



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

Swindon Church of England Secondary School

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the

application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) 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.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	✓	
2. Have you established a company limited by guarantee?	✓	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	✓	
Section H: Premises	✓	
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?	✓	
5. Have you fully completed the budget plans?	✓	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	NA	
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	NA	
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?	NA	

<p>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).</p>	✓	
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	

**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*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <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 forms within the past 365 days; and ▪ 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?</p> <p>(See guidance for dates and deadlines)</p>	<p>✓</p> <p>✓</p> <p>NA</p> <p>✓</p>	

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: [REDACTED] (please delete as appropriate)

Print name: [REDACTED]

Date: 10/10/2104

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.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83109
Name of proposed school:	Swindon C of E Secondary School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Diocese of Bristol Academies Trust, Hillside House, 1500 Parkway North, Stoke Gifford, Bristol. BS34 8YU
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	Please select
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Diocese of Bristol Academies Trust
Company address:	Diocese of Bristol Academies Trust, Hillside House, 1500 Parkway North, Stoke Gifford, Bristol. BS34 8YU
Company registration number:	8156759
Date when company was incorporated:	25th July 2012
Please confirm the total number of company members (must be a minimum of 3):	Please select
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>

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.	No.
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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:	Diocese of Bristol Academies 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?	One
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Links to other organisations

<p>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.</p>	<p>No</p>
<p>If Yes, please provide the following information about each organisation:</p> <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. 	<p>The Church of England has a national organisation, called the National Society, based in Church house in Great Smith Street, Westminster. It advises us on policies and works closely with the DfE across the road. It is organised into 43 Dioceses, of which Bristol is one.</p> <p>The CEO of DBAT is also the Diocesan Director of Education with oversight of 70 schools in the geographical area of the Diocese. 56 are maintained schools, 7 are Single Academy Trusts, 5 are in DBAT and the other two are the Bristol Cathedral Choir school and its new Primary Free School, both in their own Single Academy Trust.</p> <p>DBAT commissions services from other providers. They are:</p> <ul style="list-style-type: none"> • The Cabot Learning Federation (Fishponds CE Academy) • Delegated Services, a Community Interest Company (Tadpole Farm CE Academy) <p>We are also in preliminary discussions about forming strategic partnerships with Bath Spa University, the Royal Wootton Bassett Academy Teaching School and DBE Services for Property Maintenance.</p> <p>We have strong links with the 4 Local Authorities in the Diocese (Bristol, South Gloucestershire, Wiltshire and Swindon). We work alongside them in any school Requiring Improvement, we share data with them and we have regular meetings to update each other about the progress of schools.</p> <p>Cabot Learning Federation CH number 06207590 Delegated Services (CiC) CH number 08032458</p> <p>We do not anticipate using either of the Companies related to the development of this Free School</p>
<p>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.).</p>	<p>Please see the above answer regarding the national organisation of the Church of England. DBAT's principal aim is to serve schools and communities. We adopt the Agreed Syllabus for Religious Education in each Local Authority SACRE (Standing Advisory Council for Religious Education – a statutory body). Our Diocesan RE Adviser is sub-contracted to run 3 of the 4 SACRE's in this area. We expect schools to follow the law in terms of Collective Worship, and we encourage them to celebrate the major festivals of all the main world faiths</p>
<p>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:</p>	<p>NA</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>NA</p>



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](#)

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.	
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In which local authority is your preferred location?	Swindon
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Proposed opening year:	2016
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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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:	Yes
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	Please select
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If you answered yes to either of the above questions, please say which faith:	Christianity
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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
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	NA
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Maximum capacity of proposed free school:	1470
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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	1050 Secondary Places, 420 post 16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7 in 2016 with a PAN of 210
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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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	A longer school day
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Section C: Education vision

Section C1

Summary

An 11-18 Key Stage 3, 4 and 5 Free school taking eight forms of entry is proposed for Swindon. The school will be located on the south west of the town in an area of rapidly increasing population growth and will serve both the locality and the whole of the town which currently lacks a Church of England Secondary School. We have identified a site in Wichelstowe with £9.4 million S106 money allocated. The creation of this faith designated school fits within the strategic vision of Swindon Local Authority to improve educational standards in Swindon and address place planning issues.

Bristol Diocese has a track record of establishing new primary schools and good links with Swindon Local Authority. We have engaged the support of our Outstanding Bristol based Teaching School, St Mary Redcliffe and Temple School, to provide secondary expertise.

Rationale - The creation of this proposed Free school addresses the following issues.

1. Addressing basic need for secondary places in Swindon linked to the rapidly rising demographic trend already shown by students in Swindon primary schools and further created by extensive planned housing development. The proposal is for a 1470 place 11 to 18 school in response to basic need associated with all the new housing.
2. Addressing longer term need for Key Stage 5 provision linked to three factors: the demographic trend described above, the raising of the participation age and the aspiration of Swindon unitary authority for more students to progress to University.
3. The identified need for the raising of educational standards in Swindon for all students and to 'close the gap' for the most disadvantaged such as Children in Care (CiC) and students in receipt of Free School Meals (FSM). The school can offer significantly better outcomes for a proportion of the 4,909 students in poorly performing schools, and also provide a resource long term to help raise standards in other schools in Swindon.
4. The need for more parental choice in educational provision in Swindon. The lack of a Church of England school in Swindon and the surrounding area means that parents are currently denied this option.
5. The flexibility offered to a free school will allow the school to respond to local industry need and to be creative in ensuring that the needs of disadvantaged learners are met more effectively than is currently the case in Swindon as a whole.

The evidence for each aspect of the rationale is presented in turn.

1. Basic Need for school places

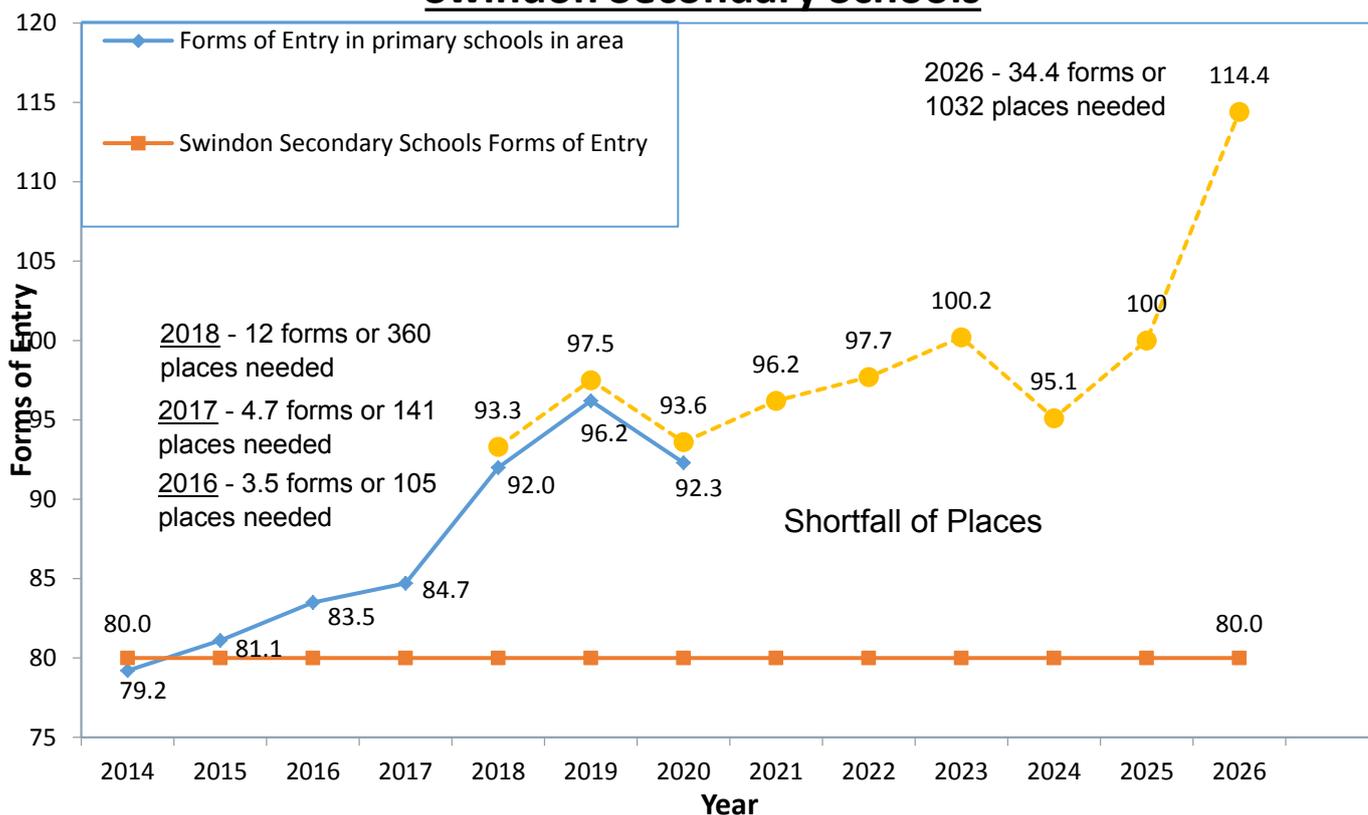
One key impetus for establishing the Swindon Church of England Secondary School is to meet the growing demand for school places in the borough. The Swindon Development Plan estimates “There will be a need for an additional 24 forms of entry for secondary schools to accommodate growth in the child population” in the coming decade.

Swindon has a growing primary school population with a planned growth in housing which, according to its local plan, will cater for around 22,000 families. Swindon Council is, as part of its strategy, "inviting a free school provider to Swindon to meet some of the demand for places"*

Swindon estimates it requires 3 new secondary schools to meet the demand of the new housing and counter the migration of existing students to Wiltshire schools (there are already not enough places to meet demand within the Borough).

In terms of the estimated timescale for delivery, the chart below from 2013 identifies a shortage of places within Swindon Secondary Schools starting in 2015 and growing. By 2016 there is a shortage of 105 places of entry in Swindon schools, by 2018 this grows to 360 places. Clearly visible is the growing primary population with no increase in secondary places; as well as future population growth. Clearly, the implementation of our education plan and the development of the Free School would go some way to alleviating the problem of a shortage of pupil spaces in Swindon.

Swindon Secondary Schools



2. Basic Need and raising aspiration Post 16

In addition to this, the Swindon Development Plan notes “Growth in post-16 places is anticipated both as a consequence of growth and to meet changing national requirements” and, by establishing an 11-18 school, we could go some way to accommodate a proportion of that growth in numbers. But our education plan speaks to quality as much as it does quantity, in so far as we

*Secondary School Places SBC Cabinet report 12th June 2013.

are seeking to deliver an outstanding educational experience for the young people of the borough. The Swindon Skills and Employment Strategy highlights that improvements have been made in the quality of the education that young people have received, but recognises that there is still a way to go: “in 2012/13, 55% of young people gained 5 or more GCSEs at grades A-C including English and Mathematics compared with 60% in England. The local data represents a rise of 14 percentage points over five years.” Hence, there is “a need to do more to support all young people to achieve better educational outcomes and be better prepared for skilled employment or further learning at age 18 and beyond”, if we are to “equip young people with the skills & qualifications to successfully enter the labour market.” In order to achieve these goals, the Swindon Education Improvement Strategy was developed with a series of aims which are entirely in line with our own. The rise in percentage of students gaining higher grades at GCSE will mean there is greater pressure on institutions able to offer A levels and prepare students to aspire to top level universities.

3. Need to Raise Educational Standards in Swindon

Swindon currently has 6 secondary schools which are judged good by Ofsted but 5 that are not. The addition of a new Church of England school with a supportive, collaborative, outward focus could help promote an upward trajectory of school improvement across the town.

School	OFSTED Rating	2013 Best 8 Value added
Churchfields Academy	Good – 2013	1010.9
Highworth Warneford School	Good – 2013	995.8
Isambard Community School	Good – 2011	980.8
Lydiard Park Academy	Good – 2014	994.8
Nova Hreod	Requires Improvement – 2013	994.2
St. Joseph's Catholic College	Special Measures – 2013	994.5
Swindon Academy	Requires Improvement – 2013	998.3
The Commonweal School	Good – 2014	972.9
The Dorcan Academy	Requires Improvement	986.7
The Ridgeway School	Good – 2012	989.7
Kingsdown School	Satisfactory 2012	980.6

Of particular concern is the lower than average value added progress made by students in all but one of the Swindon Secondary Schools. **4,909 students are presently educated in weak schools in Swindon.** The creation of the proposed new secondary school would increase the number of students educated in a good or better secondary provision. There are currently more students being educated in schools less than good than the new school would have the capacity to educate. From a reading of the most recent Ofsted reports of schools with lower value added, there are some common themes which emerge as illustrated by the quotes from Ofsted reports below.

A lack of challenge/expectation

- *Not all lessons challenge students fully, particularly the most able.*

- *teachers sometimes give work that is too easy or too hard; they do not use questions effectively enough to encourage students to think deeply*
- *a need to ensure that lesson success criteria do not 'cap' the progress that students can make*
- *the quality of work in some books is not of a high enough standard*

A need to further develop literacy

- *writing has not consistently been a sufficient focus across subjects*
- *that students could not read well enough and improvements were too slow with the strategy the school was using*

A need to increase independent learning and improve assessment feedback

- *Written advice from some teachers is not as good as it could be, so students do not always know what to do to improve.*
- *teachers do not give students enough opportunities to work together and to learn from each other*
- *a need to develop students' skills in learning independently*

A need to greatly increase the amount of good teaching

- *Increase the proportion of lessons where learning is good*
- *raise students' attainment and accelerate their progress by ensuring that more teaching is at least good*

These common themes will be addressed in the proposed new school. The school will learn from the experience of the Swindon schools and seek to do things differently and address the gaps that will enable Swindon young people to achieve their very best in the new school. See section D for more detail on how these issues will be addressed. The new school will have high expectations for individual students whatever their background. This will be evidence based through careful use of data and target setting. Student progress against these challenging targets will be carefully monitored (D2). Literacy skills and independent learning will be developed throughout the curriculum and through specific interventions. (D1, D2, D3). The school will place a strong emphasis on the recruitment and development of top quality teachers and the monitoring of teacher quality. In particular teachers will have training to develop their ability to teach in a variety of styles that engage learners and to use the most up to date assessment for learning and higher order questioning techniques that allow students to make rapid progress towards their targets. The school wishes to develop "empowered learners" who are able to develop an ownership of their own learning and progress, build resilience and address gaps in their approach to learning through careful guidance and feedback.

4. Parental Choice

Swindon currently has 11 secondary schools: a mixture of community schools and academies with one catholic secondary school. There is currently no secondary Church of England school provision. There are eight primary Church of England schools.

The Local Authority would welcome a new Church of England Secondary school and estimates that, if 80% of all the Anglican primary school students progressed to a Church of England school that in itself would fill 200+ places each year. *Source: Swindon Borough Council*

The above takes no account of any influx of parents from other schools that would prefer to send their child to a Church of England Secondary School. Parents who currently wish to choose a distinctive and inclusive Church of England secondary education currently have no option in Swindon. Primary heads tell us of the demand for a Church of England Secondary School from parents.

5. Flexibility to Address Disadvantage

The large gap between the achievement of the pupil premium students and others is of particular concern in Swindon where this gap is one of the largest in the southwest of England. The flexibilities offered by the free school structure to vary the curriculum and extend the day as necessary allow opportunities for this gap to be addressed and narrowed swiftly in a new school.

Vision –The vision is for an outstanding 11 to 18 school with a faith designation and a Christian religious ethos that is both distinctive and inclusive. Distinctive in the sense that all decisions about the nature and purpose of the school are taken through the lens of Christian values. Inclusive in that all students and staff are equally valued for their uniqueness in the eyes of God, and for their belonging to the school community. No one is discriminated against due to their beliefs or lack of them. Everyone is challenged to consider what they believe and why they believe it and to aspire to continual personal growth.

It is envisaged that 50% of places will be available locally with no faith criteria and 50% will be available across the town for people from a variety of Christian denominations if the school is oversubscribed. Students will therefore come from a mix of Christian backgrounds from a variety of different traditions and ethnic heritage as well as from no faith and other faith backgrounds. The school will provide safe boundaries, good relationships and empowered learning in a culture of hope. Hope is not understood as personal wish fulfilment, a ‘follow your dreams’ type of hope but rather as a communal living-out of the values, relationships and transformations that should characterise a thriving school, community and the wider world.

The aim is to help every young person be ‘fully alive’ and to build skills such as communication and organisation, competencies such as creativity and resilience and values such as valuing trust, truth, reconciliation and faith. These skills, competencies and values will be discussed with key stakeholders and rooted in the values of the locality. The school will establish a self-reflective culture where governors, parents, staff, students and the wider community are encouraged to contribute to learning and development.

The school will launch its post-16 provision once the initial cohort has reached the end of KS4.

The compulsory school day will run from 8.30am to 4.30pm to allow an enrichment programme to take place in the final hour of the school day.

The curriculum will have a particular emphasis on developing communication and numeracy skills. At Key Stage 3, it will be broad and balanced following the National Curriculum and augmented by three fortnightly “Empowered Learning” lessons in which students will be able to build their own learning power as well as benefit from an opportunity to enhance their numeracy and literacy skills where appropriate. The reason for this emphasis on developing communication skills and the “Empowered Learning” lessons are specifically to address the issues experienced by many Swindon students identified in the OFSTED inspections of Swindon schools with low value added performance. A need to develop literacy and to develop independent learning was identified and

the mechanisms described will help make these improvements for Swindon students attending the new school.

Our vision fits with Swindon strategic vision. Looking forward, the unitary plan and vision is to transform Swindon by 2026 into a place of economic opportunity*, with an aspiration of being amongst the UK's pacesetters in creating new jobs and growing the economy. Stemming from this, the strategy sets out five priorities to guide the actions and investments of funding agencies and partners over the next three years. These are to:

1. Equip young people with the skills and qualifications to successfully enter the labour market.
2. Work closely with employers to better understand their skills needs and focus available skills development investment more effectively.
3. Create an employment and skills system which is more responsive to the needs of business and which supports enterprise and employment growth.
4. Raise the higher level skills base of the workforce.
5. Reduce worklessness and disadvantage.

The new school will take seriously the development of the whole child. In order to meet the challenges of 21st century life, secondary students need to be aware of and to develop their God-given talents and capabilities. We will build resilience both for their time at school and for the rest of their life. The school will strive for the highest academic standards, but will also seek to promote 'human flourishing' across as many areas as possible, both as individual and as community development. Distinctively Christian schools are popular as they provide a rationale both for education and for life beyond the latest political and educational 'flavours of the month'. We will provide a rationale that will enable students to be both responsible and committed citizens.

This will provide a language used by and made appropriate to the whole community where we emphasise the development of competencies, attributes and values. The competencies will emphasise the communication, numeric and technological skills which are fundamental for educational and wider success in our society. We also want students who are able to review their strengths and areas for development as they take responsibility for their own learning and wider development. A key success indicator for high exam attainment is the ability to revise, so this will be emphasised as well. The Swindon Unitary Plan has emphasised the need for skills that support local industry and our aim is to draw on input from Swindon based firms in drawing up the final list of competencies. With companies like Intel based in Swindon, technological and communication expertise will be particularly important and the commitment to offer computing at key stage 3 and 4 is a response to this.

The attributes are resilience and perseverance, interdependence and team working, organisation and planning, creativity and critical curiosity. These will be developed through lessons, tutor time and enrichment activities.

The values will be refined by the school community as it itself develops but they are likely to include such values as courage, justice, respect, stewardship, trust and truth, forgiveness and reconciliation and faith. Many schools would have a similar list of values, apart from faith, but what will set this school apart will be that the values are lived out by the community and that the reasons for the values will be rooted in the understanding of the nature of God and the exploration of 'human flourishing' in the context of the school, Swindon and the wider world. Whilst these

values have a timeless quality to them, they will also be rooted in locality ensuring that students develop a respect for the growing diversity of the Swindon population and care for the local environment. At the heart of the process will be each student being encouraged truly to value themselves as a way of understanding their God-given potential and the responsibility to be as God intended them to be for themselves and for their role in school, Swindon and beyond.

Swindon Church of England Secondary Free School will focus on learning for its staff and governors as well as its students. This will be embedded in its work and practice – there will be a culture of learning, palpable to all members of the school community. DBAT will develop its existing partnerships with Higher Education institutions, notably Bath Spa University, to engage in contemporary educational research. The school will be at the cutting edge of learning – keen to ensure the very best of current practice is adopted, and that it is subject to continuous review and improvement.

We will also engage closely with Business and Commerce in Swindon. We will aim to pioneer new thinking related to the school-work transition phase, adapting teaching and learning to ensure students gain both high level qualifications and are fit for employment – employment with further learning.

We will play our full part in forging and developing partnership working across the Borough in the 14-19 phase, engaging fully with employers and Further Education institutions. In time, we hope Swindon Secondary CE Free School will be a national lead school that participates regularly in research projects and features in publications and conferences at a national and international level.

Raising awareness of local, national and international issues is crucial. The school will actively plan for all of these and systematically support good causes. Visiting speakers will be invited regularly, including prominent figures such as Government Ministers, campaigners, senior clerics and business leaders. We will take care to ensure each gender is represented in a balanced way and actively ensure female leaders attend school to promote the STEM subjects, where women are significantly under-represented.

We will create situations where all students are exposed to Higher Education experiences and to the employment opportunities locally.

Our school will seek to nurture and develop a generation of new leaders. Our children will leave school as superb communicators, with the confidence to express themselves in the wider world. We aim to educate children to be responsible citizens with well-informed, bold, enquiring and creative minds. In keeping with the Swindon Education Improvement Strategy (May 2013), we will focus our efforts on ensuring “that children have the confidence to be creative, can think independently, are fully literate... and are developing an understanding and a sense of responsibility for the world in which they live”. Our intention is that literacy will be effectively delivered via outstanding English lessons as well as being supported by cross-curricular initiatives, high-quality teaching of literacy in other curriculum subjects (as outlined in our Education Plan) and boosted by our regular “Empowered Learning” sessions and the potential for targeted intervention during our enrichment hours. In addition to this, the “Empowered Learning” sessions will deliver aspects of Citizenship education and PSHE, which will underline the key values of our school, the local community, the wider Christian community and the United Kingdom.

Our approach to teaching and learning will often be enquiry based with a strong emphasis on creativity which will be reflected in the range of options available to students in Key stages 4 and 5, while our broad and balanced curriculum at KS3 will expose students to a variety of subjects and approaches to learning which will be designed to expand their horizons as learners and to develop into young people who are well equipped to deal with the challenges of life in the 21st Century. At Key Stage 3, students will be expected to make good progress in reading, writing and spelling whatever their starting point and those students who have not made expected progress at Key Stage 2 will participate in intervention programmes designed to close the gap with their peers. As our Education Plan (Part 2) shows: at KS3 and 4, History, Geography and RE will all have a “boosted focus on literacy” whereby lessons will deliver and assess the key skills of reading, writing and spelling as well as developing the students' oracy through the provision of activities focusing on verbal communication. These activities will reflect those being delivered in English lessons and help students to see literacy not as an isolated activity which is restricted to English lessons but as something which underpins every aspect of their education. Our delivery of Modern Foreign Languages will enhance this sense of our young people as effective, literate communicators and increase their sense of themselves as global citizens who are well prepared for the local, national and international job markets. This variety of approaches to boosting literacy directly addresses one of the key causes of Swindon student underperformance identified in the OFSTED reports of schools with low value added performance (see third point in our rationale earlier in section C).

Aspirations and Outcomes

Aspiration 1 for all students to achieve and meet ambitious targets

- Students of all abilities will achieve well above the average for Swindon and above the average nationally at key stage 3, 4 and 5 (see section D2)
- Students from disadvantaged backgrounds (such as those on free school meals and children in care) will achieve well above the level currently achieved in Swindon. We aspire to no gap between the success of disadvantaged students and the average for all students nationally. This is extremely challenging and ambitious but a key part of addressing underachievement in Swindon. (see section D2 for a detailed breakdown of the target figures for this cohort)

Aspiration 2 for students to have aspirational goals on leaving school

- Students will have a high rate of success in applying to university and in particular to Russell group universities (see section D2 for a detailed breakdown of the target figures)
- Students will be successful in gaining the best apprenticeship opportunities

Aspiration 3 for students to enjoy their learning and develop as fully rounded individuals able to make a contribution to society with a respect for others of different backgrounds

- Student attendance will be higher than the national average (see D2 for details of the figures) indicating their commitment to and enjoyment of school
- Uptake of extracurricular and “service to the community” opportunities will be high.

In summary, our school will go beyond simply addressing a need for more student places and increased parental choice and will raise the aspirations and enhance the lives of many young people in Swindon helping them to be “fully alive” as young adults.

Section D: Education plan – part 1

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Year 7			210	210	210	210	210	210	210
Year 8				210	210	210	210	210	210
Year 9					210	210	210	210	210
Year 10						210	210	210	210
Year 11							210	210	210
Year 12								210	210
Year 13									210
Totals			210	420	630	840	1050	1260	1470

Notes: 6th form numbers in Years 12 and 13 will be made up from Pupils staying on and recruitment from other local secondary provision.

For the purposes of this submission we have given a single PAN of 210 per year, we would rather have a PAN that rises in conjunction with the delivery of new houses as the demand grows.

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per fortnight*	Mandatory/ Voluntary	Comments
KS3: Years 7 & 8	*Based on a 50 period two week cycle		
English	6	M	See notes on Page 40 - non secondary ready pupils
Maths	6	M	See notes on Page 40 - non secondary ready pupils
Science	6	M	Schemes of work to include boosted focus on numeracy
Design Technology	4	M	Schemes of work to include boosted focus on numeracy.
Computing	2	M	See notes below this table
History	3	M	Schemes of work to include boosted focus on literacy
Geography	3	M	Schemes of work to include boosted focus on literacy & numeracy
Religious Education	3	M	Schemes of work to include boosted focus on literacy
Art	3 (in Y7); 2 (in Y8)	M	Art receives 3h, 2h, 2h per week over Y7-9
Music	2 (in Y7); 3 (in Y8)	M	Music receives 2h, 3h, 2h per week over Y7-9
Drama	1	M	
Physical Education	4	M	Including dance modules
Modern Foreign Languages	4	M	Half of the year group study Spanish; half study French
Empowered Learning	3	M	Including Personal, Social and Health Education (PSHE), Citizenship, Literacy & Numeracy and Learning Skills

We have used the National curriculum guidance as a basis for the numbers of hours per fortnight allocated and also had regard for the local industry. The national curriculum has introduced computing at Key stage 3 rather than just ICT usage so that students develop basic programming

understanding. DT is also included in the key stage 3 National Curriculum. This is particularly beneficial in the Swindon context as local industry includes engineering, IT and media based companies where a knowledge of design and programming will be an advantage to young people entering the employment market.

Subject/other activity (e.g. enrichment)	Hours per fortnight*	Mandatory/ Voluntary	Comments
KS3: Year 9		*Based on a 50 period two week cycle	
English	6	M	
Maths	6	M	
Science	6	M	Schemes of work to include boosted focus on numeracy
Design Technology	4	M	Schemes of work to include boosted focus on numeracy
Computing	2	M	
History	3	M	Schemes of work to include boosted focus on literacy & numeracy
Geography	3	M	Schemes of work to include boosted focus on literacy
Religious Education	3	M	Schemes of work to include boosted focus on literacy
Art	2	M	Art receives 3h, 2h, 2h per week over Y7-9
Music	2	M	Music receives 2h, 3h, 2h per week over Y7-9
Drama	1	M	
Physical Education	4	M	Including dance modules
Modern Foreign Languages (MFL)	5	M	MFL time increased in Y9 to allow introduction of second language
Empowered Learning	3	M	Including Personal, Social and Health Education (PSHE), GCSE Citizenship, Literacy & Numeracy and Learning Skills

Subject/other activity (e.g. enrichment)	Hours per fortnight*	Mandatory/Voluntary	Comments
KS4	*Based on a 50 period two week cycle		
English Language & English Literature	7	M	GCSE
Maths	7	M	GCSE
Science	10	M, unless taking Tri.	GCSE - Double Science for all with Triple Science as an option
Religious Education	5	M	GCSE
Physical Education	4	M	Non-examined core PE
Empowered Learning	2	M	Including GCSE Citizenship, Personal, Social and Health Education (PSHE), Employability
Option 1	5	V	From Table A – For most students, this ensures 3 EBacc subjects (with Science)
Option 2	5	V	From either Table A or B (next Page)
Option 3	5	V	From either Table A or B (next Page)

Table A	Table B
Geography GCSE History GCSE French GCSE Spanish GCSE Triple Science GCSE (this would replace Double Science) Computer Science Photography GCSE (for Level 1 students) DT: Food, Textile Technology or Product Design GCSE (for Level 1 students) BTEC Level 1 Construction BTEC Level 1 Engineering BTEC Level 1 Hospitality & Catering BTEC Level 1 Performing Arts City & Guilds Level 1 Hair & Beauty	Art & Design GCSE Music GCSE Drama GCSE PE GCSE Media Studies GCSE Business Studies GCSE ICT (National First Award) DT: Product Design GCSE DT: Textile Technology GCSE DT: Food Technology GCSE Health & Social Care GCSE Child Development GCSE BTEC Level 2 (subjects as Level 1) VTCT Level 2 Hair & Beauty

All students must choose one subject from Table A, then two further subjects from either Table A or Table B. Students with low prior attainment will be guided to choose at least one Level 1 course from Table A.

Subject/other activity (e.g. enrichment)	Hours per fortnight*	Mandatory/ Voluntary	Comments
KS5	*Based on a 50 period two week cycle		
English Lang & Lit	9	V	AS and A level
English Literature	9	V	AS and A level
Maths with Mechs	9	V	AS and A level
Maths with Stats	9	V	AS and A level
Further Maths	9	V	AS and A level
Biology	9	V	AS and A level
Chemistry	9	V	AS and A level
Physics	9	V	AS and A level
Geography	9	V	AS and A level
History	9	V	AS and A level
RE (biblical) Reli-	9	V	AS and A level
RE (philosophical)	9	V	AS and A level
Music	9	V	AS and A level
Music Tech	9	V	AS and A level
Sports Studies	9	V	AS and A level
DT (Prod Design)	9	V	AS and A level
DT (Food)	9	V	AS and A level
DT (Textiles)	9	V	AS and A level
Health & Soc Care	9	V	AS and A level
Computer Science	9	V	AS and A level
French	9	V	AS and A level
Spanish	9	V	AS and A level
Art & Design	9	V	AS and A level
Photography	9	V	AS and A level
Theatre Studies	9	V	AS and A level
Media Studies	9	V	AS and A level
Sociology;	9	V	AS and A level
Psychology	9	V	AS and A level
Dance	9	V	AS and A level
Classical Civilisation	9	V	AS and A level
Philosophy	9	V	AS and A level
Politics	9	V	AS and A level
Law	9	V	AS and A level
Film Studies	9	V	AS and A level
Appropriate Level 2 vocational courses	9	V	e.g. BTEC (possibly in liaison with Swindon FE College)
Appropriate Level 3 vocational courses	9	V	e.g. BTEC (possibly in liaison with Swindon FE College)
Empowered Learning	1	M	Non-examined

It would be unlikely that all of these subjects would run, particularly in the first years of the post-16 provision. The subjects that actually run will depend upon student uptake and, in the case of minority subjects, the availability of teacher expertise.

Section D1:

Pupil Profile - Being both distinctive and inclusive is central to the character of the new Swindon Church of England Secondary School. With that in mind, we are keen to use our admissions policy to create a school which serves everyone: the local community in the immediate vicinity as we welcome students who live close to the school; the wider community from across Swindon as we welcome those students with a Christian affiliation from throughout the borough. With that in mind, we anticipate a truly comprehensive intake with students from a variety of socio-economic backgrounds and a range of educational ability. Having done some comparative analysis of similar schools in Swindon, we are anticipating an intake based around the following indicative percentages for various cohorts of students:

We expect there to be around 15% of our students who could broadly be defined as SEND students, which is students, who would previously have been deemed School Action or School Action Plus or have been eligible for a statement.

Given the ethnic background of many of the local people in the area around the proposed site of the new school, we are anticipating between 18 and 20% of our students will have English as an Additional Language, with many of these being of Eastern European origin.

We welcome diversity and as such we would be keen to work closely with churches and community bodies that have large numbers of people who are Black Minority Ethnic or who have English as an Additional Language and encourage them to make close links with our school and for the members of their congregations to apply for places within the school.

Given the social housing that is being built in the locale and coupling that with our Christian mission to serve those most in need we would anticipate that the number of students who are in receipt of Pupil Premium will be around 27% (in line with the national average for 2013).

Comparisons with a Swindon school near to the proposed site suggests that the percentage of students in the immediate vicinity of the school may be slightly lower than this figure (the Ever6 figure for the school in question is around 18%).

In terms of Gifted and Talented students, we would identify a cohort of between 8% and 10% of the school's population who would, in line with DFE guidance, constitute our "official" cohort. These students would be identified using CATS data and Key Stage 2 and 3 results together with teacher recommendations. In addition to this group, we would also seek to create a wider cohort of students who would be selected by individual subjects based on their ability or talent. In practice, this means that around 35% of students would be identified as gifted or talented in at least one curriculum area.

We anticipate becoming a centre of excellence for educating young people within the care system and so attracting a higher number of Looked After Children than the average for Swindon. It is difficult to give precise figures for this as it would require careful negotiation with Swindon Borough Council's Looked After Children's Education Services (LACES) to ensure the students who would benefit most get places in the school.

The proposal is that the school would open before the building of all of the new housing in the locality is completed, some of which will be social housing. The smaller number of local children initially means that, when the school opens, a considerably higher proportion of children will come from central Swindon.

This will result in a very mixed intake socio-economically, ethnically and academically. These should include children with English as an additional language (EAL), Pupil Premium (PP) children and looked after children. Part of the school's mission as a potentially outstanding school in Swindon will be to maximise the achievement of all its students, including those in vulnerable groups such as these, so that gaps in attainment and progress are narrowed. The curriculum proposed is designed to give all students the opportunity to reach their potential, raise their aspirations and improve their chances of progression to level 3 and level 4 study.

The principles behind our curriculum - The school will provide safe boundaries, good relationships and empowered learning in the culture of hope. The aim is to help every young person be 'fully Alive' and to build skills such as communication and organisation, competencies such as creativity and resilience and values such as valuing trust, truth, reconciliation and faith. The precise range of skills, competencies and values will be discussed with key stakeholders during the consultation process to evolve this model to be rooted in the locality. However, the key factors to address will be the low levels of progress of young people in Swindon, their low progression rates into FE and HE and the development of the skills and competencies that are needed to meet the needs of businesses and industry in Swindon.

The aim of the KS3 curriculum is to provide a broad and balanced education to students that enables them to become empowered learners by building on the knowledge and understanding that students have gained at KS2 and preparing them for the rigour and demands of KS4. For these reasons, the school will follow the National Curriculum at KS3.

The curriculum will provide students with an introduction to the essential knowledge that they need to be educated citizens. It will introduce students to the best that has been thought and said and help engender an appreciation of human creativity and achievement. The curriculum will provide an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills.

The intake to the school will be socio-economically and ethnically diverse, so it will be vital to have a particular emphasis on communication and numeracy skills. This strong emphasis on literacy and numeracy will be threaded through the whole curriculum as well as through English and Maths lessons. The humanities subjects of Geography, History and Religious Education will support the delivery aspects of literacy and communication. Science, Design Technology and, for graphical work, Geography will support the delivery of numeracy. Through innovative Empowered Learning lessons, students will receive a programme that will include communication, literacy and numeracy work. This is particularly important in Swindon, where Ofsted reports of local schools indicate a need to "improve the quality of teaching by developing students' writing and comprehension skills more fully across all subjects".

The KS3 curriculum will also promote the spiritual, moral, cultural, mental and physical development of students as well as the skills, competencies and values that are agreed as important to the school and community. This will be crucial to cementing the ethos of the school so that students from different backgrounds socially, ethnically and geographically (both local and from central Swindon) will feel part of a corporate entity. These will be driven and developed through every curriculum area. In addition, the Empowered Learning programme will cover all aspects of PSHE, including Citizenship, as well as helping students to develop their learning skills and metacognitive abilities.

The curriculum at KS4 is designed to maximise students' progress and attainment against the new accountability measures of %C+ in English and Maths, Progress 8 and Attainment 8. Extra time will be given to English and Maths. Together with the extensive work done at KS3 on literacy and numeracy, this should maximise attainment for %C+ in English and Maths. All students will study, and sit a GCSE in, English Literature as well as English Language. This will ensure that one of these GCSEs will be double counted for the Progress 8 and Attainment 8 measures.

The KS4 curriculum will also allow students to begin to make choices about their future educational and vocational direction, whilst keeping a focus on the basics of communication and numeracy and ensuring that students retain an entitlement to access to humanities, languages, technological and creative subjects. This is designed to raise student aspirations by securing basic skills, providing a range of high quality qualifications and clear pathways to post-16 education. This is especially important in Swindon where there is a track record of low levels of entry into higher education. An emphasis at both KS4 and KS5 on facilitating subjects for top universities will help to remove barriers to progression and to raise aspirations.

Students will study a core curriculum at KS4 consisting of English Language and English Literature, Maths, Science, Religious Education, Physical Education and Empowered Learning. The latter will cover PSHE, including Citizenship, and Employability. It will be possible to gain a GCSE qualification in Citizenship through Empowered Learning lessons. Students will have the opportunity to choose three further KS4 courses through the options system at KS4.

At Key Stage 4, the school has provided students with access to the National Curriculum entitlement areas of the arts (Art and Design, Music, Drama and Performing Arts), Design and Technology, the humanities (comprising Geography and History) and Modern Foreign Languages (French and Spanish). Students will not be able to take a course in all four areas and the school will use its free school status for this to be the case. This is because, as a church school, GCSE Religious Education will be taken by all students in KS4. However, if RE were to be considered as a humanity, then students could take a course in all four areas.

A balance between students achieving qualifications in EBacc subjects and yet having sufficient choice to pursue subjects in which they excel or that will be relevant to local employers has been met through the KS4 options system. Most students (all except those below a predetermined prior attainment level) will be required to choose an EBacc subject as one of their options. Together with at least two GCSEs in Science, this will ensure that they are studying at least three EBacc subjects. They will be able to choose two more options, which could include more EBacc subjects, from a range of curriculum areas. Emphasis will be placed on the take up of subjects that will improve employability. In Swindon, these will be Computer Science, Triple Science for the most able scientists, Design Technology and languages. The intention is to build a partnership with Swindon College, so that some vocational qualifications will also be available at both Level 1 and Level 2, including Engineering, Construction and Catering. These will provide obvious links to employment opportunities in Swindon, either directly through Apprenticeships and other work-related training or via Level 3 vocational courses.

The school's intake is likely to include a wide ability range and so the options system is designed to allow those for whom a highly academic diet would be less appropriate the opportunity to choose more practical courses, such as Photography, Design Technology and vocational qualifications at Level 1 or Entry Level. These courses will enhance student engagement and will

allow these students to develop knowledge and skills that will help to raise their attainment and improve their progression prospects.

The school will launch its post-16 provision once the initial cohort have reached the end of KS4. The aim would be to provide a range of Level 3 facilitating subjects. The provision of Level 2 and vocational Level 3 subjects will be reviewed in the light of other local provision to minimise duplication and enable collaboration with other local providers. The intention would be to raise student aspirations to maximise student progression into higher education, since the poor level of post-18 progression is an issue across Swindon.

Our KS5 curriculum would eventually offer the following AS and A level subjects:

- Mathematics with Mechanics
- Mathematics with Statistics
- Further Maths
- English Literature
- English Language and Literature
- Biology
- Chemistry
- Physics
- Geography
- History
- RE (biblical)
- RE (philosophical)
- Music
- Music Technology
- Sports Studies
- Design Technology (Product Design)
- Design Technology (Food)
- Design Technology (Textiles)
- Health & Social Care
- Computer Science
- French
- Spanish
- Art & Design
- Photography
- Theatre Studies
- Media Studies
- Sociology
- Psychology
- Dance
- Classical Civilisation
- Philosophy
- Politics
- Law
- Film Studies

It would be unlikely that all of these subjects would run, particularly in the first years of the post-16 provision. The subjects that actually run will depend upon student uptake and, in the case of minority subjects, the availability of teacher expertise.

Some vocational qualifications at levels 2 and 3 may be offered. The specific offer will be designed to complement the array of subjects available at local further education institutions, such as Swindon College.

Curriculum content

English and Literacy - We want the students to see literacy skills as an enjoyable activity and a transferable skill. There are a number of ways in which we seek to achieve this:

Firstly, through the provision of outstanding classroom teaching, we aim to develop a culture amongst staff whereby every teacher sees themselves as a teacher of literacy. With that in mind, we will develop an approach to teaching and learning which embeds the teaching of literacy into all appropriate lessons, not as a “bolt on” activity, but at the heart of assessment for learning (by insisting work is marked for literacy), questioning (by targeting literacy based questions at

appropriate students) and even in classroom displays by making sure that subject specific keywords and explanations of more general terms are up on classroom walls and referred to in lessons.

Secondly, to support quality first teaching in literacy, we will introduce a range of interventions which will take place in tutor time, in our Empowered Learning lessons and in our school enrichment programme that runs in the final hour of the school day. These interventions will include the development of reading skills, including the introduction of a scheme similar to Better Reading Partners or Rapid Plus for students who need it. We will also develop a subject based scheme to embed key principles of spelling, punctuation and grammar in students' consciousness by delivering interventions to appropriate students in key areas of SPaG and then making sure this is reflected in subject specific materials that they encounter in class. Central to our aim to make every child love literacy will be the development of the Learning Resource Centre. This will be the literacy hub of the school, holding events to celebrate World Book Day, inviting local authors to read their work and organising short story and poetry competitions. As well as this, the aim will be to promote reading for pleasure and make every child a reader by providing them with appropriate literature and firing their imaginations.

The English curriculum itself will also support the development of an enthusiasm and love of reading and writing. One example of a successful KS3 English teaching strategy is a "book fair", where each group of students is allocated a book to read. At the end of the reading period students are given time to analyse the way the plot and symbolism in the book are constructed and the way the characters' significance during the plot changes. They then devise an interesting way of presenting the book to others in the class who then circulate round the different stands to find out about each book in turn.

In KS4, both English Language and English Literature will form part of the core curriculum.

In KS5, AS and A levels will be offered in English Literature and English Language and Literature.

Mathematics and Numeracy - These will also be central to how a child learns at our school and beyond. We want to nurture students so that they become confident mathematicians at whatever level is most appropriate for them: whether they go on to study Mathematics at university; work for a local engineering or technology firm such as Dyson or INTEL or simply enter the world of work confident in their ability to do "real world" maths. As with literacy, the aim is to deliver quality first teaching of numeracy, not only in Maths lessons, but also across the curriculum, in particular in Science and by developing opportunities in other subjects – for example by delivering a common approach to learning about graphs in Maths, Science and Geography. This will be supported by targeted numeracy interventions which will run in tutor time, Empowered Learning lessons and during our enrichment programme. These interventions will be aimed at a wide range of abilities including "catch up" provision for those students who enter the school without having made expected progress in KS2; any students whose Maths scores at KS3 are a cause for concern and Maths Challenges to encourage all students to compete against students from across the globe and to develop their Maths skills and a "can do" attitude to numeracy. Mathematics lessons will follow the National Curriculum at KS3 and an appropriate GCSE course at KS4

Setting in Maths will be from the end of Year 7 in the first year (although there will be one small group of those who failed to make expected progress in KS2), although this may well move forward to the start of Year 7 once greater pupil numbers allow an increased degree of flexibility in

terms of allocating staffing. Maths lessons will be characterised by a lively inclusive approach designed to develop the building blocks of an effective Mathematician at KS3 in preparation for GCSE study in Years 10 and 11.

At KS5, Maths AS and A levels will be offered in Maths with Mechanics, Maths with Statistics and, for very able mathematicians, Further Maths.

Science - In KS3, the National Curriculum programme of study for Science will be taught. Students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena through building up a body of key foundational knowledge and concepts. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Students will develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. They will be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Students will be able to use technical terminology accurately and precisely and they will build up an extended specialist vocabulary. They will also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. There will be a particular emphasis on developing students' numeracy through the maths of Science.

In KS4, all students will study at least Double Science GCSE. Students will have the opportunity to take Triple Science GCSE (i.e. separate GCSEs in Biology, Chemistry and Physics) as part of their KS4 options choices.

In KS5, Science AS and A levels will be offered in Biology, Chemistry and Physics.

Humanities (Geography and History) - In KS3, both History and Geography will follow the National Curriculum. Teaching in both of the Humanities subjects will be in mixed ability groups and it is likely that in the first three years of the school that some of the teaching in each subject will be delivered by subject specialists from the other subject. In order to facilitate effective mixed ability teaching, the lessons will be characterised by high levels of student engagement, effective differentiation and outstanding use of assessment for learning. Both subjects will make use of local visits in order to bring the curriculum to life with the aim of increasing uptake at KS4.

In KS4, both History and Geography will follow an appropriate GCSE course. Teaching will be in mixed ability groups by specialist teachers. The lessons will be characterised by effective differentiation and outstanding use of assessment for learning. Both subjects will make use of local visits and, in the case of Geography, local industry to ensure high levels of student engagement.

In KS5, AS and A levels will be offered in Geography, History and Classical Civilisation.

RE - Religious Education, together with PSHE, promotes pupils' understanding of the multicultural, multi-faceted backgrounds and value systems found in Swindon, in our society at large and in the world.

Religious Education will be based on an 'enquiry model' which takes seriously the special characteristics of each major world faith, but also allows for some topics to be considered across the different world faiths, e.g. an enquiry into when, how and why young people take on the

responsibility for their beliefs would require learning about individual faiths, but also about the concepts of 'spiritual maturity' etc.. RE will also consider non-religious answers to questions of meaning and purpose. These approaches will ensure that the RE provision is inclusive to students of other faiths and none. Good links will be established with the major expressions of faith in Swindon. Two notable partners will be Swindon SACRE and the Swindon Interfaith Group. All students will take GCSE RE with the options pursued ensuring continuity with the 'enquiry model' at KS3.

The school will not encourage parents to withdraw their children from RE as we consider the subject to be fundamental to a deeper understanding of ourselves, our society and our world but we will, of course, respect any request for withdrawal and will make suitable arrangements for supervision (see Section D4). We will publicise this legal right appropriately.

In KS5, AS and A levels will be offered in RE (biblical), RE (philosophical) and Philosophy.

Empowered Learning (including PSHE) -Through innovative Empowered Learning lessons, students will receive a programme that will include communication, literacy and numeracy work. This is particularly important in Swindon, where Ofsted reports of local schools indicate a need to "improve the quality of teaching by developing students' writing and comprehension skills more fully across all subjects".

In KS3, Empowered Learning lessons may have a mixture of mixed ability lessons for PSHE and the 'learning to learn' programme and setted/banded lessons in half years for targeted literacy and/or numeracy work. The work on improving literacy and numeracy will be targeted importantly at those who are below the acceptable levels for their age group, but also at other attainment groups, including stretching and challenging the most able such as the gifted and talented students.

For the lowest attainers, particularly those students who enter the school with literacy levels below expectations, the literacy programme will focus on the basics of spelling, punctuation and grammar and the development of reading skills, including the introduction of a scheme similar to Better Reading Partners or Rapid Plus for students who need it. The numeracy programme will use develop the fundamental skills of numeracy for low attainers by making use of everyday situations to make mathematics relevant.

The mixed ability Empowered Learning lessons will ensure that students focus on the values of the School, which may include valuing trust, truth, forgiveness, tolerance and respect, and the skills and competencies of being a successful learner, such as planning, organising, researching, being resilient and interdependent, in corporate and inclusive groups. This will help to build the ethos of the school, so that students from different social, ethnic and geographical backgrounds (both locally and from central Swindon) will build good relationships with one another. The Empowered Learning lessons will give students an opportunity to reflect on their learning and give Gifted and Talented students the opportunity to develop higher level study skills.

In addition, the Empowered Learning programme will cover all aspects of PSHE, including Citizenship. It will be possible to gain a GCSE qualification in Citizenship through Empowered Learning lessons.

In Year 7, the PSHE aspects of Empowered Learning lessons will focus on transition and relationships. Years 8 and 9 will provide an opportunity to make sure that students make wise, well

guided choices within our curriculum model, including the choice between a more academic and a more vocational route where this is appropriate. This will include an opportunity for taster sessions of each subject and an information evening for parents and carers of Year 9 students. We will also deliver a series of Empowered Learning lessons at the end of Year 9 and the start of Year 10 which focus on developing appropriate study skills and literacy skills for success at KS4.

Careers and Post-16 guidance will be a major component of our Empowered Learning programme throughout KS4 and we will invite local businesses, such as INTEL, NPOWER, Honda, Arval UK and Zurich Assurance to work with our students in a mentoring capacity.

Ofsted has shown a correlation between outstanding schools and their PSHE provision. The new secondary school will have an outstanding PSHE programme, taught both discretely and also integrated with other subjects as appropriate. To ensure progression from primary to secondary, PSHE will be delivered around three overarching themes,

1. Health and Wellbeing,
2. Relationships,
3. Living in the Wider World (including Careers and Progression).

PSHE will not exist in isolation, but will be part of the whole-school values-driven approach. This is shown by the embracing term 'Empowered Learning' for PSHE and for wider skills development. At KS3, this will focus on leadership and team working skills and, at KS4, employability skills and mental health and wellbeing will be two significant emphases.

At KS5, we will pay particular attention to any student who we feel may struggle to make the transition, particularly any disadvantaged learners, and use our 6th Form Tutor team to deliver study skills sessions via our KS5 Empowered Learning programme.

Empowered Learning lessons will be delivered by a team of specialist teachers consisting of English, Maths, PSHE and Citizenship teachers.

Modern Foreign Languages - In KS3, the National Curriculum programme of study for MFL will be taught. Spanish and French will be taught with half of each year group studying Spanish and half studying French. In Year 9, students will be given the opportunity to study the other language as part of their languages provision.

The teaching will enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Students will learn and respond to spoken and written language from a variety of authentic sources. They will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. They will write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. They will discover and develop an appreciation of a range of writing in the language studied.

Teaching will build on the foundations of language learning laid at key stage 2, whether or not students continue with the same language. Teaching will focus on developing the breadth and

depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable students to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

In KS4, Both Spanish and French will be available to choose as GCSE options.

In KS5, Modern Foreign Language AS and A levels will be offered in French and Spanish.

ICT: ICT will be taught as an integral part of the learning across subject areas. ICT will be available as a National First Award as a KS4 option. This is equivalent to two GCSEs. Some students will achieve the National First Certificate equivalent to one GCSE. This qualification counts in the new accountability measures.

Computing - In KS3, the National Curriculum programme of study for Computing will be taught. Students will be equipped to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students will be taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, students will be equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. Students will learn and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. They will analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. They will evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. Students will develop into responsible, competent, confident and creative users of information and communication technology.

In KS4, Computer Science will be offered as a GCSE option.

In KS5, AS and A levels will be offered in Computer Science.

Art and Design - In KS3, the National Curriculum programme of study for Art and Design will be taught. Students will be equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they progress, students will be able to think critically and develop a more rigorous understanding of Art and Design. They will also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The course will aim to ensure that all students produce creative work, exploring their ideas and recording their experiences. They will become proficient in drawing, painting, sculpture and other art, craft and design techniques. They will evaluate and analyse creative works using the language of art, craft and design. Students will be taught about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

In KS4, Art and Design will be offered as a GCSE option.

In KS5, AS and A levels will be offered in Art & Design and Photography.

Design and Technology - In KS3, the National Curriculum programme of study for Design and Technology will be taught. Students will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world.

Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. Students will critique, evaluate and test their ideas and products and the work of others. They will learn and apply the principles of nutrition and learn how to cook.

In KS4, three Design and Technology GCSEs will be offered. These will be Product Design, Textiles Technology and Food Technology.

In KS5, Design Technology AS and A levels will be offered in Product Design, Food and Textiles.

Music - In KS3, the National Curriculum programme of study for Music will be taught. As they progress, students will develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon.

Students will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Students will explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

In KS4, Music will be offered as a GCSE option.

In KS5, AS and A levels will be offered in Music and Music Technology.

Physical Education - In KS3, the National Curriculum programme of study for PE will be taught. Students will be encouraged to succeed and excel in competitive sport and other physically-demanding activities. Opportunities will be provided for students to become physically confident in a way which supports their health and fitness.

Students will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will learn what makes a performance effective and how to apply these principles to their own and others' work. They will be given the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

They will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.

In KS4, non-examined PE will form part of the core curriculum. Students will tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games, e.g. badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis. They will develop their technique and improve their performance in other competitive sports, e.g. athletics and gymnastics or other physical activities, e.g. dance. Students will take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage students to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. They will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

PE will also be offered as a GCSE option.

In KS5, AS and A levels will be offered in Sports Science.

Our approach to teaching - Outstanding teaching will include high levels of expertise and subject knowledge with the expectation that students will achieve well, enabling students to acquire knowledge, deepen their understanding, and develop and consolidate skills.

Work will be challenging and meet the students' individual needs. Students' responses will demonstrate measureable gains in their knowledge, skills and understanding, including in their literacy and numeracy, where appropriate. The teachers will monitor students' progress in lessons and use the information well to adapt their teaching with significant impact. They will use questioning and discussion to assess the effectiveness of their teaching and promote students' learning. Students will show a clear and coherent understanding of how to improve their work.

All teachers will have consistently high expectations of all students, whatever their background, including those who have special educational needs and those for whom the pupil premium provides support. They will plan and teach lessons that enable students to learn exceptionally well across the curriculum. Teachers will systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of students' learning.

The teaching of reading, writing, communication and mathematics will be highly effective and cohesively planned and implemented across the curriculum with particular subjects being responsible for key aspects of these and Empowered Learning teachers delivering focused lessons on literacy and numeracy.

Teachers will generate high levels of engagement and commitment to learning across the whole school. Consistently high quality marking and constructive feedback from teachers will ensure that students make rapid gains.

Teachers will use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, will

match individual needs accurately. Consequently, students will learn exceptionally well across the curriculum.

Skilled and highly consistent behaviour management by all teachers will make a strong contribution to an exceptionally positive climate for learning. Students' attitudes to behaviour in class will be such that the learning of others is enhanced.

Our School timetable - The compulsory school day will run from 8.30am to 4.30pm comprising:

Time	
8.30	Registration, Tutor Time/Worship/Assembly
8.55	Lesson One
9.55	Break
10.15	Lesson Two
11.15	Lesson Three
12.15	Lunch
13.05	Lesson Four, including Registration, Messages and Prayer
14.15	Lesson Five (finish of school day on Friday)
15.15	Break
15.30	Enrichment Time/additional Lessons for KS4 and KS5 (Monday-Thursday)
16.30	End of compulsory working day for staff (Monday to Thursday)

Organisation of Learning: Teaching and Pastoral Grouping

Teaching - Year 7: Mixed ability teaching groups in all subjects initially as the starting levels of teacher staffing will not support setting in half year or full year timetable blocks. In the long term, setting in half year blocks may be appropriate in Maths and Modern Foreign Languages (MFL) based on ability (once children begin to arrive from primary schools having studied the target languages due to changes in the KS2 National Curriculum). PE will be setted on ability in half year blocks and is likely to have single gender classes.

Years 8 & 9: As above initially. In the long term, mixed ability teaching groups in most subjects with setting in half years in Maths and setting/banding in half years in MFL and Science. Empowered Learning lessons may have a mixture of mixed ability lessons for PSHE and setted/banded lessons in half years for targeted literacy and/or numeracy work. PE will be setted and is likely to have single gender classes.

Years 10 & 11: Maths will be setted in whole or half year blocks. English (Language and Literature), Science and RE will be setted or banded. Empowered Learning will be mixed ability. Core PE will be setted in half years and is likely to have single gender classes. Subjects in the options blocks are likely to be in mixed ability groups, except where it is possible to have more than one group of a popular subject in an option block. In this case, setting will be possible.

Post-16: Mixed ability groups.

Pastoral - Students will be in mixed ability tutor groups. The school will be arranged in year groups. There will also be a House structure to encourage competition and collaboration and a sense of identity. Longer term, the school may consider mixed age tutor groups, but, as the school is growing with a new year group entering each year, the tutor groups will be single age for the opening years.

Qualifications

GCSE - Compulsory: English Language; English Literature; Maths; Double Science; Religious Education; Citizenship (teaching of this will start in Y9 to allow sufficient time).

Optional (the majority of students must choose one of these): Triple Science (Biology, Chemistry, Physics)*; Geography; History; Computer Science; Spanish; French.

*Replaces Double Science, if chosen.

Optional (and dependent on student interest and need): Art and Design, Music, Drama, Physical Education, Design Technology: Product Design, Design Technology: Textile Technology; Design Technology: Food Technology; Business Studies; Media Studies; Photography; Health and Social Care; Child Development.

Vocational - (all optional and dependent on student interest and need):

National First Award or Certificate in ICT.

BTEC Level 1 and Level 2 in Engineering; Construction; Catering and Hospitality; Performing Arts (dependent on partnership with Swindon College)

VTCT Level 2 Hair and Beauty; City & Guilds Level 1 Hair and Beauty (dependent on partnership with Swindon College).

Post-16 - Appropriate range of facilitating AS and A level subjects, plus Level 2 and 3 vocational subjects, as appropriate. The full list of subject is given on page 26.

It would be unlikely that all of these subjects would run, particularly in the first years of the post-16 provision. The subjects that actually run will depend upon student uptake and, in the case of minority subjects, the availability of teacher expertise. However, facilitating subjects needed for applying to top universities (e.g. Russell group) will run, even if group sizes are small, and so will those that will help to develop skills useful to local businesses and industry in Swindon, e.g. Design Technology and Computing.

Some vocational qualifications at levels 2 and 3 may be offered. The specific offer will be designed to complement the array of subjects available at local further education institutions, such as Swindon College.

Transition to Secondary School - As the School grows, we will seek to form strong links between the school and the primary providers. The process of transition will begin well before students join the school. Initial contact will be made with our feeder primaries during April of Year 6 (as soon as application data is available) and we will require schools to complete a KS2 to KS3 transfer document to provide us with academic and pastoral information on each student. A short time after this, we will send a member of staff to make a school visit during term 5 of Year 6 in order to meet with the students and answer any questions they may have. This will also be an

opportunity for that member of staff to gather richer information on each student (both academic and pastoral) and to follow up and complete any transfer documents that have not yet been received. This will assist us with allocating students to the most appropriate tutor and teaching groups and make an early start of resourcing any necessary additional support or intervention such as EAL workers, LSAs or Speech and Language Therapists.

During Term 6, we will run two small scale taster days for students and parents/carers who may find the transition to secondary school a particular challenge. Later in term 6, we will run two larger transition events with all students spending a day in school, meeting their tutors, sampling a lesson and generally getting to know the school. Once the students begin Year 7, we will start the term with an induction day and then use the tutor time and the regular Empowered Learning lessons to explore the issues around transition, in particular about making friends. This programme will in the first instance be the responsibility of the Assistant Head Teacher (Pastoral) and we will eventually make use of older students as “buddies” to support the school in this. For those students who find the transition particularly challenging we will run a social skills group (staffed initially by the Assistant Head Teacher (Pastoral) but ultimately by the Head of Year 7).

The secondary school will establish good working relationships between itself and its partner primary schools. This is the precursor to good curriculum transition and, hence, will be based not just on the workings of the transition team at the secondary school, but on meaningful links between the major subjects and the primary schools. There will be many opportunities, particularly at the outset, for partner primaries to be able to use the facilities and resources of the new school. These resources will be both physical and human. Examples of such opportunities are: use of Science equipment, Science specialists and the start of ‘lived out Science’ before the secondary students commence. Once the secondary school starts to develop, we would want joint productions in art, music and drama, for example. We also want secondary school students to be able to develop their leadership, for example in sports, joint magazine and other media projects, charity and community events etc.. The proposed partnership with schools in Uganda, to begin with, is also a great opportunity for liaison between schools.

One of the responsibilities in the staffing structure will be for Y6-7 transition, but good transition will be part of a team approach, e.g. the SENCO and the Y7 tutors will be key players. An emphasis will be on ‘hard to reach’ families. We will ensure good transition for vulnerable students by the use of induction visits, involvement in activities and, especially, by the use of a summer school week specifically designed around such students and their families, e.g. having a graduation event as the finale.

Support for students who are not secondary ready - Literacy and numeracy will be boosted for the lowest ability students by small group withdrawal work and also for all ability students in general subject lessons. This will take the form of a common approach to the delivery of key basic literacy and numeracy skills and competencies within the context of the regular curriculum, so, for example, in the case of numeracy based subjects such as Maths, science and geography, students will experience a stepped approach to developing graph skills designed to ensure that those students who have entered the school with numeracy skills which are below the majority of students are able to make rapid progress in, for example, creating graphs. There will be a similar approach to other aspects of both the formal maths curriculum and wider functional numeracy skills which underpin key stages 3 and 4. This experience in the classroom will be augmented by

the work that the students do in both their small group withdrawal sessions and in the skills they will develop during our Empowered Learning lessons.

In terms of literacy development, there will be a similar approach to developing a cross curricular coherence to the delivery of literacy skills. For example, there will be a common approach to the development of spelling, punctuation and grammar which is particularly targeted at those students who enter the school with literacy levels below expectations. The materials used in class will be designed to allow rapid progress in literacy and, as with the numeracy materials, these skills will be consolidated in the small group sessions and the empowered learning lessons.

Transition between KS4 and KS5 - In addition to the start of Year 7 and the end of Year 11, we also see the move between KS3 and KS4 as a key transition point for students which ultimately has a major impact on their choices at age 16 and/or 18. With that in mind, we will use the Empowered Learning lessons in Years 8 and 9 as an opportunity to make sure that students make wise, well guided choices within our curriculum model, including the choice between a more academic and a more vocational route where this is appropriate. This will include an opportunity for taster sessions of each subject and an information evening for parents and carers of Year 9 students. We will also deliver a series of Empowered Learning lessons at the end of Year 9 and the start of Year 10 which focus on developing appropriate study skills and literacy skills for success at KS4. Both Year 10 and Year 7 will be particular areas of focus in terms of student progress and the Assistant Head (Teaching and Learning) will carry out learning walks and data analysis to make sure that students' academic progress is on track at these key points. Careers and Post-16 guidance will be a major component of our Empowered Learning programme throughout key stage 4 and we will invite local businesses to work with our students in a mentoring capacity, whether they are focusing on starting work at 16 or wanting to continue their studies to HE and FE and join the labour market at a later date. We will be keen to keep a track of students who enter the job market so that they can return as mentors in time.

Transition to Sixth Form and FE - As the Swindon Church of England Secondary School grows, we will seek to form strong links between the school and the other 6th Form providers and FE colleges, with the hope of organising a number of events for our students to which a range of providers are invited in order to make sure that our students are exposed to a wide range of courses beyond our KS5 offer, so that students of all abilities are given the opportunity to study an appropriate course post-16.

The process of transition into the Sixth Form, once it is established, begins with the KS3 to KS4 transition support outlined above and continues throughout Years 10 and 11. During Year 11, every member of the year group will have a 1-2-1 interview with a member of the Senior Leadership Team to discuss their plans for Year 12 and to ensure that they have an appropriate "Plan B" in place in the event of their initial intended destination not working out. SLT will expect to see evidence of applications for both Plan A and Plan B from students and will arrange follow up meetings for any students who are unable to produce such documentation. The Assistant Head Teacher (Pastoral) will, in the first instance, have oversight of the transition process and will establish links with local businesses and where appropriate organise work experience and careers guidance for students for whom it is deemed necessary.

Those students who stay with us into KS5 will be able to access a comprehensive induction programme which will begin almost as soon as their GCSE exams are over with two "taster" days

of the subjects that they have chosen, together with a chance to talk to existing Sixth Form students. They will also have the opportunity to access a range of web-based materials to prepare them for individual subjects. Once in the Sixth Form, we will pay particular attention to any student who we feel may struggle to make the transition, particularly any disadvantaged learners, and use our 6th Form Tutor team to deliver study skills sessions via our KS5 Empowered Learning programme.

Other Information, Advice and Guidance Opportunities - In addition to reports, grade sheets and parent/carer consultation evenings, each year group will receive information according to their needs. These will include the following:

- For prospective Year 6 children and their parents/carers, there will be an Open Evening in September to showcase the school, including its ethos, facilities, pastoral system and curriculum, and explain the admissions process. In the summer, there will be an information evening for the parents/carers of the new intake for next year's Year 7. This new intake will be invited to attend induction days in the summer to familiarise them with the school.
- Early in Year 7, parents/carers will be invited to an information evening at which they can find out more about life for their child at the school and meet their child's tutor.
- In February of Year 9, parents/carers will be invited to a KS4 curriculum information evening. The structure of the KS4 curriculum will be explained and parents/carers will be told which qualifications their children will be taking. This will include an explanation of the options system and how this works. An options booklet will be given to all students and their parents/carers to help them decide what to choose. There will be a separate information evening for the parents/carers of low ability students to explain and guide them towards the best options for their children.
- In Year 10, parents/carers will be invited to an information evening at the start of the year that looks in detail at the workload for students in KS4 and how best to support them at home.
- Y11 students and parents will be invited to a Post-16 Open Evening in October that will inform them about progression to post-16 qualifications at the school and give them the opportunity to talk to teachers of post-16 subjects.
- At KS5, there will be information events that explain to parents/carers what to expect in Year 12 and in Year 13. There will also be evenings arranged to inform them about progression to higher education.

Enrichment activities - As can be seen above, the school day is planned to include enrichment opportunities. This is utilising some of the freedom afforded to free schools. The opportunities will range from doing a subject related project in more detail, e.g. in DT, and/or across the year groups, to clubs for music, sport, performing arts, to enrichment and study opportunities for EAL students or those students with poor study facilities away from school, through to nurturing activities like Chaplaincy Groups and coaching and mentoring from adults to students and from peer to peer. We also want to include some 'service learning' in the school, so these enrichment slots will enable projects to be done in the school and in the wider community. The school will have a robust charity programme that will be overseen and evaluated by a charity committee with a student majority. 50% of the charitable efforts will be focused on the greater Swindon area to help both awareness of local charity and to see where charity can make a difference.

International links will be important to the new school, partly reflecting the international nature of some businesses and families connected to the school, but also because they can be very enriching activities. The Swindon Deanery has links with Kampala and Luweero in Uganda and, therefore, this would be a natural first area for a school partnership.

The school will arrange a full programme of visits and trips. It is likely that there will be an annual Activities Week falling after the leaving of Years 11 and 13 (when the school is up to capacity), which will enable Work Experience for all Year 10s and residential and non-residential activities for KS3. This will afford spiritual, moral, social and cultural development opportunities. The week will also be planned carefully for Y12, so that students can further their work experience, service or personal development goals.

As part of our commitment to the achievement of all students, there will be opportunities within the after school enrichment programme for pupils to receive additional academic support. This will manifest itself in a number of forms: there will be a homework and coursework club available for students to access either on a drop in or contracted basis and there will be one-to-one and small group booster sessions for those who are in need of help with their literacy and numeracy. The latter will be targeted at, but limited to, potentially underachieving cohorts (based on national statistics) such as white working class boys and those students in receipt of Pupil Premium funding. The sessions will be based in the Learning Resource Centre. There will also be social skills groups for those students who need them (principally KS3) and, in Year 7, there will be a KS3 transition group for those who are finding the move to secondary school a challenge. There will also be a KS4 transition group which will focus on developing student skills and a “growth mindset”. These sessions will be classroom based. The programme will run between 3:30 and 4:30 each Monday and Wednesday.

Assessing and meeting the needs of all pupils - Our vision for an outstanding school which is both distinctive and inclusive is underpinned by a commitment to the concept of maximising achievement for all students regardless of their starting points. That means we will strive to provide appropriate levels of support and challenge to Gifted and Talented students and disadvantaged learners, including those on Pupil Premium, students with SEND, students on FSM, EAL students and Looked After Children. The principal method for achieving this will be through an inclusive approach to classroom teaching, whereby all lessons are both differentiated and personalised. By differentiation, we mean that the basic structure of class teaching will be based around a three stage model of “All must...”, “Most should...” and “Some could...” with each of those three stages broadly linked to an aspect of Bloom’s taxonomy. The idea will be that even the least able students can achieve the “must” objective and be encouraged to access the higher level activities in the “should” and “could” tasks. Similarly, the most able students will be able to access activities which develop higher level thinking skills, without missing out on the fundamentals that underpin them.

Within this model of differentiation, there will also be a degree of personalisation: whether that is through the deployment of other adults to support students who are struggling; the provision of writing frames to encourage less able students to access the higher level activities; or through access to more complex materials for the most gifted to encourage them to access even the most challenging tasks in a more demanding fashion. The quality and efficacy of this approach will be monitored and evaluated using the school’s self-evaluation processes which are outlined elsewhere in this document and the responsibility for this will lie, in the first instance, with the Assistant Head Teacher (Inclusion) and the Assistant Head Teacher (Teaching and Learning).

In addition to this, we have a curriculum offer which allows a degree of choice and flexibility in Key Stage Four, so that all students can access courses at appropriate levels. As part of this, in both KS3 and KS4, there will be opportunities for students of all abilities to develop their own sense of themselves as learners by participating in our Empowered Learning programme. This will also provide targeted interventions in literacy and numeracy for those that need it as well as “learning to learn” activities. This will be further augmented by our twice weekly after school enrichment programme explained above, in which students who need extra support or challenge will be able to access a range of interventions in small groups or 1-2-1 designed to meet the needs of all our children.

Provision for children with SEND - Swindon’s Special Education Needs Inclusion Policy aims to give children and young people with Special Education Needs or Disabilities (SEND) every opportunity to reach their full potential in an inclusive environment. The strategy aims to maximise integration of SEND at mainstream schools where possible. As a school which, at its heart, has the fundamental mission to be both distinctive and inclusive, we share Swindon's commitment to inclusion and fair access to education, particularly in respect to successful outcomes to children with SEND, but also in our stated aim to become a centre of excellence for educating young people who are placed in the care of the local authority. This commitment to the education of those who are most vulnerable in our society is a key facet of our Christian mission and is writ large in the ambitious achievement targets that we have set for SEND students. To facilitate this, we have a clearly defined role for a SENCO who will be ably supported by appropriate numbers of Teaching Assistants.

The SENCo - The SENCo will be responsible ensuring adherence to the new SEN Code of Practice, for identifying the needs of students with learning difficulties and co-ordinating the provision of appropriate support to ensure that they are enabled to achieve their full potential. The SENCo will support all staff in recognising and fulfilling their statutory responsibilities to students with additional needs. The SENCo will take responsibility for the deployment, training and management of staff such as HLTAs and TAs, liaising with appropriate outside agencies such as Speech and Language therapists, occupational therapists, physiotherapists, physical health professionals such as GPs and paediatricians and mental health professionals, such as those at the Children and Adolescents Mental Health Service (CAMHS) and liaising with primary schools to ensure the effective transition of students with SEND. The SENCo will work with parents and carers of those students with SEND to keep them informed of their child’s progress and involve them in supporting their child at home and in school. The SENCo will liaise with appropriate pastoral staff (in particular, the Assistant Head Teacher (Inclusion)), in the first instance, to ensure that those students with special needs relating to behaviour and social skills are well supported and integrated into mainstream classrooms.

The SENCo will also have a key role in leading learning across the school by offering and advice and strategies for personalisation for individual students with SEND in order to enhance the effectiveness of our inclusive approach to class teaching. At times, it will appropriate for the SENCo to either work directly with a student on a one-to-one basis or to manage a similar intervention being delivered by another appropriate adult. The SENCo will play a key role in monitoring and evaluating the efficacy of these interventions and of teaching and learning of SEND students more generally.

The SENCo will be required to keep abreast of national developments in SEND provision and in particular to make sure that the school complies with relevant legislation relating to SEND students and that all staff are well trained in the effective delivery of any changes to practice which result from changes to legislation and guidance. In the first instance, the SENCo will be one of three Assistant Head Teachers within the Senior Leadership Team and, as such, will work closely with the Assistant Head (Inclusion) and the Assistant Head (Teaching and Learning) to ensure that there is an effective provision map for all students in the school (including those with SEND), so that no child's needs are missed and appropriate provision is in place for all students, including SEND students.

In addition to this, our curriculum plan is designed to give students the opportunity to access appropriate courses, whether they are vocational or more traditional academic subjects, in an effort to contribute to the aim for "a much improved vocational education and training system" which will make Swindon "a hub of advanced engineering and technology" (Economic Strategy for Swindon, January 2013). Our commitment to being a distinctive and inclusive Church of England School will be demonstrated in part by the achievement of our SEND students, whereby we seek to make real the aspiration of the Swindon Development Plan to give children and young people with SEND every opportunity to reach their full potential in an inclusive environment. The strategy aims to maximise integration of SEND at mainstream schools where possible." Lastly, at the end of their time with us, we aim to give students the very highest quality Information, Advice and Guidance so that not only do we help to "deliver a coordinated system for connecting young people in schools to further education, apprenticeships, training, employment and new enterprise opportunities." and in so doing "create a place of opportunity for young people" (E.S.F.S.) but that we help to shape young people capable of seizing those opportunities.

Provision for Looked After Children - The responsibility for Looked After Children will lie with the Assistant Head (Inclusion) who will work closely with the Assistant Head (Teaching and Learning) to regularly monitor and evaluate the progress of Looked After Children and the provision in the classroom. In addition to this the Assistant Head (Inclusion) will also take responsibility for liaising with carers and with outside agencies to maximise the educational and social "outcomes" for these students. The Assistant Head (Inclusion) will work closely with LACES (Swindon's Looked After Children's Educational Service), which provides additional educational support for children in care, and with the 'Virtual Head' who is responsible for monitoring the academic progress of each child in care. The Assistant Head (Inclusion) will also make sure that each LAC has a Personal Education Plan that is supported by LACES to monitor and develop the students' academic and pastoral progress, including their behaviour. This will be reviewed by the Assistant Head (Inclusion) together with a representative from LACES and the student's carer. There will also be a need for close liaison with the Assistant Head (Pastoral) to assess how well each student is coping within the school environment, particularly those students who are in care as a result of a traumatic event which may mean that they require additional pastoral or behavioural support. As part of our inclusive ethos and as a reflection of our Christian mission, we are keen to develop the school as a centre of excellence for the education and care of Looked After Children.

Provision for Gifted and talented students - We are committed to engaging all learners in reaching the highest standards. As part of this commitment, we aim to become a centre of excellence for the education of Gifted and Talented students. The Department for Education encourages each school to identify an Official G&T Cohort, which constitutes 5 - 10% of each year

group. We will identify between 8 and 10%. Parents/Carers of students on the Official Cohort will be contacted at least once a year. The School will also identify Subject Cohorts. There will be no limit to the number of students placed on subject cohorts and the groups may change from year to year. The two cohorts combined will be considered the Wider Cohort.

7% of the Official Cohort will be identified in the autumn term of Year 7 using CATs assessment data, Primary School Teacher Assessment data and teacher recommendations. A further 3% of students will be identified in the summer term to give some students time to 'blossom'. The G&T official cohort identified in Year 7 will run through to the end of Year 9. The cohort will be re-examined at the end of Year 9 and re-identified to run in Year 10 and Year 11. Membership of this Key Stage 4 cohort will be through subject designations and Yellis (or another similar measure) scores.

All subjects will have identified a subject cohort, based on the measures established by each department individually. Heads of Subject will be contacted in the autumn to see if they wish to make any amendments to their cohort. Teachers will also be able to contact the Gifted and Talented Co-ordinator, who will initially be the Assistant Head (Inclusion), during the year to make additions or deletions to their lists.

Provision for Gifted and Talented students from the both cohorts will begin with our inclusive approach to teaching. G and T students can move quickly through lower level activities (or miss these out, if teachers' assessment of prior learning shows that they have the fundamental understanding) and be able to access activities which develop higher level thinking skills. Within this model of differentiation, there will also be a degree of personalisation: through access to more complex materials for the most gifted to encourage them to access the most challenging tasks in a more demanding fashion, or by, for example, giving the more able students a lead role in small group work. The quality and efficacy of this approach will be monitored and evaluated using the school's self-evaluation processes which are outlined elsewhere in this document.

Although much of our work will be rooted in excellent classroom practice, there will also be a comprehensive enrichment programme for more able students with links to local industry to create, for example, engineering or technology challenge events. The Empowered Learning lessons will give Gifted and Talented students an opportunity to reflect on their learning and to develop higher level study skills.

Provision for students with English as an Additional Language - We anticipate that between 18 and 20% of our students will have English as an Additional Language and we will ensure that these pupils are appropriately supported. It is wrong to think of EAL students as a homogenous group, they are likely to be at very different stages of language acquisition. Some will be complete beginners (especially if they are relatively new arrivals within the UK), other students may well be fluent in both English and their home language. Some will have had positive experiences of education in another culture, while others may have had little or no formal education. Some of the EAL students will be Gifted and Talented, others will be low attaining and others still will have SEND. So while there is no "one size fits all" approach to educating students with English as an Additional Language, at the Swindon Church of England Secondary School, our provision for EAL students will be built on the following objectives:

- We will establish learners' proficiency and literacy in their first language and determine what prior subject knowledge and experience they have in other subjects. Rather than make any

assumptions, we will use measures such as the Access Reading Test to determine appropriate setting and support as soon as the student starts at our school, whether that is in Year 7 or higher up.

- We will provide specialist teaching and intensive support for newer arrivals. Although we are committed to inclusion and to teaching all are students in mainstream classrooms as much as is possible, we have a duty to new arrivals to the country to give them the maximum chance of successful integration into our school. As such, we want to provide those students who need it with as much 1-2-1 support as possible in order to give them the foundations on which they can build a successful educational experience.
- We will provide continuing support for more advanced learners. Although EAL students may be functioning at a high level in the classroom, there may still be a need to “touch base” with the EAL co-ordinator, who will initially be the Assistant Head Teacher (Inclusion), to ensure that things are on track and that necessary interventions are in place to support students that need it. Even students with fluent English can find that, as language becomes more complex as they go up through the school, there may be a need for a refresher in certain aspects, for example, in structuring extended writing or in the meanings of particular key words in exams.
- We will rigorously monitor EAL attainment and progress. As part of our robust, data driven monitoring of all students and of students in potentially underachieving cohorts in particular, we will use our systems for monitoring progress to ensure that EAL students are making progress which is at least as good (and where appropriate better) than their non-EAL counterparts, recognising that some students will need to make much more rapid progress due to a low starting point. Data analysis and follow up will be carried out by the Assistant Head (Inclusion) working closely with the Assistant Head (Teaching and Learning).
- We will provide regular training for all staff on the needs of EAL learners. As a school which is committed both to inclusion and to staff development, INSET training and guidance on improving practice with EAL students will be at the heart of our staff development programme. Any staff who, as a result of a learning walk / data analysis / progress review, appear to need additional support or training in this area will receive it.
- We will celebrate the diversity of language and experience within our school community. We will encourage EAL students to have pride in their identity, to share their experiences with the wider school community and, where appropriate, to take a qualification in their home language. We will make particular efforts to involve the parents and carers of young people with English as an Additional Language in the day-to-day life of the school, by holding community events in school.

We will work closely with other providers to maximise the effectiveness of our provision. We will endeavour to benefit from economies of scale in our support for young people with EAL. This might mean we share resources such as translation expertise with local schools and colleges or run special joint events with local industry and HE / FE providers to ensure that the information, advice and guidance that these students receive allows them to make the right choices about their future in the workplace or in continuing their education.

Other support for disadvantaged learners

- High level teaching assistants (HLTAs) and Teaching Assistants will support those students who have particularly high needs. Their role will be to provide in class support, to do 1-2-1 and small group work where appropriate, and to assist teaching staff in helping to personalise resources for students
- The EAL co-ordinator to provide support for EAL students who are recently arrived in the UK or whose English is particularly weak in order to equip the students with the skills to function in mainstream classrooms as quickly as possible.

Other roles may be bought in or established on demand, e.g. Swindon Town Council's Speech and Language Therapy Service (SALT), teacher for the deaf etc. to be appointed and defined depending on the intake

Section D2

Measuring Performance and Setting Targets

Academic targets - The targets for Key Stage Four are clearly ambitious having been generated using the data from two outstanding schools in the region as well as OFSTED's transition matrices for Maths and English. Given the high quality teaching and intervention programme that we have outlined in previous sections we have created an extremely aspirational target for disadvantaged students but it is one that we are confident that we can achieve:

End of Key Stage 4 - Percentage achieving 5 or more A*-C GCSEs (or equivalent) including English and Mathematics – 65% - National average 59.2%

Percentage achieving the English Baccalaureate – 57% - this figure is in line with an outstanding school in the region and is based upon the expectation that 75% of those taking English Baccalaureate subjects will achieve the EBacc. the national average is 23%

Percentage making at least Expected Progress in English from KS2-KS4 (expected progress is 3 levels) -74% - National average is 70.4

Percentage making at least Expected Progress in Mathematics from KS2-KS4 (expected progress is 3 levels) – 75% National average is 70.8

In addition to this we are aiming for there to be no “gap” between the achievement of those students who are in receipt of Pupil Premium funding and those who are not.

End of Key Stage 5 - The numerical targets below for Key Stage Five are based upon the highest levels of attainment achieved in the last five years performance in the same categories by students at an outstanding school in a nearby city with a similarly comprehensive intake and benchmarked against both national averages and the highest performance in current Swindon post-16 providers. They exceed current outcomes in other Swindon post-16 providers and represent significantly positive outcomes in terms of value added for a similar intake of students.

Percentage of Key Stage 5 students achieving 3 or more A levels at A*-E – 90% - Swindon's highest is 77%, national average is 80.5%

Percentage of Key Stage 5 students achieving 2 or more A levels at A*-E – 99% - Swindon's highest is 96%, national average is 92.9

Percentage of Key Stage 5 students achieving 1 or more A levels at A*-E – 100% - Swindon's highest is 100%, national average is 99.7%

Percentage of Key Stage 5 students who get 3 A levels AAB in "facilitating" subjects – 10% Swindon's highest is 9%, national average is 9.6%

Percentage of Key Stage 5 students that go onto university- 80%

Russell Group universities - 21%

Average point score per A level student – 840 – Highest in region is 725, national average is 796.6

Average point score per A level entry – 230 – The highest currently in Swindon is 210.5, the national average is 215.6

As well as setting overall school targets we have considered our anticipated pupil intake with particular reference to our commitment to the achievement of disadvantaged students and identified specific targets for groups that tend to be at risk of underperformance including: disadvantaged pupils; pupils with SEN; pupils with English as an additional language; pupils with low prior attainment (on some measures) and pupils with high prior attainment (on some measures)

For all of these sub-groups we expect performance to exceed national averages and perform at or significantly above expected levels on RAISE Online unless there are specific local Swindon factors in which case we expect to the sub groups to be exceeding that sub group's performance in Swindon. Clearly some of the cohort sizes of the above five groups will make achieving statistically significant performance for some cohorts difficult given the large confidence intervals associated with such groups but based on comparison with an outstanding school in Bristol (and where the performance of that school was not significantly above the national average, exceeding their figures) and benchmarked against the 2013 national averages for the performance of these cohorts we will be aiming to achieve KS2 to KS4 value added scores in excess of the following:

FSM or CLA (Disadvantaged pupils) – 1012 (National Average 983) – this will be in line with the achievement of non-Pupil Premium students and represents our ambitious commitment to "close the gap" for these students through a combination of quality first teaching and effective interventions. At present the highest V.A. score for any Swindon school is 985.0 while the smallest gap between disadvantaged pupils and those who aren't is 16.1

SEN (non-statement) – 984 – (National Average 975.8)

SEN (statement) - 981 (National Average 975.8)

Low Attaining KS2 students – 1008 (National Average 998)

High Attaining KS2 students – 1011 (National Average 1001.5)

EAL – 1011 (National Average 996)

In terms of Key Stage Three progress, we will look to establish a system of levelling which monitors the students' progress on their journey towards the Key Stage 4 outcomes described above, with the stated aim that there will be no gap between the achievement of disadvantaged students and those that aren't.

Behaviour Targets - It is now considered to be 'good practice' to set a target which combines both authorised and unauthorised absence. Our target for absence (combining authorised and unauthorised absence) is 4.5% which compares favourably with the national average of 5.9% .

Similarly, given the inclusive nature of our school and the robust systems for behaviour management we will seek to avoid permanent exclusions and keep the % of enrolment with 1 or more fixed term exclusions below 2.5% (compared with 4.34% nationally) and fixed term exclusions as a % of the pupil group below 4% (compared with a national average of 7.98%).

Assessment and Data Tracking - The assessment of students will be both formative through assessment for learning in the classroom and summative through end of unit tests or assessed tasks, end of year exams and coursework. Continual assessment of students by teachers allows students to be aware of their progress so far and of the next steps that they need to take to move forward in their learning. Teachers will use a range of assessment for learning techniques in their day-to-day practice. They will assess students' prior learning and evaluate and adapt their planning accordingly either to challenge misconceptions, revisit insecure knowledge or ideas or to accelerate pace or introduce extension material. Teachers will use questioning to challenge students, but also to monitor and assess their progress, so that students can be guided in the development of their thinking and understanding. Teachers will develop and use learning activities that allow students to support each other's learning using peer assessment, for example, so that students gain an understanding of how to improve their own work. In Year 9 Yellis testing will be used.

Teachers' oral feedback in the classroom and their written feedback on students' work will be formative, explaining to students what is good about their work, what needs to be improved and how they can improve it. For specific pieces of work, this constructive feedback will be clearly linked to the level or grade descriptors that are developed at KS3 or to the grade descriptors or exam criteria for KS4 or KS5. More formal, summative assessment will take place regularly through end of unit tests or assessment tasks, such as oral presentations, extended writing projects, etc. These will give the students the opportunity to revise and consolidate what they have learned and to show what they can do under exam conditions or when given the scope to research and present. It will also allow teachers to monitor progress, pick up any underachievement and intervene to raise attainment. Other forms of assessment will take place as necessary and where relevant to a subject, e.g. oral assessment in languages, practical skills in Science and PE, performance skills in Music or Drama. All assessment information will be collected 6 times per year via teacher input to SIMS and then collated and tracked using an analytical tool such as SISRA or a similar package.

End of year exams will take place to give a clear indication of progress over time (and will form one of the six assessment points. These will provide the opportunity for students to learn a larger body of work. Students will be supported in this through the Empowered Learning programme in which they will develop revision skills. This is vital when external exams are moving to end of course exams as the main indicator of progress.

It is vital that teachers meet to moderate each other's levelling or grading to ensure consistency across the department. In the first years of the school, teachers will be required to do this more frequently than may be necessary in the long term, so that standards are aligned. This will be possible for some subjects, including core subjects, but not for smaller departments in the first few years where there may only be one teacher. However, we recognise that in the early life of the school there will be no external results through which to check the robustness of internal marking and judgements and as such, effective external moderation in all subjects will be crucial. We will be able to call upon external expertise to co-moderate work or advice on standards. This could, for

example, come from links with other local schools or from Swindon Local Authority or from the other Diocesan secondary school in Bristol.

It will also be necessary to use the end of year targets that have been established using prior assessment data to check that the progress of cohorts is in line with expectations. By comparing the progress of students in all subjects with their expected progress, it will be possible to monitor progress generally and to spot any subjects that seem to be out of line with other departments. This will trigger closer scrutiny of these areas and the need for extra training and support.

KS2 data will be collected during term 1. By the time the new school opens, this is likely to be in the form of a numerical score based on 100 as the norm. This will allow the identification of students who have innate ability that has not been shown in KS2 performance, perhaps due to literacy issues. For example it can be used in identifying those students with good mathematical and special ability who may perform highly in STEM subjects (Science Technology, Engineering and Mathematics). It will also highlight students whose performance at KS2 has been affected differentially by the approach of their primary school to KS2 test preparation or by poor teaching at KS2. Fischer Family Trust (FFT) will also be used to extrapolate KS2 data through to end of KS4 predictions. This data is subscribed to by large numbers of schools and is very useful to start up schools as it gives analysis that can be used in the classroom predictively to set targets. This data will be supported by the use of Cognitive Abilities Tests (CATs) as well as Access Reading Tests, Vernon Spelling Tests for literacy and PIM tests for Maths.

This data will be used to predict performance at KS4 and a factor added to ensure stretch and challenge. This will lead to a target grade for GCSEs for whole cohorts and for vulnerable groups, such as pupil premium (PP), English as an additional language (EAL), Looked After, Black and minority ethnic (BME) students. These target grades will be extrapolated back to give end of year targets. The school will develop a level/grade system for KS3 to track progress towards these targets and linked to the National Curriculum programmes of study for each subject.

We will review the progress of individual students and key cohorts on a termly (6 times per year) basis using the data from each of the six data points and analysing this data using a tracking system such as SISRA. This will be led by the Assistant Head Teacher (Teaching and Learning), later this will be with the support of a data manager, and will include checking students actual progress against the expected levels of progress for similar students nationally as shown in the assessment matrices contained within RAISE Online. This data will be reviewed at an SLT meeting to determine the progress of key cohorts and individuals. This information will be cascaded down to subject leaders and then to individual class teachers via a review meeting between the Assistant Head (T and L) and subject leaders. This in turn will trigger a review meeting with individual members of staff to review the progress of key students (those who are underachieving or in a cohort that may be more likely to underachieve). Further monitoring will then take place via joint and separate termly learning walks, work samples and student reviews between Assistant Head (T and L) and subject leaders and, for tracking of key cohorts, by Assistant Head (Inclusion). Where this process establishes "global" underachievement by a student it will be the responsibility of the Assistant Head Teacher (Pastoral) to work with, or organise intervention for, that student. As the school grows, the Heads of KS3 and KS4 will also be involved in this process. These learning walks will be followed by progress reviews and case conferences led by the three Assistant Heads and involving all the adults working with particular

cohorts of students or individual students who are causing concern in terms of their achievement data.

Monitoring and Improving the Quality of Teaching - Senior leaders and heads of department will be trained in and carry out regular assessments of the quality of teaching and learning in the school. This will be done through lesson observations, work scrutinies and learning walks. This process will inform school leaders about areas of outstanding practice in the school and highlight teachers who would be ideal to lead learning communities as part of the school's continued professional development (CPD) programme. It would also inform leaders about areas that are in need of development and that could become areas of focus for the school improvement plan (SIP). The SIP, the school's CPD programme and individual performance management objectives will be intrinsically linked and will form part of a cycle of school improvement. The monitoring and evaluation of teaching and learning will be a main driver for determining SIP priorities for the coming year. These will then shape the nature of CPD for the year and influence the key targets of departmental improvement plans. These, in turn, will provide the steer for individual performance management objectives. The review of performance management objectives will require a full lesson observation as part of the evidence. This evidence, together with other assessments of teaching and learning quality, will allow school leaders to monitor the progress towards departmental targets and, hence, towards the whole school priorities. This will ultimately inform the next SIP and the new cycle.

Staff will be expected to have student target grades and any special needs and if students are pupil premium or EAL annotated on their seating plans and mark sheets and to be particularly aware of the progress of vulnerable subgroups. The leadership team and staff will monitor the quality of teaching by tracking pupil progress expecting students to be on track throughout their time at the school to make at least three levels of progress between key stage 2 and the end of key stage 4. In the early days of the school's existence lesson observations, learning walks and work scrutinies will take place after each data point and will be carried out by senior leadership team members and particularly targeted at subjects and classes for whom the data is below target levels. As the school grows in size they will train emerging and newly appointed middle leaders in lesson observation techniques as the number of subject specialists per subject grows. Lesson observation will put less emphasis on an overall summative grade for lessons than a specific area of focus relevant to any areas needed for development. For example a particular set of "learning walks" might focus on "use of assessment for learning techniques with pupil premium students" or "strategies for maximising positive behaviour for learning in children in care" or "differentiation strategies to support gifted and talented students". These targeted learning walks will enable focused observation which then leads directly back to staff development or targeted intervention to support top quality teaching to enable fast progress for all students.

Monitoring and Evaluation Systems - There will be a formal presentation of the data for each key stage to governors twice yearly with one presentation in the first term of each year to summarise progress made by all key stages and each cohort during end of year assessments, together with an outline of the steps that will be taken during that year to address any anomalies in the data.

We will evaluate our school's progress towards its targets by using Key Stage 2 data and CATS scores, together with predictive data such as Fisher Family Trust information to establish whether year groups, individual students and key cohorts of students such as SEND, EAL, White Working

Class British students, children in Local Authority Care, Gifted and Talented Students, low attaining students and BME students are making or exceeding expected levels of progress as they make their way through KS3 and KS4. We can use a data analysis package such as SISRA, the transition matrices in RAISE online from schools with similar intakes to benchmark our progress towards these targets and compare our progress against national standards.

DBAT annual assessment - Through an appropriate calendar of ongoing review and evaluation set according to their level of autonomy the following cycle of activities will be undertaken to demonstrate a 360° approach.

Academies internal assessment SLT / Local Board, reporting progress against Academy Improvement Plan to board including traffic light visual indicators to highlights areas of risk, self-evaluation, parental survey and any other relevant evidence

- External assessments i.e. Ofsted, monitoring visits, subject specific visits
- DBAT board holding leaders to account through reporting and appraisal
- Diocesan professional officers, quantifying

DBAT will carry out an annual assessment of all schools including Swindon Secondary C of E School (likely to be in the spring term). The assessment will cover: pupil performance, customer satisfaction (pupils and parents) and resource management. These three measures will be weighted at 60%, 20% and 20% respectively. Within each measure a number of contributory indicators have also been weighted to give an overall score for the school. The school will self-evaluate and then be externally moderated (by an officer and a senior manager from another diocesan school). Formal Annual Review - All Academies are reviewed on an annual basis. DBAT may however, at its discretion, choose to assign a different category to the school if circumstances (e.g. Performance data) should warrant this. The annual performance assessment will not be directly linked to Ofsted inspections, but such assessments may be part of a school's evidence base for part of the assessment. DBAT has decided that effective governance, leadership and management will be reflected in the effectiveness of the other elements and therefore not assessed in its own right; this will also mean that it is not directly linked to the senior leadership performance management. The annual performance assessment will result in a percentage score and this will then be directly referenced to the level and type of support provided to the school by DBAT in the following year. DBAT will automatically review which category is appropriate for the school on the publication of each subsequent Ofsted report.

Effective Performance Management for all teachers will be at the heart of our monitoring and evaluation of the school. Every member of staff throughout the school is entitled to a cycle of performance management, covering target-setting, monitoring, analysis, evaluation and pay review. Delivering this entitlement requires the early establishment of a Performance Management Policy, accompanied by guidelines and procedures which are shared and understood by both managers and staff. The success of the policy depends on correctly following fair and transparent processes throughout. Targets must be appropriately focussed on excellence and on student outcomes. They should always be SMART - specific, measurable, achievable, results-focused, and time-bound. In most cases the measurable element will focus on the progress of students. This is straightforward for those with direct classroom work, but for leaders, SMART targets should be focussed on the performance of the whole School, Department or Year Group. Pay progression for everyone will be based on achieving challenging, annual targets. Targets will be rooted in data

and based on the performance of individuals, groups and cohorts from the preceding assessment cycle with a particular emphasis on GCSE and A Level performance and on the progress of disadvantaged groups of students. CPD needs will be assessed and met on the basis of these targets. There will be a review meeting between reviewees and reviewers at the start of term 4 when reviewees will evidence progress towards targets and where targets are not being met remedial action will be taken (CPD, peer support, action planning or monitoring).

The governing body will triangulate progress data with the results of professionals' classroom observation data and by taking feedback either from parental or student surveys. It will be the responsibility of the governing body in liaison with the school leadership team to ensure that the members of the key subcommittee (or initially the full governing body) are well trained so that they are able to understand the key sources of pupil performance data such as the governors' Data Dashboard, RAISE online, Fischer Family Trust Data and Cognitive Ability Test data (CATs). In particular governors will need to understand how students' progress is being measured and tracked prior to the production of any final GCSE results so that they are able to play a meaningful role in monitoring prior to the first set of GCSE results.

The SLT will also take advice and support from other schools both locally in Swindon through the Teaching School Alliance and with neighbouring schools and within the Diocese of Bristol such as St Mary Redcliffe and Temple School. This support could include subject expertise in the early days when there is less subject specialism or a mini mock OFSTED or paired peer observation and lesson planning. The Local Authority of Swindon will also have a role to play as they have some particular obligations regarding children in care (CIC), excluded students and special needs students. The leadership team and named CIC and SEN governors will respond positively to any requests for data regarding these students and liaise with any support services to ensure proper provision so their needs are met.

Summary Diagram of monitoring and evaluation processes -

Term	Evaluation Undertaken					Links to CPD	Underlying assessment data used
	Governors	Headteacher	SLT	Middle Leaders	Class Teachers		
1	Governors receive report on results from Head Teacher and SLT and interrogate data to determine progress made towards school targets... Governors review and set targets for HT's PM	Review of GCSE and A Level results and adjustments of SIP and DDPs in the light of teacher, cohort and individual performance. Set/ modify PM targets of senior leaders in the light of results Lead review of progress and performance of individuals and cohorts via SLT meeting	Review A Level and GCSE results with HT cascade information to middle leaders. Use information to agree focus of learning walk 1. Set PM targets of middle leaders Review of performance of individuals and cohorts within subject with Head of Subject leading to learning walk focused on key cohorts, groups or individual teachers or students (all years) Led by AH (T and L) involving AH (I) and AH (P) where appropriate.	Review departmental performance in GCSE and A Level exams with AH (T and L), adjust DDP and set PM targets of team as appropriate. Review of performance of individuals and cohorts within subject with individual staff where achievement is below target (all years)	Discuss performance of classes with HOS, set PM targets based on performance of individuals, groups and cohorts using last year's data. Benchmarking of individual and cohort assessment data against target grades (all years)	Allocate staff to appropriate CPD based on data and PM targets. Governor training as appropriate in use of data If assessment data suggests immediate training need for member of staff provide CPD (include support / monitoring from SLT). If necessary modify PM documentation.	GCSE and A Level school generated data (later validated by YELLIS, ALIS, and RAISE). Results of formal and informal tests, target grades generated from RAISE, FFT, CATS, ART, VST, YELLIS, ALIS etc.
2	HT / SLT reports to governors on progress across school towards school targets. Begin preparation for DBAT annual assessment	Lead review of progress and performance of individuals and cohorts via SLT meeting	Review of performance of individuals and cohorts within subject with Head of Subject leading to learning walk focused on key cohorts, groups or individual teachers or students (all years) Led by AH (T and L) involving AH (I) and AH (P) where appropriate.	Review of performance of individuals and cohorts within subject with individual staff where achievement is below target (all years)	Benchmarking of individual and cohort assessment data against target grades (all years)	If assessment data suggests immediate training need for member of staff provide CPD (include support / monitoring from SLT). If necessary modify PM documentation.	Results of formal and informal tests, target grades generated from RAISE, FFT, CATS, ART, VST, YELLIS, ALIS etc. Also use of lesson observations, results of work scrutinies and learning walks.

			appropriate.				
3	HT / SLT report to governors on progress across school and towards targets DBAT annual assessment takes place reviewing pupil performance, pupil and parent / carer satisfaction and resource management. Moderation of DBAT review by external consultant.	Lead review of progress and performance of individuals and cohorts via SLT meeting Participates in DBAT annual assessment as required. Leads completion of departmental SEF document.	Review of performance of individuals and cohorts within subject with Head of Subject leading to learning walk focused on key cohorts, groups or individual teachers or students (all years) Led by AH (T and L) involving AH (I) and AH (P) where appropriate. Participate in DBAT annual assessment as required. Complete SEF (or equivalent) document in preparation	Review of performance of individuals and cohorts within subject with individual staff where achievement is below target (all years) Participate in DBAT annual assessment as required. Completes departmental SEF document.	Benchmarking of individual and cohort assessment data against target grades (all years) Participates in DBAT annual assessment as required. Contributes to department SEF.	If assessment data suggests immediate training need for member of staff provide CPD (include support / monitoring from SLT). If necessary modify PM documentation.	Results of formal and informal tests, target grades generated from RAISE, FFT, CATS, ART, VST, YELLIS, ALIS etc. Outcomes of learning walks / work scrutinies and lesson observations where appropriate. All assessment data plus parent / carer surveys and student voice information.
4	Interim PM meeting with Head to discuss progress towards targets and findings of DBAT review and external moderation process. Report to Governors on pupil progress as part of this meeting.	Lead review of progress and performance of individuals and cohorts via SLT meeting	Performance Management Interim Review meeting. Evidence progress towards target with appropriate AH Review of performance of individuals and cohorts within subject with Head of Subject leading to learning walk focused on key cohorts, groups or individual teachers or students (all years) Led by AH (T and L) involving AH (I) and AH (P) where appropriate.	Performance Management Interim Review meeting. Evidence progress towards target with appropriate AH Review of performance of individuals and cohorts within subject with individual staff where achievement is below target (all years)	Performance Management Interim Review meeting. Evidence progress towards target with Head of Subject Benchmarking of individual and cohort assessment data against target grades (all years)	Appropriate CPD will be provided as one of a range of remedial measures for those not on course to achieve targets. If assessment data suggests immediate training need for member of staff provide CPD (include support / monitoring from SLT).	The data used to test progress towards targets will vary but will include assessment data from the termly assessment points and at least one lesson observation. Results of formal and informal tests, target grades generated from RAISE, FFT, CATS, ART, VST, YELLIS, ALIS etc.
5	HT / SLT report to governors on progress across school	Draft SIP to reflect strengths and weaknesses identified from assessment data over course of the year and DBAT review and DBAT external moderation process. Lead review of progress and performance of individuals and cohorts via SLT meeting	Review of performance of individuals and cohorts within subject with Head of Subject leading to learning walk focused on key cohorts, groups or individual teachers or students (all years) Led by AH (T and L) involving AH (I) and AH (P) where appropriate.	Review of performance of individuals and cohorts within subject with individual staff where achievement is below target (all years)	Benchmarking of individual and cohort assessment data against target grades (all years)	If assessment data suggests immediate training need for member of staff provide CPD (include support / monitoring from SLT). If necessary modify PM documentation.	All assessment data, outcomes of DBAT review, outcomes of DBAT review and external moderation process. Results of formal and informal tests, target grades generated from RAISE, FFT, CATS, ART, VST, YELLIS, ALIS etc.
6	Drafting of HT PM targets by governors. HT / SLT report to governors on progress across school	Discuss and set provisional PM targets with SLT (to be reviewed in the light of GCSE and A L level results) Lead review of progress and performance of individuals and cohorts via SLT meeting	Meet with HT to set provisional PM targets . Use assessment cycle data to draft shape of and possible foci for INSET / CPD programme for coming year	Review of performance of individuals and cohorts within subject with individual staff where achievement is below target (all years)	Benchmarking of individual and cohort assessment data against target grades (all years)	If assessment data suggests immediate training need for member of staff provide CPD (include support / monitoring from SLT). If necessary make focus on PM targets in September	Performance data from across the assessment cycle – specifics will vary depending on role. Results of formal and informal tests, target grades generated from RAISE, FFT, CATS, ART, VST, YELLIS, ALIS etc.

Notes on diagram - Liaison with Swindon LA will take place as appropriate especially in relation to CiC, SEN students and excluded students.

Support from within the Diocese, from the Teaching School Alliance and from St Mary Redcliffe and Temple School will be requested in response to ongoing review of data across the assessment cycle.

Engaging with Parents and Carers - We aim to establish the Swindon Church of England Secondary School as a welcoming place for parents and carers and one which they come to

regularly and for a variety of reasons, not just once a year for a Parents and Carers consultation. We will run a series of termly community led “open door” events for parents and carers of all backgrounds but particularly target those parents and carers who we feel may be reluctant to attend school. We will encourage parent and carer groups to make use of our facilities for worship, for sport, for anything that fosters the sense that this is their school. We will also invite parents in for events where they can be shown how better to support their children in terms of their education – for example by running a revision evening for the parents and carers of Year 11 students to equip them with a range of strategies to support the process of preparing for GCSE exams. We will run transition sessions for parents and carers of Year 7 students to help them to settle in and organise regular parents and carer’s consultation evenings, school reports and issue other relevant data at regular intervals. We intend to use the tutor as the first port of call for parents and carers and will organise “meet the tutor” events and encourage tutors to make regular telephone or e-mail contact, particularly with those harder to reach parents and carers in our community. We will also use other methods of sharing information with parents and carers such as Twitter to offer hints and resources to support learning, while our website will have a dedicated area of resources and ideas for parents and carers to utilise to support the education of the young people in their care.

There will be three main reporting points in the year for each year group. Two grade sheets will be issued that give current levels or grades for each subject with end of year and end of key stage target and challenge levels or grades for comparison. The grade sheet will also show effort grades for each subject, indicating the student’s level of effort irrespective of their ability, the behaviour grade for the student and the percentage attendance (with the year group average for comparison). There will be one full written report point. Each subject report will carry the current, target and challenge grades together with the effort grade. There will be a general teacher comment about attainment, progress, attitude and behaviour as well as specific targets for improvement. The student’s tutor will write a report summarising the student’s progress across all subjects, commenting on the student’s approach to school generally and highlighting achievements outside the classroom and contributions to the life of the school.

All teachers, with the help of relevant members of the support staff, will be responsible for and involved in communication with parents/carers. Classroom teachers will be expected to complete grade sheets and reports and to attend parent/carers consultation evenings. Tutors will be expected to complete tutor reports and Year 7 tutors will be expected to meet their tutees’ parents/carers. Both teachers and tutors will be responsible for communicating with parents/carers whenever there is a cause for concern or for celebration. Teachers will also be expected to attend open evenings. Middle and senior leaders will have greater responsibility for communication. For example, heads of department for optional subjects will be required to attend the KS4 curriculum evening to inform parents/carers about their subjects. Senior leaders will be responsible for fronting any of the information evenings that are relevant to their area of responsibility.

Section D3

Our approach to staffing - Most importantly, the Swindon Church of England Secondary School is looking to employ a Head teacher and staff who share our vision for the school and who have the experience and motivation to achieve it

Based on our previous knowledge and our current experience, the appointment of the Head teacher/Principal is the most critical appointment we make. S/he will then work with us to appoint senior and junior staff who have the right experience and are strongly motivated to develop an outstanding Church of England School.

We will work with parent and governor stakeholders to develop the job description and person specification for the Head teacher and incorporate them within a full and accurate account of our vision for the school. This will form a recruitment pack similar to those we have used for other new schools and for schools facing immense challenge.

It is critical that recruitment is a two-way process, with applicants and candidates having every opportunity to determine if the match between candidate and school is right for both parties.

This can only be established when there is a clear vision for the school supported by a compelling rationale for its development. Our vision is set out throughout this document: we know exactly the sort of school we want to create and we are clear-minded about seeking the right Head teacher to deliver our vision.

The person specification for the post will be developed carefully. Previous experience of Headship, preferably in a Church of England School, will be desirable, but not essential. We will seek evidence of their successful track record as a school leader, supported by relevant references and accompanied by all statutory procedures, especially with regard to Safeguarding.

The recruitment of other staff will be led by the Head teacher, using the rigorous processes adopted during his/her own recruitment process. Teachers will be asked to demonstrate their teaching; leaders to demonstrate their leadership skills.

DBAT will expect work to be undertaken in the short, medium and long term to build and maintain a strong team ethos, with regular cross-referencing to the vision and values of the school. The Trust's Officers and Directors will be involved in the school throughout its inception and its ongoing life. DBAT will broadly maintain terms and conditions in line with national agreements. However, we will use the freedoms afforded to Academies and Free Schools to ensure that we attract the right calibre of leaders with the appropriate level of experience to establish an exceptional school from the beginning of its life. Other staff will be appointed using Teachers Pay and Conditions or Local Government terms, in line with the Swindon norms.

Support staff will be enrolled automatically in the Local Government Pension Scheme in line with DBATs Master Funding Agreement.

The appropriate staffing structure and staffing ratios are articulated in other sections of this bid.

Finally, DBAT will prioritise the appointment of the Head teacher and staff and seek to nurture them, both personally and professionally, throughout this term of employment in the Swindon Church of England Secondary School.

Plan for the phased build-up of staff in line with planned pupil numbers and financial resources: The school will need to recruit additional staff every year for a period of seven years as it grows in size. The initial staff will be able to teach more than one area of expertise but all staff will have specialist subject knowledge and experience to ensure the best learning experience for pupils. The initial senior leadership team will be able to take responsibility for multiple areas. Some economies of scale will be afforded by jointly employing specialists with local primary

schools or neighbouring secondary schools. For example, this could be beneficial in Physical Education and Music.

During the pre-start-up phase: The Head will be employed from the September prior to opening and one of the Assistant Heads will be in post by the Christmas before opening at the latest (see Section C). The other two Assistant Head teachers will be appointed to start from the Easter and a school business manager and premises manager during the summer prior to opening or by Christmas at the latest (see Section C). The flat structure with no deputies for the first 3 years of the school's existence will keep costs down during the period whilst the school is growing.

The vision and education plan will be delivered by the following indicative staffing: In the early stages of the school's development, the Senior Leadership Team will have the following structure and principal accountabilities:

Head Teacher: Vision, Mission and Strategic Direction; Chair SLT meetings; Budget; appointments; OFSTED; Governors;

Assistant Head Teacher (Inclusion): SENCO; EAL; G and T; Children in Care; Child Protection

Assistant Head Teacher (Pastoral): Behaviour; Exclusions; Parents / Carers; Attendance

Assistant Head Teacher (Teaching and Learning): Curriculum; Line Managing Heads of Subject; Data; Achievement; Staff Development; Literacy and Numeracy.

Staff will be appointed on merit and commitment, the economical disposition of staff allowing for the cost of individuals to be disregarded as an appointment criterion. Only one single TLR will be awarded in the first year, SLT being allocated a wide range of responsibilities and teachers being expected to focus on the classroom. As pupil numbers grow each year, increasing financial resources, TLRs will slowly be allocated as new teachers are taken on, but the structure remains very tightly managed at this stage to maximise flexibility.

Year 1 - 210 Students: All as per Financial Template. The Head teacher, three Assistant Heads and the Business Manager will constitute the School Leadership Team (SLT). This will provide sufficient leadership capacity while the School is still growing and only covering KS3 and, hence, has no year groups taking public examinations. There will be one TLR 2a post for the Head of English with a cross-curricular literacy role. One of the Assistant Heads will be a Maths specialist and lead cross-curricular numeracy. Classroom teachers will be appointed on the Main Pay Range to teach subjects not covered by the specialisms of the three Assistant Heads. The School will utilise many of these teachers' second subject specialisms to teach in more than one subject areas, e.g. a History teacher with another Humanity second subject. This is widely used in secondary schools at KS3.

Year 2 - 420 Students: All as per Financial Template. Heads of core subjects are appointed on TLR 2a to lead English and Science. Classroom teachers will be appointed in core and other subject areas (English, Maths and Science, Technology, Geography, Art and MFL) to meet the growing expansion in teaching groups. A new Head of Y7 will be appointed on a TLR 2b as the Assistant Head (Pastoral) moves up to be Head of Y8 (see Pastoral System below).

Year 3 - 630 Students: Heads of the three core subjects move on to TLR 2b (actually on the financial template straight on to the TLR2c as their Y8 final salary) in recognition of their increasing roles in terms of literacy and numeracy co-ordination and/or expanding team size. Where other subjects are increasing in personnel (e.g. Humanities, History and Modern Foreign Languages), a

TLR 2a will be advertised for either the current teachers or teachers joining the School in those areas to be the new Head of Subject. A Head of RE and Worship Co-ordinator is appointed on a TLR2b, reflecting the status of this subject in a Church School and responsibility for Teaching and Learning in Assemblies. SENCO appointed on a 2b. A new Head of Year will be appointed on a TLR 2b as the current Head of Year and Assistant Head (Pastoral) move up with their year groups.

Year 4 - 840 Students: The capacity of the SLT will be increased by either promoting an Assistant Head to Deputy Head (with all current Assistant Heads able to apply) or by recruitment. Heads of the three core subjects now receive a TLR2c, to reflect their responsibility for GCSE and for increasing numbers of teachers, and seconds in faculty appointed to these on TLR 2a. More Heads of Subject will be appointed to smaller subjects on TLR 2a as they enter KS4, including a Head of Empowered Learning. Classroom teachers will be appointed to meet the growing expansion in teaching groups across subjects and subjects new to KS4. A new Head of Year will be appointed on a TLR 2b as the current Heads of Year and Assistant Head (Pastoral) move up with their year groups. The Head of Y9 will become Head of KS3 with extra non-contact time rather than an enhanced TLR. (We could manage an extra TLR if required)

Year 5 - 1050: Heads of all other National Curriculum subjects now receive a TLR2b as they take responsibility for leading Teaching and Learning in their subjects into Year 11 to public examination, and as the number of teachers as well as students in each subject grows. The Head of RE receives a TLR2b, reflecting the status of this subject in a church school and the over-sight of worship across the curriculum. A second in PE is now awarded on a TLR 2a (in charge of Teaching and Learning to the second gender PE) as an additional PE teacher is appointed. Classroom teachers will be appointed where necessary to meet the growing expansion in teaching groups across subjects. A new Head of Year will be appointed on a TLR 2b as the current Heads of Year and Assistant Head (Pastoral) move up with their year groups.

Year 6 - 1260 Students: One additional Deputy Head post will be created to lead the Sixth Form. This appointment will commence at Easter preceding the opening of the Sixth Form in order to ensure full planning, advertising and recruitment of students from within the school and more widely; appointment and training of staff; setting up of post-16 systems, including pastoral (appointment of suitable tutors and additional staff such as counsellor and school nurse), IAG (including UCAS preparation) and sporting links (including entry to local sports leagues); curriculum planning, both internal and with Swindon College and other post-16 providers; and oversight of facilities, including catering, and rooms, including specialist accommodation. The Assistant Head (Pastoral) has now taken the first year through the school and so a new main school Head of Year is appointed as well as a Head of Year for the new Y12, both on TLR 2b. This will give the Assistant Head (Pastoral) more capacity. Each leader of a post-16 subject which will have more than one teacher when Year 13 is in place is given a TLR 2a at this stage to aid recruitment and to reflect the additional teaching and learning responsibility. Suitably qualified specialist teachers for post-16 only subjects will be appointed, ideally with main school second subjects. Classroom teachers will be appointed where necessary to meet the growing expansion in teaching groups across subjects.

Year 7 - 1470 Students: A new post-16 Head of Year will be appointed on a TLR 2b. Classroom teachers will be appointed where necessary to meet the growing expansion in teaching groups across subjects. The Head of Empowered Learning now gains a TLR2b to reflect the growth of pupil numbers and the team.

Year 8 - 1470 Students: Classroom teachers will be appointed where necessary as teachers move to new post in other schools.

Responsibilities - The Head teacher: The Head teacher will be responsible to the Local Board (governing body) and ultimately to DBAT, for implementing the School's vision and for overall school performance and is expected to demonstrate effective leadership in terms of whole-school management and school development and improvement, including putting in place key policies and documentation. The Head teacher's role will include monitoring and evaluating the performance of the Swindon Church of England Secondary School according to the success of its curricular, enrichment, events and community programmes, timetabling staff duties and overseeing resources, implementing the Trust's and Local Board's policies and motivating staff and pupils through high quality personal leadership skills. Their responsibilities will also include direct line management of the Assistant Heads, and the School Business Manager and, initially, some teaching/cover duties which will allow them to teach every pupil in the school to an extent commensurate with their duties as Head teacher.

The Head teacher will also be responsible for liaising with other school leaders and education professionals as required. They will also be expected to establish positive relationships with key stakeholders such as parents/carers and to develop professional links with relevant external organisations and bodies.

Other members of the School Leadership Team - Initially, three Assistant Heads will be appointed with responsibilities as outlined above. They will also each have responsibility for a subject area until the size of the school is such that separate heads of these departments can be appointed. The Assistant Head (Inclusion) will also cover the SENCo role until a permanent SENCo is appointed.

As the school moves into KS4, one Assistant Head post will be expanded to a Deputy Head role, allowing this person to deputise for the Head teacher when needed. At the stage of the Sixth Form opening, a further Assistant Head will be appointed to oversee the Sixth Form. Another Deputy Head post will be established from an Assistant Head role, resulting in a final SLT of the Head teacher, two Deputy Heads and two Assistant Heads, plus the School Business Manager.

Heads of Department - Heads of department are responsible for progress and attainment in their subject. Curriculum leaders are responsible for progress and attainment across all the subjects in their curriculum area.

Their specific responsibilities will include:

- Leading a team of staff to work effectively together to maximise outcomes for students;
- Producing differentiated schemes of work for each year group that contain a variety of teaching and learning strategies, including opportunities for assessment for learning, and that cover National Curriculum or exam board content and provide stretch and challenge for students;
- Monitoring and evaluating the quality of teaching and learning in their department or curriculum area, so that teachers facing difficulties are supported and challenged and outstanding teachers are recognised and best practice shared;
- Monitoring the progress of students in all teaching groups in the subject to ensure that outcomes are maximised. Where there is underachievement, this may involve supporting or chal-

lenging individual students or teachers, communicating with parents/carers, suggesting and implementing strategies for students to improve;

- Ensuring that structures are in place in line with the school's behaviour policy for maintaining good behaviour and enhancing outstanding behaviour that supports others' learning;
- Maintaining the department budget and ensuring that the department is fully resourced in a way that promotes achievement.

Subject Specialist Teachers - In the first instance, each subject specialist will also be curriculum leader for that subject. These will develop into management positions within the school (with appropriate TLRs) as the school grows. The only exception to this will be in English where a TLR will be allocated (at a 2a level) from the outset and Maths where a TLR will be allocated after initially being led by an Assistant Head in order to attract the best candidates and because these roles will also have responsibility for co-ordinating Numeracy and Literacy respectively.

The Pastoral System - In pastoral terms, the Assistant Head (Pastoral) will be de facto Head of Year 7 in year 1. At the end of year 1, a Head of Year 7 will be appointed and the Assistant Head of Pastoral will become Head of Year 8 and KS3 Co-ordinator. This process will be repeated until the end of Year 9, at which point a Head of Year 9 will be appointed who will also be KS3 Co-ordinator. The Assistant Head (Pastoral) will continue with the same cohort of students through Years 10 and 11 as Head of Year and KS4 Co-ordinator with a new Head of Year being appointed at the end of each Year. The Head of Year 11 will also have oversight of KS4 as a whole. At this point, the SLT structure will be expanded to include an additional Assistant Head who will be responsible for establishing the new 6th Form Centre. The Assistant Head with responsibility for establishing the Sixth Form will be Head of Key Stage 5, although a Head of Year 12 and a Head of Year 13 will be appointed once Sixth Form numbers grow to their expected levels.

As the school continues to grow, the KS3, KS4 and KS5 Co-ordinator roles will become increasingly important as the "glue" between the pastoral and academic sides of the school. They will ensure that the behaviour and achievement of students in each key stage meets the expectations of the school. They will liaise with tutors, Heads of Year, subject leaders and individual teachers to ensure that individual students are receiving the appropriate support and challenge in school. They will work closely with the Assistant Head Teachers responsible for Inclusion and for Teaching and Learning to assist with monitoring and evaluation of student progress and behaviour and help to implement any actions that result from this process.

Teaching Assistants - The school will employ two teaching assistants in the first year, although this may change depending on the particular needs of the cohort and the amount of top up funding available. We anticipate around four or five statemented children in each year group (this figure is based on a comparison with a similar school). Our aim is to group these students depending on need so that they have support from a teaching assistant in those lessons where it is appropriate. In subsequent years, we expect to benefit from some economies of scale, but would envisage a similar number of teaching assistants for each year group. The Teaching Assistants will be managed by the Assistant Head (Inclusion) in their role as SENCo initially before the long term appointment of a separate SENCo. We are particularly keen to recruit a balance of teaching assistants some of whom wish to try out their commitment to teaching before carrying on to a teaching qualification.

Other Support Staff - School Business Manager (manage support staff, manage finance); PA support for SLT; Resources Manager (including ICT network and LRC); LRC leader (with Learning Mentor type role); T and L administrator(s); Pastoral administrator(s); Premises Manager.

The School Business Manager - The School Business Manager will be a member of the Senior Leadership Team and will share responsibility with the Head teacher and the school's Local Board for the financial management of the school. The School Business Manager has the following specific responsibilities:

- financial planning, management and monitoring;
- formal reporting to the EFA, DfE, DBAT and the Swindon Church of England Secondary School's Local Board;
- procurement of services, suppliers and equipment;
- management of human resources issues;
- schools administration;
- taking a lead with the Head teacher in marketing & communications;
- ensuring the school makes best use of the ICT resources available, to provide effective administration and high quality teaching and learning;
- maintaining the school's website;

Given the small size of the school and relative to the complexity of the EFA reporting requirements for Academies/Free Schools, we may look to initially delegate some of these responsibilities to one of our more experienced Business Managers/central staff until the school grows a larger admin team.

Staffing Structure Table (following pages) showing each year of growth and calculating the costs, including incremental points and TLRs

The Growth in TLR posts isn't always reflected in the financial spreadsheet as we have taken the end point on the pay EG. Head of English starts on TLR2a moves to 2b and to 2c as the school grows so 2c has been used for financial calculations School nurse paid for by local health commissioners.

	2016	2017	2018	2019	2020	2021	2022	2023
Students on Roll								
KS3 Classes	8	8	8	8	8	8	8	8
KS4 Classes				8	8	8	8	8
KS5 classes						8	8	8

			2018	2019	2020	2021	2022	2023
Principal	1 L32	1 L32	1 L32	1 L35	1 L35	1 L38	1 L 38	1 L342
Vice Principal				1 (L20)	1 (L21)	2X L22	2X L23	2X L24
Assistant Heads	3 (L15)	3 (L16)	3 (L16)	2 (L16)				

Teaching Staff								
	2016	2017	2018	2019	2020	2021	2022	2023
TLR 2a	1	2	4	13	6	14	14	14
TLR 2b		1	8	3	12	12	14	14
TLR 2c				3	3	6	6	6
Main Scale teachers	6	15.8	23	33.8	41	48	51.9	31.9
Upper Pay scale teachers			2	2	7	15	24	44

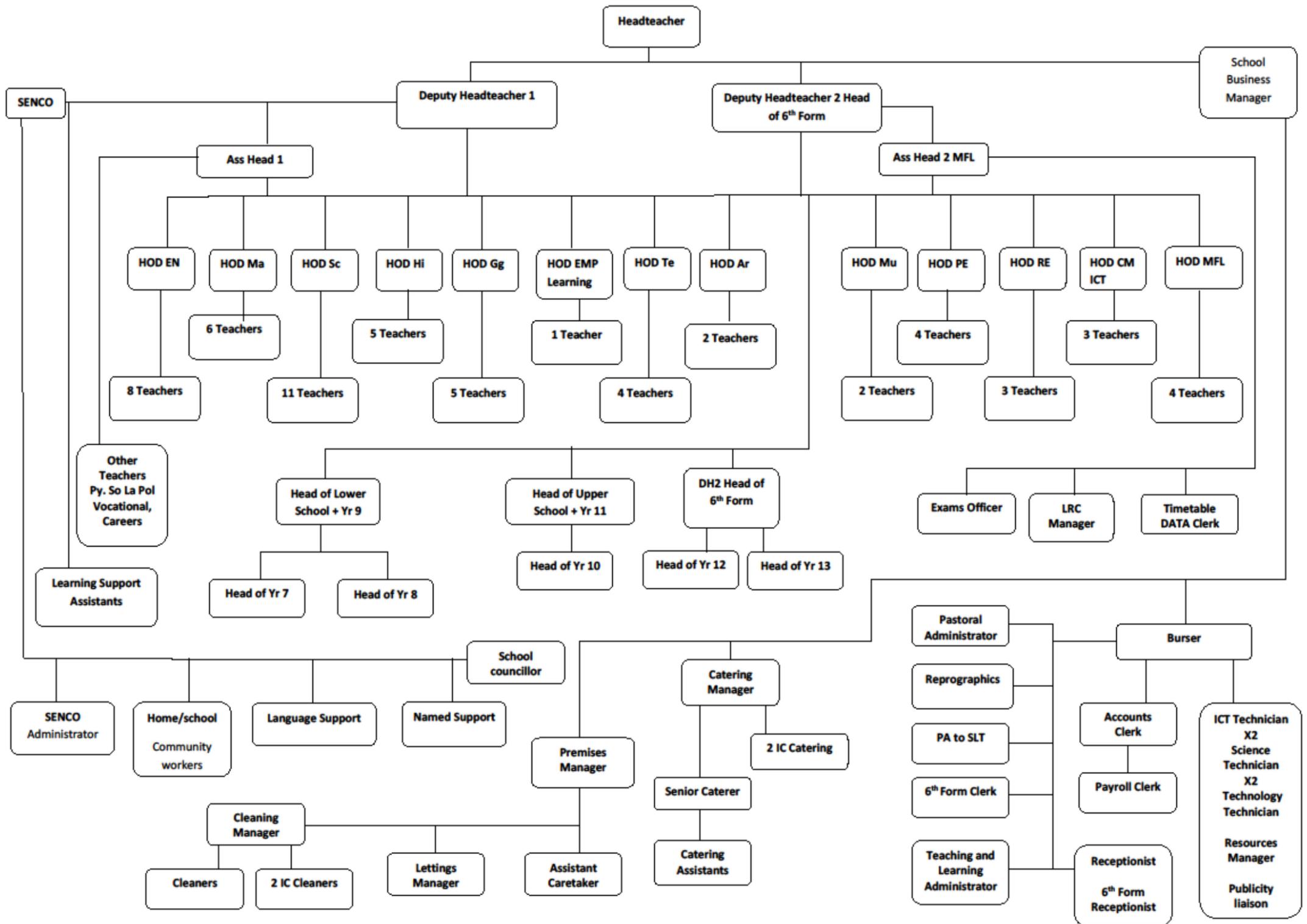
Pupil Support								
	2016	2017	2018	2019	2020	2021	2022	2023
HLTA	1 (P28)	2 (P28)	3 (P28)	4 (P28)	5 (P28)	6 (P28)	6 (P28)	6 (P28)
TA	1 (P6)	2 (P6)	3 (P6)	4 (P6)	5 (P6)	6 (P6)	6 (P6)	6 (P6)
School Coun- cillor		.2 (P21)	.4 (P21)	.6 (P21)	.8 (P21)	1 (P21)	1 (P21)	1 (P21)
School Nurse	.2	.4	.6	.8	1	1	1	1

Administrative								
	2016	2017	2018	2019	2020	2021	2022	2023
Business Man- ager	1 (P46)	1 (P46)	1 (P46)	1 (P46)	1 (P46)	1 (P46)	1 (P46)	1 (P46)
Burser	1 (P26)	1 (P26)	1 (P26)	1 (P26)	1 (P26)	1 (P26)	1 (P26)	1 (P26)
PA to SLT	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)
Resources Manager	1 (P15)	1 (P15)	1 (P15)	1 (SP15)				
T & L adminis- trator	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)
LRC Manager	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)
Accounts clerk		1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)
Pastoral Ad- ministrator	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)
Receptionist		1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)
Examinations Officer					1 (SP13)	1 (SP13)	1 (SP13)	1 (SP13)
Pay Roll Clerk			1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)	1 (P13)
Timetable data clerk						1 (P13)	1 (P13)	1 (P13)
Science Tech- nician		1 (P15)	1 (P15)	2 (P15)	2 (P15)	2 (P15)	2 (P15)	2 (P15)
Technology Technician				1 (P15)				
ICT Technician		1 (P15)	1 (P15)	1 (P15)	2 (P15)	2 (P15)	2 (P15)	2 (P15)
Publicity Liai- son clerk					1 (SP15)	1 (SP15)	1 (SP15)	1 (SP15)
6th Form Re- ception						1 (P13)	1 (P13)	1 (P13)
6th Form Clerk						1 (P13)	1 (P13)	1 (P13)

Premises								
	2016	2017	2018	2019	2020	2021	2022	2023
Premises manager	1 (P17)	1 (P17)	1 (P17)					
Assistant caretaker			1 (P13)	1 (P13)	1 (P13)	2 (SP13)	2 (P13)	2 (P13)
Cleaning Manager	1 (P7)	1 (P7)	1 (P7)					
2ic Cleaning	1 (P6)	1 (P6)	1 (P6)					
Cleaners	1 (SP5)	2 (SP5)	3 (SP5)	4 (SP5)	5 (SP5)	6 (SP5)	7 (SP5)	7 (SP5)
Lettings Manager			1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)	1 (P15)

Catering								
	2016	2017	2018	2019	2020	2021	2022	2023
Catering Manager	1 (P15)							
2 ic Catering	1 (P13)							
Senior Caterer	1 (P8)							
Catering Assistant	1 (P5)	2 (P5)	3 (P5)	4 (P5)	5 (P5)	6 (P5)	7 (P5)	7 (P5)

The school counsellor will be appointed part-time in Year 2, one day per week, rising to two days in Year 3, three in Year 4, four in Year 5 and full time from Year 6 when the Sixth Form opens.



Section D4

Religious Character or Faith Ethos

Faith Designation - The school is a faith designated school and in the case of oversubscription will be selecting some students on the basis of faith as described in section C. It is envisaged that 50% of places will be available locally with no faith criteria and 50% will be available across the city for people from a variety of Christian denominations. Students will therefore come from a mix of Christian backgrounds from a variety of different traditions and ethnic heritage as well as from no faith and other faith backgrounds.

Christian ethos of the school - The school will be distinctively Christian. We choose this term over the alternative 'Church of England' as we want to embrace the idea of providing distinctive education but in its widest sense. There is something unique in a new school identifying as Christian rather than as denominational. This also chimes with the Church of England's understanding of service and mission.

Once a child/family is admitted to the secondary school, s/he/they are of equal worth and value to any others. The language used by all members of the community will be of 'we' and 'us', not 'you' and 'them', highlighting the sense of community and of our interdependence. Teaching and pastoral groupings will not discriminate on grounds of faith or the absence of faith. Full attendance at acts of worship will be expected and acts of worship will be planned to offer support and appropriate challenge to all members of the school community. Consequently, the careful briefing of expectations and production of written guidelines for all faith-based visitors will be crucial to achieving what is described above.

Notwithstanding what is above and what follows, the school will publicise appropriately and make suitable arrangements were any parent (or sixth former) to ask for their legal right to withdrawal from worship. The school is seeking to be clear about its faith basis but to engage openly and honestly with explorations of what faith means and so our hope would be that all members of the community would find the worship so inclusive that they would want to be part of it.

Should the request for withdrawal be made so that a student can concentrate on issues pertaining to a particular faith, then a room will be made available for worship and/or study during assemblies etc. - Should the request be from a secularist point of view, then the Learning Resource Centre will carry a number of humanist texts and resources suitable for inspiration and/or information during assemblies etc.

School Collective Worship, Assemblies and Celebrations - Prayer, reflection, worship and celebration will all be critical to the new school. The daily act of worship will be central to the school not just because the law says so but because it will be central to the fabric of the school. It is intended that as soon as approval is given to the school, a prayer support group will be established that will ensure prayer starts and continues as a focus for the school. Hence, we want the pattern and practices of the

school to be infused with prayer. Prayer is a great acknowledgment of the dedication of a learning journey to someone beyond ourselves and it is also something which binds the community together and one that unites students and staff. One of the first things to be agreed will be a small number of simple inspiring prayers or reflections, which can be used in tutor time. Prayers will be chosen which are accessible to all students in their language. These shared moments of quiet and familiar language of prayer and reflection bring people together at the start of the day and help create a focus and stillness.

The daily act of worship in the school will vary between House assemblies, year assemblies and tutor group worship. Tutor group worship will have some worship provided, e.g. by a daily thought for the day approach, but also will have worship led by students of the school and visitors (known as assistant chaplains to emphasise their belonging to the school community). These visitors will reflect the full range of religious traditions found in Swindon and will be a tangible commitment to the work of the school by Swindon SACRE and Swindon InterFaith Group. We will encourage and train tutors in how to lead worship in an inclusive manner. All students can access moments of stillness, silence and quiet reflection whatever their faith background. All students can engage with debate and reflection on current topics and thoughts for the week. One of the purposes of assembling in groups larger than tutor groups is to be celebratory and to enhance the sense of belonging to and sharing in the community. There will be a clear system of rewards and these will be marked at various stages in the school year by suitable celebrations in assemblies.

As described earlier, the school is to have a focus on developing empowered learners. The worship, RE and the wider curriculum will all seek to build, equip and discuss the implications of the skills, attributes and values involved. Worship will use current examples, both religious and non-religious, to explore themes such as communication, creativity, resilience and reconciliation. Most religious traditions have festivals or similar. The school will note and mark appropriately as many festivals as is possible as they mark the progress of a year and vary between reflection and joy. Non-religious landmarks such as Remembrance Day will also be on the school's calendar.

The inclusivity of the Curriculum - It is fundamental to the school's Christian character that students are afforded opportunities to develop a more mature faith than when they started at the school or, alternatively, to know in more depth why they adopt agnostic or atheist views. Outstanding enquiry-based RE is crucial to this process. The proportion of curriculum time is one indicator of this. 6% at KS3 and 9% at KS4 (to enable the full GCSE) delineates the importance of the subject. The approach in KS3, the comprehensive content and the set-up of GCSE Religious Studies as being open to those of all faiths and of none are an important part of the inclusivity of the school's approach. Religious Education focuses on understanding and exploring a variety of faith positions and issues related to religion. Some of these studies will be taken from the Christian tradition and others from a variety of other world faiths. Through this study students will come to have a better understanding for the role of faith in society and a greater respect for people of different perspectives to their own. An important aspect of

top quality Religious Education is that young people are better equipped to leave school and contribute to community cohesion through their better understanding of different perspectives. Should any parent/carer wish to exercise their legal right to withdraw, then the school will make available the RE syllabus and organise a meeting with a translator present if necessary to explain the syllabus and identify any specific problematic aspects of the content in the eyes of the particular parent. Once the parent has understood the inclusive nature of the content of the syllabus if they still wish to withdraw their child from specific lessons alternative work can be arranged for these lessons. This work will support particular faith traditions or more secular worldviews as appropriate. Useful texts will also be stocked in the Learning Resource Centre.

The KS3 and KS4 curriculum will promote the spiritual, moral, cultural, mental and physical development of students as well as the skills, competencies and values that are agreed as important to the school and community. This will be crucial to cementing the ethos of the school so that students from different backgrounds socially, ethnically and geographically (both local and from central Swindon) will feel part of a corporate entity. These will be driven and developed through every curriculum area. In addition, the Empowered Learning programme will cover all aspects of PSHE, including Citizenship, as well as helping students to develop their learning skills and metacognitive abilities. The aim is to help every young person be 'fully Alive' and to build skills such as communication and organisation, competencies such as creativity and resilience and values such as valuing trust, truth, reconciliation and faith.

The design of the uniform and many of the policies will be developed by a group consisting of members of the school leadership team, representatives of the wider community and, once recruitment is underway, parents/carers and students. The development of the policies will be sensitively handled, balancing the needs for inclusivity with distinctiveness of all types. The acceptability of wearing certain items of religious dress, e.g. crucifixes, Muslim headscarves and Sikh religious symbols, will be clearly spelt out as part of the uniform code, bearing in mind the demands of school life. School food will meet the fullest range of dietary requirements.

The vision is for an outstanding 11 to 18 school with a Christian religious ethos that is both distinctive and inclusive. Distinctive is in the sense that all decisions about the nature and purpose of the school are taken through the lens of Christian values. Inclusive in that all students and staff are equally valued for their uniqueness in the eyes of God, and for their belonging to the school community. No one is discriminated against due to their beliefs or lack of them. Everyone is challenged to consider what they believe and why they believe it and to aspire to continual personal growth.

Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	210		69	32.9%	210		48	22.9%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

Section E1

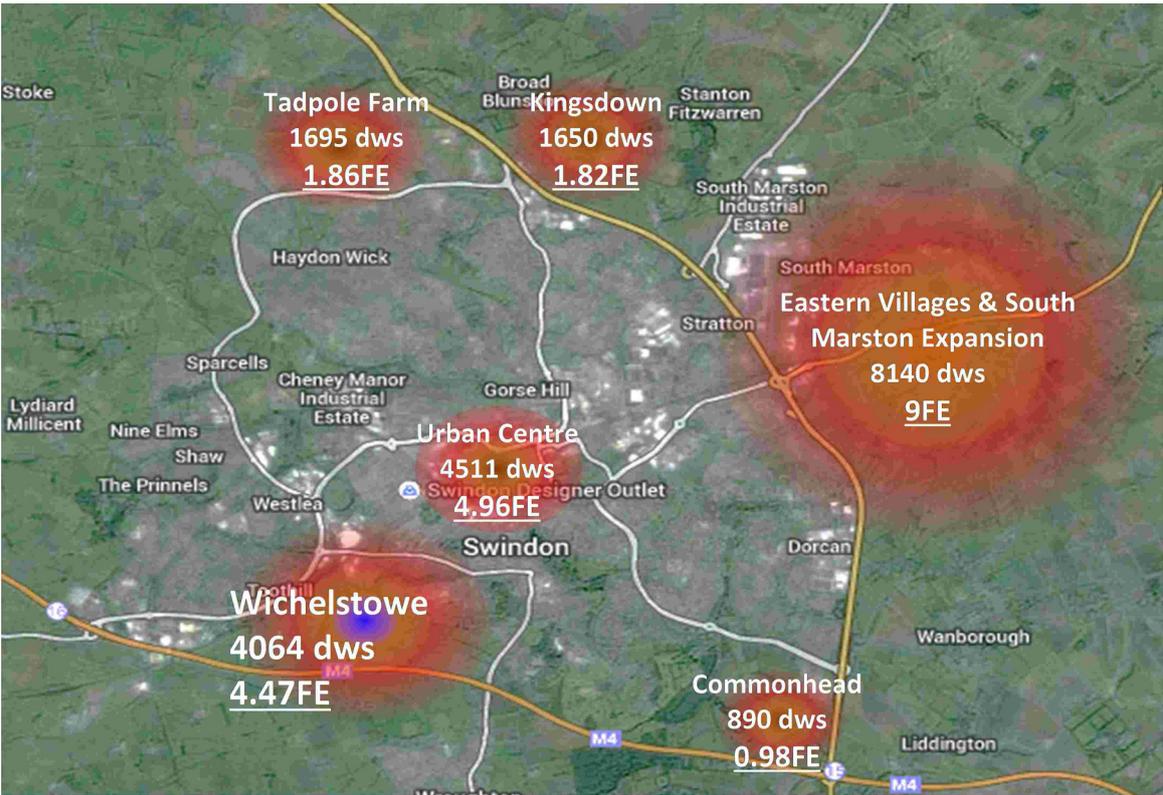
Evidence of need

Shortfalls

In the future Swindon will have a substantial shortfall in secondary school places - A report to the Council’s Cabinet in June 2013 recorded a clear demographic need. It stated that 680 additional reception places had been provided by primary schools since 2006 (more have since been added) and that this growth was soon to become a pressure on secondary school places.

In addition, Swindon is one of the fastest growing towns in the Country, with the local plan envisaging 22,000 houses built by 2026 (see attached additional information) The map below shows the main new developments detailed in the Local Plan and the Council’s estimate of the number of secondary pupils that might be generated.

The map below shows the areas that are expected to be under pressure and by how many places.



The Council predicted that in 2016 there would be a shortfall of 105 places, rising to 141 places in 2017 and 360 places in 2018. This rises to a **secondary shortfall of 34.4 FE** by 2026.

The Council then conducted a public consultation, including surveys, meetings discussions at the Schools Admissions Forum and a survey of young people themselves. The overwhelming message from this consultation was that parents and young people expected to be able to choose a school place local to them; respondents also raised some concerns about quality. In connection with new schools, consulted parties raised concerns about how they would know a new school was high quality in the absence of existing results and Ofsted reports. Overall therefore, the consultation lends support to high quality new schools to meet local need, especially if they come from established providers with a strong track record.

Quality and Choice - Quality and Choice - As already detailed in Section C, real concerns have been raised about the quality of Swindon secondary schools. The most recent Ofsted judgements (2011-14) on the 11 current secondary schools show 3 requiring improvement and 1 in special measures. None are outstanding, unlike the Diocese's existing secondary in Bristol. The post16 offer again is very variable. There is an outstanding FE college however at the other end of the spectrum one provider is rated as 4 by Ofsted. Again we have experience of outstanding 6th form provision through the Diocese's existing secondary school.

These **weak schools have 4909 pupils** on their combined school rolls – far in excess of the 1,470 places we propose to offer.

There are also issues of parental choice in the paucity of faith-based school options. There are now 8 Church of England primary schools in Swindon, but no C of E secondary. More than that, there is only one secondary school with any kind of faith basis – St Joseph's Catholic College – which in 2013 was judged inadequate by Ofsted on quality of teaching, achievement of pupils, and leadership & management.

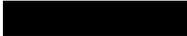
We strive to ensure our schools appeal to families to whom values are important, regardless of their particular faith, and welcome students of all faiths and none. For local parents who would prefer an ethos with an explicit faith basis, there is simply no quality option currently available.

Evidence of informed support for our proposals - The survey aimed to establish the level of local support given that the demand will not be from these parents but from new homes yet to be built. The only area where houses are already built is in East Wichel which shows a strong concentration on the map (Next Page). The Survey also aimed to raise awareness, attract volunteers to help with the project, and to gather information on what the local community wanted from a new local school. The expressions of support from parents are hugely encouraging in demonstrating that our vision and proposals have resonated with local families.

The questions in the survey asked people for the parents/carers name, e mail address, Postcode, dates of birth of their child/ren and to confirm that "I would select Swindon

Church of England Secondary School as the first choice for my child/children”
Additional comments and offers of help were also collected

The map below shows that the **support received spreads right across the town**. There is clearly a concentration in the new development at East Wichel, where the need is greatest and which is particularly close to our preferred site. This bodes well for the support we can expect from Middle and West Wichel as the site is built out over the coming years.



Support has come from people local to the preferred site, from parents of students in our existing primary schools in Swindon, from people of faith across the town, and from other parents who see the value of adding our unique offer into the town’s educational mix. As there has been so much support from across the town we have been in contact with Thamesdown Buses who already operate a bus service to Waitrose  from the town centre. They would be interested in expanding that service to cater for the school opening times. We have also spoken to The Commonweal School about sharing their bus services. We want to make the school accessible to everybody in Swindon.

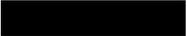
On our website www.newtown.academy, we included the capacity to custom-build a robust database application to capture and analyse supporter details online, which has been a key plank of our marketing and communications approach. With over 300 unique visits to our website. Key sections are included at the end of this section, to demonstrate that parents were making an informed choice – for example referring to:

- our vision for the school (Christian-based and inclusive);
- our thinking on the curriculum;
- our aim to build skills and values (communication, organisation, creativity, trust);
- our intention to make facilities fully available for students from 8am – 6pm; and
- our ambitions to offer an outstanding school from day one.

We have received a number of supportive comments:

- 
- 
- 
- 

*We have the required permission to use these comments anonymously

This strong evidence of support is particularly encouraging given the context of this being a growth area. Our preferred site  is in an urban extension that may eventually provide up to 8FE for the school. And, whichever site is chosen, Swindon’s Local Plan has an additional 22,000 houses being built up to 2026, with planning processes already begun on most of these sites (see attached additional information). We are therefore absolutely confident that demand will grow over time. In this context, the 346 signatures to date demonstrate a remarkable level of support. However only

117 of these are for the years 2016/17. There are 169 signatures for years after those required, i.e. they would like to come to the school from 2018 and onwards. We acknowledge that the current demand figures do not represent 100% of the proposed cohort for 2016 entry and will continue to engage going forwards, as detailed in Section E2. From 2017 there is more than enough growth need for this academy.

Section E2

Our community engagement has been wide-ranging, as evidenced by the support we have gained. We have had a presence in schools, at community meetings, events, Fairs and exhibitions as well as having a presence in supermarkets and in the media. Coverage includes articles in the Swindon Advertiser (readership 20,500), on regional television (Points West), on BBC Radio Wiltshire.¹ We have engaged with other Faiths in Swindon including the Sikh and Muslims through their religious leaders. We have also held dedicated meetings with potential parents and supporters. These have been through community organisations in different areas of Swindon. We are confident that our proposals are known to a wide cross-section of parents and the wider community.

With over 327 unique visits to our website and a growing database of contact details of 270 interested families, we have a strong foundation for future consultation and partnership with parents and supporters.

We are delighted by this evidence that we are appealing to a broad section of the community and not only to those engaged with our own churches. We have targeted people at local community events such as community meetings, Hog Roasts, Fairs, and exhibitions as well as having a presence in Supermarkets and school gates. We have sought to engage with a broad cross-section of the community through these strategies. We will continue to collect signatures through events.

Feedback from community meetings shows parents are looking for high quality schools that address the literacy and numeracy issues of leavers, as illustrated recently by the national and local press. For example, some picked up the report of the literacy trust² which states - "employers are not content with the level of proficiency with spelling, punctuation and grammar possessed by school, college and university leavers. Similarly, employers feel that young people do not possess the key employability skills that make them ready for the world of work."¹

In response to these concerns raised we have modified the curriculum offering and the type of help and catch up offered to students to overcome these issues in both literacy and numeracy to ensure students leave this academy with good levels of skills in these areas.

To help potential parents the leaflets given out includes this text:

Our Vision - The school will take students at age 11 from across the town and will provide an education up to the age of 18. The Christian ethos of the school is a distinctive and inclusive one. All students and staff are valued equally for their uniqueness in the eyes of God, and for their belonging to the school community. No member of the school community is discriminated against due to their beliefs. All

students and staff are challenged to consider what they believe and why, and to aspire to continual personal growth.

The aim is to help every young person be 'fully alive', building skills such as communication and organisation, competencies like creativity and resilience, and values such as trust, truth, forgiveness and faith.

Curriculum- The curriculum will have an emphasis on developing communication and numeracy skills. The Key Stage 3 curriculum will be broad and balanced allowing students to study the core subjects of English, maths and science as well as design technology, computing, creative subjects, PE and the humanities.

This will provide young people with an opportunity to gain qualifications in all the E Bacc subjects identified with the National Curriculum as well as other subjects relevant to local industry. For example, computer programming, sciences, and design technology will be an asset to young people in Swindon, where the major employers include car manufacturers, engineering companies, electronics and computing companies and pharmaceutical manufactures and medical suppliers.

A three year Key Stage 4 programme will also allow some students to be accelerated in subjects at which they excel, so that they can access more advanced qualifications earlier. It will also give the possibility of developing a vocational programme for suitable students of all abilities that will help to develop the skills that they will need in employment and training at 16 or 18. This would need to be investigated in collaboration with other local schools and colleges.

Post-16 provision will be reviewed in the light of the ability profile of the intake. The aim would be to provide a range of Level 3 facilitating subjects. The approach will be to give outstanding teaching and active learning so that pupils are clear about how to improve. The aim is for an outstanding school from day one.

Industry - As well as engaging with parents and community we have engaged with industry, initially through Forward Swindon and more directly with Intel and Nationwide. Both major employers and Swindon Based. Intel would like to have an input to the building technology once we get to that stage to ensure the building is as energy efficient as possible as well as interacting with the curriculum and opportunities for students.

An example of one of our leaflets. There have been 3 different ones as well as the web site.

Show your support

We need your support to demonstrate to the Department for Education that there is sufficient demand for our proposed school and that parents have made an informed choice. Once you have read this leaflet, please fill in the form below to indicate whether you would choose this school for your child/children if our application is successful. If you provide contact details we will keep you updated with developments.

Alternatively you can sign online at www.newtown.academy.

(The information you supply will remain completely confidential and not be shared with anybody except the DIE as evidence of support. Your indication of preference is not binding and has no bearing on the Local Authority admissions process.)

Parent / Carer name _____

Postcode _____

Email address _____

Child(ren)'s date of birth:

Child 1	Child 3
Child 2	Child 4

I would select Swindon Church of England Secondary School as the first choice for my child/children

Please feel free to add any additional thoughts here. We would like to be able to use supportive comments to support our application. Please tick the box to show that you permit all or any of your comments to be used.

I permit my comments to be used (anonymously)

Please return to:
DBAT, First Floor, Hillside House, 1500 Parkway North, Stoke Gifford, Bristol BS34 8YU
Or complete the form on the web site at www.newtown.academy

Location

The whereabouts of the school is currently a matter for consultation with the Department for Education. The aim is to choose a location that is accessible for as many families as possible and that will not impinge directly on the intake of any one other school.

We are seeking a site in the town centre which would allow children from all areas of the borough to access the school from the main bus station and nearby train station. We are also exploring options in other areas of the town linked to population growth and demographic need and are open to any site which will be most supportive to the town as a whole.

Find out more...

www.newtown.academy Email
: enquiries@dbat.org.uk

Write to us at:
Diocese of Bristol Academies Trust
First Floor
Hillside House
1500 Parkway North
Stoke Gifford
Bristol
BS34 8YU

Front cover image cc: The Institute of Physics, left image cc: Ian Usher, middle image cc: Brian McKinstry, right image cc: Grey Court School

¹ http://www.swindonadvertiser.co.uk/news/11426333.A_new_free_school_bid_is_put_together/

² <http://www.bbc.co.uk/news/uk-england-wiltshire-28941969>

² http://www.literacytrust.org.uk/assets/0001/7766/Employer_perspective.pdf

Introduction

The Diocese of Bristol Academies Trust (DBAT) is a leading sponsor of academies within the bounds of the Diocese of Bristol. Our academies work together in the same way as families - achieving the best for each individual.

We know that every parent wants the best for their child, not just at school but throughout their life. We believe that if we can improve our children's education then we can really boost their life chances later on, starting with primary and then secondary education.

It is important to us that all of our academies are set in a Christian context but that **children and families of all faith are equally welcome as well as those with no faith.**

Our Vision

The school will take students at age 11 from across the town and will provide an education up to the age of 18.

The Christian ethos of the school is a distinctive and inclusive one. All students and staff are valued equally for their uniqueness in the eyes of God, and for their belonging to the school community. No member of the school community is discriminated against due to their beliefs. All students and staff are challenged to consider what they believe and why, and to aspire to continual personal growth.

The aim is to help every young person be 'fully alive', building skills such as communication and organisation, competencies like creativity and resilience, and values such as trust, truth, forgiveness and faith.

Why a new secondary school in Swindon?

There are seven Church of England primary schools in Swindon but no Church of England secondary school. All our primary schools have Good or Outstanding OFSTED ratings but there is no secondary school to build on the good start that children have received.

Swindon has a need for more secondary places. Already in the south of the town, 180 children of each year group choose to travel to Wiltshire. Swindon Council says projected housing growth in line with economic forecasts and population increases equates to 22,000 new homes between 2011 and 2026.

Finally we believe that there should be a diversity of schools, allowing parents to make informed choices.

Curriculum

The curriculum will have an emphasis on developing communication and numeracy skills. The Key Stage 3 curriculum will be broad and balanced allowing students to study the core subjects of English, maths and science as well as design technology, computing, creative subjects, PE and the humanities.

This will provide young people with an opportunity to gain qualifications in all the E Bacc subjects identified with the National Curriculum as well as other subjects relevant to local industry. For example, computer programming, sciences, and design technology will be an asset to young people in Swindon, where the major employers include car manufacturers, engineering companies, electronics and computing companies and pharmaceutical manufacturers and medical suppliers.

Age Entry Points & Pupil Numbers

The age range of the school will be 11-18 and will open in 2016. Entry will initially be via year 7 and subsequent intakes will be at year 7. In 2022 we will also take entry into the lower 6th Form.

Secondary Level: 1000 pupils (200 pupils per year group with eight forms of 25)

Post 16 (6th Form): 200 pupils (100 pupils per year group)

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]	Y	[REDACTED]	[REDACTED]	[REDACTED]	0.2FTE
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Support for senior staff appointments. Advice on strategy and teaching and learning
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	0.1FTE
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	1.0FTE from 1 May 2015
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Support for senior staff

					appointments, advice on strategy and teaching and learning
██████████	Y	██████████	██████████	██████████	Occasional advice
██████████	N	██████████	██████████	██████████	Occasional advice
██████████	Y	██████████	██████████	██████████	Occasional advice
██████████	N	██████████	██████████	██████████	0.5 FTE
██████████	N	██████████	██████████	██████████	Occasional
██████████	N	██████████	██████████	██████████	Occasional
██████████	N	██████████	██████████	██████████	Available as needed for senior staff recruitment
██████████	N	██████████	██████████	██████████	Occasional
██████████	N	██████████	██████████	██████████	Occasional
██████████	N	██████████	██████████	██████████	0.1 FTE

Additionally ██████████.

Evidence of educational expertise and a high quality educational offer which demonstrates experience in delivering similar projects in a diverse community

The team behind the bid for the Swindon Church of England Secondary School is extremely well placed to deliver the project and draws from a rich and varied range of educational experience and expertise. The team is drawn from two main organisations: the Diocese of Bristol and St Mary Redcliffe and Temple School, Bristol. The Diocese is represented by its [REDACTED] Their experience includes: [REDACTED].

The Diocese currently has eight primary schools in the Borough of Swindon (one of which is the new DBAT Academy above). St Mary Redcliffe and Temple School is a large VA Church of England 11 to 18 school located at the heart of Bristol. The school has just over 1000 students in the main school with a further 500 in the Sixth Form. The school has been judged outstanding in every area by OFSTED and has recently been designated as a Teaching School. [REDACTED].

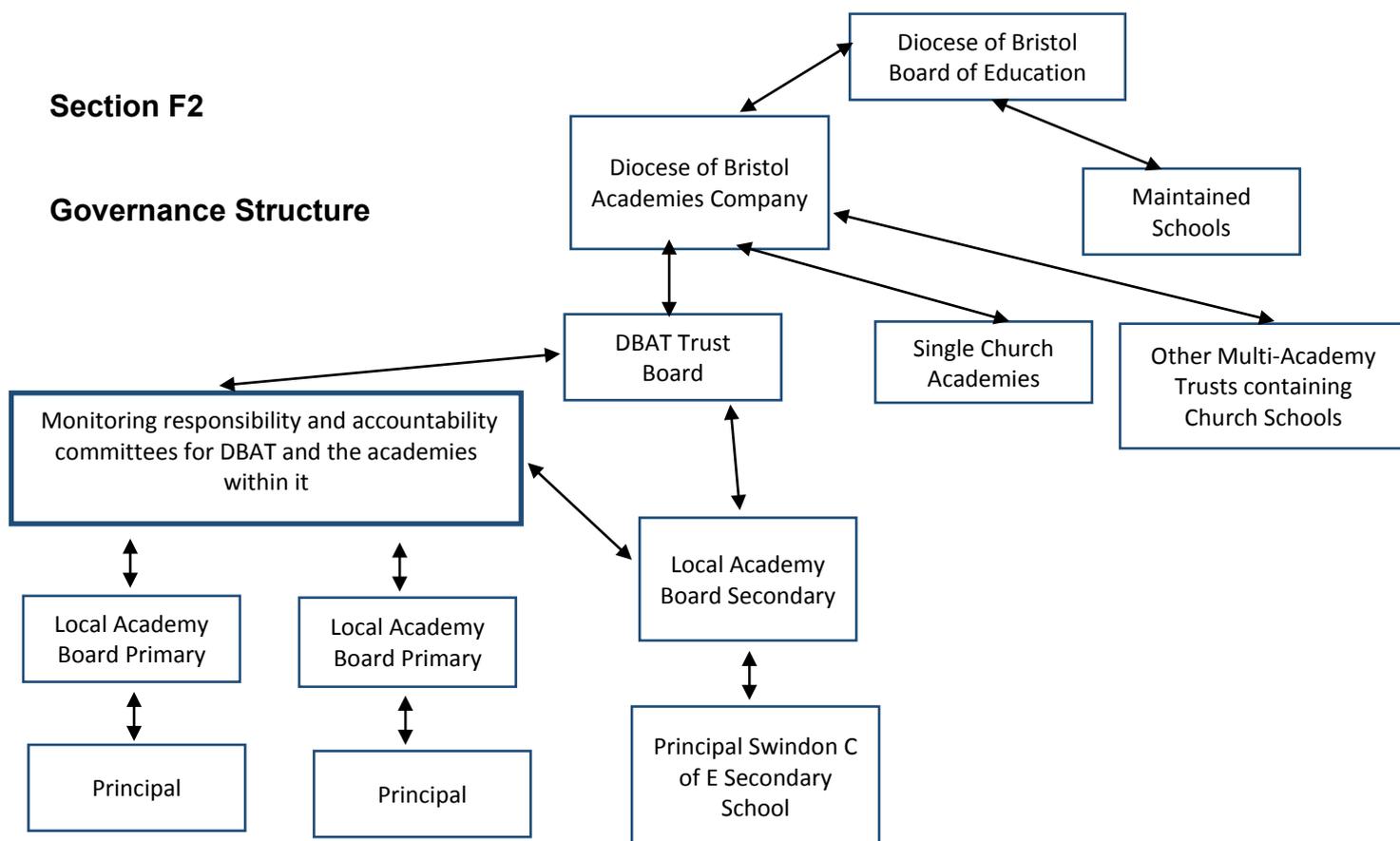
F1 (b) Skills gap in pre-opening

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 add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Project Manager	We will recruit a dedicated Project Manager from 1 May 2015, funded through the start-up funding and an educational trust we can access
Property/ Buildings manager	We have a Service Level Agreement for Property Management Services with the Diocese of Bristol's Property Department.
Principal for the Swindon C of E Secondary Free school	This post is crucial, but DBAT has a strong record of making good appointments, having attracted exceptional Heads to 3 schools. We recognise this is critical, and maintain a policy of a) not appointing where there is no suitable candidate; and b) offering substantial financial incentive to attract the right individual.
DBAT Accountant	DBAT has grown to the size where we need a full time accountant rather than a service from the diocese. This post will be able to give considerable time to supporting the new school. Post to be advertised Dec 2014

Section F2

Governance Structure



The present DBAT Board membership includes representatives of the Chairs of two Local Academy Boards and a head teacher is also in attendance. The Board of Trustees meets 8 times a year to determine DBAT's strategy and policies and to review its performance. It is responsible for the approval of budgets and financial statements, delegating specific responsibilities to its Local Boards and the DBAT Committees. In doing so, it takes advice from, and is supported by, its committees, Local Boards, Advisory Groups and Officers.

Committees monitor the detail of three key areas of governance:

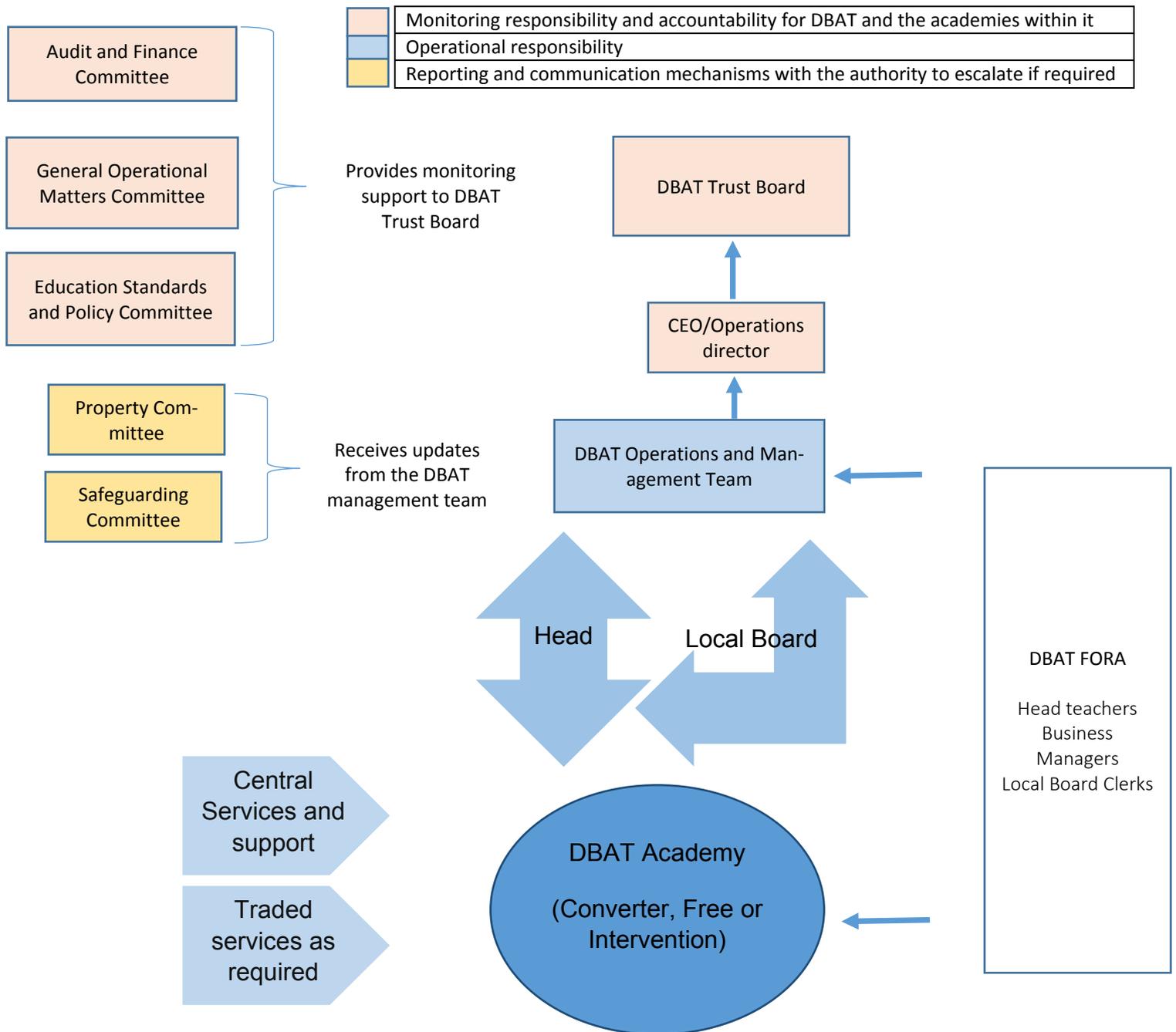
- Educational Standards policy and performance;
- Audit and finance;
- General operational matters, including buildings.

Further Advisory Groups, comprising all Head Teachers, Business Managers and Clerks advise on specific school-focused issues.

The Multi Academy Trust, the Diocese of Bristol Academies Trust (DBAT) contracts directly with its regulator, the Department for Education (DfE) and the Education Funding Agency (EFA) through its funding agreements.

Each school already within the Trust has established a local board (local Governing Body). The local board of Swindon C of E Secondary School, like other DBAT academies, will have delegated authority to oversee the school within the framework of a flexible Scheme of Delegation. This is based on the principle of detailed monitoring against criteria including the Christian Distinctiveness of academies in the MAT and increasing 'earned autonomy' once academies demonstrate they are 'good' or better. Initially the local board will report directly to the trust board until the school has been established for at least 6 years.

Operating structure for Diocese of Bristol Academies Trust



Under the Scheme of Delegation, all Academies will be reviewed on an annual basis. DBAT may however, at its discretion, choose to assign a different category to the school if circumstances (in particular performance data) should warrant this. DBAT will automatically review which category is appropriate for the school on the publication of each Ofsted report.

The Local Board will meet at least six times a year to discharge their duties. Initially we anticipate that there will be no standing subcommittees in order to operate efficiently and to ensure that the whole local board takes full responsibility for all aspects of the school's development and performance. Short-life, ad hoc working groups will be established by the local board if a

particular matter warrants more detailed examination by a smaller number of board members in order to make a recommendation to the full local board. In time, at the discretion of the Chair, separate Resources and Curriculum sub committees may be constituted.

Establishing a strong local board is essential to ensuring the success of the school. Through the Governor Recruitment and selection process DBAT will be looking to find the wide range of skills and expertise required of a Local Board. In particular we will be looking for individuals who have one or more of the following areas of knowledge and experience:

- Financial management;
- Human resources management;
- Legal (contract and procurement management);
- Education (including higher education);
- Health and safety management;
- Property and facilities management;
- Marketing.

DBAT is working closely with the local community and businesses in Swindon to identify suitable members of the local community who may be interested in being nominated as DBAT Local Board Members. If this activity does not generate sufficient interest DBAT will:

- advertise the opportunity via local volunteer centres and leave leaflets and posters in local doctors' and dentists' surgeries
- promote the vacancies via a series of articles and letters in the local newspapers, parish magazines etc
- work with the Governor One Stop Shop service registering our requirements with the service
- write to local employers and HE/FE institutions to see if any of their employees would be interested in taking on the role. The chair-designate of the Local Board is from the HE sector

We believe that, given the innovative way in which Free Schools are founded, the local board will be most effective if it includes a wide membership, with varied skills and perspectives. In particular, we propose the inclusion of representatives of the local community who will work alongside other representatives and other stakeholders recruited by DBAT.

Local Board - Training for Local board members is provided by DBAT to enable them to hold the school to account while providing local strategic drive. It will be the responsibility of the Local Board in liaison with the school leadership team to ensure that the members of the key subcommittee (or initially the full Local Board) are well trained and any additional training identified and actioned. This is to ensure members are able to understand the key sources of pupil performance data such as the governors' Data Dashboard, RAISE online, Fischer Family Trust Data and Cognitive Ability Test data (CAT). Safer recruitment training will be required for all board members dealing with appointments to the academy.

School Improvement Support - The Diocese of Bristol Academies Trust has partnerships with a number of education providers. Specifically we are able to draw on the support of St Mary Redcliffe and Temple (SMRT) Secondary Teaching School in Bristol. SMRT is an Outstanding Secondary School (January 2012), with exceptional results in terms of both Achievement and Progress. It also obtained an Outstanding Church School inspection at that time.

SMRT are a key partner in developing the Swindon Secondary CE Free School. We will work in partnership with them to appoint the Head teacher and senior staff of the school and to advise on the development of vision, strategy and ongoing support and consultancy related to the quality of teaching and learning.

We are also able to access additional services from the following menu:

- Cabot Learning Federation. CLF is a strong local Teaching School and is our partner in two of our DBAT Primary Academies
- Royal Wootton Bassett Academy. This is an Outstanding Secondary School near to our anticipated site in Swindon. We are able to procure access to their staff development programme, and are currently working with them on another project
- Bath Spa University. DBAT is in negotiation with the Dean about establishing a strategic partnership covering trainee teacher placements across DBAT, but also the opportunity to access accredited places on a range of courses and higher qualifications for staff.

DBAT has its own School Improvement team, currently comprising two full-time School Improvement Officers. As indicated earlier, we will appoint an additional member of staff from 1 May 2015, who will be dedicated to the development of this new school. We will fund this appointment through an Educational Trust we can access. We are also in discussion about increasing the SIO team to 2.5FTE as the number of Primary Schools in DBAT increases.

Through blending the best of all of the above, we are able to ensure we maintain a high quality of teaching and learning and of leadership and management – the central ingredients of an excellent school.

DBAT's other external contractors have been procured through the South West Dioceses tendering process which has led to a list of approved contractors offering a very diverse and wide ranging support service offer. We deploy our partners in the short term and assess if we need to strengthen the central team. Using our project planning techniques we always try to minimise the skill gaps in the team and recruit when the demand is there. The maturity of our partnership working ensures we can't stall projects because of a personnel shortage. If we did then we would be jeopardising children's education. Whenever we are using partners we have a strict quality assurance mechanism to ensure accountability and the highest standards.

Recruiting all the staff required for your Free School to open; - DBAT has a strong record in recruiting exceptional staff including head teachers. This is evidenced by the conversions of two special measures schools and the opening of a new Academy

Designing an admissions policy and recruiting the pupils your Free School needs to open - DBAT has had to design a brand new admissions policy and recruit pupils for its new academy in Swindon as well as other converter academies

Running a statutory consultation on your Free School in the local community - For each of the 5 academies in DBAT we have had to run a statutory consultation which have all been reported to the DfE

Assisting the EFA with acquiring and developing a site for your Free School - DBAT has experience through the Diocese of acquiring and developing sites

Developing more detailed curriculum plans, ready for your Free School to open - The team have the benefit of experiences leaders from an Outstanding school which is also a teaching school [REDACTED]. Senior staff from the school will advise us on strategic planning

Developing more detailed financial plans for how your Free School will function and meeting requirements for its financial management – DBAT is in the process of appointing a dedicated education accountant to oversee all aspects of finance, both centrally and in each Academy. The Finance Team will grow according to the number of schools and through any traded service with other schools

Developing the policies and procedures necessary for your school to operate efficiently - The DBAT Business and Advisory team will ensure this aspect is in place by drawing on the experience of our partner Secondary Schools.

Passing a pre-opening Ofsted inspection so that your Free School can open - As a team we have just opened a new Primary Academy which passed its pre-opening Ofsted. The central team of staff will ensure there is sufficient expertise in-house and through our partners to ensure we are ready for opening well in advance

F3 (a) Proposed governors

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, up to 10 in peak periods
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Unknown, depending on other diary commitments
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Limited (runs a large Primary School)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As needed, within HE teaching time constraints
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Up to a day

					a week
██████████	██████████	██████████	██████████	██████████	As needed, up to 2 days a month at peak times
██████████	██████████	██████████	██████████	██████████	As needed, up to 2 days a month at peak times
██████████	██████████	██████████	██████████	██████████	As needed, up to 2 days a month at peak times
██████████	██████████	██████████	██████████		As needed

Once established, the majority of Local Board members will be appointed by DBAT, drawn in the main from the local community, and selected to include representation from business and higher education. DBAT appointees should not generally be employees of the Academies Trust.

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
Additional Finance and Legal specialists	DBAT is currently recruiting 2 additional Directors, one to cover Finance (in process) and one legal specialist (search under way)
Community rep(s)	We are working with the development team at our preferred site in South Swindon. But until the site is confirmed by EFA we cannot enrol Governors
Parent reps	To be appointed (and ultimately elected) once the site is secure. We already have some names of interested people.
Business Leaders	We will actively seek two business leaders to join the Local Board of Governors as soon as we have the go ahead. We are in discussions with two Swindon based national companies at present
The Head teacher	Recruitment as detailed later on in this document

Section F4

Head teacher, Swindon C of E Secondary School - We will work with parent and governor stakeholders to develop the job description and person specification outlined below for the Principal, and incorporate them within a full and accurate account of our vision for the school. This will form a recruitment pack similar to those we have used for other new schools and for schools facing immense challenge. The Swindon C of E Secondary School will have a religious designation, it is important therefore that the academy is able to maintain and development the Christian distinctiveness. In interviewing for a Principal, regard will be given to candidate's ability and fitness to develop the religious foundation of the Academy.

Advertising will be through established educational routes such as The Times Education Supplement, E Teach and alike routes. The timetable will be to start a first round of recruitment advertising January 2015 with interviews February 2015. This allows for a second round of recruitment if the first round is unsuccessful. The second round (if required) will be Easter 2015. This allows the successful candidate to give the appropriate notice to enable a start for January 2016

It is critical that recruitment is a two-way process, with applicants and candidates having every opportunity to determine if the match between candidate and school is right for both parties.

We are looking for the type of school leader that has yearned for the chance to create a school - from scratch - without the burden of a legacy, who will see this as a tremendous opportunity to join an exciting project.

The Head teacher of this new venture, will have the challenge of:

- Attracting our first students
- Building the trust and partnership with our parents
- Recruiting and developing a new staff and leadership team
- Establishing a track record
- Contributing to the design of new school premises
- lead the implementation of the school vision and ensure that the school successfully materialises in line with the DfE's timeframe

We need the following qualities: innovative, a team player, a great leader who is driven by a strong sense of purpose to improve the life chances of young people

The successful candidate will ideally be able to demonstrate experience of:

- Planning and successfully launching a new school
- Recruiting high-calibre staff and implementing effective succession planning
- Developing programmes aimed at actively engaging parents in their child's education
- Personally leading the development and operation of enrichment experiences for students which have allowed them to identify new strengths and passions

- Deploying effective strategies to close the achievement gap between students at different levels
- Promoting and Safeguarding the welfare of students
- Effective staff performance management, including dealing with under-performance
- Running staff development programmes
- Having personalised a curriculum in ways that have delivered measurable improvements to student progress and attainment
- Successfully implementing project based or collaborative learning

As well as an exemplary record of academic leadership we will look for evidence of personal attributes and values that will underpin the creation of the Swindon C of E Secondary School ethos. Some of the personal competencies and values that we will be looking for in successful candidates include:

- A passion for instilling a life-long love of learning in our students, through ongoing professional and personal development, innovation and continuous improvement
- Creative thinking to navigate around any constraints and challenges that the Swindon C of E Secondary School has in its early years
- Clarity of vision, demonstrated by visible and inspirational leadership that builds trust with our students' parents
- A desire to drive the creation of a school culture that has high expectations of all students and drives strong parental engagement
- The ability to create positive and impactful personal relationships with students, staff, parents and governors alike

Job Description - Establishing the school: This particular role – to create a brand new school – requires this leadership to manifest itself before the school opens, through those first few weeks and months, and into the stable running of a school established in the community.

Prior to the school opening a Head teacher will:

- Provide prospective students and their parents and carers with an assured and compelling proposition to apply for, and ultimately take up a place at a brand new school
- Lay the foundations of an exceptional school in teaching and learning and use of data to deliver the aims of the school
- Take on responsibility for the creation of the education brief and curriculum mapping
- Recruit the first teaching and management staff into the school with the capabilities to deliver on the short and medium term aims of the school
- Form a strong and effective working relationship with the governing body and individual working group members with a view to progressing the school towards opening, and then continuing to ensure the school continues to develop in line with the members' vision

And moving forward the Head teacher will shape the future by:

- Thinking strategically, building and communicating a coherent vision in a range of compelling ways
- Inspiring, challenging and empowering others to carry the vision forward
- Modelling the values and vision of the school

Leading Learning and Teaching - Responsibility for establishing the high expectations for the quality of teaching and learning and for pupils' achievements within a successful learning culture.

The Head teacher will:

- Show and inspire commitment to the learning process
- Have the versatility to alternate between being a hands-on teaching practitioner in the early years, as well as leading others
- Demonstrate the principles and practice of effective teaching and learning, and be prepared to systematically innovate to seek continuous improvement
- Provide leadership in the delivery of a curriculum including project based learning (PBL) as an appropriate and practical supplement to standard classroom exercises
- Ensure students are provided with opportunities to do practical, enterprising work in ways that provide opportunities for students to learn their strengths and passions
- Ensure that the school is outward looking in consideration of potential improvements
- Lead the establishment of a strategy for the use of data to drive ongoing improvements
- Acknowledge excellence and challenge poor performance across the school
- Constantly exhibit the habits of lifelong learning that we wish to engender within our students

Managing the Organisation - To provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.

To ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. This includes adhering to safe employment procedures which place the safety of children and young people at the heart of all practices. The Head teacher, working with the Governing Body, will provide a safe environment for pupils, staff and members of the school community.

To build a successful organisation through effective collaboration with others.

The Head teacher will:

- Think creatively to anticipate and solve problems and empower others to do the same. This will be critical in the first weeks and months after opening, as well as planning to overcome whatever constraints may be imposed by limited budget, facilities or resources in a new school
- Establish and adapt as required the appropriate structures and systems
- Manage the school efficiently and effectively on a day-to-day basis

Developing Self and Working with Others - To develop effective working relationships and communications which underpin a professional learning community.

The Head teacher will:

- Establish best-practice performance management.
- Foster an open, fair, equitable culture and manage conflict
- Develop, empower and sustain individuals and teams
- Collaborate and network beyond the school and support other staff in doing the same
- Challenge, influence and motivate others to strive for and attain high goals
- Excel in giving and receiving feedback and ensure both staff and students are coached to do the same to improve performance and develop skills
- Ask for and readily accept support from others including colleagues and Governors

Pastoral Care & Improving Parental Engagement - Provision of strong pastoral care is a cornerstone of the school's vision. Also to implement proven strategies to actively engage parents, carers and families to help students succeed and thrive: through being healthy, staying safe, enjoying achievement, making a positive community contribution and achieving economic well-being.

The Head teacher will ensure that staff:

- Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of students
- Listen, question and respond to what is being communicated by students, young people and those caring for them
- Recognise when a child or young person may not be achieving their developmental potential or their health may be impaired and be able to identify sources of help for them and their families
- Work successfully on a multi-agency basis and be clear about the role of the Head teacher and the roles of other professionals
- Adopt the right approach to information sharing by establishing and following the correct procedures and by ensuring that the child or young person, parent or carer understands the process

Strengthening Community - The Head teacher will engage with the internal and external school community to secure engagement and entitlement. This includes collaborating with other schools and with parents and carers and other agencies for the well-being of all students and developing extended services to meet the needs of the community.

The Head teacher will:

- Capitalise on the existing strong links formed with local sports clubs, the business community and the local council to develop opportunities for the students to both benefit from, and provide benefit to the local community
- Recognise and take account of the richness and diversity of the school's communities
- Listen to, reflect and act on community feedback
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils as well as contributing to the community
- Delegate management tasks and monitor their implementation
- Prioritise, plan and organise themselves and others

The selection process - All recruitment in DBAT Academies must be based on agreed job descriptions and person specifications. Recruitment and selection must be conducted as an evidence-based process and candidates should be assessed against agreed selection criteria, based on relevant knowledge, skills, competencies, experience and qualifications to perform the role as outlined in the person specification.

DBAT and the Local Board, will determine the size and composition of the selection panel. All panel members must be present at shortlisting and all elements of the interview process as they must be party to all the evidence against the selection criteria. Any skills tests (e.g. presentations, in-tray exercises) must be directly related to the role and measured against objective criteria, and all presentations must be assessed by the same persons. Candidates will be notified of the details of any skills test when they are invited for interview. Where required, we will make every effort to make reasonable adjustments for candidates with disabilities.

The Interview questions will relate to the job requirements as exemplified in the person specification and the candidate's suitability for the position. The person specification will be used as the basis for determining the interview questions. All candidates must be asked the same initial questions. The Interview questions will appear on an interview assessment form on which answers to questions are recorded. References will be taken between shortlisting and interview. No reference will be sought without the prior agreement of the candidate. This permission will be requested on the application form. References must be actively scrutinised before interview in order to identify any areas of concern that may need to be explored with the candidate. Any reference should include whether the referee knows of any reason why the candidate would not be suitable to work with children.

Section G: Budget planning and affordability

Sections G1



G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
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██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
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██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
TOTAL			██████████
██████████			

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](#)

<p>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.</p>	<p>Our preferred site is a location within the new Wichelstowe urban extension. The development is on the immediate outskirts of the central hub of Swindon with transport arrangements linking directly to the town centre; the site is accessible to a large proportion of Swindon families as well as to up to 4,500 new families within walking distance in the development. The site already has outline planning permission for a large secondary school with generous playing fields as well as substantial contributions from a S106 agreement, making it a highly desirable and deliverable site.</p> <p>We will consider alternative sites in or near the town centre and accessible to as many families as possible; however following detailed investigation with the Local Authority we have not found any attractive alternatives.</p>
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<p>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:</p>	
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<p>Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.</p>	23493
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<p>Any comments on your calculated building space:</p>	
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Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<Redacted>, Wichelstowe <Redacted>
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<p>In which local authority is the site?</p>	Swindon
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	NA
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	NA
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	NA
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<p>Please tell us how you found the site:</p>	<Redacted>
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<p>Please confirm the tenure:</p>	
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<p>If other, please explain further:</p>	
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<p>Please include information on purchase or lease price if known:</p>	We have not engaged in any negotiations however as the land is<Redacted> and they strongly support the bid we are optimistic about securing it at nominal cost.
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<p>Who owns the site?</p>	<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)	No
--	----

Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
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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:	Yes
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	A greenfield site, currently being maintained by <Redacted>.
--	--

Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
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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:	9 hectares. See attached supplementary information.
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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:	The land is in good condition with no archaeological or ground contamination issues. The site is serviced with all key utilities running through the strategic road infrastructure on the eastern boundary. A stub road has already been constructed to access the site from the south. The Council can also contribute to the management of ecological issues, for example having an established working relationship with Natural England and appropriate wildlife relocation licenses.
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Second choice site

Full address and postcode of your second 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
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
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Please Include information on purchase or lease price if known:	
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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
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

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:	
--	--

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

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:	
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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:	
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Third choice site

Full address and postcode of your third 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
---	---------------

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

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
---	--

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:	
------------------------------------	--

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

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:	
--	--

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

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:	
---	--

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:	
--	--

Fourth choice site

Full address and postcode of your fourth 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:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

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:	
------------------------------------	--

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

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:	
--	--

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

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:	
---	--

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:	
--	--

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?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals; and
- should be submitted as part of your application, i.e. as one Word document.

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	██████████
		██████████
		██████████
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 	██████████

CV template		
	<p>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</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	

CV template		
	helped to 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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8.	Reference names(s) and contact details	██████████

CV template		
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CV template

8.	Reference names(s) and contact details	[REDACTED]
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CV template		
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CV template

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

CV template

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CV template

	<p>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</p>		
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>	
<p>7.</p>	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<ul style="list-style-type: none"> • ██████████ 	
<p>8.</p>	<p>Reference names(s) and contact details</p>	<p>██████████</p>	<p>██████████</p>

CV template		
1.	Name	██████████
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		Name: Position: Dates:
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CV template

8.	Reference names(s) and contact details	[REDACTED]
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CV template		
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2.	Area of expertise (i.e. education or finance)	[REDACTED]
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Department
for Education

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