



Department
for Education



The Royal School

Wolverhampton

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Free School application form 2014

Mainstream and 16 to 19 (updated August 2014)

THE ROYAL SCHOOL, WOLVERHAMPTON
Registration number 83257

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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 ?	Y	
2. Have you established a company limited by guarantee?	Y	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	Y	
Section B: Outline of the school	Y	
Section C: Education vision	Y	
Section D: Education plan	Y	
Section E: Evidence of need	Y	
Section F: Capacity and capability	Y	
Section G: Budget planning and affordability	Y	
Section H: Premises	Y	
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?	Y	
5. Have you fully completed the budget plans?	Y	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	Y	
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	Y	
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?		
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).	Y	
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	Y	

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

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

Section I of your application		
11. Have you sent: <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these 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 by a guaranteed method such as 'Recorded Signed For' post to: Due	Y	

Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings,
Great Smith Street, London SW1P 3BT?
(See guidance for dates and deadlines)

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Declaration

****This must be signed by a company member on behalf of the company / trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with:

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

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's Free School application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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

Signed: 

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

Print name:  Date: 9th October 2014

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.

EXECUTIVE SUMMARY

Section C: Rationale and Vision for The Royal School Wolverhampton as a Free School

- As a Free School, The Royal will present a unique offer for Wolverhampton and the surrounding area: an all-through, 4-19, co-educational, non-denominational day and boarding school with capacity to grow to 1,259 pupils with a track record of providing outstanding, non-selective education for children of a wide range of needs for 160 years.
- The Free School will grow from its present roll of 461 to a total of 1,259 by 2021-22, with 3 form entry in the Junior phase, 4 form entry in the Senior phase and a 5 form Sixth Form of 128 and capacity for 111 boarders from Y7 to Y13. The creation of 798 new places will help meet the significant shortage of primary, and subsequently, secondary places.
- Our educational vision underlines our commitment to the most disadvantaged young people in our area. It responds to the need to build aspiration, resilience and raise academic standards, closing the achievement gap at all levels. It will be achieved through:
 - prioritising children who receive the pupil premium;
 - raising academic standards for all as evidenced by the School's consistently high headline results at A-level, GCSE and KS2, outperforming not only local authority but also national averages.
 - building on our successful track record in STEM subjects and facilitating A-levels to widen access to HE and FE;
 - our challenge-based approach to learning and rich co-curriculum offering;
 - our boarding provision, which supports an extended day with wrap around care, hot meals, access to academic and pastoral support and a wide range of activities outside normal school hours available to both day and boarding pupils (the latter including Children who are Looked-after (CLA) and families of HM Forces)
 - building on our widely-praised tradition for outstanding pastoral care.
- Our all-age approach has been greeted with enthusiasm by the Local Authority and community, as a genuine diversification of the local offer, a welcome response to the shortage of places, and a real opportunity to raise aspiration and attainment in the children of Wolverhampton.

Section D: Educational Plan

- A broad and balanced, knowledge-rich, strongly academic, personalised curriculum across the Junior and Senior phases, structured to meet pupils differing educational needs will ensure high levels of literacy and numeracy, with an emphasis on STEM and facilitating subjects. All pupils will be educated to the highest standards enabling them to make successful and confident transitions to HE, FE and the work place.
- Our outstanding co-curriculum and ethos of developing the whole person will raise aspirations and build leadership skills, confidence and resilience, improving outcomes for a broader range of pupils.
- Strategies are in place to support pupils from a wider intake including Children who are Looked After (CLA) and those attracting the pupil premium, as well as those with SEN, EAL and the 'Gifted and Talented'.
- The School will benefit from an all-through (EYFS to Sixth Form) monitoring and assessment framework, underpinned by our vertical and horizontal structures and cross-phase expertise. A Data, Standards and Achievement Committee has been set up to lead on monitoring pupil performance and an Assistant Head with responsibility for Data and Academic Systems will be appointed.
- Particular strengths in STEM, maths, and DT underpin our implementation strategy to become a beacon of excellence to the local and wider community through new partnerships and outreach.

- Continued success of 'The Elite Swimming Programme' is part of the wider and on-going programme to develop the 'whole person' and promote excellence as an ethos across all areas of school life.
- Governors and SLT will set robust KPIs to monitor academic achievement of individual pupils and different groups, the establishment of a genuinely inclusive Free School community, outstanding outcomes in pupil behaviour, participation, progression and in staff morale and retention.
- With the support of Durham's EDS, Governors and SLT will have in place a route map to inform the School's journey from 'good with outstanding features' (ISI and validated SEF) to 'outstanding' under the revised OFSTED criteria.
- Budgeted staffing and leadership structures have been revised to ensure they will be fit for purpose and provide additional capacity, while building on the structures and cultures that have been instrumental in the School's success to date.

Section E: Evidence of Need

- As at 30 September 2014, evidence of demand was received from **1,490** families, accounting for a total of **1,734** children not on roll, whose parents would choose The Royal as their first choice school. Evidence of Demand forms continue to be submitted in abundance.
- In both 2016 and 2017, demand exceeds or is equal to capacity in all year groups.
- The overwhelming demand for places in the Junior phase means it will be at capacity from date of opening in 2016, providing an additional 318 local places. The indicated demand for Senior phase places will enable Y7 and Y8 to open at capacity in 2016, with controlled growth in higher years. The School reaches capacity in 2021.
- Our offer as a Free School will:
 - help meet the urgent need for primary places and the projected shortfall in secondary places from 2018;
 - extend choice through our all-through provision, small class sizes and boarding facilities;
 - prioritise places for children attracting pupil premium within the oversubscription criteria of our Admissions Policy, irrespective of distance from The Royal.
- A detailed communications and community engagement strategy continues to ensure that stakeholders and all parts of the local community, with a focus on those from disadvantaged communities, are aware of our plans to become a Free School. This has included the use of our brochure, leaflets, advertising and social media. 'Pop up' information sessions in the community, extensive dialogue with Wolverhampton Council, our local MP, local business and community leaders have also formed an intrinsic part of our plans. We are strengthening our links with local schools and colleges through planned outreach events and activities.
- Strikingly, we have received major demand from families living in the 10 most deprived LSOAs, identified in the Indices of Deprivation in 2010 as falling within within the top 5% most deprived areas nationally: **63% of responses from prospective parents are from families living in postcodes that correlate to these areas.**
- A further sustained campaign to communicate the vision of a Free School with boarding provision, and to generate formal evidence of demand, is in progress as pupils will be recruited nationally. Activity continues to focus on HM Forces, children with a boarding need, Children who are Looked After (CLA), elite swimmers and European families.

Section F: Capacity and Capability

- Our application sets out our track record of excellence in terms of quality of experience and outcomes for our pupils, as evidenced by: the external report validating our SEF; the level of demand shown by parents; the support we have received from the LA; our results; and the destinations of our leavers.

- Our experience of running an independent school has helped inform the proposed governance and committee structure set out in our application, whilst taking into account the requirements of being a publically funded Free School and the need to comply with the Academies Financial Handbook and OfSTED Section 5 criteria.
- [REDACTED] • A well qualified Steering Group comprising governors, executive and co-opted members has been set up to oversee our Free School application and transition to Free School status.
- A new Academy Trust has been registered (Company Number 9250153), to which the business of the existing School will be transferred on becoming a Free School. The Trust will comprise five Members, 4 appointed by the sponsor body; six Governors appointed by the Members; up to 4 co-opted Governors; the Head and two elected parent Governors. Six Governors have governance experience at the predecessor school and the Trust will look to recruit two new Governors to meet identified skills gaps.
- Robust systems will be in place to enable the Governing Body to review its performance, hold the Head and SLT to account, and to minimise and deal with any conflicts of interest.
- Current governors and SLT have a good track record of financial and resource management. The School's operations have been managed cost-effectively and resulted in improving financial performance, without compromising the educational experience at the School, evidenced by the improvement in academic results. A viable, robust and sustainable Free School budget has been set.
- [REDACTED] • An informal visit by an EFA surveyor, prior to registration, assessed the need for just a 'moderate level of investment' to ensure capacity of a school of 1,259. We understand the key requirements are a sports hall/theatre sited on the Senior phase campus and a main hall in the Junior School, both able to accommodate the more than doubling in pupil numbers.
- The School proposes two options to extinguish indebtedness and provide the Free School with a working site: a leasing arrangement of the land and buildings or a commercial transfer of the property and assets. The School is flexible and open to discussion on both options, though has a marginal preference for the leasing arrangement.

Section G: Budget Planning and Affordability

- The Royal as a Free School is financially viable and sustainable from opening at 100% and 70% capacity, as shown in the financial templates and the table in G3, and deliver a surplus in each year from opening in 2016.
- [REDACTED] • Assumptions used to compile the financial projections have been based on the experience of running the existing School in financially challenging times, and benchmarking performance data has been used to validate costs where possible.

- The financial templates have been built to encompass both the growth in pupil numbers and delivery and resourcing of the educational plan.
- We are able to offer wrap around care, the development of wider talents and participation in the full life of the School for those in receipt of pupil premium at marginal costs, as these facilities will already be in place for our boarding pupils. This will represent excellent value for money in the use of the additional pupil premium funding received.
- In the 70% model, protection of pupil outcomes has been achieved by prioritising reductions in cost centres that do not impact on learning.

Section H: Premises

- The Royal campus on three adjacent sites totalling 24 acres is able to support the effective delivery of the educational vision with its cross phase approach and breadth of curriculum/co-curriculum and provide suitable accommodation for the boarding community.
- The well-equipped School includes boarding, sporting, all-through to Sixth Form and appropriate specialist provision, notably its swimming facilities. It will remain on its current site in the centre of Wolverhampton, easily accessible to the local population including the ten LSOAs identified as areas of deprivation in the Indices of Deprivation 2010.
- It has flexible accommodation on all three sites that can be cost effectively adapted to provide the capacity required for the projected growth of the school as a Free School. This has already been discussed in the initial informal conversations with the EFA
- The property is generally well maintained, though tight finances in recent years have result in the deferment of some refurbishment and non-essential maintenance. Plans are in place to carry out essential works in the 2014- 2015 and 2015-2016 academic years.

Conclusion:

The Governors and SLT at The Royal believe strongly in the compelling case for our Free School proposal, demonstrated most notably by:

- the overwhelming volume of demand shown for our Free School vision since our public announcement;
- our contribution to meeting the significant local need for places;
- the opportunities presented as a state boarding school for children with a genuine boarding need, including families of HM Forces and Children who are Looked-After;
- our commitment to improving academic outcomes for all, especially those in real need, closing the achievement gap for disadvantaged children;
- the positive opportunity to work through harmonious partnerships, like that forged with Wolverhampton University for the Black Country Children's University, to raise standards and aspirations; the excellent value for money of our proposal for 798 new places, at a leading educational provider with an excellent track record.
- We strongly believe that 2016 is the right time educationally for conversion and the drive to an outstanding OFSTED inspection. We also recognise the potential internal pressures on the DfE caused by election 'Purdah' in 2015, however, we are amenable to discussions for a 2015 opening.
- The absolute endorsement and continued Patronage of HRH The Earl of Wessex as we move into Free School status (Annex 1)

Section A: Applicant details

Please see the Excel application form.

Section B: Outline of the school

Please see the Excel application form.



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	83257
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Name of proposed school:	The Royal School Wolverhampton
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Is this a route one application or a route two application?	Route 2
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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>
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Address of lead applicant:	<Redacted>
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Email address of lead applicant:	<Redacted>
----------------------------------	------------

Telephone number of lead applicant:	<Redacted>
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How you would describe your group?	Independent school convertor
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If 'Something else' please describe your group:	
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Have you applied before for this school, whether under the current name or something else?	No
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If 'Yes' and the name of the school was different, please say what the original name was:	
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If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select
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About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
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Company name:	The Wolverhampton Free School (to be changed to The Royal School Wolverhampton as soon as
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Company address:	Penn Road Wolverhampton West Midlands WV3 0EG
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Company registration number:	9250153
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Date when company was incorporated:	06 October 2014
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Please confirm the total number of company members (must be a minimum of 3):	5
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	<Redacted>
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Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<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?	No
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How many existing free schools or academies are run by your group?	None
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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:	N/A
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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:	104405
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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:	Good with outstanding features - ISI Standard inspection May 2011. Good - ISI Intermediate Boarding Report Jan 2013 Outstanding overall - ISI Early Years' Intermediate Report Jan 2013
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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:	The Royal School Wolverhampton website Home Page/ISI Reports http://www.theroyalschool.co.uk/index.php?id=84
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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:	EYFS Profile Results 2011 and 2012 – 100% of pupils with 6 Scale points or more 2013 - % pupils achieving Expected or Exceeding in all 7 areas. 92% (97% Expressive arts; 98% understanding the world; 93% maths)
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<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>Some of the directors and Members named above will remain directors of the independent school company, The Royal Wolverhampton School. We will ensure that there is no conflict of interest for the Governing Body. It is intended to recruit at least two further directors for the academy trust, to fill the skills gap identified in Section F1b, to enhance the skills of the governing body. The Principal Designate will be a governor and two parent governor will be elected.</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>Sponsor body, the predecessor independent school, The Royal Wolverhampton School Company number 454793, Charity Commission number 1092221 and its wholly owned trading subsidiary The Royal Wolverhampton School Enterprises Limited, Company number 4059224.</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>None</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>Have you received help and support from the New Schools Network (NSN)?</p>	<p><Redacted></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>Yes</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><Redacted></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](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Wolverhampton
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Proposed opening year:	2016-2017
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Age Range:	All through 4 - 19
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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?	No - mainstream
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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:	NO
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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)?	NO
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If you answered yes to either of the above questions, please say which faith:	N/A
---	-----

If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	NO
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If other, please specify	
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Maximum capacity of proposed free school:	1259
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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	An all-through school at capacity 525 primary places, 484 secondary places (of which 49 will be boarding places) and 250 sixth form places (of which 62 will be boarding places).
--	---

Please say which year groups the school will have in first year and the PAN for each	In 2016 a PAN of 75 day places in Reception, a PAN of 37 day places (with 50 pupils transferring from Y6 in the Junior School) and 5 boarding places in Y7, a PAN of 8 boarding places in Y9 and a PAN of 5
--	---

Date proposed school will reach expected capacity in all year groups:	2021
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Will your proposed school include residential provision?	Yes
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If 'Yes', please give further detail:	The School currently has on roll 139 boarding pupils. These are UK (including children who are looked after and Forces), EEA and international pupils. They are currently accommodated in FOUR boarding houses on the campus. In future is intended to have a capacity for 111 boarding places, offering flexibility of full, weekly and even occasional boarding to meet the needs of the changing intake of pupils.
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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:	Please select
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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?	Yes
--	-----

If yes please say when you propose the principal would start:	<Redacted>
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Please say how many people will sit on your governing body:	Maximum of 13, including 4 co-opted governors, the Principal and two parent governors.
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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
--	-----

Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	Yes
--	-----

Do you plan to make employ teachers without QTS?	Yes
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Please list any other freedoms you intend to use	Extended school day with supervision until 9.00pm and the opportunity for 'day' boarding with breakfast and evening meals included, offering opportunity to take part in the extensive and excellent range of co-
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Section C Education Vision

1. Rationale and context for the Free School vision

The Royal School, Wolverhampton - a Free School committed to the pursuit of excellence for all, and to fostering outstanding individuals able both to compete and contribute as a local and world citizen....

Mission and Vision

Building on its unique heritage, record of academic excellence, outstanding educational environment, and with the full support and endorsement of our Patron, the Earl of Wessex, who intends to continue his role within the Free School (see Annex 1), the Governors are committed to the Royal becoming a Free School in September 2016, and to supporting still wider access for pupils of all abilities and backgrounds to its rich and diverse educational offer. As a Free School, this will open up a unique proposition to families in Wolverhampton and its surrounding area of an 'all-through', 4-19, co-educational, non-denominational day and boarding school, with the capacity over time to provide for 1259 pupils, through a carefully managed programme of growth.

Established originally as an orphanage in the 1850s which attracted the patronage of Queen Victoria within a few years of its existence, it has a long tradition of promoting opportunity and social mobility within its local and wider boarding based community, and a commitment to the critical role of education in transforming aspirations and outcomes for its young people as well as its wider social role in local regeneration and cohesion. Formally designated as a school by George VIth in 1944, it continued to support pupils of greatest need and only amended its constitution in 1964 to incorporate fee - paying pupils (alongside an on-going and substantial means tested bursary and foundation programme), in response to the changing economic climate and local demographics. Whilst remaining fully non-selective and dedicated to supporting pupils in need, this change process has enabled the school to combine its traditional values and academic offer with a global perspective, to the benefit of pupils, and to create a dynamic outward looking, culturally diverse, yet inclusive school community, within which pupils acquire the rich subject knowledge, life skills, understanding and aspiration to succeed locally, nationally and internationally

At the heart of our vision for the future of the Royal as a Free School is our belief and track record of success in educating the 'whole person' (emotionally, socially, physically, and creatively), alongside our commitment to ensuring that all pupils are able to access the range of academic disciplines and facilitating subjects (with a particular emphasis on STEM), which are critical to keeping access open to Russell group universities. They will also acquire high level literacy, numeracy and oracy skills, with the aspiration that higher level maths' qualifications across the range of disciplines Post 16, will become regarded as a 'life skill', applicable to all.

Whether pupils join the Free school at Reception, Y7, Y9, the Sixth Form or at any other point of entry, they will achieve success through the ethos and opportunities provided by an 'all-through' approach, by our vertical House system (whereby older pupils act as mentors and model success) - aligned with exceptional age-related pastoral care; through the opportunities afforded by our mandatory extended day and Enrichment Programme which lasts until 5.00pm Monday to Thursday; all of which strategies have been evidenced through a range of recent national studies as having maximum impact on the motivation, self esteem and attainment of those pupils at greatest disadvantage. Our mandatory and balanced co-curricular programme, which includes CCF for all, access to excellence through the Elite Swimming Academy (which also supports the largest UK, community based Learn to swim programme with 1300 pupils from the surrounding area enrolled on a weekly basis) sport, performing arts, cultural, aesthetic and intellectual development, will enable all pupils to engage with an aspirational culture, to become confident, resilient, caring and enterprising, and to operate as leaders, mentors and members of a team in

its widest sense. The Boarding dimension and opportunities this affords to enrich the community will also support our fundamental ethos of 'wrap around care' through an approach to 'day boarding' which builds on the extended day, offering additional enrichment, including targeted support and intervention and supervised study sessions, as well as opportunities to socially interact with other boarding pupils and to take part in a boarding community evening meal (See D1.3.3). For those children who attract the Pupil Premium (who will be prioritised in our oversubscription criteria), Children who are looked after (CLA), and any child experiencing a temporary difficulty in home circumstances, we envisage this being a key characteristic of the Free school's flexibility, and recognized nationally, most recently by the Secretary of State (SOS) for education, as a significant factor in supporting those at most disadvantage to succeed.

We have long held highly constructive relationships with the Local Authority in Wolverhampton, and more widely with Sandwell and Dudley, particularly in terms of the role we have played over time in supporting CLA through our Boarding provision, in addition to pupils with a Statement of Need/ SEND, and they strongly support our bid in terms of broadening local choice and diversity, raising aspirations and outcomes (including stimulating greater access to Russell Group higher education), and have already incorporated our projected pupil expansion into a key strand of their strategy to respond to the urgent demand for more local pupil places, both at primary and secondary (See appended letters of support).

Our track record of results, in academic, music, sport and leadership activity, the overwhelming evidence of demand from local families (1490, accounting for a total of 1734 children not on roll as of 30 September, despite the summer break); strong support and partnership engagement by key local figures & bodies, including Wolverhampton HE and its partner Universities, our alumni and Foundationers to our Free school proposal; all demonstrate that we embody the qualities and standards parents want for their children, and that the SOS, recent reports from the CBI, Centre for Social Justice, Social Mobility and Child Poverty Commission and other national bodies have acknowledged as essential to promote educational excellence for all.

The Wolverhampton context- countering local deprivation in addressing basic need.

The latest Indices of Deprivation (2010) indicate that Wolverhampton is still more deprived than it was 3 years previously, and move Wolverhampton from being in the 8% most deprived authorities to the 6% most deprived. Further analysis from Research and Information Briefings undertaken by the Council's own Corporate Strategy and Improvement Unit indicate that 54% of Wolverhampton's LSOAs fall into the top 20% of deprived areas nationally, with areas of multiple deprivation concentrated in the NE and SE of the city. The ten most deprived areas in Wolverhampton (areas such as Bilston East and North, Graiseley and Ettingshall) all fall within the top 5% most deprived areas nationally, and are very significantly represented within the school place Strategic Planning Areas 2 and 3, with the Free school being located on the boundary between Planning Areas 2 and 3. Strikingly, we have received major demand from families living in the 10 most deprived LSOAs, identified in the Indices of Deprivation, as falling within the top 5% most deprived areas nationally:

63% of responses from prospective parents are from families living in postcodes that correlate to these areas (see Section E).

Looking across the West Midlands, in recognizing that the existing school has recruited both from an inner and outer rim, over time, neighbouring areas such as Sandwell have all seen negative changes to their national ranking, with Sandwell now falling into the top 10 most deprived areas in England, and Wolverhampton, Sandwell and Dudley all showing higher than average levels of pupils eligible for the Pupil Premium, as well as for CLA (National Guidance by individual LA for 2014).

The most recent Child Health Profile issued by ChiMat for Wolverhampton (March 2013) indicates a higher than average growth projection (both national and across the West Midlands) for children aged 0-19 in 2020, with 45.2% of school children from a black or minority ethnic group. It also records the health and well being of children in Wolverhampton as generally worse than the England average, with worse than average levels of obesity, and greater levels of child poverty and family homelessness than the England average. Wolverhampton's City Strategy Needs Analysis (October 2010) also identified that around a quarter of the City's population had no qualifications, although this had fallen from a higher figure in previous years, with only circa 20% of the population possessing Level 4 qualifications. It cites employers struggling to appoint from the local labour market due to local deficiencies in qualification levels, technical skills as well as across the softer generic skills, such as written and oral communications, relationship building and team working.

Our historic and on-going commitment to inclusion and accessibility and to the power of education to effect change and social mobility is evident from the number of children who the school and its Foundation have supported, over time, through means tested bursaries and financial assistance, which rose over a 5 year period to 25.5 % of gross fees (as reported in the published accounts), and has reflected up to 30 % of pupils over time, with between 55% and 64% of those pupils in receipt of assistance overall, drawn from the specific areas of deprivation referred to above . **Currently, 17% of all pupils are on some form of means tested bursary**

As a Free school, the Royal will prioritise those children in receipt of the Pupil Premium, supporting those from the Armed Forces and CLA who are also placed by Dudley and the West Midlands (with the additional benefit of boarding provision), and will ensure that its mix of rigorous academic disciplines, allied with an exceptional programme of enrichment and personal development, and individually focused pastoral support enable all to reach their potential, and 'close the gap'.

Meeting basic need, adding to choice and diversity (opening the door to new opportunities for many more pupils), and raising standards.

As indicated above, Wolverhampton has seen very significantly raised levels of pupil demand particularly for primary places over recent time, with a 12.2 % increase in the size of Reception cohorts since 2007/8 (source: School Census), and this is projected to accelerate further, with an additional increase at Reception of 15.9% by 2015/16. This is largely as a result of a 26% increase in births to residents of the city between 2002 and 2012 (source: ONS Vital Statistics Tables) and does not take account of the dynamic demographical position, likely further inward migration and the positive impact of successful regeneration and residential development strategies (Wolverhampton Data Pack- July 2014).

At secondary level, where students have greater mobility and are not divided into planning areas, levels of demand for secondary provision are similarly predicted to increase significantly over the medium term, with LA projections that Year 7 cohorts will increase by 24% between 2013/14 and 2019/20, and will be further affected by larger cohorts flowing through from the primary phase, again indicating an urgent projected shortfall in secondary places from 2018

Whilst the City Council has invested heavily in the introduction of additional capacity, largely by increasing existing class sizes (reported locally as over 30), it has recognized that it still has a "*critical challenge facing the city..simply to ensure that a school place is available for every child .. & that this precludes any notion of choice or preference and does not offer any surplus to cater for fluctuations in demand*" ; the latter, a likely outcome of their enterprise and regeneration strategy

The Council has also noted (July 2014) that, “ *projections of pupil numbers have recently been updated, and projected demand has increased; consequently additional schemes will need to be added in order to offer an appropriate level of parental choice*” This further need for expansion has not yet been quantified.

In guiding its **on-going strategy for expansion**, the Council identified specific criteria against which to plan its growth (*supporting parental choice, school performance and attainment over time, sustainable/ quality school leadership, location within areas of high demand, viability for expansion and value for money- City Council Cabinet Meeting Paper -June 2014*) As stated earlier, we have worked closely with the LA and they have fully supported our phased strategy to build to a capacity of 1259 pupils over the next 5/6 years, together with provision for state funded boarding (Indeed, they would very much welcome the Free School opening in 2015).

As the only 4- 19, all-through day and boarding school, offering a fully academic curriculum including cross- phase specialist provision and an emphasis on the facilitating subjects, particularly Maths and the sciences through to post 16, accompanied by a well established co-curricular and enrichment programme for all, and with a site that is open almost all year round supporting both elite sports, education & community activities, we will be able to open up a **distinctive offer** to local parents, which is clearly in demand, as well as to develop close links with local schools, colleges and the wider community which benefit us all.

Whilst **standards** have improved locally over recent years, academic performance across the LA is still extremely variable across all key stages, with a number of schools across the related Planning Areas consistently underperforming in relation to the national and local average over time, and failing to close the gap between disadvantaged and other pupils. At KS4, this includes some very poor performers in the STEM subjects, as reported in the published 2013 results at GCSE (for example nearby Colton Hills, where only 38% of students achieved a level C Grade or above in Science, and South Wolverhampton and Bilston Academy, where only 46% of students achieved a C or above in Maths in 2013). The number of pupils achieving the EBacc in 2013 varied similarly from no students in some schools to The Royal School’s 31% (2013 published performance tables). At post 16, the picture is still more stark, with the LAs overall performance at the higher grades (2 or 3 AAB or higher) in the crucial Facilitating subjects needed for entry to the prestigious Russell Group universities well below the national average in latest published figures for 2013 (10 % versus 15.3, and 6.6 versus 9.6 respectively). Comparatively, the Royal was the second highest local achiever after Wolverhampton Girls High, and massively outperformed both local and national measures.

At the end of the primary phase, the picture is still more varied with regard to pupils reaching Level 4+, with many schools, as reported in the 2013 outcomes well below the Floor targets and 41% of primaries in the areas adjacent to the proposed Free School designated by OFSTED as requiring improvement or inadequate.

The most recent OFSTED Inspection of the LA’s provision (their letter dated September 2014), reports on an “*unacceptable*” position, whereby: “*The LA continues to have a higher proportion of pupils educated in schools that are not yet good than both the regional and national averages. Additionally the proportion of schools which require improvement or are inadequate remains well above the national figure*”.... It specifically cites, “*a number of areas that occur frequently in the suggested areas for improvement, including improving achievement in mathematics*”

By way of comparison over the same period, headline results for the Royal School at A Level, GCSE and the end of Key Stage 2 have been consistently high, despite the school being genuinely non selective, and supporting what has until recently been a declining roll (as a result

of local economic circumstances), with 45% of its pupils with EAL in the senior phase (36.5% overall across 4-19), and 4.5% of pupils with a range of special needs & disabilities.

The school demonstrates significant value added for all pupils on the basis of nationally standardised systems such as PIPS, MIDYIS, YELLIS and ALIS, and, as indicated earlier, through its over time approach. It also leads the way locally in the key measure of pupils achieving AAB in the facilitating A Levels, which underpins the aspiration that all pupils have at the Royal school, albeit their wide range of abilities, to progress to high quality destinations post 16 and 18

Year	A*	A*/B	A*/A/B	AAB+ 2 Fac.	AAB+ 3 Fac.
2012	15	34.5	61	27	20
2013	19.5	43	62	31	26

Fig. C1: Summary of A level results.

Further detailed information on the school's success in performance outcomes across all key stages, school characteristics and pupil destinations is provided under Section F 7 and the in-depth appended SEF, as recently validated by Durham Education Services.

Building on past success and traditional values, whilst preparing for future needs and a rapidly changing world.

The Royal school, as the predecessor school, has a long tradition over the last 160 years of fostering outstanding individuals by empowering them to grow, successfully challenge stereotypical assumptions (as evidenced in the high levels of attainment of girls in maths and science at Level 3) and exceed their expectations within a nurturing and inclusive, culturally diverse community. As a Free School, we are committed to building on this success and developing the potential of pupils from all abilities and backgrounds through a holistic programme of academic challenge, personal and leadership development and wider curricular and 'boarding community' life, within a culture of mutual respect and consistently outstanding expectations of attendance and behaviour.

Whilst evidence of our track record of success is set out fully under F7, an extract from our very recent externally validated SEF against OFSTED Section 5 criteria (September 2013), conducted by Durham Education Development Service confirmed:

- **Achievement: 2 – aspects of 1**
- **Quality of teaching: 2 – aspects of 1**
- **Behaviour and Safety: 1**
- **Leadership and management: 2** (*“Leadership & management good with capacity to improve. Leaders are committed to securing outstanding education for pupils and students at the school. The leadership of teaching is effective... Spiritual, moral, social and cultural development is excellent. Governors have a good strategic overview...and are instrumental in bringing about improvement”*)

Our most recent ISI Inspection (May 2011) similarly reports:

“Pupils receive a broad education of good quality, in line with the aims of the school. Achievement and academic progress throughout the school are good in relation to pupils’ abilities...the quality of teaching is good at all stages.. the behaviour of pupils in lessons and around the school is excellent..Governance is good- the governing body provides good oversight of the school . Leadership and management are good and provide effective educational direction for the school... Pupils with LDD or EAL reach good standards... The most able also achieve well, an outcome of the individual attention they receive from subject teachers.. The school has

excellent links with the community, furthering pupils' social and cultural understanding... Arrangements to ensure pupils' welfare, health and safety are excellent.. Pupils personal development is excellent and meets the school's aims to encourage pupils to recognise their own potential, value their environment and develop responsibility for the wider community"

Further to the above, and in order to meet the needs of our current increase in pupil numbers, whilst preparing to scale up to receive a more diverse set of cohorts, alongside our firm commitment to take the school from 'good to outstanding' under the Section 5 criteria, we are already fully engaged in a forward looking change management process (Road map), supported by our external advisers and Durham EDS, who have experience of assisting Independent schools in making the transition. Further detail on the planned changes can be found in the attached SEF, D1-3, and in Section F on Governance.

Managing change and the key features of the Free school

To extend our commitment to increased access and meeting pupil need, the necessary programme of growth in preparation for Free School status will remove the current pre school phase, with provision for 3 form entry from Reception upwards, 4 FE from Year 7, and a 5FE academic sixth form built around becoming a Beacon of Excellence in delivering success both in individual development and leadership, allied with high levels of performance in the Facilitating Subjects (including STEM, with a particular strength in maths), which will be further shaped and enhanced by our agreed partnership with the University of Wolverhampton and its Russell Groups partners- preparing students to make successful transition to the next stage of their learning. Our unique approach to the extended day, day boarding, and full boarding, funded in the case of appropriate day boarding by the Pupil Premium, and supplemented by funds from the Royal's Foundation, which will continue to exist as a separate charity. (See Section F).

Admission arrangements will fully comply with the National Code with a further prioritization of those who attract the pupil premium, as indicated earlier. With Reception as the key point of entry to the all through approach, we will draw from the local community, with the overwhelming demand for places ensuring that the Junior phase is at capacity from the date of opening in 2016.....In order to ensure that we can attract students from across the full ability range, in relation to the additional form of entry at Year 7, we will apply a process of Fair Banding across those entering automatically from Year 6 as well as external applicants, ensuring that all parents are fully familiar with the arrangements and understand that this is an inclusive and non selective process.

This growth to a medium size school by national standards will enable us to further enrich the breadth of opportunity available to pupils, and the structures to support them. The smaller sized forms of entry, phase specific units (including a planned move of Years 5&6 to the senior site- see D1) and vertical house structures will at the same time retain the Royal's individual approach to pupil well being and the benefits of smaller, highly supportive 'school within a school' communities in which each student can develop their sense of belonging, confidence and self worth. Whilst we expect that the majority of pupils will wish to progress from Reception to Sixth form, clear strategies will be in place to support those who join us at other entry points, and to ensure that each pupil is best prepared for the next stage, irrespective of their chosen destination.

Raising aspiration and attainment

High aspirations allied with academic breadth and challenge will be delivered through a curriculum based on the new and more rigorous National Curriculum and the EYFS, but extending well beyond its parameters through our extended day and focus on learning beyond the classroom. It will be characterized by a strong emphasis on high levels of literacy, numeracy and oracy across all the key stages, a unique programme of complementary studies, enrichment

and personal development and a key focus on the sciences and maths, and those subjects which we see as the building blocks of future success.

In the Junior phase, the class teacher approach will be balanced with increasing levels of specialist senior input, to include MFL and music taught by a specialist from Year R onwards, Art, CDT, PE from Year 3 upwards (with a strong focus on developing creativity, enterprise and confidence and enabling every child to learn a musical instrument- develop musicianship) Maths, Computing and Mandarin from Years 4 – 6, and Science from Years 5 and 6. Reading for pleasure, alongside intensive use of phonics, will be a key feature at KS1 to ensure that pupils acquire both the technical skills and fluency needed to access the curriculum, as well as a love of reading. We will continue to make extensive use of our local grounds through the 'Forest School' approach (and our chapel) which offers all learners the opportunity to achieve, reflect and develop confidence and self- esteem through hands- on learning experiences in the natural environment. PSCHEE and citizenship are mapped using a cross curricular approach, which is introduced in KS1 to begin to establish moral values and a sense of communal responsibility, and developed across the key stages in an age appropriate fashion, complemented by the introduction of careers education from Year 8, and a dedicated programme of externally led personalized careers support provided by Cambridge profiling through COA up until the age 23.

In the senior school, pupils will follow a broad curriculum with a continuing emphasis on English and maths which prepares them effectively for the next stage, including the 3 separate sciences taught from Year 9 onwards as part of a 3 year GCSE programme (with the aim of reversing the national decline), and a range of languages to include Mandarin, French and Spanish. Further options introduced at KS4 will support a breadth of interests and talents, and include areas such as business studies and the performing arts. The focus on maths and science will be encouraged through a range of strategies, including a dynamic summer school programme, inspirational external speakers, our partnership with Wolverhampton University, enrichment opportunities, and innovative organizational approaches. The expectation is that the majority of pupils will achieve the EBacc and success in Progress and Attainment 8.

Post 16, the majority of students will go on to a broad programme of 3 academic A Levels, with numbers taking Further maths. A new Faculty structure will also ensure that pupils can continue to study maths at a higher level linked to Business and Enterprise, Accounts, Economics and other disciplines. Over time, we will expect the majority to take the Extended Project Qualification at Level 3 to reinforce their skills in independent learning and study. Links are already in train both with the local college and with Wolverhampton University to ensure that students will be able to access an inspiring and relevant curricular experience, which prepares them to move successfully into the next stage of their education & training, at 16 or 18.

The All-through approach and House system

As indicated earlier, we believe that the all- through Free school will enable many more young people to experience stability from age 4 to 19 in an environment where they can develop early habits of application, aspiration and healthy living as well as being known and supported. It provides the opportunity for older pupils to model success - lifting pupil and parental aspirations, and presents many leadership and mentoring opportunities for pupils across the age ranges. In curricular and assessment terms it supports strong linkage and understanding of best curriculum practice across transition, where pupils can fall behind or fall out of the system, whilst also ensuring that through the continuing monitoring process and work of the Tutors, SENDCO and EAL support team, their needs are properly met. For further information on the role of the House system within this approach, outreach and supporting the needs of pupils who enter at a range of entry points, as well as our strategy to engage with local primaries, see D1.

Enrichment and the extended day/year

As a Free School, the Royal will capitalize on its Academy freedoms and extend the teaching year, whilst at the same time building on its extended day, & out of term time provision, which underpin the “Enrichment for All” and wrap around support and school’s commitment to developing the ‘whole person’, as a key element of raising aspiration and attainment. These arrangements are fully set out under D1, both in terms of their age specific nature, variety and intended impact, and were reported as “a quite exceptional range of extra-curricular activities” by the Durham EDS.

Sports and physical fitness, particularly given the local context, will continue to be an integral part of every child’s life at the Free school, not only for the obvious health benefits, but also for their impact on the emotional well being, development of a sense of community and cooperation, which has been linked to increased academic achievement, particularly for those on FSM in a recent study undertaken by ‘Sporteducate’. It will be based on the ‘sports for all’ ethos, as well as through the many competitive activities and team sports which we can offer both in formal lessons, through the enrichment programme, team fixtures and the Elite Swimming Squad on our outstandingly equipped site. Again, this is further explained under D1.

Section D: Education plan – part 1

	Current number of pupils applicable (if applicable)	2016	2017	2018	2019	2020	2021	2022	2023
Reception	39	75	75	75	75	75	75	75	75
Y 1	24	75	75	75	75	75	75	75	75
Y 2	25	75	75	75	75	75	75	75	75
Y 3	25	75	75	75	75	75	75	75	75
Y 4	25	75	75	75	75	75	75	75	75
Y 5	25	75	75	75	75	75	75	75	75
Y 6	40	75	75	75	75	75	75	75	75
Y 7	24	92	92	92	92	92	92	92	92
Y 8	29	92	92	92	92	92	92	92	92
Y 9	22	88	100	100	100	100	100	100	100
Y 10	34	54	89	100	100	100	100	100	100
Y 11	28	36	54	89	100	100	100	100	100
Y 12	71	57	59	77	112	125	125	125	125
Y 13	50	61	57	59	77	112	125	125	125
Totals	461	1005	1068	1134	1198	1248	1259	1259	1259

Fig D1: Pupil growth plan

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hrs per week	Mandatory/Voluntary	Comments
EYFS – YR (see section D1: 2.3)			
Literacy	4hrs15mins	Mandatory	Excludes additional 15 mins library session included in enrichment programme.
Maths	3hrs30m	Mandatory	
Understanding the world	2 hrs 50m	Mandatory	This includes a 50-minute French (language and culture) lesson taught as part of the school curriculum.
Expressive Arts and Design	2 hrs 40m	Mandatory	Including music, dance and drama.
Personal, social and emotional development	1 hour	Mandatory	
Physical development	3 hrs 15m	Mandatory	Including swimming every week building on the strength of our Elite Swimming Programme (see section D1:1.1), PE, football and dance.
Communication and language	1 hour	Mandatory	Including a show and tell language session.
Child initiated activities	3 hrs	Mandatory	This 'guided programme' is delivered across the week covering all areas of the curriculum depending on children's interests.
Lunchtime development groups	30 mins	Targeted support	This could be extra literacy/numeracy/phonics support for pupils who may be at the emerging stage in literacy and/or maths.
Co-curriculum (including the enrichment programme)			
Assembly	30 mins	Mandatory	YR join with Junior phase once per week for whole school assembly.
House meetings	30 mins	Mandatory	All pupils in Junior phase meet in their house groups to participate in competitions and house meetings. Led by Junior House Captains.
House activities	Time varies through year	Mandatory	Will be ½ an hour a week, rising to 5 or 6 hrs in busy times (House performing arts). All expected to participate.
The Enrichment Programme	30 mins – 7 hrs 30 mins	Optional but all pupils must partake in one activity per week either at lunchtime or after school.	Variety of activities available at lunchtime or after school. Further details in section D1:3.2
Supervised care and play time	Up to 10 hrs a week – or more if needed	Optional	Pupils will be supported as and when families require up to 6pm each day as part of the 'extended day ethos'.
KS1, KS2 (See section D1:2.4)			
English	5 hrs	Mandatory	
Maths	5 hrs	Mandatory	
Science	1hr 40 mins (KS1) 2 hrs 30 mins (KS2)	Mandatory	
History	50 mins	Mandatory	

Geography	50 mins	Mandatory	
French (KS1)	50 mins	Mandatory	Delivered by a subject specialist.
MFL (KS2)	1 hour 40 mins	French – mandatory Mandarin - optional dependent upon need	All pupils will complete one 50-minute lesson of French enhancing their linguistic skills from KS1. One 50-minute lesson of Mandarin is available for on-track pupils. Additional literacy and numeracy targeted support otherwise provided within the time slot for pupils to enable them to progress successfully and meet or exceed their targets.
Art/ Design Technology	1 hour 40 mins	Mandatory	Delivered by Senior phase specialist teacher in y 5 and 6 using specialist facilities in Senior phase. Operates on a rotational basis with carefully planned half termly units.
Computing	50 mins	Mandatory	
Religious Studies	50 mins	Mandatory	
Music	50 mins	Mandatory	Delivered by a subject specialist teacher to include 'musicianship', rhythm and rhyme through singing and whole class engagement in learning to play a musical instrument in KS2. (see section D1:3.5)
PE/Games	1 hour 40 mins (KS1) 2 hrs 30 mins (KS2)	Mandatory	One 50-minute lesson based on developing PE skills such as gymnastics in both KS1 and KS2. There is a 50-minute games session in KS1. Games afternoon (1 hour 40 mins) introduced in KS2 to develop team based sports.
Swimming	50 mins (KS1) 1 hour 40 mins (KS2)	Mandatory	This remains a key focus throughout the curriculum developing confidence, physical development and allowing for the possibility of identifying potential Elite Swimmers from an early age.
Reading for pleasure (KS1)	3 hrs	Mandatory	Takes place at the end of each day incorporating individual, small group and whole class engagement in a variety of literature for all groups of pupils.
PSHCEE (Personal, Social, Health, Cultural and Economic Education)	30 mins (KS1) 50 mins (KS2)	Mandatory	Delivered by form tutors during a morning session in KS1 and one 50-minute lesson in KS2. Also developed using a cross-curricular based approach.
Intervention and support	30 mins – 2 hrs 30 mins	Targeted support depending on individual circumstances	Structured support time available regularly every lunchtime for those who need intervention for A, GandT and SEND
Co-curriculum (including the enrichment programme)			
Assembly	1 hour (2 x 30 mins)	Mandatory	Junior phase twice per week for whole school assembly (includes reflection and celebration of success).
House meetings	30 mins	Mandatory	All pupils in Junior phase meet in their house groups to participate in competitions and house meetings. Led by Junior House Captains (pupils). Will be ½ an hour a week, rising to 5 or 6 hrs in busy times (House play/music season) All expected to participate and opportunities for leadership
House activities	Time varies		
The Enrichment Programme*	30 mins – 7 hrs 30 mins	Optional but all pupils must partake in one activity at KS1 and two at KS2	Variety of activities available at lunchtime or after school. Further details in section D1: 3.2
Supervised study/care and play time	Up to 10 hrs a week – or more if needed	Optional	Pupils will continue to be supported as and when families require up to 6pm each day and extend into holiday period, in keeping with the extended day/wrap around ethos.
KS3, KS4 (see section D1:2.5)			

English	4 hrs 10 mins (KS3) 5 hrs (KS4)	Mandatory	
Maths	4 hrs 10 mins (KS3) 3 hrs 20 mins (KS4)	Mandatory	Increased contact time in KS3 to build the foundations for success in line with the more rigorous expectations of the National Curriculum, New GCSE Maths from 2015 and maths as a skill for life.
Science	2 hrs 30 mins (KS3) 5 hrs (KS4)	Mandatory	In KS4 pupils will study the double award in science as a minimum. Single sciences will be available through the options process.
MFL French KS3	1 hour 40 mins	Mandatory	All pupils study French as a minimum as this is likely to be the most prevalent MFL option in local feeder primaries.
Spanish/Mandarin KS3	1 hour 40 mins	Mandatory second language (reviewed in relation to individual need)	Pupils who need additional targeted support in English and maths will not study a second language. Further details in section D1 3.5 See section D1: 3.5 for further details of the languages strategy.
Choice of French/Spanish/ Mandarin KS4	2 hrs 30 mins	Mandatory	
PE/Games/swimming	2 hrs 30 mins (KS3) 1 hour 40 mins (KS4)	Mandatory	One 50-minute lesson based on developing PE skills such as gymnastics and swimming in KS3. Games afternoon (1 hour 40 mins) in both KS3 and KS4 to develop team and individual based sports to encourage participation and healthy lifestyles Supplemented through co-curriculum
PSHCEE	30 mins	Mandatory	Delivered in morning session through House based structures.
History KS3	1hr 40 mins	Mandatory	
Geography KS3	1hr 40 mins	Mandatory	
Art KS3	50 mins	Mandatory	
Design Technology/Home Economics KS3	1 hour 40 mins	Mandatory	Operates on a rotational basis with carefully planned half termly units.
Computing KS3	50 mins	Mandatory	
Religious Studies KS3	50 mins	Mandatory	
Music KS3	50 mins	Mandatory	Build on participation and instrument development at KS2
GCSE Options KS4	2 hrs 30 mins per subject	Mandatory with most pupils choosing 3 options.	Selected from: Triple Science, Spanish, French, Mandarin, History, Geography, Art, Design Technology, Computer Science, Performing Arts, Sociology, Business Studies, Religious Studies, Music, PE.
Intervention and support	30 mins – 2 hrs 30 mins	Targeted support depending on individual circumstances	Structured support time available regularly every lunchtime for those who need intervention plus homework support as part of extended day (see section D1:3.3)
Co-curriculum (including the enrichment programme)			
Chapel Service	1 hour	Mandatory	Assembly takes place twice per week in Chapel and lasts 30 mins. The service promotes reflection, broadly values based, appropriate to all faiths and no faiths.
House meetings that build a shared sense of belonging.	30 mins	Mandatory	All pupils in Senior phase meet in their vertical house groups to participate in competitions, Olympiads, arts related activities and house meetings. Led by Senior House Captains (pupils).
House activities	Time varies	Mandatory	Will be ½ an hour a week, rising to 5 or 6 hrs in busy

The Enrichment Programme	4 hrs – 7 hrs, 30 mins	Mandatory for all pupils Monday-Thursday, Fridays optional, lunchtimes optional (as part of the extended day)	times (House sports day). All are expected to participate. Variety of activities available at lunchtime or after school. Further details in section D1 3.2
Day boarding	2 hrs – 20 hrs	Optional	Day boarding is available for pupils providing additional support as needed for 2-4 hrs per evening (up to 4 hrs per evening to include supervised study, enrichment activities, evening meal and could include an overnight stay if required). Further details in section D1 3.3.

KS5 (see section D1:2.6)

A level options	5 hrs per option	Mandatory academic programme. Most will choose 3-4 options plus EPQ.	Selected from: English literature, Maths, Further Maths, Biology, Chemistry, Physics, Geography, History, French, Spanish, Mandarin, Religious Studies, Art, Design Technology, Computer Science, Music, PE, Performing Arts, Sociology, Psychology, Accounts, Business Studies, Economics.
GCSE English and Maths	4 hrs 10 mins per GCSE	Mandatory for any student who has yet to achieve a C grade at GCSE.	
Additional level 2 qualifications and where appropriate level 3 qualifications, for those who have not met the requisite criteria for A Level entry	Time varies according to need	Mandatory based on individual need.	Level 2 higher project qualification, preparation for higher-level apprenticeships in liaison with FE partners, appropriate high value and a limited range of vocational qualifications and/or A levels. Links with other local providers to enrich offer to pupils. (see section D1:2.6)
Intervention and support	30 mins – 2 hrs 30 mins	Targeted support depending on individual circumstances	Structured support time available regularly every lunchtime for those who need intervention and as part of the extended day and day boarding programme.

Co-curriculum (including the enrichment programme)

EPQ (level 3)	1 hour 40 mins	Mandatory	The majority of pupils will be expected to follow the EPQ level 3 programme in their chosen field, leading to an independent project and presentation as part of breadth and challenge and preparation for the next phase.
KS5 'core course' programme	Time varies.	Mandatory	This involves a personalised approach based on participation in mentoring, house prefects and other leadership roles, seminar programme, internships, work experience and shadowing, careers information and guidance.
Chapel Service	1 hour	Mandatory	Assembly takes place twice per week in Chapel and lasts 30 mins. The service promotes reflection, broadly values based, appropriate to all faiths and no faiths.
House meetings	30 mins	Mandatory	All pupils in Senior phase meet in their house groups to participate in competitions and house meetings. Led by

House activities	Time varies	Mandatory	Senior House Captains who also work across Junior houses.
The Enrichment Programme	1 hour 40 mins	Mandatory	Will be ½ an hour a week, rising to 5 or 6 hrs in busy times (eg House music competition). All expected to participate.
	4 hrs – 7 hrs, 30 mins	Optional	Wednesday afternoon enrichment is mandatory. This will involve participation in games, work related experience or community service, external aspirational speakers programme, informed and managed by students.
Day boarding	2 hrs – 20 hrs	Optional	Variety of activities available at lunchtime or after school. KS5 pupils participate but also lead activities. Further details in section D1: 3.2 Day boarding is available for pupils providing additional support as needed for 2-4 hrs per evening (up to 4 hrs per evening to include supervised study, enrichment activities, evening meal and could include an overnight stay if required). Further details in section D1 3.3.

Fig D2: Curriculum plan

Notes:

1. In the Junior phase, morning activities rotate between PSCHEE, assembly and house meetings. In the Senior phase, morning activities rotate between PSCHEE, Chapel services, KS assemblies and house meetings.
2. Personal, Social, Cultural, Health and Economic Education (PSCHEE) is led by form tutors and supported by specialist external experts.
3. There is a refreshment break for KS3 and KS4 before the extended day commences.
4. Outline of the mandatory timings of the day for different groups.
 - a. Reception 8.20am - 3.15pm
 - b. KS1 and KS2 8.20am – 3.45pm
 - c. KS3 and KS4 8.20am – 5.00pm
 - d. KS5 8.20am – 3.45pm (followed by enrichment and other leadership duties)
 - e. Enrichment available at the end of the mandatory day for all KSs. See section D1:2.2 and D1:3.2 for further details and examples.
5. We are also currently in discussion with the Forest School initiative to explore the best way of maximising the opportunities provided by our spacious woodland setting to incorporate Forest School activities into both the curriculum and co-curriculum offer.

D1: EDUCATION PLAN

D1: 1. THE ROYAL SCHOOL VISION: The pursuit of educational excellence for all

- D1: 1.1 The Royal School's vision and values
- D1: 1.2 Supporting the needs of a wider intake
- D1: 1.3 Meeting the needs of all and the boarding school environment and extended day.

D1: 2. CURRICULUM PLANS: A rich and diverse, broad and balanced educational offer enabling access for all to STEM and the facilitating subjects

- D1: 2.1 Curriculum rationale and organisation
- D1: 2.2 The pupil experience: examples of a typical working day
- D1: 2.3 Year R (YR)
- D1: 2.4 KS1 and 2
- D1: 2.5 KS3 and 4
- D1: 2.6 The Sixth Form

D1: 3. THE CO-CURRICULUM: Developing the whole person

- D1: 3.1 Mandatory co-curriculum
- D1: 3.2 The Enrichment Programme
- D1: 3.3 Day boarding and the extended day
- D1: 3.4 Activities for Boarders
- D1: 3.5 Music and Languages
- D1: 3.6 Sport, STEM and CCF
- D1: 3.7 Curriculum and co-curricular links and the wider community

D1: 4. ASSESSING AND MEETING THE NEEDS OF ALL PUPILS: Our nurturing and inclusive, culturally diverse community

- D1: 4.1 Strategies for pupils with differing abilities
- D1: 4.2 SEND: the responsibility of teachers
- D1: 4.3 Identifying and providing for pupils with SEND
- D1: 4.4 The role of the SENCO
- D1: 4.5 'More able and Talented' children
- D1: 4.6 English as an Additional Language
- D1: 4.7 Children who are looked after at any point in their life
- D1: 4.8 Pupils eligible for the Pupil Premium, including Eversix

D1: 5. THE HOUSE SYSTEM: Breadth, excellence, and building individual self worth and a strong sense of community

- D1: 5.1 The Royal Houses
- D1: 5.2 Leadership opportunities within the house system

D1: 6. EFFECTIVE TRANSITIONS: Supporting pupils and the all-through approach

- D1: 6.1 The benefits of the all-through approach
- D1: 6.2 Supporting pupils at different entry points
- D1: 6.3 Careers education and guidance
- D1: 6.4 Preparation for university

D1: 1. THE ROYAL SCHOOL VISION: The pursuit of educational excellence for all

D1: 1.1 The Royal School's vision and values

The Royal fosters outstanding individuals by empowering them to grow at every level of the all-through school. We intend to continue to offer a knowledge rich, strongly academic, personalised curriculum allowing all pupils to succeed through providing flexibility, interventions and curriculum structures to enable the delivery of an education that encompasses the holistic approach to each child. This vision will be achieved through a broad, balanced and rigorous curriculum and co-curriculum offer, underpinned by an age appropriate wrap around approach in the Junior phase and our extended and day boarding provision in the Senior phase. All pupils, regardless of their circumstances and ability, will be supported to develop excellence across a wide range of disciplines in both the academic and enrichment programmes.

The Royal will use its outstanding educational environment to ensure all pupils develop high levels of literacy, numeracy and oracy, retain strong interest and uptake in STEM and the facilitating subjects and who both aspire and are ready to progress to higher education, further education or the world of work/training. Partnerships with the wider community, local schools and further and higher education institutions, local and national employers will continue to be built upon to further enrich the breadth of opportunity available for all pupils. We believe that these building blocks for future success will enable pupils to further raise their aspirations and achieve their potential in their choice of career.

At the heart of The Royal's ethos of developing the whole person is the co-curriculum. The co-curriculum features both mandatory and optional elements and will encompass a stimulating, diverse enrichment programme of activities for all pupils which helps to build character, resilience, care for themselves and others and unlocks individual talents. The already successful Senior phase CCF is a major strength and enables all pupils to develop their leadership skills and act as mentors for younger pupils (further detail in D1:3.6). Opportunities for enrichment, extension and supported intervention are available at both lunchtimes and after school in the Junior phase enabling access for all pupils. (further details in D1: 3.2) and in the Senior phase through our extended day and strategy for day boarding (see section D1: 3.3)

The Royal's holistic approach will be enhanced by even further development of the existing house system. Pastoral care and support is integral to everybody's experience and the houses (based on Royal residences) will be a key feature in both Junior and Senior phase. In the Junior phase, a horizontal structure will remain due to their age related needs, but house meetings with a broad mix of all pupils will take place weekly. In Senior phase a new vertical structure will be developed to enable stronger relationships between younger and older pupils bringing together the feeling of family of a 'school within a school' and complemented by healthy competition with other houses (see section D1: 5.1). Senior phase house leaders will also act as role models through leadership and mentoring roles within the Junior phase house programme.

Once the Free School is at full capacity, years 5 and 6 will move across physically to become part of the Senior phase. They will have their own designated area of the school where the majority of their lessons will take place that will be adapted to the needs of younger pupils, whilst continuing to have access to specialist facilities for science and technology and develop greater 'secondary readiness'. This middle school 'approach' should help avoid the traditional loss of pace which can occur across the 4 years of KS2 recognising nationally the lower KS2 dip with Y3 and 4 having access to many more leadership opportunities such as Junior phase house captains. It will also give upper KS2 an easier transition into KS3 as they will already be part of the Senior phase routines. The vertical house structure will be further adapted to cater for the needs of younger pupils (see section D1: 5.1).

A clear programme of outreach activity with local primaries and related internal strategies for buddying and needs assessments, will ensure the additional form of entry at Y7 is well supported in the run up to and post transition.

The Royal will continue with its ethos of supporting pupil wellbeing through The Royal Foundation. As the school was founded as an orphanage, The Royal will continue to support pupils who have lost one or both parents through foundation awards as well as supporting pupils whose parents face financial hardship. This support will be provided to assist with the costs of boarding, day boarding, educational excursions and developing excellence across a wide range of talents such as the 'Elite Swimming Programme', supporting a distinct talent in playing a musical instrument or supporting pupils with particular talents to achieve the highest levels. This will help pupils to raise their self-esteem and benefit from unique experiences, which may have otherwise not been available to them.

The Royal has a proud history of supporting pupils from a wide range of backgrounds through its extensive bursary programme, through our support for children who are looked after, as well as pupils from diverse ethnic and social backgrounds, in benefiting from a broad and balanced educational experience based on traditional values. In the Free School all pupils will continue to benefit from participation in a wide range of musical experiences throughout Y R to Y 9. Modern Foreign languages will also form the heart of the curriculum across all KSs with opportunities to develop up to three languages, including Mandarin in KS three. (Further details in section D1: 3.5).

A key thrust of the vision as indicated earlier is our intention for the Free School to become a beacon of excellence in relation to STEM and those wider subjects which enable all pupils to keep the widest possible range of options open for the future and to benefit from our existing aspirational culture. This will be developed through the enhancement of a number of curricular areas e.g. robotics and DT, the introduction of computing from KS1 onwards with an increased emphasis on the close connections with maths such as algorithms, increased rigour in the technology programme, specialist input across the 'all through' environment; and developing a whole school culture through the planned move from departmental to faculty-led structures. Maths is seen as an essential life skill for whatever discipline pupils are following and progression to the higher levels will underpin all Faculties and become part of a natural continuum for pupils, over time.

As part of our implementation strategy to become a beacon of excellence for the local and wider community within these subject areas, we have over recent months established a close partnership with Wolverhampton University who are committed to working with us to promote learner engagement with STEM and develop children's aspirations to excel in these areas in a way which is consistent with our all through approach. This will include joint work through the Black Country Children's University to inspire young learners and their families within the Junior phase, a range of inspirational subject based festivals and activities such as 'SciFest' and support for our senior phase pupils from all backgrounds to be better equipped for the higher education application processes and to be further stimulated through master classes and campus led experiences. The University of Wolverhampton's wider partnerships include a federated approach across a range of HE providers including Keele, Birmingham and other Russell Group universities.

As part of our wider and on-going programme to develop the 'whole person' and to promote excellence as an ethos across all areas of school life, The Royal has for many yrs run 'The Elite Swimming Programme' which is one of the top 5 age/youth swimming clubs in Great Britain. The programme provides opportunities for all its swimmers to acquire life-enhancing attributes such as integrity, discipline, teamwork and sportsmanship. These traditional values are reflected

through the weekly swimming provision throughout the Junior phase and the programme also enables pupils from other schools and the wider community to enjoy its benefits. We believe the enhancement of these attributes will contribute to the holistic development of the individual and prepare pupils for the transition to become confident young adults.

All pupils will become part of our wider national and international alumni.

D1: 1.2 Supporting the needs of a wider intake

We believe passionately, as did The Royal's founders that education is the route to social mobility and The Royal will continue to support the needs of all pupils as a non-selective school. We have already in 2014, with the announcement of Free School status, experienced a significant increase in pupil numbers from 407FTE to 538FTE, especially in the Junior phase. Whilst the increased numbers have opened up the opportunity to further enrich the learning and teaching experience and add to the diversity of staff through new appointments, they are also broadening the range of ability of pupils and re-balancing the ability range with an increased number of higher attainers. This more balanced intake is already enabling us to focus on still greater differentiation through our learning and teaching in order to meet the wider range of needs.

Analysis of the extraordinary level of demand for places once we become a Free School indicates that we have and are continuing to attract a very significant percentage of pupils from those local postcodes and communities that are significantly 'disadvantaged'. This will enable us to realise the ambition of our founders and our commitment through our Admissions Policy to prioritise those pupils who are eligible for the pupil premium alongside children who are looked after and those with a range of additional SEN or have named us in a statement of SEN (EHC plan). We believe the outstanding educational environment and ethos, the preparations that we are already putting into place through our 'roadmap to transition' plus our on-going experience will enable all groups of pupils to access the opportunities and the standards that parents want for their children and promote educational excellence for all. As a boarding school that has historically supported CLA and had outstanding success at placing them into higher education and employment, the Royal is well placed to continue to offer inspirational educational and social development for young people from a variety of backgrounds.

Additional pupil premium funds will enable further curriculum support strategies to be provided through individual and small withdrawal groups, giving additional input in the core areas of English and maths. Pupil premium funding will also be used for pupils to access experiences that lift their aspirations, such as participating in 'master classes' through our partnerships with higher education institutions including the Black Country Children's University at Wolverhampton University (G1:2.4). Through the extended day and wrap around/day boarding provision pupil premium funding can be used to support those pupils whose home circumstances may not support the most conducive learning environment.

The all-through nature of our school will enable more efficient tracking of pupil progress of different groups of pupils who have additional needs through key transition points in their education. Their needs will be fully supported at each and every step through the curriculum. Pupils who join at different points of entry will be immediately assessed to ensure they are supported fully and are able to access the curriculum.

A flexible approach to the curriculum will be adopted in order to support pupils with additional needs. A flexible MFL strategy, flexible pathways at both GCSE and Post-16 will enable all pupils to be appropriately supported to access qualifications and be successful.

D1: 1.3 Meeting the needs of all and the boarding school environment

National studies (undertaken by groups such as the Springboard Foundation and the Centre for Social Justice Thinktank) and recent statements made by the current Secretary of State in which the messages appear to be reinforced, have emphasised the unique impact which an extended day, enrichment, study support and sharing in an evening meal (explicit in our day boarding approach) can have particularly on those children who are subject to the greatest 'disadvantage'. The Royal's boarding school environment offers day pupils the unique opportunity to remain at school beyond the mandatory enrichment programme (part of the extended day) and access additional support and interventions through day boarding, becoming part of the nurturing boarding community. Day boarding will provide wrap around care, support and further enrichment activities for pupils. At 5.00pm when the mandatory enrichment programme ends, opportunities for additional intervention in key areas such as English and maths will be available, giving pupils vast opportunities for improvement in these important subjects. Pupils will be provided with a hot evening meal and a chance to socialise with boarding pupils, as well as taking part in evening activities such as supervised 'prep' time or sport. Day boarding will be available until 9pm and pupils, where appropriate, will be able to stay overnight by prior arrangement. Pupil premium funding alongside our LA funding for CLA in full time boarding, will be used to continue to support CLA pupils, forces children, and other disadvantaged groups, as the school has successfully managed for a number of years, which has enabled the most 'disadvantaged' pupils to succeed by providing them with a regular, structured day boarding programme and quiet, learning and family environment needed for successful learning and progress.

We are already working across the surrounding LA's and will engage further with organisations such as The Royal National Children's Foundation, our own Foundation and others to ensure that boarding is used to benefit the wider intake.

The Royal's spacious and well equipped grounds, wooded landscape and historic on-site Chapel and boarding houses all reinforce the ethos of excellence, the sense of being part of a community, the opportunities for reflection and physical activity and closeness to nature yet within a highly central urban setting, which will enrich the lives of all groups of pupils who attend the Free School.

D1: 2. CURRICULUM PLANS: A rich and diverse, broad and balanced educational offer enabling access for all to STEM and the facilitating subjects

D1: 2.1 Curriculum rationale and organisation

The Royal will offer a broad, balanced, academic curriculum with a rich and diverse educational offer for pupils of all abilities. The curriculum will be flexible in order to provide a degree of personalisation that enables us to meet pupils' individual needs. The curriculum offer will support the aspirational culture enabling pupils to access the 'harder subjects' and achieve success both in Progress and Attainment 8, at Post-16 and beyond. Pupils will remain at the centre of this holistic approach that incorporates both the academic curriculum and co-curriculum.

The Governors and SLT at The Royal systematically and strategically review the curriculum each year. The school day has undergone major review and development over the last academic year. A reduction in lesson duration has taken place from 1 hour to 50 minutes in order to ensure a better balance between the core programme and ensuring that options at GCSE are aligned with the recommended guided learning needed to support a more rigorous national approach to the curriculum and its assessment. It has also supported greater concentration and engagement in lessons for some groups of pupils. Further planned curricular changes for example, the introduction of computing and additional languages from early years onwards will reinforce pupils' engagement and success in STEM and the 'harder subjects' as well as

increasing their skills and confidence in literacy, numeracy and oracy. The curriculum and co-curriculum will continue to be reviewed to ensure they meet the needs of all pupils and any changes in future Free School cohorts.

The length of the school year will increase to 180 days per year. The Governors and SLT believe that this is appropriate as the school already operates a mandatory extended day alongside evening opportunities for pupils to opt into, to receive additional support and interventions. The Royal will also continue to remain open during periods of school holiday time enabling pupils the time and space to top-up on their literacy and numeracy skills, participate in a variety of sports, cultural, aesthetic and academic based summer camps, and also revision lessons at key times during the exam period. The shorter year also enables staff to be available during the holiday period, as is current custom and practice, providing pupils with the support required on their educational journey. The extended day and provision during holidays delivers in excess of the standard recommendations for the length of the school year.

The curriculum is broadly based on 30 lessons of 50 minutes per week, although the formal school day is shorter for (Reception Year)YR and KS1 pupils due to their younger age (see notes at end of curriculum table). The enrichment programme takes place at lunchtimes and from 4-5pm each evening with additional wrap around care being available until 6pm in the Junior phase and day boarding available in the Senior phase.

D1: 2.2 The pupil experience: examples of a typical working day

The following exemplar table gives a flavour of how the school day progresses by age and stage and how it might look for an individual pupil.

	YR and KS1	KS2	KS3	KS4/5
8.00	Breakfast club	Library club	Breakfast with boarders	Sixth Form Café reading newspapers or part of Elite Swimming squad
8.20 including registration	Assembly	House meeting	Chapel Service	PSCHEE – careers presentation from Wolverhampton Uni
9.00	English	Maths	Science	French
9.55	Maths	English	Mandarin	Art
10.45 Break	Games available on playground including the chess covered area.	Healthy snacks available in dining room	Socialise with friends in day house or make use of the extended grounds.	Prefect duty in day house
11.05	Swimming in school learner pool onsite	Music – whole class violin session	Religious studies	EPQ session with teacher mentor
12.00	History	PE	Maths	Study period in library
12.55 Lunch	iPad club	Maths intervention support with SENCO	English intervention support	Prefect team meeting
1.50	Afternoon registration			
2.00	Computing	Design Technology at Senior phase	Games afternoon	Work shadowing in local law firm
2.55	Reading for pleasure			
3.15	End of formal school day			
3.45	Junior orchestra, construction club or library club	End of formal school day, healthy snacks available	Tea – hot drink and snack in dining room	End of formal school day
4.00		Archaeology club, cooking club or choir	CCF, scuba diving or Raspberry Pi club	Pottery, zumba or robotics club, Prefect duties
5.00	Supervised care and play can extend to 6pm if needed	Supervised 'prep' time can extend to 6pm if needed.	End of formal school day	GCSE Maths support and intervention for pre and Post-16.
6.00			Day boarding Maths intervention support	Day boarding English intervention support
6.30			Evening meal	Evening meal
7.00			Boarders activities	Boarder's activities

			including supervised prep time and basketball	including supervised prep time and debating society.
9.00			Arranged overnight stay in boarding house	

Fig. D3: Exemplar for timetables

D1: 2.3 Year R (YR)

From opening as a Free School, The Royal plans to expand to three forms of YR classes, comprising 25 pupils in each form. Reception, as part of the EYFS curriculum will follow the seven areas of learning including specific and prime areas. We will benefit from specialist teachers of French and music as well as a rigorous and robust enrichment programme available both during the school day, at lunchtime and after school, thus ensuring access for all pupils.

Prior to joining YR, close contact will be developed with feeder nurseries and pre-schools alongside parents and carers to identify any additional needs to make a smooth transition to Junior phase. The transfer of pupil data, including the progress check at age two and existing EHC plans, will take place by the end of January, and further updates before the end of the summer term prior to pupils joining in September. All pupils will participate in at least one induction day in the summer term, familiarising themselves with The Royal's environment and encouraging early learning habits. Further induction experiences will be available during the summer holiday to enable all pupils to make the smooth transition into YR.

On entry, Reception pupils will undergo an immediate diagnostic assessment process to ensure that their needs are clearly identified and fully catered for from the outset. We will use the non-statutory Early Years outcomes guidance as one of the tools to assess the extent to which a young child is developing at expected levels for their age. Even at this early stage we anticipate that a flexible approach to pupil grouping may be required across the three Reception classes in certain areas to aid differentiation especially in developing high levels of literacy and numeracy. Tracking of pupil development will continue to triangulate evidence of pupil progress with attendance data and behaviour, in order to identify where strategies will be put in to help support all YR pupils to reach the 'exceeded' level across the EYFS curriculum.

YR as part of the EYFS will regularly review and evaluate the quality and breadth of support and promote the equality of opportunity we offer for children with SEND. We will continue to liaise with the LA in reviewing the provision that is available and in developing the Local Offer. The Royal will also work in partnership with our existing multi-agencies to ensure needs of all pupils with SEND are met.

YR will be expected to take part in the co-curriculum and have every opportunity to engage with the enrichment programme at both lunchtime and after school. The co-curriculum at this early stage is designed to engage pupils and to build self-esteem, developing early learning and healthy living habits (the health and well being of children in Wolverhampton being generally worse than the England average as described in section C) to aid their success in the all-through school.

D1: 2.4 KS1 and 2

The curriculum for Junior phase has been designed with an increasing focus on specialist subjects from Y1. This allows pupils to develop specialist knowledge as they move throughout the all-through school and allows for progression to EBacc and the broadest range of options being left open to pupils for the future. In upper KS2, pupils will receive greater specialist teaching from Senior phase staff in practical subjects such as design technology, science and art.

The curriculum for years 1 and 2 has been constructed with a strong focus on developing phonics, literacy and numeracy through the core and foundation subjects. In Y R we use Jolly Phonics and we continue to teach individual sounds and begin to introduce two letter sounds and blending skills. We have incorporated some elements of Ruth Miskin Literacy (RML) such as rhymes and ditties to help the children remember the two letter sounds. The pupils also start on a reading book from the Oxford Reading Tree Scheme as soon as they enter Reception and these include a variety of phonic books, storybooks and non-fiction texts helping the children to recognise words that they can't sound out and to improve their blending of words that they can sound out.

In Y1 we continue with Jolly Phonics and also use the Letters and Sounds Phase 5 programme to build on the sounds that children have learnt in Reception. They continue to read books from the Oxford Reading Tree Scheme. Although we do not officially take part in the Y1 Phonics Screening Test yet, as we are an Independent School, the children do the previous year's Phonics Screening Test at the end of June and we will implement this in accordance with requirements, going forwards.

Computing will also be introduced at KS1, developing essential skills needed at an early age. Musicianship will continue to be developed through specialist music teaching, rhyme and rhythm being a key strand.

Reading for pleasure takes place at the end of each school day followed by an early finish for pupils at 3.15pm due to their young age. On-going outreach work will continue with parents to encourage pupil learning at home. Pupils have the opportunity for wrap around care from 8am until 6pm if needed, which parents and carers who are working late can access. All pupils in KS1 are expected to take part in at least one enrichment activity per week, and may take part in more. There are also many opportunities to take part in the creative arts and sports within the school day as well as the extended day (see section D1:3.2 and D1:3.3).

The curriculum for Y4 to 6 develops further the important focus on literacy and numeracy skills from KS1. Pupils are prepared to access a more academic curriculum as they move into the next KS and beyond.

Pupils will be taught in flexible ability groupings in English and maths in KS2, enabling differentiation to take place more effectively. Creative arts will remain a main feature of the curriculum and an increase in the variety of sports available in PE and games lessons will also help contribute to a pupil's healthy lifestyle. Mandarin is also going to be introduced as a new language in KS2, beginning to introduce pupils to a more global perspective. As well as developing increased awareness of the wider world and developing linguistic fluency at a time where pupils are less inhibited by using other languages, the letters and symbols of the language also support spatial awareness and have been proven to enhance academic achievement across the curriculum and particularly to motivate boys.

We recognise that studying two modern foreign languages for some pupils at this stage of their development may need to be subject to adjustment, although we do firmly believe that studying a different language can reinforce an understanding of the structures that underpin language. For the pupils who are struggling to achieve a high level of literacy and numeracy, intervention groups will continue to focus upon improving these important skills. Nurture groups will also be developed to give pupils the short, sharp bursts of support when they need it. The intervention and nurture groups will be flexible and not exclude pupils from the main curriculum long term.

D1: 2.5 KS3 and 4

Curriculum organisation and progression in KS3

The curriculum is organised using flexible ability groupings to continue to support or extend the needs of our pupils. In Y7, pupils will be placed in ability groupings for English, maths and science in order for effective differentiation to take place in the most important subjects that pupils continue to study until the end of Y11. Pupils will be taught in form groups across the foundation subjects, ensuring a broad mix of ability in each class in order for pupils to form relationships with a wider range of pupils in their year group. The ability groupings in the core subjects will be based on a range of data available such as school reports, diagnostic assessments and liaison through our outreach arrangements. Regular assessment and monitoring will ensure that pupils are able to move within the ability groups to ensure their needs are always fully supported.

All Y7 pupils will take two French lessons per week (the most dominant language likely to be taught in local primaries) and the majority a further single lesson of Spanish and single lesson of Mandarin. Pupils will then be able to choose at the end of Y7 whether they wish to take on French, Spanish or Mandarin to greater depth in Y8 by increasing to 2 lessons per week. For those pupils still requiring significant additional intervention in English and maths it may not be appropriate to follow the second language. This time will then be spent in small intervention or nurture groups improving these key skills.

As part of our overall languages strategy we recognise that for some pupils, for example, who may have been following French from YR, it may be appropriate to provide the possibility for pupils to choose any two languages from the three on offer, in order to best meet their needs and interests. This will also be part of the on-going reviews of pupil progress.

In Y8, pupils will continue to be organised in flexible ability groupings for the core subjects of English, maths and science, with the addition of MFL option groups, depending upon pupils' language choices. Mixed ability groupings will continue across the foundation subjects.

There will also be an increasing focus on careers from Y8 through a planned programme which is progressed through PSCHEE, ensuring all pupils have access over time to both informed and impartial careers information advice and guidance. Whilst the 'all-through' approach provides an overall strategy for introducing pupils to the wide range of careers opportunities available within a rapidly changing local, national and global workplace, and for raising aspirations, this will introduce the more formally structured programme of Careers Information Advice and Guidance (CIAG) promoting discussion, informing how pupils make decisions and understanding how these track back into learning and teaching and study habits. This will be led by the new appointment of Assistant Headteacher for transitions and the programme will make use of external speakers and connections such as alumni and local partnerships. Parents will also be involved in this process (see section D1: 6.1) in both the curriculum and extended day.

In Y9, flexible ability groupings will continue in the core subjects and will build on the success currently experienced in science, with pupils starting their 3-year GCSE courses across English, maths and science at that point. This will enable greater time to develop the breadth and depth required in their GCSE studies, given the increased content and rigour expected. This change will be implemented for the 2015-16 academic year. (This pattern may be extended to other subject areas in due course). There will be a small point of entry for new pupils joining in Y9 and they will receive an immediate needs assessment and be grouped appropriately. The new Assistant Head for transitions will have already met these pupils and received information from their previous school that we will be able to use in this process.

In the senior phase, pupils will take part in two Chapel services per week. The Chapel service is a multi-faith and no faith experience, allowing pupils the chance for quiet reflection, to hear from a range of inspiring speakers across various faiths and from business and the wider community as well as to take part in house and year led experiences. Pupil led participation in assembly at Chapel is also a key feature, where tutor groups rotate and perform as a class, presenting information on a number of moral, ethical, spiritual and world issues. The surrounding grounds of the Chapel also provide a peaceful environment in a woodland area to spend time and contemplate issues in a quiet setting, separate from the main school grounds or to engage on forest school and adventurous activities which are also built into curricular and co-curricular activities. The Chapel is also used for services such as Harvest festival, Advent service of light, Prize day, Founder's day, Leavers' services, and pupils have the opportunity to attend Chapel for these occasions from YR, and to learn from those who model success, just one of the benefits of the all-through approach.

KS 2/3 transition will be developed through relocating Y5 and 6, over time, into a designated 'middle school area' situated in one wing of the Senior phase site and adapted to reflect age related needs, to increase the 'secondary readiness' of pupils. Y5,6,7 and 8 will form a coherent teaching unit, spanning Upper KS 2 and the start of KS3. This will further enhance KS2/3 access to specialist laboratories, design and technology facilities and for lunch. Pupils who join the existing Y6 pupils at the Y7 point of entry, will find it an easier transition as they can often feel isolated on transfer to secondary school – amongst older pupils, and will be more effectively inducted within the designated area and buddy with Y8 pupils. This will enable all pupils who move from the junior phase and our Y7 entrants to feel more adult and part of the secondary phase, whilst building their confidence in a more staged manner.

At the end of Y9, pupils will choose their GCSE options. The options blocks will be designed around pupil choice and the aspiration of ensuring the majority of pupils are able to meet Progress 8 and Attainment 8 expectations. Software is currently being used that analyses pupils' preferences given a free choice and then designs option blocks enabling the majority of pupils their first choice of GCSE subject. This best practice will continue and will be even more flexible with greater pupil numbers once The Royal becomes a Free School.

Curriculum organisation and progression in KS4

As pupils move into KS4 they will have already begun studying GCSEs in the core subjects of English, maths and science, through a flexible setting process introduced in 2015, and this should increase their chance of success. All students will take in addition a defined core of subjects at GCSE (see below); beyond that there will be a flexible approach to supported pathways which we hope will allow the majority of pupils to achieve the EBacc and Attainment 8, and demonstrate significant added value through Progress 8. We recognise that English literature may not be an appropriate course for all but it will remain as a strategy in principle and, as with everything else, the needs of the youngsters will be reviewed, in alignment however with the highest aspirations. There will be a degree of flexibility appropriate to pupil needs, as some pupils will take as a minimum 5/6 GCSEs, and others 9/10 GCSEs, (with individual arrangements for any pupils with a statement still operating at P Levels). The balance of the number of GCSEs pupils take will be kept under regular review and informed by the needs of each cohort. The minimum expectation will be to ensure all pupils achieve at least 5 A*-C including English and maths at GCSE.

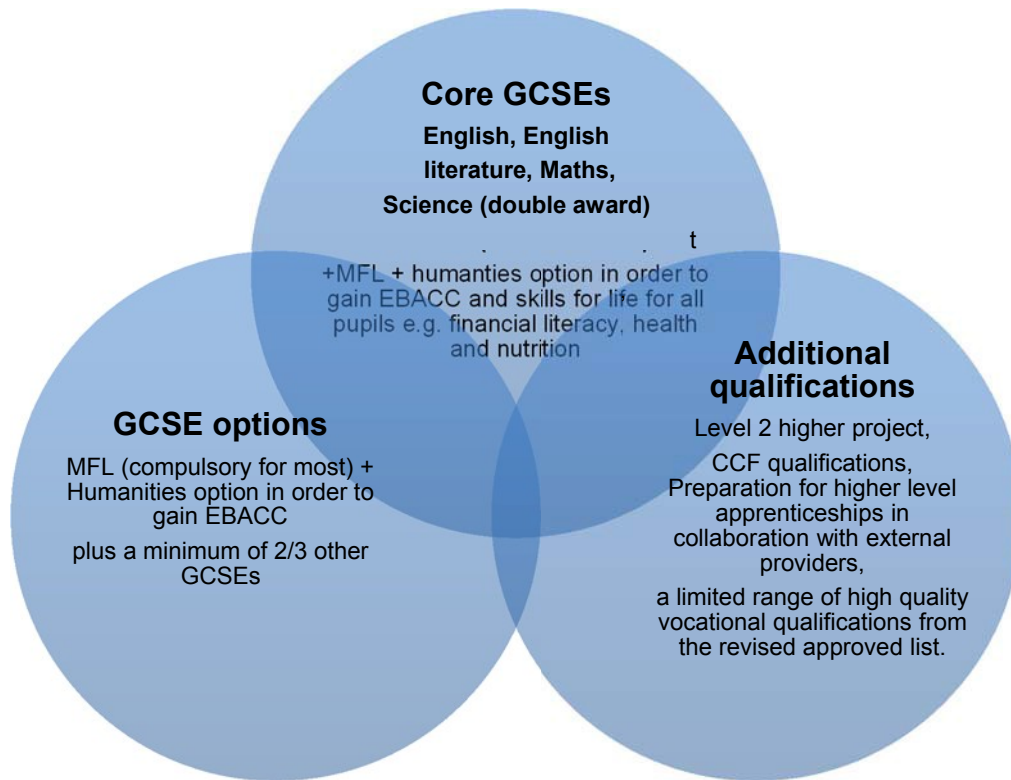


Fig. D4: KS4 Curriculum

Once pupils have chosen their ‘guided’ GCSE options, pupils will have access to flexible pathways catering for individual needs and support. The majority of pupils will take nine GCSEs, including the core programme below, plus four options of which one will be MFL to ensure the majority of pupils will gain the English Baccalaureate. The more able and talented will have access to up to 10 GCSEs or more, taking advantage of academic opportunities in the enrichment programme. The Venn diagram below shows the overlapping nature of the curriculum at KS4, it does not represent definitive pathways.

By offering the higher project qualification at level 2, pupils will discover the joys of independent learning, take responsibility for their own study and develop new life and study skills. A staff mentor will support pupils, however, much of the work will be carried out independently and facilitated by the Learning Centre/Library manager.

For pupils who may need on-going additional support (or who may have entered in Y9) with basic literacy and numeracy skills, it may be appropriate for them to study fewer GCSE subjects to enable greater success, as set out above. All pupils will participate in ‘skills for life’ sessions as part of PSCHEE and reinforced through enrichment and house activity. Skills for life will incorporate essential competencies such as financial management, cooking and nutrition, applying for jobs or higher-level apprenticeships in the world of work.

In the core subjects of English, maths and science on-going flexible setting will continue to be used. Pupils will be set in order to stretch and challenge the most able and support those pupils in need. Lower sets of English, maths and science will consist of a smaller number of pupils in order to secure their success and have the benefit of a more individualised approach from the teachers. Directed top up and surgery sessions will also be available at lunchtimes for pupils who need that additional intervention in order to succeed. GCSE options will generally be taught

in mixed ability groups, with the likely exception of MFL given our intention for the majority of students to continue with a language to GCSE.

A phased 14-19 approach

Our existing Wednesday afternoon 'sessions' which are currently designed to enrich the breadth of opportunity available for pupils to participate in a wide range of sports, providing dedicated time for curriculum PE and a variety of team sports where KS4 and KS5 join together to engage within the vertical structure in both competitive team sports and non-competitive activities and participate in fixtures with both local schools and schools further afield. Opportunities also exist for pupils to use local leisure facilities such as Aldersley stadium, in addition to our well-equipped site so they will enjoy access to an even greater choice of amenities. The afternoon session is an essential part of children maintaining a healthy lifestyle as well as promoting excellence across 14-19 links.

Whilst this Wednesday afternoon programme will continue to be a key feature of the pupils' experience in the Free School, we are currently looking at how to both link and complement the Wednesday afternoon and extended day programme, so that it can encompass access to inspirational speakers, opportunities to engage with HE, master classing and extension, and D of E activity etc.

D1: 2.6 The Sixth Form

Curriculum organisation in KS5

The Sixth Form will provide a broad and rigorous academic A level programme that provides particular support for the facilitating subjects. We recognise for a small group of pupils who may have not yet achieved the 5/6 A*-C including English and maths, it may well nevertheless be more appropriate they continue in a setting where they are known and where their needs can be best met. (with additional progression to pathways outside in liaison with other partners that may suit their needs) The interlocking nature of the programme is set out below and, again, this does not reflect exclusive pathways.

We expect the majority of Y11 to enter the Sixth Form but there may be some churn of existing Y11 pupils who may follow a more appropriate course at local colleges. The Royal will have flexible entry requirements for existing pupils who are unable to reach the desired five A*-C grades at GCSE, as indicated above, and we will continue to support their progress in our caring and inclusive community. Y12 will also be a key point of entry for new pupils who wish to follow a rigorous A Level programme and will have been supported throughout the application process by being involved in taster days in Y11 and induction days during the summer break between Y11 and 12 (see section D1:6.2).

Core programme

All pupils will follow the core programme. As a Free School, The Royal will continue to focus upon developing the individual and by providing pupils with the opportunities outlined in the core, our Post-16 pupils will leave The Royal ready for their next step whether that be Higher Education, University foundation programmes, FE, or the world of work and training. By ensuring that Sixth Formers play an integral part in the school community through the house system, mentoring and community service opportunities, they will be role models for our younger pupils in both the Junior and Senior phases.

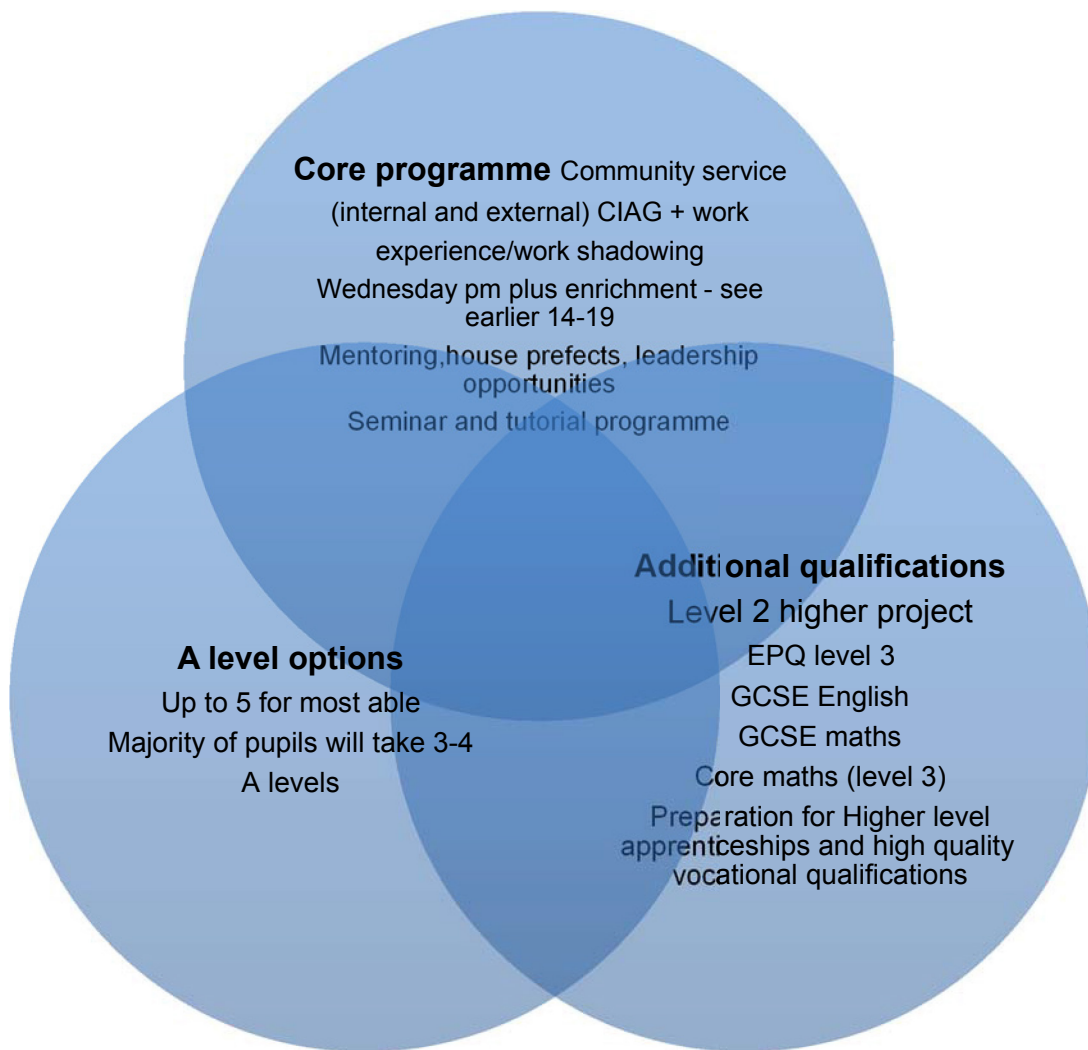


Fig. D5: KS5 Curriculum

Other opportunities for personal development and preparing for the next stage will include community service, work shadowing including opportunities to learn new skills which may take place through external partnerships, use of our alumni or through opportunities provided within the school itself, for example, leading enrichment and gaining additional qualifications through CCF. External community service may involve volunteering in one of our primary feeder schools, local care home or healthcare establishments for example. Some of these opportunities may help pupils in aspiring to gold under the Duke of Edinburgh award.

A structured tutorial programme will enable pupils to take part in a number of seminars in a university style session and provide pupils with the opportunity to practise their public speaking in small groups and even within their y groups during debating sessions. All pupils will be expected to take part in the Wednesday afternoon session linked to enrichment which will combine the sporting focus (with a number of competitive teams with KS4) alongside a wide range of opportunities for an inspirational speaker programme, entrepreneurial activity, pupil internships or work experience, master class sessions linked to our partnership with Wolverhampton University and their link university partners.

As part of the next stage to independence the seminar and tutorial programme will enable pupils to choose their own personal mentor from the teaching staff as well as their allocated tutor in the house system. This teacher mentor will then provide regular sessions for their mentees where they are able to discuss progress, careers, support and any other issues that may be relevant to the mentees future success. Pupils will also benefit from the opportunity for external mentors

and alumni who may work in the particular career pathway they are interested in. An identified group of external mentors and alumni will also be used as part of a dedicated programme to help raise the aspirations of pupils who may be at risk.

As part of the strength of our offer in relation to the facilitating subjects and developing higher level maths as a 'life skill' across almost all areas of Sixth Form study, we intend to become known as a beacon of excellence within these areas for the local and surrounding communities where current performance in these subject areas outside of the independent girls school and the local grammar school is currently weak. We will be assisted in this through our unique partnership with Wolverhampton University and their engagement in STEM activities. Given local need and recognising one of the local boroughs caters for mainly 11-16 pupils, we fully expect that this will enable The Royal to build to 5 form entry over time, in order to support this gap in the local curriculum offer.

The Royal is also in discussion with a highly successful parent who has specialised in project planning as part of their role in the Health Service to develop project planning in the Sixth Form. This will involve pupils looking at their two-y course as a project with planned milestones to hit at key points along the journey. They will be supported by their teacher mentor and challenged to hit KPIs as outlined in their project plan. It is expected that this will further develop pupils for both university courses and the world of work/lifelong learning.

As part of our all through approach we fully endorse the spirit of the new SEND code of practice 2014 and its emphasis on 0-25 and all pupils will be subject to close monitoring and regular assessment milestones. In addition to this, pupils with specific EHC plans/statements of need will have targeted intervention and support provided in liaison with the strategies established by the SENCO.

A level options

The majority of pupils will follow the academic pathway choosing 3-4 A levels that will enable them to access higher education. Most pupils will continue to choose to follow A levels in the facilitating subjects in order to access courses at Russell Group universities. We will also continue building on our existing success with high numbers, significantly greater than is typical nationally, of girls opting for natural sciences and maths/further maths subjects. We will continue to encourage students across a wide range of disciplines to take higher-level core maths. As a Free School The Royal will offer the extended project qualification for most pupils enabling them to study independently in a field of their choice. Pupils will also have the opportunity to showcase their research in an EPQ exhibition where pupils will further develop important oracy skills that will be essential for their future university courses. Building on our independent sector success in transitioning to Russell Group universities a tailored programme will be available to pupils to support them in understanding and preparing for university life including support in writing personal statements, support in university led assessment for entry to specific disciplines such as medicine and law, Oxbridge interviews and using our local partner in helping 'disadvantaged' students to understand the financial and other implications of applying to university.

Supporting the needs of the 'wider' Sixth Form intake

As indicated earlier, we recognise that some pupils will continue to benefit from support in a school based setting. In the context of all pupils needing to continue with education and training until the age of 18 a flexible approach will be in place to meet the needs of these pupils. This will include following the core programme as well as a mandatory programme for pupils to continue with GCSE English and maths, where they may not have attained A*-C in these two core subjects. Our aspiration will also be to help extend these pupils both in terms of developing their independent learning skills and reaching a higher level in areas where they may have a particular

talent or aptitude; we will therefore encourage, as appropriate, pupils to follow the higher project level 2 qualification and to access one or two A levels or a freestanding AS level. We will also look to provide a limited range of high quality vocational opportunities in areas that align with our subject expertise and in conjunction with the partnerships we are building with local FE providers.

D1: 3. THE CO-CURRICULUM: Developing the whole person

The Royal's ethos is to develop the individual. The co-curriculum forms an essential part in ensuring pupils receive a holistic programme that develops the whole person. The co-curriculum will give pupils the ability to build character, develop resilience, care for themselves and others and demonstrate leadership skills and be part of the nurturing and inclusive, culturally diverse community that is The Royal's ethos currently and will be a core component of the Free School ethos.

D1: 3.1 Mandatory co-curriculum

The mandatory co-curriculum varies dependent upon the age and stage of the pupil. It includes as set out below:

For YR pupils:

- Assembly – once per week
- House meetings – once per week
- House activities – at least once per week
- A minimum of one enrichment activity

For KS1 pupils as above plus:

- Assembly – twice per week

For KS2 pupils as above plus:

- A minimum of two enrichment activities

For KS3 and KS4 pupils as above plus:

- A minimum of four enrichment activities during the extended day (from 4-5pm) across Monday to Thursday.
- Day boarding (optional)

For KS5 pupils as above plus:

- KS5 core programme (see section D1: 2.6)
- The enrichment programme which includes the extended session on Wednesday afternoon until 5pm for the Sixth Form as part of the 14-19 programme.

D1: 3.2 The Enrichment Programme

The enrichment programme is a key feature of the experience at The Royal. There is a wide and varied programme of activities that take place both within and outside the school day in order to ensure every child can participate in a rich and fulfilling co-curricular programme.

In the Junior phase we expect pupils to take part in at least one (KS1) and two (KS2) after school activities per week and/or those that take place at lunchtime. Other opportunities for residential experiences at both the weekend and during school holidays, including trips to France, will be available to junior pupils. Pupils eligible for the pupil premium will be able to access Foundation Awards to help towards the financial cost of residential trips to ensure these valuable experiences are available to all.

The Royal has recently made links with Kings Camps, part of the Kings Foundation, a UK registered charity that's dedicated to helping young people reach their potential. Through their Supporting Families programme they aim to make a difference to the lives of UK children from a range of difficult or disadvantaged family circumstances, including financial hardship, terminal illness, bereavement and other difficult family situations. Kings Camps seek to improve the well being and happiness of the child and their family by offering the opportunity for children to

experience a week of fun and structured activity, while giving the family a respite opportunity or financial assistance with childcare during the holidays. The Royal will develop this partnership further for the summer break 2015.

The choice of activities varies each half term and is often based on pupil requests. Activities taking place across the Junior phases (in an age related-way) included: archaeology club, cricket, football, rugby, tag rugby, cross country, athletics, rounders, dinosaurs and sea creatures club, model making, ballet, modern dance, iPad club, vintage films, choir, recorder group, speech and drama, biathlon, netball, petanque, Tri-golf, maths club, English club, cooking, drawing and tennis to name a few.

As indicated earlier we are currently in discussion to develop the Forest School using the benefits of the school grounds and our extensive surrounding woodland. This approach has been found to encourage and inspire individuals of all ages through experiencing an innovative, long term, educational approach to outdoor play and learning in a woodland environment. Forest school will be used to engage pupils both in the curriculum and the enrichment programme.

The Junior phase also offers a range of activities to support parents in supporting their children's learning or engaging in community activities. Previous examples, have involved running club, swimming club, craft club and information evenings designed to support their children with their studies. We envisage this latter provision as an area of extension within the Free School context, possibly supporting parents helping their children read.

In the Senior phase the enrichment programme becomes a mandatory part of the curriculum, across Mondays to Thursdays from 4.00 until 5.00pm. Pupils are free to choose their own activities although these may include some targeted interventions. Their participation in these activities will be included in their on-going pupil monitoring and assessment records. Optional activities are available on a Friday. A broad range of activities is encouraged from sporting, academic and cultural.

All pupils take part in the Combined Cadet Force (CCF) from Y8 to Y11 (see section D1:3.6). Many sporting activities are available at lunchtime. These will involve training for school teams to recreational swimming. Further lunchtime clubs will be developed that focus on targeted intervention in English and maths in the future as well as to support pupil requests. This will include the use of intervention teaching assistants and it is hoped to use Sixth Form prefects as 'buddies' to younger pupils who need extra support in these areas.

Some of the activities that currently run in Senior phase include: Rotary Interact Club, choir, drama – acting skills and school productions, Duke of Edinburgh award, Music (including pop group work), GCSE Photography/Art/Textiles, GCSE ICT, GCSE German, girls basketball, boys basketball, girls football, boys football (school teams and recreational activity), table tennis, tennis, netball, recreational swimming, Scuba diving – qualifications available, cricket, rounders, athletics, soft ball, dance, badminton, Elite swim squad, cooking, film club, chemistry club, maths olympiad, geographical association lectures to name a selection.

In the future we intend that the enrichment programme will become still more pupil led and possibly alumni led. This will create a still richer experience for both mentors and mentees. It will also give older pupils responsibility for leadership and may involve the wider community (with appropriate safeguarding provisions in place). Pupils will be expected to contact external speakers (with staff overseeing the process) and inviting them into school at lunchtimes to deliver talks on a number of relevant issues or to just share their experiences. We will also like to develop more sports team fixtures during Saturday mornings.

Following the implementation of the new MIS system we intend to track the activities pupils participate in as previously indicated, and for this to be incorporated into their half termly report. This will ensure that all pupils can be guided towards a balance of activities in order to develop wider skills needed for further study at university or the world of work.

The enrichment programme also links into the performances that take place in the evenings through planned events to which parents are invited. A selection of performances including concerts and musicals are shown below:

- Performing arts concerts for KS1 and KS2
- Inter-house music competition (Junior and Senior)
- The Royal's Got Talent
- Chapel services – Harvest Festival, Prize Day, Founders Day, Advent service, Leavers' service
- Christmas plays and end of year productions – Alice in Wonderland 2013, Charlie and the Chocolate Factory 2014, The Lion, the Witch and the Wardrobe 2014.
- Class and rewards assemblies

The enrichment programme also provides the opportunity to develop further our partnerships with organisations and the local community. In particular CCF, Duke of Edinburgh, Wolverhampton Education and Business Partnership (EBP), Wolverhampton University and its partner higher education institutions, Cambridge Occupational Analysts (COA). The PE department links with other local schools play a large role in the enrichment programme. Further partnerships are continuing to be developed and through the appointment of the new Assistant Head for transitions and guidance, further outreach work such as STEM clubs will provide even more opportunities for pupils at The Royal and within the local area. The Royal also provides enrichment opportunities for the wider community through the ASA's Learn to swim programme, one of the largest in England.

D1: 3.3 Day boarding and the extended day

As a Free School, The Royal intends to further develop the concept of day boarding in order to support all groups within our wider intake to succeed, especially those pupils eligible for the pupil premium, those children who are looked after and any pupil who is experiencing difficult home circumstances.

As outlined in the vision, day boarding will provide wrap around care which goes beyond the extended day with further support and enrichment activities for pupils including targeted support and intervention and supervised study sessions, as well as opportunities to socially interact with other boarding pupils and to take part in a boarding community evening meal.

Day boarding will be flexible in order to support the needs of parents working patterns. Pupils from 'disadvantaged' backgrounds will also greatly benefit from the structured support available beyond the school day and pupil premium funds will be used to support requests from these pupils and parents. Foundation funds will also be used to ensure identified pupils benefit from the opportunities provided from day boarding.

D1: 3.4 Activities for Boarders

Boarding is a fundamental part of the life, spirit and community of The Royal. The boarding community is diverse including pupils from the UK and beyond from Forces families, Elite Swimmers and CLA pupils. The boarding facilities enable pupils with particular needs and those

who may need medical attention a high level of care in a family environment. Boarding has many cultural benefits and pupils learn and appreciate other customs and cultures and celebrate differences in events such as the international evening. Boarders experience the benefits of community spirit, lifelong friendships, the opportunity to try out many new and fun activities and a growing sense of independence with clear and consistent guidelines to ensure they feel welcome, safe and valued at all times. The Royal's house parents encourage all pupils to appreciate the values that are essential for a successful boarding school life: tolerance, integrity, respect and trust. Life in the Boarding Houses is structured so that pupils are able to complete their homework, enjoy a range of evening activities and spend time relaxing with friends. House parents ensure the right balance of work, rest and play so that pupils get the most out of their time at school.

Boarder's activities are one of the many existing strengths at The Royal. The school already has a structured programme of visits and opportunities to experience wider British life. Previous visits have included trips to visit historic towns and cities such as Bath, Shrewsbury and York as well as more local visits to areas of natural beauty such as Cannock Chase and Ironbridge.

At the start of term, transition into the boarding school environment is enhanced by a fun trip to Alton Towers, enabling boarders to form relationships with their peers and staff during the first weekend away from home. Activities are also available each evening ranging from cooking to basketball, recreational swimming and table tennis to encourage inter-boarding house healthy competition. Weekend activities are organised in sporting, cultural and adventurous activities in the local area and further afield.

D1: 3.5 Music and Languages

Music will be a main part of the all round education of pupils at The Royal. There is significant recent evidence that the study of music, through musicianship and playing of a musical instrument, contributes greatly not only to the academic development of young people, but also contributes positively to their social confidence and self esteem; crucial to their long term success. This vision for music also addresses many recommendations made by Darren Henley in his DfE report on music education in England. In the Junior phase in particular, we wish to develop whole class teaching of musical instruments such as violins, flutes or guitars to enable music tuition to be available to everybody regardless of their financial background. Peripatetic sessions will still be available in a range of instruments and singing lessons too. Foundation awards will also be available to pupils who have a particular talent in music but are experiencing financial hardship. Whole class singing will also be developed in both timetabled music lessons and in the enrichment programme such as choir. The key performance indicator for success will be for all pupils to reach grade 1 or 2 in one musical instrument by the end of KS2. We expect a number of pupils will reach the higher grades dependent upon their musical ability. The involvement in music will also develop self-esteem, joy in learning, reinforce rhythm and rhyme in pupils and also offer opportunities for peer coaching in playing instruments with more experienced pupils volunteering to assist. The annual House Music Festival in the autumn term allows all pupils to gain points for their house for performing individually or in groups and culminates in the 'House shout' where each of the four houses perform to a packed Chapel of pupils, staff and guests. This also instils the strong sense of community that is a character of the present school and will be further developed in the Free School.

The London Music Masters Bridge Project encompasses some of the values we would like to see at The Royal such as nurturing young children who might not otherwise have the opportunity to engage in classical music. Through the use of our Foundation Awards and pupil premium funds where appropriate, we will ensure that musicianship is developed by providing pupils who are

'disadvantaged' and have a particular talent in music, peripatetic lessons to ensure they can achieve their potential in music.

The enjoyment of and participation in music will then continue into the Senior phase with the delivery of music in KS3 and the wide amount of music and performing arts activities available in the enrichment programme. Further links will be developed with the Graiseley Music Centre and continued participation in wider community and national events such as Young Voices. Music will be the stage for collaborative working and music technology where partnerships will be formed with local FE colleges who have specialist equipment.

Languages will also be a unique feature of The Royal. All pupils will study French, from Y3; pupils will also study Mandarin and from Y7 Spanish will also be introduced. For our pupils who may struggle with two languages in the Junior phase, additional literacy and numeracy will be more appropriate and nurture and intervention groups will help raise achievement in these areas.

At Senior phase pupils will study French for two lessons per week, Mandarin once per week and Spanish once per week from Y7. At the end of Y7 pupils will choose the two languages they would like to continue to study in greater depth in Y8. We hope that most pupils will continue with French but realise for some pupils they may want to change as they may have studied French from YR. Most pupils will be expected to continue with one language at GCSE in order for them to achieve the English Baccalaureate. For those pupils for whom two languages may not be appropriate, additional literacy and numeracy intervention will be available to support pupils even further. We will continue to support pupils to gain additional language qualifications in their home language during the enrichment programme.

D1: 3.6 Sport, STEM and CCF

As a Free School sport will continue to be strong at all stages of the all-through school. Sport is a key feature of both the curriculum and co-curriculum and provides an opportunity for pupils of all ages and stages, to contribute to the school community and identify with the school and its values. From YR to KS5 sport is identified as a major contributor to the development of both a healthy lifestyle and the benefits of healthy competition and teamwork and leadership Sport will continue to form a large part of the curriculum within the Free School promoting excellence in a range of contexts and opening up different talents. This will help to further improve the health of pupils in Wolverhampton, as indicated earlier. The Royal has recently achieved Sports Mark Gold accreditation.

The Combined Cadet Force (CCF) will continue to be an integral part of the enrichment programme in Senior phase. The 2012 report by the University of Southampton into the societal impacts of cadet forces identified the *'great value attached to the personal gains ... from belonging to the 'cadet family' with a particular emphasis on the richness of the activity package on offer in the cadets, including opportunities to gain qualifications.'* This underpins the ethos of The Royal perfectly as it provides leadership and teamwork opportunities, building self-esteem and confidence as well as providing insight for those cadets who wish to follow a career into the armed forces and has wider benefits such as raising aspirations for all pupils that are involved.

At The Royal there are two contingents, army and air force, that pupils will join. The CCF encourages collaborative working, personal development, leadership, resilience and fosters understanding of the community. It is delivered through a mix of theoretical, practical and outdoor adventurous experience that enables pupils of all abilities and interests to develop character.

Science, Technology, Engineering and Maths (STEM) will continue to shine strongly at The Royal as we move to Free School status. Science and maths in particular are the most popular

options taken up at A level and enable pupils to achieve some of the most successful results not only in the school but also in terms of exceeding levels of performance across Wolverhampton Post-16 settings as well as neighbouring areas. In 2014, results continued to be well above national averages with 71% of pupils in further maths attaining A*-B; 63% in maths attaining A*-B and 67% in physics A*-B. Girls do particularly well in maths and sciences at The Royal, bucking national trends where most classes have no female presence. The Royal will continue to develop alliances with local schools to collaborate on STEM projects (see section D1: 3.7).

D1: 3.7 Curriculum and co-curricular links and the wider community

As a Free School The Royal will continue to form partnerships with the wider community. The Royal will aspire to become a hub for best practice, using the impressive range of facilities on offer including residential based courses, by hosting networking events for colleagues from local schools to attend and share experiences using the impressive range of facilities on offer.

The Royal will continue to host events for pupils from local primaries for example, we have hosted STEM competitions where local feeder primaries brought a team of their more able and talented pupils to participate in building a bridge, utilising skills of engineering and maths in particular to partake in healthy competition with the other teams.

The Royal also hosts citywide galas in swimming and performing arts where other local schools join together and use our facilities. Again, bringing the benefits of healthy competition and forming partnerships with other local colleagues as part of a wider outreach programme which we are developing which will include catch-up summer schools to support Y6/7 transition.

D1: 4. ASSESSING AND MEETING THE NEEDS OF ALL PUPILS: Our nurturing and inclusive, culturally diverse community

D1: 4.1 Strategies for pupils with differing abilities

The Royal already has a wealth of experience in catering for pupils with differing abilities. We already support a substantial number of pupils who have English as an additional language (45% in senior phase) as currently pupils from 26 different countries attend the school. We have also over time supported CLA in our nurturing and caring boarding environment as well as supporting pupils with SEND. One pupil in particular who has cerebral palsy has been supported throughout the school and is now successfully completing Y11. We also have pupils with specific visual and hearing impairments in the Junior School who are also making excellent progress through the support from their class teachers, teaching assistants and SENCO. We anticipate that the numbers of pupils with SEND will increase through the Free School Admissions Policy which will accord with the national code in relation to pupils who have the school named in their statement, and are prioritising pupils who are eligible for the pupil premium who may bring with them a range of additional needs and we will have a structured programme of support in place to enable all pupils to achieve high levels of literacy and numeracy, be prepared for the next stage, and to 'close the gap'. We will also be employing an additional SENCO to ensure consistency of approach across both Junior and Senior phases.

In both the Junior and Senior phase pupils will be placed in flexible ability groupings in the core subjects of English and maths (and science in Senior phase). This will enable teachers to differentiate their method of teaching and resources to ensure pupils of all abilities are supported, stretched and challenged in order for them to achieve their potential. At GCSE level, class sizes will be reduced in the core subjects to enable even closer monitoring of pupils with SEND.

The Royal's regular assessment and reporting process, with initial diagnostic assessment at every point of entry, will enable effective identification of pupils who may have additional

educational needs. Teachers will continue to meet regularly for pupil progress meetings where heads of house, SLT, boarding house parents, medical staff and tutors come together to discuss pupil progress. Medical staff often make referrals to the SENCO for our boarders. Actions regarding suitable interventions are then put into place and monitored for their impact. This system enables all pupils to be identified and supported through a number of different areas.

D1: 4.2 SEND: the responsibility of all teachers

Ensuring pupils with SEND are fully catered for in lessons remains the responsibility of the class teacher, monitored by the subject leader or faculty head. Through effective lesson planning, target setting, using assessment to shape learning techniques and interventions where appropriate they will ensure all pupils able to achieve their potential. Teachers already regularly as part of their range of strategies structure some internal groupings within their teaching group in order to extend or support groups of pupils. A flexible, personalised approach will continue to be expanded where individual targeted sessions to provide inclusive support within lessons by specialist SEND staff will be further developed. Some pupils may also be withdrawn, individually or as a group, from a class situation for specific targeted support.

Notwithstanding our strategies for 'behaviour for learning' and support through differentiation we realise there may be instances where pupils may need to be withdrawn for a short period. We have an on site medical centre which can be used where pupils who have an immediate need for a coping strategy in a situation can go to reflect or have a short period of time out. This is part of a range of strategies led by the SENCO who reports directly to the Deputy Head for curriculum, learning teaching.

Whole school INSET led by the SENCO will continue to be used as a method for equipping teachers with the right tools to ensure pupils with SEND exceed their expectations. INSET will always be appropriate to the needs of the cohort. For example, INSET has been provided on specific needs of individual children such as managing diabetes, pupils with visual and hearing impairments to ensure all staff are fully aware of the adaptations needed in order to provide a safe learning environment in which the pupils will thrive.

The SENCO is also responsible for ensuring suitable provision is in place for pupils who are more able and talented (see section D1: 4.5). The overall expectation is that the value added for all pupils including those with SEND will be significant. All pupils will be closely monitored in liaison with the Deputy Heads and Junior Head.

D1: 4.3 Identifying and providing for pupils with SEND

At the key points of entry of YR, Y7, Y9 and Y12 a range of initial assessments and diagnostic tests will ensure the immediate identification of any additional educational needs. Some pupils' needs will already be identified by the SENCO through effective communication with feeder establishments. The triangulation of previous information and our own baseline tests will ensure that pupils are accurately identified if they have a learning concern.

The school's procedures for identifying and assessing pupils' special needs are guided by the government's new SEND Code of Practice 2014. If a child has sensory or physical difficulties, the relevant outside agencies will be involved from the outset. YR may involve multi-agency support team services at the initial stage of concern.

In addition to key diagnostic tools and assessment points, all staff regularly monitor and assess the progress of their pupils and maintain pupil records appropriate to specific areas of the curriculum. Moving to a faculty structure will enable closer working and sharing of expertise in the field of SEND. Teachers will also identify pupils who display or develop a learning difficulty at a

later stage and will immediately alert the school SENCO, with actions devised to address the concern. Parents and carers are invited into school to discuss the concern.

	Pupils on school action or school action plus	Statements
2011-12	18 4.2%	0
2012-13	19 4.2%	0
2013-14	17 4.3%	1 0.3%
2014-15	20 3.8%	1 (plus 1 undergoing statutory assessment) 0.4%

Fig. D6: Pupils on SEND register

For pupils with continuing concerns about possible specific or general learning difficulties, this will lead to internal case review and consideration of a formal assessment by the Local Authority to see if they qualify for a Statutory Assessment (Education Health and Care Plan). Although numbers of pupils with SEND are small at the moment (see below), The Royal will be ready to cater for all pupils that need support in accordance with the revised Code operating from September 2014, and ensure they exceed their expectations.

Additional teaching assistants will be employed at appropriate times and an additional SENCO to ensure target setting and review meetings with parents, liaison with outside agencies and 1:1 assessment continue to be of the highest standard.

Additional resources may be needed including buying into the Local Authority Service Level Agreement to ensure pupils who require the attention of specialist staff receive the support and intervention they need in order to exceed their expectations. We will work with the LA in relation to the Local Offer under the code of practice.

We already employ a number of Enrichment tutors (teaching assistants) who work on a rotation basis to enable the wrap around approach in the Junior phase, supporting children both within the classroom and through withdrawal groups. This is developed in liaison with the class teacher under the strategic overview of the SENCO, and includes support for children who have IEP targets devised during meetings with the class teacher, parents and SENCO. In relation to the current rapid increase in pupil numbers we are already putting in place additional support across all areas of the school as a resource. An additional SEN support assistant now provides further support in all aspects of the School for 50% of the timetable, working alongside pupils identified as having additional needs in a variety of subject areas and age groups. The SENCO also withdraws pupils where appropriate, mostly those with a Specific Learning Difficulty, for individual tuition, support and assessment.

The SENCO is also a qualified assessor for Examination Access Arrangements. Children who are identified as possibly requiring an Access Arrangement complete a full assessment and applications to the examination board are made if the pupils qualify. A further screening assessment in Y9 will be introduced to ensure all pupils are identified early if they require access arrangements for exams both internally and externally.

There are already a wide range of school resources which will be further enhanced available to support children with SEND including iPads, assessment materials, phonological awareness training equipment, a variety of games and SEND literacy and reading books. This includes supporting physical disability as we do for a student who has been with us since junior school and is now successfully completing Y11. For pupils with specific needs, dedicated resources are purchased in order to support them in accessing the curriculum.

The Royal will continue with IEPs even though these are no longer required under the SEND code of practice 2014, as an overview of pupil progress against regular educational milestones will still be required with appropriate targets set and the review of the IEPs provide a further opportunity to engage with parents on an on-going basis.

Sixth Form mentors will also be used to help deliver targeted support for pupils particularly in the Junior phase. This will be mutually beneficial for both mentor and mentee.

D1: 4.4 The role of the SENCO

Due to the planned increase in size of the Free School and wider range of needs there will be a new appointment of an additional SENCO. We will have one SENCO with oversight of the Junior phase and the second with oversight of the Senior phase, both directly managed by the Deputy Head for Curriculum, Learning and Teaching. The SENCOs will continue to be an integral role in school that helps deliver our on-going commitment to inclusion and accessibility for all pupils. The SENCOs will be the first point of contact for all stakeholders concerned as to the progress/well being of pupils. The SENCOs will work together for smooth transfer of information at key points of transition and develop differentiation and appropriate strategies for a range of disabilities, with an overview of specific diagnostic tools that will be used at different points of entry and all through. The SENCO will continue to liaise with outside agencies such as educational psychologists, occupational therapists, speech therapists, social workers and local authority services to ensure coordination of information is precise and accurate. A close partnership with the school medical centre will continue where medical staff make referrals regarding boarding pupils. The SENCOs will continue to attend training and maintain close partnerships with the LA about changes arising from the code of practice.

The SENCO will ensure smooth transition of information between each KS and also feeder nurseries, pre-schools, primaries and secondaries to ensure accurate information is received regarding pupils additional educational needs, at these key points of entry to the school. The SENCO is also responsible for the more able and talented pupils. (D1: 4.5)

D1: 4.5 'More Able, Gifted and Talented' children

The SENCO is responsible for more able and talented provision. Pupils are nominated by their subject or class teacher, although if a child has talents outside of school or demonstrated through the co-curriculum they will also be included.

Assessments conducted at key entry points to the school and also baseline assessment data such as PIPS, MIDYIS, YELLIS and ALIS are also used to identify the most able pupils in each cohort.

IEPs are developed for those pupils who need additional support. Differentiation is the main tool used to stretch and challenge pupils. Assessment criteria are adapted to cater for these higher ability pupils. These more able pupils will also participate in breakfast clubs and enrichment activities where they will be challenged to exceed their expectations.

D1: 4.6 English as an Additional Language (EAL)

The Royal has extensive expertise in differentiating the curriculum for pupils for whom English is an additional language either from the local area or internationally. The pupils are assessed at point of entry with a tailored programme provided initially to ensure they can access the curriculum. Depending on the timing/point of entry a more managed programme of GCSE options may be put in place to enable them to succeed whilst developing their literacy skills. Looking ahead to the Free School we are developing our strategy to ensure that all pupils who have EAL achieve a C grade as a minimum in GCSE English that will be their passport to further

qualifications and success. We already have highly qualified staff that assess pupils on arrival, which we're reviewing in terms of future needs to create individual study plans and packages. They liaise with academic and well-being staff to ensure that pupils make excellent progress and are able to fully access the curriculum and co-curricular programme as rapidly as possible.

Sixth Form pupils who are EEA boarders, will continue to study towards gaining their IELTS qualification at 6.5 or above which is required to gain entrance into a British university.

Teaching staff in the Senior phase in particular have received numerous INSET sessions from both internal and external sources. With the appointment of a second SENCO, we will be developing a further overall strategy to ensure that all staff are able to support the full range of abilities as we transition to Free School status.

D1: 4.7 Children who are looked after

The Royal has a track record of working with CLA pupils. Many previous successes with CLA pupils have seen pupils successfully complete their education at The Royal and enter their first choice university. We will build on our previous successes with CLA pupils, particularly at GCSE where in 2012 and 2013 all CLA pupils achieved 100% 5A*-C including English and maths. Although CLA pupil numbers are low currently, The Royal has the capacity to make a difference to an even greater number of these children.

	Children who are looked after	
2011-12	4	0.9%
2012-13	4	0.9%
2013-14	3	0.75%
2014-15	2	0.4%

Fig. D7: CLA

The boarding environment has a key part to play in enhancing the experience of children who are looked after (CLA) as The Royal will continue to provide outstanding wrap around care for these pupils. Some CLA pupils will be full boarders and some may take advantage of day boarding provision and the extended day. Stronger relationships with the neighbouring Local Authorities where there are significant numbers of CLA (more than 600 in Wolverhampton in 2014 alone) will enable more local pupils to experience the wrap around care that is capable of transforming lives and breaking the cycle of underachievement and deprivation. As previously indicated [REDACTED]

The SENCO will continue to monitor Personal Education Plans alongside IEPs where appropriate each term and continue to liaise with social workers, carers and school staff to ensure all CLA children exceed their expectations at every stage in their education at The Royal. The CLA children will be specifically under the care of the Deputy Head for pupil progress and well-being.

D1: 4.8 Pupils eligible for the Pupil Premium

As a Free School, The Royal will be prioritising pupils who are eligible for the pupil premium through its admissions strategy, as it has done through the significant means-tested bursaries awarded in the recent years. Many of these latter have been boarders, supported by the foundation and have fully benefitted from the nurturing environment of stability, challenge and outstanding pastoral care. They have progressed to employment, training and higher education courses despite having significant challenges in their home lives. These pupils will continue to be a key focus for us as part of the Free School arrangements and will be closely monitored

throughout their time at the school through the well-embedded processes that include key assessment progress checks at six points across the school year. We are already using the evidence from research into the most successful application of pupil premium funds, for example through the EEF database and recent OFSTED reports and will ensure that these inform an ongoing strategy to provide additional targeted intervention and support alongside existing strategies under development through the provision day boarding (D1:3.3) and intervention/support from the SENCO and teaching assistants/enrichment tutors for pupils who attract the premium across all ranges of ability.

The Royal will continue to support Forces children. The Service pupil premium will be used to support the unique challenges children with parents in the armed forces can often face. The support will be of a more pastoral nature to ensure pupils continue to excel whilst their parents serve in the armed forces.

The Royal Foundation's fund will continue to be available for pupils who attract the pupil premium to ensure through additional financial support and awards that they enjoy the same breadth of experience as every other pupil. With future fees limited to the boarding element, without tuition costs, the funds will be able to benefit an increasing number of pupils for whom the school will be able to provide an extended/supported 'family' community.

D1: 5. THE HOUSE SYSTEM: Breadth, excellence and building individual self worth and a strong sense of community

The house system at The Royal will engage pupils in healthy competition in the all-through school and be an integral part of The Royal's distinctive educational offer as well as providing a 'school within the school' which reinforces a shared sense of identity, self worth and the cross age approach.

D1: 5.1 The Royal Houses

The Royal has 4 houses named after Royal residences: Buckingham, Balmoral, Sandringham and Windsor. Each house has a shared set of values and identity, developing the whole person and not just focusing upon academic success. The house system will underpin everything we do at The Royal, both in the Junior and Senior phases, allowing children of all ages to socialise in an educational setting.

It will also be a key part of the strategy to promote the ethos of loyalty to the house community and the highest possible standards of attendance and punctuality with the different houses competing to achieve the highest percentages through house cups and awards in which every pupils' contribution counts.

The house captains, pupils, will be expected to lead on competitions, liaise with the junior house captains and head of houses, model success and also lead in conjunction with their senior head of house. The house system will incorporate both day and boarding pupils. Boarding competitions will also be arranged to take place during the evenings or weekends with day students opting to join in. House competitions will span a number of disciplines such as the creative and performing arts, academia and sport. The climax of the year will be at Sports Day at the end of the summer term, where all pupils take part and represent their house.

In the Junior phase pupils will be in tutor groups based on their year group. Pupils will be split equally amongst the 4 houses. Siblings will be allocated to the same house, allowing the head of house to build stronger relationships with our parents and families. Pupils will have the opportunity to meet with other members of their house on a weekly basis for house meetings and also to take part in regular competitions. The Junior phase houses will be led by junior house

captains and will also be joined by house captains from the Senior phase during house competition time.

In the Senior phase there will be vertical tutor groups from Y7 to 13 in the first instance. There will be 7 tutor groups per house.

In the future when we expect to be at full capacity as indicated previously, we plan for Y5 and 6 to move across to Senior phase into a designated area of the site to capitalise on some of the benefits of a middle school approach. The vertical tutor groups will then operate on a middle and Senior phase basis. This will be more appropriate and allow for effective social interactions amongst the year groups.

Future plans for House system when at full capacity

Year groups	Buckingham	Balmoral	Sandringham	Windsor
5-8	4 vertical tutor groups Y5-8	4 vertical tutor groups Y5-8	4 vertical tutor groups Y5-8	4 vertical tutor groups Y5-8
9-13	6 vertical tutor groups Y9-13	6 vertical tutor groups Y9-13	6 vertical tutor groups Y9-13	6 vertical tutor groups Y9-13

Fig. D8: The Royal House structure

The tutor is one of the most important roles in school. The tutor will continue to be the first point of contact for pupils, parents and teaching staff. The tutor ensures that all of their tutees have a good start to the day and are able to be the person to whom pupils can turn to for advice and guidance in the first instance. The tutor will also deliver the PSCHEE programme.

By using this two tier vertical structure approach all students will be effectively supported. New Y7 pupils who join the vertical groups will have existing Y7/8 buddies allocated to them in their tutor group who will help with settling issues such as finding their way around the school site. We will also recognise existing friendship groups where pupils enter Y7 and try and allocate these pupils into the same house.

The higher vertical tier of tutor groups, Y9-13, will enable Y9 students to begin to prepare for the next stage. Careers information, advice and guidance will build on the foundations set in Y8 and continue to be based around a personalised approach as well as a planned programme through PSCHEE. The vertical groups will be split into their age-related groups at different points in the year to focus on their own pathways such as choosing A levels in Y11 and UCAS applications in Y12-13, where Sixth Formers will have chosen individual teacher mentors.

The House system will be monitored for impact by using attitudinal surveys (CEM centre), analysing student/parents/pupil attendance at events and use online surveys such as ‘Survey Monkey’ as well as open forums with pupils and the school council and our very strong parents’ forum that meets currently on a termly basis.

D1: 5.2 Leadership opportunities within the house system

The house captains will continue to be role models and give pupils the opportunity to take part in the leadership of the house system along with their designated head of house.

In the Junior phase leadership opportunities such as play leaders and peer mentoring will continue to be a feature. Play leaders for each year group and house, are used to encourage activity in a range of games on the playground and to look out for pupils who may struggle to form friendships. Play leaders have specialist training to carry out this role. Play leaders then encourage these pupils to join in and form friendships with other pupils to ensure all pupils are

included during break times. Peer mentoring in KS2 will also continue where pupils are selected from each house to mentor younger pupils in their house in KS1 and YR. This could be through listening to them read or even learning more about them and being a supportive older friend.

When at full capacity as a Free School, Y4 will have the opportunity to be the Junior phase house captains. This will give them greater confidence and strategies for avoiding the lower KS2 'dip' in performance recorded nationally.

In the Senior phase, the leadership opportunities continue to be available in the house system and will continue to develop pupils as a whole person. Peer mentoring will continue with senior pupils mentoring Junior phase pupils and also pupils in the lower vertical tier. Those students who are identified to take on this role are provided with appropriate training. Senior houses will continue to be more responsible for the organisation of house competitions, with each house having to organise at least one competition during the year. All pupils in the house will be expected to contribute, not just the house captains.

D1: 6. EFFECTIVE TRANSITIONS: Supporting pupils and the all-through approach

D1: 6.1 The benefits of the all-through approach

The Royal offers a unique holistic education in its all-through approach. The aim is to reduce or remove the well known 'dips' in pupil performance that occur as pupils transfer between KSs, minimising disruption and enhancing pupil progress. Key to this will be the continued development of monitoring and tracking processes across both Junior and Senior phases, supported through our seamless MIS system and through our half termly Continuous Assessment Grades (CAGs) which follow each child through the Junior and Senior phases.

Teachers will know the majority of pupils well as they will have been with us since the age of 4. This seamless transfer of information enables teachers to be fully aware of previous progress and how to build on this by setting SMART targets for future success.

Pupils in the Junior phase will have greater access to specialist resources, facilities and specialist staff in the Senior phase. This accommodates a greater breadth of opportunity especially for pupils with special educational needs and also the more able and talented.

Pupil care and well-being will be consistent. Pupils will be part of the nurturing and inclusive environment at The Royal from age 4 to 18. Pupils will share the educational ethos of the school and be fully aware of the consistently high expectations as they transfer from one KS to another. This can only be of benefit to pupils as they do not need to worry about the changes moving to a new school could bring.

The Royal will also continue to develop cross-phase meetings where Faculty heads can meet with the relevant subject leader in KS2. This will enable strong curricular links to be further developed, support effective sharing of cross phase expertise and enable specialist resources and equipment to be planned in order for all areas of the school to benefit.

D1: 6.2 Supporting pupils at different entry points

The Royal will continue to support all new pupils at the main key entry points of YR, Y7 and Y12 and the small number who will be admitted at Y9. For YR, strategies are in place (D1:2.3) to enable a smooth transition from their feeder nurseries, pre-schools or parental care.

Induction days will take place in Junior phase throughout the year for Y6. Pupils who will be new to the school in Y7 will be specifically invited to join the existing Y6 to form friendships in advance

of starting in September. Through the outreach programme which we are developing with local primaries, stronger links will continue to ensure all data and information regarding support needed is received well in advance so interventions can be planned early for appropriate pupils to ensure progress continues at a pace once they have joined The Royal. The previous two years of school reports of new pupils will be analysed to identify any potential areas for support. Assistant Heads for transitions in both Junior and Senior phases will also make visits to see new pupils in their existing primary setting to start forming relationships early so pupils feel comfortable they know teachers once they start. Initiatives such as mentoring where pupils are buddied with existing students will continue to be used for pupils who may experience social issues in the early stages of joining the school.

A further transition point from Y4/5 will be effectively streamlined once The Royal is at full capacity and Y5/6 move across to the senior phase. This will involve whole morning or afternoon sessions on the senior site once space is created when Y13 leave after their external exams. This will ensure all pupils know the school site well and adapt to senior routines before the summer holiday.

Sixth Form taster sessions take place early in the spring term. Existing Y11 pupils and new pupils who are interested in joining the school have taster lessons and enrichment activities in subjects they are interested in taking Post-16. They also have the opportunity to experience Sixth Form life such as dressing in business wear and using the Sixth Form common room and café during the taster days. Further taster sessions are planned in the summer term after Y11 complete their exams to enable them to confirm their subject choices and also collect materials to start some AS courses by completing reading and tasks during the summer holiday. This allows pupils to experience life as a Sixth Former at The Royal as well as dipping into the requirements for Post-16 study at an early stage.

As a Free School, The Royal will also develop a broad and balanced 'summer school' that will take place during part of the summer holidays and also in conjunction with King's Camps (D1:3.2). This will enable all new pupils and existing pupils the chance for literacy or numeracy catch up, opportunities to take part in a variety of sports and adventurous activities and to form new friendships in a more relaxed environment prior to starting in September. The summer school programme will have two key foci: Y6/7 transition and entry to the Sixth Form. The programmes will both have a structured approach but will incorporate fun team-building activities as well as STEM based sessions and preparation for independent learning for Sixth Formers. The summer school will be an important vehicle for inducting pupils into the ethos of the school.

D1: 6.3 Careers information advice and guidance

The Royal has an effective Careers Information and Advice (CIAG) programme that prepares students for university, further study or the world of work as stated by [REDACTED] during her SEF validation visit '*Pupils are well informed about how to take the next steps in their education, training or employment*'. The careers programme begins in an age related way in YR, raising the aspirations of parents as well as youngsters, through the use of external speakers and alumni in the 'understanding the world' strand of the EYFS curriculum. Throughout both the Junior and Senior phases opportunities for exposure to a broad variety of careers are planned through the PSCH EE programme and links with local universities. The Royal has already established a future partnership with The Children's University at Wolverhampton University that involves aspiration and inspiration for 5 – 14 year olds, encouraging inquisitiveness in exploring subjects on a variety of activities and experiences outside normal school hrs. This will be built upon throughout the senior phase.

The careers programme will be given still greater emphasis from Y7/8 and include designated 'careers days' where pupils will be engaged in working with our local partnerships such as Wolverhampton EBP, to discover career pathways and understand and develop skills needed for their future careers such as public speaking and develop the related decision making and employability skills.

The Royal will also continue to develop a programme of visiting speakers through both PSCH EE and the enrichment programme at lunchtime and after school as well as hosting inspirational speakers in Chapel. This will involve speakers from a variety of backgrounds such as law, retail and business, entrepreneurship and leading members of the community so pupils can have an insight into what a day in the life actually looks like in a wide variety of careers. It also gives pupils the opportunity to hear from speakers they may not usually come across in day-to-day life. Speakers who are parents, alumni or Governors will be invited to take part in this programme, so the school can form even more links with our wider community.

All Y11 students take part in the Cambridge Occupational Analysts (COA) profiling and have an individual interview with an external advisor to discuss their future plans. Careers guidance and support is written into the PSHCEE programme of study along with work experience in Y10. Support for careers advice is also a main feature of the Post-16 PSHCEE programme of study that examines support such as UCAS applications and personal statement writing at key points throughout the year. Wolverhampton University will also be helping pupils to understand the financial implications of university. PSCH EE is delivered through a tutorial basis and supported by appropriate external speakers as a planned programme. Whilst it is currently lead by the head of PSCH EE as we build our numbers the responsibility for the programme will become the role of the new Assistant Head for transitions and guidance.

D1: 6.4 Preparation for university

The Royal will continue to build on links with Wolverhampton, Birmingham, Warwick, Lancaster and Keele universities to instil a sense of understanding of what university can offer to all, from as early as Y8 in the Senior phase. The Junior school has joined the Children's University, run by Wolverhampton University in association with others, which aims to raise aspirations to aim for higher education from KS2 and above with visits, talks and practical activities organised collaboratively between school and university. This will create a direct link for all pupils, particularly those with disadvantage or those for whom they might well be the first in the family to head to university in due course. A close connection already exists with the Psychology department at Birmingham University and Computing and Engineering at Wolverhampton University, where a programme of schools outreach such as a recent STEM competition for Y5 and 6 children from local primary schools was hosted at The Royal. The Sixth Form have access to the university library on Wednesday afternoons and study sessions in different subjects show the transition to more independent learning. Visits to a variety of higher educational establishments including Russell Group universities, newer but highly rated vocationally based HE and FE providers will also be organised from as early as Y8 in order to raise aspirations for pupils to realise the opportunities studying at a higher level will bring. Many of our local universities have outreach programmes that we will continue to take advantage of as well as forming further links with Oxbridge including building relationships with supporting organisations such as The Sutton Trust.

Specific preparation for University application will ensure that a wide range of different pupils can plan positively and with real aspiration for successful transitions to high-ranking degree courses. The school is proud that in the last two years in particular 95% of those who wanted to go to university gained their first choice course at the university of their choice. The range included Oxford (Law) LSE (Economics) a range of Russell Group universities and broad mix of vocational

courses at newer universities which were appropriate for the individual students. Also included were three students studying at USA universities, two with full scholarships and a small number of European institutions.

An outline of the programme supporting pupils for preparing for university includes:

- On arrival in Y12 each student has an interview which focuses on their chosen route through A levels and undergraduate level. “where do you want to be in 5 years” is the start of an on-going conversation between tutor and pupil.
- External tutors provide a ‘project planning’ activity that encourages pupils to view their 5 year A Level and initial degree course as a ‘project’ with milestones, deadlines and targets. This gives ownership of their plan to the pupil and is reviewed with the tutors at the six reporting periods to ensure targets are being met and milestones achieved.
- In the spring term of Y12 pupils will continue to receive support from a personal mentor, on the teaching staff, who will write their UCAS reference for them. The close relationship that is built at this time enables both pupil and teacher to explore avenues of interest and help assist in the choice of both university and course to be studied. In the summer term of Y12, once external exams have been completed there is a UCAS focus week. This week involves pupils taking part in master classes for writing their personal statement, registration on the UCAS website and analysis of university prospectuses.
- In the summer term of Y12 pupils and their parents attend a school Higher Education Evening, where an Admissions Officer from a local university addresses them on such issues as choosing courses and the UCAS procedure.
- Also, in the summer term, Y12 pupils attend the UCAS Higher Education Convention held at The University of Birmingham. The convention brings together higher and further education providers, charities, recruiters, gap year companies, and commercial organisations to help students plan their future options. As well as having the opportunity to talk face to face with exhibitors, pupils also have the opportunity to attend seminars to help with their application, finances or course choices.
- One-to-one support continues into Y13 from Personal Tutors throughout the Sixth Form, helping pupils to shape their UCAS statement to reflect their own individual aspirations.
- Visits to a range of universities, beyond the local institutions are encouraged.
- Pupils wishing to apply for competitive courses at Oxbridge or for medicine are also given extensive interview practice by teaching staff but also external visitors such as Governors, parents and alumni. This experience enables pupils to be fully prepared for the most important interview process.

Section D2

D2: 1. Measuring pupil performance effectively

Throughout the 4-19 school the overarching aim is to move from ‘good’ to ‘outstanding’ based on Section 5 Ofsted criteria, thus enabling all pupils to progress effectively whatever their starting points and effectively eliminate ‘the gap’. As documented in D1 the CEM suite of assessments and attitudinal surveys are used for consistency across all phases. These internal but externally standardised measures will enable the Free School to ensure on-going consistency of application at the same time as implementing the major programme of change in relation to national assessments across all educational stages.

Junior phase:

- Baseline Reception tests on arrival to identify cohort characteristics to focus intervention (alongside use of optional national baseline tests from 2015 to track progress from Year R to end of KS2)
- PIPS testing for end of key stage indicators
- Increase from 3 to 6 assessment points per year, shared with parents

- Subject target setting in exercise books monitored through work scrutiny through AH's for pupil progress.
- Standardised tests will continue to be used half termly to ensure closer monitoring of progress and to close any gap.
- Edinburgh reading test, PIRA reading test and CGP maths are also used to assess progress.
- Phonics check near end of year 1.
- Data reviewed with the Head and Assistant Heads Pupil Progress in Junior Phase after each data drop.
- Underachievement tackled in English and maths by targeted intervention in class by teachers, teaching assistants and the SENCO.
- Enrichment programme provides further opportunities for additional targeted support. (See D1)
- In line with national developments, the Junior phase is moving away from using national curriculum levels and towards scaled scores. Currently looking at best practice from other settings to develop our systems further in readiness for 2016.
- Statutory externally set tests at end of KS1 (TA against related performance descriptors) & externally set and marked KS2 tests, plus required TA

Senior phase:

- MidYIS baseline testing takes place in Y7, Yellis in Y10, ALIS in Y12
- Targets agreed based on 'chances graphs' and teacher assessment
- Individual Pupil Records (IPRs) used to analyse performance
- 6 CAG (Continuing Assessment Grades) reports per year based on targets
- Progress in core subjects assessed by 'Insight' (CEM innovation) at end of Y9
- KS3 formative assessments will continue to be carried out regularly in all subjects to check pupil progress, triangulated against work scrutiny, lesson observations and learning walks
- We are designing an additional/new assessment system for KS3 that will track pupil progress as NC levels disappear.
- After each data drop (both Junior & senior phases) results analysed/presented to SLT and Governors' Data, Standards & Achievement committee (DSA) re. accountability
- At KS4 and 5 all assessments and pupil tracking will be informed by new GCSE and GCE criteria and in relation to aspirational pupil targets based on the CEM assessments. We will ensure that staff gain further experience as examiners and through peer shared practice to ensure consistency of application
- Assessment periods in November and June will continue to be followed by subject target setting week for SMART targets. Monitored as part of work scrutiny and lesson observation. Allowing pupils to become familiar with formal assessments at an early stage
- Parents' evening follows each formal assessment week (consultation with both pupils and parents to identify any additional intervention strategies needed to ensure progress at least in line with and/or above expectation, and that pupils, Parents and staff understand next steps to accelerate progress and attainment).
- Tutors will oversee overall performance for each child, against wider data e.g. on attendance and be accountable for impact through the Heads of house as set out in D1 and D3
- With the introduction of more rigorous GCSEs from 2015 special consideration and strategies for supporting pupils with SEND or EAL when setting appropriate, but challenging targets will be developed. (Plans are currently in train)
- Where concerns arise with teacher performance in relation to pupil progress and quality of teaching, SLT intervention then takes place
- We will analyse our assessment and progress data to identify the performance of different groups of pupils and also triangulate data from different sources.

- The Data Manager, working under the new AH Data and Academic Systems will produce the required data analysis at the levels required to SLT, Governors/their key sub committee, and Faculty Heads to make swift and effective interventions.
- Through frequent learning walks, visits to departments and phases, and a rich set of comparative data, Governors will have full access to the range of assessment and intervention data to be able to properly hold the SLT and middle leaders to account. The DSA committee will then report to the whole board on any patterns identified, related issue and ways in which any shortfall is to be addressed in future strategic plans.

D2.2 Using data to inform teaching and drive progression for all pupils

- Teachers will continue to use the Individual Pupil Records (IPRs) to identify strengths, preferred learning styles and areas for development for each pupil in their class. This information is recorded in teacher planners, on the central SIMS database and used for effective differentiation.
- Data will be input into the school MIS, so that progress can more effectively be tracked to provide accurate, informative and timely assessment data so that performance of individuals and groups of pupils can be closely monitored.
- The fortnightly pupil progress meetings will focus on individual & comparative progress, as needed, and any barriers to learning, including how they can best be overcome (including teaching strategies, use of extended day, developing links with external agencies).
- Line management meetings between HODs (in the future Faculty Heads) and SLT will use the assessment data as a tool to identify any gaps in pupil performance and related strategy/milestones
- Other sources of evidence such as lesson observations, work scrutiny and pupil voice will inform triangulated discussion in the above & the identification of targets for future improvement.

D2.3 Measuring and improving the quality of teaching

- All teachers are observed by SLT plus joint observations with HODs and Key Stage Coordinators in order to train them in how to use/observe lessons.
- All teachers are formally observed three times per year by SLT, HOD and for performance management.
- The Durham EDS validated this process in September 2014. Effective triangulation of data was a key finding in the lessons observed.
- Evidence is collected through work scrutiny, discussions with pupils, analysis of teacher mark books & on line records and observations to produce a quantified and informed judgement about teaching and learning effectiveness.
- Detailed results of all lesson observations are then plotted in a database and will be used to identify appropriate peer coaches (and enriched by the extension to additional forms of entry for comparative purposes) to ensure that existing outstanding practice is shared more widely between different subjects and key stages, alongside use of external best practice, OTP.
- Any concerns about the quality of teaching based on pupil outcomes in a particular subject or through the robust lesson observation process then triggers intervention by SLT.
- Support is through mentoring, team teaching, peer observation, CPD or formal monitoring through a personal training plan depending upon the need of intervention required, and formal capability, as & when necessary.

D2.4 Liaison with and reporting progress to parents

As above, the Royal has highly effective systems for reporting to parents (recognised in the recent Durham EDS SEF validation exercise as being 'excellent') Additionally,

- each term there are also two very well attended parents' forums (may be joint on whole school issues or phase specific). These help to inform decision-making.
- our current PTA runs many highly attended annual events which engage parents in feeling part of a community, and we intend to build on this ethos of participation & engagement, as numbers build from Year R upwards, to further engage and support parents in helping their children in the learning process, and to celebrate the increased diversity (See D1)
- Parents have many other opportunities to become involved in the life of the school and to understand the aspirational culture we are aiming for their child to be a full part of (e.g. reward assemblies, performing arts events, concerts, plays, talent shows, sports days)

D2.5 Setting challenging performance targets

Through its Free School curriculum and co-curriculum, underpinned by the creative challenge-based pedagogy and 4-19 context, The Royal will open up the very best of an independent Free School education to the local and wider community. This Free School vision will:

- Enable all pupils to excel and to live up to their potential, in terms of academic success and a wider range of talents, developing character and intellect, and instilling a sense of responsibility and service to the wider community;
- Challenge trends in the performance of pupils identified as 'disadvantaged';
- Increase aspiration and successful progression to outstanding quality destinations and successfully into the world of employment and training.

For the interim, until we migrate to standardised scores across the board, national curriculum levels will be maintained as pupils, parents and staff have a good understanding of their use and benefits.

Targets for end of EYFS

- **the School will continue to exceed national and local norms for the end of EYFS, recognising that the EYFSP will no longer be compulsory from Sept 2016. (For related strategies, commended by ISI & our recent externally validated SEF, see early interventions, visits to early years' settings, data sharing as set out in D1, close reporting to parents/carers, which will acquire still greater significance, with YR as the key point of entry)**

Targets for the end of KS1

- As we build numbers toward the Free School, we will aim to both meet and exceed national percentages & benchmarks, with 100% of pupils reaching level 2 in Reading, Writing and Mathematics (i.e. no performance gap across groups of pupil).
- Expect 50% plus of the cohort to reach Level 3 in all three disciplines on externally set, internally marked tests (again ensuring that there are no disparities in relation to gender performance, FSM proxy, disadvantaged)
- Remain one of the top performing schools within the city.

From 2016, we recognise that pupils will arrive from very different starting points, and will not necessarily, despite interventions and related progress, have yet attained the appropriate level. Targets for achievement will nevertheless remain aspirational, the intention being:

- To continue to outperform national and local outcomes, with 95% of pupils achieving level 2 in all three disciplines, ensuring that there is either no, or a sharply reducing gap between the performance of all groups of pupils (this may be adjusted to reflect significant and stated SEND, where pupils are performing at P Levels)
- a significant majority to achieve level 3 and to exceed the norm for national performance, again, without or reducing disparity between the performance of all groups of pupils.

- to continue to be one of the top performing schools locally.

Targets for the end of Key Stage 2

By the end of their time in the Junior phase we will aim to:

- both meet and exceed the national percentages for all pupils achieving equivalent to Level 4b+ and being fully 'secondary ready'
- both meet and exceed expected levels of 5 and a significant proportion achieving the equivalent of level 6 and continue to set aspirational targets for the more able through targeted work, differentiated work in class, extraction groups to work with specialist staff and enrichment clubs to motivate boys and girls different groups of pupils.
- Continue to be amongst the top performing schools locally and nationally (87th Best Prep School for KS 2 results 2012/13 – Times)
- Have 100% of pupils achieve level 4b or above (100 scaled score or above in the future), with no percentage gap between the disadvantaged pupils and other groups (adjusted where stated or significant SEND)
- From 2016, ensure that all pupils as part of the above, make better than expected progress as benchmarked nationally in relation to their starting point in the reception baseline test

Targets for the end of Key Stage 3:

- The Free School will ensure that the increased autonomy delegated to schools to monitor, track and report on attainment throughout and at the end of KS3, using best placed and rigorous internal measures reinforces our all through approach, using the suite of assessment & progress data being provided through the CEM Centre and both KS2 and MIDYIS baselines. We are also exploring best practice developments elsewhere including use of FFT data, and will have additional Data sources available to us which inform practice albeit retrospectively, such as RAISE online.
- On-going testing in Y7 on the MidYis system and Insight software (see D1) will highlight individual pupil performance, cohort needs and patterns that inform learning and enable us to continue to set and monitor aspirational targets
- The target will be for all groups of pupils to both make and exceed expected levels of progress in relation to their prior attainment and Y7 baseline assessment, and enable them to be ready to fully access KS4 GCSE core and flexible pathways.

Targets for end of Key Stage 4 - EBacc/Progress 8

As summarised in Section C and D1, performance at GCSE has consistently exceeded national and local percentages for pupils achieving 5 or more A* to C grades including English and Mathematics.

- The expectation of pupils who transfer from the Royal Junior School with level 4+ is that all pupils will achieve at least 6 A*-C grades at GCSE including English and Mathematics and that the majority will achieve the EBacc and exceed expectations in relation to Progress 8, with performance in Attainment 8, exceeding local and national benchmarks.
- As full international boarding is phased out, some of the current issues around use of IELTS will be eliminated, and we will closely monitor outcomes of all groups of pupils (EAL, Disadvantaged, PP, gender, ethnicity to ensure that we are closing any gap)
- As below, we will continue to set aspirational targets in relation to the % of pupils attaining the top grades
- All projected targets will be regularly reviewed and expectations raised as pupils benefit from the all through approach

NB (Those with a statement/SEND may require a more flexible approach.)

KPI	Target 2015	2016	2017	2018
Percentage achieving 6 or more A*-C GCSE grades inc. En and Ma.	60%. (25% overseas EAL students taking IELTS)	65%	70%	75%
Percentage achieving the EBacc	40%	45%	50%	60%
Percentage of all grades A*-A	15%	15%	25%	40%
Percentage of all grades A*-C	80%	85%	90%	95%

Fig. D9: KS4 Targets

Additional targets:

- Positive Value added scores across all areas based on Yellis data collected in Year 10, plus Midyis data from Year 7, with appropriate progress made for those achieving expected outcomes from KS2-4 particularly in English and mathematics.
- We will ensure there is no significant gap in performance between groups of pupils, boys/girls, or those identified as disadvantaged.
- Retention to Sixth Form, at 75% in 2014 to be maintained or increased to 80% where appropriate for pupils.
- Minimal gap in attainment between those pupils joining the school at Y7 or Y9 and those who have been through the school from Junior phase.

Targets for the end of Key Stage 5

The Royal School has a reputation in pupils achieving well compared to expectations and having a positive value added residual based on ALIS data at the end of KS5. This is achieved in the main in the more challenging 'facilitating subjects' that the Russell group of universities favour. This will continue, but be flexibly managed for each pupil. Consequently initial targets for A level study are:

- 75% pupils achieving pass grades in 3 or more A levels
- 90% pupils achieving pass grades in at least 2 A levels
- Average point score per A level entry of 240 or exceeding national figures and outperform local non-selective schools
- Positive Value Added score for each pupil in each subject
- 30% of KS5 pupils achieving 3 A levels at ABB in facilitating subjects
- 50% of KS5 pupils achieving 3 A levels at ABB or higher, of which at least 2 are in facilitating subjects
- Continuing to outperform local schools in relation to the facilitating subjects and STEM
- No % gap in A level achievement between disadvantaged groups and other groups
- 60% pupils go onto study at Russell Group (or comparable globally) universities
- 90% of those looking to HE, achieve their first choice destination
- 75% of sixth form pupils taking the EPQ by 2018
- Absolutely no NEETS.

D2.6 Achievement of personal and social goals:

With the personal and social development of pupils being seen as outstanding in ISI in 2011 and validated by Durham EDS in 2014 we will continue to ensure pupils have:

- access to an excellent education with all pupils making & exceeding expected progress
- access to a rich, diverse range of activities in the co-curricular programme that are able to unlock pupil potential, including through our particular thrust in music, sport, CCF, pupil leadership, extended day
- targets that are aspirational in all areas of school life
- confident, positive relationships between pupils, staff and parents so that they feel safe and able to achieve..

Adding value through the above and our holistic approach to individual & community collaboration will be assessed by a range of quantitative and qualitative measures a sample of which are set out below;

- Registers through SIMS will monitor the participation, satisfaction and successes of pupils in the co-curriculum and through the house system (the breadth of activities for pupils will be monitored and balanced if necessary).
- Positive responses to 'Survey Monkey' online questionnaires with pupils and parents; feedback forms from wider staff in boarding; the School council meeting minutes and through listening to the peer mentors each term.
- The successful regular boarding forums and parent forums will continue and feed into the school development plan.
- The increased participation of pupils in community based work and an increase in use of school facilities by community groups
- The full range of pupils achieving success in instrumental grades, leadership qualifications e.g. DoE, higher level maths qualifications
- Monitoring the take up and impact of our outreach schemes and partnerships, including take-up of Black Country Children's university where the school will coordinate raising aspirations of primary age pupils in progressing to university, particularly where parents have not done so, master classes hosted by the Free school, but open to other local schools
- the impact of our extensive Alumni network in supporting the aspirations and opportunities open to pupils, including mentoring the disadvantaged
- the impact of the Pupil Premium spend

D2.7 Targets for pupil behaviour

The outstanding quality of behaviour and interactions between pupils and adults is a fundamental aspiration and long standing quality of the Royal School. (Ref our 'outstanding' judgement from EYFS to Sixth Form according to EYFS and Boarding Ofsted inspection (1/2013), ISI 2/2011 and the recent validated SEF by Durham EDS (9/2014). **The target is to remain 'outstanding' under a Section 5 inspection and to evidence this through such areas as:**

- The impact of our approach to rewards and sanctions (analysis of records)
- Analysis of House data & evidence of individual pupil success and engagement across all areas of school life.
- Maintaining exclusions (fixed or permanent) as a rarity and seen as the very last step in behaviour management and similarly bullying
- Continued and confident development of the pupils voice (school councils, extensive and valued peer mentoring
- Highly positive pupil and parent satisfaction surveys.

D2.8 Targets for pupil attendance for the school

- Figures for attendance of pupils are already considerably above national and local figures (99% Senior and 98% Junior)
- The target will be to ensure that we continue to outperform local and national statistics, maintaining our very high expectations of pupils' attendance and punctuality, and setting these habits from YR onwards. (Records will be reviewed frequently and meetings set up to discuss concerns with parents, carers and external agencies (Social services with CLA) where necessary).
- Attendance at co-curricular activities, compulsory and voluntary, house events and wider school occasions will be monitored through the SIMS database, as above, to ensure that no group of pupils is disengaged from these activities

D2.9 How the school will review success measures and targets regularly to improve the school's performance

- The Royal School will further enhance its MIS systems, to ensure that quality and timely data, analysis and application of findings inform all areas of school life (learning & teaching, monitoring the impact of spend, the ability of all line managers and the Governing Board to hold the school to account for the performance of pupils and the interlinked performance of staff). Our data sets will be further enriched by access to national data sets such as RAISE, OfSTED & other Data dashboards, so that we can benchmark the performance of pupils, staff, financial systems against best practice, with the intention of enhancing the outcomes for pupils.
- The new Faculty structure, SLT and key staffing structure and Governance arrangements will ensure far sharper lines of accountability, informed by high quality assessment data
- The Roadmap we are setting out, informed by our independent advisers and with clear success criteria and milestones against which we are held to account by Governors and, at all levels, will enable us to review impact against clear KPIs, and adjust strategy, as needed
- Training and development will be provided at all levels for staff and for governors (against a gap analysis) to ensure all concerned understand their role in transitioning to Free school status, and 'achieving outstanding'
- All systems and procedures, including the management of the Governing Body business will be kept under review to ensure that they continue to meet our changing needs. The work of the Data, Standards and Achievement Committee will be key to this, reporting back to the full Board to inform on-going strategy
- Performance management systems, quality of teaching, attendance and progress data, will all be interrogated and triangulated to ensure that all our pupils achieve aspirational goals.

Section D3 – A staffing structure that will deliver the planned curriculum within the expected income levels.

D3: 1. Delivering a staffing structure sufficient to deliver the curriculum plan

As a Free School, The Royal will put in place a staffing structure that delivers:

- Clear responsibilities, accountability and lines of reporting for each teacher in the school, which underline the expectation that; all staff will take ownership of ensuring that pupils in their care exceed expected progress, whatever their background and so that any potential gaps in attainment, engagement and take-up in academic subjects, sport, performing arts and school life as a whole between individuals and groups of pupils, including those considered 'disadvantaged' are effectively eliminated (D1:3.2)
- highly academically qualified staff who have the academic inspiration and pedagogic understanding to deliver a knowledge-rich curriculum across all phases;
- a sense of ownership across all academic, teaching assistant and non teaching staff, for the well-being and support of all pupils;
- a staff that is committed to the wider holistic, sporting, aesthetic and creative elements of our curriculum, and that commits to delivering this through our extended day;
- a school leadership structure that is fit for purpose and that holds to account and supports all staff, including Form Tutors, who will be the first point of contact, through the house system, in delivering their responsibilities for assessing, tracking, support and intervention across all groups of pupils;
- an SLT structure that allows school leaders to report effectively and rigorously on pupil and teacher performance, allowing the Governing Body to hold school leaders to account for their delivery against our agreed vision and targets.

- A ‘support for learning’ staff, guided under the support of the two SENCOs that supports the key aspirations of the pupils and staff and is valued by them in the work they do to enable pupils to achieve.

Our proposals for a revised SLT and middle management ‘Faculty’ structure build on recent success in change management while advancing new systems to deliver the vision for inclusive, whole-school achievement, in which all pupils are supported to excel, their progress monitored, and in which the attainment gap is effectively closed. These structures will ensure that Governors and school leaders have the tools at their disposal to evaluate the school’s performance in meeting the targets set out in D2 above, and to respond pro-actively to enhance performance where necessary.

Key shifts reflected in the revised “Faculty”, and leadership and management structure include:

- Enhanced and more manageable lines of accountability and opportunities for peer learning and shared practice across single subject disciplines, as numbers build
- Greater coherence across subject fields, including a clear focus on STEM and maths and enterprise with the intention that higher maths’ skill development will underpin all faculties, in the same way as literacy does
- Increased rigour in the effective development, implementation and monitoring of strategies to ensure that learning and teaching are effective across all groups of pupils, under the leadership and line management of the DH for Curriculum, Learning and Teaching, who has overview of the increased SEN and other support teams, and enhanced MIS systems
- A key shift in the role of the DH pastoral to overview/monitoring of pupil progress and wellbeing (academic, co-curricular and more broadly), informed by the vertical House Leads who manage the key tutor roles, and new posts in both Junior and Senior phases to monitor ongoing pupil progress and support key points of entry and transition, and outreach
- Effective change management, informed by ongoing professional development of staff through the CPD and HR post, supported by greater community engagement and admissions posts

A well-balanced Senior leadership structure which brings together all the key areas of change and can be held to account by the Governing Body.

D3: 2. Outline of Leadership roles

The Royal SLT will consist of the Head, to whom the Junior School Head, the Deputy Head-Curriculum, Learning and Teaching, Deputy Head Well-Being and Co-curriculum, the Finance Director, and Director of Staff Development/HR and Communications will be directly accountable from 2014 onwards. As we move towards capacity, the School will progressively appoint Assistant Heads, for Data and Systems; Transitions and Guidance; Pupil Progress EYFS/KS1 and Pupil Progress KS2. The existing marketing role (co-opted SLT role) will be refocused around community engagement. There will be four faculty heads in the Senior phase to allow for better accountability within specialist areas of the curriculum. A new role of Assistant Head Data and Academic Systems (see above) will support the collection, analysis and distribution of timely, accurate and analytical data for a variety of purposes including informing progress, reporting to parents and governors and the SOS, which is currently carried by the DH for Learning and Teaching.

The points below focus on roles related to the Free School proposal; other day-to-day management functions are not listed here.

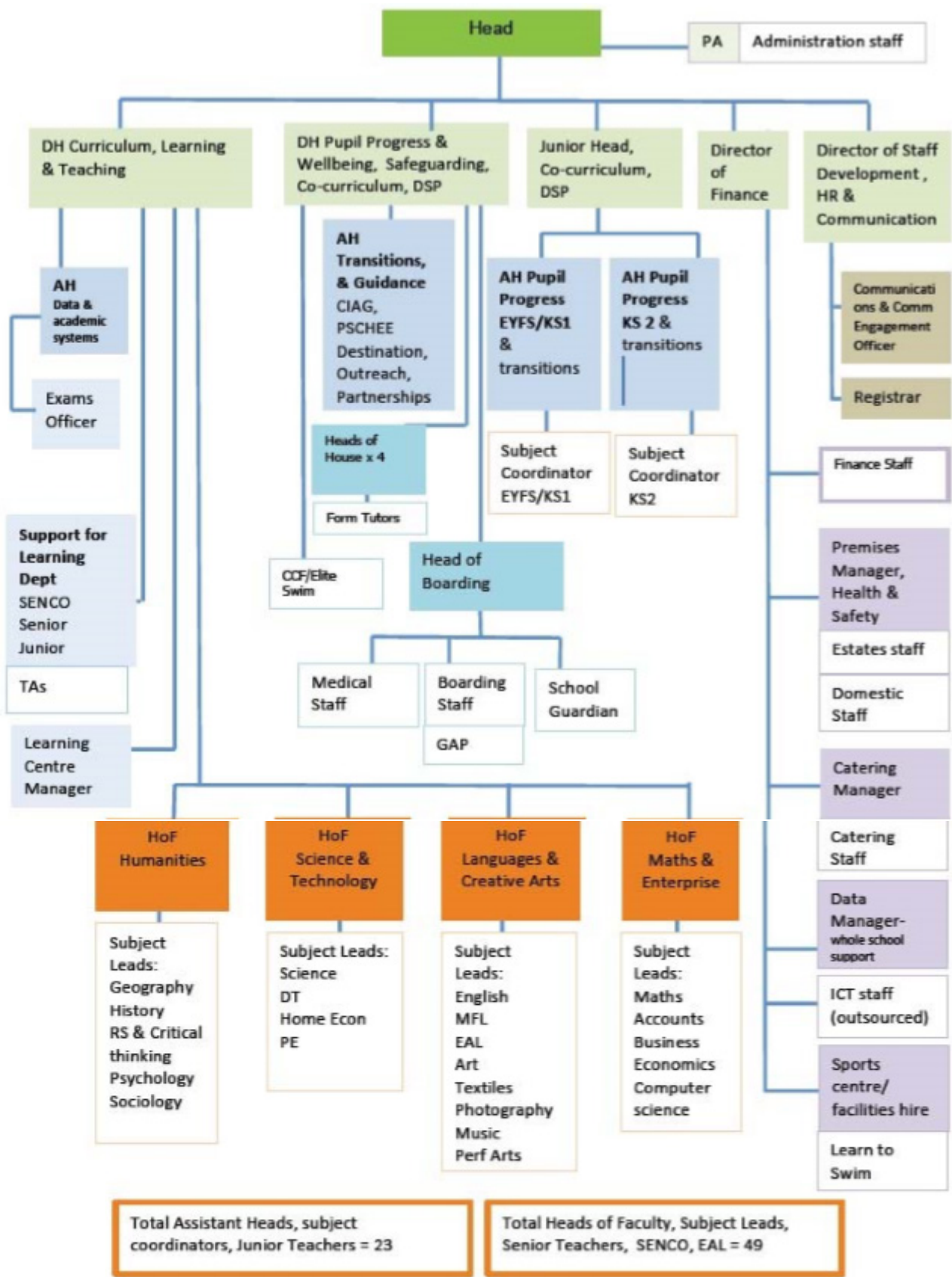


Fig. D10: Proposed organisational structure

The Royal's Head will be the inspiration for the Free School and set its tone, ethos and vision. The key aspects of the **Head's** role will include:

- establishing the Free School ethos and setting out the vision for Free School policies within school and in the wider community, including the aspirational approach expected of all pupils and staff;
- overall strategic leadership of the Free School, school self-evaluation and the whole school Development Plan to ensure effective transition and move the school from 'good' to 'outstanding';
- being accountable for the delivery of the Free School vision to Governors and other stakeholders (Our Free School patron, the Earl of Wessex, parents, pupils, community, SOS/Department);
- leading delivery of the road map to 'Outstanding' under OFSTED Section 5 criteria;
- financial accountability, as the Chief Accounting Officer;
- setting standards of professional management, teaching and pupil monitoring;
- line and performance manager of the other members of the SLT, and ensuring a consistent application of Free School policy across all areas of work;
- ensuring governors have the right information to support and challenge the SLT and perform their 3 key strategic functions, as set out by Lord Nash in his letter to all Chairs;
- responsible for meeting agreed performance targets for the whole Free School;
- oversight of performance management;
- promoting collaboration at classroom, leadership and governor level;
- building strong links and partnerships in the community and working with the AH transitions and guidance to ensure that positive professional relationships are in place with all stakeholders.

The **Deputy Head Curriculum, Learning and Teaching** will:

- set the educational ethos of the school from 4-19, lead and manage teams of staff to ensure progress, attainment and achievement in all areas is consistent with the aspirations of the school.
- have oversight of the work of the four Faculty Heads, and will in practice work closely with the AH Data and Academic systems and the subject leaders to deliver excellent outcomes through robust curriculum and assessment processes.
- have overview of their close work with the SENCOs (Senior and Junior) and all related TAs and EAL staff to ensure that the best practice in supporting pupils of diverse needs is in place, and that staff are delivering their responsibilities for all groups of pupils.
- develop the challenge-based pedagogical approach across the Senior phase, performance management system and will work closely with the Junior School Head to ensure that the creative, cross-disciplinary, all-through approach continues to support and invigorate the knowledge-led curriculum, across the Junior-Senior phase transition and through to Sixth Form.
- the DH will have overall responsibility for the EPQ, ensuring that take-up meets our target of most pupils in the Sixth Form benefiting from this qualification and approach to independent learning.
- jointly, as above, lead the school's developing policy on Able, Gifted and Talented children, rolling out a challenge programme that stretches the most able and enriches the work of all young people in the school through a wide range of intellectually, sporting, cultural and aesthetically driven activities in the extended day.
- oversee Induction arrangements for new teaching staff and new pupils.

- oversee the Senior phase staff Inset programme of professional development and peer mentoring, and Junior/Senior liaison sessions

The **Deputy Head Pupil Progress, Well-being and Co-curriculum** will:

- hold overall responsibility for the School's wider aspirations for enabling pupils to make effective progress through the KSs and examinations up to university entrance.
- have oversight of KS3, KS4 and KS5 Progress and transition leaders, subject coordinators, faculty heads in ensuring the effectiveness of their weekly Progress group meetings, which devise strategies to meet pupil needs and which will be a key element of the role, in close liaison with the DH for Curriculum, Learning, and Teaching, as appropriate.
- ensure that the rich and varied co-curriculum challenges, enriches, builds character, resilience and self esteem, and creates joy in the experience of pupils in a wide variety of activities during the extended day.
- manage the vertical house system of four House Heads, each with a team of form tutors in the key phases in order to create a sense of belonging and ownership that will support their personal and academic development, monitoring attendance and other factors, with older pupils (and other designated mentors) providing a strong mentoring influence.
- have overview of CCF, an important and compulsory element of school life in the Senior phase.
- ensure that a full programme of adventurous opportunities, Elite Swimming and broader personal development activities are in place, which reflect the wider intake's needs and talents.
- be the DSP with responsibility for Safeguarding overall, CLA and liaison with LA and SENCOs as regards these pupils and have responsibility for ensuring that structures which support children who attract the Pupil Premium are delivering impact effectively
- liaison with LA and other agencies to build stronger links with families in support of children who attract the Pupil Premium
- will oversee the Head of Boarding, who in turn has a team of houseparents to provide a safe, family-based experience for the young people from the UK and EEA
- will oversee the organisation and impact of the Day Boarding and wrap-around approach, which is key to the Free School vision.

The key aspects of the **Junior Head's** role will include:

- pupil well being and progress in the Junior School;
- successfully inducting the Free School intake from Reception upwards;
- reviewing and updating those Free School policies which are specific to the Junior School;
- oversight of EYFS/KS1 and KS2/transition to KS3 Assistant Heads, ensuring effectiveness of their weekly Progress group meetings, which devise strategies to meet pupil needs;
- oversight of the Junior SENCO;
- overseeing Junior School curriculum policy and assessments to ensure that a full and up-to-date curriculum and testing arrangements are in place, that meet statutory requirements and deliver outstanding progress and attainment for all groups of pupils within our Free School vision;
- ensuring that the Junior School continues to offer a wide range of extra-curricular activities and a high standard of pastoral care;
- maintaining appropriate communications with parents of pupils in the Junior School and supporting parents of pupils who are new to the school in helping their pupils access the curriculum and make at least good progress;
- being accountable to the Head and to the Governing Body on all matters affecting the Junior School and on the impact on pupil progress and attainment
- ensuring that all pupils, whatever their starting points acquire high levels of literacy and

numeracy, and are “secondary ready”

Junior School Head and **Deputy Heads** hold delegated responsibility from the Head for curriculum, learning, teaching and pupil progress and well being across the School and have day-to-day oversight of the running of the School. In the immediate short-term, prior to the appointment of the full complement of Assistant Heads, both Junior School Head and Deputy Heads will take responsibility for ensuring the effectiveness of the new working groups that deliver robust reports on pupil progress (see below).

The key aspects of the **Director of Finance** role will include:

- providing strategic guidance, leadership and management of the School’s finances, supporting and enabling its educational aims and ethos;
- overall responsibility for the preparation and monitoring of the annual budget for approval by the Governing Body;
- benchmarking the School’s financial performance against other academies;
- ensuring compliance with current legislation, the Academies Financial Handbook and the requirements of the relevant regulatory bodies;
- informing and ensuring strict compliance with the school’s agreed scheme for financial delegations
- procurement – ensuring that ‘best value’ principles are applied to all appropriate purchasing decisions and that there are no conflicts of interest;
- preparation and maintaining the School Risk Register;
- income generation – showing entrepreneurship in maximising income; researching and advising on fund raising, grants and sponsorship;
- management of facilities and premises, catering; sports centre and facilities hire and a strategic role in developing, supporting and monitoring the work of the premises, catering and finance teams.
- overseeing the strategic and day-to-day work of the Data Manager who organises data for the management of administration, curriculum and well-being throughout the school.

Director of Staff Development, HR and Communications

- Developing best-practice HR policies and processes that ensure changes and growth in school capacity are properly resourced and well-supported
- Developing staff development schemes for teaching and non-teaching staff and to ensure that staff remain professionally up to date, in liaison with the relevant DHs
- Introduce improved staff development policies that maintain the ethos of the School in an effective and efficient manner
- Oversee and advise on the effectiveness of all structural changes with regard to staffing
- Ensure that arrangements for performance management and the link between outcomes and pay policy are fully implemented and kept under review for effectiveness/impact.
- Oversight of the effective communications with parents, governors, staff, stakeholders, alumni and wider communities on all matters pertaining to the success of the school, through line management of the key post holders, including compliance with the Admissions Code.

As well as being in significant strategic roles, therefore, Senior leadership will be high-level operational practitioners. They will be the core of the Free School and will be the main vehicle for its continued success, reporting to the newly constituted Governing Board. The team will be responsible for monitoring and reporting on progress towards targets as well as agreeing the best ways to share practice within the Free School and promote collaboration outside of the school.

The **Assistant Head Data and Academic Systems** will hold overall responsibility for ensuring that SLT and Governors are able to interrogate the School's rich data on pupil performance, not just at the 6 main assessment points, but throughout the year in a timely and manageable manner. S/he will hold Heads of Faculty, Heads of House and Form tutors to account for applying the data in order to deliver effective oversight of the progress of individual pupils and different groups of pupils in their care, supporting the Deputy Heads in setting out strategies to ensure that appropriate support and interventions are in place. S/he will further:

- report to the Progress agenda of the SLT on overall patterns of achievement, fluctuations in data and areas where support or intervention are needed;
- ensure a consistent and rigorous approach to data monitoring throughout the school and by the Governing Board and its Data, Achievement and Standards sub committee;
- set out the whole school timetable;
- have oversight of EYFS, KS1, 2 and 3, GCSE and A-level options processes;
- have academic oversight of the School's Management Information System - SIMS; and provide in-school training to staff where required
- line-manage the School's examinations officer.

The **Assistant Head Transitions and Guidance** will hold overall responsibility for

- liaison with feeder primary schools
- external and impartial careers advice and guidance
- liaison with our local partnership universities
- the external aspirational speaker programme as part of the co-curriculum
- Post-16 choices and guidance programme of internships, work related experience and UCAS advice including Children's University from KS2, careers information from Y 8 and the Wednesday afternoon 14-19 programme of community service, sport and wider enrichment activity
- oversight of the PSHCEE programme developed and administered by the Heads of House and form tutors
- monitoring of all destinations to university, F/HE, employment with training, ensuring no NEETs (Not in Education, Employment or Training).

In the Junior school there will be two **Assistant Heads – Pupil Progress and Transitions** at EYFS/KS1 and also KS2. They will take responsibility for:

- Liaison with local pre-schools, families and nursery settings, local primaries to ensure smooth transition of information from each setting.
- Using diagnostic tools to identify any specific needs of individual pupils and groups of pupils
- Coordination of the core programme of literacy, numeracy and science in their respective phases.
- Monitoring pupil progress using internal and external data, benchmarked against national and in-house trends; developing best practice from external sources, teachers, TAs at the regular assessment points
- Planning and communication of the interventions for particular children and groups of children, along with evaluating impact
- Liaison with Junior SENCO in the deployment of TAs for extraction, inclusion and enrichment.
- Preparing the pupils for the next phase of education by liaising with subject coordinators, assistant heads in the next phase and deputy Heads in the Senior phase to ensure smooth transitions so that pupils continue to excel and exceed both internal and external benchmark expectations.

Subject coordinators, who will have responsibility for planning and delivery of the foundation subjects for each phase, will support these two posts.

At middle management level, **Faculty Heads** will be in place at the time of conversion. These middle leaders will each manage a team of subject leads who have day-to-day responsibility for the academic management of individual subjects and are accountable to the Deputy Head Curriculum, Learning and Teaching on matters pertaining to pupil progress, attainment and curriculum matters more generally that relate to curriculum areas. They will also promote the further development, coherence and rigour of specialisms within the academic programme, through a performance management role, and promote the specialisms through oversight of related outreach, work beyond the classroom and to more broadly enrich the experience of the pupils.

In managing pupil progress and well-being the four **Heads of House** (named after Royal Houses) will manage a team of Form tutors who will oversee the day-to-day progress of pupils in a holistic manner that will take account of their academic progress, well-being and attendance and contribution to the co-curricular life of the school. They will work with the Assistant Head Transitions and Guidance to ensure smooth transitions from each phase so that careers, outreach programmes, mentoring, partnerships with local universities and applications to university and the world of work are effectively managed for each pupil and group of pupils so that there is no difference in outcome for disadvantaged pupils. They will link with the relevant DH with regard to the impact and effectiveness of the extended day, day boarding and wrap around care.

The **Head of Boarding** will oversee the smooth organisation, running and evaluation of the boarding houses and their associated house parents and assistants. They will also manage the medical staff based in the Medical Centre to ensure effective care of pupils through medical systems, counseling services and liaison with external agencies if and when required.

D3: 3. Progress Groups

In order to ensure a fully joined-up approach, five new 'Progress groups' will be set up, meeting weekly, under the general oversight of the Junior Head and Deputy Head Pupil Progress and Well-being. The Assistant Head – Transitions and Guidance will oversee staff responsible for each year group/KS, who are managed under the aegis of the Heads of House. Each Progress Group will be led by a Head of House and will be attended by form tutors in each KS. One member of the SLT will attend each group meeting, enabling a full-school awareness of detailed issues affecting different pupils and groups of pupils at each KS to be shared across the whole SLT.

The SLT will have as a standing item at its own weekly meetings a Progress Review agenda, which will receive focused reports from these Progress groups. This Progress agenda will be attended by the Senior SENCO and will allow School leaders to make weekly observations and whole-school decisions based on the data and information presented through KS Leaders. Once in post, the AH Data and Systems together with the Deputy Head Curriculum Learning and Teaching will assure the work of the 5 KS Leaders feeding up to SLT; until that point, the channels between Progress groups and SLT will be maintained by the Deputy Head (as set out earlier), Junior Head, Senior SENCO and Head.

The five Progress Groups will receive periodic visits from members of the Governor-led Data, Standards and Achievement Committee, which holds delegated responsibility for keeping the performance of all groups of pupils under review. Thus the Data, Standards and Achievement

Committee will have close insight into the way in which the School is meeting targets in tracking, monitoring, supporting and evaluating pupil progress, as well as receiving twice-termly reports from the School's data systems and SLT.

D3: 4. Leading Learning Group

The existing Leading Learning Group, led by the Deputy Head Curriculum, Learning and Teaching, has been established to share innovative practice in the support and extension of pupils and sharing of best practice in teaching. All Faculty Heads will be expected to attend and membership will extend across the phases of the 4-19 school. As part of this process, using the data already collected on teacher performance, outstanding teachers will be assigned as mentors to existing staff in need of further development, and middle leaders will be trained to observe, support and where necessary, coach staff within their area in need of further development, as well as to implement induction programmes for new staff. This will include arrangements for TAs and all learning support staff

D3: 5. Staff development and training

The Head and SLT understand the need for a considerable amount of professional development to ensure that the whole School is confident in facing the challenges ahead. To emphasise the importance of this a new post of Director of Staff Development, HR and Communication is to be created to oversee staff development in teaching and non-teaching staff. Accordingly the School will investigate the opportunities in entering into a Service Level Agreement with a suitable provider in order to provide specialist advice at a variety of levels, to help devise a roadmap to OfSTED readiness and in the short term to continue to validate our Section 5 SEF. The relationship already developed with Durham Educational Services (EDS) for the recent evaluation of the SEF, is being developed in order to produce a 'roadmap' for staff development. Throughout our relationship with EDS [REDACTED]

The Professional Development Policy will be an essential part of the Free School's Improvement Plan serving its main objectives. The overall aim of Free School CPD will be to support all Free School staff to continue to support and challenge learners ensuring continued high standards of attainment across all groups, with growing awareness of different needs, and a sense of how the curriculum and co-curriculum can be adapted and enhanced strategically in response to the School's growing capacity. Staff may also have access to a wide range of internal and external development opportunities, including networking opportunities presented by the EDS programme.

We have identified the following areas where we need to enhance our own teaching and support capacity, building on current good practice.

- Preparation for the transition to Free School Status;
- Target Setting: Whole School, Cohorts, Departments and Individual Pupils;
- Using pupil data to monitor pupil progress;
- Further differentiation in planning and delivering lessons;
- Performance Management in an Academy;
- Inclusion and managing a broad range of student needs
- Understanding the OfSTED school inspection process
- Training and developing Governors.

D3: 6. Phased Growth

This table shows proposed growth to steady state, in 2020-21. Full costings and the 70% model (and its rationale) are set out in section G below. The growth in teaching staff from 2015 to 2020-21 reflects the working through of full year groups, with need to add extra teaching in subjects

such as science, as the school moves to its full capacity. In terms of key SLT posts, the majority (the two Deputy Heads, the Director of Staff Development, HR and Communications, the Director of Finance, Head of Junior Phase) is already in place, and their roles and responsibilities are being re-cast, as needed from this term onwards. The Data Manager post and other such roles are already being advertised, supported by our additional pupil numbers. We therefore have sufficient capacity and contingency arrangements in place to take forward the Free School transition, should numbers falter in any way during the process, and will exercise due caution in making new appointments to ensure they are secured by the additional growth. The current trend, however, is that we are still receiving applications and evidence of extreme demand on a daily basis.

	Sept 16	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22	Sept 23
Number of pupils on roll	1005	1068	1134	1198	1246	1259	1259	1259
SLT role								
Head	1	1	1	1	1	1	1	1
Head of Junior School	1	1	1	1	1	1	1	1
DH Curr/Learn/Teach	1	1	1	1	1	1	1	1
Director of Finance	1	1	1	1	1	1	1	1
DH Pupil Progress	1	1	1	1	1	1	1	1
Director Staff Dev/HR/Comms	1	1	1	1	1	1	1	1
AH Transitions/CIAG	1	1	1	1	1	1	1	1
AH Data and Systems	1	1	1	1	1	1	1	1
TOTAL SLT	8	8	8	8	8	8	8	8
Total teachers including Faculty Heads, and with timetable reduction taken into account for specific responsibilities/roles	59.3	60.6	62.1	65.2	67	67	67	67
Pupil support	23.1	24.6	26.1	27.6	29.1	30.6	32.1	33.6
Administrative	18	18	18	18	18	18	18	18
Premises	20	20	20	20	20	20	20	20
Catering	20	20	20	20	20	20	20	20
Other (Boarding, Medical, Laundry)	15	15	15	15	15	15	15	15
TOTAL	163.4	166.2	167.2	171.8	174.1	175.6	177.1	178.6

Fig. D11: Staffing growth model to steady state 2016-2023

Section E: Evidence of need – part 1

E1 Valid evidence that there is a need for this School in the area

	2016				2017			
	A	B	C prospective	D	A	B	C prospective	D
Reception	75	39	48	116	75	39	32	95
Y 1	75	24	297	428	75	24	50	99
Y 2	75	25	111	181	75	25	297	429
Y 3	75	25	106	175	75	25	112	183
Y 4	75	25	118	191	75	25	106	175
Y 5	75	25	89	152	75	25	118	191
Y 6	75	40	108	197	75	40	89	172
Y 7	92	24	268	389	92	24	108	143
Y 8	92	29	367	430	92	29	268	322
Y 9	88	22	67	101	100	22	367	389
Y 10	54	34	52	159	89	34	67	113
Y 11	36	28	31	164	54	28	52	148
Y 12	57	71	8	139	59	71	31	173
Y 13	61	50	33	136	57	50	8	102
Totals	1005	461	1703	169	1068	461	1705	160

Fig E1. Evidence of Demand – Number of Responses Analysis

- **Column A** shows the proposed number of places in each year group for 2016 and 2017.
- **Column B** shows the number of children already on roll at The Royal as of 30 September 2014.
- **Column C** shows the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- **Column D** shows the total demand (column B + column C) as a percentage of the places available (column A). *i.e.* $D = ((B+C)/A) \times 100$.

Section E: Evidence of need – part 2

E1:1 Data Analysis

From 26 June 2014, when the announcement was made, up to 30 September, The Royal has collected evidence that 1,490 prospective families, representing 1,734 children would choose The Royal as their first choice school. In addition, the parents of 179 children (including weekly boarders) currently at the school provided evidence that The Royal would remain their first choice. Full birth date data was received, enabling analysis by year group. Genders have been very balanced with 52% boys and 48% girls.

This has been a very short period to receive this overwhelming interest in the school. We are aware that there is a basic need for places in Wolverhampton caused by:

- Mobility of families into the area attracted by the economic benefits resulting from the £1 billion pound regeneration programme.
- The demographic and population trends of the migrant population contributing higher than average birth rate.

This is evidenced in Section C and from the Wolverhampton Council's Data Pack July 2014 where they state, 'Reception places are urgently required to simply ensure that a school place is available for every child that requires one, this precludes any notion of choice or preference and does not offer any surplus to cater for fluctuations in demand'. The Royal will continue to capture this data for children eligible for Reception in 2016 and 2017 as part of their communications and marketing moving forward, targeting Surestart Centres, nurseries and playgroups.

Under our proposed draft Admissions Policy, future capacity will be at three forms per year group from Reception to Y6, four forms per year group for Y7 to Y11, and five forms for Y12/13. The main points of entry into The Royal will be:

- Reception: PAN of 75 day pupils
- Y7: PAN of 12 day and 5 boarding pupils, capacity for 87 day pupils including those transferring from the Junior School.
- Y9: PAN of 8 boarding pupils
- Y12: PAN of 7 day and 18 boarding pupils, capacity will be 125 total pupils including those transferring from Y11.

There is an overwhelming demand for places in the School indicating that the current school roll of 461 aged 4 – 19 will grow to capacity of 1,259 pupils by 2021, providing an additional 798 places. Since the announcement in June 2014, that the school would be applying to become a Free School, the Junior School numbers have doubled, opening two new forms one in Reception and one in Y6, demonstrating the contribution The Royal is already making to meeting local needs (see Section C). The indicated demand for places in the Senior phase will enable controlled growth from Y7 upwards until the School reaches capacity in 2023.

Attendance at the School's Open Days in September was indicative of this overwhelming demand, with over 300 new families with some 500 children, across all age groups. 64% of the evidence was gathered by The Royal, on-line and in hard copy at events including Open Sessions, Pop-up stands and people visiting the School. This was augmented by market research, enabling the message to outreach to the identified local areas of deprivation in the short timescale available.

E1:2 Respondents and their Location

The 'first choice' Evidence of Demand responses came from the following postcodes:

Postcode	Number of responses	% of total	Postcode	Number of responses	% of total
WV1	62	4	WV11	64	4
WV2	128	8	WV12	16	1
WV3	255	17	WV13	34	2
WV4	295	20	WV14	88	6
WV5	35	2	B postcodes	22	1
WV6	144	10	DY codes	80	5
WV7	1	0	ST and TF codes	17	1
WV8	18	1	WS codes	18	1
WV9	12	1	Unidentified	25	2
WV10	176	12	TOTAL	1490	

Fig E2. Evidence of Demand – Postcode Percentage Analysis

- The School's postcode is WV3 OEG. The largest number of Evidence of Demand questionnaires came from prospective families in WV4, WV3, WV10 and WV6, all in close proximity to the school.
- In the last Indices of Deprivation 2010, the 10 most deprived areas in Wolverhampton which all fall within the top 5% most deprived areas nationally and have been identified as:

The Scotlands; Fallings Park; Low Hill/Bushbury; Ettingshall; Bilston East; Heath Town; Graiseley; East Park; Bilston North and All Saints.

- These LSOAs, have been related to postcodes (source doogal.co.uk) and the demand responses analysed. Of the total 1,490 responses, 938 responses, (63% of the total) have been received from prospective families living in these postcodes.
- The majority of postcodes are within 3 miles of the School demonstrating the demand for a Free School to serve the local community and children eligible for pupil premium, with an additional amount of demand for places from children from the wider region. This interest endorses The Royal's commitment to serving the local community and children in receipt of the pupil premium.
- The map below shows the number of prospective pupils who live within commuting distances of the proposed Free School shown as 1 mile distance (inner circle); 2 mile distance (middle circle) and 3 mile distance (outer circle).



Fig E3. Postcode Analysis of prospective pupils within a 1, 2 and 3-mile radius

E1:3. Prospective Parents – Making an Informed Decision

The Royal's Communication Plan and Strategy was set up to ensure that the widest community has heard and continues to hear about the vision of the School to become a Free School. The School has endeavoured to engage people through public sessions, the distribution of printed materials, editorials, advertising, social media, and community events.

Furthermore, communications were designed to target specific segments of the community from current parents, to alumni, prospective parents and the wider community. The Royal School

website has also been a key communication tool and a microsite was developed to specifically inform the various audiences. Administrative staff have been trained to deal with the overwhelming positive response and increase in enquiries.

E1:3.1 The Brochures

Four brochures were designed to communicate the educational vision of the Free School, help parents, alumni and the wider community understand the bid process and to answer any questions they might have. These were distributed by hard copy, many hand delivered to local areas, as well as by email, and online through the website. Parent sessions were announced and key FAQs listed.

For current parents: [For Day Pupils](#)
[For Boarding Pupils](#)
For Alumni: [For Old Royals](#)
For the wider Community: [Community](#)

E1:3.2 The Evidence of Demand Questionnaire

The questionnaire asked current and prospective parents their child's name, child's date of birth, child's gender, entry year and year group, day or boarding, email address and postcode. It then specifically asked parents if they:

'Would select The Royal as first choice for my child' OR
'Have an interest in finding out more information about the School'

Comments from prospective parents from the on-line enquiry:

- **E1:4 Forecast of shortage of places; need for choice and diversity**

Wolverhampton has seen very significantly raised levels of pupil demand particularly for primary places recently and this is projected to accelerate. At secondary level, where pupils have greater mobility and are not divided into planning areas, levels of demand for secondary provision are similarly predicted to increase significantly over the medium term. The full details and statistics are covered in Section C and Annexes (Annex 3 Wolverhampton Data Pack 2014).

E1:5 Summary of the Standards of Schools in 2011-2013

The Royal has outperformed local primary schools at KS2 and shown strong performance at GCSE in comparison with Wolverhampton schools and national standards for 2011-2013, as shown in Section F7. The Royal's consistently strong performance at A level, GCSE and KS2 is covered comprehensively in Section C: Raising standards.

Section E: Evidence of need – part 2

E2: Successful engagement with the local community

E2:1 Communications Activity

A Communications and Marketing Strategy was drafted to ensure that all groups were identified, prioritised and informed. Activities will continue with the local community, particularly to engage families from more disadvantaged backgrounds. As a boarding school, this engagement must also take place across a larger region and will include a focus on Forces' families as well as CLA. A strong marketing plan set out clear communications for different stakeholders, including present and prospective parents and pupils, local politicians and community leaders and prospective and potential parents and pupils. This was achieved through diverse channels:

E2: 1:1 Parent Sessions at The Royal

A comprehensive programme of open sessions chaired by the Headmaster were extremely well attended by current parents who listened to the vision at the heart of the application, and had the opportunity to ask questions about the changes.

E2:1:2 The Microsite and Public Sessions

A special website and changeable pop-up banner were designed to inform people of the School's vision. A series of public meetings was scheduled and announced on the website via banners, through local press and the School's Learn to Swim programme which caters to the wider Wolverhampton Community. 1,350 local children use the School's swimming centre and all members were invited to a session by email.

E2:1.3 Pop-Up stands and Community Visits

The School has attended community events such as Play Day in Bantock Park, engaging children and parents and informing them of our vision. Over 60 completed our 'Evidence for Demand' questionnaires and registered their interest as a result. The Royal also set up pop-up stands in the city's main shopping centre, the Mander Centre, again to engage wider section of the community, resulting in 80 'Evidence for Demand' questionnaires. More of these events are planned for the future and are incorporated in our communication plan.

E2:1.4 Advertising and Editorial

A series of 'Free School' advertisements and editorial copy were published in the local press, including a double page spread in the Express and Star. Features on regional television and radio, together with social media have provoked a huge positive response, evidenced by the subsequent public session attendance and phone and website enquiries.

We have focused on communicating the vision to parents whose financial circumstances would have precluded them from coming to The Royal in the past – as shown below (Section E2:2).

The response has been overwhelming as demonstrated in the Evidence of Demand *Fig.E1*. In 16 weeks, 1,490 families (representing 1,734 children) new to the school, indicated their interest in sending their children to The Royal. This has been mirrored by a very significant increase in the registrations for places from September 2014.

E2:2 Focus on Children from Disadvantaged Background

The historic and on-going commitment of The Royal to inclusion, accessibility and to the power of education to effect change and social mobility is evident from the number of children who the school and its Foundation have supported, over time, through bursaries and financial assistance and detailed in Section E. Between 55% and 64% of those pupils given assistance over time

have been drawn from the specific areas of deprivation identified in the Indices of Deprivation 2010.

The Foundation is still a very important part of the School and this will continue in its charitable status. The Old Royals have been supportive of the announcement and want the Foundation to provide even more children from the local area the opportunity for a stable environment and education. These alumni also offer opportunities for pupil mentoring, the introduction to, and experience in, a breadth of work scenarios, which together with shared experience and history, will raise the aspirations of The Royal's pupils and give them a sense of their place as part of the school's heritage.

Because of the School's success with CLA pupils, The Royal has long held constructive relationships with the Local Authority in Wolverhampton and more widely in Sandwell and Dudley. The Head also belongs to the WCSB representing the city's independent schools. The LA's strongly support the application in terms of broadening local choice and diversity, raising aspirations and outcomes (see Annex 2 for letter of support).

The Royal will be working in partnership with Wolverhampton University to implement the Black Country Children's University, to inspire young learners and their families about wider opportunities within their community for learning (see Annex 4 University of Wolverhampton letter).

To target specific areas of the city, particularly deprivation areas, the Royal has organised pop-up stands in local parks and shopping centres. The School will continue to do pop-up stands and also distribute brochures to libraries, community centres, supermarkets, churches, temples and mosques. The School will also take part in local religious festivals and community fairs where possible.

The School will work with local children's groups, particularly in the Bilston and Goldthorne areas of the city, as well as bringing these groups into school for learning experiences. A modern language fair and maths competition are planned in the autumn term. Sixth Form evenings will be hosted together with careers conventions. Old Royals will be encouraged to start a series of lectures and work experience programmes in the local community.

The School's annual Harvest Festival will be a unique opportunity for our students to go into the community, targeting food banks in the local areas of greatest deprivation. Our performing arts concert are also unique opportunities for us to invite primary schools and care homes to The Royal whilst our choirs are already scheduled to sing in various venues in the local community. Primary school pupils will be invited to come in and use our pool and other sports facilities.

We are also developing a new summer school programme in partnership with King's Camps (D1:3.2). Their Supporting Families programme provides free or subsidised places to children living in difficult or disadvantaged family circumstances.

The success of our outreach to families living in areas classified in the Indices of Deprivation 2010 is evident in that 63% of the Evidence of Demand responses has been received from families living in the ten most deprived areas of Wolverhampton.

E2:3 Admission of Children Attracting Pupil Premium

As part of our inclusive vision of education, pupils who are eligible for Free School meals will be prioritised within the oversubscription criteria in the draft Admissions Policy, irrespective of their distance from the school this is completely endorsed by recent research published on the 6th

October by the Institute of Fiscal Studies who have found that '*deciding school admissions on distance between home and school is the major driver of educational inequality between rich and poor*'.

E2:4 Moving Forwards

The School has had three Open Days in September; the overwhelming number of families who attended are recorded in Section E1.1. Further activity is planned in the wider community, targeted at children from disadvantaged backgrounds:

- Further whole school Open Events and Sixth Form Evenings.
- Free School bulletins by e-mail, newsletter, social media and a School App for all those who have registered their interest.
- Developing links and organising joint activities with playgroups, nurseries, Surestart Centres and junior schools in the local area.
- Continuing 'roadshows' and 'pop up' sessions at the city centre Mander Centre and Banstock Park Playdays.
- Planned School events, such as the MFL competition, Dance Festival, Swimming Gala and Choir visits.

E2:5 Boarding Pupils

The vision for the School requires a sustained campaign of attracting evidence of demand for boarders to the School. Activities will focus on HM Forces and CLA and include:

- Advertising at RAF Cosford and Shrewsbury
- Inclusion in the Shropshire Service Community Guide
- Develop relationship with HIVEs and bases near the School, i.e. Cosford
- British Council Fair Participation
- Taster Boarder events
- Promotion of the Elite Swim Club
- Continue to build on our work with Local Authorities re CLA
- Host regional events for pupils during Easter

We will provide regular updates on the Evidence of Demand as the application progresses.

F1 (a) Pre-opening skills and experience

The School has in place an expert Steering Group, incorporating robust educational and financial expertise, alongside other relevant disciplines with delegated powers from the Governing Body to manage the application process and the transition from an Independent school to a Free School. Set out below are details of this team and its network of support.

Name	Core? (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	20+ hours voluntary **
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6 hours voluntary

					As required. Staff
					6 hours voluntary

					As required. Staff

					As required. Staff
					As required. Staff

					As required. Staff
					As reqd. Paid

					As reqd. Paid
					As reqd. Paid
					6 hours voluntary

Notes:

- 1) * Free School Steering Group: the predecessor school's Governing body has set up a Steering Group to pursue and oversee all aspects of the Free School application in order to successfully manage the transition to opening as a Free School and secure the Funding Agreement with the Secretary of State for Education. The group is made up of 4 Governors, 5 SLT members and a project manager who bring a broad range of skills, professional, business and financial acumen and educational expertise. Additional members are co-opted as a need for additional expertise is identified. Paid legal and capacity management (buildings) advice is obtained as needed

- 2) ** The Governor members of the Steering Group have a proven record of commitment to the School and give freely of their time and expertise. They are aware the demands on their time may increase further during the transition process. They are taking forward a long history of responding innovatively to future needs in a supportive manner and are absolutely committed to the Free School vision.

F1 (b) Skills gap in pre-opening

The School maintains a Governance skills matrix that identifies required skills and attributes and is used to determine and prioritise criteria for Governor selection. Governors are more fully aware of national expectations and the thrust of OfSTED criteria and are developing a roadmap of induction, training and development to ensure the governing body has the requisite skills and experience in place, and fully understands its 3 core strategic functions, as set out in the national guidance to all Chairs of Governors have a 5 year tenure (moving to 4). The Board may co-opt up to 4 Governors for particular projects or short-term needs or to provide required skills and experience. This flexibility may be needed as the Free School increases in size, matures and evolves to meet the needs of new cohorts and communities and to ensure effective succession planning. Three potential co-opted Governors have been identified initially providing legal, small business and change management experience. A programme of further Governor training and development is being developed to meet emerging needs. *Fig. F1: Governors skills gap analysis*

Skills/experience missing	How you plan to fill the gap
<p>Information Technology Recognising changing curriculum and computing needs, we have a programme to replace the existing Information Technology provision and MIS systems - starting with IT infrastructure. Further IT investment and staff recruitment and training has already begun, enabled by increased numbers and budget. We anticipate further phased programmes as pupil numbers increase. We will strengthen the Board with an IT specialist, to apply knowledge of best practice ideally in education but certainly across comparable relevant sectors and guide and oversee this process.</p>	<p>We will use SGOSS and the Inspiring Governors Alliance to recruit to the Board a suitable person, advertising if required. Professional and personal networks including parental contacts will also be used but ensuring independence and in line with our policy on conflicts of interest.</p> <p>A data manager is being employed to improve performance and operating data provision, improve systems, train and support staff in using and exploiting IT in their respective roles including in the key area of pupil tracking and application of data.</p> <p>The school is already liaising closely with other schools, the LA and local universities to ensure it gains from local best practice and available services.</p>
<p>Education validation and coaching</p>	<p>To support and advise governors and SLT in preparation for Free School status and provide further 'external challenge' we have recently engaged Durham County Council's Educational Development Service to help devise a roadmap to OfSTED-readiness (Section D3) and validate our progress.</p>

Section F2: ACCOUNTABILITY and DECISION-MAKING (POST-OPENING)

The corporate structure of the predecessor independent school is a company limited by guarantee and it is a registered charity: The Royal Wolverhampton School. It also operates under the name "The Royal School Wolverhampton". It has a trading subsidiary, Royal Wolverhampton School Enterprises, under which the Swimming Pool Complex operates providing the largest Learn to Swim programme for the community in the country plus EYFS.

A new company limited by guarantee, The Wolverhampton Free School, was registered on 6th October 2014, company number 9250153, (the Academy Trust). We have met our Patron, His Royal Highness the Earl of Wessex to discuss our intended transition to become a Free School and he enthusiastically supports our vision. He confirms he is pleased to continue as Patron as and when the school converts to a Free School. Please see Annex 1 for a letter of support from The Earl. We will contact the Cabinet Office with a view to incorporating "Royal" into the name so it becomes "The Royal School Wolverhampton", so demonstrating continuation of this unique vision and quality. We propose, subject to further legal advice and agreement with the Department, that the business of the predecessor school, including the trading subsidiary, transfers as a going concern to the Academy Trust so ensuring continuity and on-going relevance to the Free school's needs.

We will harness the wide range of expertise, experience, commitment and loyalty of existing governors and the SLT in the Free School. We will augment this by recruiting additional governors, to broaden our experience and ensure appropriate succession planning (F3), and recruiting staff at senior management levels as the school expands and new posts are created (D3). Our experience of governing an independent school has informed the proposed governance and accountability structure set out below, whilst taking into account the requirements of being a publicly funded Free School and the need to comply with the Academies Financial Handbook and our Funding Agreement (FA). We will utilise this opportunity to maintain continuity and balance as we incorporate the new free school vision to ensure as far as possible a seamless and undisrupted transition for our pupils.

The Governance structure

Three of the five Founding Members have signed the Memorandum and Articles of the Academy Trust. Members act as shareholders and hold the Governing Body (GB) to account for developing and achieving the strategic aims of the School and for its effective, and efficient and sustainable running as well as ensuring adequate succession planning. Members and Governors are committed to the Seven Principles of Public Life as cited by Lord Nash. Indeed these have underpinned their resolve and commitment to take the Free School vision forward, building on previous success and opening up wider opportunities to the young people of Wolverhampton. The Royal Wolverhampton School (the "Sponsor") has the right to appoint up to four Governors to the GB. The GB may appoint up to 13 Governors. On transition these are expected to be the Chair of Governors (ex-officio), Vice Chair and four other Governors. Up to four co-opted Governors who will have a vote, may be appointed by the Free School Governors. The Free School parents will elect two Parent Governors. The Head is ex-officio a Governor.

The Head was selected by the Governors through a robust and particularly rigorous process in 2011 and appointed with the unanimous agreement of the Governing Body and also those staff (and Sixth Formers) who were involved in the Assessment Centre process (F4). He has since confirmed he has the vision and passion, the educational, managerial and inter-personal skills and the sheer drive and commitment to lead the Free School. He has been committed to this

from the time it was first considered by the predecessor school's Board and has already taken major positive steps including, for example, recruiting the Deputy Head Learning and Teaching from one of the most successful Academies in the country to introduce identified changes, such as pupil and staff monitoring and assessment against OfSTED criteria and standards. He has demonstrated he will robustly develop the school from 'good to outstanding' against rigorous expectations in the new OfSTED criteria and recognises, with the governors, the shift of accountability in delivering against public sector standards. The Roadmap to achieving 'outstanding' against OfSTED standards is being prepared in liaison with the OfSTED-accredited inspector following her recent validation review and will inform this process (Annex 6).

There is a Project Steering Group (operating as the Executive Strategic Group) currently managing the Free School application and, were we to be successful in our bid, the transition. This will give way to a new group made up of governors leading on key strands (learning and teaching, behaviour, finance) who will have the closest understanding of the Free School's progress and impact. Governors currently meet face-to-face and use conference calls and emails to enable timely decision-making. They will also ensure that they 'know the school' and understand its strengths, any weaknesses and the strategies by which they will be addressed.

Governors have key strategic and accountability roles, championing change, as needed, and ensuring it is successfully achieved (D2). There are also link governor roles and governors attend specific committees led by school staff, which may be more operational, where they can champion or maintain an overview of key activities on behalf of the GB.

A diagram of the governance structure is set out below. Governor Committees, led by Governors, will have appropriate staff representation and any co-opted persons in attendance. School Committees report to the Governors and have Governor representation, as appropriate, as indicated above.

Please note that "Head" is used throughout as we intend to continue to use this term after conversion to a Free School. Similarly, "Governors" is used in place of directors or trustees on the Board.

Roles and responsibilities

Members

Members act as shareholders, holding the GB to account for developing and achieving the strategic aims of the School (the Vision) and for its effective and efficient running. This will extend the holding to account already undertaken in the predecessor school where governors review and approve the School's strategy, annual budgets and long term plans (including non-financial KPIs) and by attending specific committee meetings and monitoring other Committee minutes. Members ensure strategic aims and vision are achieved and they monitor impacts through the agency of the GB. Their responsibility also is to ensure the GB is skilled and resourced to perform its role.

Members have the power to intervene: e.g. in the event of significant under-performance in relation to the overall vision curriculum, plans or school strategy, where there is evidence of misconduct or irregularity (e.g. financial), or where there is a likelihood of an adverse OfSTED report in which case they may dismiss Governors, appoint new ones with relevant skills experience and replace management/leadership. Members set the agenda for the AGM.

Proposed Free School Governance Structure

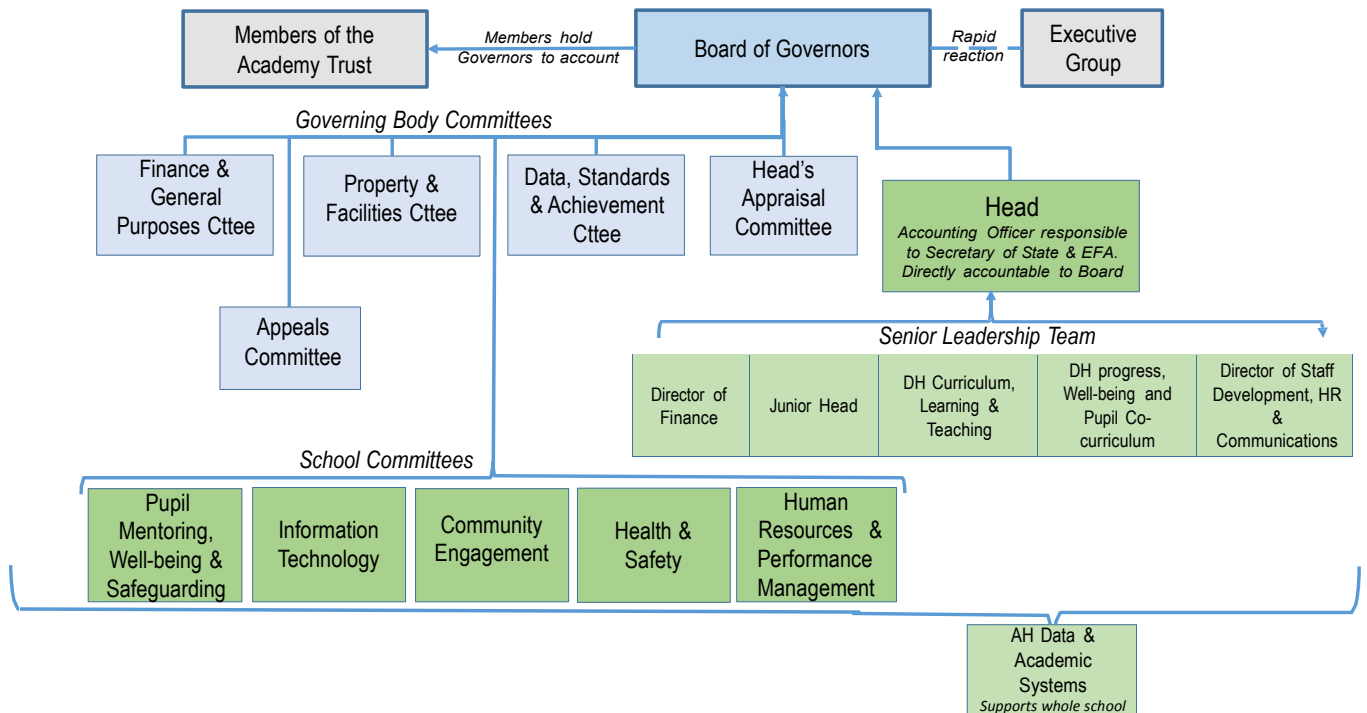


Fig. F2: Governance structure

Governors

Governors are directors of a company limited by guarantee and are subject to the duties and responsibilities of charitable trustees and company directors as well as other conditions agreed with the Secretary of State.

Full and co-opted Governors within the new structure are responsible with the Head for developing and executing strategies and plans that meet clearly identified pupil needs in terms of education, pupil wellbeing and personal development and ensuring these needs demonstrably are met effectively, efficiently and within budget. The GB meets termly plus extra meetings if required e.g. to review budgets. Governors with appropriate skills chair GB Committees and are members of School Committees where their skills are useful/roles appropriate. All Governors receive agenda and papers ahead of any Governor Committee and minutes afterwards – to ensure good communications and the ability to question, propose and follow through. Interactions between, for example, the Finance and General Purposes Committee and the Data, Standards and Achievement Committee will drive change with lead Governors becoming fully informed as the structure will be in place through half-termly meetings. The 6 data-drops per term reporting each pupil's achievement provide parents with excellent feedback on progress but will also allow the full GB to monitor overall and individual pupil progress.

The Head

The Head is the Chief Executive Officer on the GB and is responsible for developing the School's strategy with the other Governors, converting this into achievable action plans and leading the School and ensuring successful execution. The Head is the Accounting Officer responsible to the EFA via the Funding Agreement. This includes ensuring compliance with the Academies Financial Handbook (AFH) and ensuring the school's financial probity - achieving budgeted P&L and cash flow within powers delegated by the GB and ensuring internal financial control. The GB agrees appropriate levels of delegation, in accordance with the AFH. The SLT is accountable

directly to the Head for achieving key strategic performance objectives and for providing leadership and discipline within the School in its day-to-day operational management.

The Governing Body

The GB is accountable to Members and is responsible for holding school leaders to account and delivering against OfSTED expectations and the Funding Agreement in accordance with the Trust's Memorandum and Articles, and any scheme of delegations.

Committees

Governors typically will be members of one or more committees in their Link Governor roles where they can effectively use their area of expertise and experience. The Chair of Governors is ex-officio a member of all committees. These committees are responsible to the GB and have delegated powers to fulfil defined remits. Summary details:

Governing Body committees

- Have specific responsibilities and written delegation of powers from the GB. They develop policies and strategies, typically led by a Governor with particular expertise in that area, (with the oversight and agreement of the GB) which are implemented by the more operational School Committees. There are two key GB committees: Finance and General Purposes (FGP) and Data, Standards and Achievement (DSA).
- Finance and General Purposes (termly plus meetings on specific topics such as budget sign-off): Ensuring the School continues to be viable and complies with the AFH, and statutory requirements and employs good financial practice as a company and charity in meeting its objects and strategic plans. This committee provides rigorous financial challenge and support to the Head and SLT. It reviews and recommends annual and longer term plans and budgets for full GB approval and carefully monitors the monthly accounts, KPIs and cash flow forecasts prepared by the Director of Finance, plus financial and non-financial indicators to ensure the school operates efficiently, effectively and within budget. It has delegated powers and responsibilities and will also closely monitor VFM, including the application/impact of PP spend in liaison with the DSA Committee. It typically meets immediately before GB meetings or earlier when reviewing budgets etc.
- Data, Standards and Achievement (twice termly plus separate topics such as reviewing academic performance in external exams): The Royal exists to help its pupils develop as rounded, confident individuals who are fulfilling their potential. The remit of this committee is to ensure the systems, staffing, skills and environment are in place to fully support this aim, maximising the life chances of all pupils noting that many of the School's current and future pupils come from areas of acute deprivation with a wide range of abilities and needs. A major area of development, already in train, is to improve the MIS to better support pupil and staff performance monitoring and tracking and the effective application and reporting of data. (D2)
- Properties and Facilities (termly plus review of maintenance projects in holiday periods): The multi-site campus is large and complex. This committee holds the Estates and Finance functions to account in providing those facilities and services needed to fulfil The Royal's strategy and plans. It is responsible for the oversight of maintenance and development projects, such as construction to provide increasing capacity and new IT infrastructure, and for longer term planning. It has discretion to spend within agreed budget limits and authority for limited emergency expenditure.
- Appeals: (As required): Admission appeals will be heard by an Independent Appeals Service to ensure impartiality. A core group of Governors will monitor the results of pu-

pupil/parental appeals vis-à-vis admission criteria to inform improvement for the next admissions round.

- Appeals against staff and pupil disciplinary decisions and exclusions are heard by the core group of governors.
- Head's appraisal (Annual): A small group of Governors and an external adviser (currently the SIP) currently appraise the Head's performance, and this externally informed review process will continue. KPIs are reviewed and operational and personal objectives agreed for the forthcoming period. A summary of the appraisal is reported to GB.

School Committees

- Pupil Monitoring, Mentoring, Wellbeing and Safeguarding (twice monthly): The wellbeing of pupils at The Royal is central to their experience and to the ethos of the School. Considerable effort goes into monitoring not just their academic performance but also ensuring they feel safe, confident, happy and able to succeed. This committee, led by the Deputy Head, for pupil progress and well-being will hold staff to account through the processes outlined in D2/D3 to ensure that the monitoring of the whole pupil is reported via the 6 data drops to parents and staff and other reporting mechanisms including incident reports and reports from "Listeners" and house staff. The committee will ensure the enrichment programme (covering sports and other recreation activities e.g. school trips, CCF, Duke of Edinburgh) meets expectations. It will monitor pupils whose background (e.g. CLA) special educational needs or behaviour (poor behaviour, drop-off in performance, known family issues) indicate further support is needed – through KPIs and personal reports from teachers and house staff. The committee ensures safeguarding and related policies are current and appropriate.
- Information Technology (Monthly). IT is a major area of investment in equipment; infrastructure and staff development and training to ensure IT facilities and services meet current and emerging academic and operational needs of The Royal and its pupils. There has been under-investment due to robust financial management in the context of a previously declining roll, and the opportunity is being taken to learn from the experience of other schools and organisations to ensure we invest wisely and effectively. The new Data Manager and AH Data and Academic Systems will sit on this committee.
- Community Engagement: (Termly). Building and maintaining relationships will involve all sectors of the local and school community, embracing businesses, higher and further education establishments, feeder schools and nurseries, local community and interest groups, together with alumnae and ex pupil associations to embed the School in their thinking so we mutually benefit. Of particular importance is our wish to reach out to children in the areas of significant deprivation that are local to the School. This committee will continue to include a Governor who has particularly relevant experience as a local Constituency Support Officer and is highly experienced in working with minority and ethnic groups in deprived areas.
- Health and Safety: (Termly). This committee will continue to ensure H&S standards are met, staff and pupils are suitably trained and are aware of, and manage risks. Incident reports are investigated before being passed upwards to the GB.
- Human Resources and Performance Management: (Termly). This committee, led by the Director of Staff Development, HR and Communications, focuses on supporting and monitoring the considerable challenges facing The Royal from a personnel viewpoint as it doubles in size over the next few years, including the planned move, already identified, to a faculty structure. The Royal is successful and unique because of its people and its pupils and this committee develops best practice HR processes and procedures ensuring they

reflect and embed those factors that make The Royal what it is: e.g. Safeguarding and Safer Recruitment, and ensuring procedures reflect the caring and nurturing approach that respects and supports the individual. It ensures compliance. It is responsible for work-force planning as staff numbers will grow significantly and performance management systems are being put in place (in consultation with the IT Committee), replacing some of the less formal approaches appropriate to a small school, to allow pupil and staff performance to be better correlated and reported against specified objectives informed by pupil outcomes. It monitors levels of pay and conditions necessary to recruit and maintain high-performing staff and makes recommendations to the FGP Committee for budget planning. It holds the SLT to account through formal monitoring of performance and compliance.

Governing Body performance review

The Governing Body will look to improve its own performance through:

- a programme of induction and training, including online training and support from Durham County Council's Educational Development Service and others with appropriate experience, such as the NGA;
- closer links and shared best practice with other schools in Wolverhampton, the State Boarding School's Association and with Wolverhampton Council;
- membership of the National Governors' Association and other relevant bodies, as above;
- regular self-evaluation of performance to understand strengths and weaknesses and establish where change is needed; periodically commissioning an external element to this review.

The Governing Body will manage change through:

- clear communication to individual governors of their responsibilities from the outset of their appointment;
- self-evaluation and the audit report to identify where change is needed;
- promoting open discussion and agreement on future practice; and
- the use of professional advisers and/or the co-opting of external expertise where necessary to drive the change process and ensure its success.

Holding the Head and Senior Leadership to account

Governors of the predecessor school have a productive and supportive relationship with the Head. They are well aware of the importance of holding him and the SLT fully to account. They have identified a number of ways to achieve this, including:

- A committee structure devised to ensure the full engagement of Governors in their areas of expertise, with clear lines of report to the full GB, providing challenge to those with executive functions. Where required, external expertise will be co-opted, providing further rigour;
- Further monitoring and evaluation to take place through the externally commissioned Roadmap during transition and the initial years of the Free School. Thereafter, through annual review of the School's development plan, self evaluation process and regular meetings between the Chairman and the Head;
- A revised performance management system to improve teaching, leadership and management, with the Head appraised annually against agreed objectives and KPIs through a process which includes support from an external adviser, and governors keeping under review the relationship between salary progression and the School's performance outcomes. The HR and Performance Management Committee will review the School's performance management policy annually and the governors will hold the Head and Deputy Head Curriculum, Learning and Teaching to account for its implementation;

- The use of robust and objective data on the School's finances; pupil learning and progress; pupil applications/admissions, attendance and exclusions; staff absences, recruitment, retention and performance; quality of teaching. This will include full use of benchmarking and external sources of data including school performance tables, RAISEonline, and, in due course, OfSTED's performance dashboard;
- By ensuring that all governors fully understand their roles and responsibilities, through well focused induction and on-going training, and know their School.

Managing conflicts of interest and securing independent challenge

The predecessor school recognising there could be potential conflicts of interest mandated they be specifically declared by each attendee at each GB or Committee meeting and recorded in the minutes. This process has been strengthened as a Register of Interests will be maintained for the Free School in addition. We recognise, as spenders of the public purse and tax-payers that a greater effort is needed to ensure absolute transparency and that openness and there are no perceived or real abuses of power or influence.

Potential conflicts include personal conflicts of interest (e.g. child in school) and professional ones (such as a contractual relationship for a service supplied or received - de-minimis rule applied as per Academies Financial Handbook).

The process for dealing with these is:

- Register of Interests plus declaration in advance (minutes, all meetings)
- Absenting from discussion and decisions where conflict may be perceived; handover of control temporarily;
- Clear competitive bids and a procurement tendering and award process that ensures impartiality and fairness;
- Open and transparent reporting.

There is in-built independent challenge and holding to account through the governance and management structure: to members; to Governors; to the Head and SLT.

The Members, Governors and Head have direct or indirect responsibilities to the Secretary of State and the Education Funding Agency who may challenge in addition to the role of Members, who have the specific role of holding Governors to account.

F3 (a) Proposed governors

The schedules below outline the roles and experience of the proposed Governors. Governors all are full Board members as well as leading or serving on sub-committees.

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]	20+ hours voluntary **
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6 hours voluntary

█	█	█	█	█	6 hours voluntary
█	█	█	█	█	6 hours voluntary
█	█	█	█	█	4 hours voluntary

		and Safety Committee	Adviser on health and safety matters	partnerships	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required. Staff

		2 Parent Governors	Representing parental and pupil and presenting their views as appropriate	To be elected by Free School parents under transparent formal process identifying nature of role, desirable skills sets against matrix	
		Up to 4 Co-opted Governors	As required		

[REDACTED]

Fig. F3: Governance, leadership and management

F3 (b) Skills gap for governing body

The predecessor school maintained a Governors' Skills Matrix was used to identify necessary skills and where recruitment was needed to fill any gaps. The Governing Body was larger than proposed for the Free School. Mindful of the specific Free School needs and the skills and experience required through transition a revised 2-part matrix has been developed which additionally embeds the NGA assessment criteria *and has been populated by prospective Governors.

Using the matrix as a guide the following gaps have been identified:

Skills/experience missing	How you plan to fill the gap
<p>Business and Leadership In the next 2-3 years we need to have in place a successor to the current Chair of the School, recognising the free school Members and Governors will make that appointment at the time. The major need is for extensive business and leadership experience and financial/ accounting to balance the team and replace departing skills and also the time to devote to the position</p>	<p>The Board will use the Inspiring Governors Alliance and SGOSS to obtain a suitable person with the skills and particularly the time who would be expected to eventually chair the Finance Committee before possibly taking the Chair of Governors role. Professional and personal networks (particularly professional services firms), will also be used but ensuring independence and in line with our policy on conflicts of interest.</p>
<p>Legal experience</p>	<p>The predecessor school had at least one lawyer/solicitor on its Board of Governors. Currently, excellent legal advice and guidance are provided by [REDACTED] but this is costly. The Board has always found legal guidance from a suitably qualified Governor to be useful and will seek a replacement Governor using personal and professional networks. Legal opinion when needed will still be obtained from suitable legal firms.</p>

Fig. F4: Governance skills gap analysis

Section F4

CREDIBLE PLAN FOR RECRUITING A HIGH QUALITY HEAD DURING PRE-OPENING

The recruitment process

The process we used to recruit the [REDACTED] was thorough, rigorous and, we believe, exemplified best practice.

- We used TES Prime, specialists in educational recruitment, to advise and help draw up with a selected team of senior staff and Governors the job and person specifications and the information pack and advert. They advertised the post and filtered candidates. We reviewed applications and shortlisted six.
- Shortlisted candidates toured the School with Sixth Formers whom they questioned as they toured.
- They then underwent an assessment centre process in the School with interviews and simulated tasks to assess their ability to understand the school and their skills in marketing, finance, leadership and staff management. They were interviewed too by the outgoing Head and a student interview panel.
- Reports of each assessment stage were then discussed and two finalists selected.
- These finalists returned and presented to the full Board their assessment of the School, their vision and a 100-day plan, followed by a Q&A session. Candidates had every opportunity throughout to see and question, as it was a two-way process.
- Finally Governors and staff who attended the assessment centre jointly reviewed their conclusions from the process and selected the present Head – unanimously.

Role of Head

See D3 for the job description for the role of the Head.

Criteria used to select the Head

Qualifications: The candidate must have:

- Appropriate / Recognised academic qualifications, Bachelor Degree and preferably Master's Degree. Management qualifications also preferred.

Experience: The candidate must have:

- Successful experience of school leadership, preferably at Head Teacher / Deputy level.

Personal qualities: The candidate must have:

- The enthusiasm, initiative, and commitment to ensure that good practice is embedded throughout the School and drive forward the new systems of management. to ensure all pupils within our broad intake are able to excel
- The ability and experience to implement and manage change effectively
- A clear and coherent educational vision
- The ability to build a collaborative and creative learning culture
- A commitment to raising standards across the full ability and age range
- An ability to provide planning for the long-term future of the School
- The ability to tackle difficult issues and take difficult decisions and convey outcomes clearly and sensitively

Strategic leadership: The candidate must demonstrate the ability to:

- Develop and communicate a vision for the School to the children, parents, staff and wider community
- Translate the vision into coherent, achievable and challenging plans/milestones
- Work with the School Administrator to manage the Schools' finances effectively and efficiently including an awareness of all funding sources
- Secure the confidence and loyalty of the whole school community
- Lead and unite the staff of both Junior and Senior Schools with authority and sensitivity
- Communicate effectively on school issues and the development of the Royal School to the staff, parents, children, the wider community and all key stakeholders and authorities
- Create and lead a united successful re-focussed management team
- Show a commitment to collaborative decision making, whilst modelling leadership him/herself

Promoting excellence and achievement: The candidate must be able to demonstrate:

- Commitment to developing a broad based curriculum that addresses the needs of a diverse cohort
- Commitment to achieving excellence and a track record of delivering strategies to raise standards and 'close the gap'
- A track record of effective behaviour management
- Good understanding of issues which affect quality in educational achievement including target setting, assessment, diversity and inclusion strategies
- Sound experience of handling school performance data: collation, evaluation, reviewing and taking appropriate action.
- Strong analytical and evaluative skills and rigour in developing with Governors the schools' SEF for OFSTED and ISI

Developing and managing staff: The candidate must be able to:

- Create a new staffing structure for the Royal Wolverhampton School in conjunction with the leadership team and Governing Body
- Build mechanisms to ensure effective curriculum planning across the two schools, appropriate allocation of resources, sharing and developing good practice
- Deploy Academic administration and support staff effectively
- Show a commitment to continuous professional development for all staff
- Manage effective communication strategies across the two schools
- Demonstrate experience of managing performance management processes
- Show the ability to identify and acknowledge excellence and challenge poor performance

Managing the school: The candidate must demonstrate:

- The ability to manage day-to-day running of the School efficiently and effectively delegating management tasks and monitoring their delivery
- Knowledge of the legal framework of education policy
- The ability to build a constructive and open relationship with the Governing Body
- The ability to develop and sustain a safe, secure and healthy School environment

Partnership and community relations: The candidate must be able to demonstrate:

- An ability and commitment to promoting the School, its ethos and achievements to current and prospective parents, carers and other stakeholders
- A track record of developing effective relationships with parents, governors, and other agencies to enhance the education of all students
- To celebrate the contribution of the School to the wider community

Exemplary educational track record

Fig. F5: Academic performance 2011-2014

Potential to be excellent Head of the Free School

F7: Educational track record (existing Independent Schools converting to Free School status)

The Royal is a non-selective all-through day and boarding school with a higher than national average proportion of pupils with EAL (45% in the Senior phase and 36.5% overall), 17% of current pupils on means tested bursaries as proxy for FSM, and supports a smaller but significant number of Children who are looked after (CLA) and pupils with SEND. Since its inception as an orphanage and transition under Royal Charter as a school, it has established a strong culture and tradition of aspirational outcomes and destinations, academic progress and success. As a Free School, it will continue to develop itself as a beacon of excellence across Wolverhampton in terms of outcomes across all phases, EYFS to A level, retaining and further enhancing its success in those areas of the curriculum perceived to be 'harder', alongside the development of 'character', both of which are key to pupils' social mobility and future well-being and prosperity.

F7.1 External report and validation of our SEF, September 2014

The Royal School's SEF (assessed against OFSTED's Section 5 criteria) has been externally validated

- **Achievement: 2 – aspects of 1**

- Overall attainment is above average and progress is at least in line with expectations and often good... and current pupils are making good and in some cases excellent progress over time.

- **Quality of teaching: 2 – aspects of 1**

- The quality of teaching is good, with some identified as outstanding over time. The quality of marking and feedback is improving and there is some exemplary practice. The leadership of teaching is strong and reflected in good and sometimes outstanding quality of teachers' performance in the classroom.

- **Behaviour and Safety: 1**

- Pupils have very positive attitudes towards the school. Attendance is well above the national average. A strong ethos of leadership and responsibility pervades school life. Behaviour in and around the school is very good. Pupils are encouraged to participate in an impressive range of creative, technical, and sporting activities outside of the classroom.

- **Leadership and management: 2**

- Leadership and management are good with capacity to improve. Leaders are committed to securing outstanding education for pupils and students at the school. The leadership of teaching is effective with stronger links to performance management emerging. Spiritual, moral, social and cultural development is excellent. Governors have a good strategic over-

view...and are instrumental in bringing about improvement

F7.2 ISI Integrated intermediate inspection of boarding and EYFS report, January 2013

There were no compliance issues identified in the integrated inspections. ISI inspectors found that:

- Provision for children's well-being is outstanding overall.
- Leadership and management is good overall.
- Good behaviour is the norm and children quickly absorb the school's culture of respect and cooperation.
- Senior staff are experienced in boarding practice and contribute to the good management of boarding.
- Boarders have a suitable programme of weekly and weekend activities.
- The school encourages boarders to express their views.
- The setting makes good provision for meeting the needs of the range of children who attend. This includes those with EAL.
- Most children make at least good progress, irrespective of gender, ethnicity or starting points.
- The overall quality and standards of the early years provision are good with some outstanding features

F7.3 ISI standard inspection report April-May 2011

The last full standard inspection by the ISI identified the following areas of good practice:

- Academic achievement and attainment are good and in some instances outstanding.
- Pupils' social development is exceptionally strong.
- Pupils' personal development is excellent. Pupils show high levels of self-esteem, whilst recognising and celebrating the achievements of others
- Pupils have positive attitudes to learning across the school.
- Pupils receive a broad education of a good quality, in line with the aims of the school.

- The school's arrangements for the welfare, health and safety of the pupils are outstanding Behaviour is excellent, both in class and around the school, and visitors are treated with courtesy.
- Achievement and academic progress throughout the school are good in relation to pupils' abilities.
- The overall quality of teaching is good.
- Pupils also achieve well in activities outside the classroom, especially in swimming, where performance is excellent.
- Leadership and management are good and provide effective educational direction for the school. The strong relationships, which exist between senior management and staff, contribute effectively to the school's success.
- The school has excellent links with the community, furthering pupils' social and cultural understanding.

F7.4 Level of demand shown by parents and wider local support

Section E demonstrates the extraordinary demand shown by parents since the public announcement of the School's intention to submit an application for Free School status just before the Summer break, and records overwhelming demand for places in 2015, 2016 and 2017, greatly in excess (4x in some year groups) of the available places. It also includes a selection of supportive statements from those that have registered their interest at meetings, through interviews and forms.

We have also seen an extraordinary increase in pupil numbers into existing capacity from parents who have placed their children in the school prior to application and conversion. They have been derived from local areas and, together with the analysis of demand, significantly include areas of deprivation as recorded in Section C and E, indicating that we can confidently build in an additional 798 places as the school builds to capacity, in response to the urgent need for high quality local places. Together with the support from the Local Authority, local schools, Wolverhampton University and our Royal patron there is compelling evidence of the aspirational culture, which the local community and parents have identified as characteristic of The Royal School's application.

F7.5 Schools results

The Royal has a tradition of outperforming local schools at all stages in education whether state, independent or selective.

EYFS

The results of pupils in the Early Years Foundation Stage, as a non-selective setting, are 'outstanding' as shown in the summary table below. These results have been externally moderated by Wolverhampton Local Authority during their validation visits in both 2013 and 2014.

Fig. F6: EYFS results 2013-14

% of pupils achieving Expected or Exceeding	Royal School Average	
	2013	2014
Communication and Language	83%	100%
Physical Development	93%	100%
Personal, Social and Emotional development	95%	100%
Literacy	81.8%	100%
Mathematics	93%	100%
Understanding the World	98%	100%
Expressive Arts and Design	97%	100%

KS1

The results of the KS1 SATS at The Royal are some of the best in the local authority (better than 41 of the 42 primary schools locally) and well above national averages. Traditionally large majorities of year 2 pupils not only reach the expected level 2, but also exceed expectations and achieve level 3 across reading, writing and mathematics.

	KS1 attainment		
	Reading	Writing	Maths
2011 National	85	81	90
2011 Royal	100	100	100
% L3	65	29	53
2012 National	87	83	91
2012 Royal	95	95	100
%L3	35	20	35
2013 National	89	85	91
2013 Royal	100	100	100
%L3	70	45	70
2014 Royal	100	100	100
%L3	77	38	77

Fig. F7: KS1 results

KS2

Pupil performance at KS2 has been consistently high for a number of years ranking The Royal as 87th best prep school in The Times. Each year the most talented of our year 6 mathematicians attain level 6 in their SATS, proving our STEM specialism and cross-phase working is stretching the most able pupils. In 2013 13% of pupils achieved L6 in Maths and 50% level 5. Similarly in Reading 50% achieved L5 and 44% in writing.

In the light of the exceptionally small Year 6 cohort in 2014 (8 pupils, of whom some were recent entries, arriving with both SEN and different aspects of 'disadvantage', a one year only decision was taken to focus on progress and value added, informed by our nationally standardized assessment systems, and internally moderated SATs (as validated in the recent SEF)

Name of Primary school	Key stage two attainment (% attained level 4 or above)											
	English grammar, punctuation and spelling			Reading			Writing			Mathematics		
	20 11	20 12	20 13	20 11	20 12	20 13	20 11	20 12	20 13	20 11	20 12	20 13
Bantock			64	46	51	80	43	63	76	62	57	80
East Park			61	78	74	67	68	72	77	59	71	78
Goldthorn Park			81	83	88	84	72	77	81	77	69	79
Grove Primary			56	68	65	56	76	45	48	64	45	36
Holy Rosary Catholic			55	55	74	75	55	63	80	69	70	80
St Andrew's CE			60	76	67	77	72	63	69	55	67	63
St Michael's Catholic			74	78	93	87	75	90	87	72	100	97
St Teresa's Catholic			56	80	87	83	75	80	72	75	93	72
The Royal School			75	95	100	81	84	100	94	75	100	88

Fig. F8: KS2 results local area comparisons

Compared to some of our nearest local primary schools The Royal has regularly outperformed in terms of attainment (also progress and closing the gap) at Key Stage 2 and remains above national average (shown in green) for the majority of the results.

GCSE

	Key stage four attainment (% who attained C or above in GCSEs)												Key stage four progress (% who achieved expected progress)						KS4 % of gaining EBACC		
	Overall 5A*-C inc En Ma			English			Maths			Science			English			Maths			EBACC		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
National average	58.2	58.8	60.6										71.8	68	70.4	64.8	68.7	70.8	17.6	16.2	23
Wolverhampton LA average	57.7	56.7	61										72.3	69.8	71	64.8	65.2	71.6	11.5	11.1	14.8
The Royal School	61	85	72	95	86	81	81	90	92	80	80	93	81	83	79	85	92	96	4	22	31

Fig. F9: GCSE performance

The Royal has a strong reputation for GCSE results, outperforming both national and local authority averages in almost all of the categories in the DfE performance tables over the last 4 years.

In 2014, The Royal School's performance at GCSE will not be accurately reflected in the DfE performance tables. The English department chose to follow the Pearson Edexcel iGCSE in English language and literature as this was considered to be the most suitable course for this particular cohort of pupils, with a significant international element, enabling them to exceed their predicted Yellis grades in this subject. This course is not Ofqual-accredited and therefore the excellent performance of this cohort in iGCSE English language and iGCSE English literature (both 89% A*-C) will not appear in the published tables. As a Free School, The Royal will follow the new reformed GCSEs in English language and literature from 2015. (See also additional comments in the SEF)

A level

The Sixth Form results at The Royal are some of the best, not only in Wolverhampton, but nationally especially at the highest grades. In 2014, 17.5% of pupils achieved A* grades and 41% of pupils achieved A*/A grades outperforming the local grammar school and selective girls state school. Performance in our STEM specialist subjects was excellent with the percentage of pupils achieving A*-B at : 71% in Further Maths, 63% in Maths, 67% in physics and 80% of pupils in economics. The APS per entry for the last 3 years has been above national averages and well above local authority averages, as have our pupils who achieve AAB in 2 and 3 facilitating subjects. In 2013 31% achieved AAB or higher in at least two facilitating subjects and 26% AAB in 3 or more which is more than double the national figure. The Royal is very proud of these results from our non-selective Sixth Form. Out of 18 girls in Year 13 in 2013 78% studied one or more STEM A level subject, which resulted in 69% A* and A grades in mathematics alone.

F7.6 Adding value for all

A significant number of the sixth form also achieve additional qualifications through our extensive co-curriculum with D of E, CCF awards and promotions, Sports awards, Mathematics competitions, music instrumental qualifications, Speech and drama results and representation at European, National and County level in a variety of sports, especially swimming.

F7.7 Destinations of our leavers

The Royal is very proud of the destinations of our pupils of whom 98% achieved their first choice university place in 2013. The table below shows the ongoing tradition of a large percentage of pupils gaining places at the most competitive Russell Group universities. Destinations include recent Oxbridge success where one pupil in 2013 gained a place to read Law at Oxford and one pupil gained a place to read Economics at Cambridge in 2014.

	% of Year 13 to university	% gaining places at Russell Group Universities	% gaining places at top international universities	% gaining places in STEM related degree courses
2013	98%	32	18	32
2012	94%	28	7	45
2011	95%	45	0	42

Fig. F10: KS5 destinations

The Royal's STEM specialism also shines strongly in these figures with a large proportion of our pupils gaining places on STEM related degree courses including mechanical and chemical engineering, chemistry, mathematics, biology, computer science, medicine, civil engineering, architecture, biochemical engineering to name just a few, at some of the top universities in the UK. The School is also proud for the Year 12 pupils for whom a university Foundation course is their preferred aim and all progress to their chosen courses and then onto undergraduate degrees.

F8: FINANCIAL TRACK RECORD (EXISTING INDEPENDENT SCHOOLS CONVERTING TO FREE SCHOOL STATUS)

The Royal School's financial performance over the last four years

Pupil numbers have been difficult to maintain over a number of years due mainly to the poor financial performance of the West Midlands economy over this period and its impact particularly on parents in Wolverhampton and district who consequently have been unable to pay independent school fees. Like many independent schools the School has recruited overseas students at comparably high fee rates; The Royal has a record of innovation and was amongst the first in the UK to do this and has an established market presence overseas.

The Governors have had to make difficult financial decisions over the last few years but they have not compromised on the educational experience at the School, and have invested in staff, as evidenced by the significant improvement in academic performance, the superb record of first choice university acceptances and the positive responses of the pupils when asked about their school. The appointment of a new Head and a change in business strategy together with improved financial and resource management have enabled the School to manage its operations cost-effectively.

Given its history (The Royal started in 1850 as an orphanage) the School operates a charitable Foundation which subsidises fees on a needs-basis and which works with other charities to fund boarding accommodation and education costs for 'Foundationers' who are in need of such an education. It also has a proud history of supporting CLA - well before that term was coined - and indeed even recently has had senior prefects and Head Boys and Head Girls who have been Foundationers – demonstrating its success in educating and nurturing children from poor backgrounds and deprivation.

The bursary system has provided very significant financial assistance to local parents unable to meet the cost but at a high financial impact to the School. As this financial support has come directly from school fees (and other charity donations) it has naturally strained the school's finances. This, plus diminishing numbers of local parents able to afford independent school fees, has resulted in poor financial performance.

Copies of the School's audited accounts for 2011-12 and 2012-13 are included in Annex 9 and 10. The accounts for 2013/14 are due for audit just after this document is submitted so draft figures are included below. In summary they show:

£000s	2009/10	2010/11	2011/12	2012/13	2013/14
Total incoming resources	4587	4858	5563	5842	6019
Total resources expended	5325	5347	6149	6209	5979
Net move in funds for the year	-738	-489	-586	-367	40

Fig. F11: Summary of audited accounts

As indicated above, there has been a significant improvement in the financial position over the last 4 ys, decreasing the deficit to break-even (as referred to in the SEF). This is partly due to significantly improved academic results achieved against a background of financial stringency. These results at A Level exceed those of the highly selective local independent Grammar School – The Royal is non-selective - and have resulted in discounts to overseas parents being significantly reduced as parents recognise the high quality of an education at The Royal and its success in getting almost all its students into the University of their choice including Russell Group universities. Consequently, economic and demographic causes result in a continued commitment to financial assistance (please refer to Section C).

The School's bank (Barclays) has been extremely supportive throughout this period and continues to support it as indicated in the letter of support (Annex 5). It fully endorses the School's decision to convert to a Free School.

The appointment of the new Head has brought stronger financial control backed by his appointment of an experienced Director of Finance. Change has been effectively managed and the business strategy has been refocused. Resource management is much improved. These are all acknowledged by the bank and underpin its support.

Relevant financial issues relating to the potential conversion to Free School status

<Redacted>

The Royal's proposal to become a Free School

Balancing a range of factors we have taken a view that 2016 is likely to be the right time educationally for conversion and the drive to an outstanding OfSTED inspection. This also recognises the potential internal pressures on the DfE caused by election 'Purdah' in 2015; however, we are amenable to discussions for a 2015 opening.

Two issues to be considered are the extent of capital investment required to enable the conversion and the approach to assets held by the predecessor school given that the conversion will involve the extinguishing of debt.

Extent of capital investment

We have employed a former DfE capacity-planning specialist who has worked on numerous Academy and school development project to advise us on capacity and likely capital expenditure.

Additionally prior to the application being registered, the EFA visited and surveyed the site. Whilst appreciating that the EFA cannot formally comment, the outcome of the survey prior to submission was that the facilities are 'flexible, spacious and suitable for a school of 1259 pupils needing only a moderate level of investment'. We understand the key requirements are a main hall / performing arts hall on the Senior phase part of the campus and a main hall on the junior school part, both able to accommodate the doubling in pupil numbers.

As mentioned above the recent valuation of assets is around three times the expected level of indebtedness at the conversion date. This offers exceptional value for money – providing virtually 800 new places – which addresses the acute local need in Wolverhampton (as evidenced in Section C).

Assets on conversion

There are two options to extinguish indebtedness and provide the Free School with a working site:

- [Redacted] leases all or part of the land and buildings to the Academy Trust at a peppercorn rent
- The land and buildings are transferred to the Academy Trust
- In return [Redacted] extinguishes any outstanding indebtedness in the form of the bank loan and overdraft plus any relevant other outstanding costs.

Given the complexity involved in transferring covenants and any other encumbrances attached to the endowed land under the main school building we marginally prefer the leasing option but will be pleased to discuss these options at the time. We are flexible in this.

The School's existing and planned internal and external financial and governance arrangements including scrutiny and challenge

The School's leadership (both governance and management) has a proven track record of strong financial management and scrutiny. Rigorous processes are in place to monitor the school's financial performance closely. The Director of Finance, a highly-experienced accountant, was recruited two academic years ago and has built on the existing systems and so is able to provide robust and tested monthly management accounts and short and long term cash-flow forecasts. These have been professionally scrutinised and found to be reliable.

Financial reports, including forecasting models, detailed costing models built at the level of each individual pupil and used for strategic planning, budgets, cash flow forecasts and monthly management accounts with commentaries, are presented to and examined by the Finance and General Purposes (F&GP) Committee at least termly. Short term cash flows and monthly accounts are also scrutinised monthly by the Executive Board Committee in the interim. The Executive has powers to act between Board meetings.

To improve financial awareness, the F&GP now meets just before the full GB so enabling any Governors who wish, to attend the financial review; the F&GP Chairman presents a summary then to the full Board where final decisions are made. The Board contains an accountant and a banker. The F&GP has delegated powers to accept or instigate changes within the budget totals. All Governors receive agenda and subsequent minutes from every GB committee.

These reports and meetings ensure Governors have the information to enable them to discharge their fiduciary responsibilities as governors, directors and trustees of the Charity.

The Chair of F&GP and the Chair of Governors meet regularly with the Director of Finance and receive regular updates so are fully abreast of all financial matters. The School's internal financial regulations and policies are regularly reviewed and signed off by the Board. This ensures they are robust, efficient, and with the appropriate segregation of duties.

The School's IT systems require upgrading to accommodate requirements which differ from those of an independent school. A new school administration will be selected and implemented (likely to be SIMS). The Director of Finance will be charged together with the Data and Assessment Manager to ensure it fully accords with best practice and fully meets the Free School's financial system requirements.

As a recipient of public funds, we recognise the new Academy Trust will be required to demonstrate even closer scrutiny of its financial affairs and to be open and transparent in all its dealings. The Director of Finance is charged to ensure this happens at an operational level and the Board will hold her to account and will raise the level of scrutiny appropriately.

The School is audited by a leading Accountancy firm specialising in the education sector, [REDACTED] and this adds another layer of informed scrutiny, though does not absolve the Governors of their responsibility. [REDACTED] also provides education benchmarks to the F&GP Committee.

The F&GP Committee will continue to have in its remit specific responsibility for monitoring and advising on the school's financial health, for accounting and statutory compliance, external audit, internal management systems, and the mitigation of risk (see F2). It will work closely with the Data and Assessment Manager, the Data, Standards and Assessment Committee and the Information Technology Committee to ensure the systems are integrated so that finance, education and administration systems all operate from the same database and use the same protocols. This should ensure that financial and operational data are continuously synchronised. It should also help ensure the allocation of resources is in line with strategic priorities and value for money can be assured through procurement, accounting and benchmarking.

The School recognises the scale of change required, and also the pressures as pupil and staff numbers increase. It will consult with other similar organisations who may be further along this path and with other public and private sector organisations to gain from their implementation experience (good and bad) and their knowledge of best practice.

Section G: Budget planning and affordability



1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	The School would remain on its current site, a long established school campus of a total of approximately 24.3 acres over three adjacent sites. The Senior School, originally an orphanage, was built in the 1850's, has an extensive and impressive Victorian, grade 2 listed building housing teaching and boarding accommodation. Situated opposite the Senior School, on a convenient main road (A449) serving the south of the city and hinterland is the Junior School. Purpose built on 8 acres of land with open playing fields and woodland it has the capacity to accommodate the projected three-form entry with little addition to its facilities. The third element of the campus is the modern swimming pool and sports complex used extensively by the local community (1350 children in the Learn to swim programme) and home to our Elite swimming
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	Penn Rd, Wolverhampton, West Midlands WV3 0EG
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Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	N/A
---	-----

Any comments on your calculated building space:	N/A
---	-----

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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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:	
-----------------------------------	--

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:	
--	--

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
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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
--	---------------

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

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

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

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

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

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:	
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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:	
---	--

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
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

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

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

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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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:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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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:	
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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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Fourth choice site

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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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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Please include information on purchase or lease price if known:	
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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:	
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Name and contact details of agent or local authority representative where available:	
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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:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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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:	
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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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For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Yes
--	-----

if yes, from what to what?	Growing to capacity by academic year 2021-2022 to 1259 pupils from age 4 - 19. Current school roll is 535 from 6 weeks - 19 (September 2014)
----------------------------	--

Please confirm the size of your existing site:	24 acres over three sites comprising the Senior school with classroom and boarding accommodation, the Junior School with playfields and woodland and the swimming pool and sports complex.
--	--

Please confirm the size of your existing buildings:	An informal visit by an EFA surveyor prior to registering our application confirmed that there is 'flexible, spacious and suitable for a school of 1259 pupils' needing only ' a mederate level of investment'.
---	---

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

Section H: Premises

Please see attached excel spreadsheet

CVs

CV for		
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 ys. If not, please include additional roles	
4.	For finance only: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the ys you were in post – these should include, as appropriate, KS 2 results, 5A*-C 	

CV for [REDACTED]	
	<p>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 yrs you were in post, if applicable
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>

CV for [REDACTED]		
		[REDACTED]
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	[REDACTED]
8.	<p>Reference names(s) and contact details</p>	[REDACTED]

CV for [REDACTED]	
Name	[REDACTED]
Area of expertise (i.e. education or finance)	[REDACTED]
Details of your last three roles including:	[REDACTED]
<ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
This should cover the last four yrs. If not, please include additional roles	[REDACTED]
<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the yrs you were in post – these should include, as appropriate, KS 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>school's best 8 value added scores for the yrs you were in post, if applicable</p>	[REDACTED]

CV for [REDACTED]	
Brief comments on why your previous experience is relevant to the new school	

CV for [REDACTED]

Optional: brief comments on how the role you played helped to raise standards in [REDACTED]

CV for [REDACTED]	
any or all of your three previous roles.	[REDACTED]
Reference names(s) and contact details	[REDACTED]

CV for [REDACTED]																																								
1.	Name	[REDACTED]	[REDACTED]	[REDACTED]																																				
2.	Area of expertise (i.e. education or finance)	[REDACTED]	[REDACTED]	[REDACTED]																																				
3.	Details of your last three roles including: name of school/organisation position and responsibilities held length of time in position This should cover the last four ys. If not, please include additional roles	[REDACTED]	[REDACTED]	[REDACTED]																																				
		[REDACTED]	[REDACTED]	[REDACTED]																																				
		[REDACTED]	[REDACTED]	[REDACTED]																																				
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]	[REDACTED]	[REDACTED]																																				
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the ys you were in post – these should include, as appropriate, KS 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the ys you were in post, if applicable	[REDACTED]	[REDACTED]	[REDACTED]																																				
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		[REDACTED]	[REDACTED]	[REDACTED]																																				
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6. Brief comments on why your previous experience is relevant to the new school

CV for [REDACTED]

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8.	Reference names(s) and contact details	[REDACTED]
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4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

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CV for [REDACTED]		
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CV for [REDACTED]	
	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, KS 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>school's best 8 value added scores for the years you were in post, if applicable</p>

CV for [REDACTED]		
		[REDACTED]
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the yrs you were in post, compared to your school's averages – these should include, as appropriate, KS 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>	n/a
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
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CV for [REDACTED]		
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6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school	The Royal School, Wolverhampton					
Girls/Boys/Co-educational	Co-educational Boys: 55.6% Girls: 44.4% Day Pupils: 73.7% Weekly boarders: 2.6% Boarders: 23.7%	% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
		4.5% 1 on statement and 1 on-going assessment. 20 pupils in 2014/15 on school action and school action plus (as designated under previous code)	Pupils on full bursary as proxy. Junior 3.6% (exc Reception and EYFS) Senior 6.2% 17% of all pupils on some form of means tested bursary	36.5% overall 4-19: 36.5% Senior 45% pupils	0.5% in junior school and in Senior phase due to 2 pupils with medical disability conditions.	2013-14 97.6% junior school 99.5% Senior phase
		Additional information about the school				
		The Royal School occupies three sites totalling 24 acres, 1 mile from Wolverhampton city centre, Within its catchment area are the ten 10 most deprived areas in Wolverhampton, all identified in the indices of Deprivation 2010 as within the top 5% most deprived areas nationally. The present day pupils are drawn from many of these neighbouring areas and the strong tradition of allocating means-tested bursary awards to aspirational young people from the locality, both on a day and boarding basis, supports the vision of widening participation as Free School.				
Chair of governors						
Number of pupils currently on roll	580					

Capacity	1250	<p>The Senior phase, founded initially as an orphanage, was built in the 1850's, has an Extensive and impressive Victorian, grade 2 listed building, housing teaching and boarding accommodation. Situated opposite the Senior phase, on a convenient main road (A449) serving the south of the city and hinterland is the Junior School. Purpose built on 8 acres of land with open playing fields and woodland it has the capacity to accommodate the projected three-form entry with little addition to its facilities. The third element of the campus is the modern swimming pool and sports complex used extensively by the local community (1350 children in the Learn to swim programme) and home to our Elite</p>
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Swimming Programme. This is but one example of the typical culture of excellence, building the leaders and athletes of the future and exemplifies the standard for excellence in all areas of school life. The site is able to support the effective delivery of the cross phase approach and breadth of curriculum/co-curriculum and to provide suitable accommodation for the boarding community, and already supports significant cross-site and cross phase use of its outstanding potential as an extensive and attractive site, just mins from the city centre. Change has been constant at the school and the flexible space has been well utilised to adapt to curricular change over the years and is adaptable for future plans. It has been surveyed by the EFA prior to submission and has been seen as 'flexible, spacious and suitable for a school of 1255 pupils'. Accommodation on all three sites can be cost effectively adapted to provide the capacity required for the projected growth of the school as a Free School, with the addition, as noted by the EFA, of a new Sport hall and performing arts space to fully realise its intention to broaden the opportunities to pupils from the local community. Pupils with DDA, such as cerebral palsy, spina bifida and visual impairment are already accommodated throughout the site and play a full and active role with their peers. The extensive playing fields, purpose built playgrounds and areas of woodland will enable a forest school approach, which is currently under development, and already support a rich programme of outdoor activities throughout the year and at all KSs, as an all-through boarding and day school. This underpins the school's ambition to provide enrichment beyond the classroom in activities such as CCF, sports and leadership opportunities where senior and junior pupils interact together in a variety of challenging activities through a mandatory extended day.

considerable work has been done to ensure the school operates on a sound financial footing, despite the challenging environment for stand-alone independent schools in an area of high and increasing deprivation, with a reasonably steady pupil roll until 2014-2015. The financial management of the school has been strengthened with the appointment of a qualified Director of Finance and rigorous financial controls and

procedures and monthly financial reporting have been introduced, embedded and regularly reported to the Governing Body. This, together with other business strategies, has resulted in the significantly improving financial performance based on sound strategic planning.

Your assessment against OfSTED framework (please provide a commentary)	Your self-assessed OfSTED grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
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<p>Overall</p>	<p>Pupils of all abilities make good progress across all KSs through a well planned, aspirational, broad curriculum and co-curriculum offering that challenges and creates opportunities for young people of all interests/abilities to develop and make progress in academic, artistic, sporting, cultural and physical aspects. The school produces well-rounded, successful individuals who are confident, possess high self-esteem and demonstrate excellent life skills recognised by employers, universities and parents. 95% of pupils in 2013 and 2014 achieved their first choice university courses in the UK, Europe, USA and Asia, which reflects the current diverse local and international make up of the school. The rich diversity of pupil</p>	<p>2 with aspects of 1</p>	<p>A “Roadmap” to achieve the transition of the Predecessor and Free School from ‘good’ to ‘outstanding’ is planned with our current SIP who has been supporting the Governors, Head and SLT and is an important part of the on-going external validation which tracks and informs its progress towards the stated goal. By such means, including frequent visits of key postholders to state funded settings which exhibit excellence (e.g. in relation to new approaches to assessment or use of the PP) we are adding to in-house best practice and widening the experience of present staff as preparation for Free School status.</p> <p>We are continuing to work closely with Durham’s Education Development Service (EDS) who</p>	
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	<p>make-up and destinations' routes support global links and internships and provide opportunities for local and international pupils that prepare them well for the world of employment beyond the school. The all-through co-educational, boarding and day education at The Royal gives each boy and girl a sense of self-worth, a sense of being valued as an individual within a community, and teaches them responsibility for life-long learning. From EYFS to 18 years of age, close personal attention ensures that all our pupils become resilient, caring and confident individuals with a sense of humour and ability to face challenges, become enterprising citizens of the future who understand the local and international context and learn enthusiastically from each other.</p> <p>In terms of outcomes, the Junior School, including EYFS was considered 87th best Prep school</p>		<p>have validated the SEF and will further enhance and add to the roadmap for the future development of the school, which will draw both on the expectations of the Academies Handbook, as well as those of an educational nature, in ensuring we can meet the additional expectations that accompany Free School status. Her role, alongside that of our two external advisors who combine project management, educational and governance expertise will continue to inform both the application and the pre-opening transition to Free School, with all having had recent, relevant successful experience in supporting other independent schools in the change management process</p>	
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	<p>in England in 2012 (Times Newspaper Rankings) with many pupils achieving KS2 results equivalent of pupils 3 years their senior. 22% of Y6 pupils achieved Level 6 in maths and literacy in 2013.</p> <p>In the Senior phase outcomes are similarly impressive and have been well above the YELLIs and ALIS predictions in the facilitating GCSE and A level subjects as validated by the Durham EDS. (See the full report attached as Annex 6) Consequently pupils progress successfully to their chosen university, training and employment, to match their high aspirations.</p> <p>Governance, already rated good in the most recent ISI inspection, (also attached as Annex 7) has been further restructured from Autumn 2014 to provide the clear strategic vision of an all-through school, aspiring to be rated 'outstanding' in line with the demands/criteria expected under</p>			
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	<p>Section 5 Inspections. This includes a revised committee structure, incorporating a key Data, Standards and Achievement Committee, supported by the new MIS system, which will deliver additional high quality data sets, to better evaluate the performance of pupils and staff and triangulate a range of data to ensure that the school offers excellent value for money and achieves the highest possible outcomes for <u>all</u> groups of pupils</p>			
<p>Achievement of pupils at your school</p>	<p>EYFS In 2014 across all 7 aspects of the EYFS curriculum 100% of pupils achieved their expected goals or exceeded expectation, as externally moderated in 2014. This is a further improvement on existing high levels of attainment from 2013. <i>'The percentage of pupils achieving and exceeding expected early learning goals in Early Years Foundation Stage is consistently well above average over a number of years.'</i> Durham</p>	<p>2 (with EYFS and KS1 at 1)</p>	<p>EYFS Links have been set up to cascade outstanding practice to other areas of the junior school during the autumn and spring terms 2014/5 through formal partnerships of coaching and mentoring, having identified outstanding practice throughout the y 2013-14. Head of EYFS is part of the Wolverhampton partnership and visits other settings frequently and has access to a range of OfSTED and local resources.</p>	

	<p><i>EDS 2014</i></p> <p>In the preceding January 2013 ISI carried out an integrated EYFS and boarding inspection (referenced in annex 7, reporting that:</p> <p><i>'Provision for children's well being was outstanding overall. Caring dedicated and committed staff help the youngest children form appropriate bonds and secure emotional attachments. They promote an enthusiasm for learning. The regular contact with older children and the good achievement evident in the setting helps prepare them for the next stage of learning.'</i></p> <p>Under our Free School vision, Reception will become the key point of entry and the outstanding practice evidenced will continue to secure aspirational targets, build the right learning habits and ensure outstanding support for learning for the wider range of pupils who transition across the phases and capitalise on the added value/enrichment provided</p>		<p>As Reception will become the main entry point for children into the school, close liaison with nurseries and home visits will be in place to ensure a smooth transition is achieved. A new post of Transitions – EYFS/KS1 will facilitate this process (see later under KS1)</p>	
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	<p>throughout the school.</p> <p>KS1</p> <p><i>‘At KS1 pupils’ attainment is consistently well above national averages in reading writing and maths, with large proportions of pupils attaining at L3 in reading and maths in 2013 and 2014.’</i></p> <p><i>Durham EDS 2014</i></p> <p>For the past two years 100% of pupils have not only met, but also exceeded level 2 across reading, writing and maths. Significant numbers of pupils have also achieved level 3 in reading and maths, which have doubled from 2012. ‘Disadvantaged’ pupils in Y 2 have all attained Level 2 and some Level 3 in reading, writing and maths. Compared to the 45 local primary schools only 1 other school, Wolverhampton Girl’s High School, an academically selective single sex establishment, demonstrated data above national average in each of the key OfSTED data dashboard categories. On each of the measures The Royal performed</p>		<p>KS1</p> <p>As identified in D3 of our application, 2 new key posts have been created across the early years and primary KSs to monitor pupil progress and transition from EYFS to KS1 and beyond, and at KS 2 to monitor pupil progress and transition to KS3. These post holders will liaise closely, as well as developing age specific outreach partnerships under the overall guidance of the Junior Head</p> <p><u>Other strategies include to :</u></p> <p>Further develop internal strategies to improve the attainment of boys writing at level 3 through using evidence and best practice from national research and strategies. A programme of peer learning through visits to local highly performing maintained primaries by KS 1 and 2 staff enabling them to gain a better understanding of the range of strategies and interventions needed to improve outcomes for pupils of all abilities.</p>	
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	<p>better than its nearest competitor. There appears to be no statistical difference between the achievement of girls and boys except in writing where girls outperform boys in achieving level 3 in writing, reaching higher levels than expected for their age.</p> <p>KS2</p> <p>The Royal Junior School performed better than 41 of the other local primaries at KS2 performance over the last 3 years, across all measures, particularly including the progress of disadvantaged children as validated by the externally assessed KS tests across 2010 to 2013.</p> <p>This has included a significant number of pupils achieving level 5 and above at KS2. With nearly a fifth of pupils achieving level 6 in Maths in 2013.</p> <p>Within the period up to 2013/14, the school experienced a decreasing roll and ever more significant levels of 'churn', including 2 newcomers (out of a</p>		<p>KS2</p> <p>The school has moved forward in terms of an assessment culture and has taken steps to further monitor pupil groups through the transition from Y5 into 6 in particularly in reading and writing. New strategies and interventions are in place for further development of these key aspects to ensure effective transitions across the KS interfaces, through support and nurture groups, using the now established very frequent 6 times a year assessment milestones to inform planning and teaching, with close attention to the Y5-6 boundary. In the context of moving forward to become a Free School the new MIS (SIMS) system will better deliver the level of detailed</p>	
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<p>total of 8 pupils) into Y6 in 2013/14.</p> <p>Given the very small and largely academically weak cohort (8), as above, of whom 25% were identified as having SEN and 25% 'disadvantaged' pupils (the latter in relation to measures which are proxy for OFSTED criteria) it was agreed on educational grounds for this one y not to put the pupils through an externally moderated process. This resulted for the first time in lower than national average results in reading and maths in the Level 4 measure</p> <p>However, on the basis of our internal moderation level 6 was still achieved in maths and 50% of pupils achieving level 5 in English grammar, spelling and punctuation.</p> <p><u>Over time outcomes:</u></p> <p>We recognise that presently girls do better in reading and writing compared to boys at KS2, especially at level 5 and that boys do better in maths as boys alone achieved all the level 6's in 2012-</p>		<p>data and pupil analysis of the performance of different groups immediately available to teachers, SLT and governors to enable <u>all</u> groups of pupils to make the expected progress and then to exceed their PiPS target grades. Performance data will be reported directly to the Data, Standards and Achievement governors' committee following each of the six, half termly data drops to ensure resources are deployed effectively to maximise outcomes and progress of pupils. Interventions are being provided through the holistic approach to enrichment, which includes the enrichment club in maths, which has extended pupils to reach level 6 in y 6. Four pupils in 2013 at KS2 were prepared to successfully take foundation level GCSE paper in maths as part of their extension strategy. This aspirational practice for A, G and T is being shared and developed further to enable all pupils to progress/extend beyond expected levels. The impact of specific interventions across all</p>	
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	<p>14. However, overall this indicates the aspirational culture and outcomes that are customarily set at KS2 and, as pupils move through the school (within our all-through context), we then actively ensure that we challenge any stereotypical areas of performance, to the point this pattern is reversed to KS 4 and 5 where the girls perform above national norms in science and maths, both in take-up and outcomes, as do boys in English.</p>		<p>pupils will be evaluated regularly against targets for each pupil and group of pupils.</p> <p>Girls are being stretched and challenged through even more effective use of early identified performance indicators, specific milestones, extraction groups using the enrichment room and support and nurture groups from subject specialist staff in both junior and Senior phase in maths to enable them to reach level 6, as boys have continued to do for the last 3 years. A more effective system is being developed to reflect PIPS baseline data and the existing 6 half termly reporting schedule of Continuing Assessment Grades (CAGs). Experience from our highly successful maths department in the senior phase will be used to help plan interventions to specifically engage girls so that 20% of girls achieve level 6 similar to the boys. A developing range of teaching and intervention strategies is in place to promote reading for pleasure for boys in order to improve reading</p>	
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		<p>and writing at level 5. More engaging resources are also being sourced to better suit/inspire the range of boys needs. Also, reading groups, use of interactive writing and reading technology on iPads, visiting authors, poets and trips to the library of Birmingham are being put in place to raise aspirations and improve the proportion achieving Level 5 in reading at the end of KS 2.</p> <p>A further strategy to ensure continued increase in attainment and progress will be the planned physical transfer of Y5 and 6 in a sub section unit within the Senior phase which will better prepare them for 'secondary readiness'. This will further promote cross phase understanding in relation to teaching, learning and assessment and we will use the expertise gained from that to work with the pupils at the top end of local primary feeders and to adjust strategies at for those who enter Y 7 from outside the all-through approach</p>	
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	<p>KS3</p> <p>This is a key area of focus being further developed by our recently appointed Deputy post holder with responsibility for learning and teaching, as part of our strategy for ensuring that we maximise progress for all at every KS. A mix of quantitative and qualitative data are used to assess pupil progress at KS3. Pupils complete the MIDYIS test in Y7 and data are used to inform learning and teaching. CAGs milestones/checkpoints, (which occur 6 times a year), teacher comments and formal examination assessments twice a year indicate pupils and staff strengths and weaknesses and are reported against targets in different aspects of the curriculum. Pupils have two formal assessment periods each year after which subject based evaluation and target setting takes place.</p> <p>Y9 pupils start GCSE science</p>		<p>KS3</p> <p>Assessment at KS three will be the key focus for development particularly in the light of the additional entry points to the school at Y 7 and Y 9 where not all pupils will have the benefit of having come through the through-school development. An enhanced assessment approach is currently being explored where pupil progress can be tracked effectively using the CEM (Durham University) centre's new programme INSIGHT, a computer adaptive test for English, Maths and Science which can be tracked against MIDYIS baseline testing. Pupils currently are assessed on the MIDYIS system, but the data will now be more effectively used to identify individuals and groups of pupils who are underperforming or missing key milestones. This enhanced system is to be adopted from 2014-15.</p> <p>With the removal of National Curriculum levels at KS3 from</p>	
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	<p>early in each of the three disciplines, following a 3 year course of study to ensure appropriate depth and rigour, and are assessed using GCSE criteria. National Curriculum levels are not used but teachers use a mix of MIDYIS and teacher-based assessment to construct meaningful and aspirational targets for pupils. Currently, these are reviewed frequently by the SLT and Deputy responsible for T and L; reported to Governors and parents, and feed into the Leading Learning Group.</p> <p>GCSE Over the last 3 years, GCSE results have been above national average in most of the key attainment measures, with particularly strong performance in the key subjects of maths,</p>		<p>2014, new approaches to assessment are being developed within the school, also drawing on best practice nationally, to ensure that pupils have meaningful and aspirational targets, teachers are held accountable for the performance of groups and individuals and governors are able to evaluate the success of intervention strategies to improve attainment prior to the important KS4 threshold. Heads of departments and faculty heads (a planned restructure is in train to enhance monitoring and accountability) will develop an effective system that is appropriate for the range of abilities expected at the school now, through our increased numbers, and in the future.</p> <p>GCSE The introduction of the new MIS and the employment of a data manager, is giving middle leaders, SLT and governors the data needed in order to provide accurate tracking and interventions that will</p>	
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	<p>science and English, in some cases more than 20% above national average. Value added scores based on YELLIS predictions to outcomes have historically been strong. Progress in English and Maths has been well above national averages in all years. National gender trends have been reversed with girls particularly demonstrating strong performance in science and maths, where results have also traditionally been 10-20% higher than national average.</p> <p>In terms of the raw data, GCSE results in 2014 were the result of the most recent extreme volatility and skewed intake of a very small cohort, with 14 out of a cohort of 30 being EAL students. These data (50% of pupils achieving 5 A*-CEM, down from 72% the previous year) do not reflect the progress made by pupils from their particular starting points, as below:</p> <p><i>'The outcomes represent considerable value added when</i></p>		<p>make an impact on pupil outcomes. Milestones for pupils and groups are being identified; analysis of performance across subjects and groups of pupils analysed; with all data reported to the SLT and governors to ensure resources are directed to raising attainment for boys and girls at every level, whatever their prior learning and point of entry.</p> <p>More structured use of tutorial time is being organised to set appropriate pupil led aspirational targets, in association with externally benchmarked data which can then be shared with subject teachers. Interventions then on individual, subject basis will improve outcomes and raise aspirations. The appointment of an AH with special responsibility for data and tracking, working alongside the DH for L&T, and DH Pupil monitoring and well being is presently in train (See D3- the staffing structure).</p> <p>A range of academic enrichment support at lunchtime, visiting</p>	
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	<p><i>compared with the YELLIS profile of the year group which predicted 43% 5A*-CEM.' Durham EDS 2014</i></p> <p>The Yellis analysis suggested that only 30% of the pupils were from within the top 50% (A and B) of ability and therefore 70% of the pupils were in the lower ability range (C and D). There was a strong (21%) international element in the cohort who arrived at a late stage in Y10 with significant challenges in EAL. One pupil joined the school in January 2014. The curriculum also focused on the EBacc facilitating subjects, which are more challenging for those with limited language facility. Despite the overall dip in 2014, <u>100% CLA Pupils</u> achieved 5 A* to C at GCSE including English and Maths. Overall, in relation to progress from starting points, pupils do well (see externally validated value added data – Durham EDS) and will do even better once the</p>		<p>speakers, newly established links with Wolverhampton university and Wolverhampton College for those aspiring to high level apprenticeships and further development of the extended day programme to motivate, support and challenge underachieving pupils and raise aspirations are in place. Further developing the day boarding support concept for PP and those who need supported study beyond and within the extended day is also in train. Having identified specific weaknesses in GCSE outcomes in History, Fine Art and Music in particular, immediate SLT intervention has taken place across a range of fronts with governors informed appropriately. In History, capability procedures have started in order to effectively deal with underperformance against YELLIS predictions. A series of targets, milestone data drops, a sequence of formal observations and training opportunities are being implemented. A support plan and</p>	
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	<p>strategies already implemented by our recent Deputy for L and T have had time to be fully implemented and evaluated. Girls continue to perform highly successfully, and we are delighted that they continue to outstrip national trends and do better than boys in attainment. in those areas where they typically underperform nationally e.g. STEM. However, when analysing progress, the gap is much smaller.</p> <p>The slight underperformance of boys in terms of progress has thus been, and will continue to be, a key focus, especially with a widening cohort of ability and motivation.</p> <p>The majority of pupil's progress to Sixth form within the school and retention rates at this age/stage has been in the high 80% for the last two years. As the cohort diversifies, individual tutors will support and guide in each subject area and qualification options will be broadened though the links</p>		<p>strategy for the pupils is in place to ensure that pupils have appropriate intervention and support. (By the time this SEF is submitted to the DfE this accelerated process will be much further forward) In Fine Art and Music, additional SLT line manager meetings are in place against clear progress markers with a particular focus on the progress of GCSE pupils in each subject and a programme of support and interventions has been put in place for any who are identified as at any risk of underachieving. As part of our on-going training and development of all subject leaders led by the Dep Head Learning and Teaching, an underpinning theme will be effective strategies for differentiation, extension and ensuring all pupils develop their understanding and capacity for independent learning.</p> <p>INSET over the two last years has increased awareness of the performance of different groups with a Y 9 start to 3 year length GCSE courses across English and</p>	
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	<p>already developed with local FE and HE providers that will enable an appropriate mix of options for 16 year old pupils as set out under D1 of the application. <i>(Ref Support letter from Wolverhampton University and their links with Keele, Birmingham and Aston universities)</i></p> <p>The expectation will be that the pupils overall exceed national expectations in relation to both Attainment and Progress 8 and strategies and curricular balance will support this goal.</p> <p>A level Attainment at the highest grades at A level continues to be stronger than the local selective independent and maintained schools and significantly above the national figures (41% of pupils attained A or A* grades at A level in 2014) <i>'41% of students attained A* /A grades at A Level in 2014 which compares favourably with national averages for all types of schools</i></p>		<p>maths intended, alongside our existing 3 year programme for GCSE Science, given the likely increased needs of SEND, EAL, PP, CLA, gender, changes to the national curriculum and increasingly rigorous examination process and the challenges of differing entry points expected in the future.</p> <p>A level Continue to develop the tracking system using external ALIS benchmarked data with 6 key assessment milestones to effectively link the monitoring of assessment and attainment with the quality of teaching in each subject and for each pupil. Teachers will have more clearly defined performance objectives and then be regularly assessed against these. These will be</p>	
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	<p><i>including selective independent.' Durham EDS 2014</i></p> <p><i>'Performance at KS5, as measured by standardised residuals, is broadly in line with expectations with outcomes in maths, science and business related subjects particularly strong when compared to national averages. Girls' achievement in maths and science is a particular strength.'</i> Durham EDS 2014</p> <p>Maths, science and business related subjects continue to perform strongly with many pupils progressing to closely related university courses at the top (incl. Russell Group) establishments. The aspirational culture of the sixth form with a focus on personal development through enrichment and community engagement as well as outstanding attainment in examinations means that the school outperforms all bar the academically selective girls school in the area.</p> <p>In the majority of years APS has</p>		<p>reported to SLT and governors and whole school strategies, as well as individual improvement plans implemented.</p> <p>A key focus is the key transition points of Y11 to Y12 to Y13 to map attainment to ability and the quality of teaching. A new post will be created of an AH Transition, guidance and careers to manage this, alongside overview of effective KS3 transition .With the development of the Data, Standards and Achievement governors' committee, information will be reported and strategies for improvement implemented and evaluated.</p> <p>Concentration on independent learning skills, feeding through from KS 4 with the formal link with the University of Wolverhampton, (and Children's University from KS3) and wider enagement of all pupils in STEM and understanding preparation for University- which also form part of our agreement (see attached letter in Annex) focused exam technique</p>	
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	<p>been greater than local authority and national averages. The APS has been slightly lower in the last 2 years due to trends on international student recruitment, whereby pupils, some with EAL difficulties, take AS levels and then transfer successfully to gain entry to good foundation courses at impressive universities throughout the UK, prior to transitioning to their degree courses.</p> <p>Performance of the CLA pupils is strong and <u>all</u> have progressed to university or work with training. [REDACTED] General Studies has also not been widely adopted (as is typical in some sixth forms to increase APS) as A level pupils</p>	<p>preparation, the full development of the EPQ throughout the sixth form, Master classes, invited specialist speakers in Law, Business and STEM and experts in their field to motivate, stimulate and raise aspirations and more effective use of supervised study time are all in train. Links with Apprenticeship providers will allow a broader group of pupils to access a range of valuable vocational opportunities to suit their interest and aptitudes, whilst continuing to develop their academic strengths, increase levels of literacy and numeracy and build their aspirations and confidence through the enrichment programme and House leadership programme</p> <p>We will continue to develop links with all universities and with the activities of the Sutton Trust, in addition to our particular links with Wolverhampton and Birmingham, with the addition of Computing and Psychology to illustrate that higher-level study and research is available for all. [REDACTED]</p>	
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	<p>concentrate on depth and rigour in their facilitating subjects to access the more rigorous Russell Group of universities such as Oxbridge, LSE, Imperial and Warwick.</p> <p><u>Destinations</u></p> <p>Up to 75% of the Sixth Form have been international pupils for whom English is their second language. As already indicated, many arrive with the intention of progressing from A Level to the top group of global universities, including the Russell group of universities, with a further group aiming at foundation course entry having achieved AS results in business and finance, which has become a successful strategy of the school.</p> <p>Progression to their first choice of university remains strong through the effective studying of the facilitating subjects where we very significantly outperform our competitor establishments (see the 2013 published Tables) and an effective guidance and UCAS</p>		<p>which gives an outstanding example to pupils that learning is lifelong. Develop the sharing of resources with local universities e.g. STEM projects with local primary schools with sixth form leadership and involvement and sharing of university library facilities, visiting lecturers, guidance staff to assist with UCAS applications and arranging visits to universities. Further development of relationships with local HE establishments to facilitate progression through ongoing meetings and agreement with Wolverhampton Vice Chancellor and Children's University. Linked work with Birmingham university Psychology department is making pupils aware of research methodology, which can be applied more widely across the sixth form</p> <p>The development of a high quality apprenticeship route through our emerging links with South</p>	
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	<p>application process, with 95% achieving their first choice in 2013 and 2014 at an impressive range of Russell group, and top global universities in USA, Asia and Europe in addition to those such as Oxbridge in the UK</p> <p>As part of the above routes, students also progress, particularly in STEM to the local Wolverhampton and Birmingham universities.</p> <p>Pupils are supported in their career aspirations through a planned programme of CIAG, which is being further refined from Y8 onward and a range of COA (Cambridge Occupational Analyst) activities and PSHCEE interventions. The rich and varied enrichment programme, community service activities, leadership opportunities from KS 2 onwards also develop pupils with a range of high level skills, aptitudes and interests, confident to make successful applications to their chosen university with highly developed employability skills, as</p>		<p>Staffordshire College will complement our more academic programme and support the wider range of Y11 pupil needs and raise aspirations of pupils from Y8 onwards to move into a range of challenging but varied career areas.</p> <p>CPD training will be put in place for new tutors and advisors in all years from Y 8 to the sixth form team in UCAS preparation and careers development to establish early work habits.</p> <p>All sixth formers will also be able to select a personal mentor, in addition to their tutor as part of the joined up arrangements set out above.</p> <p>Explore Level 3 Maths courses for a significant proportion of pupils studying a range of courses not just those pursuing A Level Maths or further maths</p> <p>Use alumni in a more strategic way to inform internships, work shadowing, student mentoring and encourage aspirational career paths. A number in JLR and</p>	
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	<p>result of their portfolio of experience and achievements. The guidance programme is impressive with all applications completed and sent to UCAS by October half term following a structured system of tutor advice, Heads of Sixth form coaching and visits to different types of university. All pupils applying for Oxbridge/Medicine secured an interview in the past two years and 50% were offered a place from our non-selective intake. The Elite swimming squad of international, European and national standard swimmers consist of 25 swimmers training and competing at the highest level whilst balancing a rigorous academic programme. This exemplifies the aspirational culture of the school where success in sport mirrors that academically. [REDACTED]</p>		<p>Caterpillar engineering, UTC aerospace and banking offer internships already.</p>	
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	<p>██████████ <i>'Evidence from work scrutiny in lessons indicates that attainment across the phases is above national norms and current pupils are making good and in some cases excellent progress over time.'</i> Durham EDS 2014</p>			
<p>Quality of teaching in your school</p>	<p>Teachers at The Royal are well qualified and demonstrate excellent subject knowledge as evidenced in lesson observations. In particular, good questioning techniques and positive working relationships with the pupils were seen to be good or outstanding in the majority of lessons. Indications from learning walks and work scrutiny with our external OfSTED validator appear to confirm quality of teaching is at least good, and in many cases</p>	<p>2 with aspects of 1 (1 in junior school)</p>	<p>Through an audit of detailed lesson observation, work scrutiny, learning walks and links to performance objectives within the existing PRD process already established, an understanding of skills and expertise is already being identified. External advisors complement the database of outstanding practice that exists within the staff body where essential. Directed CPD courses for individual staff, particularly those with a focus on examination</p>	

	<p>better. <i>'Pupils make good progress because teaching is typically characterised by high expectations, quality relationships between pupils and adults, secure subject knowledge, precise questioning to ascertain understanding and interesting lessons that sustain pupil interest and engagement.'</i> <i>School records, based on OfSTED assessment criteria, indicate that almost all teaching is at least good with a large proportion that is outstanding.</i> <i>(Durham EDS 2014)</i> Pupils are overwhelmingly fully engaged in lessons and particularly so when the lessons are well structured and follow an appropriate pace. Policies and practices to develop a positive behaviour for learning strategy in the context of our Free School proposal have been implemented in 2013-14 and are being further reviewed in the spring term 2015 in relation to our recent</p>		<p>performance have been planned and will further continue to developed, as will opportunities for peer learning through some of our more recent appointments (see below) Following this audit of evidence from the Deputy Head Learning and Teaching a program is being implemented that links performance to learning walks, work scrutiny, governor involvement at all levels, peer coaching and mentoring, data drops, use of experience of new staff from different settings, involvement of the Governors new Data and Standards and Achievement committee together with the planned restructuring into a streamlined Faculty structure where accountability is clearer and the line management more direct to facilitate swift improvement and directed outcomes for pupils through staff development. Only 1 lesson observation was found to require improvement. This was the History teacher that has</p>	
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	<p>expansion. With a widening pupil base and range of abilities and motivations it is imperative to have a robust and successful programme in place prior to growth becoming established. Evidence from the 2011 ISI inspection quotes <i>'Effective lesson planning, expert subject knowledge, good class management and close relationships with pupils are characteristics of the teaching and enable pupils to make good progress and achieve well.'</i></p> <p>All middle leaders in both junior and Senior phase have participated in joint lesson observations with the fairly recently appointed [REDACTED] to ensure still more consistent assessment of learning and teaching across the school. In the Senior phase teaching is consistently good with examples of best classroom practice.</p>	<p>been identified as underperforming and is being addressed through an accelerated programme. Peer coaching is developing using evidence from lesson observations, work scrutiny and learning walks. Teachers have been paired up to observe each other and share good practice, to then evaluate the impact of such changes on pupil achievement. Whole staff INSET has been specifically focused on learning and teaching with reference to the needs of EAL pupils, using CEM data and we have secured a booking with [REDACTED] to deliver a programme based on engaging pupils in their learning in January 2015. The existing SENCO, together with the appointment of a new postholder with a brief for the junior phase, both of whom will work to the DH L and T, will inform overall school strategy for meeting the needs of pupils with a wider range of SEND, as the intake increases. New MIS (SIMS) and data tracking</p>	
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	<p>(based on observation, pupil interviews and outcomes). ISI inspection 2011 endorses this <i>'Expectations are high and teaching successfully involves the pupils. Lessons are enjoyable and meaningful and pupils respond with enthusiasm'</i>. During the academic year 2013-14, 60 formal lesson observations based on OfSTED criteria, took place across both junior and Senior phase.</p> <p>98% of teaching observed by an experienced senior leader was Good or better during 2013-14. Of these lessons in the Junior school, 87% were graded outstanding and more than 50% of senior lessons. A database has been maintained detailing individual performance across the OfSTED criteria to enable staff to work together collaboratively to improve their performance. The quality of feedback (marking and assessment) has been significantly improved since the</p>		<p>developments discussed elsewhere will continue to improve the tracking of pupil progress in each class, subject and KS and link with teaching performance and outcomes for pupils. The newly created post of Assistant Head Data coordinator and manager and the Deputy Head Learning and Teaching will enable data to triangulate with teaching performance, pupil outcomes and assist in the tight management of staff at all levels.</p> <p><u>Leading Learning Group</u> As part of this rich programme in place we are using newly purchased lesson observation software 'I-observe' which focuses on OfSTED criteria for both lesson observations and learning walks. This is to be developed further in 2014-15. Significant planned investment in ICT hardware and software is planned for Autumn 2014. This will improve the interactivity and engagement across the curriculum and KSs to enrich the opportunities</p>	
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	<p>last standard ISI inspection in 2011 when this was identified as a weakness <i>'Ensure that marking is always constructive and designed to help pupils to improve their work'</i>. A new learning, teaching and assessment policy was introduced at Easter 2014, following a period of consultation and is now becoming embedded.</p> <p><i>'The quality of marking and feedback is improving and there is some exemplary practice.'</i></p> <p><i>Durham EDS 2014</i></p> <p><i>'In both the primary and secondary phases there is existing exemplary practice which can be used to model good practice and ensure greater consistency. The Deputy Head teacher Learning and Teaching is providing strong leadership to develop and embed robust systems, which are positively impacting on practice and pupil progress. At secondary level, pupils utilise formative and summative assessment to set negotiated targets for</i></p>		<p>to learn by a variety of means. It will facilitate the speedy and timely collection of performance data so that a still more effective evaluation of pupil progress and teaching quality can be determined. A programme of further improvement and development of staff and pupil performance is then achievable through the effective deployment of the Data Manager in collating data sets and converting them into meaningful analyses of patterns/trends for SLT and governors to interrogate.</p> <p>A planned ICT skills audit of teaching staff will take place shortly to ensure teaching staff have adequate skills in order to use the new equipment available to them.</p> <p>Outstanding Teacher Programme specialist grouping links are being made with local providers and teaching schools.</p> <p>We will also be considering the implications of the newly released set of standards for teaching assistants, to ensure that all teaching support staff operate at</p>	
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	<p><i>improvement in learning following formal assessment periods.'</i> <i>Durham EDS 2014</i></p> <p>Target setting in Senior phase has now been formalised and takes place after the two formal assessment weeks towards the end of the Autumn and Summer terms. Pupils review their performance and set two subject targets in conjunction with their teachers. These targets are then reviewed and adjusted if necessary.</p> <p>Quality assurance has been further developed for middle leaders with key dates for work scrutiny of different year groups, HOD lesson observations, development plan reviews, and SLT line management.</p> <p>There has been a developing programme during the past three years that has been introduced through the PRD (Professional review and development) process and, since the employment of SLT member with responsibility for learning and teaching, a more</p>		<p>the highest level.</p> <p>As member of the Wolverhampton University and University of Buckingham ITT programmes we will continue to maintain close links with best educational pedagogy and national directives.</p>	
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	<p>formal process has been developed that triangulates pupil performance, teaching quality and the broader interests of the school in enrichment activities. This includes observation by SLT, HOD and PRD reviewer. Outcomes are designed to focus on learning and teaching goals, personal career developments and a school wide focus.</p> <p>The sharing of good practice in learning and teaching is enhanced by the contribution of visiting international student teachers and also PGCE pupils from Wolverhampton University and Buckingham University, bringing in fresh ideas and is being further complemented by exciting new appointments, which arise from our significantly increased pupil numbers this term.</p>			
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Your assessment against OfSTED framework (please provide a commentary)	Your self-assessed OfSTED grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion	
Behaviour and safety of pupils	<p>Behaviour is exemplary. This is evidenced in lesson observations as in 92% of lessons, behaviour and safety is graded as good or outstanding. Pupils want to learn in lessons and cooperate with each other in the classroom. As the intake becomes more diverse we are further developing our existing structures pastorally and academically so that high expectations and management of pupil behaviour continue to be effective. With planned gradual growth over a five-year period, present pupils and staff will be ambassadors for new recruits.</p> <p><i>'Pupils have very positive attitudes towards the school. They enjoy school and appreciate the opportunities it provides for them both academically and in developing themselves. Behaviour in and around the</i></p>	1	<p>Develop the use of attitudinal surveys provided by the CEM centre to find out more about pupils perceptions of their experience at school. Act upon the results of the attitudinal surveys where appropriate.</p> <p>The vertical House structure of four houses linked to the Royal identity throughout the school from Reception to Y13 will foster a sense of community and a 'school within a school' where responsibility can be shared and developed. The support of day and boarding pupils to offer a real 'wrap around 'care from breakfast to dinner and homework support and enrichment activity beyond the school day will motivate and support pupils of all backgrounds. PSHCEE and enrichment activities will take place within these houses and promote a strong sense of values, belonging and wellbeing and decision-making</p>	

	<p><i>school is very good. Pupils are polite and show mutual respect for each other and adults.'</i> <i>Durham EDS 2014</i></p> <p><i>'Arrangements to ensure the pupils' welfare, health and safety are excellent. The support and guidance offered to pupils are successful in promoting both their personal development and their academic achievement'</i> (ISI report)</p> <p><i>Relationships between staff and pupils are good across both junior and Senior phase.(ISI report 2011 and EDS 2014)</i></p> <p>Based on pupil interviews and conversation, pupils see staff as supportive in both day classes and boarding environment and feel as if they will 'go the extra mile' for them if necessary.</p> <p><i>'Behaviour is excellent, both in class and around the school, and visitors are treated with courtesy'. The school has excellent measures to guard against bullying and, should they occur, pupils are confident that any</i></p>		<p>abilities through vertical groupings in each KS. Mentorship of older pupils will offer new ways of motivating and supporting pupils with differing abilities, SEND, PP, disadvantage so that differences and diversity are celebrated and pupils progress seamlessly from one KS to another and then to successful outcomes beyond school.</p> <p>The development of new data systems with analysis of performance (mentioned elsewhere) will identify groups of pupils (gender, PP, CLA, SEND, age group, aptitude) and be better able to identify interventions to enable progress to match and exceed expectations. With a broader intake we will need to develop still more robust systems to rapidly identify and intervene where underperformance is clear with groups or individuals.</p> <p>The existing ABC policy is being reviewed to encourage the 'through-school' approach and cater for a larger intake and to further develop a system that takes into account both rewards and sanctions for the full</p>	
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	<p><i>incidents would be dealt with promptly and successfully.</i> (ISI report)</p> <p>The Senior phase has an Academic and Behavioural Care (ABC) policy, which outlines the steps taken to tackle poor behaviour. Only 1 pupil received the highest sanction of Head teacher's detention in 2013-14. The junior school operates a Behaviour Leadership policy outlining both rewards and sanctions available to members of staff, which is very successful. Records from internal ABC and pastoral care meeting systems and monthly Pupil Concern meetings shows that bullying is very rare and pupils know whom they speak with to resolve any relationship issues that arise. Prefects are seen as positive role models and approachable through pupil views and tutorial sessions. Both senior and junior school have full pastoral care meetings half termly to review any on-going</p>		<p>range of pupils expected. The creation of a new role/expectations for the existing DH Pastoral – as Deputy Head—Pupil Progress and Well-being will enable him to take on a wider remit with responsibility for overall student monitoring and well being, and we have initiated a working group to develop this in the Autumn 2014. Pastoral care meetings now focus as student review meetings to concentrate on both academic and pastoral matters. With a new MIS and data manager in place, these meetings will be much more data driven focusing on pupil progress and triangulate pupil progress, achievement and teaching quality, alongside data on attendance and other areas of school engagement by individuals and pupil groups. The development of the established vertical house system is providing further opportunities for student leadership. Further analyse and harness the strengths of the alumni in terms of supporting a vibrant speakers</p>	
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	<p>concerns and liaison staff for cross phase transition work with staff and parents on an on-going basis to ensure a smooth and seamless movement from one KS to another and to avoid any underperformance.</p> <p>Attendance is well above national average in both the junior school at 97.6% and Senior phase at 99.5% in 2013-14. Exclusions are used rarely and seen as the serious and final stage in a disciplinary matter.</p> <p>Almost all pupils volunteer in a range of contexts around the school and in the local community in 'special schools, old people's homes and through mentoring younger pupils in junior school and assisting in swimming and PE lessons. The CCF taken by all pupils also provides opportunities for student leadership. Once pupils reach the position of Corporal they are able to learn to lead small groups of younger pupils in school and on adventurous training and summer</p>		<p>programme, pupil mentoring, careers destinations and ensure that every child who joins the community feels part of a wider national and global community that will support them through life journey.</p> <p>The school council in Junior and Senior phases is shaping the new rewards and sanctions policy, uniform, activities and broader educational experience discussions.</p> <p>Close Attendance monitoring and links to wider external agencies and how these will be developed; EWO etc. further support for the SENCO and team to take on the revised national approach (EHC for 0-25 all reinforces the 'all – through' Royal School approach); The Head presently is a key representative board member on the Wolverhampton WSCB for Safeguarding and liaises with the local agencies and a range of educational settings, particularly around CLA and disadvantage.</p> <p>Also ensuring high quality teaching so that pupils are fully engaged</p>	
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	<p>camps. Links with a school in the Gambia and the local Compton Hospice allow pupils to get fully involved with a range of people and develop independence, confidence, resilience and leadership. It is a feature of the school that pupils have self-esteem and a collegiate responsibility through these varied activities and compulsory enrichment programme In both junior and Senior phases during the extended day to 5pm or 6pm.</p> <p><i>'The effective vertical house structure across all phases helps pupils develop a strong sense of identity and shared responsibility'</i> <i>Durham EDS Report 2014</i></p> <p>Pupils develop a strong sense of identity and absorb the emotional values of the school through the vertical House system. This starts in the Autumn term with the House music festival where all members of each of the four houses perform, culminating in an entertaining 'House shout' in Chapel. Further House based</p>			
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	<p>activities occur fortnightly and also involve activities suggested by departments and pupils. A recent competition to pass an egg across the site by house members was huge amount of fun for all. The Modern Languages department organised a range of academic activities for the houses, which combined aesthetic appreciation, and modelling of famous international buildings with a strong language element. The English department also hosts an inter-house debating competition through the winter months. A range of opportunities to celebrate the international and global flavour of the school with an International evening recognises our strong cultural strengths both locally and more widely.</p>			
<p>Quality of leadership and management of your school</p>	<p><i>'Leadership and management are good and successfully fulfil the aims of the school. The school has a strong ethos for care and concern of pupils and staff'. Leadership and management are</i></p>	2	<p>Succession planning for Governors, SLT and staff at all levels of the school with a roadmap to a new leadership and governance structure is being developed for the new school status.</p>	

	<p><i>good with capacity to improve. Leaders are committed to securing outstanding education for pupils and students at the school. School self-evaluation and development planning are becoming coherent, rigorous and accurate. The leadership of teaching is effective with stronger links to performance management emerging. The curriculum is broad and balanced and provides students with innovative opportunities to develop and apply skills and competencies, a wide range of qualifications and a quite exceptional range of extra-curricular activities. Spiritual, moral, social and cultural development is excellent.'</i></p> <p><i>(ISI report and endorsed by Durham EDS report 9/2014)</i></p> <p><i>'Senior management provides strong leadership and has a clear vision for the school' (ISI report)</i></p> <p><i>'The head teacher has a very clear view about what constitutes a high quality educational</i></p>		<p>Create and implement a roadmap for effective transition to Free School status and OfSTED readiness, ensuring that Governors and staff at all levels are fully conversant with all additional requirements and are able to successfully meet the needs of a wider intake.</p> <p>Further develop a skills map, using performance data to improve attainment. Triangulate assessment and progress data, attendance data, teaching and learning judgements, linking those closely with performance objectives and on-going strategic planning.</p> <p>Consultancy period with HR advisor with Heads of Department.</p> <p>Roadmap to implementation of new staffing structures, terms and conditions and job descriptions at all levels of the school.</p> <p>SIA being identified for the transition to Free School to enable leadership team and to maintain and improve current standards.</p> <p>Further develop departmental systems of self-evaluation and monitoring to enhance outcomes and</p>	
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	<p><i>experience. It not only enables the students to achieve good examination results, but also gives them great confidence, gained through success in a wide range of activities, particularly music, drama, Combined Cadet Force and sport.' Durham EDS 2014</i></p> <p><i>'The governing body provides an effective oversight of the school in line with its aims and discharges well its responsibilities for educational standards, financial planning, investment in staff and accommodation and resources. The governing body is well constituted with governors drawn from a range of backgrounds to provide expertise and experience for the school' (ISI report)</i></p> <p>The Governors and SLT have a clear strategic vision for the school with accompanying action plan for developing their vision for a Free School, underpinned by a passion and commitment in a school that has historically been</p>		<p>ensuring that strategies are in place for middle leaders to be held accountable to senior leaders and governors, with the full enagement of the Governors' Data, Standards and Achievement committee</p> <p>Performance management to triangulate teaching, achievement, pupil progress with governance.</p> <p>Governors to be involved on day-to-day learning walks, the development of a governors' action plan and strategic planning of the school. Identify lead governors for subject areas to focus on key strands of OfSTED criteria so that they can monitor milestone.</p> <p>Continue to recruit high quality governors and trustees with a particular focus on any skills gap analysis and against clear expectations and role. To provide them with appropriate training in data analysis (RAISE, Data dashboards etc), personnel management and improvement planning, Academies Handbook familiarity.</p> <p>A fully revised Governance and committee structure (see F7)</p>	
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	<p>innovative and enterprising through new developments in building on the school's earliest history in using education to enhance the life chances of young orphans to recent developments e.g. through the elite swimming programmes, use of Early Years setting and early adoption of international boarding from the Far East.</p> <p>SLT have identified efficiencies to be made in reorganisation of academic middle management to a Faculty structure from 'flat' structure of many Heads of department. (Autumn 2014)</p> <p>The Head teacher and SLT have benefited from 6 monthly SIP support for whole school developments and personal CPD opportunities. This forms part of the Head teacher's review with a Governors' appraisal committee, and this is due to meet again with the SIP in the mid autumn term to review achievements against previous targets and to set new ones for the coming year in</p>		<p>More frequent Learning walks by Governors and subject liaison to allow staff greater knowledge of governance and role of governors in raising standards and achievement</p> <p>Continue to monitor changes in DfE EYFS management and the necessary transition to Y R entry from our current EYFS provision, and all other areas of national change and compliance and respond as necessary</p> <p>Improved data management at all levels to involve governors, SLT and staff with a structured programme through a development group of staff and governors. To include development of leadership structures, performance management and the production of a roadmap of transition for training and implementation as the new school develops in the coming three to five years.</p> <p>Further develop effective data tracking systems at each KS to triangulate performance of pupils, staff and governance utilising the newly introduced MIS (SIMS and use</p>	
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	<p>accordance with the development plan.</p> <p>Four new governors have been inducted into the Board in the past two years for new skills to add to the board in finance/accountancy, HR, local community links and marketing and business.</p> <p><i>'Governors have a good strategic overview of the school's work and are instrumental in bringing about improvement. The governing body have augmented their skill set with the addition of new governors in the last 2 years and engagement with CPD. They, together with the Head teacher have brought about improvement in the financial stability of the school over a 3-year period. They provide focused support and challenge to the Head teacher and staff.'</i> Durham EDS 2014</p> <p>The increased efficiencies have also ensured that the site is well maintained and has been continually developed to support excellent facilities for the</p>		<p>of RAISE online data dashboard)</p>	
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	<p>academic and overall development of all pupils. Support and training for governors is currently through membership of AGBIS with access to specific training as required. CPD has also been provided through visiting advisors in 2013 on Governors roles and responsibilities.</p> <p>Governors regularly attend a structured sequence of school events, walk the school and meet with pupils and teachers. For the Education, Health and Safety and Properties and Facilities committee they are in direct communication with staff from all levels of the school and so have a good understanding of the school.</p> <p>ISI standard inspection 2011 <i>'Ensure that all children in EYFS are managed as one cohesive unit, in order to achieve continuity and consistency across the setting'</i>.</p> <p>This was achieved immediately following inspection and the Head</p>			
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	<p>of EYFS now oversees all pupils from Babies (6 weeks) to Reception in one well-managed and attractive part of the Junior school site.</p> <p>Supportive Alumni, parent and community links including globally, PTA, close links with parents and with alumni are developing rapidly locally and internationally.</p> <p><i>'The school engages exceptionally well with parents. Parents meetings and school extra-curricular activities such as drama productions and sports days are well attended.'</i> Durham EDS 2014</p> <p>A MIS system (PASS) was instituted in 2010 and has been developed in Administration, Finance and Academic management. Information now flows from one database, but has been hampered by less than effective ICT infrastructure, which is being immediately addressed</p>			
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	<p>now that financial management and income streams are enhanced. Having reviewed the performance and data produced to monitor academic progress and found challenges in accessing the quality and quantity of data needed, a decision has been taken to migrate to SIMS where the Head and deputy have prior experience and it also produces the quality of data required in the transition to a Free School to map and follow pupil progress, teacher performance and to triangulate information.</p> <p>Self-evaluation is a key feature of SLT meetings, including offsite strategic reviews of management, curriculum and administration and includes the governors challenging direction and policy. Working groups exist within staff on variety of issues. For example, leading learning group who decided upon criteria for lesson observations and a new working party to review rewards and sanctions across Senior</p>			
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	<p>phase. Leadership of learning and teaching is very effective in driving up standards and achievement, as evidenced in lesson observation gradings and will have further impact as prioritised practice feeds through from KS3</p> <p><i>'The head of boarding has developed uniformity of practice for house records and procedures. Boarders' academic and personal development and parents receive direct progress information throughout the year.'</i> (ISI report, 2013)</p> <p>The sharing of good practice amongst houseparents is well developed and involves visiting each boarding house in a structured system and self-evaluating the strengths and weaknesses of each setting. As a result, standards in all areas are being driven and the experience of pupils enhanced.</p>			
Spiritual, Moral, Social and	<i>'Pupils personal development is excellent and meets the schools</i>	1	Further improvements are planned through the development of the	

<p>Cultural development of pupils at your school</p>	<p><i>key aims to encourage the pupils to recognise their own potential, value their environment and develop a responsibility for the wider community'. (ISI report)</i></p> <p>This is shown by their participation in music, sports and drama activities both within the curriculum and enrichment programme.</p> <p>The opportunities of 'day boarding' and the extended day for enrichment, homework support and full integration of pupils from a variety of backgrounds is to be further developed. We see particular advantage for those pupils who do not have a good support for study at home and can provide a structured environment to manage their work</p> <p>Many pupils remain beyond the school day and can access meals, homework support and activities such as basketball, cookery and baking, model car club, debating, drama, electronics, scuba diving, dance,</p>		<p>house system across all KSs. This will encourage identity, cooperation and student leadership. The house system will operate as 'a school within a school'.</p> <p>Continue to monitor the effectiveness of pastoral systems and the delivery of the PSCHEE curriculum through the new staffing structure (see D3).</p> <p>Day boarding and extended day opportunities to be further developed for CLA and pupils with disadvantage to enable focused support for learning so that they can achieve their targets and benefit from the support of older pupils and houseparents with non teaching commitments.</p> <p>Peer mentors and buddies will be further developed through after school clubs in both junior and Senior phases and activities that will extend into holidays and weekends. All pupils to be encouraged to participate in 'boarding' activities to broaden social interaction and opportunities for learning outside of the classroom. Parents and carers encouraged to participate with PTA</p>	
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	<p>science club, archaeology, model making and library reading club. <i>'From an early age pupils develop a spiritual understanding.'</i> (ISI report)</p> <p>The broadly Christian values recognise all faiths, those with no faith so that they can experience the spiritual awe and wonder through a variety of activities that recognises our cultural strengths and shared experiences with a common set of beliefs that all can accept and abide by so that pupils are tolerant, kind and thoughtful.</p> <p>Assemblies take place three times a week in the school's Chapel for senior pupils and junior pupils meet together four times a week as a community. The physical environment and attributes of the Chapel and the active use of the surrounding grounds do already promote reflection and a sense of awe within a community , and we are confident will provide an excellent platform for those moments of</p>		<p>and social activities to ensure clear message about full involvement and support and so that they know the staff who are supporting their children and so that they fulfil their responsibilities in the education process.</p> <p>Continue to develop a formal stronger relationship with Wolverhampton University and other local universities to raise aspirations for HE and to ease pathways for local pupils into a range of universities and apprenticeships.</p> <p>(see formal working agreement document with Wolverhampton University and its links with Keele, Birmingham and Aston universities).</p> <p>Strong links with the Wolverhampton EBP and Chamber of Commerce are producing coherent opportunities for work related experience and career guidance.</p>	
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	<p>quiet and self reflection that many young people, particularly across the wider cohort may not have the opportunity to experience. Given the mixture of religions assemblies whilst generally around Christian values also focus on major festivals and celebrations of all faiths and a common set of values. Pupils are encouraged to participate and lead in these events.</p> <p><i>They have self esteem based on recognition of their own individuality. (ISI report)</i></p> <p>Pupils are articulate and do not hesitate to express their feelings with confidence as school guides for visitors and value highly the rich culture of the international element of the school community. The school day extends to 5pm Monday to Thursday and pupils are required to participate in a range of activities, which include sport, performing arts, academic enrichment and leadership enterprises to broaden their outlook and develop a range of</p>			
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	<p>skills and expertise. The impressive and diverse range of extra-curricular activities at lunchtime enables pupils to interact across the KSs between day and boarding pupils. They are therefore encouraged to mix, share learning experiences, which enables them to grow as young people.</p> <p><i>Pupils have a very clear appreciation for right and wrong. Pupil's social development is exceptionally strong. The range of activities within and outside the curriculum encourages cooperation, teamwork and individual responsibility. Pupils are well placed to gain an excellent understanding of cultural issues. (ISI report)</i></p> <p>The Rotary Interact club organises an international evening each year in which pupils celebrate their cultural differences and similarities in an entertaining and light-hearted manner. Funds are raised for a school in the Gambia and to support the local</p>			
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	<p>hospice.</p> <p><i>Both boarding and day pupils live in harmony within the school's diverse community. (ISI report)</i></p> <p>Boarding, as seen throughout the document, is an important part of the Royal School and has been a constant throughout the school's life. The many benefits for pupils from a range of backgrounds, CLA, PP, disadvantage is recorded through achievement, personal recommendation and pupil outcomes and the diversity of pupils and staff creates a tolerant, well informed and understanding global community that mirrors the best of the opportunities beyond the school and prepares our pupils for the world of work wherever that might be.</p> <p>Pupils take responsibility from an early age as monitors, form captains, school council members and captains of various teams. The mentoring system provides an avenue through which those in the Sixth Form develop excellent</p>			
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	<p>skills in supporting the range of diversity in the younger pupils and demonstrate an understanding of social responsibility. There are also opportunities within the CCF and swimming programme for young people to gain relevant qualifications that support their self esteem and provide qualifications that may provide links to employment.</p> <p>The seamless transition from junior to Senior phase is well planned through the use of senior teachers in subjects such as science, art, PE and DT, where they move to use the specialist facilities in the Senior phase, so that when pupils migrate from Y6 to 7 they are familiar with the physical environment and their teachers. This creates a very positive working environment so that there is no shortfall in achievement during the settling phase.</p> <p>Use of school site and Forest environment; strong pupil ethos</p>			
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	of success and respect passed on, vertical communities, lessons that go beyond the prescribed curriculum...all reinforce excellent provision for SMSC now and for our wider intake			
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Your assessment against OfSTED framework (please provide a commentary)		Your self-assessed OfSTED grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.	Our broad and balanced academic curriculum, with a clear focus on achieving those subjects perceived as the key to future success and keeping options open complemented by our enrichment programme that values early habits of application in an all-through school as an already inclusive, wrap around experience enables all pupils across both the junior and Senior phases, the	2	The KS 3, 4 and KS 5 curricula are being planned for a wider intake of pupil. The new flexible pathways approach will ensure that the curriculum caters for pupils with special educational needs by allowing more intensive English and maths support at KS 3, 4 and 5. At Reception and in the junior years, the full development of an integrated curriculum that first identifies through assessment where pupils are at the start of the phase and then using range of strategies of support and nurture groups, extraction of key groups and external specialist support for numeracy and literacy will mean that they are	

	<p>opportunity to develop a range of academic, sporting and creative talents that produces young people with character and resilience, prepared for the world beyond the school.</p> <p>There are currently 18 pupils on the SEND register, of which 1 has a statement. Another child is currently undergoing statutory assessment and is likely to be statemented this term.</p> <p>IEPs are written by the SENCO in conjunction with parents, teachers and teaching assistants and reviewed regularly.</p> <p>CLA pupils make excellent progress in their academic studies and socially. One recent pupil is studying Social work at university, the first in his</p>		<p>ready for the transition to KS1 and beyond with early patterns of learning. The use of the Forest school on site, music for all from Y2 and the introduction of modern languages will develop the broader intellect that is proven to improve intellectual development and enjoyment of learning.</p> <p>With entry points at Reception, Y7, 9 and Y12, the new posts to manage key transition phases will ensure a clear focus on the key transition points and that the school bridges the gaps between pupils' experience outside of the school and once they arrive (through early diagnostics, close monitoring of performance, of pupils, teaching and leadership). These strategies will ensure that all pupils will make rapid progress and achieve their targets.</p> <p>Outreach and links with the local community through STEM competitions for Y5 and 6, music, drama festivals hosted in school and sport activities and competitions, including a full summer and Easter enrichment multi-activity programme, will enable pupils from a</p>	
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	<p>family to complete compulsory education. Staff INSET is regularly provided designed to support the needs of the pupil cohort. For example, training has been delivered on visual impairment, dyslexia, EAL and diabetes.</p> <p>Subject teachers identify gifted and Talented pupils. The SENCO keeps a record of all G&T pupils. Subject teachers are responsible for catering for stretching and challenging G&T pupils in lessons. Extra-curricular trips such as visits to local colleges for lectures are also a feature of G&T provision.</p> <p>The Royal maintains a close dialogue between teachers, parents, houseparents and</p>		<p>broader area to benefit from the experience of the school. King's Camps will run summer camps for all local pupils and as a charity are able to financially support families on PP and disadvantaged pupils.</p> <p>We will introduce monitoring of the enrichment programme once a new MIS system and data manager is in post to identify the outcomes for pupils and impact on their academic and personal development, particularly for groups of pupils (SEND, PP, CLA, Disadvantage)</p> <p>Further refine and develop the monitoring of data in key groups (SEND, EAL, G&T, gender, by ethnicity) to ensure underachievement is addressed effectively.</p> <p>Reviewing procedures, undertaking training and then implementing the changes to the SEND code of practice as identified by the SENCO. (Sept 2014), and through the appointment of an additional SENCO, to cover the junior and senior phases, given increased numbers</p> <p>Develop the provision for Able, Gifted and Talented pupils including the offer</p>	
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	<p>support staff. Concerns are listed and acted upon. Formal student review meetings are just one example of this cooperation and flow of information.</p> <p>With applications flooding in, this is an indication of the recognition from a wide and diverse range of communities of our success; we are ensuring as a priority that we maintain our close links with parents and the local community and key agencies to ensure that the pupils continue to thrive, make progress and move into worthwhile employment, training or education. In recent Parents' Forum we had unequivocal support from existing parents and those new to the school on all</p>		<p>of enrichment activities for the most able.</p> <p>Consider purchasing the local authority service level agreement in order to provide specialist intervention for a broader range of pupils with SEND e.g. hearing services.</p> <p>Broaden engagement with parents and local community, through partnership (Community swimming), the appointment of a governor who has strong links with the local community and is looking at safeguarding so that The Royal School is central to the local community, its needs and aspirations for the young people in the area.</p> <p>Further enhance structures and procedures, as funds become available as set out in the application and forthcoming Road Map to ensure that capacity and capability are continuously kept under review and enhanced, as needed</p> <p>Ensure Governors are equipped to hold the school to account fully by a full training, evaluation and implementation programme.</p>	
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	<p>issues and we have also had strong support from external agencies such as the Wolverhampton University, EFA on visits, Local Authority, MPs and local Primary schools.</p>			
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>	<p>The School's Patron, HRH Earl of Wessex, has provided a strong letter of support for our application to become a Free School following a recent personal meeting with [REDACTED]. There is also support in what follows after [REDACTED] from [REDACTED] from Wolverhampton</p>			

	(see attached in annex 4)			
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Department
for Education

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