies in the nearby Enterprise Zone and Northampton area, to widen work placement and training opportunities for NIA students both in Northamptonshire as well as at locations in other countries. They will also be engaged in the development of our pupils as rounded individuals and active citizens, with strong British values. NIA will work with local schools to learn from best practice and benchmark success for both each other and the Town's children as a whole.

Vision Summary

To summarise; we are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. We will ensure the new NIA demonstrates integrity of purpose through high aspirations for every child and young person.

We will ensure that the outstanding leaders and teachers of the NIA:

- Support and stretch every child to ensure they make excellent progress;
- Provide open access to high quality curricular and extra-curricular opportunities;
- Secure personal and sensitive guidance;
- Build the necessary skills, knowledge, qualities and attributes;
- Ensure pupils obtain the qualifications to prepare them for higher education, employment and a better choice of lifestyle.

NIA will be a centre of excellence offering an academic curriculum at primary and secondary levels based on the new Early Years Foundation Stage/National Curriculum, and the English Baccalaureate. Post-16, it will also offer the International Baccalaureate Diploma, in addition to A Level and Technical qualifications. It will maximise the gain from its innovative campus and commercial opportunities.

NIA will build strong links with Russell Group Universities and the University of Northampton to raise Northampton town centre children's aspirations. We have developed excellent links with Northampton University and members of our group have been invited to be part of the interview process for the Post Graduate Certificate of Education, as panel members for selection of the cohort who will graduate in 2016. This will strengthen our capacity to recruit high quality graduates into roles available, as our campus expands by offering placements for the University students at NIA. Its partnerships with the NEP will access local and regional-based international companies such as: Carlsberg, Barclaycard, Avon, Cosworth Performance Engineering and Scott Bader. This will widen opportunities and enable our pupils to access a rich range of well-structured work placement opportunities and experiences, to prepare them for success in work and life in 21st Century Britain and the wider world. It will capitalise on the drive by Northants County Council and Northampton Borough Council to attract international companies to establish bases in the new Northampton Waterside Enterprise Zone close by the Town centre. Our ethos will be demonstrated by the distinctive partnerships we will build e.g. with international businesses to enable our pupils to access a rich range of well-structured work placement opportunities and experiences to prepare them for success in work and life in 21st Century Britain and the wider world.

The NIA will set high expectations and ambitions for all its pupils and be culturally inclusive with an international outlook, whilst emphasising traditional British values of self-discipline, respect for the law, democracy, equality, fairness, and tolerance of different faiths, beliefs and communities. It will also promote active citizenship at a local, national and international level, encouraging a competitive spirit, a love of the arts, a passion for adventure and an entrepreneurial culture in its children and young people. It will ensure the NIA campus and its young people increase the social capital of the town centre communities and networks.

We will also ensure that NIA's Languages Centre of Excellence is an accessible resource for the wider local and business community.

Our Aspirations and Planned Outcomes

By taking advantage of our whole curriculum, pupils will demonstrate:

- Academic excellence at every stage of their learning thereby increasing their chances for employability, further education and a better choice of lifestyle

- They are confident, resilient and independent learners with exemplary behaviour for learning; thereby increasing their chances for pathways into further education and establishing skills that will benefit their further development
- Enjoyment and achievement through modern and foreign languages; allowing for further competitive advantages over others in the 21st century international workplace
- They are active and committed citizens within their own academy community and beyond, into the local, national and international communities to help further spearhead the redevelopment of the local surrounding Northampton Town Centre areas

In addition, NIA's additional high ambition will also be to ensure that it has a strongly positive reputation as a centre of excellence across the Town and wider locality, and that it is well regarded by its pupils, their parents and the wider community. This will help create a reputable legacy that will in turn ensure the longevity and sustainability of the project within the local community for many years to come.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
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		300	300	300	300	300	300	300
Year 8			300	300	300	300	300	300
Year 9				300	300	300	300	300
Year 10					300	300	300	300
Year 11						300	300	300
Year 12					100	100	150	150
Year 13						100	100	150
Totals		360	720	1080	1540	2000	2110	2220

1. Curriculum Aims and Outcomes

1.1 Aims

At the heart of a learning campus, Northampton International Academy (NIA) will become a centre for excellence for pupils from aged 4+ to 19 years and provide the academic curriculum parents have requested for their children. English, mathematics and modern foreign languages will feature strongly for primary pupils. Secondary pupils will access an academic curriculum, supported by relevant technical activities, leading to the English Baccalaureate at 16. Sixth form students will select from a range of academic and technical courses, including International Baccalaureate Diploma, to prepare them for higher education, further training and employment. As an international academy, NIA will exploit the study of modern foreign languages (MFL) in both primary and secondary phases building on the bi-lingual talents of many of its pupils. This will maximise pupils' future employability in the 21st century international workplace and extend their appreciation of other cultures, developing mutual respect and trust.

The Academy will establish its international focus from the outset. It will build on existing Northampton town European links (e.g. Poitier in France and Marburg in Germany) and explore how it can use its community networks to establish partnerships in other countries. Whilst offering a range of MFLs and engaging with a variety of international activities, the Academy will establish its international reputation through a focus on two languages – Spanish and Mandarin. We will become known for effective and successful partnerships with China and selected Spanish speaking countries to allow substantial projects to be undertaken by pupils, students and staff.

The academy will draw on relevant business resources within its innovative learning campus and develop links with other local and regional employers, particularly those with an international dimension. Its global partnerships will add value to pupils' learning and support delivery of the curriculum, in a variety of ways and including MFL. Decisions about business links and specific technical pathways at both key stages 4 and 5, will take account of pupils' needs and the partnerships established. We have started to develop relationships with Northamptonshire Enterprise Partnership and relevant employers to provide curriculum inputs, innovative projects and work placements, both locally and internationally. For example, motor technology workshops proposed for the commercial premises on the NIA campus will have a satellite link to the Silverstone UTC and its associated F1 companies. A Technical Award will be developed and delivered jointly with the UTC. The Cosworth Performance Engineering company is opening new £30M plant close by in the Northampton Enterprise Quarter and will be an excellent resource to support this award. Given the popularity of international cuisine, it is likely that the proposed café/restaurant on campus will serve food from different countries which will provide opportunities for links with both Food Technology and the study of languages. For example, a Year 5 class may work with the owner to supply menus and other marketing material in different languages. Stimuli for an extended piece of writing could be a visit to the café/restaurant in order to write reviews, or a research project to project analyse choice of dishes.

The academy is situated in a locality where attendance at university is historically low. To raise academic expectations and improve understanding, we plan to develop links with a range of HEIs, including those with outstanding research reputations. HEI seminars and workshops for students, their parents and members of the wider community as well as visits and residential trips to particular HEIs will be offered. Relationships with HEIs will provide important links to the curriculum and we aim to build a close partnership with University of Northampton which has a strong international focus, including courses in travel and business, and a large number of international students. It also has a successful Initial Teacher Training (ITT) faculty and EMLCAT already has a partnership with this faculty. The university's relocation to Northampton town centre will provide easy two-way access for pupils, students and staff.

Establishing an immediate emphasis on MFL will be critical and during planning stages, Academy leaders will build a range of initiatives, like British Council Connecting Classrooms, into its curriculum. Once open, the academy will work actively to gain British Council International School accreditation. Similar links to other worldwide organisations, like UNESCO, will be explored. Curriculum leaders will work together to agree global themes that can be threaded through their schemes of work and the MFL area will take responsibility for identifying key points in the year when there will be a focus on global events.

Pupils will be able to learn European languages (Spanish, French and German) and Mandarin, as well as gaining a qualification in their “home” languages. It will take time for the language skills learned by pupils during the primary phase to impact on secondary learning so innovative approaches, like language immersion techniques and online blogs, will be used to support pupils at key stages 3 and 4. In key stages 1 to 4 cross curricular links between MFL and subjects like the humanities and PSHE will be identified and innovative learning opportunities made available. At post 16 short courses will be offered to students who are not taking a qualification in a language.

Mindful of the increased focus on rigour pupils will face in the revised GCSE specifications the academy will use its entitlement and extension programmes to provide additional teaching, study skills and mentoring, including for mathematics and English.

Through the curriculum experiences, all pupils will become successful learners, confident individuals and responsible citizens, each ideally positioned to maximise their opportunities in life, both during and after their time at school.

At ages 11 and 16 pupils will be welcomed from other schools, to join key stages 3 and 5 respectively, and induction processes will ensure a smooth transition into their new school.

1.2 Outcomes

By taking advantage of our whole curriculum pupils will:

- Demonstrate habits of excellence in all aspects of Academy life: academic, creative, cultural, sporting and responsible citizenship
- Achieve their academic potential and be equipped with maturity, positive attitude to work, knowledge, skills and qualifications to secure employment
- Become confident and resilient global citizens, able to engage positively with others and contribute actively to their environment and the wider community
- Respond enthusiastically to innovation and change, continuing to think and learn throughout their lives

2. Expected Pupil Intake

As the Academy’s primary intake is expected to be drawn from children living in the Castle Ward, it is likely, as stated in Section C, that the intake will be multi-ethnic, have c: 70% EAL pupils (with a large number of home languages), be above national FSM figures(c: 29%) and have c: 8% SEND pupils. Pupil premium funding will be higher than average.

Secondary children will be drawn from a wider geographical area. There are 8 primary schools within one mile, including two of our own academies and a further 20 primary schools within 2 miles of NIA. The secondary intake may change slightly, with a higher proportion of white British children. Current Northamptonshire data indicates that for secondary pupils in the town, 24% receive free school meals, 16% have English as an additional language and 7% receive Special Educational Needs support: Across the town there is currently c: 86% staying on to Post 16 education. We will build on this, post RPA, to gain a commitment from all young people to further education and training beyond 16.

During our consultations parents expressed high ambitions for their children. They want their children to have access to a high quality school with an academic curriculum that provides a strong grounding in traditional subjects. They are ambitious for their children to gain qualifications that lead to further / higher studies and training. NIA will provide the high standards parents seek and so add value to the locality.

During our planning, we have taken account of parental views and the fact that the secondary curriculum and assessment regime is becoming more rigorous and demanding. The NIA's approach to its curriculum – entitlement, extended and enrichment – will provide wide-ranging and innovative opportunities to children and young people within a structure that offers high quality staff, time and additional support. The curriculum will develop their confidence and competence to gain the qualifications to move into fulfilling 21st century careers, including the managerial, professional and associate professional sector that are growing within our economy (CBI, 2014). The Academy's international focus will provide pupils with global experiences and skills to take their ambitions beyond their home town. Along with communication skills and intercultural understanding, an emphasis on intellectual challenge to develop creative, critical and reflective thinkers is essential to develop the qualities young people need to become global leaders and contributors to our cultural future.

3. Curriculum Values and Ethos

In order to achieve these aims and outcomes, our curriculum and its delivery will be underpinned by the following values and ethos that promote both British and global citizenship:

3.1 Strong Moral Purpose - Providing an outstanding education for all.

Children and young people – and our ambitions for them - will always be at the heart of our thinking and at the forefront of our actions.

3.2 High Expectations and Ambitions – For and by all pupils, staff and members of the community.

We expect all pupils to work hard and make good or outstanding progress, plus achieve. These expectations will shine through day-to-day school practice. We also expect all pupils, their families and members of the community to have similar expectations and, importantly, we will expect families and the community to have high expectations of our school.

3.3 Excellence – Achieving high standards of behaviour, learning and attainment.

We will demand excellent standards from teachers, staff and pupils in all aspects of work and will put systems and processes in place, plus monitoring, to ensure these standards are met. Increased rigour and accountability will heighten the challenge of achieving academic success – we will offer pupils a balance between engagement, stretch and support, through outstanding levels of leadership and teaching.

3.4 Open Access – Providing opportunities for all, irrespective of their personal characteristics.

There will be no curriculum barriers - pupils will have access to all opportunities and, where there is choice, they can select appropriately, and with guidance, according to their ambitions, abilities and needs.

3.5 Inclusivity – Promoting tolerance, respect and acceptance of differences.

Through our curriculum and our behaviour, we will create a tolerant, inclusive ethos in which there is a respect and acceptance of differences and where, through discussion, these differences will be better understood.

3.6 Cohesion – Achieving peaceful and vibrant communities.

Through our curriculum, leadership and staff behaviour, we will model and promote British values of self-discipline, respect for the law, democracy, equality, fairness, and tolerance of different faiths and belief in order to create and sustain peaceful and vibrant communities of learning.

3.7 Self-discipline - Demonstrating responsibility, trust and co-operation.

With strong school systems, clear boundaries, rules and appropriate sanctions, we will expect all pupils to manage their own behaviour, take responsibility for their actions and to work co-operatively with others within an environment of openness and trust.

3.8 Cultural Curiosity - Showing openness to innovative approaches, different cultures and new experiences.

The curriculum will draw on opportunities arising within NIA's learning campus to offer a broad range of local, national and international experiences, which develop intellectual and cultural

curiosity and a spirit of adventure, so pupils raise their ambitions and extend their horizons and develop respect for international cultures.

3.9 Enjoyment and incentivisation – Celebrating and rewarding learning and achievement.

Learning can be, and should be, “fun” – when individuals are enjoying learning, it can have a greater impact. We will offer timely and realistic activities / events to celebrate achievements and provide positive feedback to reward successes and enhance morale.

4. Curriculum Principles

4.1 Underpinning Principles

In order to achieve the above Curriculum outcomes and create a culture in which our values thrive, our entire Academy curriculum will be underpinned by the following principles:

- A broad, balanced, flexible and relevant curriculum that can be adapted to meet individual learning needs through specialist tuition, and that makes a strong contribution to pupils’ spiritual, moral, social and cultural development
- Entitlement, extended and enrichment programmes within the curriculum to nurture habits of excellence in all aspects of Academy life, including: academic, creative, cultural, sporting and responsible citizenship
- Teams of outstanding leaders, teachers and support staff will inspire, support and stretch all pupils so that they make excellent progress and develop an approach that sparks children’s imagination through an innovative primary and secondary learning environment
- High academic and technical standards delivered through a curriculum that allows pupils to master essential knowledge and skills, including oracy, whilst developing their ability to think critically and study independently
- An active and engaging partnership with parents and the wider community to raise aspirations and secure support for individual pupils and our Academy as a whole
- Strengths in linguistic skills to stretch pupils, promote modern foreign language learning and a clear international dimension; with robust links and partnerships with schools and other organisations in key international countries
- Links to and partnerships with Higher Education Institutions, including the highest performing research-based universities, to raise the aspirations of the whole community, the pupils and their families; provide pupils with first-hand experiences and opportunities through organisations such as “The Brilliant Club”
- Opportunities for links with work-based environments, including those based in the Academy campus – e.g. public services, private industry and commercial enterprises – to develop key skills for employment beyond 2020
- Strong and holistic pastoral care system to provide a secure and safe learning environment and promote a “sense of belonging” for pupils from 4+ to 19 years
- Robust and effective organizational and quality assurance frameworks to achieve consistent and excellent practice across our Academy

4.2 Rationale for Principles

The 4+ to 19 Northampton International Academy learning campus will open to reception and year 7 pupils in September 2016 and sixth form students will be recruited from September 2019. The earliest that young people will enter higher education, further training or employment will be 2021. This profile has been taken into account in the planning.

Evidence from international research, Ofsted and current best practice will be used to create a learning environment that will maximise opportunities for children and young people to achieve their ambitions and the outcomes identified in this Education Plan. Key messages from this evidence have been built into the curriculum planning and critical points are shared below.

4.2.1 Andreas Schleicher (OECD, 2013) maintains the skills that will be more in demand in future are expert thinking and complex communications skills - and these will be needed to compete on a global stage.

4.2.2 CBI / Pearson research (2014) states that the proportion of managerial, and professional jobs will continue to grow and emphasizes that 70% employers value languages. Employers value attitude to work, literacy, numeracy and academic results and also state that literacy and numeracy skills need to improve. British Council's (2013) research concludes UK needs to develop its citizens' competence in a wider range of languages and the school curriculum should be enriched with the inclusion of new languages and an increased focus on understanding other cultures. Both reports rank Mandarin and Spanish highly.

As an academy emphasizing languages and with academic aspirations, NIA will be well placed to address both British Council and CBI's findings. Additionally, English, oracy and mathematics will feature strongly in all year groups, with the extended curriculum providing additional tuition, along with creative, entrepreneurial and critical thinking skills.

4.2.3 The National College for Teaching and Leadership (NCTL) has reviewed international research and identified ten features that characterise outstanding schools. Our curriculum takes account of these features, which include having local, national and international dimensions.

4.2.4 John Hattie (2007) concludes that the quality of teaching can account for up to 30% variance in pupil outcomes. NIA will be known for inspirational and outstanding teaching. Using academy freedoms, recruitment and retention strategies will be designed to attract and retain well qualified, expert teachers who are dedicated professionals and public servants.

4.2.5 Leadership makes a difference to pupil learning - albeit indirect and second to only teaching (Leithwood, et al, 2006; Day and Sammons, 2013) – leadership at all levels and right through organisations. The academy's leadership will model our values, reinforcing the academy's aims and enabling the curriculum to "come alive" for all pupils.

4.2.6 Research indicates, in particular circumstances, peers can have a positive effective, promoting a "pride in learning" amongst pupils. Through giving pupils some autonomy, responsibility and leadership within the academy we will seek to capitalise on the concept of "pride in learning".

4.2.7 We also know from research that parents and carers have a significant influence over their children's attitudes towards school and education. Their expectations and encouragement can make a positive impact on their children's outcomes. We will build parental alliances that focus on expectations and encouragement.

4.3 Curriculum Delivery

We will take account of the following to ensure the curriculum is delivered effectively:

4.3.1 Teaching: Support for pupils' progress, learning and attainment

NIA will be known for its inspirational and outstanding teaching workforce. Academy freedoms will be used to create flexible contracts, reward high performance and employ the "best applicant" with or without qualified teacher status. Through rigorous recruitment strategies we will ensure only experienced teaching staff with track records of "good or better" teaching are appointed. We will carefully select trainees and newly qualified teachers and implement a training programme over two years, using outstanding mentors to provide support and challenge to achieve rapid skill development. Academy freedoms will be used to recruit adults with language expertise – they may be students from University of Northampton, employees from international companies or members of the local community. After an induction programme, these adults will work with pupils in flexible, creative ways to promote language learning.

The recruitment strategy for teachers will be designed to attract both well qualified, expert staff and high quality graduate trainees through School Direct and Teach First. We will retain the very best teachers and staff through our appraisal and remuneration strategies. For example, Teaching and Learning Responsibilities (TLRs) will be available through our performance related pay structure and be awarded to build capacity. All staff will maintain a portfolio reflecting the relevant pro-

professional standards. They will be entitled to professional learning and coaching to sustain and further develop their subject knowledge and pedagogic skills, using initiatives such as the Outstanding Teachers' Programme. If under-performance occurs it will be addressed in a timely, effective way.

The teaching will be driven by our aims and values. We will motivate staff through highly effective leadership, so they are passionate about teaching and learning. They will have a real sense of responsibility towards their pupils and want every single pupil to work hard, make progress and enjoy success. They will plan and deliver lessons with rigour, challenge and pace with differentiated learning opportunities so all pupils make good or better progress. Through their passion, expertise and comprehensive subject knowledge they will motivate pupils to engage and take responsibility for their own learning. Pupils will "master" rather than just perform in subjects and so use their knowledge and skills to acquire concepts through sustained learning. Teachers and house managers will support pupils in a way that develops their self-efficacy and self-esteem. Consistency across academy practice will be critical. The protocols, routines and development of good learning habits will be embedded and consistently applied across all classrooms. Academy leaders will monitor and quality assure practice to achieve continuous improvement.

Staff will be encouraged to be curious learners, engaging in peer review and sharing expertise and learning from others, both within and beyond the Academy. Professional learning, developing innovative practice and engaging in evidence based solutions will be central to NIA's school improvement strategy. Linking with Teaching School Alliances and HEIs, teachers will be encouraged to engage in and use research to extend their pedagogical expertise and subject knowledge. Modern language teachers will access resources through the DfE language hubs, use European Framework for Languages and take advantage of British Council and language association programmes. Through innovative, outstanding practice our ML team will work to establish NIA's Language Centre of Excellence and, overtime, be able to collaborate with and support other schools.

4.3.2 Leadership: Support for pupils' progress, learning and attainment

The role leadership will play in modelling our values, reinforcing the aims and enabling the curriculum to "come alive" for all pupils will be critical. A culture of high expectations and high standards will be established, so good or better teaching can flourish and learning enhanced at all levels. The Governing Body, Chief Executive and the leadership team will have the leadership of teaching and learning at the heart of their strategic thinking and operational focus.

The leadership will ensure all policies and procedures are implemented consistently and to a high standard by all members of staff. Successful management practices from our other EMLC Academies will be adopted with procedures reviewed and refined regularly to improve efficiency. Our Academy will use SIMS software to manage important processes like pupil and staff attendance, punctuality, pupil behaviour and pupil progress. A Deputy Head will be designated officer for child protection and the Business Manager will be responsible for the single central record. The Head of School will ensure that appropriate systems are in place and are used effectively across the Academy and all staff trained in safeguarding issues.

Senior and middle leaders will be appointed over the growth of the academy, as represented in our staffing plan. (D3) All leaders will be expected to take corporate responsibility for galvanising and energising teachers to deliver the vision, analyse and benchmark against the best possible educational practices and keep our Academy's performance under regular review. Working with staff, the Chief Executive will create a culture of high pupil responsiveness, safety to learn and a focus on pupil learning, progress and attainment.

Our leaders will be contracted on performance related pay (PRP). Middle leaders, for example, will be appointed at the lower end of the leadership scale and all future salary increases will be linked to appraisal, achievement of targets and their performance. The Business Manager and Leader of House Managers will be important members of the Academy's leadership. They will

contribute to leading and managing the academy, ensuring their teams add value, and support teachers and pupils to achieve excellence to fulfill the academy's aims.

Using robust self-evaluation and 360 appraisal techniques, the leadership will oversee the monitoring of performance and progress at all levels in our Academy – at whole school, faculty and individual classroom levels. Evidence from these activities will serve as both regular celebrations of achievement and intervention where required; it will also inform operational and strategic planning. Timely and accurate information to both support individual pupils and plan strategically will be available. Its leadership and teaching workforce will always be focused on the priorities that sustain excellence and make continuous incremental improvements.

4.3.3 Other staff: Support for pupils' progress, learning and attainment

Our Academy will have a team of well qualified Learning Support Assistants to work with pupils in a clear and targeted way. Their focus will be vulnerable pupils, particularly those with Education, Health and Care plans and others with Special Educational Needs or Disability (SEND), or that require literary recovery/intervention. This team will work with SEND specialist teachers to ensure pupils' needs are met. They will also support pupils with English as an Additional Language (EAL).

In order to add value, research shows that these support assistants should:

- Be well educated, graduate status, with specialist subject knowledge
- Be effective into the role, following induction and training, and be linked to PRP
- Plan effectively with teachers to work in clear, targeted way with pupils
- Take responsibility for having an impact on pupils' learning

NIA will have a house system from foundation stage through to the sixth form. Four House Managers will be employed to oversee the wellbeing of pupils. These house managers will come from a variety of professional backgrounds, including the police force and armed forces. As high performing individuals, they will ensure that exemplary care of pupils leads to outstanding progress. House Managers will have an excellent track record of working with young people and be ambassadors of the community. They will be committed to working closely with parents / carers and will help to ensure excellent attendance, engagement and behaviour for learning. They will have teams of tutors (teachers) working with them. House Managers will also be responsible for organizing a programme of assemblies, house competitions and celebrations events. They will also ensure the Academy's reward system is implemented effectively and that there is appropriate and sufficient celebration of pupils' successes. Rewards will be given for academic performance and progress, attendance, behaviour and service to others.

House Managers will also be responsible for overseeing our Academy's system for sanctions. Sanctions will be appropriate to the misdemeanour. We will ensure House Managers monitor and report on attendance, punctuality and behaviour, linking with parents and outside agencies as and when appropriate. They will also provide management support to the enrichment programme.

4.3.4 Pupils: Support for other Pupils' progress and learning

Pupils across the Academy will be expected to support each other and there will be opportunities for individuals to provide this support in both a formal and informal way. This will operate through the house system. Through discussions at a Pupil Council, pupils will consider what support they need and how pupils can contribute to providing it – for example, mentoring and buddying systems to support new and/or vulnerable pupils; providing additional tutoring in literacy and numeracy; coaching other pupils during enrichment sessions; and nurture groups, particularly for EAL pupils for both basic literacy and academic literacy.

To promote a sense of community and provide opportunities to develop leadership skills, our Academy will expect and encourage pupils to take on responsibilities such as Head Boy and Head Girl, Team Leaders and Year Leaders. Sixth form students will mentor and coach younger pupils in a range of subjects and activities as well as receiving training to lead nurture groups.

5. The Curriculum

Our Academy will offer pupils truly comprehensive and coherent experiences through a three part curriculum, with the following weekly hours:

- | | | |
|--------------------------|-------------------|--------------------|
| • Entitlement Programme: | 25 hours primary | 25 hours secondary |
| • Extended Programme: | 7.5 hours primary | 10 hours secondary |
| • Enrichment Programme- | 10 hours primary | 5 hours secondary |

This gives pupils access to a wide range of opportunities, engagement in intensive and additional tuition where needed and links to local, national and international experiences. Education and schooling is a priority for parents and the community and our Academy's longer learning week acknowledges this. Through this approach we aim to engage the community in education and promote a culture of life-long learning. For working parents, our Academy will also provide worthwhile activities for their children from 8.00 a.m. to 6.00 p.m.

The primary and secondary schools will follow national curriculum courses up to the age of 16. These programmes of study will be supplemented with additional resources, innovative projects and cross curricular activity where appropriate. Pupils need to be highly proficient in English and mathematics – so there will be a focus on acquiring the skills in reading, oracy, writing, spelling and numeracy. Pupils need a good grasp of traditional subjects – history, geography, modern foreign languages and science – providing an academic curriculum is, therefore, important. Parents want their children to make good progress and gain qualifications. It is our ambition that all pupils at the end of key stage 2 will exceed expected progress from Foundation Stage and many of the pupils will exceed the agreed attainment standard. The English Bacculaureate will be offered at GCSE, along with opportunities to study technical courses, with GCSE equivalence. The proposed technical awards – Tourism, Hospitality, Business and Engineering - link both to the international status of the Academy and partnerships available in the campus complex and with University of Northampton and the wider community.

Demographic evidence shows this community is rich in the range of languages spoken and many pupils speak in at least two languages. By specialising in MFL we will be playing to these strengths. Pupils can gain a formal qualification in their home language and use their linguistic aptitudes to learn a new language. An emphasis on languages will also open up opportunities for pupils across the locality – NIA is the only school offering this focus.

To open up professional and managerial career paths for pupils, over time, the sixth form curriculum will offer the following level 3 courses: International Bacculaureate Diploma, a broad choice of GCE "A" levels and level 3 technical awards. These will provide pathways to a full range of universities, including those in the Russell group, further training courses and employment. At age 16 study choices are paramount and the Academy will collaborate with other post 16 institutions so all students – whether from NIA or other schools – can access their chosen courses.

Over time and in recognition of our achievements, we will seek accreditations from relevant, national and international organisations with high credibility. For example, British Council International Schools Award, Enhanced Healthy School and Anti- Bullying – these also clearly link to the curriculum and add value to our work. The academy is located in a regeneration area so we will also use this as a springboard to achieve the Eco award. Our eco credentials will be recognised by flying a green flag from the roof top.

6. Curriculum: Structure and Content

6.1 Curriculum Model

Our Primary and Secondary curriculum will have three complementary programmes – entitlement, extension and enrichment - each with a clear role, purpose and structure.

Our Academy’s day will be from 8.00 am to 6.00 pm and follow the daily pattern below:

	Foundation Stage	Key Stage 1	Key Stage 2	Key Stages 3,4 and 5
Entitlement Programme	5 hours	5 hours	5 hours	5 hours
Breaks: am, lunch, pm	1.5 hours	1.5 hours	1.5 hours	2 hours
Extended Programme	1.5 hours	1.5 hours	1.5 hours	2 hours
Enrichment Programme	2 hours	2 hours	2 hours	1 hour

Suggested daily pattern:

Time	FS, KS1 and KS2	KS3, KS4 and KS5
08.00 to 08.30	Registration & breakfast	Registration & breakfast
08.30 to 14.30	Entitlement programme 1 hour lunch / breaks	Entitlement programme 1 hour lunch / breaks
2.30 to 3.30	Extended programme 2 sessions of 40 minutes with 10 minute break between	Extended programme
3.30 to 4.00		Break
4.00 to 5.00	Enrichment programme	Extended programme
5.00 to 6.00		Enrichment programme

Greater flexibility in the use of staff will be achieved by running the secondary entitlement and extended programmes in parallel, rather than sequentially.

6.1.1 Entitlement Programme

Our entitlement programme (5 hours a day) offers a broad and balanced curriculum, covering national curriculum core subjects, along with a range of other subjects and disciplines. Its purpose is to provide a challenging programme with depth to develop knowledge, skills and behaviours needed for success in life.

6.1.2 Extended Programme

The extended programme at all key stages provides additional subjects (for example second or third language), higher level and learning in-depth (including for more able pupils), extra “catch up” time for intervention and targeted learning where required. The extended programme will be de-

livered by the teaching staff whose contracts and remuneration will provide the flexibility for a longer teaching contact time.

6.1.3 Enrichment Programme

Its purpose is to provide pupils with access to voluntary opportunities to develop their interests and skills, so they “love learning and life” and contribute positively to their communities. Whilst voluntary for pupils, we will strongly encourage involvement. This programme will be staffed by community members, older students and business volunteers.

Parents of primary children accessing the enrichment programme will be asked to make a financial contribution for these activities. Pupils in receipt of pupil premium funding will be financially supported by EMLC AT from income generated through commercial revenue.

6. 2 Primary Curriculum Model

6.2.1 The curriculum for the Primary Phase will provide:

- an innovative primary experience that excites and motivates whilst making learning relevant
- smooth transition into the school from their pre-school and home setting building upon individual's strengths and interests alongside areas of development
- a focus on the core subjects of English and mathematics together with computing and science to ensure that key skills are gained in a coherent manner
- access to a balanced range of subjects that will support progress and learning, inspiring them to become successful learners now and in the future
- an understanding of the locality, the country they live in and the wider world foster a fascination and curiosity of this changing world
- opportunities for pupils to develop into critical thinkers who are willing to invest time, energy and creativity in their world
- exposure to high quality foreign language experiences at a critical early age
- a range of learning pathways to support, challenge and extend all pupils, whatever their abilities, aspirations and experiences
- up-to- date technology to support and extend teaching so that every pupil develops high level computing skills
- an ethos that will ensure pupils will develop good learning behaviours

6.2.2 Entitlement programme

Foundation Stage

A vibrant and exciting Foundation Stage will start the pupil's learning journey stimulating an interest in learning about themselves, the world, and the arts. The seven areas of the Early Years Foundation Stage Curriculum will be used to develop a unique and rich learning environment and an innovative curriculum. The prime areas of communication and language, physical development and personal, social and emotional development will be at the centre of all planning. The interests of the pupils in the cohort will be used as the starting point to create the individualised curriculum. The specific areas of literacy, mathematics, understanding the world and the expressive arts and design will support learning. Smooth transition into the school will be ensured by home visits by key teaching staff, stay and play sessions during the summer term prior to starting and visits to pre-school settings to observe and have handover discussions.

Accurate baseline and liaison with parents and pre-school settings assessment will identify any pupils who need early intervention in any of the seven areas. Elements of daily formal teaching will be introduced for short periods of time especially in the areas of phonics, number and writing skills. Baseline assessment within the first few days will allow staff to identify strengths and gaps in learning. This information will be used to plan next steps of learning for each pupil. Gaps in learning will be quickly addressed through interventions either in groups or individually; any child

who has significant needs will be monitored and the Academy's SENCO informed. Elements of formal teaching will be introduced during the Foundation year for short period of times especially in phonics, reading, writing skills and number.

At the centre of the entitlement curriculum in Key Stage 1 and 2 will be the key skills of speaking and listening, reading, writing, mathematics along with science and languages to ensure that every child's attainment in year 6 means they can access the curriculum in key stage 3 and thrive in later years. The National Curriculum will be used as the starting point for the curriculum. It will be supplemented to ensure pupils develop lifelong skills, knowledge and qualities which they will need in the future. English and mathematics will be at the core of the curriculum, along with languages and science. Proven schemes such as Read Write Inc. will be used to support systematic learning across the academy. Volunteers from the community and sixth form students will be trained to support with reading, hearing pupils read and instilling a love of books by reading to them.

Teachers will create innovative schemes of work, 6 weeks in length, linking across subjects allowing pupils to extend and develop their creative, critical and reflective thinking skills in a meaningful and structured manner. This cross curricula approach will link to world events such as the Olympics and the celebration of key historical events. The Religious Education scheme of work will be based on the local agreed syllabus and be taught as a week-long unit, as this allows greater depth of learning. The global element of the curriculum will be developed effectively through having partner schools in Spain and Latin America and linking regularly for joint lessons, story times and discussions through Skype and working on joint projects. Hosting a Spanish speaking Comenius Assistants will enrich the language work. This will be used to contribute to the Academy's application for the International Award from the British Council.

6.2.3 Primary: Extended programme

The extended programme will take into account the age of the children. All extended courses will be 40 minutes hours in length (i.e. two 40 minute sessions with 10 minute break giving 90 minutes each day). Each pupil will study English, mathematics, plus three additional courses in small groups of 15 twice a week. There will be an element of choice in these additional courses and topics will be changed each term. All pupils will study extended courses in English and Mathematics to support their progress. There will be intervention activities for pupils who have gaps in their learning; catch up activities and interventions for those children whose attainment is below expected; and extension work for gifted and talented pupils.

A range of additional activities will give pupils an opportunity to extend learning in specific areas. This will include a focus on exciting, practical investigations and play based learning experiences which will develop communications skills and physical development. Examples include computer studies, foreign languages, home languages, philosophy, science, music tuition and the arts – offered in a stimulating and creative manner.

This is a core offer for all pupils, with some individual adjustments for pupils with Education, Health and Care plans and SEND needs. These adjustments include provision for small group and one-to-one specialist support.

Drawing on support from the community and local businesses, each term for one week, a project will replace the extension programme for key stage 2. Groups across the 4 year will work as a team; the purpose will be to develop and stretch critical thinking and reflection skills – particularly creative and entrepreneurial skills - to encourage pupils to show initiative, take on leadership roles and work together effectively in teams. We will link to both businesses and HEIs to support this initiative, particularly businesses based within the NIA campus.

6.3 Secondary Curriculum

For secondary pupils, the curriculum for years 7 and 8 (key stage 3) and years 9, 10 and 11 (key stage 4) will provide:

- all pupils with access to a broad, balanced and coherent curriculum that supports progress and learning

- a strong core of English, mathematics and science to ensure that basic skills are embedded and pupils are able to access the wider curriculum, as well as gain appropriate qualifications for post 16 opportunities
- a range of foreign modern languages, available through both the entitlement and extension programmes
- a number of learning pathways to support, challenge and extend all pupils, irrespective of their abilities, aspirations and experiences, leading to EBacc qualifications
- an extended curriculum to ensure all pupils have access to higher level and catch-up learning, as well as opportunities to engage in creative and innovative activities
- an understanding of local, national and international issues and challenges and the skills and motivation to contribute to community and global developments
- opportunities to develop a range of skills needed now and for the future, including oracy, creativity, leadership and problem solving

6.2.2 Secondary: Entitlement programme

Key stages 3 and 4

To promote and support ambitious career opportunities, the main focus at key stages 3 and 4 is academic learning. The core subjects – English, mathematics and science will be offered, along with a selection of MFLs, history, geography, religious education (RE), design technology, physical education and the arts (art, drama, music and dance). Computer studies / information technology will be taught as core in years 7 and 8, with Personal, Social and Health Education compulsory for all key stage 3 and 4 pupils. The agreed syllabus for RE will be adopted, with elements of ethics and philosophy will also be included. Careers education and guidance will be offered as part of PSHE

The entitlement programme will be based on the National Curriculum programmes of study to provide national recognition and diverse career pathways. Flexibility provided through the entitlement and extended curriculum will allow teachers to create innovative schemes of work to engage pupils in broad and deep learning, extend their creative, critical and reflective thinking skills. This will also enable both functional language and fluency to be addressed within MFL.

Given the increased rigour of the GCSE at end of year 9, under guidance, pupils will have the option to reduce the number of subject GCSEs they are studying. Technical pathways (approved by DfE) will be available; these are likely to be chosen from Travel and Tourism, Hospitality, Engineering and Business and Enterprise according to pupil need. All these clearly link to the academy's international status and allow us to exploit the business opportunities within the learning campus.

6.2.3 Secondary: Extended programme

A strong focus in the extended curriculum for secondary pupils will be on meeting individual needs whether for extension activity for more able pupils or intervention programmes where required. New subjects, such as additional MFLs, including home languages, leading to formal qualifications, will be available. There will also be classes in literacy and numeracy to ensure all pupils reach required standards. As the academy grows, sixth form students will be encouraged to tutor, mentor and coach younger pupils in this part of the curriculum.

6.2.4 Secondary: curriculum content

We expect all pupils to develop a sense of responsibility to themselves and others – and participate in community life, as contributors, team players and leaders. We want to offer pupils opportunities that allow them to develop not only the skills for the workplace but also the “right” attitude and mind set. Our curriculum content will support these ambitions.

In addition, to reinforce and consolidate learning, through the key stage 3 and key stage 4 curriculum, we will offer all pupils:

- Community service – one week for year 8 pupils*
- Innovative cross curricular projects with language and global focus - years 7 and 8 pupils

- International educational visits – particularly for sixth formers
- Work placements – for year 10 pupils
- Project based links to HEIs – years 9, 10 and 11 pupils

To accommodate those marked with* the normal timetable will be “suspended” for one week during the summer term. Funds raised through the Academy’s management of the commercial plant within the campus will be used to support the above activities.

6.2.5 Key stage 3: (years 7 and 8)

Key stage 3 will build on pupils’ primary experience –subjects will be studied in more depth and subject preferences will emerge. In years 7 and 8, pupils will be organised into 10 form entry mixed ability “tutor groups” for subjects in the entitlement (100% compulsory core) and extended curriculum.

The entitlement programme:

At key stage 3 a core of mathematics, English, science, MFL, history, geography, religious education, computer studies and PE will be offered. There will be a strong focus on mathematics and English to ensure pupils continue to make progress in these two important areas of study. In the Arts and Design pupils will access a range of media in rotation. Groups set by ability for English, mathematics, MFL, science, history and geography allowing appropriate support and challenge for all pupils, e.g. gifted / talented pupils can really excel in their areas of expertise. Some curriculum adjustments will be made for pupils with Education, Health and Care Plans and those with four stage SEN plans, including small group work and one-to-one specialist tuition.

Additional provision to reflect need will be made for those receiving pupil premium funding. Health, sex and relationship and careers education will be provided through the PSHE programme.

The extended programme:

All pupils will study extended courses in English and mathematics to support their progress and learning. Pupils will make three guided selections from the remaining courses according to their aspirations, abilities and interests. Following progress review meetings and reports, teachers, pupils and parents will discuss whether intervention tuition is required, extension learning would be beneficial and/or new subjects should to be studied (e.g. an additional MFL, environmental science, creative writing). Through extension studies, more able pupils will be able to focus on achieving highest possible grades.

Drawing on support from community groups and local businesses, twice a year, for one week, an innovative 10 hour project will replace the extension programme. Focused on creative and entrepreneurial skills pupils will show initiative, take on leadership roles and work together effectively in teams in problem solving scenarios. This project will also link to careers education. The academy will draw on the support of both businesses and HEIs to support this work.

6.2.6 Key Stage 4: years 9, 10 and 11

Pupils will start their key stage 4 studies at the beginning of year 9. If individual pupils have not reached the required standard at the end of year 8, they will be given additional personalised tuition during the extended curriculum time in year 9. In years 9, 10 and 11 pupils will be organised in twelve teaching groups according to subject options and set by ability where feasible and appropriate. In mathematics, English, science and MFL pupils will be set by ability.

Entitlement programme :

The academy will follow the new Secondary National Curriculum and the core will reflect English Baccalaureate subjects of: English, mathematics, foreign modern languages, history, geography, and science. The choice of options will include additional languages and science, the arts, music, design, computing and physical education. Tutorial programme will provide philosophy and RE, along with health education and careers education.

Option choices for GCSE will be agreed with pupils and parents at the end of year 8. All pupils will study a core of English, mathematics, double science, an MFL and history/geography during year 9. At the end of this year, moving into year 10 some pupils may reduce the number of GCSE op-

tions and / or replace some subjects with approved DfE technical courses . The needs of pupils, the academy's international focus and its business partnerships will determine the approach.

Pupils can qualify in at least nine GCSEs through the entitlement programme and add further ones through extension programme, if appropriate. This is a core offer for all pupils, with some individual adjustments for pupils with Education, Health and Care Plans or other specific needs.

Extended programme:

All pupils will study additional courses in English, mathematics and English literature to support progress and extend their learning in these core GCSE subjects. Additional tuition will also be provided in three other areas (e.g. science, history, geography) if pupils are not making sufficient progress in their GCSE programmes. Pupils will select three additional courses according to their aspirations and interests – these may or may not be GCSE programmes. Some examples of the themes for extended studies will include applying creative thinking skills, international citizenship, technology 2020, philosophy and creative writing (poetry and prose).

6.2.7 Key Stage 5 – Year 12 & 13

Sixth form curriculum that meets students' needs, interests and aspirations is critical. A strong grounding in traditional academic subjects from Key Stage 3 through to Key Stage 5, will allow pupils to develop the skills, capability and confidence to move into apprenticeships, professional training and higher education post 18.

As all pupils now remain in full time education or training until aged 18, ensuring they make the "right" personal choice is very important. Whilst NIA will offer a broad curriculum, it will be important for us to collaborate with other Northampton Institutions to ensure young people across the town have genuine choice and access to a wide range of Post 16 opportunities

The Academy's Sixth Form curriculum offer will develop as sixth form numbers grow from September 2019 onwards. When fully operational, and provided they meet entry requirements, students will be able to select from a broad range of programmes drawn from the International Baccalaureate Diploma, GCE A Levels and Technical Awards – further details below. We will begin developing sixth form curriculum by offering a good choice of GCE A levels and two technical routes. For sixth form students the curriculum will provide:

- Access to a broad range of academic and technical learning tailored to students' ambitions, allow progression from Key Stage 4 and develop the knowledge, skills and expertise for higher education and world of work
- Extension activities to support transition to HEI, training or work
- Enrichment activities that allow students to join as participants and / or to initiate and lead in supporting younger pupils
- Opportunities for students to demonstrate their confidence as global citizens engaging with the national and international community

Entitlement and Extended Programmes:

The total time available across the Entitlement and Extended curriculum will be used flexibly to ensure all courses can be offered in a structure that allows maximum access. Students will also have a tutorial session, mentor / coach with younger pupils and be given personal study time.

We will aim to increase the take up of MFL by sixth form students through capitalising on progression from key stage 4. Career and economic advantages will be highlighted. Existing languages will be offered through GCE A level and IB routes and new languages introduced in short courses. Short European placements and exchanges will allow authentic language development to be promoted.

Over time, the curriculum will offer courses to reflect students' academic ability and career aspirations.

International Baccalaureate Diploma

Six groups of subjects will be offered as follows:

- Group 1: Language
- Group 2: Modern Languages
- Group 3: Social sciences

Group 4: Experimental Studies (sciences)

Group 5: Mathematics

Group 6: Arts with electives

Within these groups; choices of standard and higher levels will be available so that students can select 3 higher and 3 standard subjects; one from each group.

GCE A Levels

A range of GCE A Levels will be offered, including: English language and literature, mathematics, further mathematics, selection of modern languages, history, geography, IT, physics, chemistry biology, DT, social sciences and business. As these qualifications are currently being reformed, we will review our offer during 2016-17 when Academy teachers can also be involved in discussions.

Entry requirements for these two programmes will vary. As the IB Diploma is a demanding programme, at least 7 GCSEs at A* to C will be needed, including English and mathematics. To study some subjects at higher level an A grade at GCSE will also be required. For GCE A Level, at least 5 GCSEs A* to C, including English and mathematics will be required, with a minimum grade B in subjects studied at GCE "A" level..

Technical Awards

We will offer programmes that meet Tech Baccalaureate Level 3 criteria. Alongside these courses, we will also provide Core Mathematics at Level 3 and facilities for students to undertake the extended project. In selecting appropriate KS5 technical programmes, consideration will be given to building on Key Stage 4 experiences. As decisions are confirmed, we will ensure appropriate staff and facilities are available to deliver high quality provision. Strong links with the businesses on the campus will provide technical input and work based experience for students. Level 3 diplomas in Leisure, Travel and Tourism, Business accounts and administration are being considered. Other possibilities include Early Years, Vehicle engineering and Hospitality. There will be excellent campus facilities to support all three pathways. All technical programmes will be offered to an extended level, so qualifications equivalent to both 2 and 3 GCE "A" Levels may be gained.

Key Stage 4 pupils will be guided to access courses that are appropriate for their needs and aspirations. We will work collaboratively with other institutions and be flexible when considering the local sharing of specialist resources.

Entry requirements – Technical courses will be suitable for students who wish to be technicians in particular industries; entry requirements include English and mathematics GCSE at grade C or above.

NB: Entry requirements will change to new grading system once equivalents are agreed.

Extended Programme

In addition to the detail above, Sixth form extended time will be used to offer GCSE retakes, particularly in English and mathematics for students requiring a Grade C. Also available will be opportunities for students to enhance their learning and pursue areas of interest, e.g. short language courses, programme of inspirational talks from renowned visiting speakers. The Extended Project Qualification (EPQ) will be available to allow students to study a topic in depth and pursue their academic passion.

In Year 12, UCAS preparation course will be provided as many students are likely to be first generation in their families to attend University. This focuses on selecting courses, writing applications, personal statements and interviews. Practical aspects of life at university, including managing finances, will be covered in year 13.

Innovative approaches to modern foreign languages

There are challenges in relation to offering a range of MFLs in the curriculum, both in terms of uptake and performance. In 2013, 48.8% of the intake in Northamptonshire entered a language GCSE and of these 64.3% achieved at least a Grade C. Across England the respective figures are similar for uptake (48.7%) but significantly higher for outcomes - 72% gaining a grade C. There is clearly a need to improve MFL outcomes locally.

To drive both motivation and performance we will take an innovative approach to teaching and learning in all key stages through from Early Years. We will recruit natural speakers (e.g. lan-

guage assistants through the British Council; international students from the University of Northampton, make full use of the many authentic language and cultural resources available on line and establish practical links with schools in other countries, through projects like British Council Connecting Classrooms. Materials will be adapted and tailored to suit pupils' needs and active teaching methods will engage and challenge learners and promote independent learning.

The target language will be used predominantly in all lessons and phonic sounds systematically taught through primary into key stage 3. Teaching methods will include language immersion techniques with natural speakers and collaborative translation, so discussion about the language encourages understanding and consolidation of grammatical knowledge.

Skype and video conference will allow links with pupils from other countries. Integrated projects with MFL and other subjects will be used as a vehicle for teaching topics using the target language. In years 7 and 8, for example, a British Council project on Chinese currency integrates geography and Mandarin. It will be common practice to hear target languages being spoken around the Academy, and not just by language teachers. For example, participants on our 'Routes into Teaching Programme (see Section C) will be invited to engage in conversations with pupils and students. During school events, assemblies, tutor time and lunch breaks – languages other than English will be promoted. Short, immersion, taster courses in a number of foreign languages will be offered during extended time in year 8 to support pupil choice at key stage 4. Short immersion courses will also be available to sixth form students who wish to continue language learning for pleasure. International visitors will be welcomed to the Academy for presentations and seminars within a target language. Other curriculum leaders will also consider what they can learn from other countries to enhance approaches to their own subjects, e.g. Shanghai mathematics.

To support home learning and parental engagement, a range of resources will be available through the resource centre and the Academy's website. These will include authentic materials in target language, BLOGs, apps and audio visual materials. The website will also have links to recommended language learning and the academy will subscribe to languages learning websites and with dedicated pupil access.

The extended and enrichment curriculum will offer links to international companies, international visits and work placements for sixth form students.

NB In all key stages there will be a programme of assemblies and pastoral time with tutors.

7. Pupil Assessments and Qualifications

Pupils in the nursery phase will be benchmarked against the Early Learning Goals and for every pupil an Early Years Stage Foundation Profile will be completed prior to moving into Year 1. These outcomes will be shared with parents.

Pupils in the primary phase will be screened at Year 1 in their phonic acquisition using statutory material and any child who does not meet the standard will be screened again in Year 2. Pupils in Year 2 will be formally assessed and judgements moderated in speaking and listening, reading, writing, mathematics and science.

Statutory end of Key Stage tests (Level 3, 4, 5 and 6) will be administered to pupils in Year 6 in English reading, English spelling, grammar, punctuation and mathematics. Outcomes of these tests and screening will be reported to parents.

The main qualifications at 16 will be GCSE in subjects offered through the Entitlement and Extended programmes. Examination boards will be selected by subject specialists. As a gateway to a range of work opportunities and Higher Education Institutions, achieving the E.Bacc qualification will be an important part of our offer to pupils. Pupils will have the opportunity to replace up to three academic subjects with DfE approved technical awards.

We will provide a range of Level 3 Post 16 qualifications, including the International Baccalaureate Diploma; a prestigious qualification recognized all over the world as the qualification of choice at the top world universities and for international employers. Students will also select from a range of GCE A Level subjects and technical awards. For those students who did not achieve the required

grade in English and mathematics at GCSE, retakes will be available. Also available for 6th formers will be the Extended Project Qualification.

Qualifications within the European Framework for Languages will be considered for students who are studying languages but not to GCSE level.

8. Enrichment Programme

A weekly programme of 10 hours for primary and 5 hours for secondary and is aimed at encouraging pupils to become responsible, healthy, autonomous citizens who care about others and remain curious learners. It will also give pupils access to opportunities that develop their interests, encouraging them to be active and engaged in hobbies, sports and other activities, ensuring pupils “love learning and life” and contribute positively to their communities. A wide range of opportunities will be available on a termly timetable allowing pupils both choice and specialisation.

The programme will place a premium on fun and enjoyment – with sporting activities (individual, team, competitive, pleasure), the arts, crafts and technology on offer. Sixth form students will have opportunities to participate in these activities, but also to coach sports teams and develop their leadership skills through initiating, organising and leading activities.

We will provide a safe, warm and quiet place to study, particularly when pupils choose to complete their homework.

Primary

This programme will be completely voluntary and parents will be expected to make a financial contribution. Pupils in receipt of pupil premium funding will be financially supported by EMLC from income generated through commercial revenue. Pupils from 4:00pm will be able to take part in a range of activities which will allow pupils to develop their own interests across a range of areas such as sport, music, or the arts. The environment and setting will be more relaxed and informal. Opportunity will be given to allow pupils to complete homework and similar projects

Years 7 and 8

A combined programme will be offered to Years 7 and 8. All pupils will be encouraged to attend 2 weekly homework sessions to develop effective study skills, in a quiet place with staff support and will sign for up to three other activities each week.

Opportunities will change each term and will include a range of sporting activities, art and drama, high flyers’ club and singing society.

Year 9

Pupils may continue activities started in Years 7 and 8. All Year 9 pupils will be offered one session with a mentor each week. These mentoring sessions will be in small groups and focused on supporting pupils in their transition from Key Stage 3 to Key Stage 4. A further session will be focused on learning and study skills to enable individuals to develop their independent learning skills and so make the most of Key Stage 4. Sports, debating and chess will be available along with activities from year 7 and 8.

Key Stages 4 and 5

Pupils will have opportunities to continue a specialism or interest from Years 7 to 9 as well as undertaking training to develop their mentoring, coaching and leadership skills by working and supporting younger pupils in various clubs and activities. We will also encourage older pupils to undertake voluntary work in community groups.

9. Staffing

Our Enrichment programme will be delivered by people who are passionate experts and are able to motivate and inspire children and young people. With appropriate Disclosure and Barring Service clearance, members of the community, alongside teachers, other staff and older students, will be invited to work voluntarily with pupils in these enrichment activities. Topics given above are, therefore, subject to change depending on the expertise and interests of our “volunteers”.

10. Assessing and Meeting Pupils' needs

Assessing and meeting the needs of pupils is central to our Academy's values and principles. A range of needs will be taken into account, including: special educational needs, disabilities, behaviour support, more able pupils and EAL pupils. It will also be important to assess and meet the needs of pupils from particular contexts, for example those in receipt of Pupil Premium and looked after children.

Irrespective of specific needs, with our Academy's planned culture of high expectations; there will be a strong emphasis on all pupils making progress; with a clear focus on high quality, differentiated teaching and monitoring of each pupil's progress being essential. Achieving these will be a focus within 360 appraisals for all teaching staff and supported by appropriate professional development to enable all staff to deliver these requirements.

Our Entitlement, Extended and Enrichment programmes (and particularly the first two) offer ample and flexible opportunities for additional provision for pupils, including the more able.

Identification of need will be assessed on entry for all pupils during Reception, Year 7, Year 12 or mid-year, where required, using all available base line information (entry assessment data, end of key stage outcomes, reading age scores).

For some pupils, there will be follow-up through either reviewing existing diagnostic assessment records or administering further diagnostic tests, or by following referrals from other professionals, parents, pupils or teachers (e.g. tests for dyslexia, behaviour and dyscalculia).

All records will be updated six times a year with progress data and pupils' reading ages being tested twice a year in the Primary phase, plus once in Year 7 and again in Year 8. If appropriate, secondary pupils will be tested more regularly.

Accurate assessment of needs is particularly important for children and young people with special educational needs (SEN) or disabilities. Our Academy's policy will endorse and action the SEND Code of Practice 2014.

The leadership of SEN or disabilities will be prioritised and a SENCO will be appointed in year one and have responsibility across both primary and secondary phases. The SENCO will be appointed with leadership responsibilities on a substantial TLR. In year 2, the Deputy Head for teaching and learning will have strategic responsibility for SEND across the academy. A SENCO for the primary phase will be appointed in year 4 and will work with the secondary SENCO and Deputy Head to achieve high quality SEND provision across the campus.

The SENCO will lead a small team of specialist SEND specialist teachers and teaching assistants and ensure all teachers are aware of their SEND responsibilities and have the appropriate knowledge and skills. The SENCO will be responsible for developing on-site expertise and working with subject leaders to ensure effective teaching and learning for SEND pupils and to embed the concept of inclusivity is reflected right throughout the school. All teachers will be expected to ensure their teaching meets needs of all pupils. The SENCO will also liaise with relevant professional agencies that may be asked to support pupils and students in a range of ways (e.g. educational psychologists, physiotherapists, speech therapists). The SENCO will also collaborate with staff at the local special school and seek opportunities to develop staff expertise through for joint professional development, work shadowing and placements.

SEND provision will be strategically co-ordinated, with effective use of resources and a clear system of referral, rigorous assessment and identification and effective evidence-based interventions. Targeted intervention will be matched to the needs of identified pupils and underpinned by a partnership between staff, parents, pupils and if required, outside agencies. Interventions will be tracked and monitored and their impact evaluated.

Any support provided will be to enable pupils and students to become successful independent learners who can make appropriate progress.

The universal offer of a high quality teaching environment is the foundation on which more specialised and personalised programmes of support will be built. Once assessed, pupils with complex needs will be supported with targets that are planned as part of an Education, Health and Care (EHC) plan. All other pupils with additional SEND needs will be supported with a graduated ap-

proach consisting of four actions (assess, plan, do, review) to ensure effective support is revisited and redefined regularly. A clear set of expected outcomes, which include academic and development targets, will be identified and agreed so all pupils can achieve their personal bests.

Additional support will reflect individual needs and include, for example, specialist resources and programmes mentoring and tutoring, small group work, alternative curriculum choices, additional classroom support, support from external specialists and support for parents.

For all pupils with SEND, parents/carers will be actively involved and a teacher with good understanding of the pupil, supported by the SENCO, will meet parents each term to review progress achieved in line with our academic policy and identify responsibilities of parents/carers, pupil and the school.

All pupils will have their own personal mentor; an adult who establishes a relationship with them and keeps an overview of school progress, providing support where needed and linking to House Managers.

For secondary pupils, the aim will be to find young Community Mentors who were themselves in Care and are now successful members of the community – employed either voluntarily or “on loan” from their employment. One-to-one mentoring sessions will take place either during the Extended or Enrichment curriculum.

We are likely to have a large proportion of EAL children. Both the Entitlement and Extended curriculum will be used to provide immersion experiences for these pupils. Literacy recovery programmes and additional English for EAL pupils will be offered through the Extended programme using targeted activities and specialist teachers. Progress made during these sessions will be recorded on our SIMS system. Sixth form students will provide additional support through structured one-to-one conversation session.

More able pupils will be expected to extend their learning and achievements whilst at our Academy. They will be offered one-to-one academic mentors, drawing on support from sixth form students and encouraged to select a range of subjects in the extended programme that will really stretch their learning and enhance their achievements. From Year 9 onwards, they will also be linked into a higher education programme designed to encourage and support young people to apply to Russell Group Universities, including Oxford and Cambridge.

The Academy will have an open and transparent policy for the use of pupil premium funding. The aim will be to support pupils so they make good or better progress to achieve attainment in line with all pupils. This support will also extend to their general well-being and behaviour and, where appropriate, supporting parents to promote learning behaviours in their children. Drawing on findings and toolkits from organisations like OECD, Ofsted, Education Endowment Fund (EEF) and Sutton Trust, to both analyse pupil need and identify highly effective practice, the academy will use the flexibility within its curriculum structure to deliver quality programmes and access initiatives like Challenge the Gap. Principles adopted will include clear communication with all staff, identification of success criteria, regular tracking of progress and stopping interventions showing limited progress. Highly skilled staff with ability to provide accurate feedback to pupils will deliver interventions that could include one-to-one and small group work, family learning sessions and online interactive learning packages. The programme will be evaluated regularly to check it is providing value for money – and adjusted accordingly.

If there are cases where pupils do not make expected progress they will be taught in nurture groups with specialist teachers. Additional teaching sessions will take place through the extended curriculum. Family sessions, if appropriate, will be held during holidays and pupils and their families will be personally invited to attend.

Case studies of pupils' learning

The following case studies give insight into how teachers may address language learning and the needs of specific groups of pupils:

Primary Spanish

In a year 2 class in the third year of the academy, the class are seated singing Spanish songs with their connected class in a Spanish school via Skype. The children have a good knowledge of

Spanish key words and are able to have a simple conversation with their peers. They know the individuals in the class having conversed weekly over the last year and share school and home events. The two classes have been involved in a range of projects which have supported learning about their own culture and British values. The class teacher similarly has a basic knowledge of Spanish but she is supported by a Comenius Assistant who is a fluent Spanish speaker. The children leave the classroom to go to assembly where they are welcomed in Spanish. Their learning is reinforced through the use of school signs which are in both English and Spanish

Pupil Premium

In a typically outstanding Year 8 English lesson in year 2 of the Academy, the pupils make outstanding progress because the teacher has planned for personalised questions for Pupil Premium pupils, who are named in the plan. From year 7, pupils develop exemplary relationships with the teaching staff, who know them on an individual basis. The teacher also has excellent relationships with the parents/carers of Pupil Premium pupils. The House Managers communicate pastoral issues with the teacher and issues that are impeding learning are dealt with quickly and efficiently. Pupil Premium pupils respond to excellent marking and enter into a dialogue with their teachers which is firmly rooted in progress. Their needs are met by rigorous checking that they have the correct resources and equipment to access the learning appropriately.

EAL

In an outstanding mathematics lesson in year 7, new joiners are immediately immersed in English and join mainstream lessons following initial diagnostic assessments. Resource drawers and cupboards are labelled with the English word and a picture of the object so EAL pupils can readily access resources. Every opportunity is used within the learning environment to emphasise creatively key words, English spellings and matching images. To accelerate learning, time is offered for literacy repetition and EAL pupils feel supported, nurtured and encouraged. Risk taking in learning is encouraged - taking risks and being independent is celebrated. In an atmosphere of mutual trust, EAL pupils make swift progress because they thrive in an inclusive atmosphere where success is shared and celebrated and mistakes seen as part of the learning journey undertaken by the whole group. A buddy pupil is paired with each EAL pupil to provide peer support and sixth form students provide one-to-one conversation about subject lessons during the extended curriculum.

More able

In an English Literature lesson in Year 9, there is evidence that the more able pupils make progress that is considerable and outstanding. All pupils know their targets and these are aspirational. Their English teacher had arranged for Simon Armitage to visit the school to read some poems and engage in dialogue following the reading. The pupils are studying 'My Last Duchess' by Browning, which is part of the literary tradition. '...that spot of joy' is correctly identified as a metaphor for a blush in most exercise books and five of the seven more able extended this to link with Frau Pandolf's use of paint in the covertly revealed painting and commented on the oxymoronic symbolism of the blush staining her innocence. They were able to identify the possibilities in the stilted bronze the Duke of Ferrara shows 'us' as the monologue ends:

*'Notice Neptune, though,
Taming a sea-horse, thought a rarity,
Which Claus of Innsbruck cast in bronze for me!'*

Pupils' responses are already hitting some of the A criteria for GCSE, with 'originality' as key. These vary from comments on the misogynistic duke and the vulnerable duchess, to analysis commenting on the irony of the static bronze figure being a metaphor for the duke and demonstrating an example of how the duchess will not be tamed, just like the attempt to halt a force of nature is an Anthropomorphism, or an extended metaphor for the whole poem.*

The higher order questions of: 'Should art have a moral message?' 'Can art be immoral?', trigger some unusual, lively and creative responses at the end of the lesson, with evidence that the higher end of Bloom's taxonomy (creating) has been reached across other subjects, including music (music has been studied by [Maistre Jhan](#) (c. 1485–1538). Early madrigalist, active at the court of

Ferrara, art ([Lucrezia de' Medici](#), by [Bronzino](#) and history (Victorian values and impact from the Industrial Revolution)

11. Pupil Transition

Our vision is for every pupil to move to his or her new stage of education feeling confident and positive, as well as motivated to continue learning and making progress. Transition must achieve 'good or better' progress at these key points in a pupil's education. Effective and smooth transition is also imperative for us to achieve our ambitious targets for the new NIA.

The strategic direction and drive for successful transition will be provided by an Assistant Head (Pastoral, Technical and Enrichment) who will be in post from year 2 to embed our academy's policy and ensure it is adhered to by all.

11.1 Nursery into Foundation Stage class

Smooth transition will be ensured for all pupils into the Academy's Foundation Stage class through:

11.1.1 Parent Partnership - Parents will be invited to attend an information meeting in the Summer Term prior to the pupils starting when details such as transition arrangements, curriculum delivery, staffing, uniform details and our Academy's expectation will be shared. Parents will be offered an opportunity to have a home visit and this will be encouraged for any child who has not attended our Academy's Nursery. During the first two weeks of the Autumn Term, parents will be offered an opportunity to meet confidentially with the class teacher.

11.1.2 Nursery Partnership - If the pupil is attending our Academy's nursery, foundation staff will spend some time every week in the Nursery to become familiar to the pupil.

If the pupil is attending another setting, the foundation staff will visit the other setting during the Summer Term to meet the pupil and liaise with staff to discuss the child. Details of the pupils' development will be received from the pre-school setting and the information used to plan for the forthcoming September. Any identified gaps in learning will be shared.

11.1.3 Summer Term Familiarisation Sessions - During the summer term, pupils and their parents will be invited to our Academy for familiarisation sessions. The aim of these will be ensure pupils are settled and know the physicality of the setting along with their new teachers.

11.2 Primary to Secondary Phase

With 28 Primary schools being within a two mile radius of our Academy, it is likely that Year 7 pupils will be drawn from a wide range of schools. Research shows that regular visits to a secondary school help pupils to make the transition and settle quickly into their new school.

A key objective will be to ensure all pupils have the "right attitude" towards transition; where pupils are not overly concerned or scared, but are confident and excited to be joining the secondary Academy.

Our aim is that all pupils settle into their studies quickly in Year 7 and start to make progress immediately. We will work closely with primary and secondary schools in Northampton to develop approaches to the current town-wide 3 days transition programme. Ideally the Academy will seek to introduce a two week programme where pupils leave their primary schools before the end of the Summer Term to join our Academy. This approach will allow pupils to really get to know the school, to undertake work that will be picked up at the beginning of the new academic year and minimise any "loss" of progress. Any study set for the summer holiday can also link coherently into the curriculum. Our Academy transition system will support all pupils equitably irrespective of their primary school.

Our transition process will ensure:

11.2.1 Pupils

- Attend the agreed Transition programme in summer term, where they will get to know their House Manager, tutors and teachers and begin their Key Stage 3 studies.
- are given extra support through allocation of a pupil buddy from an older year group if required. For example, pupils with reading ages below their CA will have sixth form student buddy to read with them.
- Will sustain progress and be inducted into “ways of working” with holiday tasks in mathematics and English

11.2.2 Parents

- Are invited to an Open Day to meet staff and find out more about our Academy and how they can support their own child’s learning: to build relationships with parents a “fun” session will be linked into the open day
- Will be given access to a secure parents’ community on our Academy’s website, complete with a programme for the year with key dates

11.2.3 Teachers

- Are required to take account of all progress information passed on from the Primary phase and plan their teaching accordingly
- Plan how to meet the needs of pupils with Special Educational Needs
- Plan for pupils with Level 5 plus achievements at Key Stage 2 to ensure they continue to make good progress

11.2.4 House Manager

Where Year 6 pupils are moving from both Castle Academy and Northampton International Academy (NIA) Primary school into the NIA Secondary school, parents will be invited to meetings during the year that will focus on transition and the support that will be given to pupils in Year 7. If they wish, parents will be offered an opportunity to meet confidentially with the House Manager. As soon as school choices are known (c 1st March) all additional parents will be offered a similar meeting.

There will be on-going professional links between teachers at Castle Academy, NIA Primary school and NIA Secondary school, with some sharing of teaching expertise. Relationships between teachers will, therefore, facilitate transition. Liaison will begin in the Spring Term between Year 6 and Year 7 staff and the Head of Year. Every transferring child will be discussed; identifying needs for the individual. This will be extended to other schools as school choices become known.

Pupils from NIA and Castle Academy will visit the NIA Secondary school area of the building across Key Stage 2 for specific curriculum experiences and we have planned an increase in numbers over the Summer Term of Year 6.

During the Summer Term, for pupils attending the primary phase of our NIA Academy, transition units in core subjects and languages will be developed by Year 6 and 7 staff, with the aim to keep the momentum of learning and avoid dips in the Autumn Term. Some of these transition units will be taught by NIA’s secondary staff.

Year 7 staff will promote this approach across all transition Primary schools.

11.3 Transition to Post 16 Education

For transition to Post 16 education; each pupil should select, with guidance, a pathway that reflects her / his ambitions, preferences and potential. This may include remaining at NIA, moving to another school or Further Education college, or taking up a full time training programme / apprenticeship with a specific provider.

In line with parental aspirations, we will encourage all pupils to “stretch” their ambitions and will encourage all those with capability to enrol for the IB Diploma or A Levels as these lead onto Higher Education Institution courses.

To help pupils explore the range of Post 16 opportunities, a number of activities will be offered during Years 10 and 11 to pupils. These will include:

- Up to two week work placement for all pupils
- Short work placements linked to the commercial facilities on the NIA campus
- Links with and visits to other countries
- Fact finding visits to Higher Education Institutions
- Projects with Higher Education Institutions
- Careers advice and guidance within the curriculum

A Post 16 “opportunities” evening for pupils and their parents will be held during the Spring Term of Year 11 and each pupil will have at least one discussion with a careers adviser.

In line with our NIA Key Performance Indicators, we will be expecting all pupils to move onto further academic studies, technical training and / or apprenticeships, appropriate to their achievements and career aspirations

11.4 Transition to Post 18 Education or Work

We will build on our approach in Key Stage 4 by supporting students as they make their choices for Post 18. Our ambition is that all students will have high, global aspirations and want to progress to higher education or other forms of training and employment that reflect their abilities.

Information and support will be offered during Year 12 to ensure all students are clear about the range and scope of opportunities available to them. As they narrow their choices, support will be provided to help pupils make appropriate applications and train for interviews, so they have the confidence to promote their strengths and ambitions to secure a place at Higher Education, a training programme or employment with training involved.

11.5 Transition within key stages

Where pupils and students join the academy within key stages a short induction programme will be provided and each pupil or student will be allocated a “buddy” – someone in the same year group to support them. The relevant House Manager will keep a close eye on new pupils during their first month at the academy..

12. Pupil involvement in the Northampton International Academy

From Reception Stage onwards, pupils will be encouraged and expected to play an active part in Academy life.

Pupils will be involved in discussing and agreeing how their formal and informal involvement should take place, for example, through the Pupil Council. This group will be encouraged to organise a range of activities during the year and representatives will also contribute to formal events like Open Days/Evenings and staff appointments. The celebration of achievements and successes will be a priority for the academy. Pupils will be involved in organizing and running celebration events. These will range from formal prize evenings through to outings and appropriate gifts.

To link the Pupil Council to the Academy’s governance arrangements representatives from the Pupil Council will meet formally with a small group of governors and the chief executive every two months and pupil representatives will attend governors meetings for specific items.

The purpose of this involvement will be to focus on engaging pupils in their own education, so as to develop a range of skills / attributes and create opportunities for pupils to take on leadership responsibilities.

Separate arrangements will exist for Primary and Secondary pupils with opportunities to bring them together at key points in the year.

Pupils will be encouraged to support activities within the Enrichment Curriculum and to organise and run their own clubs/events. We expect older students to take on additional responsibilities to support younger pupils, including mentoring and coaching through the Enrichment programme. Our Academy will also appoint a Head Boy and Head Girl and a team to support them in their work.

13. Summary

Through the experiences afforded by the curriculum outlined in this educational plan, Northampton International Academy is confident it will fulfil its vision as outlined in Section C and achieve the outcomes identified in Section D2. It will become known across the town and the wider locality as a successful international academy that has contributed significantly to life chances of children and young people of the communities in Northampton.

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Foundation Stage: Entitlement	25	Mandatory	Early Years Foundation Stage curriculum
Communication and language development	5	Mandatory	All children well-grounded and communicating effectively in English. Start MFL (Spanish) work in songs and everyday phrases
Physical development	5	Mandatory	Fine and gross motor skills developed through active learning
Personal, social and emotional development	5	Mandatory	Socialisation through group work and activities to develop their personal emotional understanding
Reading	2.5	Mandatory	Direct link with CLL, daily phonics sessions in ability groups and creating an enjoyment for books.
Writing	2.5	Mandatory	Writing for a purpose / imagination through thematic work linked to pupils' interests.
Mathematics	2.5	Mandatory	Number awareness and investigations taught in practical situations
Understanding the World	1.25	Mandatory	Develop a curiosity for, and fasci-

			nation of, their world
Expressive Arts	1.25	Mandatory	Linked to PD developing interests in all aspects.
Extended	7.5	Mandatory	
Additional literacy / numeracy	2.5	Mandatory	Build on entitlement programme focus on individuals; extending or supporting their learning.
Music tuition	0.5	Mandatory	Whole class tuition on a musical instrument e.g.: ocarina
Philosophy	0.5	Mandatory	Use P4C material
Creative arts e.g. Fabric work	2	Mandatory	Fine motor skills developed further through the creative arts.
Physical development – sport	2	Mandatory	Development of skills in ball and bat.
Enrichment	10	Voluntary	Pupils guided to areas to develop interests and extend themselves in new areas. Activities run throughout week.
Weekly Clubs	1.5 1.5 1.5 1.5 2 2	Voluntary Voluntary Voluntary Voluntary Voluntary Voluntary	Sport Drama Arts and Crafts Cookery Board Games Construction
Key Stage 1: Entitlement	25	Mandatory	National Curriculum
Mathematics	6	Mandatory	Core maths scheme, adapted to suit learning needs of group. Weekly focus on number, facts and investigative work.

English	6	Mandatory	Daily phonics sessions, use Read Write Inc. for core spelling and writing. Reading for enjoyment encouraged through daily sessions and comprehensive range of books.
Science	3	Mandatory	Practical investigations to develop enquiry, scientific skills and knowledge
Computer studies	1	Mandatory	Develop skills with a range of technologies
MFL	1	Mandatory	Spanish taught through songs, poems and games. Develop key vocabulary and day to day use within class routines
Arts (music, drama, dance)	1	Mandatory	Linked to other subjects
History, Geography, RE	3	Mandatory	Taught cross curricula linking to other subjects to give meaning and relevance
PE	2	Mandatory	Active sessions to ensure good physical development of all
Design / technology	0.5	Mandatory	Practical linked to other subjects
PSHE, citizenship tutor time	1.5	Mandatory	Use range of material to ensure good citizens, awareness of British values and personal emotional development
Extended	7.5	Mandatory	
Additional literacy / numeracy	2.5	Mandatory	Build upon the entitlement to focus on individuals; extending or supporting their learning.

Modern languages – home language	0.5	Mandatory	Develop language skills - extending vocabulary, phonics and speaking skills. International projects, e.g. “What makes me happy” (Ragdoll Foundation project)
Science	0.75	Mandatory	Practical first-hand experience
Music tuition and orchestra	0.75	Mandatory	Whole class tuition on a musical instrument e.g.: recorder, ocarina
Philosophy	0.75	Mandatory	Use P4C material
Computer studies	0.75	Mandatory	Develop an understanding of how computers work, their safe use and software to support learning.
Creative arts	0.75	Mandatory	Fine motor skills developed further through the creative arts.
Physical development - sport	0.75	Mandatory	Develop skills in ball and bat, team games introduced.
Enrichment	10	Voluntary	Guided choice to develop interests and extend in new areas
Weekly Clubs	1 1 2 1 2 1 2	Voluntary Voluntary Voluntary Voluntary Voluntary Voluntary Voluntary	Sport Drama Arts and Crafts Cookery Board Games Construction Homework
Key Stage 2: Entitlement	25	Mandatory	National Curriculum
Mathematics	6	Mandatory	Use of core maths scheme, adapted to suit learning needs. Weekly focus on number, facts and investigative work.

English	6	Mandatory	Reading for enjoyment encouraged through daily reading sessions and comprehensive range of books. Core scheme to develop grammatical knowledge, writing skills, linking where possible to thematic work. Phonics knowledge used to support spelling and reading.
Science	3	Mandatory	Practical investigations to develop enquiry, scientific skills and knowledge.
Computer studies	1	Mandatory	Coding to be started and developed – making of simple games
MFL	1	Mandatory	Focus on acquisition of Spanish vocabulary through song and games; beginning to record simple sentences. Spanish used throughout the day for routines and simple instructions.
Arts (music, drama, dance)	1	Mandatory	Linked to other subjects
History, Geography, RE	3	Mandatory	Taught cross curricula linking to other subjects to give meaning and relevance
PE	2	Mandatory	Active sessions to ensure good physical development of all.
Design / Technology	0.5	Mandatory	Practical linked to other subjects
PSHE, citizenship tutor time	1.5	Mandatory	Range of material to ensure good citizens, awareness of British values and personal emotional development
Extended	7.5	Mandatory	

Additional literacy / numeracy	2.5	Mandatory	Build upon entitlement to focus on individuals; extending or supporting their learning.
Modern languages – home language	0.5	Mandatory	Develop language skills - extending vocabulary and speaking skills.
Creative writing – poetry, prose and short stories	0.75	Mandatory	Writing styles examined in depth
Science	0.75	Mandatory	Practical first-hand experience
Music tuition and orchestra	0.5	Mandatory	Whole class and group tuition on a musical instrument.
Philosophy	0.5	Mandatory	Use P4C material
Computer studies	0.5	Mandatory	Learn about coding and how computers work
Creative arts	0.75	Mandatory	Fine motor skills developed further through the creative arts.
Physical development – sport	0.75	Mandatory	Develop skills in ball and bat, team games played.
Enrichment	10	Voluntary	Guided choice to develop interests and extend into new areas
Weekly Clubs	3 2 1 2 1 1	Voluntary Voluntary Voluntary Voluntary Voluntary Voluntary	Homework Sport Drama Arts and Crafts Cookery Board Games
Key Stage 3: Years 7 and 8: Entitlement	25	Mandatory	National Curriculum
Mathematics	4	Mandatory	N Curriculum plus learning from international studies, e.g. Shanghai

English	4	Mandatory	Language and literature
Science	3	Mandatory	Integrated science
Computer studies	1	Mandatory	Emphasis on programming
MFL	2	Mandatory	Choice available
Arts (music, drama, dance)	2	Mandatory	Rotation including art, music, dance and drama
History, Geography, RE	4	Mandatory	Links with MFL for innovative, target language projects
PE	2	Mandatory	Strong emphasis on participation
Design / Technology	2	Mandatory	Rotation including 2D, 3D, Food
PSHE, citizenship tutor time	1	Mandatory	Some topics delivered in target MFL
Extended	10	Mandatory	Pupils study 3 mandatory and 2 guided options
Additional literacy	2	Mandatory	All pupils: intervention tuition, support learning or extension studies according to progress
Additional mathematics	2	Mandatory	All pupils: intervention tuition, support learning or extension studies according to progress
MFL	2	Mandatory	All pupils study an additional language, including home language
International / cultural studies	2	Guided option	Link to British Council projects like Connecting Classroom or themed Comenius European projects
Creative writing – poetry, prose	2	Guided option	Extending pupils' creative writing skills using visiting authors/poets

Applied science – e.g. astronomy, environmental science	2	Guided option	Innovative with links to Space Centre, Leicester: Environmental Science with conservation projects with Northants Wildlife Trust
Music	2	Guided option	Linking to Northants Music Education Hub for both individual tuition and orchestra participation
Philosophy	2	Guided option	Exploring ideas and developing higher level thinking skills
Computer studies	2	Guided option	Opportunity to extend computer programming, designing Apps, etc.
Life styles / health	2	Guided option	Practical programme to support healthy living
Enrichment	5	Voluntary	Pupils select from voluntary activities depend on need / interest
Homework to build study skills	1	Voluntary	Whilst voluntary, all Year 7/ 8 pupils will be expected to engage
Range of sporting activity including competitive teams	1 x 3	Voluntary	Sports will be available – different ones offered 3 times a week
Art and drama	1	Voluntary	Additional experience in arts, linked to campus facilities, according to community opportunities
Singing society	1	Voluntary	Activity to capitalise on popularity of choirs
Book club	1	Voluntary	Parents/ community members invited to lead discussion on fiction
High flyers group	1	Voluntary	For more able pupils with guest speakers from community
Key Stage 4: Year 9: Entitlement	25	Mandatory	Pupils will begin Key Stage 4 studies in Year 9: subject leaders design schemes of work

English double	4	Mandatory	English language and literature
Mathematics	3	Mandatory	
Science - core	4	Mandatory	Double sciences with “triple” available through options
Modern foreign languages	3	Mandatory	All pupils study at least one MFL – select from Spanish, Mandarin, French and German
History / Geography	3	Mandatory	All pupils study either history or geography
2 GCSE choices: e.g. triple science, languages / RE, D/T, Arts,	3 x 2	Mandatory	Guidance discussions with pupils and their parents
PE/ dance/ gymnastics	1	Mandatory	Accessing theatre / gym facilities available through campus
Citizenship, RE and Careers	1	Mandatory	Using specialists for careers; and linking citizenship to community
Extended	10	Mandatory	Pupils study 2 mandatory and 3 guided options
Mathematics – additional and extension	2	Mandatory	intervention tuition, support learning or extension studies according to progress
English – additional and extension	2	Mandatory	intervention tuition, support learning or extension studies according to progress
English literature – GCSE additional	2*	Guided option	*These programmes support GCSE work
Languages – including home languages	2*	Guided option	*These programmes support GCSE work
Pure and applied science	2*	Guided option	Pupils can engage in work to support GCSE or applied science, e.g. environmental science with com-

			community projects
Computer studies	2	Guided option	Opportunity to extend computer programming, designing Apps, etc.
Creative thinking skills	2	Guided option	Extension of KS3 – writing stories and poems; publishing online
Music	2	Guided option	links to Northants Music Hub
International citizenship	2	Guided option	Using British Council to link with international schools – video conferencing to discuss / debate issues, e.g. democracy, law and order
Enrichment	5	Voluntary	Range of voluntary enrichment activities; topics depend on need / interest
Mentoring for all: transition to Years 10 and 11	1	Voluntary	All Yr 9 pupils will be expected to access to support their transition years 10 and 11
Sporting activity + competitive teams	1 x 3	Voluntary	Range available – different ones offered 3 times a week
Arts and Crafts	1	Voluntary	Additional experience in arts will be offered linked to community
Book club	1	Voluntary	Linked to key stage 3 activity
Debating society	1	Voluntary	Build confidence, speaking and listening skills; local councillors, MPs invited to contribute
High flyers group	1	Voluntary	To extend thinking skills – contributions from local speakers
Key Stage 4: Years 10 and 11: Entitlement	25	Mandatory	GCSE courses
English – double award	4	Mandatory	GCS English literature and language
Mathematics	3	Mandatory	

Double Science	5	Mandatory	Triple available through options
MFL	3	Mandatory	All pupils study at least one MFL
History / Geography	3	Mandatory	All pupils study history or geography
2 GCSE choices: e.g. triple science, languages; RE; D/T; Arts	3 x 2	Mandatory	Continue study from year 9, some pupils may reduce number of GCSE to take technical courses
PE /dance/ gym	1	Mandatory	Accessing theatre / gym facilities available through campus
Tech Awards: DfE list – choice of 2 routes following reduction in GCSE subjects above	3 x 2	Guided choice	Guidance discussions with Head of House, teachers, pupils and their parents. 2 awards reflect pupil need/ local context, business opportunities within the campus
Extended	10	Mandatory	Pupils study 2 mandatory and 3 guided options
PSHE Philosophy / RE ethics, careers,	2	Mandatory	Programme with a range of topics including RE, taught in modules by experts
Mathematics and / or English	2	Mandatory	Intervention tuition, support learning or extension studies according to progress
MFL	2	Guided option	Additional language including home languages
Selection from Year 9 list	2	Guided option	Pupils select – to continue a topic or start something new
Enrichment	5	Voluntary	
Opportunities to continue Year 9	1 x 5	Voluntary	Range of activities available – see Year 9.

Develop mentoring, coaching and leadership skills.	1	Voluntary	Pupils encouraged to take this in Year 10 or 11 to prepare them for working with younger pupils
Voluntary work in community groups	1	Voluntary	Pupils encouraged to work with community groups on voluntary projects
Key Stage 5: Years 12 and 13: Entitlement	25	Mandatory	
Choice of Level 3 courses: IB Diploma: GCE "A" level; Technical Awards	c15- 20 hours depending on choices	Mandatory	A flexible timetable between entitlement and extended offered in sixth form to allow maximum choice for students and to allow private study time
Level 3 Core mathematics	2	Mandatory	All students will study the Level 3 core mathematics programme
PSHE	1	Mandatory	Programme to support active citizenship and healthy life styles
Careers guidance, preparing for adult independence	2	Mandatory	Next steps, whether university, training, employment: UCAS process
Extended	10		
Tutoring to support main studies key skills: mathematics and English	2	Guided choice	Students will study programmes according to need and have opportunity to take GCSE if required.
Global citizens	2	Guided choice	Short courses: new and existing languages for students to continue languages but not IB / GCE A level
Extended Project Qualification	2	Guided choice	Project to allow students to investigate a topic they are passionate about

Reading / language support for pupils	2	Guided choice	Supporting younger pupils with reading and language difficulties
Enrichment	5	Voluntary	Sixth form students encouraged to run enrichment activities for younger pupils
Mentoring for younger students	1	Voluntary	Mentoring support for younger pupils: subject and pastoral related
Coaching sports activities	1	Voluntary	Sporting activities for younger pupils
Initiating and leading	1	Voluntary	Sixth formers encouraged to run enrichment activities for both primary and secondary pupils
Debating society	1	Voluntary	Continue tradition into 6 th Form, including video conferencing with students from other countries.

D2 Setting and achieving targets

1. Measuring performance and setting targets

Our vision for NIA reflects the high ambitions we have for all of our pupils. Key Performance Indicators (KPIs) and agreed targets will be used to track delivery of this vision. We welcome the DfE target that all free schools should be graded at least 'good' on their first Ofsted Inspection.

Our high ambitions are stated in the first four KPIs below. The fifth KPI captures our commitment to establishing a high performing international academy for this community, which offers a strong academic and technical curriculum, specialising in modern foreign languages. We intend to make full use of our academy freedoms across both phases to support our achievement of our KPIs and targets. The strategy includes:

- Appointment of high quality teaching staff with strong subject knowledge and pedagogical skills, on flexible employment contracts using performance related pay and the new terms and conditions
- Inspirational leadership to establish a high performing culture and support / challenge so both staff and pupils achieve their best
- Robust governance will allocate financial resources appropriately and hold leadership to account for delivery of outcomes
- An extended school year and longer working week, with a rich and broad Entitlement, Extended and Enrichment curriculum at all Key Stages
- Recruitment of personnel to deliver aspects of the Extended and Enrichment curriculum
- Supplement the curriculum to stretch pupils thinking and extend their learning

The targets below will be monitored using NIA's self-evaluation strategy.

KPI 1: Academic excellence at every stage of their learning

- *Pupil Performance* - 5% above national figures at Early Years and at end of KS1 and KS2
- *Year 1 Phonics Test* - 90% pass level
- *Reading Age* - 95% at least in line with or exceeding chronological age in Years 3, 7 and 9
- *Key Stage 4* - 97% pupils entered for 8+ GCSEs: E.Bacc attained national average +5%
- *Key Stage 5* - APS per student 5% above national average: 0% NEETs
- *Progress* - 95% pupils across all Key Stages make expected progress and 80% pupils across all Key Stages make good or better progress: GCSE progress 8 measure +0.5
- *Groups of Pupils* - No difference in progress or attainment between specific groups of pupils
- *Destinations at 18* - 100% pupils enter Higher Education Institution (HEI), Further Education (FE) and / or employment with training involved
- *Place gained at HEI* - 50% students winning HEIs places attend universities ranked top 30
- *Quality of Teaching* - 100% teaching is consistently good, 65% is consistently outstanding
- *Quality of Learning Support* - Contributes positively to the progress ensuring these pupils make progress in line with, or exceeding expectations

KPI 2: Enjoyment and achievement through Modern Foreign Languages (MFL)

- *Pupil Progress* - 90% pupils across all Key Stages make good or better progress in MFL
- *Key Stage 4* - 90% pupils take at least one MFL
- *Key Stage 5* - % pupils studying languages: 20% above national: APS 5% above national

KPI 3: Confident, resilient and independent learners, with exemplary behaviour for learning

- *Behaviour Targets* – permanent exclusions: 0%; fixed term exclusions: minimal in line with aspiration to meet needs of pupils - certainly less than LA average
- *Punctuality*: to school - 98% and to lessons - 100%, both across all Year Groups
- *Attendance at school*: at least 96%: 0% unauthorised absence across all year groups
- *Attitude towards school* - 95% pupils have a positive attitude and behaviour around the school. 100% pupils have a positive attitude to learning and their behaviour is at least good: 95% pupils and parents by questionnaires say teachers manage the behaviour of pupils well: 95% parents by questionnaire agree there is a positive ethos and the school ensures consistent management of behaviour
- *Safety* - 100% pupils and parents agree pupils are safe with minimal bullying incidents, and where bullying does occur, it is dealt with swiftly and effectively
- *Safeguarding* – Staff are trained to know their responsibilities and reporting is in line with legal requirements

KPI 4: Active citizenship, within the academy and beyond, into local, national and international contexts

- Pupils engaged in at least one enrichment activity each week: 80% for KS1: 90% for KS2 - 5
- 100% pupils state enrichment activities add value to their learning
- 100% pupils engage in local / national / international activities (including online) and cite that the experiences have positive impact on their knowledge / skills / expertise

KPI 5: NIA has a strong, positive reputation as a centre of excellence across Northampton and the wider locality. It is well regarded by its pupils, their parents and the community.

Applications for entry exceed the PAN

At least 95% attend pupil progress meetings and at least 90% parents respond to questionnaires.

2. Assessment and Data Tracking

To monitor pupil progress and performance, and ensure appropriate data is available to inform teaching, an academy-wide electronic assessment and data tracking system will be used. Both short and medium term progress will be tracked and targets set for the next stage of learning.

SIMS software has been selected. It is well researched, user-friendly and reliable, with regular software updates in line with educational changes. There is good technical backup and support.

Data on specific groups of pupils will be analysed, e.g. those receiving the Pupil Premium, SEND, EAL, subject, year group and Key Stage.

Responsibility - From 2016 to 2018, an Assistant Head Teacher will oversee this SIMS system. In 2018, a Deputy Head, responsible for progress and standards, will further strengthen capacity for tracking / supporting pupil progress and operational issues. Curriculum leaders will be accountable for ensuring SIMS is used in accordance with NIA policy by each member of their team. Teachers will understand where pupils are in their learning and where targeted intervention is required. House Managers will monitor progress, attendance, punctuality, and behaviour, keeping parents informed if insufficient progress is made.

Recording Outcomes - The outcomes of progress, plus formative and summative assessments will be recorded. Staff will be trained to track progress, undertake assessments and record outcomes. Data will be externally quality assured and benchmarked against best practice.

Progress Reviews - Our curriculum will be delivered through subject 'units', each lasting approximately six weeks. An overall annual target will be agreed and all pupils will have learning and progress targets for each subject. Targets will be negotiated and agreed for each pupil for each unit. Teachers and House Managers will review the progress achieved by individual pupils, classes and year groups at the end of each topic unit. Action will be taken where insufficient progress is made.

Primary - In Early Years, an overall target using the EYFSP Good Levels of Development and the Early Learning Goals will be used, with progress reviewed six times a year. In Key Stages 1 & 2, progress targets for core subjects (Literacy and Numeracy) will be set for individual pupils. Parents will be informed of these targets and each pupil's progress towards achieving them.

Secondary - Pupils will reflect on their own progress using a range of 'Assessment for Learning' tools, including routine and regular analysis of the marking criteria for each unit. Pupils will be offered an opportunity to comment on the level or grade achieved. Pupils will be encouraged to engage in peer progress reviews. Outcomes will be recorded in the SIMS system. End of unit assessments will vary according to the unit content. The assessments may be summative tests or formative reviews of progress and this will be made clear in all work schemes.

Formative Assessment - Research demonstrates that change and improvement is more likely to happen when teachers provide day-to-day formative assessment feedback. Our Assessment and Progress policy will be featured in teacher inductions and state what is expected of teachers during lessons by providing feedback to pupils and adjusting their teaching to reflect the pupils' progress. Feedback and ongoing dialogue will reinforce and reward progress, as well as highlighting where changes need to be made. Senior staff will report termly to the Local Governing Body on progress of individuals and groups of learners.

Marking - Our Assessment and Progress policy will require both formative and summative marking / feedback. Homework will be marked regularly and class work marked according to subject (daily for core subjects in Key Stages 1 & 2). Teachers will provide written feedback, commenting on progress. 'End of unit' assessments will be marked in line with policy and a clear, incremental target set for the next unit, with guidance on how to improve.

Summative Assessments - 'End of Unit' outcomes for each pupil will be recorded in the SIMS system, giving details of progress and information about the pupil's next target. This information will be made available to parents / carers. Year-end assessments will take place in all year groups. In Year 9, the focus will be on the progress made in GCSE courses, particularly those subjects with tiered entry in Year 11. End of Year 10 summative tests will simulate external exams, with trial exams taking place in January of Year 11. To provide additional objectivity and robustness, these will be marked externally by appropriately experienced individuals. This approach provides information on each pupil's progress and helps develop skills needed to perform in examination conditions.

Standardisation and Moderation - In addition to external quality assurance and national benchmarking, we will work with local schools to standardise and moderate data, particularly during the early life of our academy. Staff will attend standardisation sessions to check their

judgements are in line with national expectations. Regular academy moderation sessions will hone teachers' skills, share best practice and ensure end of unit assessments and progress judgements are in line with external requirements. Newly Qualified and early teachers will be mentored by senior teachers to develop and consolidate their assessment knowledge. Senior Leaders will undertake regular, systematic reviews of these processes within the self-evaluation programme.

3. Monitoring and Evaluation Systems

Our Senior Leadership Team will have overall responsibility for the monitoring and evaluation systems. Through our annual self-evaluation plan (linked to strategic, operational and professional development planning), evidence about performance across a range of targets will be gathered. We will track how priorities in the Academy Improvement Plan (AIP) are progressing. Initially, the senior team will have direct responsibility for this work, seeking feedback from staff, pupils and parents, and reporting regularly to the Governing Body. Staff, pupils and parents will provide information and, over time, gather self-evaluation evidence on behalf of NIA. A cycle of activities linked to tracking pupil progress will be used to provide a picture of performance. Activities will include: focused learning walks, analysis of performance data, scrutiny of pupils' work books, lesson observations and discussions / questionnaires with pupils/parents/community members.

On Entry - Baseline data will be entered into the SIMS system at the start of Key Stages 1, 2, 3 and 4 for each pupil. The following data will be recorded: early years measures, phonics scores, CATS scores (undertaken aged 11 and 14), reading and spelling ages: standardised test results, Key Stage 1 and 2 outcomes in literacy and numeracy. Data will be recorded regarding specific details relating to individual pupil e.g. SEND information and attendance records. Teachers will use this to plan lessons and set targets for individual pupils.

Within Key Stages - Progress in all subjects/Key Stages will be recorded by teachers every six weeks and curriculum leaders will be accountable for ensuring this is carried out in line with our policy. The Deputy and Assistant Head will be responsible for analysing the data collected and reporting every six weeks to the Senior Leadership Team (SLT). Data will be analysed by subject, with a particular focus on English, reading, mathematics, MFL and science. Any pupil failing to make sufficient progress in English and/or mathematics will receive timely intervention. If progress made by a group is lower or higher than expected, appropriate action will be taken. The data will be analysed and reported every six weeks in line with teachers' summative unit testing. This will be linked to the AIP to check that improvement priorities are on track and agreed actions having the required effect.

Meetings and Discussions - Meetings will be scheduled with senior staff and curriculum leaders to discuss analysis and other evidence collected through the self-evaluation programme. The data and evidence will be linked to the AIP and senior staff will discuss improvement strategies and agree new strategies if required. Teachers in these areas will share their experience with colleagues and work as mentors/coaches to improve progress where necessary. All teachers will reinforce NIA's policy on grammar, punctuation, spelling and handwriting. At the end of an annual cycle, all data analysis and evidence collected through other self-evaluation activity will be brought together in a report for a strategic discussion with the Governing Body. Outcomes will be linked with the 3 Year Strategic Plan and priorities for next year's AIP will be proposed. The SLT will undertake additional work on these priorities, including costings, before further discussion and ratification by the Governing Body.

Pupils Making Insufficient Progress - Through our monitoring processes, teachers will quickly identify pupils who are making insufficient progress. Teachers will examine their classroom pedagogy to see what changes can be made to prevent further decline in progress. Action will be taken according to pupil need; the Extended and Enrichment programmes provide ample scope for tailored intervention. Additional tuition is available through the Extended curriculum; whilst one-to-one mentoring will be provided by 6th form students, as well as targeted activities for specific groups of pupils.

4. Monitoring and Improving Quality of Teaching

Our ethos is to have a cadre of expert teachers and from the outset, school leaders will be critical role models, mentors and coaches. Quality of teaching will be regularly monitored through line management, peer lesson observations, focused learning walks and feedback from pupils. Evidence collected through self-evaluation will be triangulated for consistency. An 'open door', collaborative ethos will facilitate modelling, evidence informed discussions and peer learning.

In the initial years of the academy, primary and secondary Assistant Heads will have responsibility for monitoring the quality of teaching. As subject teams are established in the secondary school, this responsibility will transfer to the curriculum leader, who will be accountable to a senior leader. Our teaching and learning policy will give clear guidance to support teachers with planning and delivering lessons.

Lesson observation - All teachers will be familiar with the Ofsted Framework and National Standards for Teachers criteria for judging teaching and learning quality. Senior teachers and curriculum leaders will be trained to observe lessons using Ofsted criteria. Their judgements will be benchmarked, so that all teachers understand what constitutes 'outstanding' teaching. Observations will be conducted using our academy's 'Lesson Observation' form with teachers receiving feedback and a copy of the form. Observation evidence will be recorded electronically in the SIMS system allowing quick and accurate analysis. Good and outstanding practice will be celebrated and shared. Where improvement is required professional development will be provided. Senior staff and curriculum leaders will undertake formal observations for appraisal and regular informal visits to lessons.

External consultants will regularly undertake paired observations, to benchmark staff judgements and keep our academy up-to-date with national benchmarks and any changes to the Ofsted's Framework. Professional learning will be important - staff can reflect on and share their practice, enhance their subject knowledge, address areas for improvement and develop their teaching skills. Quality teaching will be incentivised through a 360 appraisal system and performance related pay. Activities such as school based research, joint practice development, lesson study and peer review will be encouraged.

Recording and using the information - Observation forms will be stored on an individual teacher's records. Information will be collated anonymously by subject and Key Stage before being used as part of the self-evaluation evidence base. Information will be used during the annual planning cycle to inform the AIP and PD. We will build on outstanding practice and practitioners will mentor and coach new members of staff, particularly ITT students, Newly Qualified and early teachers who join the academy.

Underperformance - This will be dealt with effectively, in line with our Teaching and Learning policy. If improvements do not occur, teachers will be subject to capability procedures.

5. Liaising with and reporting to Parents/Carers

Research outcomes are clear; parents/carers can make a significant difference to their children's achievements when engaging with the school and working with their children to support learning.

Parent/Carer Promise - Our academy will create a 'Parent Promise' broadly as follow:

Promise from our academy - Open and honest two-way dialogue about your child's progress at school – with appointments during the year to discuss any concerns you or the school may have; Feedback six times a year on your child's progress and achievements; Regular, personal feedback from House Managers on your child's attendance and behaviour – daily if required using a variety of media; Curriculum summary, policies and homework topics available; Seminars on key topics to help you support your child's learning and Invitation to provide feedback through an online questionnaire.

Promise from Parents/Carers - Attendance at progress consultation sessions and response to progress feedback; Finding out regularly about homework and other learning tasks from your child; Reading daily with your child to the age of 7 and at least three times a week up to the age of 11; talking and learning with your child all through their schooling; and supporting school policies, particularly those for learning, uniform and behaviour

Personal Information - Through House Managers, primary teachers and secondary tutors; we will establish a relationship with each Parent/Carer who will be encouraged to contact staff members if they wish to have a discussion about their child. There may be occasions when the school/parents/carers wish to take concerns to an Assistant Head or Deputy Head Teacher.

Progress Consultation Sessions – Parents/Carers will have opportunities to have face-to-face meetings about their child's progress and achievements. In Key Stages 1 & 2, these will be with the class teacher and in Key Stages 3, 4 & 5 these will be with a combination of tutor, subject teachers and House Managers.

Progress Feedback - Every six weeks parents/carers can access progress information, and may request a face-to-face discussion. The academy may also ask to meet with parents/carers.

Annual Report - Each academic year, parents will receive an annual report summarising their child's progress and achievements. The report will contain their child's assessments of their own progress, as well as comments from each of their teachers.

Open Sessions - These sessions will consider topics such as curriculum choices at Key Stage 4, careers education and pupils attending university, using phonics in reading and spelling.

Entry at Key Stage 1 and Key Stage 3 - At key transition points, we will offer open sessions to parents/carers to allow them to find out as much as possible about the academy and to meet staff. Promoting the 'Parent Promise' will be a key part of these sessions.

Transition from Key Stage 3 to 4 - At transition from Key Stage 3 to 4 pupils and their parents can attend an open session so they can seek advice about curriculum choices for Key Stage 4 and implications for careers.

Transition to Post 16 - As all young people now remain in education or training until age 18; in Year 11 a range of providers will be invited to our open sessions. Parents/carers and their children will be able to find out about Post 16 academic and technical opportunities, local apprenticeship schemes, training programmes and Higher Education courses.

Support for Parents/Carers - To maximise the chances of parental involvement leading to improvements in their children's progress, we will make information available to parents relating to topics, including adult literacy, English language and information technology. As part of our engagement programme we will offer a range of educational activities to support parents in their ambitions to support their children.

D3 Staffing structure

The guiding principles behind our staffing plan are rooted in the vision for NIA. The expertise and exemplary track record of school improvement within our EMLC Academy Trust (EMLC AT) and Third Wave Enterprises (TWE) means that our staffing model is cost efficient and focused on developing leaders and improving teaching and learning, both of which lead to improved outcomes for the pupils of NIA. Our salary scales are in line with or above local expectations and will serve to attract high quality, experienced and talented professionals. The staffing model, suitably adjusted for phasing-in of pupils, works across both the Primary and Secondary phases and utilises the adjacent location of the buildings and grounds of our Primary Castle Academy. This means we have allowed for the cost effective sharing of support staff across NIA's Secondary and Primary phases and between academies.

Year 1 (2016/2017): Secondary 300 pupils & Primary 60 pupils

General - In year one, the appointment of a Chief Executive Officer (CEO) liaising with the internal pre-opening team will ensure that exemplary recruitment of outstanding teachers and support staff

is guaranteed and processes set up to manage pupil entry for September 2016. The salary of [REDACTED] reflects the high expectations for an exceptional leader, who will relentlessly pursue and engage excellent teaching staff, plus use tried and tested current systems to support innovative curriculum development and administrative processes. The new CEO will be committed to excellence at every level and will demonstrate the passion and expertise to build the foundations for a great academy, where expectations are high and the bar is always rising; to ensure ambitious targets are set and then met by pupils.

The CEO will be responsible for both primary and secondary phases in the first instance, although there will be a Primary Head Teacher in post from September 2016. This will ensure that there is expertise in the all-through model to support the early years. For the first year of the secondary school there will also be an Assistant Head responsible for Data and Curriculum.

A key principle of our staffing model is developing and growing individuals, which is a compelling part of our vision and track record at EMLC AT and TWE.

We will use our skills and experience to recognise excellence and to grow and coach individuals through our nationally recognised training programmes. Therefore there has been a decision to appoint colleagues into roles where there will be opportunities to apply for more senior roles after a period of growth and development. Thus the leadership for Year 1 consists of an overarching CEO, a Primary Head, and an Assistant Head for the secondary phase, who will be responsible for setting up robust processes for monitoring pupil progress, a SENCO and an experienced Business Manager. In Year 2, two Deputy Heads, in charge of Progress and Standards and Teaching and Learning, will be appointed, plus an Acting Head Teacher for the EYFS.

Business Manager – In the first instance, the Business Manager will oversee and lead the support teams across all phases, ensuring that the site and financial arrangements are securely positioned and adhere to statutory compliance. The ICT Manager will be in post from April 2016 in order to set up ICT systems.

House Managers - The appointment of four House Managers to work across all phases in Year 1 reflects a passion and commitment to ensuring that strong pastoral systems are developed, and that on entry, pupils experience a sense of belonging to a group and an ownership of their place in NIA. The four Houses will be named by the pupils, with guidance from staff, and will reflect our unique place in the history of Northampton and also our international dimension. The House Managers will be support staff with responsibility for ensuring that every pupil receives exemplary support regarding behaviour and safety. The recruitment of these House Managers is key to ensuring outstanding pastoral care and that the needs of every student are met at the academy. The House Managers' profile will be that they have experience of working with young people, are excellent role models and coaches, and will support the enrichment programme and Pupil Council. They will be experienced professionals, appointed from a wide variety of backgrounds.

[REDACTED] **Secondary** - To further support our vision of developing key individuals, there will be appointments of three outstanding lead teachers of English, mathematics and science in the secondary phase for this year. These teachers will be exemplary practitioners with track records of successful school improvement. They will be ambitious, driven and aspiring middle leaders (we envisage developing these into Heads of Department). Thus in Year 1, outstanding curriculum models will be set up to ensure that pupils make progress within creative and innovative programmes of study. [REDACTED] The decision to offer this payment on Leadership 8 reflects our vision that these colleagues will lead and teach strongly in order that pupils will make excellent progress from opening. One Teaching Assistant will support the work of the academy.

In the secondary model, there will be ten forms of entry each year. The main scale teachers have been costed at an average of [REDACTED] Level to reflect the range of experiences that will be attracted to NIA. The staffing model appoints seven of these in Year 1 in addition to the afore-

mentioned English, mathematics and science practitioners. There are five extended curriculum teaching staff, paid on [REDACTED] Level, to deliver the extra time offered to pupils after the Entitlement allocation. The curriculum plan is aspirational and in the early years the options for foundation subjects may be limited until the staffing levels approach the full complement, hence the commitment to outstanding teachers and leaders.

The allocation of Teaching and Learning Responsibility (TLR) points in Year [REDACTED] (plus on-costs) to ensure recruitment of high quality staff. The salaries provided will reward and incentivise high performance, leading to accelerated pupil progress.

Primary - For the Primary phase there will be two outstanding main scale teachers appointed who will be paid initially on an average of [REDACTED] Level, supported by one Teaching Assistant and one Higher Level Teaching Assistant (HLTA) responsible for supporting the needs of vulnerable pupils and those pupils requiring intervention work. These staff will support Planning, Preparation and Assessment (PPA) time and the specific learning needs of pupils. The teachers will be experienced early learning practitioners who will be coached and developed by Head of Primary to ensure that new pupils into Reception make outstanding progress straight away. The Assistant Head Teacher, in charge of Key Stage 1 and Early Years, will take over the coaching role when appointed in Year 2.

Support - The team will initially consist of an Office Manager, one administrative support post, an ICT Manager, a Site Leader with an additional 0.8 of a post dedicated to a site team and three Lunchtime Supervisors, each at 0.2 of a post.

A Special Educational Needs Coordinator (SENCO) will be in place in the secondary phase from Year 1, although they will also support the primary phase until the primary-focused SENCO is appointed in Year 4.

Year 2 (2017/18): Secondary 600 pupils & Primary 120 pupils

Secondary - In the secondary phase, a Deputy Head in charge of Progress and Standards will be appointed. Reflecting our model of growth and track record of identifying and developing leaders, the Assistant Head in charge of Data and Curriculum may wish to be considered for this position.

In addition, we will add a second Deputy in charge of Teaching and Learning as well as an Assistant Head in charge of Pastoral, Enrichment and Technical. The addition of this Deputy for Teaching and Learning will strengthen the leadership team and allow sustainable systems for monitoring and accountability to be enhanced. The principles of middle and other leadership models will be introduced, whereby large faculties will be headed up by a leader and leadership will be devolved vertically into Progress and Standards and Teaching and Learning, rather than the traditional Heads of Key Stage (See Year 4). The Assistant Principal for Pastoral, Enrichment and Technical will ensure that Years 7 and 8 experience excellent pastoral care, alongside outstanding teaching and learning and a creative curriculum. The technical strand will enable systems to be set in place for the appointment of a Technical Leader in Year 3, to support the Technical Curriculum offer.

Ten more main scale secondary teachers are added in this year (with three allocated for TLR funding in order to begin appointing Heads of Subjects), and another five teachers on [REDACTED] Level to cover the Extended Curriculum, ensuring coverage of this key strand by outstanding practitioners.

Primary - In the Primary phase, two further outstanding teaching appointments will support two more Forms of Entry.

Support - The support staff will be increased by appointing 0.2 of a lunch time supervisor, another 0.8 for the site team, as well as an accounts assistant to support the Business Manager. The new Assistant Head in charge of Pastoral, Enrichment and Technical will manage the House Manager Leader, rather than the Chief Executive Officer. TLR funding is also allocated for the leader of the House Managers, who is responsible for transition.

Year 3 (2018/2019): Secondary 900 pupils & Primary 180 pupils

Secondary - For the secondary phase an Assistant Head, who is also Head of Sixth Form, will be appointed from January 2019. This post will ensure full recruitment into the Sixth Form for the following year and will also make certain that robust structures and an innovative curriculum, reflecting the languages specialism and international dimension is in place for Year 12 and 13. The positioning of this key role in the Senior Leadership Team is to appoint a high quality professional, who will lay the foundations for implementation of a rigorous set of progress systems. We also plan to recruit outstanding Key Stage 5 practitioners to drive the progress of Years 12 and 13 forward strongly from September 2019.

To deliver on the Technical aspects of the curriculum set up by the appointment of the Assistant Head for Technical in Year 2, a Leader of Technical (on M1 Level) is also appointed, along with three Technical Teachers, on Unqualified Teacher Status (UNQ2) Level. This structure supports the start of the Technical offer of apprenticeships and practical qualifications in Travel and Tourism, Hospitality, Engineering and Business and Enterprise. The leadership attributed to the staffing of this reflects our commitment to the academy's international outlook and business opportunities afforded by the commercial elements available on campus.

A further 14 main scale teachers are added (again with TLRs allocated at ██████████ to reward the appointment of three leaders of subjects) to reflect the pupil numbers and costed at an average of ██████████ Level. A further five teachers are also appointed on ██████████ Level to staff the Extended Programme.

Primary - In the primary phase, three more main scale teachers on ██████████ Level are appointed to support the two forms of entry, as well as covering the additional Planning Preparation and Assessment (PPA) and specialist pupil support. The rationale behind appointing a greater number of teachers, rather than appointing Teaching Assistants, is that we want to focus on the quality of teaching, given that our research suggests the increased Teaching Assistant model is less effective. One member of staff will also join the school on ██████████ Level to lead on the Extended Curriculum, which is necessary now that pupils are in Year 2 (the year group at which the extended curriculum will start in the Primary phase).

Support - The support staff structure is added to by 0.2 of a Lunchtime supervisor, 0.8 of a site team and an additional Office Admin Support.

Year 4 (2019/2020): Secondary 1,200 pupils, 100 Sixth Form pupils & 240 Primary pupils

This year is the largest growth year and the benefits from setting up of processes and procedures in preceding years, by the appointment of exemplary senior leaders, will be experienced.

An ethos will have grown where pupils flourish and make exceptional progress against ambitious targets as a result of careful nurturing from a strong pastoral system and outstanding teaching and assessment. The reputation of the NIA will have benefitted from a relentless drive to raise aspirations locally, and the increase of the marketing budget from ██████████ reflects the need to recruit into the Sixth Form by the (already appointed) Assistant Head for the Sixth Form.

Secondary - In the secondary phase leadership is at full capacity with the appointment of a Head Teacher of Secondary, who will be responsible for ensuring NIA runs operationally on a day-to-day basis and contributes to the strategic direction with the CEO already in post. This appointment will attract professionals of outstanding calibre and the person appointed will support the excellent ethos and development of the academy. Reflecting our growth model of developing outstanding leaders and underlining a key principle of this staffing structure, the position may be taken by an existing member of the Senior Leadership Team.

Main scale teaching posts are extended to reflect an additional ten forms of entry and eight sixth form forms of entry for Year 12, increasing staffing by 18 on M6 Level (TLRs are extended to [REDACTED] and are used flexibly to enhance the leadership of what we would anticipate to be six subjects). There is a leadership allowance in this year for each of the core subject leaders to become Leaders of Progress and Standards and teaching and learning in English, mathematics and science. This vertical system mirrors the leadership team and ensures priorities are devolved. This model also supports transition into Key Stages. A teacher of SEN is also appointed to the secondary phase and five teachers are added on [REDACTED] Level to support the Extended Curriculum Programme.

Primary - In the Primary phase an Assistant Head with responsibility for Key Stage 2 is brought in to ensure robust structures are underpinned and progress in Year 3 is outstanding. Two more class teachers are appointed on M3 Level, along with a SENCO, allowing the Secondary SENCO to now focus solely on the Secondary phase. 0.5 TLRs are brought in at [REDACTED] (plus on-costs) to develop appointments into key leadership roles, including English and mathematics, Enrichment and Extended Curriculum. The support for teaching staff is further increased through an additional 0.5 Higher Level Teaching Assistant.

Support - An Accounts Manager is appointed to the support staff, as well as an additional Office Admin Support, 0.8 of a Site Team, 0.2 of a Lunchtime Supervisor and an ICT Support.

Year 5 (2020/2021): Secondary 1,500 pupils, 200 Sixth Form pupils & 300 Primary 300 pupils

Secondary - In the Secondary phase, main scale teachers on [REDACTED] Level increase by eighteen (with two allocated for TLR funding, as part of the [REDACTED] to strengthen leadership at all levels) and a further teacher of SEN is added. These appointments are in addition to 0.5 further Extended Curriculum staff on [REDACTED] Level.

Primary - For the Primary phase, two teachers are appointed on [REDACTED] and an additional 0.5 of an HLTA is appointed. A further 0.5 member of staff is appointed to cover the Extended Curriculum.

Support - An extra member of the Office Admin Support team is added to the support staff, as well as 0.8 being added to the Site Team to four in total and one more Lunchtime Supervisor at 0.2, taking the total up to 1.4.

Year 6 (2021/2022): Secondary 1,500 pupils, 250 Sixth Form pupils & 360 Primary pupils

Secondary - In the Secondary phase, main scale teachers on [REDACTED] increase by six (two will benefit from the TLR funding, which remains at [REDACTED]).

Primary - For the Primary phase, three extra teachers are appointed on [REDACTED], in addition to an extra 0.5 Extended Curriculum Staff on [REDACTED]. There is one further Lunchtime Supervisor added at 0.2 to take the overall total to 1.6. The support staff structure will remain the same from Year 6 onwards.

Year 7 (2022/2023): Secondary 1500 pupils, 300 Sixth Form pupils & 420 Primary pupils

Secondary - In the Secondary phase, an additional four teachers are added on [REDACTED], with none of these scheduled to be allocated TLR funding from the [REDACTED] for this year.

Primary - For the Primary phase, two main scale teachers are appointed on [REDACTED] and there is one additional Extended Curriculum member of staff added on [REDACTED]

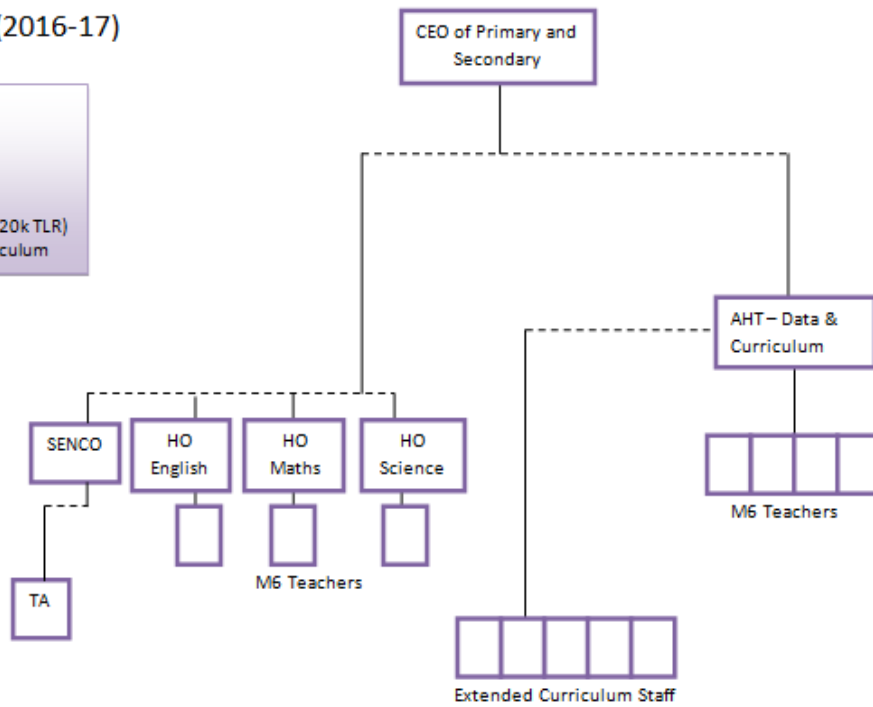
Year 8 (2023/24): Secondary 1500 pupils, 300 Sixth Form pupils 420 Primary pupils

All staffing remains the same as Year 7 and will remain the same from this point onwards.

Secondary Structure:

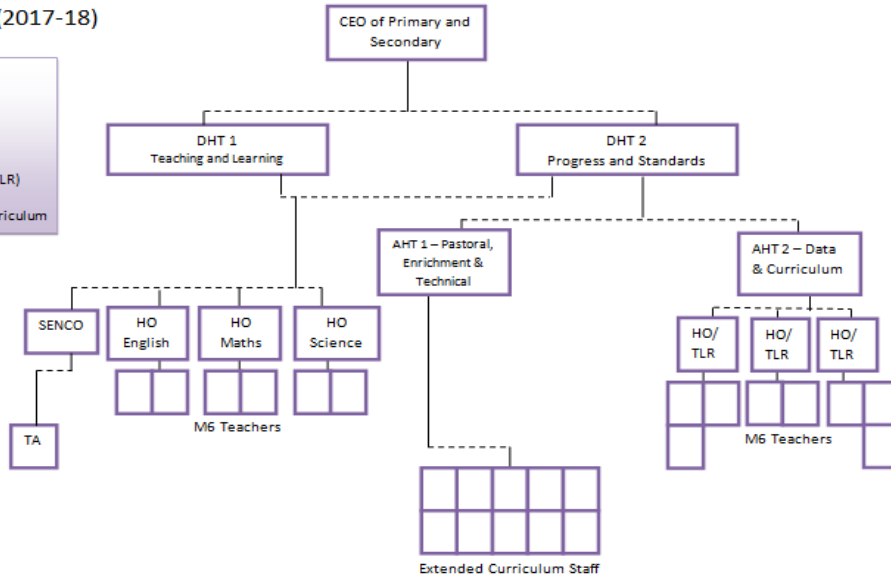
Secondary Structure Year 1 (2016-17)

- 1 CEO
- 1 AHT
- 3 HO Core
- 1 SENCO
- 1 TA
- 7 M6 Teachers (E20k TLR)
- 5 Extended Curriculum



Secondary Structure Year 2 (2017-18)

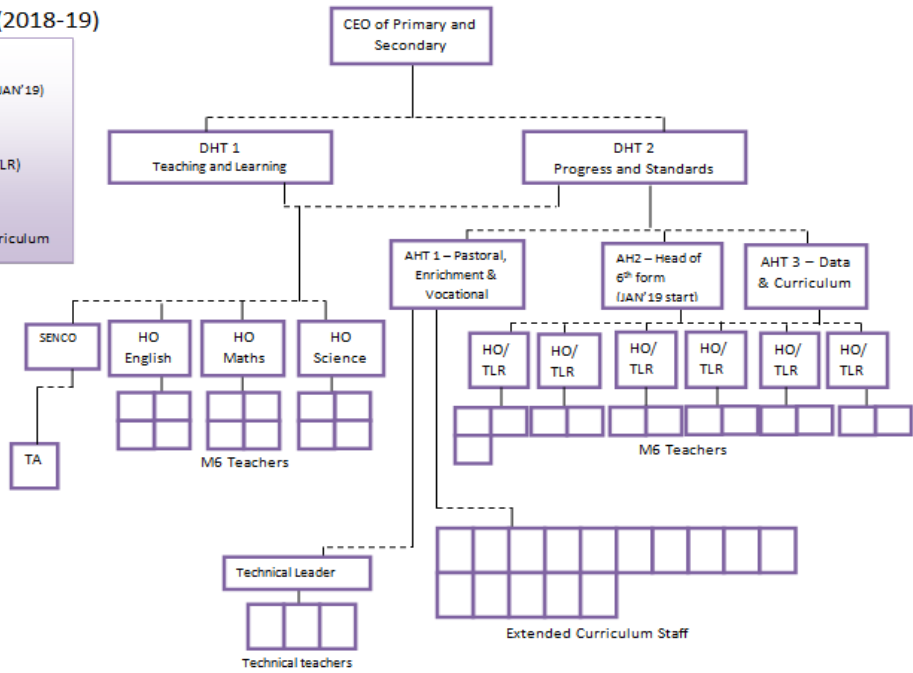
- 1 CEO
- 2 DHT
- 2 AHT
- 3 HO Core
- 1 SENCO
- 1 TA
- 3 HO/TLR (E20k TLR)
- 14 M6 Teachers
- 10 Extended Curriculum



Secondary Structure

Year 3 (2018-19)

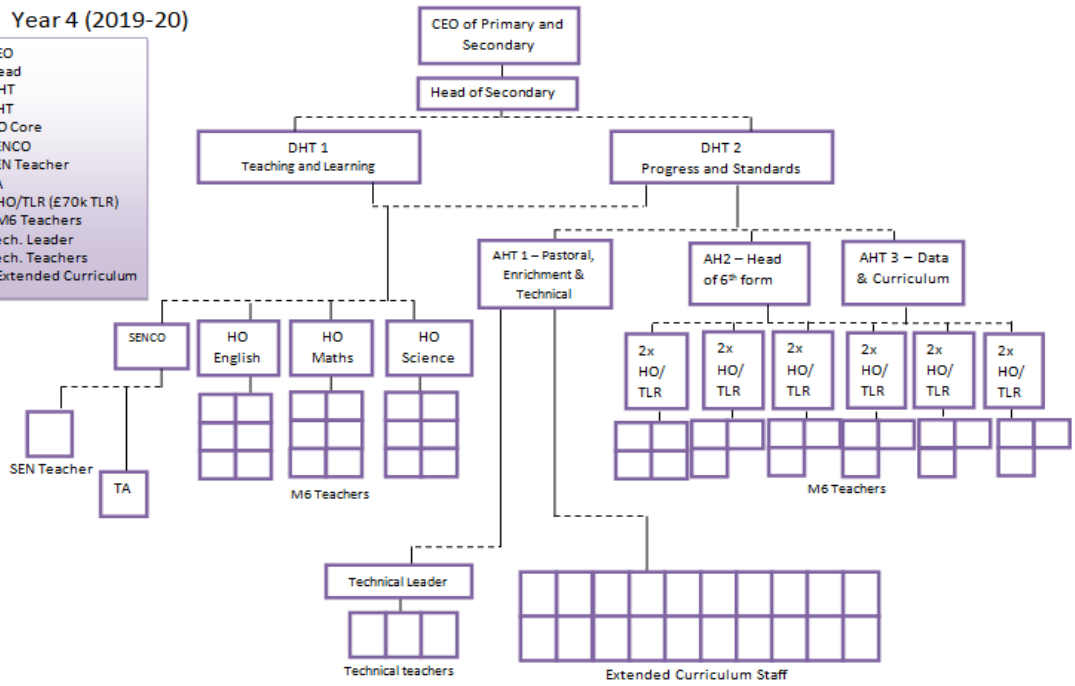
- 1 CEO
- 2 DHT
- 3 AHT (AH2 starts JAN'19)
- 3 HO Core
- 1 SENCO
- 1 TA
- 6 HO/TLR (£30k TLR)
- 25 M6 Teachers
- 1 Tech. Leader
- 3 Tech. Teachers
- 15 Extended Curriculum

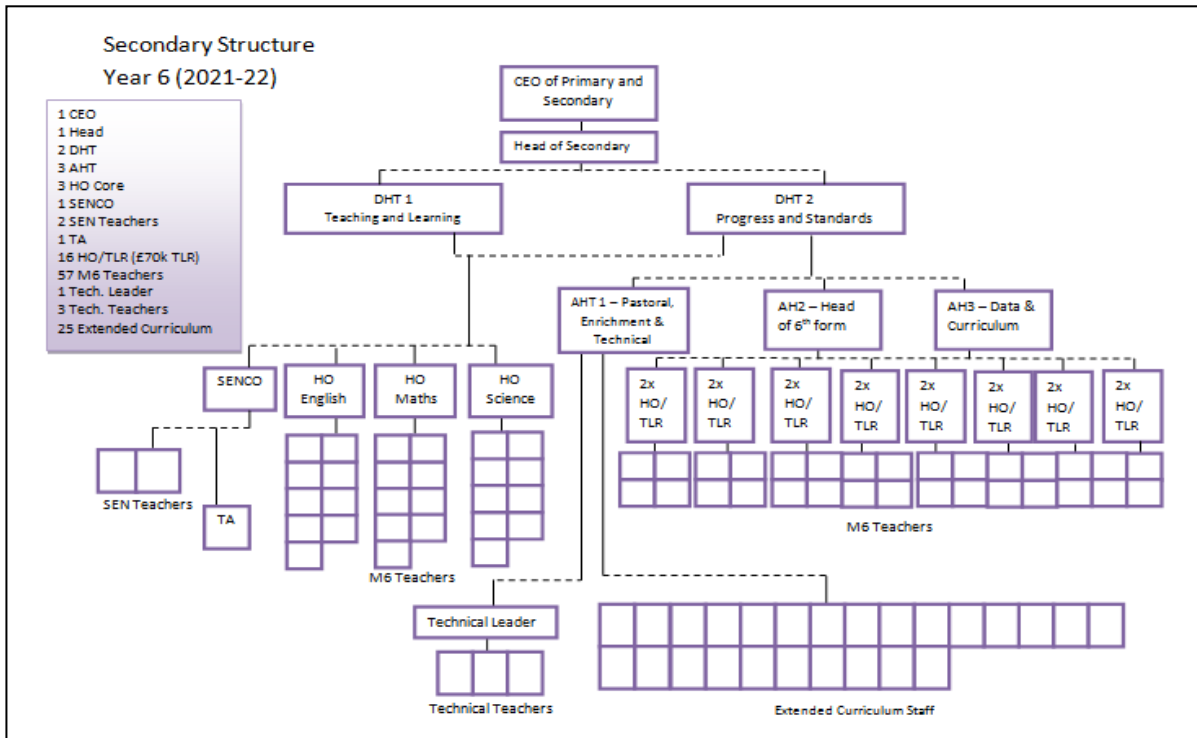
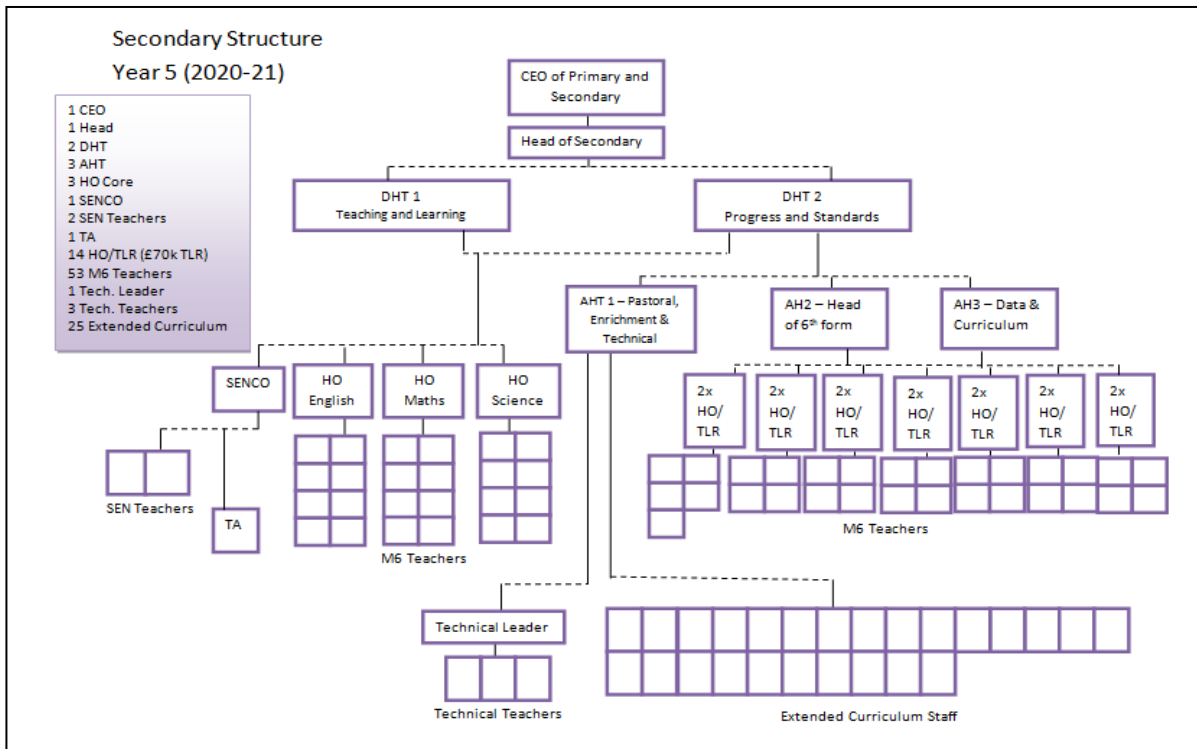


Secondary Structure

Year 4 (2019-20)

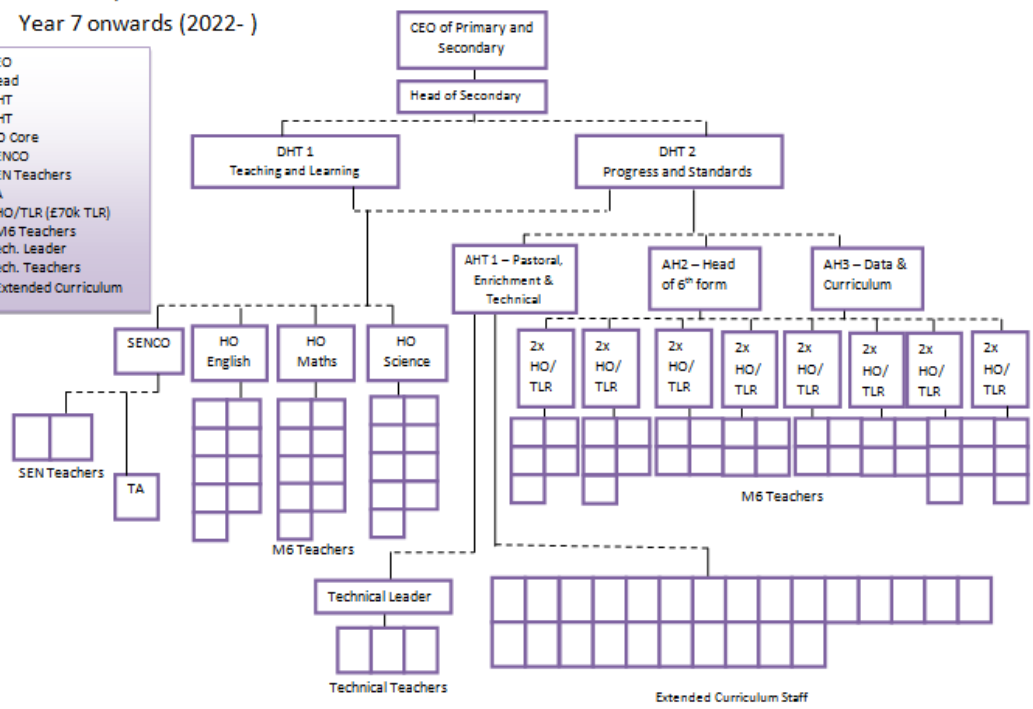
- 1 CEO
- 1 Head
- 2 DHT
- 3 AHT
- 3 HO Core
- 1 SENCO
- 1 SEN Teacher
- 1 TA
- 12 HO/TLR (£70k TLR)
- 37 M6 Teachers
- 1 Tech. Leader
- 3 Tech. Teachers
- 20 Extended Curriculum



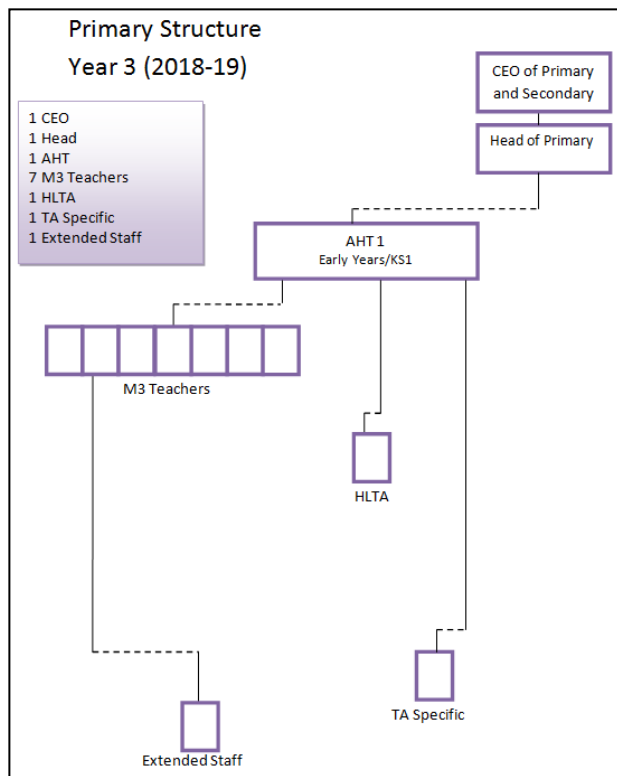
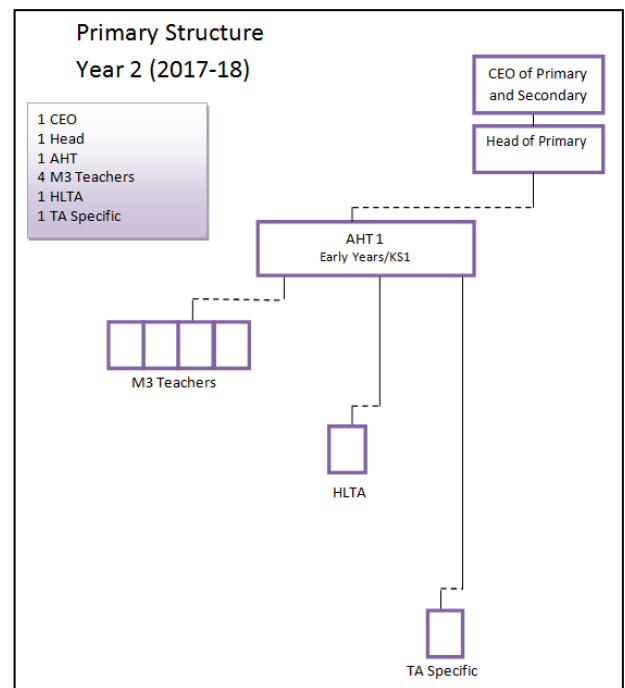
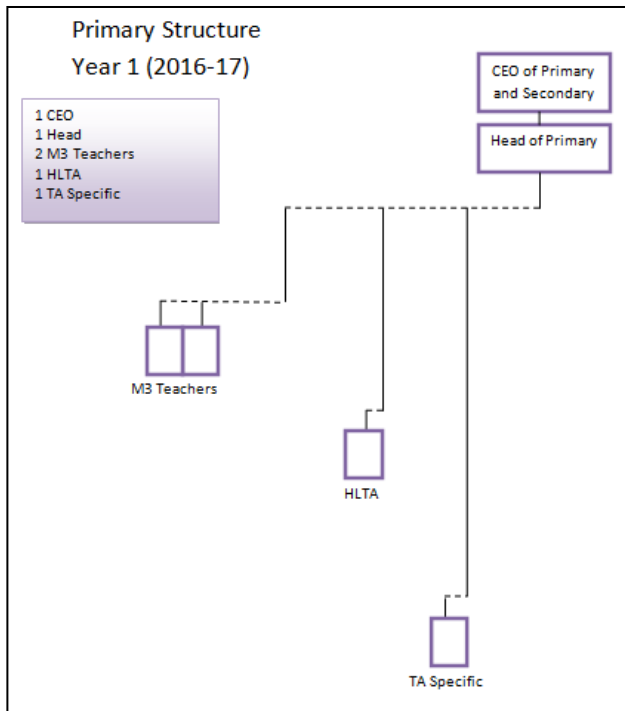


Secondary Structure
Year 7 onwards (2022-)

- 1 CEO
- 1 Head
- 2 DHT
- 3 AHT
- 3 HO Core
- 1 SENCO
- 2 SEN Teachers
- 1 TA
- 16 HO/TLR (E70k TLR)
- 61 M6 Teachers
- 1 Tech. Leader
- 3 Tech. Teachers
- 25 Extended Curriculum

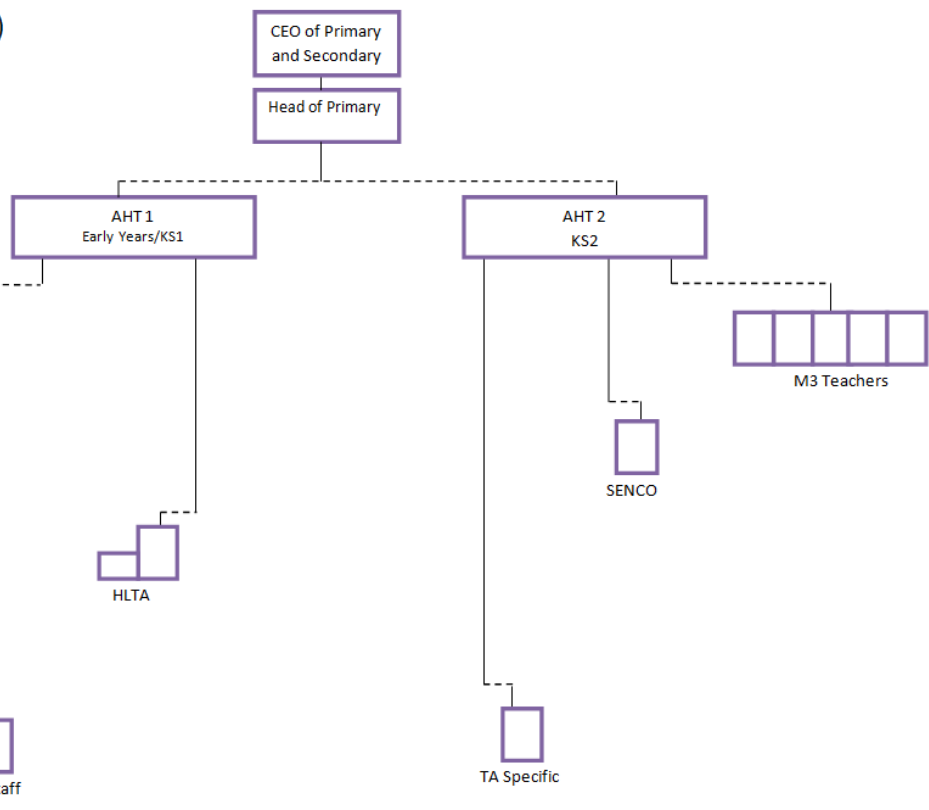


Primary Staffing Structure:



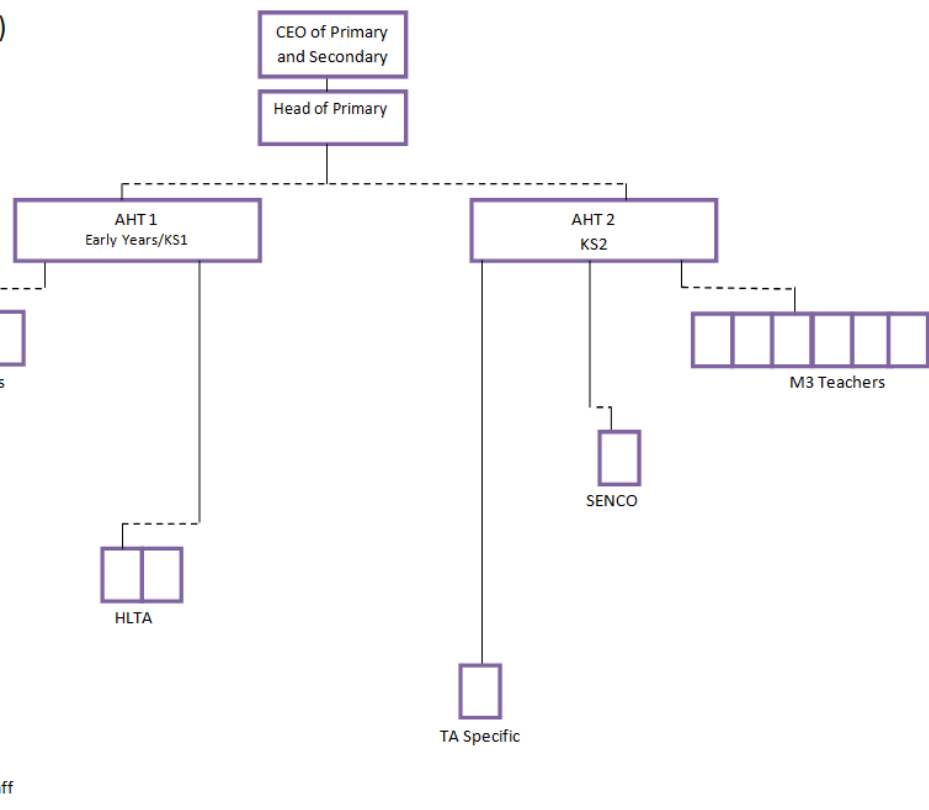
**Primary Structure
Year 4 (2019-20)**

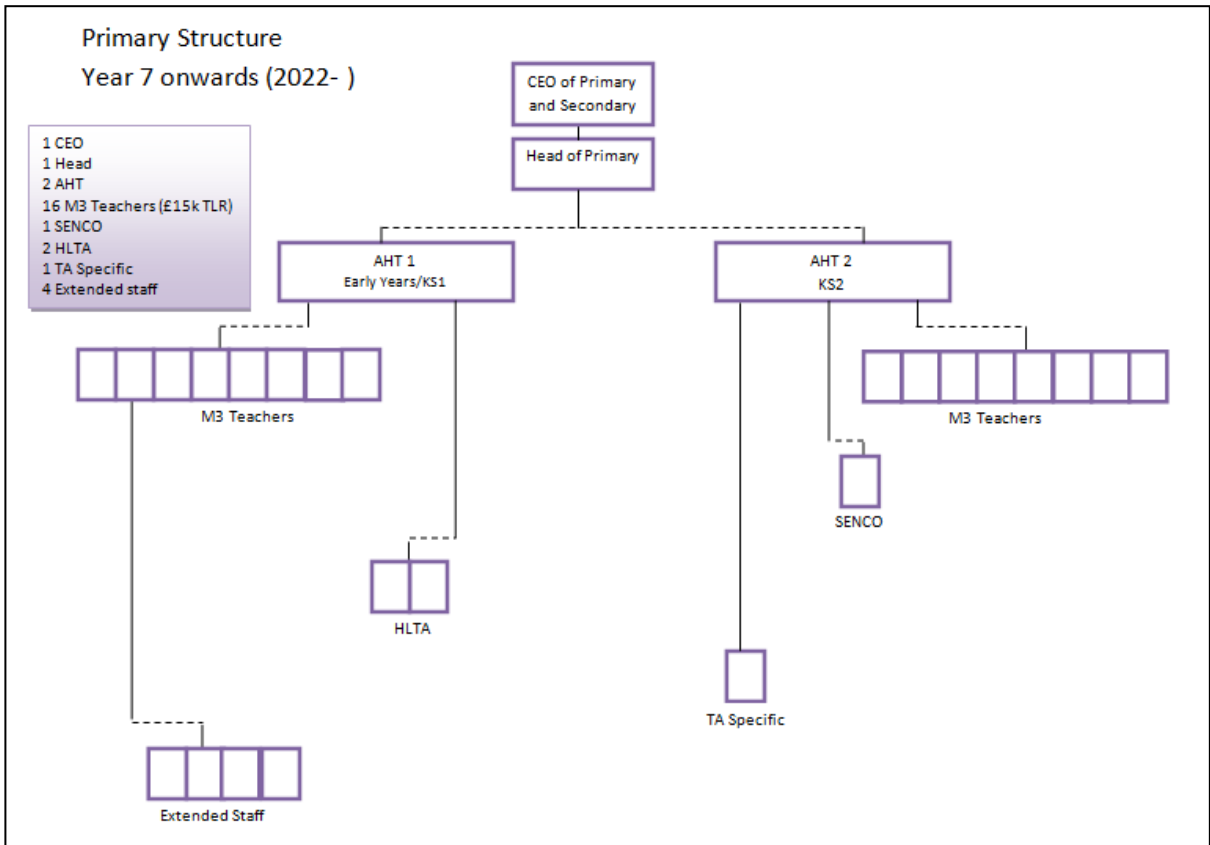
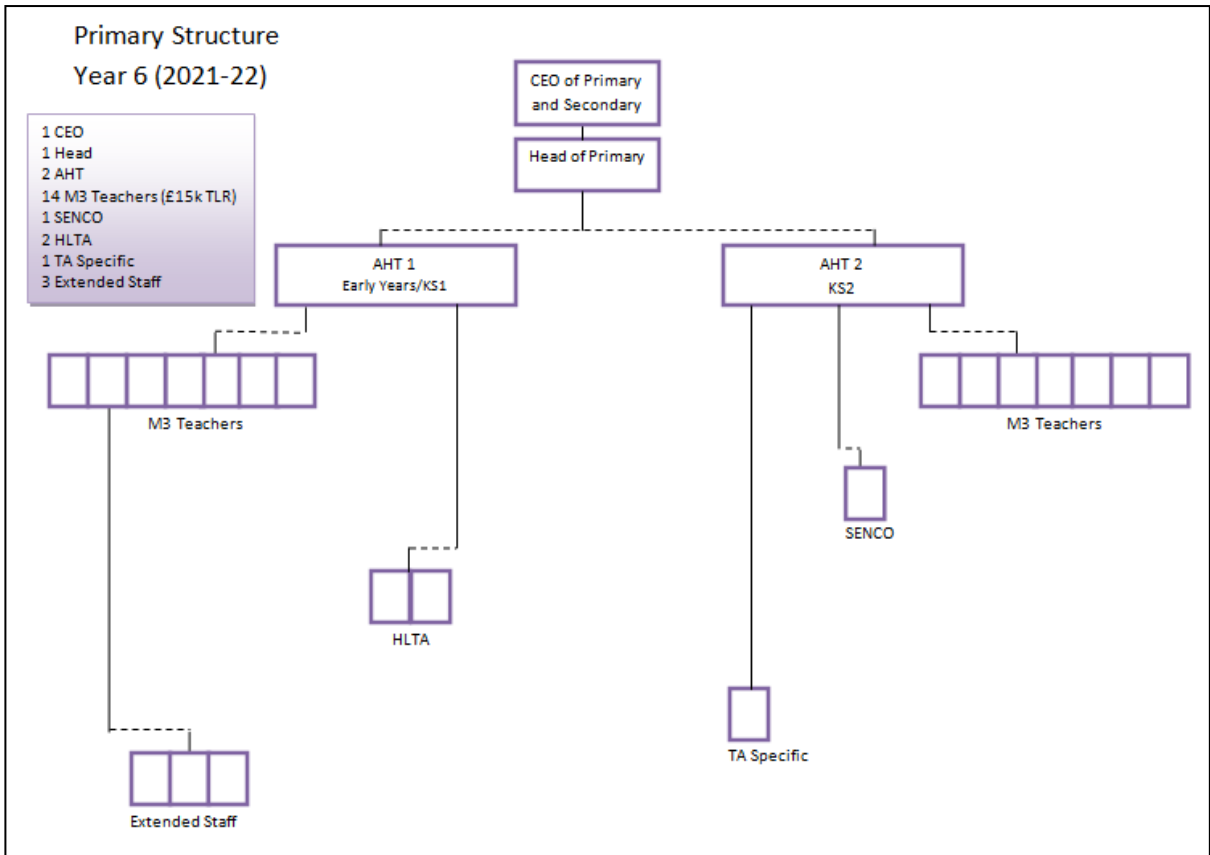
- 1 CEO
- 1 Head
- 2 AHT
- 9 M3 Teachers (£15k TLR)
- 1 SENCO
- 1.5 HLTAs
- 1 TA Specific
- 2 Extended Staff



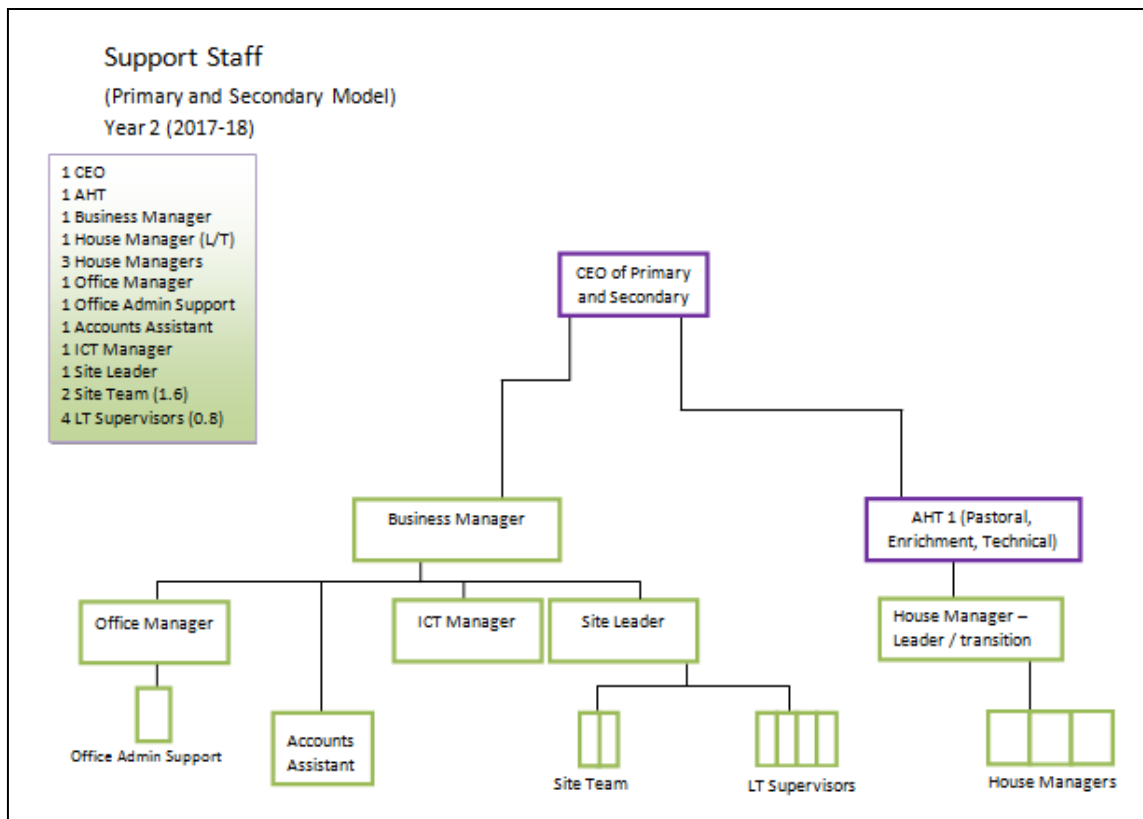
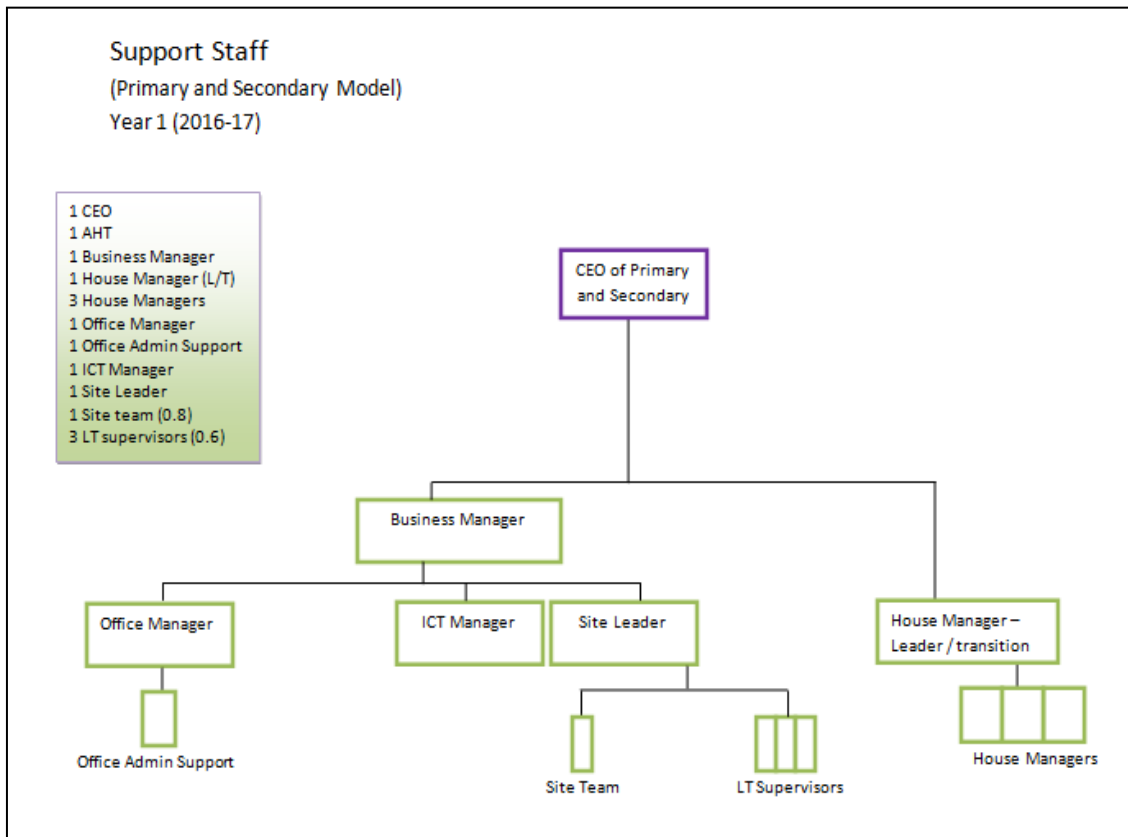
**Primary Structure
Year 5 (2020-21)**

- 1 CEO
- 1 Head
- 2 AHT
- 11 M3 Teachers (£15k TLR)
- 1 SENCO
- 2 HLTAs
- 2 TA Specific
- 2.5 Extended staff





Support Staff Structure:

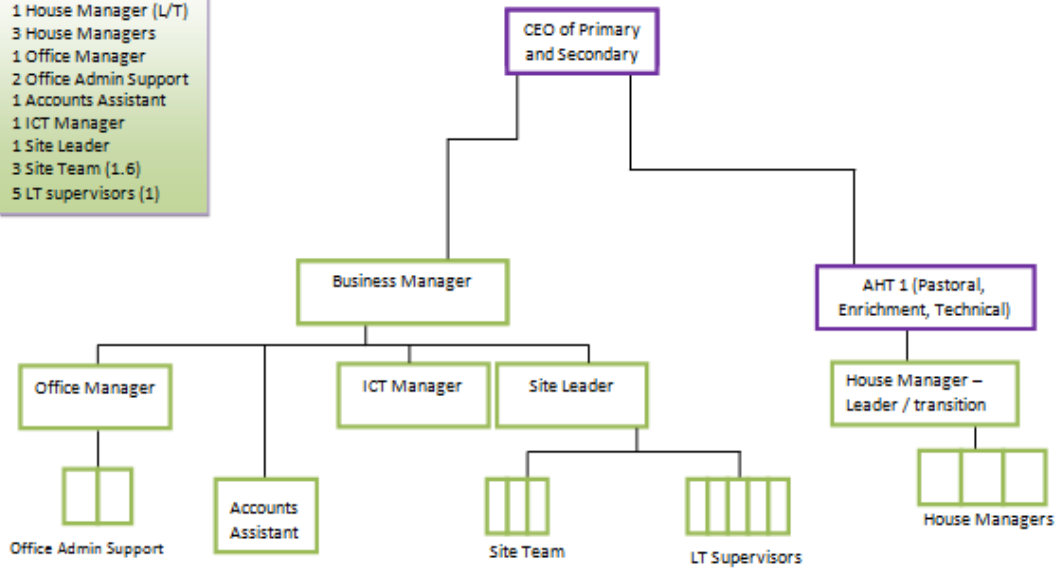


Support Staff

(Primary and Secondary Model)

Year 3 (2018-19)

- 1 CEO
- 1 AHT
- 1 Business Manager
- 1 House Manager (L/T)
- 3 House Managers
- 1 Office Manager
- 2 Office Admin Support
- 1 Accounts Assistant
- 1 ICT Manager
- 1 Site Leader
- 3 Site Team (1.6)
- 5 LT supervisors (1)

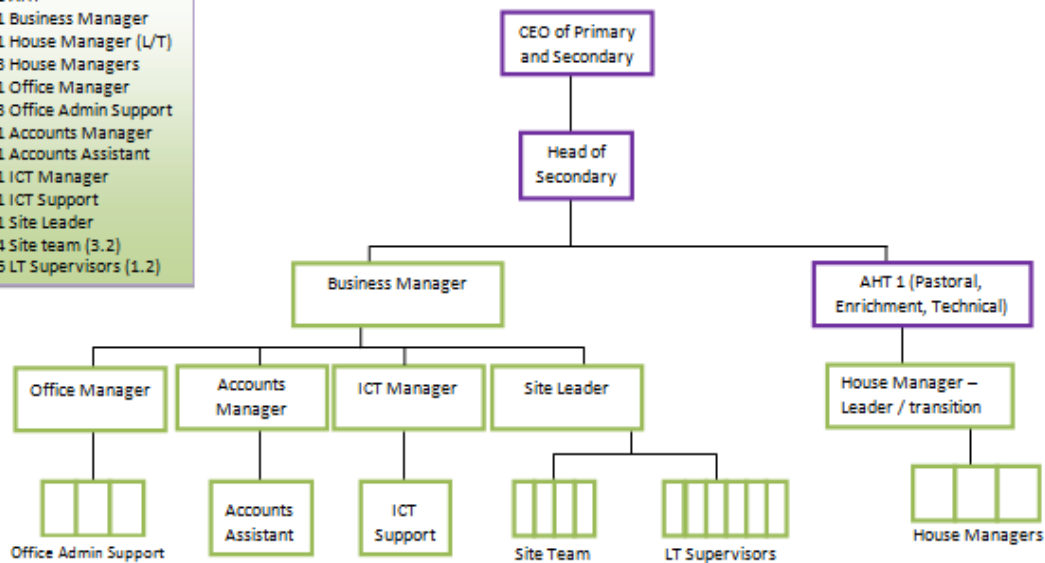


Support Staff

(Primary and Secondary Model)

Year 4 (2019-20)

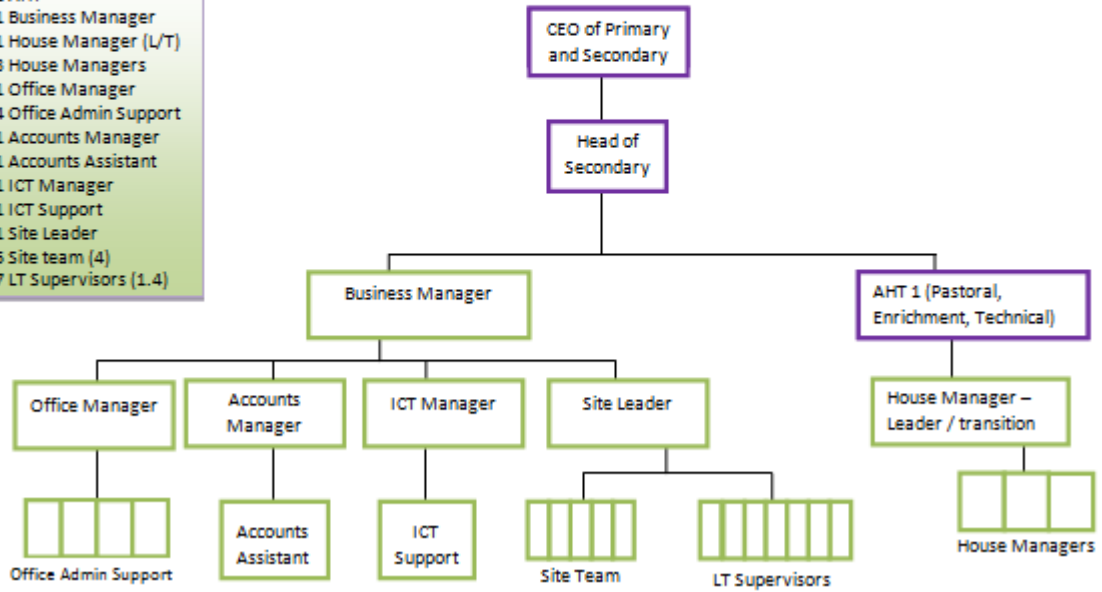
- 1 CEO
- 1 Head
- 1 AHT
- 1 Business Manager
- 1 House Manager (L/T)
- 3 House Managers
- 1 Office Manager
- 3 Office Admin Support
- 1 Accounts Manager
- 1 Accounts Assistant
- 1 ICT Manager
- 1 ICT Support
- 1 Site Leader
- 4 Site team (3.2)
- 6 LT Supervisors (1.2)



Support Staff

(Primary and Secondary Model)
Year 5 (2020-21)

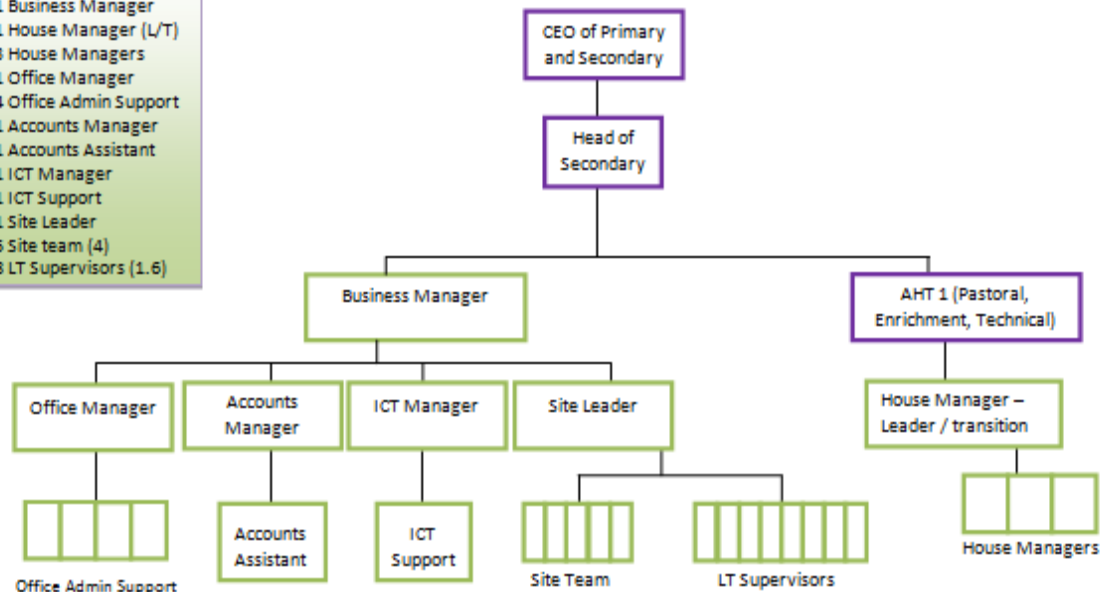
- 1 CEO
- 1 Head
- 1 AHT
- 1 Business Manager
- 1 House Manager (L/T)
- 3 House Managers
- 1 Office Manager
- 4 Office Admin Support
- 1 Accounts Manager
- 1 Accounts Assistant
- 1 ICT Manager
- 1 ICT Support
- 1 Site Leader
- 5 Site team (4)
- 7 LT Supervisors (1.4)



Support Staff

(Primary and Secondary Model)
Year 6 onwards (2021-)

- 1 CEO
- 1 Head
- 1 AHT
- 1 Business Manager
- 1 House Manager (L/T)
- 3 House Managers
- 1 Office Manager
- 4 Office Admin Support
- 1 Accounts Manager
- 1 Accounts Assistant
- 1 ICT Manager
- 1 ICT Support
- 1 Site Leader
- 5 Site team (4)
- 8 LT Supervisors (1.6)



Section E: Evidence of Need Part 1

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	60	96		160%	60	67		112%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	300	304		101%	300	306		102%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of Need Part 2

Evidence of Need Overview

EMLC Academy Trust (EMLC AT) is proposing the development of an all-through academy in the centre of Northampton that will open in September 2016, and by 2022 and at its capacity, will have 2,220 pupils. This will be made up of 420 primary pupils, 1,500 secondary pupils and 300 Post-16 pupils. The proposal is to open in September 2016 with the primary element (60 pupils per year), and the secondary element (300 pupils per year), and Post-16 in Sept 2019 (100 Year 12 pupils, rising to 150 per year in the third year). In evidencing parental demand for the Free School, data has been collected using 3 different methods:

1. Face to face interviews conducted in the surrounding area of the proposed Free School (carried out by Intelligent Insight Ltd)
2. Distributing flyers with questionnaires via local primary schools
3. Consultation meetings with parents in primary schools

Overall Evidence of Need

Parents of 759 children, who will form the first two years of intake for the proposed Free School, responded saying they are 'Likely' or 'Very Likely' to select the Free School, EMLC AT being their first choice. Of these respondents, 163 meet the primary criteria and 596 meet the secondary criteria. The table below shows a breakdown of those who responded positively to the question: "How likely would you be to select this school as 1st preference?"

	Total Positive Responses Required	Positives Responses	Exceeding demand by
Reception in 2016	60	96	36
Reception in 2017	60	67	7
Year 7 in 2016	300	304	4
Year 7 in 2017	300	306	6
Total	720	759	39

Postcode Analysis

Amongst respondents who said they would be 'Likely' or 'Very Likely' to select the proposed Free School as their first preference, 534 (70%) gave their postcode. [REDACTED] The majority of their postcodes are in the centre of the town with the highest being NN1 (47%) – which is the prefix to the site's postcode - and NN2 (19%), with NN4 (16%) in the south of Northampton and NN5 (9%) in the east of the town.

Location of Parents Postcode

The map below displays the location of these parents, with the Northampton International Academy (NIA) site identified. Red indicates the parents of Primary-aged children and blue indicates parents of Secondary-aged children. The circle indicates a two-mile radius of the site for geographical perspective. [REDACTED]

The map shows that the majority of parents who support our proposal live in the centre of Northampton, with a scattering of parents beyond two miles.

Contact Information

191 respondents provided their email addresses to receive more information on the progress of the proposal. A circulation list has been created and regular newsletters are sent to these parents, community leaders, local councillors and businesses. Three newsletters have been sent prior to

the submission of the bid and updates will continue monthly up to the decision on this proposal. If this proposal to open the free school is approved, EMLC AT will continue to engage and develop relationships with an increasing number of stakeholders in the town centre.

In evidencing the demand, parents were provided with an overview of the EMLC AT and its vision and aspirations for the NIA. The surveys and consultation documents used a series of common questions to ensure that we gained a clear view of parental aspirations for the academy. The questions were accompanied by either a written overview of EMLC AT's proposal, or a verbal overview. Parents with children of the required ages were asked "Based on the information we have provided you with today about the proposed new Free School, would you select this school as first choice for your child(ren)? Yes or No"

Evidencing of Need Methods

1. Face to face interviews

Intelligent Insight Ltd, market research specialists, were commissioned to gather evidence of the demand for our proposed new school by conducting interviews with parents and guardians in the local area. Field researchers were deployed in areas that border the location of the proposed school, predominantly in high-density retail areas within close proximity to Northampton Town Centre. We briefed them to target parents and guardians with children aged between 0-2 years and 7-9 years, as these children are the appropriate age for the first two years of entry in 2016 and 2017 at the primary and secondary phases respectively.

The table below outlines the breakdown of the responses received during the 401 face-to-face interviews with parents and guardians of children of the afore-mentioned ages:

	Total Positive Responses Required	Face to face interview positive responses
Reception in 2016	60	83
Reception in 2017	60	67
Year 7 in 2016	300	44
Year 7 in 2017	300	49
Total	720	243

Intelligent Insight utilised a variety of locations to ensure they maximized the number of interviews, as footfall ebbed and flowed throughout the day. They attended a range of primaries, but only with the agreement of the head teachers. The interview findings are detailed below:

- Of the 401 respondents, 211 (53%) stated that they would select the NIA as their first choice.
- Some of the 401 parents made additional comments and 220 (72%) were supportive. The positive comments focussed on the need for a new, high quality, academic school in the local area, that would provide opportunities to access career pathways and reflected their aspirations for their children. Some comments from those who oppose the proposal disagreed with the Free School concept overall, rather than the [REDACTED] proposal specifically. No negativity was received regarding EMLC as an Academy Trust during the entirety of the interview process.
- 147 of the respondents to the interview were willing for EMLC AT to contact them to provide more information about the proposed free school. This reinforces the appetite for such a school in the local area.

The locations for interviews were chosen due to the high level of footfall and included: Asda, Benham Sports Centre, Grosvenor Centre, Kingsthorpe, Morrisons, Overstone, Racecourse, Riverside, St. James Retail Park, Tenpin Bowling, The Racecourse and the Town Centre.

2. Distributing Flyers through local primary schools

Promotional flyers were sent to parents in local primary schools setting out our vision for the NIA. It included a tear-off questionnaire for parents to complete their views on the proposal, using the same questions used in the face-to-face interviews. These were returned to their school's reception or posted back to EMLC AT and appears on the website.

3. Consultation meetings with parents in primary schools

The face-to-face meetings with parents were arranged to provide parents with the opportunity to meet with the Trust, and to listen to their values and vision for high quality education and to outline their vision for the proposed NIA. These meetings with the primary network of schools were held to gather parental support for the NIA and to gain parental commitment to put the NIA as their first choice. Castle Academy and Stimpson Avenue Academy, sponsored by EMLC AT since January & April 2014 respectively, are part of a cluster of 7 primary schools that work closely together and are situated around the NIA site. These schools are: Castle Academy, Spring Lane Academy, Stimpson Avenue Academy, Kingsley Primary School, Vernon Terrace Primary School, Kingsthorpe Grove Primary School and Barry Primary School.

We met with the Head Teachers of each school and agreed a range of approaches to engage their parents and share our proposal for the NIA and seek their support. These were:

1. All parents received an EMLC AT Free School flyer with a covering letter, which they were encouraged to complete and return.
2. Consultation events were conducted at the end of the school day for parents to learn more about the proposal.
3. To further encourage parents to indicate their interest and support for the proposal, we conducted surveys outside the schools, asking parents as they dropped their children off and collected them. Parents with children currently in Years 4 and 5 were invited specifically to partake in the interviews, due to their appropriateness of age for the first two years of entry from September 2016.

Subject to the approval of each school, we widened our survey area to include St. James' CofE Primary School and Whitehills Primary School, which are local schools outside of the previously mentioned cluster. Of the parents and guardians contacted via the afore-mentioned approaches, the table below outlines a breakdown of the responses received:

	Total Positive Responses Required	Primary school consultations
Reception in 2016	60	13
Reception in 2017	60	0
Year 7 in 2016	300	251
Year 7 in 2017	300	252
Total	720	516

The following schools were approached and either declined or did not positively respond to us surveying parents outside their schools: Green Oaks, The Good Shepherd, Earl Spencer, Kings Heath and Kingsthorpe Village Primary School.

Evidence of a Shortage of School Places in Northampton

Northampton is one of the top five fastest growing towns in the country and in its Joint Core Strategy is making provision for 28,470 additional dwellings in the 'Northampton Related Development Area' in the period 2011 to 2029, with 1,700 new homes each year. Since the 1960's its population has increased by 50% to 600,000 residents.¹ Across the county, it is estimated that an additional 350 primary places are needed in the town by 2015/16.² Between 2009/10 and 2015/16, there have been 7,110 additional primary places created in Northamptonshire.³ In

¹ Northamptonshire County Structure Plan 1996-2016

² Primary school places: local authority basic need scorecards

³ Primary school places: local authority basic need scorecards

addition to this, the Local Authority believes that the shortage of primary and secondary places is becoming urgent in the town with particular pressure at town centre schools.

We have summarised the following information from a Northamptonshire County Council publication 'Secondary school places: Position Statement July 2014', which was shared with us through the discussions that have taken place regarding the proposed new Free School.

In Northampton there is increasing pressure on attaining secondary school places. Evidence shows this is greater in number and growing faster than the previous position statement of December 2013. The primary increase in numbers was known, but spare capacity is being eroded faster than anticipated due to rising numbers of in-year applications and additional pupil yield from the upturn in house-building. In terms of capacity, there are currently 71 Forms of Entry (FE) for Year 7 admissions to secondary school. By September 2015, Northampton will have capacity for 96 FE in the primary phase. This shows that there is already a shortfall of 25 FE, before allowing for any further growth from migration/new housing.

There are currently 9 secondary schools in Northampton town providing a capacity of 2,051 places for Year 7 admissions (71 FE). In terms of actual pupil numbers, the current admissions position for Year 7 entry in September 2014 is that there are 79 secondary school places left across the town. These are only at 2 schools (Kingsthorpe College and Thomas Becket RC) as all the others are full. There is currently capacity for 92.5 FE in the primary phase at Reception as the Council has undertaken a comprehensive programme of extensions in the last few years. In terms of actual pupil numbers, growth can be seen in the 21 FE increase (633 pupils) between the current class numbers in Reception and Year 6. This 30% growth needs to be added to the secondary phase.

Primary Phase- There are currently 49 primary schools in Northampton. After a programme of expansions at 20 schools, this provides 92.5 forms of entry. There are currently 79 surplus Reception places (3 FE) for Northampton as a whole, but these are not spread evenly and there is particular pressure at Town Centre schools. Plans are in place to increase this to 94 FE for September 2014 and to 96 FE for September 2015. This will ultimately provide capacity for 2,068 places per year group. The pupil numbers coming through are as follows:

Current Year Group	Pupil Numbers	Year for Entry to Secondary School
Year 6	2094	Sept 2015
Year 5	2281	Sept 2016
Year 4	2411	Sept 2017
Year 3	2480	Sept 2018
Year 2	2677	Sept 2019
Year 1	2684	Sept 2020
Reception	2733	Sept 2021

Note: These figures do not allow for in-year growth from migration and do not include growth across all year groups arising from new housing. They are therefore under-estimates.

Secondary Phase- The current position at the Northampton secondary schools is as follows:

PAN	SCHOOL	Year 7	Year 8	Year 9	Year 10	Year 11	Total
8FE	Abbeyfield	195	242	228	225	218	1,108
8FE	Kingsthorpe College	193	206	224	228	233	1,084
8FE	Malcolm Arnold	236	209	197	190	177	1,009
8FE	Northampton Academy	221	240	243	242	240	1,186
7FE	Northampton School Boys	224	223	217	221	211	1,096
9FE	Northampton School Girls	274	272	270	270	269	1,355
8FE	The Duston School	240	241	234	237	226	1,178
6FE	Thomas Becket RC	102	139	149	173	178	741

9FE	Weston Favell Academy	231	248	190	211	233	1,113
71FE							
=							
2,130		1,916	2,020	1,952	1,997	1,985	9,870

The table below indicates that the town is short of secondary places in Year 7 from September 2016 onwards and additional capacity will need to be provided. However, this assumes there will be:

- No further increases from in-year admissions or migration
- No additional pupil yield from new housing completions
- 100% transfer rate between primary and secondary – not including pressures from just outside the town boundary, e.g. Wootton, Hardingstone, Moulton
- Current pupil numbers in the system, excluding PAN increases in September 2014/ 2015
- Numbers are considered across the town as a whole rather than geographical areas
- No provision made for increasing choice and diversity for parents

Pupil numbers start increasing rapidly from September 2016, reflecting the large numbers currently in Year 4. Based on these numbers, the town will be short of 152 places by September 2016. This is likely to be manageable for September 2015, with some schools having capacity to take additional year groups if necessary. By September 2016, at least another 5 forms of entry will be required to provide secondary places for the pupils already in the system. The table below is based on current primary pupil numbers (but these are still rising) and indicates that at least 18 forms of entry need to be added into the secondary phase by the end of the decade, which equates to at least two new secondary schools. If the total primary capacity reaches its expected 96 forms of entry, then the shortfall at the secondary phase is 25 forms of entry by 2020. This would mean a third secondary provision would be required.

Current Group	Year	Entry into Year 7	Pupil Numbers	Current Capacity (2130 available)
Year 6		September 2015	2094	OK – 36 surplus places
Year 5		September 2016	2281	Shortfall of 152 places
Year 4		September 2017	2411	Shortfall of 281 places
Year 3		September 2018	2480	Shortfall of 319 places
Year 2		September 2019	2677	Shortfall of 536 places
Year 1		September 2020	2684	Shortfall of 554 places
Reception		September 2021	2733	Shortfall of 581 places

Overview of School Standards in Northampton

Secondary Phase- Attainment in the above 9 Northampton secondary schools has traditionally been poor on average and all nine are academies except the Catholic School (5 are sponsored academies). The table below shows the standards of the Northampton secondary schools against Local Authority and the National Average in 2013.

	Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and Mathematics GCSEs in 2013
National Average	59.1%
Northamptonshire Local Authority Average	58.1%
Northampton Average	55%

The most recent Ofsted judgments are mixed for the secondary schools, with just over half graded as 'Good' or 'Outstanding'. Two of the secondary schools with surplus places, outlined above, are Kingsthorpe College and Thomas Becket Catholic School. Both are rated as 'Inadequate' with 45% of students with Kingsthorpe and 48% with Thomas Becket achieving 5+ A*-C GCSE's in 2013, each below the national average of 59.1%. The schools are within 1.8 and 2.3 miles of the NIA site respectively. The closest school, Malcolm Arnold Academy is graded 'Good' by Ofsted, but is still below the national average regarding 5+ GCSE A*-C attainment with 50%.

Primary Phase - Attainment in the 27 Primary schools within 2 miles of the NIA site, as set out in the Table below, is also poor. It shows they were 4% below the Local Authority average and 7% below the National Average in 2013. 14 of the 27 Primary schools within 2 miles of the NIA site were below the Floor Standard for attainment, set at 65% in 2013. None of the Primary schools within 1.2 miles of the NIA site achieved above the Government's Floor Standard. This includes the two primary schools EMLC AT has recently sponsored in the town centre, Castle (converted in Jan 14) and Stimpson Avenue (converted Apr 14).

	Percentage achieving Level 4 or above in literacy and numeracy in 2013
National Average	75%
Northamptonshire Local Authority Average	72%
Northampton Average (within 2 miles of NIA site)	68%

In terms of Ofsted judgments, 15 of the 27 Primary schools within 2 miles of the new NIA site were judged 'Good' or 'Outstanding' and five were judged as 'Inadequate', as detailed in the table below:

Ofsted Judgment	Number of primary schools
Outstanding	2
Good	13
Requires Improvement	7
Inadequate	5
Total	27

Three of the five 'Inadequate' schools are within one mile of the proposed NIA site. The table of Primary schools below also outlines the number of surplus places within the 27 Primary schools, with the majority of surplus places being due to recent expansion. The majority of underperforming Primary schools are full, or over capacity (if not expanded recently), demonstrating the lack of choice in the area.

Table showing Primary Schools standards and roll/capacity with 2 miles of NIA site

No of academies	School Name	Distance from Free School (miles)	% achieving Level 4+ in R,W&M in 2013	No. On Roll 2014	Capacity	Diff - cap/on roll	OfSTED Overall Judgement	Comments
			68%					
1	Castle Academy	0.130	57%	437	420	17	4	
2	Spring Lane Primary School	0.379	41%	349	420	-71	3	Expanded from 210 to 420 places from Sept 2012

3	Malcolm Arnold Preparatory School	0.703		60	420	-360		New provision offering 420 places from Sept 14
4	Earl Spencer Primary School	0.718	63%	233	420	-187	3	Expanded from 210 to 420 places from Sept 2013
5	St James CofE VA Primary School	0.796	63%	413	420	-7	3	
6	Vernon Terrace Primary School	0.903	64%	249	210	39	2	
7	Stimpson Avenue Academy	0.922	61%	486	420	66	4	
8	Kingsthorpe Grove Primary School	0.976	61%	476	420	56	2	
9	The Good Shepherd Primary School	1.064	50%	367	420	-53	4	
10	Barry Primary School	1.129	55%	466	420	46	3	
11	St Mary's Catholic Primary School	1.247	89%	174	206	-32	2	
12	Lyncrest Primary School	1.258	83%	254	210	44	2	
13	Kingsthorpe Village Primary School	1.282	69%	207	420	-213	3	Expanded from 210 to 420 places from Sept 2014
14	Kings Heath Primary Academy	1.294	59%	346	420	-74	4	Expanded from 315 to 420 places from Sept 2013
15	Kingsley Primary School	1.378	80%	260	420	-160	2	Expanded from 210 to 420 places from Sept 2013
16	Chiltern Primary School	1.431	77%	208	210	-2	2	
17	Delapre Primary School	1.473	68%	448	630	-182	2	Expanded from 420 to 630 places from Sept 2014
18	Cedar Road Primary School	1.475	68%	418	420	-2	2	
19	Green Oaks Primary Academy	1.455	52%	260	210	50	4	
20	Briar Hill Primary School	1.544	61%	324	420	-96	3	Expanded from 315 to 420 places from Sept 2013
21	Queen Eleanor Primary Academy	1.580	60%	243	272	-29	2	
22	Abington Vale Primary School	1.708	83%	269	420	-151	1	Expanded from 210 to 420 places from Sept 2013
23	Eastfield Academy	1.829	73%	244	210	34	1	
24	Millway Primary School	1.866	88%	391	420	-29	2	
25	Hopping Hill Primary School	1.858	88%	421	419	2	2	
26	Hunsbury Park Primary School	1.924	62%	234	378	-144	2	
27	Bridgewater Primary School	1.993	81%	445	630	-185	2	Expanded from 420 to 630 places from Sept 2013

Section E2: Successful Engagement with the Local Community

Our vision for the NIA has taken

an account of the requirements of both the local communities and local and international businesses that are increasingly locating their headquarters and regional offices in the Northampton area. We recognise and acknowledge the diversity of the Northampton community. In the area immediately surrounding the proposed NIA, there are at least 26 different languages spoken. Our vision, as set out in our promotional material, is not only to have a strong academic and technical core, but to also emphasise modern foreign languages to complement the bilingual pupils and their heightened linguistic skills. We propose to offer these children, as well as other children, the opportunity to develop their skills in English, modern foreign languages and their home language.

Consultation Methods

We consulted at length with the local community in a variety of ways to ensure they had every opportunity to comment and feedback on the NIA vision. This was undertaken in the following ways:

- A website was established to provide information about the proposal and allow for feedback. The website was regularly updated with news, frequently asked questions, planning information, a downloadable monthly newsletter as well as a 'contact us' link.
- 4,500 consultation brochures containing a tear-off feedback form were printed and distributed to stakeholders
- A Launch Day was held at the EMLC Academy Trust Castle Academy for members of the local press, Borough and County councillors, Community Leaders, and Cluster Primary School Head Teachers.
- 10 consultation meetings were held with parents, carers, Head Teachers, Governors, staff and members of the local community at Cluster Primary schools
- Consultation brochures were sent home via pupils' book bags to all parents and carers of 8 Cluster Primary schools
- 401 face-to-face interviews were conducted in a wide area around the proposed school, covering local shopping centres, sports facilities, leisure areas, supermarkets, parks and the town centre
- Community meetings were held in the Alliston Gardens Community Centre and Semilong Community Centre, both located in the immediate area around the proposed new NIA. Members of the local community were invited to attend, share their views and provide feedback - one during the day and one in the evening. The attendees included representatives from Northampton Borough Council, Northants County Council, local resident forum members, a sergeant from Northamptonshire Police and local residents. These meetings were all very well attended, with lively discussions and engaged participants in all aspects of the proposed project.
- Discussions with parents and surveys were carried out at 12 Primary schools within 2 miles of the proposed school
- Two positive press articles were published in the Northampton Chronicle and Echo.
- Northamptonshire County Councillor Sarah Uldall (St George Division, Shadow Environment & Transport Spokesperson) has written a supportive letter for our bid and a positive piece in her newsletter (copy in the appendix to this section)
- Newsletter updates were regularly produced informing stakeholders of developments as the proposal progressed and more information became available

Responding to Feedback

The majority of the feedback received from stakeholders was extremely positive and there was considerable support for the vision of the NIA and its location in the existing disused Post Office building. Feedback from the consultation demonstrated that the majority of those respondents approved the proposal for the NIA. In one very well attended meeting attended by the Chair of the EMLC Academy Trust there was an overwhelmingly positive reaction to the proposal with significant excitement generated for both the academy and the commercial opportunities that would be created in the area.

The NIA day will run from 8am to 6pm responding to and meeting the expressed needs of the stakeholders who were quite clear that there was a need for a full and diverse range of extension and enrichment activities in the area. By offering three complementary programmes – entitlement, extension and enrichment - each with a clear role, purpose and structure, pupils will be provided with a challenging programme to develop the knowledge, skills and behaviours needed for success in life. This will also provide opportunities for additional studies and higher level learning, targeted learning if appropriate and opportunities for pupils to develop their interests and skills. As a result of the consultations we have strengthened the educational opportunities for both the pupils and their parents with clearer career pathways to higher education, high quality technical qualifications linked to local businesses.

In response to the parents needs for local child care provision the NIA will offer a private nursery that will ensure there is coherent fit with the educational vision, values and principles of EMLC and

the EMLC Academy Trust. The aim would be to provide outstanding early years and nursery provision ensuring there is a focus on closing the attainment gap. This would also attract high quality staff.

A partnership arrangement has been agreed in principle with the [REDACTED] in order to develop highly valued performance engineering qualifications. Discussion took place about the development of a Silverstone UTC satellite base on the NIA campus to develop this joint technical apprenticeship offer. The UTC has received interest from engineering companies with which they work for such an offer. For NIA, if the opportunity arose to make an offer post-GCSE for students to select either an A-Level route or an apprentice route this would be attractive to students and go some way to addressing the parity-of-esteem issue. There was agreement that access to a town centre site would be advantageous to the UTC, and access to both specialist instructors and engineering companies would be an advantage to NIA. This proposal would allow parity of esteem in the Academy, offering equal value to academic and technical learning, and respond more appropriately to the preferred learning approach of individuals.

We are already working with the University of Northampton Initial Teacher Training department in selecting their students for all teacher-training courses and we will build on these existing relationships with the University of Northampton to provide easier pathways for our communities and pupils to become the educators of the future.

As a result of the consultation we have strengthened the commercial opportunities within the building so that the NIA plays a significant role at the centre of the regeneration of this town centre area. We held meetings with the Northamptonshire Enterprise Partnership (NEP) to explain the vision for the school and how we would want to build a strong partnership between the NIA and the NEP. We will want to work with these local businesses with a view to offering work-based opportunities and placements in international and private businesses, public services, third sector organisations and entrepreneurial start-up companies in order to develop key skills, qualities and attributes pupils need for successful employment beyond 2020. [REDACTED] has been supportive in proposing links to business and suggesting the curriculum focus businesses would support in the enterprise partnership, which has been reflected in this bid.

A meeting was held with [REDACTED] of the Royal and Derngate Theatres in Northampton and they were very supportive of our proposal. [REDACTED] said that if successful, we would be able to play a significant role in their Schools' Partnership Programme for both Primary and Secondary pupils. If we are successful, we will seek to develop these links so that NIA's theatre space benefits from the cultural initiatives in Northampton. This partnership could encompass an educational partnership as well as the management and use of the theatre and enable pupils and students to access a range of theatre, music and arts events.

One of the main concerns of parents was regarding safety and traffic around the site. During meetings with council representatives, we were able to raise these concerns and respond positively to stakeholders, reassuring them by sharing safety measures that were being incorporated to address their concerns. NCC has now gained funding for traffic calming and safer routes, which has alleviated many of the fears. Through our newsletters we have kept parents informed of these developments. We will continue to work closely with Northampton County Council to ensure safety and traffic concerns are addressed to the satisfaction of the local community.

Reaching out to the Wider Community

The size and scale of the NIA site presents a significant opportunity for community and multi-use facilities, and for commercial purposes that blend with the Educational Plan and link with the University of Northampton's Innovation Centre and the Enterprise Zone in addition to housing the all-through NIA. Through our existing Castle Academy experience, we will continue to build successful relationships with the different communities around the site and provide facilities that will meet the needs of the local community as a whole. The NIA's academic and commercial facilities, will offer an accessible resource to the local and business community. Offering adult

community learning opportunities in areas such as English, mathematics, foreign and home languages, computing, physical education and sport will be an important task.

Other commercial opportunities in NIA which will further enhance community engagement are the offer of a café/restaurant and gym, both of which will strengthen the place of the NIA at the centre of the community. Literacy lessons will be held within the café for the adults. We anticipate making the secondary food technology facilities available to the wider school. We would want to work with a business partner who would also provide high quality work placements and apprenticeships for young people on the campus. The gym would also be an opportunity to enhance health and well-being for the children, young people and adults in the community.

The commercial opportunities will include residential flats that would attract excellent young teachers to come and work at the schools on the campus. It could be particularly appropriate to attract foreign language teachers from schools in other countries.

Appendix 1 – Questionnaire

Northampton International Academy – Free School Research, 2014

Good morning/afternoon. My name is XXXXXX from Intelligent Insight Ltd market research. We are carrying out a survey into parents' and carers' views on the provision of a new Free School on the [REDACTED]. The survey takes just a few minutes. I can assure you that the information we collect will be kept in the strictest confidence and used for research purposes only. It will not be possible for your personal details and responses to be viewed unless you give consent to do so.

1. Do you have children who are between 0 and 2 years old or between 7 and 9 years old?
 - a. Yes (*proceed to question 2*)
 - b. No (*if "No", then thank and abandon*)

2. How many children aged between 0 and 2 years old do you have currently?

3. Which of the following age ranges, if any, does your child/ do your children fall into? (Please write in the number of children in each box that applies. If none this age go to Q4)
 - a. Currently aged 1 or will turn 1 before 1st September 2014
 - b. Currently aged 2 or will turn 2 before 1st September 2014
 - c. How many children aged between 7 and 9 years old do you have currently?

4. Which of the following age ranges, if any, does your child/ do your children fall into? (Please write in the number of children in each box that applies. If none this age then thank and abandon)
 - a. Currently aged 8 or will turn 8 before 1st September 2014
 - b. Currently aged 9 or will turn 9 before 1st September 2014

INTERVIEWER TO READ OUT THE FOLLOWING DESCRIPTION WORD FOR WORD

"I am now going to describe what a Free School is: A Free School is a new type of maintained (state) school which will receive its funding directly from the government Department for Education. Parents will not have to pay for their children to attend.

The government has invited groups of charities, parents, teachers, trusts and religious and voluntary groups to apply to set up Free schools. The decision about whether a Free school should open will be made by the Department for Education not the council, and can happen with parental support for the project.

While some local councils are currently involved in the running of most maintained (state) schools, they will not be involved in the running of Free Schools. The Free Schools will be maintained by an "education provider" or "sponsor", although the day to day running of the school will be carried out by the head teacher and staff. The "education provider" or "sponsor" is not allowed to make a profit from running the school.

EMLC AT, as a sponsor, is proposing an all-ability, mixed, non-faith school. There will be 2,220 places. It will be a safe and secure school. The sponsors are in cooperative dialogue with the local council."

EMLC AT's vision for the Free School can be summarized in three words: 'transforming life chances.' Its ethos will be one of excellence, high expectations and high aspirations. The key features of its school can be described as follows:

- Children at the heart of everything the Free School does and a commitment to meeting the needs of each individual student;
- Partnership working through excellent communications between staff, pupils and parents where views are listened to and regular feedback on pupils' progress is given to raise expectations and aspirations;
- An outstanding standard of school leadership by the head teacher, senior staff and governors, with excellent teachers;
- A unique curriculum with accelerated opportunities to stretch and challenge pupils;
- An extended school day to provide more time for learning, enjoyment and enrichment activities;
- A wide range of opportunities and extra-curricular activities, clubs and teams, as well as wider opportunities to take on leadership roles in school.

5. Based on the information we have provided you with today about the proposed new Free School, would you select this school as first choice for your child(ren)?
- a. Yes
 - b. No

6. Do you wish to make any other comments about this proposal?

For verification purposes, please can you tell me: (if necessary reassure this is purely for quality control purposes)

7. Name
8. Address
9. Post code
10. Email address
11. Telephone Number

12. Would you be willing for EMLC Academy Trust to contact you to provide more information about the Free School proposed?
- a. Yes
 - b. No

Thank you for your assistance

13. Location at which survey completed

14. Date of survey

Letter of Support from Councillor Sarah Uldall

██████████
EMLC Academy Trust
Bridge House
Bridge Street
Olney
Bucks
MK46 4AB

Cllr. Sarah Uldall

██████████
Northampton
██████████

Dear ██████████

I am writing to you to offer my full support for EMLCs sponsorship and running of the new school ██████████

Back in June I was invited to meet with the Trust at Castle Academy; one of the local primary schools in my division which EMLC sponsors. I very much appreciated the meeting; there were no other such invitations from competing trusts.

██████████ One aspect of the proposal that struck a particular chord with me was the concept of an International school, linking with other schools around the world; its students becoming Global citizens. We face huge challenges, and we need to prepare our children to grow into the kinds of adults who are outward looking, not insular. We need them to be adults who care about fairness and equality, peace and sustainable living.

I wish EMLC the very best of luck, and very much hope to be involved with further plans for the new school.

Kind Regards

Sarah Uldall, (County Councillor St. George Division.)

Section F: Capacity and capability
F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8 days per month reducing once the CEO is in place
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 days per month reducing when CEO in place
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 days per month reducing when CEO in place

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Chief Executive Officer	Recruitment Plan for the CEO designate is set out in Section F4

Skills/experience missing	How you plan to fill the gap
ICT	Establishing the best and most cost effective ICT system for this new school will be essential to ensure it provides an educational facility that makes best use of new technologies. We will run an procurement activity to identify the best provider for the NIA

F1 - The necessary experience and credentials to deliver the school to opening

We have a successful track record of opening academies in Milton Keynes and Northampton. We currently sponsor 5 Primary Academies and have 2 Secondary Academies in the pipeline which are due to open on 1 January 2015 and 1 February 2015. All of our academies are within one hour travel of our headquarters in Olney. We have the capacity and expertise to deliver the pre-opening phase of the NIA.

Our central team is structured to provide effective strategic, educational, financial and operational services to all our Academies. We have developed a central team structure that has been designed to allow the Trust to grow flexibly as the number of Academies increase.

We will use our own internal capacity, plus a team of specialists who are contracted to us, to support the opening and the delivery of the NIA. The team includes strategic leadership, educational, financial expertise and operational capacity.

The individuals who will lead on the key areas of strategic, educational, financial, and operational are listed in the table F1 (a) Pre-opening skills and experience.

Strategic Leadership of the Project: Project Board

We will appoint a Project Board that will have strategic responsibility for the pre-opening stage, including the recruitment of the Chief Executive Officer. The Project Board will include:

Leadership of the Project: Project Director Jane Doughty

Our Project Director will coordinate the personnel who will lead on the key areas of Education, Finance, PR and Marketing, HR, Premises and Legal activities.

EMLC Academy Trust Pre- Opening Team

This structure has been mapped out against the Department for Education's (DfE) 'Free School Guide to the pre-opening stage for mainstream Free Schools (June 2014) in conjunction with the pre-opening costs (Secondary) spreadsheet. We are confident that this structure and the time allowed can be afforded from the DfE's Project Development Grant.

A brief overview of the Project Team and their roles are as follows:

Project Board: The Project Board monitors the progress of the project. Its members represent the Board Directors of the Trust, the Executive of the EMLC group and a member also monitors the deliverables against the milestones.

Project Director: [REDACTED] **Education Team:** [REDACTED] This team will have access to the educational expertise of the Trust's strategic partner Third Wave Enterprises. Third Wave will provide staff development support ahead of the 'Free' School opening. They will also play a major role in the training days that will be planned in the week leading up to opening and update training as the NIA grows.

Finance Team: [REDACTED] **Operational Project Management:** [REDACTED]

- **Building Project Lead:** The building is owned by the Education Funding Agency and the Local Authority and a firm of Architects have begun the design phase and planning permission has been submitted. [REDACTED] **Longstanding Strategic Partnerships:** EMLC and EMLC AT will use our strategic partners who have been through a transparent and rigorous procurement process to deliver PR, Marketing, HR and Legal services to support the opening of the NIA.
- **PR and Marketing:** [REDACTED] who have experience in defining Marketing Strategy for large businesses and will be responsible for promoting and celebrating the NIA. Their roles will be critical in marketing the wider commercial opportunities of the NIA building. They will ensure the 'Free' School has the strongest marketing strategy to attract pupils, staff and build on the support and reputation from inception.
- **Human Resources:** This will be provided by ESP, a firm which includes both HR specialists and employment lawyers. They have worked with the Trust since its inception in 2013. EMLC, and [REDACTED] will support the opening by being responsible for the recruitment of all senior leaders. EMLC will promote the vacancies at NIA to its national database of middle, senior leaders and aspiring headteachers across England. The new Head Teacher Standards and the National College Teaching and Leadership competencies will be used as indicators in the selection process.
- **Legal Services:** This will be provided by Winckworth Sherwood. [REDACTED]

Appointing Free School Staff in the Pre-Opening Stage

The pre-opening structure, set out above, will deliver on the pre-opening functions, ahead of the 'Free' School staff being appointed. The most significant appointment being the Chief Executive Officer

The pre-opening budget contains the funding for the recruitment to these key posts, along with other materials, equipment and office costs required before opening. We can confirm that this overall pro-opening project team will operate within the agreed DfE Pre-Opening budget.

Commercial Development: A unique feature of this 'Free' School campus is the commercial opportunities that have been developed into the design of the site. The 'Free' School will develop and manage a range of commercial opportunities that will add value to the NIA as a community hub. These could include a café, gym, restaurant, theatre and residential units. We are clear that no funding from the Project Development Grant will be allocated to the development of the commercial activities within the building. TWE as a strategic commercial partner will advise and support on the opportunities provided.

Section F2 – A Governance Structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive



EMLC Academy Trust is a Multi Academy Trust (MAT) with a set of articles of association that set out two objectives:

(a) to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools (“the mainstream Academies”) offering a broad and balanced curriculum or educational institutions which are principally concerned with providing full-time or part-time education for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them (“the alternative provision Academies”) or 16 to 19 Academies offering a curriculum appropriate to the needs of its students (“the 16 to 19 Academies”) or schools specially organised to make special educational provision for pupils with Special Educational Needs (“the Special Academies”) and;

b) to promote for the benefit of the inhabitants of the areas served by the Academies the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants. EMLC AT, as set out in the Articles of Association, has three Members who are signatories of the Articles and are guardians of the constitution. Members of EMLC AT will be expanded to five non-employees over the next academic year in order to comply with the Education Funding Agency Financial Handbook of August 2014.

EMLC Academy Trust Governance

EMLC AT Strategic Board

The EMLC AT Strategic Board is the accountable and decision making body in the MAT governance structure: accountable for both financial and educational performance. The Board is made up of Directors appointed by the Sponsor, representatives of the Chairs of Governors and the Principals of the Academies, a Staff Director and the Chief Executive Officer.

EMLC Academy Trust decided that they would set up a series of groups who would provide advice and make recommendations to the Strategic Board: Finance, Performance, Development and Audit. In addition the Trust has two mechanisms for local governance:

- A Local Governing Body that represents the views from individual academies
- An Academy Improvement Board that is set up in any academy that has previously been in special measures e.g. Castle Academy, Hardingstone Academy and Stimpson Academy with the aim that a Local Governing Body will be established after a year.

Current membership of the EMLC AT Strategic Board

EMLC Academy Trust Advisory Groups

EMLC AT has set up four Committees/Groups to support the work of the EMLC AT Strategic Board, each having clear Terms of Reference that set out their role, responsibilities and reporting requirements.

Finance Group: The purpose of the Finance Group is to assist the decision making of the Strategic Board by enabling more detailed consideration to be given to the best means of fulfilling the Strategic Board’s responsibility. This is to ensure sound management of the academies’ finances and resources, including proper planning, budgeting, budget monitoring and probity. The Finance Group will make appropriate comments and recommendations on such matters to the Strategic Board on a regular basis. All decisions must be referred to the full Strategic Board for ratification. NB: The Strategic Board is the decision making body.

Audit Group: The remit of the Audit Group is currently an addition to the terms of reference of the Finance Group. This is currently being reviewed in line with the increased income of the Academy trust.

Performance Group: The purpose of the Performance Group (PG) is to assist the decision making of the Strategic Board by enabling a more detailed consideration to be given to the best means of enabling the Board to plan and prepare a strategy for the implementation of a performance driven culture, world class benchmarking and a performance management programme. The Performance Group will make appropriate comments and recommendations on such matters to the Strategic Board on a regular basis.

Development Group: The purpose of the Development Group is to assist the decision making of the Strategic Board by enabling more detailed consideration to be given to the best means for the Board to plan, prepare and implement a strategy for its growth, development and expansion. The Development Group will make appropriate comments and recommendations on such matters to the Strategic Board on a regular basis. All major issues will be referred to the full Strategic Board for ratification.

Local Governing Body and the Scheme of Delegation

EMLC AT has a Scheme of Delegation that was put in place on September 1st 2012. EMLC AT recognises that Directors are accountable to the Education Funding Agency (EFA) for the quality of the education they provide. They have systems in place through which they can assure themselves of quality, safety and good practice.

In order to discharge these responsibilities, EMLC AT established a Scheme of Delegation which enabled the appointment of people who are more locally based to serve on a **Local Governing Body (LGB)** which is the “Advisory Body” for the Academy as required by the Master Funding Agreement entered into between the Company and the Secretary of State for Education. The EMLC AT Scheme of Delegation sets out the ways in which the Directors fulfil their responsibilities for the leadership and management of the Academy, as well as the respective roles and responsibilities of the Directors and the members of the Local Governing Body to ensure the success of the Academy.

The constitution and processes of LGB has been decided by the Academy Trust Strategic Board with the support of EMLC, the Sponsor. Membership of the LGB includes up to four members nominated by the Directors plus the Principal, two elected staff and two elected parent members. The Scheme of Delegation provides clear delegated powers to the LGB which are operationalised into Terms of Reference for both the LGB and any of its committees. The Scheme of Delegation is based on the principle of earned autonomy, and in certain circumstances where an Academy has been in Special Measures, transition arrangements are put in place. In such circumstances the EMLC AT Strategic Board puts in an **Academy Improvement Board (AIB)** to ensure that the Academy improves at a pace and manages the transition to a LGB.

The principles underlying the allocation of responsibilities between the Trust board and the LGB are:

- Maximum delegation to Academies consistent with EMLC’s earned autonomy model.
- Budgets belong to Academies, not to EMLC; all charges to Academies must be fully justifiable
- The Trust’s primary roles are to protect and develop the core vision for all Academies sponsored by EMLC and to ensure high standards of attainment and achievement and excellent leadership in all Academies
- Maximum focus in academies on good and outstanding teaching and learning: The Trust’s subsidiary role is to minimise the bureaucracy that has to be dealt with by academies
- The Trust (with its strategic partner Third Wave) will therefore offer educational and administrative support
- EMLC, because of its relationship with the Trust, will provide most of the administrative and functional services for each Academy

LGB and Principal responsibilities	EMLC Academy Trust and Officers responsibilities
<ul style="list-style-type: none"> • Delivery of core education vision • Raising standards of attainment and achievement at the academy • Ensuring all teaching and leadership is at least good or outstanding • High quality stewardship of the safeguarding and behaviour of pupils • Admissions • Delivery of pedagogy, curriculum and the learning environment • School target setting (jointly with the Trust) • Agree local policies and procedures (other than centrally determined policies) • Pupil discipline and exclusions • Recruitment of all staff other than the Principal (normally delegated to the Principal with option to involve members of the LGB) • Prepare draft budget for approval by the Trust • Staff evaluation (other than Principal) • Staff matters (LGB responsible for disciplinary issues/dismissals but the Trust will provide support and advice) • School marketing and PR (jointly with EMLC and the Trust where required) • Parental relations • Community activities and relationships • Other locally co-ordinated activities: admissions forums, governor forums, school/college groupings • School self-evaluations 	<ul style="list-style-type: none"> • Preparing Core education vision • Holding Principals and LGBs to account for the standards of attainment and achievement of pupils, the quality of teaching and learning, the behaviour and safety of pupils, the leadership and management of the academy, the pedagogy, curriculum and learning environment for the children. • Academy target setting (jointly with LGB) • Financial policies and administrative policies (HR, ICT) <ul style="list-style-type: none"> ○ Budgeting and reporting procedures ○ Statutory compliance work ○ Staff contracts and certain policies ○ IT network strategy ○ Major procurement policies • Principal recruitment and appointment • Evaluation of Principal's performance • Administrative and support services as required • Other educational programmes: leadership training, extended school programme etc • Appointment of Challenge Adviser • Arrangements for establishing the LGB and appointment of the members of the LGB

Monitoring and Reporting

The Principal and the LGB are required to report monthly to the Executive of the Trust who in turn report to the Finance, Audit, Performance and Development Groups, The Chairs of the LGB and the AIB provide both support and challenge in all areas of the academy. In academies where significant improvement is required the Challenge Advisor allocated to that school reports weekly to the Chairs of the AIB so that the necessary interventions can be made.

Parent Advocacy Groups

In all our current academies we have instigated Parent Advocacy Groups that represent the views of the parents of the individual academies. Each group has representatives of each year group and has clear terms of reference.

Conflict of Interest

EMLC AT wishes to conduct its business with the highest standards of openness, probity and accountability. To this end, all members of staff and Directors must ensure that the work and

reputation of the Trust are not compromised by any conflict of interest and abide by the 'Seven principles of Public Life': Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership.

The following list illustrates examples of where conflicts of interest can arise:

- The use of EMLC AT facilities to pursue personal business, commercial, or consultancy activities
- a financial interest (in the form of paid consultancies, paid service on a board of directors or advisory board, equity holdings in or royalty income from the enterprise) held by an individual (or by a partner or close relative) in an external enterprise engaged in activities closely related to the work EMLC AT.
- a personal involvement or involvement by a partner or close relative in any company or commercial enterprise which is in a contractual relationship with EMLC or which is in the process of negotiating the terms and conditions of a contract with EMLC AT, where the employee has been concerned or connected with the placing or negotiation of the contract in question or with the activity covered by the contract

EMLC Academy Trust follows the EFA Financial Handbook with regard to all related party transactions.

- Whenever a person has an interest in another organization whose interests are reasonably likely to conflict with those of the charity in relation to a matter to be discussed at a meeting, he or she must:
- Staff contracts which require employees to devote the whole of their time, attention and skills to the business and affairs of the Trust.

At the start of each year all Directors must register any interest with the Company Secretary and this then becomes a standing agenda item. The requirement to declare any related parties or transactions is revisited at monthly finance meetings with the Principal and the School Business Manager.

At the end of each financial year an independent review takes place by an external Finance Director following the external audit. All related party transactions are reviewed to ensure they have taken place at cost as required by the EFA Financial Handbook.

F3 (a) Proposed Governors

EMLC Academy trust is a multi-academy trust and therefore the accountable body is the Strategic Board of the EMLC Academy Trust

Name	Where live (town/city)	Role on governing body	Role(s) in pre opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Monthly Finance Group Meetings
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Monthly Finance Group Meetings
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Strategic Board Meetings
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Half termly Performance Group
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Monthly Finance Group Meetings
Academy Principal	Milton Keynes or Northampton	Principal Director	Represents the Academy Principals	Elections currently taking place	Half termly Performance Group
Academy Chair of Governors	Milton Keynes or Northampton	Academy Director	Represents the Chairs of Governors of the Academies	Elections currently taking place	Half termly Performance Group
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed

F3 (b) Skills gap for Governing Body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Financial	██████████

EMLC Academy Trust (EMLC AT) is an established multi-academy trust and has an existing governance structure in place. EMLC Strategic Board is made up of ten Directors who bring a range of skills and experiences ██████████. A number of Directors were recruited to serve both in the EMLC AT and EMLC itself from a range of sectors including education, business, retail, finance and academia.

EMLC AT considers it essential that all new Directors are well supported in taking up the important role of Director and receive a comprehensive induction programme. The process is seen as an investment that ensures the new Directors are given the necessary information and support to help them to fulfil the role with confidence and ultimately contribute to the high standards and achievements of the Academy Trust. We believe that induction is not a one-off event, but a process that begins with starting in the role of Director and continues through the early stages of taking up the role, then through to a programme of Director’s Development and Learning.

We ensure that the new directors have a rigorous induction into the Trust. The main purpose of inducting Directors is to develop their understanding of the role of a Director of EMLC AT, their duties and responsibilities and to gain an understanding of the academies within the Academy Trust.

After the initial induction programme of meetings and information, all the Directors will visit the Academies and meet the Academy Principals in order to gain an understanding of their current strengths and priorities for improvement. In addition, the Chair of the Strategic Board runs a series of sessions every term on the significant developments in the national educational sector both locally and nationally, which is particularly helpful for the non-educationalists. These sessions are run jointly with the Trustees of the EMLC Charity. This ongoing development and support enables the Strategic Board and its Directors to focus on the three key objectives:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Chief Executive to account for the educational performance of the Academy Trust and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent.

As previously stated, there is currently a ██████████ who takes responsibility for the key roles of the Chair as outlined in the latest Governors Handbook January 2014, reflecting:

- **Leading effective governance:** Giving the Strategic Board a clear lead and direction, ensuring that the Directors work as an effective team and understand their accountability and the part they play in the strategic leadership of the school and in driving school improvement.
- **Building the team:** Attracting Directors with the necessary skills and ensuring that tasks are delegated across the Board so that all members contribute, and feel that their individual skills, knowledge and experience are well used and that the overall workload is shared.
- **Relationship with the Chief Executive of the Trust:** Being a critical friend by offering support, challenge and encouragement, holding the CEO to account and ensuring the CEO’s performance management is rigorous and robust.
- **Improving your school:** Ensuring school improvement is the focus of all policies and strategies and that Director scrutiny, monitoring and challenge reflect school improvement priorities.
- **Leading the business:** Ensuring that statutory requirements and regulations are met, that the school provides value for money in its use of resources and that Strategic Board body business is conducted efficiently and effectively.

In the delivery of the Northampton International Academy (NIA), EMLC AT will establish a Local Governing Body (LGB) for the 'Free' school that will enable local representation on the local governance of the academy. [REDACTED] the recruitment of a permanent Chief Executive Officer for the NIA. Both have worked with the educational advisory group for the opening team and have played an integral part in the vision and values of tis free school.

The LGB will know and understand the school, its context and its community. Throughout the year, the LGB will be regularly informed about how well the Academy is engaging with its parents and its community through a range of methods such as questionnaires and drop-in sessions etc. The LGB will be fully aware of the Academy's data, including pupil achievement and progress and how it aligns with national expectations. This information will be provided by the [REDACTED] and through governors' regular focused visits to the Academy. The LGB will have a solid evidence base that they can use to challenge and support the senior leadership of the Academy.

In identify and recruiting members of the LGB the Chair will ensure that there is a range of skills in order to fill the specific requirement of the LGB e.g. SEN, Safeguarding, Finance, Teaching, Learning and the Curriculum.

Skills Gap Analysis

	Significant experience
	Some experience
	Limited experience

RAG rated Skills Analysis of EMLC Academy Trust Strategic Board	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Experience of Governance						
Strategic planning						
Self-evaluation and/or impact assessment						
Data analysis						
Experience of staff recruitment						
Performance management						
Community relations						
Chairing						
Leadership						
Coaching and mentoring						
Media and Communication						
Risk assessment						
Finance (highest rating only where there is a finance qualification)						
HR						
Legal						

Knowledge of Quality First Teaching						
Health and Safety						
Safeguarding						
Knowledge of local community						
Parents perspective (reflected in the LGB)						

RAG rated Skills Analysis of future Local Governing Body		
Experience of Governance		
Strategic planning		
Self-evaluation and/or impact assessment		
Data analysis		
Experience of staff recruitment Performance management		
Community relations		
Chairing		
Leadership		
Coaching and mentoring		
Media and Communication		
Risk assessment		
Finance (highest rating only where there is a finance qualification)		
HR		
Legal		
Teaching		
Health and Safety		
Safeguarding		
Knowledge of local community		
Parents perspective		

Plan for Recruiting Additional Members of the LGB

As previously stated the main skills gap in the EMLC AT Strategic Bard is for formally qualified accountant and there is a recruitment process being undertaken by two members of the Finance Group.

The LGB of the NIA currently has two members with significant educational expertise and knowledge of the town area however there will need to be a recruitment strategy to fill the other posts. EMLC AT will implement the strategy in the year prior to opening through:

- Building a relationship with the local councillors
- Community leaders
- Parent advocacy groups
- Local media: stories about the NIA and its progress in the local press
- Governors 'one stop' shop

F4: A credible plan for recruiting a high quality principal during opening

EMLC Academy Trust (EMLC AT) is committed to recruiting outstanding leaders and also identifying and developing talent within its own network of Academies. The Trust recognises that high quality leadership is critical to the success of NIA and it will recruit exemplary leaders at all levels of the organisation.

The academy will be led by an executive team of Chief Executive Officer (CEO), primary head of school and secondary head of school. The appointment of the CEO is clearly a critical appointment. This person will be accountable for delivering the vision and determining strategic direction of the academy to achieve high outcomes for all pupils and students. To keep the academy at the forefront of educational thinking, we also expect the CEO to be outward facing, connecting with, and making a contribution to system wide improvement.

As lead professional he or she will be a significant role model for the whole academy community. We will appoint a person whose moral purpose, values and ambitions align with the academy's plans. Appointing a CEO with exemplary track record will secure an appropriate climate for staff and pupils to perform at their best. The CEO, with the executive and leadership teams, will have high expectations for educational excellence, set high standards and recognise and respect cultural diversity within contemporary Britain. Whilst not an expert, we will seek a person with business and entrepreneurial acumen, who will remain focussed on pupil progress and outcomes, whilst relishing the opportunities and challenges brought by the commercial dimensions of the learning campus.

We will appoint a CEO who can demonstrate expertise in building capacity in a school for sustained and continuous improvement leading to outstanding outcomes for pupils and students. The successful candidate will have an optimistic, innovative, creative approach to leadership, with strong interpersonal skills and high levels of resilience. With the focus on sector led improvement, the CEO will be an outstanding team builder and player, highly collaborative and thrive in an environment of high autonomy and accountability.

EMLC will use its expertise in identifying and assessing leadership in partnership with the Trust to ensure the most talented CEO is recruited for the NIA and will use all its previous experience in recruitment to make a high quality appointment. Using its many networks EMLC will create a strong field and use a robust, rigorous appointment process to select the very best person. All Trust academies are committed to safeguarding; the successful candidate will be subject to an enhanced Disclosure and Barring Service (DBS) check and the recruitment process for all roles is undertaken in line with our safer recruitment policy.

At a salary of ██████████ we will be seeking a highly skilled and talented school leader with successfully executive leadership experience. The appointee will take up the post 6 months prior to the opening of the NIA in September 2016.

Plan for recruiting a high quality heads of school

The CEO will lead and manage the implementation of the secondary and primary provision in the first instance, as well as the development of the commercial and community facilities. The CEO of the NIA and the EMLC recruitment team will be responsible for the recruitment of a head of primary phase for September 2016, with an additional head of secondary phase being appointed for September 2019, with the start of the sixth form provision. This leadership model has been fully costed within Section G.

As lead professionals with their phases, heads of school will be important role models for the primary and secondary phases of the academy, as well as the wider community. The CEO, with the representatives of the local governing body and trust, will appoint individuals who share the moral purpose, values and ambitions of the academy and are committed to promoting these ambitions across their schools. These leaders will have exemplary track records in their previous roles for securing sustained progress and improvements for pupils.

They will join the CEO in the executive team and be key leaders in the wider leadership team. They will share the CEO's high expectations for educational excellence, set high standards and recognise and respect cultural diversity within contemporary Britain. It will be important for these two leaders to demonstrate expertise in building capacity in a school for sustained and continuous improvement leading to outstanding outcomes for pupils and students. The successful candidates will display the same skills and qualities as the CEO. They will be optimistic, innovative, creative leaders, with strong interpersonal skills and high levels of resilience.

The CEO and heads of school are leaders of an 'all-through' academy. They will always need to share an ambitious, consistent and accessible vision for 'all through' education, exemplifying 'the belief in one school'. These leaders will need to be able to spot future potential from across all phases of the academy and empower the individuals to develop their own leadership, within the academy's overall strategic direction.

The National Standard of Excellence for Headteachers

Throughout the recruitment of a CEO and the heads of school, we will use the new 'National Standards of Excellence for Headteachers' (2014) to create person specifications and job descriptions for these roles. The standards encapsulate the key knowledge, skills and behaviours needed to deliver the vision for the NIA.

There are four 'Excellence as Standard' domains, namely:

- The qualities and knowledge of Headteachers
- The impact of Headteachers on pupils and staff
- The role of Headteacher in creating and sustaining excellent schools
- The role of Headteacher in shaping the teaching profession and a school-led system:

Within each domain, there are six key characteristics, making a total of 24 key characteristics expected of English headteachers. As these standards are designed to be used across the various headteacher /leadership settings within schools they meet the needs of both CEO and heads of school roles.

Strategy to attract the best candidates

We will seek to recruit the best candidate for each of these three key leadership roles based on merit; the recruitment and selection process will achieve this. The Trust wishes to encourage the recruitment of staff with disabilities and will make reasonable adjustments to all stages of the recruitment process as required, in order for a successful candidate with a disability to undertake the post. We recognise the need to treat people as individuals and place positive value on diversity in the community and in the workforce.

EMLC has extensive experience of leadership recruitment both in the commercial and educational sectors. With such a high profile development in the centre of Northampton town, it is critical that a CEO is appointed who can drive forward the delivery of the vision and the education plan for the NIA. He or she will also need commercial experience to market the academy to ensure the NIA meets its pupil recruitment targets and supports the local authority in its drive to provide high quality secondary places for the pupils of the town

The recruitment of the CEO will begin early in the spring of 2015 with a series of national adverts building on the marketing and public relations work that will have started as soon as we are appointed as the sponsor of the NIA in early 2015.

Date	Activity
Ongoing	Networking/targeted research
w/c 2 nd March	PR and advertising: advert placed
w/c 20 th April	Closing date for applications

w/c 20 th April	Long-listing and screening interviews
w/c 27 th April	School Based Assessment Centre
w/c 11 th May	Panel Interview and presentation
January 2016	CEO in post
January 2016	CEO begins process of setting up the academy, including the appointment of the head of primary.

Timeline will allow time for re-advertising if required.

The timeline for appointment of the head of school primary will be:

Date	Activity
Ongoing	Networking/targeted research
July to October 2015	PR and advertising: advert placed
November 2015	Applications close
December 2015	Long listing and screening
January 2016	School Based Assessment Centre
February 2016	Panel Interview and presentation
Summer 2016	Head of school primary: preparation
September 2016	.Head of school primary takes up post

A similar approach to recruitment and selection will be used for all three leadership roles, with variations in assessment activities and interviews to reflect roles. The approach will be as follows:

Targeted Search

Previous experience shows that the use of networks and search are the best way to source the right candidate. We will begin our search as soon as possible. EMLC will support the Trust in using its national database of potential candidates and extensive network of Head of Schools and executive Head of Schools to promote the opportunity and identify the best candidates for the job of CEO and Head of Schools of the secondary and primary phases.

We will:

- Identify organisations where high quality candidates are working
- Use desk/internet research methods to identify potential candidates
- Use personal networks to build a picture of the calibre of individuals and look to triangulate comments gained
- Engage with high quality candidates to explain the opportunity

Print and Digital Advertising

The Trust will advertise the post nationally as per the DfE guidance and the Trust Safer Recruitment Policy. We will place a half page advert into the Times Educational Supplement (TES) according to the timeline, including the digital package which will allow them the option to download packs from the TES website or go to the EMLC Group websites. The application pack will include a letter from the Chair of the Academy Trust, Job Description and Person Specification, Head of Schools Standards, the remuneration package and details of NIA.

PR and Communication

██████████ to develop a PR and Communication strategy for the promotion of the vacancy. This will build on the work being done to promote the NIA in the local, national press and the local community through a range of media.

Selection Process

Potential candidates will undertake a rigorous assessment and interview process including group exercises, unseen presentations and interviews.

Step 1: Long-listing

They will sift against criteria in person specification and carry out initial background research to better understand appropriateness of candidate experience.

Step 2: Screening Interviews

The screening interviews will be held at the headquarters of the EMLC Group in Olney. These competency based interviews will test out the candidates' values and moral purpose to assess their alignment with the vision of the EMLC AT and its vision for the NIA.

Step 3: Assessment Centre Day

The assessment day will be held at one of the EMLC Academies or one of its partner schools. The day will consist of a range of activities. The tasks and their purpose will vary to reflect the role.

- Lesson observation to assess candidate's ability to observe and give feedback
- Exercises to assess competencies such as strategic thinking, problem solving and creativity
- Data and Financial tasks designed to assess knowledge; analytical skills and see patterns in data or figures
- In-depth competency interviews with panels focusing on four domains in the headship standards

Throughout the day evidence will be collected against the leadership standards and the strengths and areas of development identified for each candidate. Prior to the final interview day, members of the recruitment team and panel members will visit the candidate in their school.

Step 4: Final Presentation and Interview

For the CEO appointment, each candidate will be interviewed by a panel that will include The process will include a 15-minute presentation by candidates relating to delivery of the NIA's vision and how it will be achieved. The panel will make a decision based on a candidate's suitability to fill the required role.

A similar process will be adopted for the heads of school, with the CEO playing a key role in each aspect of the selection process.

Step 5: Pre-Employment Checks

All references will be checked before the candidate takes up the post.

Once appointed, there will be an induction process into the role of a leader within the Trust and into the role of CEO or Head of school of the academy.

Following the appointment of the CEO and the Head of School, EMLC, in partnership with The Trust, will develop a leadership talent development programme with the Senior Leadership Team to identify and benchmark future leadership talent at middle and senior level. This will be a development programme that ensures the NIA both recognises and grows its own talented leaders of the future. EMLC will use its leadership competency-based tools to benchmark potential middle leaders and to identify the development needed to move them to high potential middle and senior leaders.

The strategic partnership between EMLC and the Trust is an essential element in both the successful appointment of the CEO and the future development of a pipeline of outstanding leaders that ensure the sustained success of the NIA.

The CEO will lead and manage the implementation of the secondary and primary provision in the first instance, as well as the development of the commercial and community facilities. This leadership model has been fully costed within Section G.

F5 Educational Track Record

This section outlines EMLC AT's educational achievements to date and plans that have been put in place to ensure an excellent standard of education, which will be provided in the future across all current Academies including NIA.

Though we are acknowledged as an approved academy sponsor and are not required to complete this section, it will provide the Department for Education with up-to-date information about EMLC AT as a sponsor.

The EMLC AT was established in July 2012, with the first two academies opening in September 2012. The Trust now sponsors five Primary academies and has two Secondary academies in the pipeline to convert in January 2015. Only one academy has received an Ofsted inspection to date, Orchard Academy, receiving a 'Good' grading in June 2014.

Academies sponsored by the EMLC AT are:

- **Orchard Academy** - A sponsored academy in Milton Keynes with 180 pupils aged between 7-11. It opened in September 2012 and has a federated Governing Body with Shepherdswell Academy. Its results have improved dramatically from 37% of pupils achieving Level 4 or above in reading, writing and mathematics to a result of 92% in 2014, the highest the school has ever achieved. In June 2014, the academy achieved an Ofsted grading of Good, with outstanding features. To view the Ofsted report, click [here](#)
- **Shepherdswell Academy** - A Key Stage 1 converter academy in Milton Keynes with 160 pupils aged between 4-7years. This academy is a feeder school to Orchard. Shepherdswell Academy is graded by Ofsted as Outstanding and joined the Trust in September 2012. To view the last Ofsted report for this converter academy, click [here](#).
- **Castle Academy** - A sponsored primary academy in central Northampton with 480 pupils aged between 3-11 years. It joined the Trust in January 2014. Castle Academy shares a boundary with the site of the proposed NIA.
- **Hardingstone Academy** - A sponsored primary academy in central Northampton with 192 pupils aged between 4-11 years. It joined the Trust in January 2014.
- **Stimpson Avenue Academy** - A sponsored primary academy in central Northampton with 490 pupils aged between 4-11 years. It joined the Trust in April 2014.

The table overleaf demonstrates the performance scores for Orchard, Castle, Hardingstone and Stimpson Avenue Academies when judged against the national average, as well as evidencing our ability to improve standards and progress. Our track record is evident over time. The three academies that joined mid-year in January and April 2014 were rated as Special Measures in 2013. It has been necessary, following educational audits, to challenge current leadership and teaching arrangements in all three schools. Robust support is being provided for these academies from our Milton Keynes schools and from Third Wave Enterprises (TWE).

	National Average	Orchard				Castle		Hardingstone		Stimpson Avenue	
Date converted		Sep-12				Jan-14		Jan-14		Apr-14	
Year	2014	2011	2012	2013	2014	2013	2014	2013	2014	2013	2014
Number of students in this cohort			43	34	40	44	45	22	25	56	61
Level 4											
% of pupils achieving Level 4 or above in Reading, Writing and Maths	79%	37%	77%	82%	93%	57%	47%	77%	80%	61%	47%
Reading (or English prior to 2013)	89%			91%	93%	77%	64%	86%	88%	75%	78%
Writing	85%			88%	95%	70%	71%	86%	84%	82%	48%
Mathematics	86%			94%	95%	70%	64%	86%	88%	75%	72%
Level 4b											
% of pupils achieving Level 4b or above in Reading, Writing and Maths	67%			62%	50%	41%	29%	50%	80%	50%	32%
Level 5											
% of pupils achieving Level 5 or above in Reading, Writing and Maths	24%			6%	18%	9%	9%	32%	36%	18%	13%
Progress											
% of pupils achieving 2 levels of progress in Reading (or English prior to 2013)	91%	78%	89%	97%	91%	95%	74%	90%	84%	83%	90%
% of pupils achieving 2 levels of progress in Writing	93%			93%	97%	95%	100%	90%	89%	94%	71%
% of pupils achieving 2 levels of progress in Mathematics	89%	53%	76%	97%	97%	86%	86%	90%	84%	75%	83%
SPaG											
Level 4	76%			79%	90%	61%	71%	82%	76%	64%	62%

Orchard Academy Improvement Story

In November 2011, Milton Keynes Local Authority asked EMLC and our strategic partner Third Wave Enterprises (TWE) to provide school improvement intervention for Orchard Academy. Orchard's results for Key Stage 2 had been low for a significant period, with sustained underperformance in Level 4 and above in English and Maths combined from 2009 to 2011:

- 2009: 45%
- 2010: 55%
- 2011: 37%

Between October 2011 and May 2012, EMLC commissioned TWE to manage an intervention programme and worked with Two Mile Ash, an Outstanding Teaching School in Milton Keynes and their Principal who is a National Leader of Education. Our Trust became the sponsor in September 2012 and the performance of combined results has significantly improved, with 92% of pupils achieving Level 4 or above in reading, writing and mathematics in 2014. Ofsted inspected the academy, grading it to be 'Good' with outstanding features, in June 2014. Teaching and Learning is judged and moderated to be 100% good or better.

Academies Causing Concern

All three academies who converted in 2014 had not achieved results above the government floor standard, either for attainment or for progress, for a number of years. It has been necessary to provide extensive support for these three schools, which were previously in Special Measures. Low outcomes were the result of endemic weaknesses in teaching standards and low expectations regarding pupil progress from leaders and teachers. Coaching from key personnel within the group has led to some leaders and teachers grasping the need for accelerated progress against ambitious national benchmarks. However, where colleagues were unable to accept this challenge, they have moved on. In all three mid-year joiners, [REDACTED]

Castle Academy – Pupils are making progress in some core subjects that exceed national levels of progress, particularly in Writing at Key Stage 2, where 100% of pupils achieved a Level 4 or above for Writing, which exceeds the national average by 7%. A new leader for Key Stage 2 has been appointed and two Year 6 teachers have been replaced. Support has also been put in place via the [REDACTED]. The Trust has used the expertise of its strategic partner TWE to identify a Challenge Advisor who provides support and challenge to the Principal.

Attainment in Key Stage 1 is well above national, at 98% level 2 or above for Reading, 95% for Writing and 97% for Maths, demonstrating capacity for accelerated progress.

Hardingstone Academy – Attainment is above the government floor for 2014 at 80% combined for Reading, Writing and Maths. Progress is slightly below national average but rising. The academy has recruited two new teachers in Key Stage 2; with a new experienced Year 6 teacher leading Key Stage 2. These teachers have a track record of school improvement as both leaders and teachers. A programme of 'Super Learning Days' has been planned throughout the year and a Challenge Adviser, [REDACTED] an Ofsted graded Outstanding School in Northamptonshire, has been arranged for one day a week to support and challenge the newly appointed Principal (from April 2014).

Stimpson Avenue Academy – This academy converted on 1 April 2014, six weeks ahead of the Key Stage 2 tests taking place. In July 2013, the school was placed in Special Measures. Prior to this, the school had been rated as ‘Outstanding’. An outgoing Head teacher and leadership team in the autumn term, along with a need to change staff and other stakeholders’ perceptions, led to a period of uncertainty for the school, which impacted negatively on 2014 outcomes. Attainment and progress were below national for Reading, Writing and Maths both separately and as a combined figure.

There is also, now, a young team recruited to permanent teaching positions across the academy and programmes of induction implemented.

All three Academies have a temporary Academy Improvement Board, with four members, instead of a Local Governing Body, with a focus on School Improvement and a budget to drive attainment over the 2014/15 academic year.

Support Improvement Provision

EMLC AT has a central Head office that will provide educational support and challenge to the NIA ‘Free’ School. The internal educational structure consists of:

CVs for all personnel are included in the Annex

Third Wave Enterprises

As the school improvement strategic partner to The EMLC AT, Third Wave Enterprises will deliver teacher improvement training programmes at NIA from opening, and will continue until all teaching is judged Good and 50% Outstanding.

The process which TWE goes through to develop the most effective support for the Free School, when staff are appointed, is set out below:

Audit - Diagnostic visit to decide the scope of project and focus support package to achieve agreed outcomes.

Solution design - Detailed identification of appropriate solution, including Local Challenge Leaders, National Leaders of Education (NLEs) and school to school support, to provide challenge, alongside a TWE project manager. Consideration is given to facilitation of the Improving Teacher Programme and the Outstanding Teacher Programme, with TWE.

Activity

- School to school support
- Education Audits
- Subject specific diagnostics
- Environmental Surveys

- Coaching programme
- Spelling and grammar activities to raise subject knowledge of teachers
- Outstanding Teaching Assistants courses
- NQTs programme for leadership
- National Leader of Education (NLE) support
- Beyond monitoring
- Middle leader programme
- Teaching and Learning programmes
- Outstanding Facilitator Programme
- Power of Coaching
- Train the trainer

Track Record of Success Third Wave Enterprises has a strong track record of making a difference across all phases. Two recent Secondary examples are set out below, to demonstrate this point:

Unity College – Malcolm Arnold Academy

Unity College was an 11–18 secondary school and in 2010, the college transferred to the David Ross Education Trust and officially re opened as Malcolm Arnold Academy. In 2008, the college was placed in Special Measures, after being in an Ofsted graded ‘Satisfactory’ category since 2005. Third Wave Enterprises were approached for a bespoke school improvement package of support at all levels. A particular concern was the quality of teaching and learning, which was benchmarked at 35% good or better. Leadership and Management were judged as inadequate. Accurate moderation and analysis of data were not evident.

A TWE school improvement package was designed to build sustainability and impact on student progress. This included a cyclical facilitation of the Improving Teacher and Outstanding Teacher Programmes and an intensive Improving Leadership through coaching model. Coaching and leadership skills were also provided for Subject Leaders of English and Mathematics and for members of the Leadership team with responsibility for progress, data, teaching and learning and behaviour and safety. The programmes and coaching continued through the academy conversion process until 2012.

80% of participants from the Outstanding Teacher Programme were appointed into substantive promoted leadership roles from the start of 2010. Subsequently, 100% are now in leadership roles. In December 2012, the academy received a Section 5 Inspection. The overall Ofsted grade was ‘Good’ with outstanding judgements for Behaviour and Safety and Leadership and Management. By December 2012, ‘Good or Better’ teaching had improved from 35% in 2008 to 85% in 2012.

Outcomes

Rising outcomes followed; with just 22% of pupils gaining A* to C including English and Maths in 2008 to 50% A* to C including English and Maths in 2012.

The Duston School

The Duston School is an 11-18, larger than average, Secondary school in Northampton. In September 2010, the school received a good judgement overall following a Section 5 visit. One of the areas for development in this report was identified as teaching and learning. Following this report, the school engaged with TWE, who created a bespoke Outstanding Teaching Programme which addressed the areas for development from the Section 5 report and created a model of leadership coaching, which was implemented at senior, middle and whole staff level.

In November 2013, the school was revisited under a Section 5. Under this inspection the school received 'outstanding' judgements in all areas. The report states that "teachers have exceptional high expectations and ambitions for their students. As a result of outstanding teaching, "almost all students including more able students make rapid improvement in their learning".

Outcomes

Between 2010 and 2013, the quality of teaching and learning improved from 'good' to 'outstanding'. Between 2011 and 2013, outcomes improved from 42% to 62% 5 A* – C grades, including English and Mathematics and it is now a teaching School.

Additional School Improvement Partners

EMLC has developed a formal agreement with Northampton School for Boys, a longstanding outstanding and high performing Teaching School. Together with this Teaching School Alliance, we will deliver school to school support for our NIA site over a two year programme in order to ensure the Free School becomes "Good" at its first inspection and is on track to become "Outstanding". [REDACTED] becoming an adviser for the NIA 'Free' School and co-ordinator of the support programme.

The other main support from the NSB Teaching School Alliance will be Specialist Leaders in Education support, from their Teaching School provision. These SLE's will provide curriculum support for the English Baccalaureate subjects in the NIA 'Free' School. In addition the Trust also has strategic partnerships with:

- 'TES Prime' who work closely with us to provide excellent leaders and teachers for our academies.
- 'Ruth Miskin Training' the group who conceived Read, Write Inc - a systematic whole school approach to literacy and the effective teaching of reading.

Section G: Budget planning and affordability

<Redacted>

Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.



SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**

2. The text boxes can be made bigger by increasing the row height.

3. To insert a new line in a text box, press alt + enter.

4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	<Redacted>
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	NN1 <Redacted>
--	----------------

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	
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Any comments on your calculated building space:	
---	--

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Northamptonshire
---------------------------------------	------------------

If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	<Redacted>
--	------------

Please confirm the tenure:	<Redacted>
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If other, please explain further:	NA
-----------------------------------	----

Please include information on purchase or lease price if known:	<Redacted>
---	------------

Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
--	---------------

Name and contact details of owner:	NA
Name and contact details of agent or local authority representative where available:	NA
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	<Redacted>
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	It is a large site, with a building that can be converted into a school facility that will be fit for purpose. As outdoor space is tight, the proposal is to <Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	NA
Please confirm the tenure:	Please select
If other, please explain further:	NA
Who owns the site?	Please select
Please include information on purchase or lease price if known:	NA
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	NA

Name and contact details of agent or local authority representative where available:	NA
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	NA
Why have you chosen this site? What makes it suitable for your free school?	NA
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	NA
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	NA

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	NA
Please confirm the tenure:	Please select
If other, please explain further:	NA
Please include information on purchase or lease price if known:	NA
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	NA
Name and contact details of agent or local authority representative where available:	NA

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	NA
--	----

Why have you chosen this site? What makes it suitable for your free school?	NA
---	----

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	NA
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	NA
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Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	NA
--	----

Please confirm the tenure:	Please select
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If other, please explain further:	NA
-----------------------------------	----

Please include information on purchase or lease price if known:	NA
---	----

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	NA
------------------------------------	----

Name and contact details of agent or local authority representative where available:	NA
--	----

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	NA
Why have you chosen this site? What makes it suitable for your free school?	NA
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	NA
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	NA

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
if yes, from what to what?	NA
Please confirm the size of your existing site:	NA
Please confirm the size of your existing buildings:	NA
Please confirm the tenure of your site/buildings including details of any loans or mortgages:	NA

Annexes

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	



CV template		
	<ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles	██████████

CV template	
	<p>including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your

CV template		
	school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	████████████████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
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		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body member- 	Not applicable

CV template		
	<p>ship number</p> <ul style="list-style-type: none"> how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

CV template

8. Reference names(s) and contact details



CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE includ- 	

	<p>ing English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template	
1.	Name
	██████████

CV template		
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	██████████
5.b	For education only: if you are in a teaching or head of department role in your latest school (where	

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	<p>available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications
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7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8.	<p>Reference names(s) and contact details</p>

CV template	
1.	<p>Name</p>
2.	<p>Area of expertise (i.e. education or finance)</p>
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>

CV template

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number <p>how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	
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	3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification 	N/A

CV template		
	<ul style="list-style-type: none"> ▪ professional body membership number <p>how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A

CV template		
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
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		██████████
.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest	██████████

CV template

	<p>school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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6.	Brief comments on why your previous experience is relevant to the new school	██████████
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8.	Reference names(s) and contact details	██████████

CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
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		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	Not applicable
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for 	██████████

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	<p>level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
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8.	Reference names(s) and contact details	

CV template		
1.	Name	
2.	Area of expertise (i.e. education or	

CV template

	finance)	
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <hr/> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <hr/> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
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		██████████

	additional roles	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number <p>how your qualifications are maintained</p>	<div style="background-color: black; width: 100px; height: 20px;"></div>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
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CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
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CV template		
	<ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number <p>how your qualifications are maintained</p>	
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CV template		
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CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
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CV template	
	<p>date of qualification</p> <ul style="list-style-type: none"> ▪ professional body membership number <p>how your qualifications are maintained</p>
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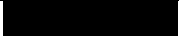
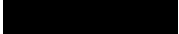
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	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	N/A

CV template		
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CV template		
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CV template		
1.	Name	████████████████
2.	Area of expertise (i.e. education or finance)	████████████████
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4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body mem- 	

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	<p>bership number</p> <ul style="list-style-type: none"> how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	
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CV template		
1.	Name	██████████
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CV template		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
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6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]
7.	Optional: brief comments on how the role you played helped to	N/A

CV template		
	raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
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CV template	
	<p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three</p>

CV template		
	previous roles.	
8.	Reference names(s) and contact details	



Department
for Education

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