



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

LUTON GIRLS' ACADEMY

Contents

Application checklist.....	3
Declaration.....	5
Section A: Applicant details.....	
Section B: Outline of the school	
Section C: Education vision	6
Section D: Education plan – part 1.....	15
Section D: Education plan – part 2.....	15
Section E: Evidence of need – part 1	61
Section E: Evidence of need – part 2.....	62
Section F: Capacity and capability	
F1 (a) Pre-opening skills and experience	70
F1 (b) Skills gap in pre-opening.....	72
F3 (a) Proposed governors.....	82
F3 (b) Skills gap for governing body	83
F6 (existing providers and any new applicants seeking to open more than one free school).....	
F6(a) Shared services	
F6 (b) Shared services	
Section G: Budget planning and affordability	88
G3 Financial resilience to reductions in income	89
Section H: Premises	
Annexes	98
CV template	

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Print name: [REDACTED]

Date: 9th January 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.





SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
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	6506
Name of proposed school:	Luton Girls' Academy
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	<Redacted> <Redacted> St Albans Hertfordshire <Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A teacher-led group
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	ACE TRUST LIMITED
Company address:	36 Broadstone Road Harpenden Hertfordshire AL5 1RF
Company registration number:	8827516
Date when company was incorporated:	30/12/2013
Please confirm the total number of company members (must be a minimum of 3):	4
Please give the names of all company members:	<Redacted> <Redacted> <Redacted> <Redacted>

Please give the names of all company members:	

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

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
--	------------

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 directors, members of the project group, etc.	<Redacted>
--	------------

Are you an approved academy sponsor?	No
--------------------------------------	----

How many existing free schools or academies are run by your group?	0
--	---

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
--	-----

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:	N/A
--	-----

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:	N/A
---	-----

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:	N/A
--	-----

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:	N/A
--	-----

How many free schools are you seeking to open in this application round?	1
--	---

Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g.. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
--	----

<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>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include 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>	None
<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>	N/A
<p>Have you received help and support from the New Schools Network (NSN)?</p>	Yes
<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>	Yes
<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> were appointed to advise and support the preparation of this application. They assisted in the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provided challenge to our ideas and vision <input type="checkbox"/> Advised and supported in the development of section C, D and E of the application. <p>Our contractual relationship with <Redacted> ended in Deecember 2013. <Redacted> have not sought nor would we allow specific commitments to be made for the future provision of services. <Redacted> will have no role in running the school which will be carried out by the Trust.</p>



1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
--	--

In which local authority is your preferred location?	Luton
--	-------

Proposed opening year:	2015
------------------------	------

Age Range:	11-18
------------	-------

If 'other' please specify	
---------------------------	--

Will the school have a sixth form?	Yes
------------------------------------	-----

Will your school be co-educational or single sex?	Girls only
---	------------

Is your school a hybrid type?	Not a hybrid
-------------------------------	--------------

Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
---	----

Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
--	----

If you answered yes to either of the above questions, please say which faith:	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:	N/A
--	-----

Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
--	------

If other, please specify	
--------------------------	--

Maximum capacity of proposed free school:	840
---	-----

Please say which year groups the school will have in first year and the PAN for each	120 year 7 students
--	---------------------

Date proposed school will reach expected capacity in all year groups:	2021
---	------

Will your proposed school include residential provision?	No
--	----

If 'Yes', please give further detail:	
---------------------------------------	--

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:	N/A
--	-----

Are you planning to contract the management of your school to another organisation?	No
---	----

Have you already identified a principal?	No
--	----

If yes please say when you propose the principal would start:	
---	--

Please say how many people will sit on your governing body:	9
---	---

Use of freedoms

Will you operate a non-standard school day?	Yes
---	-----

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?	No
--	----

Please list any other freedoms you intend to use	One year GCSE, extended school day, extended year and planning time for staff during the summer
--	---

Section C: Education vision

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

Section C1

This business case sets out the proposal for Luton Girls' Academy, an 11- 18 girls' secondary school to open in Luton in September 2015. We have five reasons for opening a girls school in Luton.

1. LGA will offer higher standards than the local schools for all pupils and especially students facing deprivation.
2. There is a shortage of secondary school places due in part to population growth and parent demand
3. We want to offer parents a choice of provision for single sex education for girls
4. We want to respond to parental demand by offering a school which has 11 – 18 provision
5. We want to use academy freedoms by offering a curriculum which meets the needs of the students, community and local economy

Each of these points is explained in more detail below:

1. LGA is needed as it can offer higher standards than local schools, girls are underperforming in local schools and especially in the girls school.

- Against the performance measure of 5ACEM girls in 7 out of 12 Luton schools do not meet the national average thus limiting their capacity to compete adequately with their peers.
- The only girls school in the area, Challney High School for Girls, (CHSG) is judged by Ofsted as requiring improvement and barely half of their pupils achieve 5ACEM.
- At CHSG 51% of the cohort were classified as disadvantaged, of these only 37% achieved 5ACEM. This figure is lower than the national average and significantly below the local average and a significant decline from previous years.
- At CHSG less disadvantaged students are making the expected progress in English and Maths against the local average (a core reason for us to focus our curriculum on literacy and numeracy for all).
- At CHSG 86% of KS4 students were classified as EAL, only 50% achieved 5ACEM. This figure is significantly below the nationals and local averages. Poor standards of education at CHSG and in Luton schools present a significant barrier to progress, employment opportunities, social integration and cohesion (APS at the end of KS2 at CHSG is the same figure as the local average)
- 7 of the 12 primary feeder schools have below national averages in English and Maths at L4, with significantly high numbers of high attainers failing to reach this standard. Primary schools are failing to address the educational needs of girls in Luton and not preparing them to access the current curriculum in secondary schools.
- Academic post 16 provision in Luton is inadequate, average point score per student and average point score per entry is below national averages.
- Percentage of KS5 students achieving 3 or more A levels at A* - E is below the national average.

Data has been summarised in the table below and is derived from the DfE 2012 performance table.

School Name	Ofsted Inspection Outcome	Percentage of pupils with English not as a first language	Percentage of pupils eligible for free school meals	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - GIRLS	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - BOYS	% making expected progress in English - ALL students	% making expected progress in Maths - ALL students	% achieving the English Baccalaureate
England - all schools				59%	65%	55%			
England - state funded schools		13%	16%	59%	64%	55%	68%	69%	16%
Local		41%	23%	59%	63%	56%	70%	76%	14%
Ashcroft High School	1	26%	25%	55%	56%	53%	80%	66%	1%
Barnfield South Academy Luton	3	38%	28%	51%	55%	47%	58%	74%	10%
Barnfield West Academy Luton	1	30%	27%	74%	77%	72%	83%	82%	15%
Cardinal Newman Catholic School	2	18%	10%	55%	62%	49%	65%	75%	9%
Challney High School for Boys	N/A	88%	29%	67%	N/A	67%	78%	79%	27%
Challney High School for Girls	3	88%	33%	50%	51%	N/A	60%	67%	26%
Denbigh High School	N/A	93%	28%	63%	71%	55%	82%	83%	35%
Icknield High School	N/A	-	-	68%	75%	64%	76%	80%	17%
Lea Manor High School	2	22%	27%	62%	73%	58%	75%	80%	6%
Lealands High School	2	17%	18%	55%	57%	53%	62%	72%	1%
Putteridge High School	2	20%	15%	50%	54%	49%	60%	66%	12%
Stopsley High School	2	15%	14%	54%	64%	45%	58%	83%	14%

There is clear evidence of demand for places at Luton Girls' Academy amongst local parents. We have secured interest from parents with children of the relevant age, with over 150% of the first two years enrolment confirming that they would accept a place if offered. There have been 200 expressions of interest for September 2015, of which 186 have confirmed that they would accept a place if offered and confirmed that Luton Girls' Academy would be their first choice school (figures quoted are from Year 5 parents only). We anticipate that this number will increase significantly as more local parents become aware of the viability of Luton Girls' Academy as an alternative secondary school option for their daughter. Appendix 2 has a list of postcodes and student ages for all 186 parents as well as the 180 Year 4 parents.

2. There is a shortage of secondary school places due in part to population growth and parent demand

At the current time there are a total of 14,415 secondary school places with 1,886 places currently unfilled. This equates to a surplus capacity DfE data indicates of 13.1% which is well above the generally recommended surplus figure of 5-8% which allows for parental choice and accommodation for in year transfers. By the time of the expected opening of LGA in 2015 these

figures suggest there will be a net shortage of places in Luton of 131 places, rising to a shortage of 410 places by 2018/19. Using the lower capacity headroom figure of 5% therefore suggests a need for an additional 1151 will be required by 2018/19.

Ref <https://www.gov.uk/government/publications/school-capacity-academic-year-2011-to-2012>

3. We want to offer parents a choice of provision for single sex education for girls

Currently in Luton there is only one single sex girls' school which is oversubscribed despite its below average results. Parents are being disadvantaged with no real parental choice if they want a single sex education merely because they are parents of girls.

Data from 2013 reveals that the six closest schools to the site being considered for Luton Girls' Academy had an overwhelming response from parents as their first, second and third choice schools with applications amounting to an average of 229% of their admission limits. There were 3,479 requests for places compared with just 1429 places on offer. 1435 places were allocated to students into these schools.

In September 2013 data from the LA shows the six secondary schools within a 2 mile radius had 400 children still on a waiting list wanting to get into the school of their choice.

4. We want to respond to parental demand by offering a school which has 11 – 18 provision

Luton Girls' Academy will be unique in that it enables girls to continue studying in a safe environment post 16 by offering an 11-18 provision. Luton does not currently have a single sex sixth form. The Luton Children and Young People Plan 2012-2013 outlines the demand for post 16 provision, citing the fact that 33% of parents prefer secondary schools with sixth forms and recording parents' disappointment with current provision in Luton since only two out of twelve secondary schools have post 16 provision.

Feedback from prospective parents is overwhelmingly positive.

"██████████." Luton resident and parent.

Current sixth form provision for academic pathways is inadequate. Both the school and college perform below the national average for average point score per student and average point score per entry. The school with a sixth form performs well on the percentage of KS5 students achieving 1, 2, 3 or more A levels against the national average, however the sixth form college is significantly below the national average. We will add to and enhance local choice by operating a sixth form specialising in academic subjects with a focus on STEM and enterprise.

5. We want to use academy freedoms by offering a curriculum which meets the needs of the students, community and local economy

Underperformance by girls in Luton is due in part to a lack of vision, suitable curriculum pathways and timely intervention. LGA will deliver an innovative curriculum, which suits the learners and allows all to make significant progress. The local community is reliant on private enterprise to grow the local economy and is keen for further expansion of entrepreneurial activity. LGA will work with local businesses by offering a curriculum, which supports the development of enterprise skills. LGA will offer an extended school day, compulsory enterprise qualifications, 1 year GCSEs and pathways, which support rapid academic progress by all students.

The Case for Single Sex Schooling

The Luton Authority Family Fisher Trust report shows the trend over three years in attainment for girls in Luton has been significantly lower than estimated.

Provision in the single sex boys' school is outstanding. However, the current educational provider for 11-16 single sex (girls) in Luton has been underperforming against local and national averages (5+ A*-C GCSEs including English and Maths) for the past 4 years.

We believe that single sex education is the way forward for narrowing the achievement gap, not only between the deprived and the privileged but also between girls and boys. The research evidence for this view is overwhelming:

- A Good Schools Guide analysis of Key Stage 2 and GCSE scores of more than 700,000 girls, conducted in 2009, revealed that those in all-female comprehensives made better progress than those who attended mixed secondaries. The largest improvements came among those girls who did badly at primary school, although the study indicated that children of all abilities are more likely to succeed if they go to single-sex schools. A British study found 'results consistently indicate that single-sex schooling leads to higher progress from Key Stage 3 to General Certificate of Secondary Education' (students aged 14 to 16 years). Malacova, E. (2007). Effect of single-sex education on progress in GCSE. *Oxford Review of Education*, 33(2), 233-259.
- Bilger found that women who attended single-sex schools 'earn a 19.7% higher wage than women who attended coeducational high schools' Billger concludes that there is a 'substantial' economic return for women who attended single-sex schools Billger, S. (2007). Does attending predominately female schools make a difference? Labor market outcomes for women. *Journal of Economics and Finance*, 31(2), 166-185.
-

The reasons for this difference have been the subject of a range of further studies:

- Alison Booth and Patrick Nolan explored whether gender differences in risk attitudes were influenced by the environment or largely inherent. They conducted two studies in 2009 and found that:
 - 'The bulk of our evidence suggests that a girl's environment plays an important role in explaining why she chooses not to compete. We have looked at the choices made by girls from single-sex and co-ed schools and found that there are robust differences in their behaviour: girls from single-sex schools behave more competitively than do coeducational
 - 'Single-sex environments are likely to modify students' risk-taking preferences in economically important ways. This suggests that observed gender differences in behaviour under uncertainty found in previous studies might reflect social learning rather than inherent gender traits'. Booth, A., & Nolan, P. (2009b). *Choosing to compete: how different are girls and boys?* IZA Discussion Paper No. 4027.
- Sullivan found that: 'Girls at single-sex schools were less likely to see themselves as 'below average' in maths and science' It was also noted that single-sex schooling 'generally promoted a gender-atypical self-concept'. This means that gender norms may be less present in single-sex schools, giving girls the freedom to choose whatever subjects they wish, including more traditional 'male' subjects. Sullivan, A. (2009). Academic self-concept, gender and single-sex schooling. *British Educational Research Journal*, 35(2), 259-288

In the recent past there has been significant under-attainment of girls in Luton in obtaining five GCSE A*-C grades compared to the national average for girls. Although performance is improving,

we believe that this improvement is not happening quickly enough.

Gender breakdown for NEET figures was not available, however data from the DfE 2012, shows that 6% of the 16-18 population in Luton are NEETs. This figure is above the average for the East of England area. Young women from deprived backgrounds are at approximately ten times the risk of becoming teenage mothers than those from more privileged backgrounds, as are young women with below average achievement levels at ages 7 and 16. As a result, teenage mothers are one of the main labour market groups at risk of being NEET. (Kiernan1995. Swann 2003). LGA will be offering high quality careers and pastoral guidance to aspire to a zero percent NEET figure.

C2 Values and Ethos

As has been shown above studies have shown that girls perform better when educated separately. We therefore intend to establish a 11-18 girls schools for 840 pupils that will give girls the opportunity to achieve academic and personal excellence through a personalised, enterprising environment.

Luton Girls' Academy will have a very clear and strong educational vision and ethos. We will **demand the highest standards** from students and staff, deliver high quality teaching and ensure all students entrepreneurialism is nurtured throughout the specialism. We will encourage all our learners to develop their aspirations through a culture of no excuses. In return, we will expect to see a high percentage of our students taking up a university of higher education place and graduating from this successfully.

The school will have a key focus on entrepreneurialism ensuring school leavers will have the skills, behaviours and attitudes necessary to be successful in the workplace and to contribute to the regeneration of the Luton area. The extracts below from the Local Economic Assessment set out the rationale for this approach:

The qualification attainment of Luton school leavers has improved considerably over the past few years, but this is not being carried forward into higher skills within the workforce and the working age population...local people do not have the "right" qualifications, higher skilled people are commuting into Luton to fill senior and higher paid jobs that local people cannot achieve in sufficient numbers.

More than a third of Luton businesses (38%) identify skill gaps within their existing workforce that restrict their business performance. This proportion increases to 47% of organisations with 25+ employees.

Luton Local Economic Assessment
The Regeneration Service Luton Borough Council September 2010

Luton's economy is dominated by the private sector which accounts for almost three quarters of jobs in the city. Luton needs to continue growing it's private sector to ensure future job creation and prosperity. From our discussions with the Chamber of Commerce it was made clear that Luton needs to further develop small to medium sized enterprises. The Chamber of Commerce and local business leaders recognise an under representation of women living in Luton establishing business in Luton. Women we have spoken to attribute the lack of female led enterprise in Luton to a lack of skills, opportunity and education.

Luton has a huge untapped resource of women who want to contribute to the local economy by establishing their own businesses (86% of women we spoke with wanted to establish their own

business but lacked the skills and confidence).

By establishing an enterprise specialism at LGA we want to equip young women with the skills to change the landscape of small and medium enterprise ownership in Luton. They will be able to challenge the cultural barriers evident in Luton today where the majority of BME businesses are owned, run and staffed by men. Our students who are predominantly from the BME community will leave LGA with the skills, ideas and confidence to open businesses and contribute to existing businesses. Luton will experience LGA students running successful enterprises in non traditional business areas. Examples include new enterprises being established by our students in scientific and technical sectors, construction, engineering, and knowledge intensive enterprise activities. LGA will have a sustainable impact on the commercial success of Luton through it's enterprise specialism.

This ethos will pervade the curriculum through a combination of discrete enterprise activities, high quality Business Studies teaching and social enterprise-based extracurricular activities. The Academy will draw from the framework established by US Charter schools (significantly the Knowledge is Power Program (KIPP)) as these programmes have a significant track record in:

- Meeting the needs of student populations from a variety of ethnic backgrounds
- Promoting learning as a way of breaking the cycle of disadvantage
- Delivering outstanding results
- Producing well rounded young adults with the confidence to succeed in employment and further education

We at LGA will develop the model of teaching character explicitly. From our experience this teaching will strengthen the success rate of our students, particularly those young people who are from disadvantaged backgrounds e.g FSM, single parents, language issues, lack of integration into society, 1st generation immigrants.

One of the principles of KIPP schools is that they have a consistent vision, ethos and set of values. However, this is not a rigid methodology but allows individual schools the freedom to adapt to local circumstances, providing that this is consistent with the 'five pillars' of KIPP. These are reproduced through our mission and values statement as it is felt that adherence to these 'five pillars' will maximize the success of the Academy and its students:

- **High Expectations:** we will provide a high quality education that affords every child the full range of opportunities in life. The schools will clearly define high expectations for academic achievement and make no excuses based on the students' backgrounds.
- **Every Child:** All children will reach their potential, no child will be left behind and all will be treated equally. We will be willing to change what we do in order to achieve excellence for our children.
- **Quality teaching:** To recruit outstanding innovative and committed staff that will inspire and motivate students to learn through excellent teaching and use of digital Media & IT. The school will relentlessly focus on students reaching the highest achievements with no excuses and celebrating this success. Rigorous use of data to inform teaching.
- **Power to lead:** We will have great leaders who will focus on learning and attract, develop and coach great staff to reach each child. They will be responsible for ensuring the maximum effectiveness in helping students learn.

- **Character counts:** Students, parents, teachers, and staff create and reinforce a culture of achievement and respect through a range of formal and informal rewards for academic performance and behaviour. All parties will commit to the school and to each other in order to achieve.

In line with this we will deliver a curriculum and student experience that explicitly develops the following character strengths in all our pupils:

1. Zest: approaching life with excitement and energy; feeling alive and activated
2. Grit: finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.
3. Self-control: regulating what one feels and does; being self-disciplined
4. Optimism: Always thinking positively about how one can reach their goals and improve
5. Gratitude: being aware of and thankful for the good things that happen
6. Social intelligence: being aware of motives and feelings of other people and oneself
7. Curiosity: taking an interest in experience for its own sake; finding things fascinating

LGA will develop a character growth card which students will use to assess how their behaviours are developed in and out of the classroom and around the school. Parents will be shown how to use this growth card to monitor character development at home. Teachers will report on character development on a half termly basis - character development will be measured in each scheme of work with clear measurable opportunities for character development. We will teach the 7 character strengths identified above.

The supporting values and beliefs of Luton Girls' Academy are as follows:

LGA will be an inspirational learning environment that equips young women to achieve academic and personal excellence, enabling them to contribute as active citizens not only within their local community but nationally and internationally. All students will develop an entrepreneurial spirit and be equipped to contribute to the economy. Our ethos is defined by excellence and character. We will focus on helping students in underserved communities to achieve through belief, teaching of character traits and no excuses for underachievement. A high percentage of the students we will serve will come from ethnic minority communities on low income. We will empower these young women through explicit teaching of character for them to be successful.

The schools ethos and values are a blend of human (children's) rights together with specific elements from the culture of local communities. Our curriculum will nurture a deep respect for learning, taking personal responsibility, perseverance, time management, attitudes, behaviours, relationships and responsibilities towards others. The wider curriculum will ensure these characters are embedded. Such an approach will ensure our school's ethos will be challenging but also recognised as relevant to the local communities and exemplifying the highest character building standards- something that many parents appreciate, which was apparent from the parent meetings

We will use this as our guiding principles for the recruitment of staff, building it into our policy, planning and community relations, ensuring that such rights and responsibilities, passion for learning and excellent character ethos is integral to the schools identity, culture and practice.

Mission and Values

The mission statement of Luton Girls' Academy is as follows:

To develop all our students as academic, entrepreneurial and confident young women, who will have the right skills and character traits to be successful in higher education and as entrepreneurs and members of a talented workforce. Fostering personal confidence and happiness, we will challenge students to take responsibility for building a better future.

Luton Girls' Academy is based around five values which will maximize the success of the Academy and its students.

- **promote excellence** in everything we do to promote social mobility and motivate our learners.
- **establish high expectations and aspirations** for all students, staff and the wider community.
- **nurture the talent** of our young women to ensure **personalised excellence**.
- **develop every learner's character and sense of responsibility** through a **strong pastoral programme** focused on respect and citizenship.
- develop in every learner the skills needed to **promote their future economic wellbeing** and ability to **contribute to the economy** achieved through the **enterprise specialism**

Our values are based on having respect for all and achieving academic excellence within a disciplined learning environment, where high expectations are the norm and students are supported to reach their potential. Frequent assessment, monitoring and data analysis will form the basis of an individualised learning plan for all students. Parents and students who choose Luton Girls' Academy will be expected to participate fully in the school experience and actively support the school in its mission. We will demonstrate to our students the joy of learning and the importance of a positive role within the community. We will do whatever it takes to help a child to succeed.

C3 Our Vision

Our vision of success will be based on the following three principles of student development, derived from our values:

- **A**cademic Performance
- **C**haracter Building and Citizenship
- **E**nterprise

We view outstanding academic performance as a right for all of our students which will be underpinned through our work on developing character and enterprise skills.

We will expect our students to be able to choose their future path and maximise available opportunities via choice, be they further academic study i.e. further and higher education or the opportunities the world of work presents. No longer will low aspirations be allowed to limit our students' development.

We will help to broaden our students' horizons through provisions of a stimulating education and exciting extra-curricular opportunities in a supportive, friendly environment enabling them to be aware of, and understand the many opportunities ahead of them. We will develop all our students as entrepreneurial, confident young women with the right qualifications, skills and character traits to be successful in higher education; as entrepreneurs and members of a talented workforce; and in their personal lives. We will value the strengths of each young woman and encourage and foster the acquisition of knowledge, a culture of no excuses and an understanding of the skills and values relevant to the challenges of our ever-changing world, ensuring that they leave our school

able to

- Enjoy new experiences
- Take risks
- Be challenged and be taken out of their comfort zones
- Plan and run a business or social enterprise
- Have their opinions heard and respected

We will expect to see a very high percentage of our students graduating from some of the UK's most prestigious universities, and/or securing worthwhile employment or training. Our preparation for a university education or employment will include teaching 'character strengths' to ensure that our students are equipped with 'life-skills' as well as academic and critical thinking skills to take into their adult lives. Further opportunities for teamwork and leadership will be provided through activities such as Young Enterprise, Duke of Edinburgh and voluntary work. Personalised guidance and help will be given with UCAS applications and careers.

C4 Measuring Success

We will continually monitor and evaluate the work of LGA against our core vision in the following way:

- **Academic Performance**
 - Exceeding both local and national levels of attainment at all Key Stages
 - Exceeding both local and national progress at all key stages
 - Being in the top quartile of all schools for value added
 - All teaching to be good or better
- **Character Building and Citizenship**
 - All pupils to engage in a minimum of two hours per week of enrichment and extension
 - All pupils to engage in a community project
 - All pupils to have excellent levels of punctuality and attendance
- **Enterprise**
 - All pupils to partake in a range of enterprise projects
 - All pupils to undertake a two week work placement
 - All pupils to achieve an enterprise qualification

These measures are described in more detail in section D2.

Section D: Education plan – part 1

The proposed numbers in each year group at the point of opening and the subsequent build up is as follows:

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals		120	240	360	480	600	720	840

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Debating	2	Voluntary	Delivered by the school
Climbing	2	Voluntary	Supported by Active Luton
Sculpturing	2	Voluntary	Delivered by the school
Horse riding	2	Voluntary	Supported by Sunshine Riding
Fencing	2	Voluntary	Delivered by the school
Academic support	2	Voluntary	Delivered by the school
Baking	2	Voluntary	Delivered by the school
Calligraphy	2	Voluntary	Parent who is part of support group
Latin	2	Voluntary	Delivered by the school
Astronomy	2	Voluntary	Contacts from Directors

This is not an exhaustive list of enrichment activities to be offered

Section D1:

We intend to open a 5 FE entry school in September 2015 at Year 7 entry only. Subsequent year groups of the same size will enter at year 7 for each of the subsequent five years until our 11-18 year groups are full.

We also intend to open a post 16 provision, although not until September 2020. This will provide us with the opportunity to:

- Ensure Year 7 - 11 is established and embedded
- Consider the needs of our students as we design a post 16 offering
- Review and discuss with other post 16 providers the scope of our provision in order to achieve a co-ordinated approach as far as is practical
- We would want our post 16 to appeal to students from other schools and where appropriate our students to be able to access good post 16 provision by other providers where we are unable to meet their needs

The Academy will develop partnerships to provide scholarships, financial support and advice to students and their families, thereby removing a significant barrier to the uptake of university education by students from deprived backgrounds.

The Curriculum Rationale

Luton Girls' Academy will promote a broad and balanced inclusive curriculum to respond to the needs of the multicultural local population. Our curriculum will ensure that our learners can compete on equal terms with those from more privileged backgrounds.

The curriculum will:

- meet all statutory requirements;
- use time flexibly to meet students' needs and achieve its aims;
- be organised into three key stages:
 - a 2 year Key Stage 3
 - a 3 year Key Stage 4 for core subjects and option subjects delivered as one year GCSEs
 - a 2 year Key Stage 5.

The curriculum principles are met through the design of the curriculum, which accepts that one size fits all is not appropriate for our intake that is likely to be fully comprehensive – that is spanning the KS2 attainment range from below the level of the test to Level 5 in English and Maths. Streaming will represent groupings of students with similar starting points and learning needs, which fit the core curriculum offered at KS3.

The curriculum will operate at three levels to address learners' **academic, personal character and enterprise development**. Luton Girls' Academy believes that by explicitly paying attention to the teaching of 'character' it will support students' **personal development** by ensuring that they are fully prepared and equipped with life skills as well as academic skills. The primary methodology for developing character in students will be through extensive work done with students to becoming motivated by doing the right thing. Alongside the core curriculum all learners will participate in a programme of **personal development/enrichment** including sport, cultural, creative, enterprise, charitable and intervention activities. We will open up enrichment

opportunities that young women from deprived social economic backgrounds would not normally experience.

Curriculum Principles

We aspire to deliver a full range of educational opportunities for all students. A curriculum that provides academic rigour and develops character strengths which will improve students' life outcomes in the following manner:

Academic Performance

- Providing a rigorous academic curriculum with an initial emphasis on literacy and numeracy to address the low attainment of many pupils at 11. The extra curriculum time in English and Maths will address the needs of our school population, up to 17% compared to a standard 12%, ensures depth and builds strong foundations. This approach will allow for the mastery of core skills to achieve higher grades in GCSE
- Encouraging all students to consider the EBacc with the expectation that all students capable of achieving the EBacc will take options to reflect this. Our curriculum survey with parents revealed that 90% of parents were keen for students to be given opportunities and guidance to follow the English Baccalaureate subjects.
- The curriculum will be differentiated to meet the needs of individual students given their starting point.
- Once these basic skills are secure, the aim is to stretch each student academically which will enable and empower students to secure high standards to allow them to progress onto university and employment

Character Building and Citizenship

- Good character traits will be a feature of LGAs ethos and culture.
- Character will be taught through the curriculum and built into schemes of work for every subject. An explicit focus in all subjects on developing the character traits.
- A character card will be used as a form of self and teacher assessment to develop the trait. This will be reported to parents / carers.
- All students will strengthen their character development through enterprise activities demonstrating team work, independence, time management, resilience, respect and zest.
- Working with local businesses to ensure character traits are developed which meet the needs of the local and national economy.

Enterprise

- Ensuring an ethos of entrepreneurialism pervades the curriculum through a combination of discrete enterprise activities, high quality business studies teaching and social enterprise-based extracurricular activities
- Providing a curriculum which reflects the aspirations of the young people, preparing them with skills for jobs of the future which do not as yet exist
- Ensuring all students achieve an enterprise or business qualification or take part in a project.
- Develop enterprise skills in young people required by the local and national economy.

The Expected Pupil Intake

The table below indicates the key characteristics of the expected feeder primary schools:

School name	Ofsted Inspection Outcome	Percentage of pupils with SEN with statements or School Action Plus	Percentage of pupils with English not as a first language	Percentage of pupils eligible for free school meals	% achieving Level 4 or above in both English and maths - 2012	% making expected progress in English - ALL students	% making expected progress in Maths - ALL students	% achieving level 3 or below in English & Maths - ALL students
England - all schools		8%	18%	19%	79%	89%	87%	9%
Beech Hill Community Primary School	2	5%	91%	28%	72%	93%	81%	13%
Beechwood Primary School	2	7%	90%	21%	76%	89%	82%	12%
Bushmead Primary School	1	4%	27%	9%	81%	86%	83%	6%
Chantry Primary School	1	12%	34%	32%	90%	90%	93%	3%
Dallow Primary School	3	7%	96%	26%	43%	85%	68%	20%
Denbigh Primary School	3	11%	91%	22%	88%	84%	90%	4%
Downside Primary School	3	8%	81%	24%	72%	90%	80%	14%
Ferrars Junior School	2	6%	48%	23%	86%	86%	78%	6%
Foxdell Junior School	1	6%	94%	27%	100%	95%	89%	0%
Leagrave Primary School	2	7%	52%	37%	74%	96%	94%	6%
Maidenhall Primary School	3	8%	99%	29%	71%	87%	66%	14%
William Austin Junior School	2	8%	95%	14%	69%	89%	79%	10%

n.b. figures in red denote performance below national averages

It can therefore be assumed that key characteristics of the likely pupil intake are:

- A very high proportion of pupils with English as an additional language (approximately 80-90%)
- A significant proportion of pupils eligible for FSM (approximately 25-30%)
- A proportion of pupils with a statement of SEN or on School Action Plus close to the national average (approximately 8%)
- A significant number of children who did not reach L4 in English and Maths at eleven (around a quarter), with a further significant proportion whose attainment at L4 is not secure

It is acknowledged, however, that there will always be pupils for whom these generalities do not apply and therefore our curriculum approach will be designed to meet the needs of all learners as set out below.

School	% of pupils starting Key Stage 3 in low prior attainment band	% of pupils starting Key Stage 3 in middle prior attainment band	% of pupils starting Key Stage 3 in high prior attainment band
Ashcroft	27%	56%	17%
Challney Girls'	27%	55%	19%
Lealands	19%	56%	24%
Stopsley	17%	59%	25%
Barnfield South	36%	40%	24%
Barnfield West	24%	51%	25%
Challney Boys	24%	53%	23%
Denbigh	33%	52%	15%

As can be seen from the table above between 24% and 27% of our expected intake start KS3 in the lowest prior attainment band. This has influenced our curriculum design, early intervention strategies and grouping. You can see in the table below how we plan to ensure all students are stretched grouping to achieve aspirational outcomes.

The expectation is that there will be a number of students within the Year 7 intake each year whose reading and mathematical skills are not up to the level required to access the full curriculum (national curriculum level 4/reading age of less than 9.5 years). In order to ensure that these students reach this level as quickly as possible, Year 7 and 8 will be taught in six separate classes. The classes will be streamed according to the students' current levels of progress (i.e. not by ability).

The streaming structure of the six classes in Year 7 and five classes in Years 9 -11 will be flexible enough to allow a review of class groupings informally at any time and formally on a half termly basis. This means that as students make significant progress or are identified as requiring significant additional support, they can be re-allocated into the most appropriate class

Year 7 & 8- Percentages expressed as a proportion of 32 hours. The morning and after school support time is flexible and has not been included in the percentages

Aim by the end of year 7	Enterpris		Core Curriculum																				Technology & Arts						Enrich.		Intervention					
	off	timetable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Students entering below L3 in En &Ma, to reach L3+ in En & Ma by the end of yr 7. 1 class of 12-15 students	PSHE (6 drop days)	One week of Enterprise	En/ Literacy (attend breakfast club for Lexia workshop)							Ma/ Numeracy							Sc						ICT	RE	Tech	Dr	Mu	Ar	PE	Enrichment	One hour at end of school day for support with specialist staff, supervised study, intervention, catch up or further enrichment. Reading programmes Lexia and Accelerated reader will be available to all students in year 7					
Students entering just below L4 in En &Ma, to reach L4+ in En & Ma by the end of yr 7. 3 class of approx 20 students			En			Ma				Sc			Gg	Hi	MFL	Cs	RE	Tech	Dr	Mu	Ar	PE														
Students entering below L3 in En &Ma, to reach L3+ in En & Ma by the end of yr 7. 2 class of approx 24 students			En			Ma				Sc			Gg	Hi	MFL	Cs	RE	Tech	Dr	Mu	Ar	PE														
Codes	En	Ma	Sc	Gg	Hi	MFL	Cs	Dr	Mu	Ar																										
Subject	English	Maths	Science	Geography	History	Languages	Computer Studies	Drama	Music	Art																										

Year 9-11- Percentages expressed as a proportion of 32 hours. The morning and after school support time is flexible and has not been included in the percentages

Aim by the end of year 11	Enterprise		Core Curriculum (delivered over 3 years)																				Options 1 yr GCSE						Enrich.		Intervention/ Extension					
	off timetable		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Students entering Yr 9 below L5 in En &Ma, to achieve grade C+ or equivalent in En, Ma, Sc. There will be some Level 1 study as needed.	PSHE (6 drop days)	One week of Enterprise	En/ Literacy (1/ L1)					Ma/ Numeracy (1/L1)					Sc (1/L1)					RE	PE	Option subjects which are fit for students needs allowing them to progress inot Further Education of training. Some students may choose 2 options over 3 years						Enrichment	Used flexibly -one hour at end of school day for support with specialist staff in core subjects and options									
Students entering Yr 9 at or above L5 in En &Ma, to achieve 8 full GCSE's grade C+ or equivalent min expected standard			En (1)			Ma (1)			Sc (2)			RE	BS (1)	CS (1)	MFL (1)	PE	Option subject completed as one year GCSE (Technology, humanities or Art)																			
Students entering Yr 9 at or above L6 in En &Ma, to achieve 10/11 full GCSE's grade A* or equivalent min expected standard			En (2 Lang & Lit)			Ma (2 Maths & Stats)			Sc (3 sciences)			RE	BS (1)	CS (1)	MFL (1)	PE	Option subject completed as one year GCSE (Technology, humanities or Art)																			
Codes	En	Ma	Sc	Gg	Hi	MFL	Cs	Dr	Mu	Ar	BS																									
Subject	English	Maths	Science	Geography	History	Languages	Computer Studies	Drama	Music	Art	Business Studies																									

The School Day and Year

Curriculum - Rhythm of the Day: To ensure our students achieve their aspirational targets the core learning hours within the school will be 32 per week. In addition, students will be expected to stay for a minimum of 2 enrichment sessions per week, which will be held at the end (period 7) of the school day. The enrichment is an opportunity for personal development and reinforcement of character.

The School Calendar: To ensure our students have the opportunity to reach their potential we will be extending the school year from the standard 190 days to a compulsory 204 days. The additional days are proposed to be added in the following ways:

- Saturday schools – one per half term – 6 days (catch-up for students not achieving their targets)
- Summer school – one week – 5 days (transition for students below level 4 and those from disadvantaged backgrounds. Sixth formers will participate as leaders and ambassadors for the academy)
- Additional days at beginning/end of term – 3 days (staff trained on Academy ethos and values, character and use of data)

Where possible the year will be delivered in six or seven-week blocks with some mirroring of the standard school year to facilitate staff and parents who have children at other schools within Luton.

The School Day: The school day is extended compared to the traditional school day that encourages additional learning time that we consider a requirement given the likely profile of students as described above.

There will be a 25 minute study club and breakfast available for all students every morning.

The school day may be organised as follows:

	Start	Finish
Breakfast	7.45	8.20
Reg	8.30	8.50
Lesson 1	8.50	9.40
Lesson 2	9.40	10.30
Break	10.30	10.50
Lesson 3	10.50	11.40
Lesson 4	11.40	12.30
Lunch	12.30	1.20
Lesson 5	1.20	2.10
Lesson 6	2.10	3.00
*Lesson 7 (Monday & Wednesday only - enrichment)	3.00	4.00

*KS3 Homework club & extensions twice per week

*Year 9, 10 & 11 study club and extensions every day

Curriculum Plan

The curriculum at **Key Stage 3** will focus initially on ensuring that all students have the skill levels required in reading and numeracy to access the broader curriculum. Whilst year groups will generally be taught in five classes, Year 7 and 8 students will be taught in six class groupings to enable the existence of a 'nurture group' if required, as described below. This will be a small group of students who will require intensive input, particularly with literacy support, to help them be secure enough to join one of the five mainstream classes before the end of Year 8. This literacy support will be provided by a teacher skilled in assisting students in learning to read and write using synthetic phonics and will be supplemented by the use of Lexia software which can provide an individually tailored and proven effective approach to improving literacy skills.

KS3 subject weightings are shown in the table below

	Year 7			Year 8		
	Periods	Time (min)	% of curriculum	Periods	Time (min)	% of curriculum
English	5	250	17%	5	250	17%
Mathematics	5	250	17%	5	250	17%
Science	4	200	13%	4	200	13%
PE	2	100	7%	2	100	7%
Geography	2	100	7%	2	100	7%
History	2	100	7%	2	100	7%
RE	1	50	3%	1	50	3%
Computer Studies	1	50	3%	1	50	3%
Languages	2	100	7%	2	100	7%
Technology	3	150	10%	3	150	10%
Creative Arts	3	150	10%	3	150	10%
Total	30	1500	100%	30	1500	100%

Extra time has been allowed for English, Maths and Science to allow high achieving students to be stretched further and allow for any student entering the school with prior underachievement to catch up to national standards.

At Luton Girls' Academy the **Key Stage 4** curriculum will be defined as Years 9, 10 and 11 with a focus on all students being given the opportunity to achieve the English Baccalaureate. The curriculum at Key Stage 4 will provide a core of basic subjects needed for future study and employment plus a diversity of choice to meet students' individual interests and aptitudes. Core subjects will be taught over 3 years from years 9 to 11. Option subjects will be taught as 1 year GCSEs enabling students to experience public examination successes early in their school career/ This also ensures that the pressure of examinations is spread throughout Key Stage 4 enabling students to learn to cope with examinations.

Parental opinion favours the use of 1 year GCSEs as opposed to a 2 or 3 year GCSE as found through our curriculum survey with prospective parents.

The blocking of options will ensure that students are able to opt for a broad and balanced curriculum including one Art, one Humanities and one Technology subject. In its third year of operation Luton Girls' School will move across to a two week timetable. Students will be limited in option choices in year 3 to ensure financial viability. The full range of option subjects will be available by year 4.

In Year 8 all students will be guided in their choices by the Academy's pastoral team Year 8 will be a key year for all students at Luton Girls' Academy. Students will complete their first optional GCSE course at the end of Year 9. Students will choose some options of study and, correspondingly, cease to study some subjects. The core GCSE subjects (English, Maths, Science, Computer Science, MFL, Business Studies) will be taught over 3 years until the end of Year 11.

The curriculum for Years 9 - 11 will be as follows, based on a core 30-hour week (numbers shown are the allocation to each subject in hours per week.) In addition, students will choose at least two enrichment options (which include revision courses and study support), which will be accessed at the end of the core day

Subjects	Year 9			Year 10			Year 11		
	Periods	Time (min)	% of curr. time	Periods	Time (min)	% of curr. time	Periods	Time (min)	% of curr. time
English	5	250	17%	5	250	17%	5	250	17%
Mathematics	5	250	17%	5	250	17%	5	250	17%
Science	5	250	17%	5	250	17%	5	250	17%
PE	2	100	7%	2	100	7%	2	100	7%
Computer Studies	2	100	7%	2	100	7%	2	100	7%
Business Enterprise	2	100	7%	2	100	7%	2	100	7%
Languages	2	100	7%	2	100	7%	2	100	7%
*One year option	7	350	23%	7	350	23%	7	350	23%
Total	30	1500	100%	30	1500	100%	30	1500	100%

Option Blocks available at Key Stage 4 (1 year GCSEs)

Example 1: option route for a student taking English Baccalaureate with triple science

Core Inc. one language & specialism	Option A (Hum) 1 year GCSE	Option B (Creative Arts) 1 year GCSE	Option C (Technology) 1 year GCSE
English	Geography	Art	Design & Technology
Maths	History	Music	Resistant Materials
Science	Leisure & Tourism	Drama	Catering
PE	Religious Studies	Media Studies	Engineering
Computer Science	ASDAN	Sport	Health & Social Care
Language or additional Maths/ English			Science
Business/ Enterprise			

Example 2: option route for a student wanting to pursue a career in Engineering

Core Inc. one language & specialism	Option A (Hum) 1 year GCSE	Option B (Creative Arts) 1 year GCSE	Option C (Technology) 1 year GCSE
English	Geography	Art	Design & Technology
Maths	History	Music	Resistant Materials
Science	Leisure & Tourism	Drama	Catering
PE	Religious Studies	Media Studies	Engineering
Computer Science	ASDAN	Sport	Health & Social Care
Language or additional Maths/ English			Science
Business/ Enterprise			

As a minimum we expect each student to leave Luton Girls' Academy at the end of Year 11 with at least 6 GCSEs or equivalent– those comprising the English Baccalaureate (most will leave with 9+ GCSEs). However, there will be the opportunity for students to leave with 11 GCSEs.

We plan to offer GCSE courses for most subjects, with only a limited few being available at BTEC. The exact number of courses offered at BTEC rather than at GCSE will depend on the profile of each cohort of students: one likely outcome is that in the blocking pattern students may be offered to do at least 2 BTEC courses from across 3 option choices. Students will be guided to the best options for their futures. These will only be available from year 4 onwards.

The sixth form offer will be further developed as the needs of learners becomes clearer over time, however it is expected that it will contain the following key features:

- A range of academic pathways.
- Guidance to an appropriate pathway by the tutors
- An enrichment programme which will develop their leadership capacity and wider character
- Liaison with HE providers to ensure progression and transition
- Aim to fulfil students aspirations - in line with the enterprise ethos
- A personalised package for all students which lead to viable HE courses at Russell group universities and secure employment
- An extended project to prepare for university

Our offer will be personalised to meet the needs of all students it is therefore likely to include some vocational subjects (delivered through partnerships and development of a post 16 collegiate approach). We are planning to deliver academic courses in the sixth form in line with the feedback from employers, universities, parents and students we have consulted with. The exact course choices will depend on the ability and aspirations of our intake. We will offer level 2 courses in English and Maths for those students at risk who have not achieved a grade C or above at GCSE.

The Extended Project qualification will be taken by all 6th form students in order to further develop the independent study skills which they have developed through character building projects in Key Stages 3 and 4 respectively. The Edexcel website states that 'Level 3 Extended Projects aim to support learners with the transition to Higher Education or into the world of work. They will further develop skills such as critical thinking, reflective, problem-solving and independent learning skills through the planning, research and evaluation of a self-selected project'. This fits in very well with our vision of enabling our students to be work-ready and to have the skills for life-long learning.

We plan to block the 6th form subjects into 4 option blocks; the year 13 curriculum will be blocked above the year 12 curriculum so that students in year 13 will be able to pick up AS subjects to boost their UCAS points score and add breadth to their qualification portfolio if required. As a minimum, we would expect students to take 4AS levels in year 12 and continue 3 of these into year 13 as well as taking the extended project. The most able students will take 4 subjects in year 13 as well, giving them 4 A2 qualifications as well as the L3 extended project, which is worth an AS level.

A potential pattern of provision may be as follows:

AS/ A2 subjects	Year 12			Year 13		
	Periods	Time (min)	% of curriculum	Periods	Time (min)	% of curriculum
English	5	250	17%	5	250	17%
Mathematics	5	250	17%	5	250	17%
Computer Studies	5	250	17%	5	250	17%
Biology	5	250	17%	5	250	17%
Chemistry	5	250	17%	5	250	17%
Physics	5	250	17%	5	250	17%
Business Studies/ Economics	5	250	17%	5	250	17%
Spanish	5	250	17%	5	250	17%
Psychology	5	250	17%	5	250	17%
History	5	250	17%	5	250	17%
Geography	5	250	17%	5	250	17%
Sociology	5	250	17%	5	250	17%
Art	5	250	17%	5	250	17%
Media Studies	5	250	17%	5	250	17%
Resistant Materials or Electronics	5	250	17%	5	250	17%
Child Development	5	250	17%	5	250	17%
Health & Social Care	5	250	17%	5	250	17%
*Enrichment/ leadership	5	250	17%	5	250	17%
*Supervised Study	5	250	17%	5	250	17%

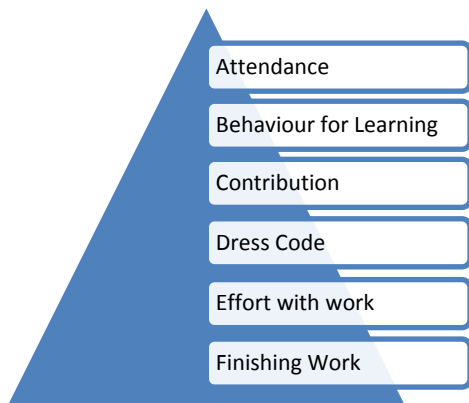
Below is an outline of how we intend to start our sixth form provision:

- May/June: photographs and course information collected to produce a 6th form prospectus
- October: for a two week period, Faculties market to year 11 the courses available to them in the 6th form and promote 'new' subjects which the students will not have come across
- October: an assembly is given to year 11 students indicating the choices available to them, including all subjects we could offer, and issue 6th form prospectus to students. Students complete a survey to indicate what choices they are most likely to take up
- October: from the choices of student surveys, the long list of subjects we could offer is reduced to a shorter list of subjects that will be offered at interview, this is checked against the staffing audit for the following September which may at this time be revised
- November: 6th form open evening for parents and students, to include a tour of subject areas and a presentation in the hall
- November-January: interviews (students to be made aware of entry requirements for specific courses)

- February: revise subjects on offer to ensure viability and then produce a blocking pattern of those viable. Re-visit staffing audit and revise
- March: write to all students with the confirmed blocking pattern, re-interview those with clashes of choices
- March-July: interviews still possible but will not affect the blocking pattern
- July: induction period to include taster lessons and study skills
- August: 2nd interview to confirm choices, check that entry requirements have been met, and use tracking spreadsheet to set target grades based on average GCSE points score and top 25% value added. ALPS will be used to triangulate our predictions.
- September: courses commence.

Throughout the 6th form, students will be assessed on their current working grade/level and this will be reported six times per year in a similar way to that indicated in section D4.3. This data will also be analysed by the staff responsible for KS5 pastoral care and development so that early identification can facilitate early intervention where a student is struggling to work at the correct level.

All 6th formers will be on a probationary period at the start of their course and will be monitored in 6 critical areas that will indicate whether students have adapted to the more independent and demanding style of sixth form study.



This diagram shows the 6 points in the pyramid of success. After the probationary period ongoing progress will be monitored through the interim reports and academic mentoring meetings.

Students identified at risk will be offered help to overcome difficulties and we expect through intervention, form tutor support and sixth form leadership support students will demonstrate successful independent learning.

The 6th form will be in vertical tutor groups of Year 12 and 13. This will mean all 6th form tutors will be involved in UCAS references and older students will support younger students. 6th formers are a valuable and integral part of the Academy, students will look up to them and aspire to be like them. In order to foster enterprise and character, 6th formers will lead / be involved with the organisation and delivery of the enterprise days of the Academy, in turn developing their personal leadership skills and modelling their character strengths.

Assessment & Transition

Year 6 to 7 transition

Ensuring effective transition will be a key focus for LGA. We will therefore ensure strong relationships with feeder schools, pupils and their families and put in place rigorous assessment and support systems to ensure students make an excellent start at LGA

Following the offer and acceptance of a place all future Year 7 students will be invited to attend an assessment day in the April / May of the year that they will start at the school.

Each student will undertake a range of standardised assessments including cognitive assessment testing and reading tests. This will be based on:

- National Curriculum Levels at Key Stage 2, both externally and teacher assessed
- Cognitive Ability Tests
- New Group Reading Tests
- Language Survey information
- SEN information from Primary School
- Meeting with parents/ carer

In September 2015 the first week of term will include an induction. All students new to Year 7 will attend a one-week transition school during the summer immediately prior to their starting at the school so that they are familiar with the rules and routines of the Academy and also comfortable and relaxed in their new surroundings.

Year 8 Transition - Options

The decision about which subjects to choose is a critical one for students, and provides us with a great opportunity to work with and support parents. The preparation and support for students in year 8 as they choose their first GCSE preferences will include:

- Guidance within departments regarding new subjects that students will not have studied at KS3
- A “taster day” in year 8 where students will have a GCSE timetable for the day and be able to try lessons that they have not experienced at Key Stage 3 as well as experiencing learning at this level
- A parents’ options evening where presentations to parents about the curriculum on offer and how the one year options package works
- Surgeries where parents can meet with form tutors and senior staff to ask any specific questions
- Information about the courses and options process will be available through social media to parents and students

Transition to 6th Form

To support transition into the sixth form we will offer the following series of events to ensure students make the right choices.

- Taster sessions
- Students shared thoughts using social media
- Open evenings and presentations
- Career fairs - entry requirements- details of course provided
- Students - discussing aspirations
- Surgeries held for students
- Interviews held after choices made
- Students who have a particular intention to take a combination of subjects at Key Stage 5 will be guided in their choices for study during Year 11 to ensure that there is continuity of subject choice where this is appropriate.

The Explicit Teaching of ‘Character’:

LGA believes that explicitly paying attention to the following areas will support its students by ensuring that they are fully prepared and equipped with life skills as well as academic skills.

The primary methodology for developing character in students will be through extensive work done with students to becoming motivated by doing the right thing.

Character will also be developed in a number of ways:

- The teaching of character will be embedded in every lesson.
- Formal ‘meet and greet’ of students on entering the LGA and each class
- Inspirational wall displays and phrases
- Explicit teaching of the school’s mission, values and beliefs.
- Repeated phrases and chants used consistently throughout the school (for example LGAs motto)
- High standards of behaviour, uniform and work ethic expected at all times and no tolerance to the lowering of standards
- Use of circle time within the tutor time to develop student relationships and discuss moral issues/dilemmas empathetically
- Development of excellent professional relationships between staff and students based on respect and trust
- An emphasis on team work (“team beats individual”)
- The opportunity to undertake charitable and enterprise work
- The teaching of motivational theory and its practical relevance to life-skills
- A broad and balanced PHSCE curriculum that is appropriate and age-related

Enterprise

Our specialism will allow all our students to develop their enterprise and personal skills such as communication, leadership, problem solving and team playing. Our enterprise specialism will be embedded and delivered through every subject in every year group as part of upto 100 hour enterprise entitlement. All students will take part in social enterprise projects throughout the year. Enterprise week will be an annual event which will be an opportunity for our learners to put their enterprise skills into practice. We expect to establish an Enterprise Centre within the school in year 3 or 4 years (Business mentors, real life projects).

All students will be involved in establishing and running social enterprises, developing charity, fundraising campaigns and community projects. LGA will support a different charity each year. At Key Stage 3 students will take part in Dragons Den, Young Enterprise, Duke of Edinburgh and Apprentice type activities. By Key Stage 4 most students will set up their own company through the Young Enterprise Project; and will be encouraged to opt for a specialist subject to study such as BTEC YE, BS or GCSE BS. Key Stage 5 students will act as business mentors with younger students sharing their expertise and experiences.

Every student will have the opportunity to participate in a micro-enterprise from starting at the school. Young people will leave school being able to say they have experience of running a real business. They will learn the underlying skills of business: communication; persuasion; initiative and commercialism, whilst building social skills and personal confidence. Real business mentors from successful companies will coach and guide students.

The curriculum will be further enriched through learning expeditions, where pupils go outside the school environment to experience the world through a diverse range of curricular activities and enterprise projects. Pupils will also have the opportunity to take part in activities involving problem solving, team-working and revision skills as well as curriculum specific events and educational visits.

The curriculum will develop pupils' entrepreneurial skills and attitudes by providing a programme of enterprise education.

The school will provide opportunities for pupils to:

- develop enterprising skills through learning and teaching across the whole curriculum
- organise and oversee the delivery of a programme of enterprise activities on off- timetable Enterprise Activity Days and week
- promote the concept of enterprise through assemblies and support for Pupils;
- deliver extra-curricular activities which aid the development of Pupils' enterprise capability
- acknowledge and encourage participation in city and nationwide events related to enterprise
- support subject areas by delivering appropriate in-school training.

An example of enterprise week is as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Business Trip Vauxhall	T Shirt design	Animations	Dragons Den	Podcasting Music
Podcasting Music	Business Trip Vauxhall	T Shirt design	Animations	Dragons Den
Dragons Den	Podcasting Music	Business Trip Vauxhall	T Shirt design	Animations
Animation	Dragons Den	Podcasting Music	Business Trip Vauxhall	T Shirt design
T Shirt design	Animations	Dragons Den	Podcasting Music	Business Trip Vauxhall

Activities will be developed as the Academy grows and further partnerships develop

Homework

Homework expectations are as follows:

KS3	60 minutes per day
KS4	90 minutes per day
KS5	120 minutes per day

A record will be kept in the learning log on the VLE. Homework will be set each evening according to a pre-determined timetable to ensure that there is a balance of work set across the subjects. Where possible, homework will be set using the Learning Platform to allow students to access and submit their assignments via the internet.

Active Citizenship/ SMSC: All students will have the opportunity to take part in charitable and other events that are of benefit to the local community. This may be as part of an entrepreneurial project to raise money for a specific local or national charity. SMSC delivered as 6 drops days across the year. These will be organised by the Head of Year and overseen by Assistant Head responsible for Pastoral.

Enrichment (Monday & Wednesday – compulsory)

As previously stated all students will undertake at least two hours of enrichment activities per week. The Academy feels that this is an important part of a student’s education and helps develop the whole child both academically and socially.

These will be delivered in vertical groupings with the equivalent of two sessions per year group put on after school. A variety of courses will be offered and this will depend partially upon student demand and staff expertise. It is proposed that the emphasis will be on ‘hands on’ work rather than theory. Students who opt for some courses may require attendance for one, two or more sessions per week.

There will be extended enrichment in the 6th form designed to further develop leadership skills and prepare students for their chosen future path:

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary		Comments
Business/ Enterprise mentoring programme	5	Voluntary	Volunteers	Local business support
Extended project	5	Voluntary	Teacher	Delivered by the school
University event courses	5	Voluntary	External Support	Hertfordshire University
Career placement Year 12	5	Voluntary	Local Business	Local business support
Charity work	5	Voluntary	Volunteers	Local charities
Community projects	5	Voluntary	Teacher	Parent on steering group

Residential Visit: All students will be offered the chance to take part in national, international residential educational visits. These locations will be chosen to explicitly broaden the experience of the students and expose them to an environment that they may not have encountered before. Students will be required to earn the right to take part in the visits and to raise funds to offset the cost of the visit by taking part in entrepreneurial project work.

Assessing and meeting the needs of all students

LGA will ensure that students, no matter what their starting point, can be supported to make the requisite progress to achieve well academically. The Academy will therefore develop systems, policies and methodologies that will support every student whether they need additional support to meet a special need or be gifted and talented.

Our strategy is based around the philosophy of ‘high expectations and no excuses’, where all our students regardless of academic ability, religious or social group feel safe within and are proud of their school.

We have a number of strategies for delivery of this inclusive approach as described below.

Student Development and Achievement: LGA explicitly seeks to develop the positive character traits that will enable young people to be successful in the future, notably in a university environment and ultimately in their chosen profession. In order to achieve this we will ensure that the Academy is a highly disciplined environment, where relationships are built upon mutual respect and a deep understanding of the shared values of the Academy. It will be clear to each student that a great deal is expected of them including exemplary behaviour. In turn, all staff will be required to model excellent interpersonal skills and professional standards, taking every opportunity to nurture these in students.

Uniform will be kept simple but expectations will be high. The uniform policy and expectations regarding personal appearance will be an outward sign of the self-discipline that will be a feature of LGA.

Routines will be crucial in developing an organised and disciplined learning environment. Systems will be developed to ensure consistency throughout the Academy in relation to the structuring of lessons.

Each year group intake will be known collectively as “the class of 20XX” where the year represents the year of entry into university (assuming that the students proceed directly to university following completion of a two year course of KS5 study. Thus, the first intake will be known as “the class of 2019”. Each tutor group will be established in their own identity by being linked to a university, which will be the classroom where they assemble during tutor time. They will be responsible for choosing a name for their group, which will have a clear link to a person or place of academic importance. For example, the class of 2018 may be named after the university or college or a famous scientist or entrepreneur.

Individual Learning Plans: Prior to entry, all students will undergo a series of standardised age score tests such as CAT, reading and maths tests. This will help to inform appropriate student grouping and also form the basis of a progress plan. Students will be re-tested at least annually during KS3. Tutors will be familiar with the progress of every child in their tutor group.

All students will have an individual learning plan designed for them on entering the school. This will be managed by the Head of Year in collaboration with tutors, the student and parents. Each individual learning plan will be formally reviewed on a termly basis, (with half-termly checks), together with the results of assessments, to ensure that the student remains on track or to instigate any further action required. This will be undertaken with the parents and student as part of a formal interview process.

In recognising that ‘there are no shortcuts’, there will be a firm commitment to providing additional time, especially during early intervention where it is required, to provide a boost with basic skills in literacy and numeracy.

Home School Contracts: The effectiveness of individual learning plans and adherence to standards of behaviour, uniform and attendance will be under-pinned by the establishment of a formalised home school contract. All parents and students will be asked to sign a declaration, at the start of each new school year, that they will play their part in ensuring that their child is given every opportunity to achieve in a supportive and personalised environment, both at home and at school. Whilst the signing of a home school contract will not be compulsory for parents and students, it will give a clear indication of intention.

Home School Links: Luton Girls' Academy intends to offer an ICT-rich environment for all learners and this opportunity will be extended beyond the Academy boundaries by the provision of a Learning Platform that will be accessible via the Internet. Both students and their parents will be able to log in (using separate passwords) to engage with the school community, obtain resources, access and complete homework assignments, check attendance and monitor progress in character development, behaviour and progress generally. Parents will be strongly encouraged to make frequent contact with the Academy and staff members will be encouraged to make (authorised) home visits to discuss student issues where parents have difficulty in coming into the Academy during opening hours. The Academy will work intensively with parents towards student attendance being 100%. The **attendance policy** will outline the role and responsibility of the partnership between school, home and the student.

Methods for Dealing with 'At Risk' Learners: Educational inclusion of vulnerable children will be secured through close adherence to safeguarding requirements and the detailed knowledge of students built up by staff. All students who start to demonstrate low-level issues will be assessed. Their progress will be regularly monitored and managed against the model, using a multi-agency approach as required.

Extended School Services: Extended provision will reflect the fact that a school and families cannot work in isolation when helping children and young people to achieve their full potential. By working in partnership with other agencies that support aspirational outcomes and better life chances for students, LGA will seek to ensure that it is part of a co-ordinated team approach to providing the best support for each individual student. The Academy will ensure that key members of staff are fully familiar and trained in common assessment framework procedures.

Community Engagement: LGA will promote equality and diversity in line with the Equality Act 2010 through working closely in partnership with Department of Education. LGA will provide a safe and secure environment for children to learn in. We are committed to fostering good relations to:

1. Tackle prejudice, and
2. Promote understanding through the curriculum

LGA will comply with the guidelines for schools in the Equality Act 2010.

Links have been fostered with parents and the community through public meeting, radio broadcasts and campaigning in the town centre of Luton. Parents and other interested members are able to register their interest via the Academy website, Facebook or Twitter.

LGA seeks to create a positive learning environment by:

- Encouraging and acknowledging excellent behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment

- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the Academy's policy and associated procedures.
- Encouraging children to take responsibility for their own behaviour and attendance
- Ensuring students understand what constitutes acceptable and unacceptable behaviour.
- Helping students to develop the skills of participation, teamwork, negotiation and leadership.

In order to achieve the above LGA will develop a full **behaviour and discipline policy**. This will be based around the ethos of encouragement and the principle of recognising and rewarding good behaviour and sanctioning poor behaviour in a very consistent manner. In this way students are always fully aware of the consequences of their behaviour and the choices that they need to make. Wherever possible and appropriate, exclusions will be internally administered. The student will be placed in isolation and provided with work to complete under close supervision. All students and parents will be required to take part in a reintegration meeting following exclusion from Luton Girls' Academy. External exclusions will normally be of a short, fixed-term nature (1-5 days). Occasionally a longer period of fixed-term external exclusion may be necessary. Permanent exclusion will only be used as a last resort. A record will be kept of both internal and external exclusions and these will be used for monitoring purposes. Parents of excluded students will have the right of appeal to an impartial appeals panel and may seek representative support from the Local Authority. The governors will review all permanent exclusions and all short-term exclusions extending to 15 school days in any term or where a student is likely to miss a public examination.

Exclusion Policy: Exclusion is considered an extreme measure and will only be administered by the Principal or Vice-Principal in their absence. The decision to externally exclude a student will not be taken lightly and staff will work with the student and their parents to resolve behaviour issues before they reach an unacceptable level. Each situation will be thoroughly investigated and judged on its own merits. However, as a general guide the following behaviour will normally be deemed to be so serious as to warrant exclusion being considered as the appropriate punishment:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist abuse
- Sexual misconduct
- Drug or alcohol related incident
- Damage to school or personal property
- Theft
- Persistent disruptive behaviour
- Other incidents of a similarly serious nature to those listed above

All exclusions will be handled in accordance with the law on exclusions, having regard to all guidance provided by the Secretary of State.

SPECIAL EDUCATIONAL NEEDS

The Academy will follow the national SEN Code of Practice and associated Acts and guidance. It will have a team of teachers and teaching assistants with the special expertise in supporting pupils with a range of physical and learning difficulties. The team will be led by a fully qualified SEN Co-ordinator (SENCO) and there will be collaboration with external agencies where required, to diagnose problems and prescribe solutions.

The role of the SENCO will be to, in collaboration with the Principal and governing body, play a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

Our SENCO, with the support of the Principal and colleagues, will seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement. The SENCO will collaborate with curriculum coordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

Our Governing Body and Principal will give careful thought to the SENCO's timetable to ensure the SENCO has adequate time for:

- planning and coordination away from the classroom;
- maintaining appropriate records including a record of children at *School Action* and *School Action Plus* and those with statements;
- teaching pupils with SEN;
- observing pupils in class without a teaching commitment;
- managing, supporting and training Learning Support Assistants;
- Liaising with colleagues and with secondary schools.

As part of the ethos of the Academy, all students will be encouraged to develop a positive 'can do' attitude that will not accept that finding something difficult is a justification for not trying, persevering and doing 'whatever it takes' in order to succeed.

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

- work closely with Academy leaders, support staff, Departments and Learning Support Assistants involved in the above process;
- maintain the record of pupils with Additional Needs and oversee the records of Additional Needs pupils;

- develop, monitor, review and evaluate the provision mapping for pupils receiving additional support;
- allocate support for pupils and staff on an equitable basis;
- lead and manage the Common Assessment Framework;
- liaise with the LA support services;
- be aware of staff development needs;
- work closely with primary schools to aid the transition of Additional Needs pupils to the Academy; and
- attend review meetings of primary pupils who are transferring to the Academy.

Pupils with additional needs will be supported as appropriate by support services such as educational psychologists, behaviour support teams etc. Staff within LGA have a responsibility for:

- The needs of all pupils regardless of their ability;
- The planning and organisation of appropriate curricula materials;
- Delivering the National Curriculum, where appropriate, ensuring that all pupils receive their entitlement;
- Liaising with the Inclusion SENCO for guidance and support and to monitor, adapt and evaluate programmes of study;
- Recognising the role of the individual class teacher in the process of identification and appropriate assessment of those pupils with Additional Needs and the placement of pupils on the SEND register; and
- Being aware of their role in the implementation and review of pupils' profiles.

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

Local school data shows approximately 85% of students are likely to be classified as EAL- these will be identified during transition. We will therefore meet the needs of these pupils by ensuring that:

- The development and implementation of a whole school policy and implementation of teaching, learning, assessment and recording practices that will all meet the needs of all EAL pupils.
- Establishing the exact point at which the pupil began to learn English through the transition process. This information will be used to plan for the needs of EAL learners. Studies show that EAL pupils take between 5-7 years to acquire the necessary language to fully access the demands of schooling, or between 7-10 years if they are not literate in their first language, which we anticipate many will not be
- Developing bespoke programmes and initiatives that address the needs of all EAL Pupils (advanced and newly-arrived beginners). These will be integrated across the school and continually evaluated as an integral part of the school community.
- The school plans comprehensively to ensure communication with families of EAL learners is clear and effective, families are involved in decision making processes, and they are able

to give their views on the quality of provision and are fully informed about the school's expectations and general academic progress. Reporting to parents will be in a visual format easy for parents to understand. A Keele survey will be undertaken to measure the effectiveness of the reporting.

- Monitoring the progress of individuals and groups to ensure good progress is made

Provision for Able, Gifted and Talented Pupils

A G& T coordinator will be appointed in year 4, responsible for the identification and oversight of pupils who are gifted and/or talented, they will report to the AHT for Pastoral. In addition the G& T coordinator will be responsible for working with all staff to ensure appropriate curricular and enrichment activity is in place to meet the needs of this group. The G&T coordinator will achieve this through coordinating the work of a dedicated gifted and talented champion in each curriculum area, whose responsibility will be to monitor the progress of the identified pupils and provide information and advice to the head of faculty, provide training to subject teachers as needed and co-ordinate extra-curricular opportunities. These colleagues will meet regularly with the AHT responsible for whole-school achievement and standards, in order to evaluate provision for G&T pupils.

Programmes and initiatives that address the needs of all G&T pupils will be integrated across the school and continually evaluated as an integral part of the school community.

The Gifted and Talented co-ordinator will be responsible for:

- Raising standards of academically able children
- Liaising with subject teachers and department heads to identify which students should be on the G&T register
- Reviewing the G&T register at least annually
- Ensuring that the identified G&T students have opportunities beyond the classroom in the relevant subject area
- Organising an annual G&T celebration evening
- Enrichment activities for G&T students, including regular exposure to Widening Participation activities.

Meeting the needs of pupils eligible for pupil premium

Our whole school approach to inclusion will ensure that we accurately monitor and plan for the needs of all groups and individuals. In addition pupil premium funding will be targeted in the following ways

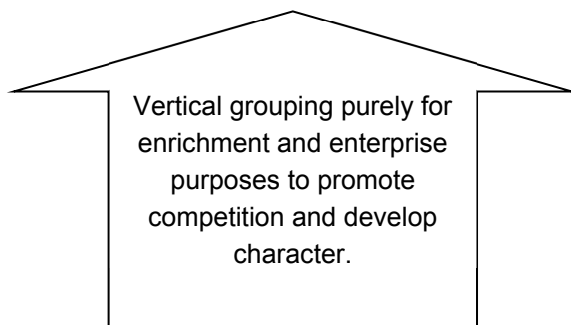
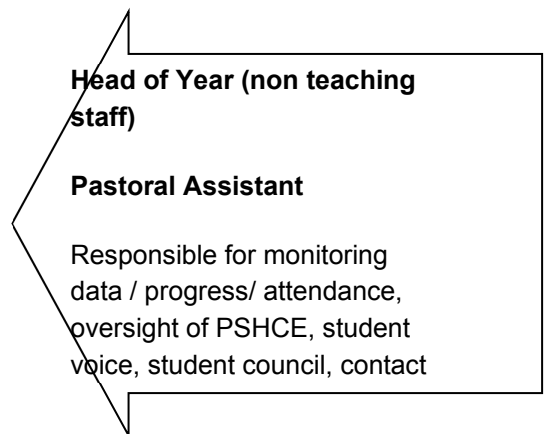
- Pupils eligible for pupil premium will be expected to attend a free summer school during the summer between Year 6 and Year 7. This time will be spent providing catch up in basic literacy and numeracy skills where needed, to move every pupil as far as possible towards Level 4 in maths and English. This will also be an opportunity to ensure smooth transition and that the student becomes familiar with their new surroundings

- To support the progress of eligible pupils pupil premium funding will also be used to provide smaller than average class sizes (24) , which will enable teachers to more carefully assess and monitor pupil progress, provide relevant and accurate feedback on next steps in learning and plan for the individual needs of their pupils.
- A School Liason Officer, appointed in year 2 will liaise with parents to enable the progress of PP pupils to be supported at home, through strategies recommended by school. Classes to develop parents' own literacy and numeracy skills and to train them in reading support techniques will be offered and widely advertised.
- An extended school day will provide breakfast for FSM pupils where needed, as well as individual and small group support with reading and homework.
- A programme of regular revision classes in all subjects will embed Pupils' knowledge, skills and understanding from the beginning of GCSE courses onwards. (3 days after school per week)
- There will be a specific programme to raise aspirations with links to universities nationally and internationally
- The Academy will use all data on PP pupils' progress, collected from assessment data and student surveys to inform the school's curriculum and policy planning and development

The monitoring of the impact of the pupil premium will be the responsibility of the Vice Principal in year 1 & 2 and thereafter the AHT leading on Achievement and the subject of regular reports to governors.

OUR PASTORAL SYSTEM

	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
KS3	7A	7B	7C	7D	7E
	8A	8B	8C	8D	8E
KS4	9A	9B	9C	9D	9E
	10A	10B	10C	10D	10E
	11A	11B	11C	11D	11E
KS5	12/13A	12/13B	12/13C	12/13D	12/13E
	12/13F	12/13G	12/13H	12/13I	12/13J



The Structure of the Pastoral System: The pastoral system of the school will be led by an Assistant Principal together with a committed team of designated pastoral staff (although the ethos is such that all staff have a responsibility for the pastoral care of students). The Assistant Principal will have full responsibility for all pastoral matters including safeguarding issues. Key, but not exhaustive, responsibilities of the team members are as follows:

A key element of the success of this system will be the small size of each tutor group, (approx 24 students) allowing tutors to focus on detailed student progress at all times of the year using an effective tracking and evaluation system in SISRA and SIMS.

Role of the Form Tutor

All staff will have a responsibility for ensuring the well-being, safety and progress of every student. The role of the form tutor is pivotal to monitoring this success and to taking pre-emptive action to address issues which may impede the level of progress

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

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

Pupil Leadership

Pupil leadership will be developed by the Pastoral Team through the HOY/Pastoral Assistants and in some cases the mentors (year 4 onwards). Pupils in each year group will be given the opportunity to take on responsibility through the following positions:

Yr 7: Reception/Customer Service Assistants

Yr 8: Junior Leaders

Yr 9: Trainee Prefects/Valued Youth

Yr 10: Peer Mediators/Prefects

Yr 11: Prefects

The HOY along with input from the AHT will make the appropriate selections using pastoral data such as attendance, referrals, credits, attitudinal rankings etc.

Behaviour, attendance, safeguarding and wellbeing: LGA is fully committed to ensuring that it is able to safeguard and protect all of its students, as well as promoting the life skills beyond the conventional confines of education.

All staff at Luton Girls' Academy will have a duty to model good character to ensure that teachers are able to teach and children are able to learn.

In line with our ethos, we would wish our efforts firstly to be celebrating and encouraging good behaviour and attendance as part of a supportive school; secondly to be intervening and supporting where needed, and thirdly applying effective and decisive sanctions where required. As in all that we do, the small size of the school and closeness to parents should mean that encouragement, interventions and sanctions all flow naturally from a culture of working together for the best outcomes for all students.

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

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

Attendance and Punctuality

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

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

- Promote full attendance to the Academy
- Reward pupils for good attendance

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

Safeguarding and promoting student welfare

The Luton Girls Academy will fully recognise its responsibilities for child protection, safeguarding and welfare. A range of policies and practices will contribute to the enactment of the Academy's duty of care and the adoption of effective safe practice.

The academy's overarching policy applies to all staff, governors and volunteers working in the academy. There are five main elements:

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

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

Child protection

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

Specifically, the academy will have an identified designated child protection manager. The Principal shall designate a member of staff to act as the child protection manager (CPM) for the academy. The Principal shall advise the governing body and all members of staff of the name of the academy's CPM and inform them of any changes.

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

PARTNERSHIPS

Partnership with Business and Higher Education: Raising the aspirations of students whilst developing networks of support is key to ensuring all barriers to success are removed, and in particular to enable access to University education. We will therefore seek to develop partnerships with regional, national and international businesses and higher education providers, and in particular with the University of Bedfordshire and University of Hertfordshire to provide visiting speakers and lectures, access to resources and research, field trips and familiarisation sessions, work experience, advice on future study and employment, potential sponsorship and scholarships and mentoring programmes. We are keen to develop an entrepreneurial culture at Luton Girls' Academy amongst the students and would expect a percentage of students to develop a business idea to fruition prior to leaving the Academy or very soon afterwards. To support and inspire students we want to create incubation areas for recent graduates or school leavers whereby we

provide them with office space equipped with suitable technology and telephony. This should provide a nurturing environment to help business ideas flourish and develop a passion for business within the Academy.

Section D2

Measuring pupil performance

In line with our high achieving and nurturing aims, we aim to measure our success by educational factors at Key Stage 4 and Key Stage 5, and also use further indicators to assess how well we are fulfilling the broader aspects of our vision.

Key Stage 4 targets

At Key Stage 4 we have set targets for GCSE results and Value Added. We believe that the percentage of 5 A*-C GCSE passes without equivalents is a good measure of our success at Key Stage 4 because it is readily available for comparison with other schools.

In order to set aspirational targets which are suitable for our students, we have looked at the performance of other nearby secondary schools Challney in particular as this has a similar intake to our students. The table below shows the local context:

source: http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=GR&f=I02woMISFL&superview=sec&view=aat&set=5&sort=ks4_12_ptgac5em&ord=desc&tab=93&no=998&pg=1

School	% achieving 5 A* - C GCSE or equivalents inc English & Maths - 2012	VA score (best 8) measure
England - all schools	59.40%	1000.0
England - state funded schools only	58.8%	
Ashcroft High School	55%	1006.8
Barnfield South Academy Luton	51%	1017.5
Barnfield West Academy Luton	74%	1079.5
Cardinal Newman Catholic School	55%	1007.9
Challney High School for Boys	67%	1030.2
Challney High School for Girls	50%	997.2
Denbigh High School	63%	1080.4
Icknield High School	68%	1010.8
Lea Manor High School	62%	1003.2
Lealands High School	55%	1014.0
Putteridge High School	50%	1000.3
Stopsley High School	54%	1002.2
Average for local secondary schools	59%	1020.8

Key Stage 4 attainment targets

In terms of attainment at Key Stage 4, our aspirational targets have taken into consideration the fact that approx 25% come to our school not having reached L4 in English and Maths at Key Stage 2. We have also used achievement data from girl's schools nationally to set targets which are realistic in the context we are describing.

Academic outcomes:

- LGA will be a school with attainment significantly above national average every year from its first set of results onwards, where at least **70%** of Pupils achieve 5A*-C grades in GCSEs (without equivalences), including English, Maths and Science.
- A minimum of **40%** of pupils will achieve the English Baccalaureate at GCSE.
- 100% of students will achieve A*-G at GCSE (or equivalents)
- The proportion of A* and A grades at GCSE in all subjects will be higher than the national average.
- We aim to achieve a value added score of at least 1030 for the 'Best of 8' VA measure.
- The proportion of A*-C grades at GCSE in all subjects will be higher than the national average.
- All Pupils and significant groups of pupils in the school will attain higher than the national average for all pupils.
- With LGA's likely intake, this means all pupils will make better than expected progress, with the school being in the top 20% of schools for value added nationally.
- At least 60% of pupils will make 4 levels of progress in both English and Mathematics.
- There will be no significant variation internally between the performance of groups, children eligible for free school meals achieving in line with the non-FSM peers, and ethnic groups achieving broadly similar levels of progress and attainment. Progress for low ability, middle ability and high ability pupils will be broadly similar.
- Those pupils whose attainment is unlikely to rise above 'low', due to Statements of SEN or other significant factors, will achieve sufficient gateway qualifications at Levels 1 and 2 to enable them to progress on to further education programmes of their choice.
- This level of attainment and achievement will enable all Pupils to progress into further education.

Key Stage 5 targets

- To measure overall 6th form attainment we will use L3 point scores as this is a
- national, standardised measure. The table below shows the scores for local post 16 providers in Luton.

Source: <https://www.gov.uk/government/publications/destinations-of-key-stage-4-and-key-stage-5-pupils-2010-to-2011>

School/College name	Average point score per A level student	Average point score per A level entry	% of students who go onto university	% of students who go onto Russell Group universities	% of KS5 students achieving 3 A levels at AAB in facilitating subjects
England - all schools and colleges	754.5	214.8			7
England - state funded schools and colleges	736.2	210.2			5
Cardinal Newman Catholic School	695.3	192.1	35	0	6
Luton Sixth Form College	588.7	200.3	60	3	3
Average	642.0	196.2	47.5	1.5	4.5

- We would expect our 6th form students to be leaving with a minimum of 3 ½ A Levels (or the equivalent) and the Extended Project Qualification.
- Our current target is for the L3 average point score to be a minimum of 720, which is aspirational and significantly above the local average.
- At least 5% of our intake will get 3 A levels AAB in facilitating subjects (Luton average 3%)
- We would expect an AS ALPS score of 3 at the end of the first year of running a sixth form.
- At least 65% of our students will go onto university, 9% of which will go onto Russell Group universities
- We will assess our overall value added for the 6th form with reference to students' total Level 3 points score as compared to their average GCSE points score. This should show positive value added compared to the average performance of 6th forms in the local authority.
- Target A level grades will be set with this in mind for individual students.
- Our aspirational target is that 100% of our students will achieve their chosen next step after leaving our school, whether that is higher education, further education, apprenticeship, or moving straight into the workplace.

In addition the Academy will have measures to show character and enterprise embedded which are as follows:

	LGA Target
To offer outstanding SMSC provision at all Key Stages	SMSC & Behaviour will be outstanding at the first Ofsted inspection
Permanent Exclusions	Zero permanent exclusions with the caveat for extreme violence or drug related offences, reviewed annually
Fixed term exclusions	There will be a maximum of 2 fixed term exclusions per term, reviewed termly
Student voice	All students will be able to provide feedback termly on their education. Outcomes will be communicated to students, staff and

	parents.
Punctuality	All students will arrive to lessons on time,
Attendance	96% of students will have full attendance (100% attendance). Monitored weekly and monthly
Uniform	Will be exemplary at all times
Working within a team	All students will lead a student project, monitored termly by specialism lead
Passion for life long learning	All students will produce an aspirational career plan- monitored termly
Honesty & Integrity	All students will understand the importance of honesty and integrity and will strive to remaining honest and acting with integrity at all times
Experience of social enterprise	100% of students will have experienced a social enterprise activity
Involvement with enrichment activities	100% of students will have the opportunity to experience 1 enterprise enrichment activity each week
Enterprise week	100% of students will experience an enterprise week of enterprise activities every year.
Enterprise qualification	100% of students will complete an enterprise qualification
To be an outstanding provider of 11 - 18 girls education	To be graded by Ofsted as "Outstanding" overall and in each separate category
Sharing exemplary practice with other schools	To gain regional and national recognition for educational provision, attainment and enterprise development.
Residential visits (UK & abroad)	100% of students will experience a residential visit either within the UK or abroad
Partnerships with HE & business	Partnerships developed with HE providers that influence and enrich our curriculum planning and delivery
To deliver a high quality student experience & high levels of parent satisfaction	To achieve 95% of students enjoying lessons and confirming they are well taught
Parenta voice	To achieve 98% parental satisfaction rates
Parental involvement	To achieve 98% attendance to academic review days and parent information events

Achieving the targets

Prior to entry, all students will undergo a series of standardised age score tests such as CAT, reading and maths tests. This will help to inform appropriate student grouping and also form the basis of a progress plan. Students will be re-tested at least annually during key stage three. The plan will be formally reviewed on a termly basis, (with half-termly checks), together with the

results of assessments, to ensure that the student remains on track or to instigate any remedial action required. This will be undertaken with the parents and student as part of a formal interview.

Assessment will be built around the six week summative assessments that will enable:

- Teachers and middle leaders to identify gaps in learning.
- The adaptation of Schemes of Work and groupings,
- Timely intervention and a diagnostic approach. regularly intervention,
- Clear and formative reporting to parents and
- Middle leaders and SLT holding others to account,

The key elements of our approach will be :

- An initial assessment of all Y7 students as described above
- Schemes of learning taught in six or seven week (half-termly) blocks. All schemes of learning designed 'backwards' beginning with the question "What do these students need to know when they leave this school?"
- All assessments will incorporate some elements of prior assessments to ensure that skills learned are retained.
- Each learning block will have a summative assessment built into week six which will feed into teacher assessment. Assessments could be made using any of these means below, and Faculty Heads will be expected to quality assure the levels being awarded to ensure that they are in line with national standards and that a range of assessments is being used. Methods could include:
 - Past paper questions
 - Practical examinations; orals
 - Coursework ; Project work
 - An extended piece of writing
- Assessment outcomes will be available to share with students.
- Test results will be analysed at the level of the year, class, student, teacher and skill. Strengths and weaknesses noted and used to inform future teaching.
- Re-teaching of skills will be arranged immediately where required.
- Data will be collected on a Management Information System that can produce the reports we need and facilitate parental log in so that we can share selected information with parents. Data will enable the monitoring and evaluation of work for all groups and in particular
 - Ethnic minorities
 - Vulnerable groups
 - SEN
 - EAL
 - FSM
 - LAC
 - Young carers

Monitoring the targets

Assessments will normally be undertaken in the last week of each half term. During this time the formal timetable may be collapsed and students will also have the opportunity for school visits/ external speakers/university visits etc. Intervention will take place if required. Students may be moved from one class to another dependent upon the results of their assessments and/or upon teacher recommendation. In this manner, students are always in a class grouping that is best designed to meet their personal learning needs.

LGA will closely monitor pupils' academic progress using a standardised system of assessment tracking, towards a set of minimum expected progress grades, generated from KS2 baseline results and based on 3 levels of progress as a minimum expectation. The system will record pupils' progress towards the knowledge, skills and understanding needed for success at GCSE in all subjects offered at KS4. This data and information will be generated by regular in-class assessments and will be available publicly to classroom teachers, head of

Faculties and senior leaders to ensure transparency and accountability.

- The assessment information entered into such a tracking system will be subject to moderation and standardisation at departmental level.
- Middle and senior leaders will use this to monitor progress of groups³ in the school over time and ensure action is taken to prevent gaps emerging, or where they do emerge to close them quickly.
- Classroom teachers will use this data tracking to plan lessons that ensure outstanding progress in all curriculum areas, adapting their planning and teaching in response to assessment information.
- Where individuals or groups of pupils are seen to be falling behind the rate of progress needed for success at GCSE, middle and senior leaders will use the tracking data to inform wider and larger scale interventions.
- A systematic line management structure of heads of faculties line managed by senior leaders will be in place, with regular and focused line management meetings having pupil progress as a standing agenda item. This will enable close analysis of trends and patterns, rapid identification of underachievement and shared planning of intervention strategies.
- Leadership team meetings to take place after each round of line management will enable the principal to gain an overview of achievement in all curriculum areas, hold senior leaders to account for progress in their line managed areas and enable the sharing of innovative practice.
- Pupils shown to be underachieving in more than one subject will be the subject of a referral to the relevant pastoral leader for the year group, who will co-ordinate wider, more holistic interventions with class teachers and middle leaders

Monitoring and Evaluation of Teaching Quality

Faculty reviews will take place for each faculty every year. These will be like a small Ofsted inspection so that we can have accurate data for our SEF and school action plan, and to prepare staff for section 8 and section 5 Ofsted visits in years 2 and 3 respectively, and beyond.

Each faculty review will include every member of the faculty being observed by a senior member of staff; for the first two years of the Academy these will be paired observations with bought in qualified inspectors to ensure that our judgments are completely accurate and in line with current Ofsted criteria.

Faculty Heads will be responsible for continual review of faculty activity and be able to report on:

- Progress towards individual student targets
- The development of ethos and specialism within their faculty
- Work sampling to ensure the appropriate grading and levelling of work
- Formative marking in line with the school marking policy
- Progress of all students
- Use of the teachers mark book
- Evidence of peer assessment and AfL
- Evidence of character teaching being embedded
- The use of student voice
- Data analysis of progress within the faculty, including for example:
 - Percentage of students making 2 sub levels of progress per year in KS3
 - Progress towards KS4 and KS5 target grades, including external exams already taken by students and coursework grades
 - Performance in external examinations over the past few years.
 -

This monitoring will lead in some cases to the requirement to intervene to improve performance. Examples could include:

- At an individual student level:
 - Mentoring
 - Specific direction of homework club time
 - Meeting with parents to discuss support
 - Agreed targets
 - PSP
- With a particular class:
 - Closer monitoring and support from the Faculty Head
 - Short term extra support if staffing capacity allows
 - With a particular member of staff
- Coaching:
 - Observations and support from the Faculty Head
 - Specific support, eg time management training or counselling

- Arranging for the colleague to observe good practice
- With a particular cohort of students:
 - Specific support from the staff best placed to provide this.

Pupil Assessment and tracking

Our reason for collecting and tracking data every six weeks is so we can report progress to parents and naturally intervention, encouragement and praise or support as appropriate. Our monitoring and tracking implies how closely we will be working with the parents/ carers. The six termly progress reports will also feed into an annual written report home.

The half termly report will be sent home on paper as well as being available through a secure website. We will also wish, when feasible, to have live data available to parents so that by logging in they can access:

- The latest progress report; Live attendance data; Homework grades; Rewards (for example merits); Sanctions
- Family worker will run workshops to support parents in understanding the report
- The reports will be kept simple and visual to cater for our high percentage of EAL parents.
- A community language information booklet will support parents in understanding reporting and assessment, this will be available on the school website in the main community languages and in parent and student handbook

The termly report will be a summary of the student's performance over the year; examples of what it could look like for an individual student are in annex

How will success be measured and reviewed and reported?

The academic success measures will be the progress against rigorous and ambitious targets as identified above.

The success measures used will need to be reviewed annually in light of changes to, for example:

- Nationally reported and published league table criteria
- Nationally reported and published pass rates
- The Ofsted framework
- National agendas
- Tools and datasets available to set and review targets.

School Self Evaluation

A whole-school monitoring and evaluation cycle will quality assure all aspects of the school's work, with judgements being made against the Ofsted evaluation schedule.

This will take the form of a regular, calendared programme of monitoring activities undertaken by middle and senior leaders, with evidence collected from such activities forming agenda items for line management meetings within the academic and pastoral structure.

All of this evidence will contribute to the creation of departmental self-evaluation forms (SEFs). These will be subject to regular reviews and revisions, in line with the rhythm of the monitoring and evaluation calendar and line management meetings

Accountability

The academy will produce a 3 year business plan, setting out its performance priorities over the medium term. This plan will be broken down into yearly cycles, to fit with the needs of the PM cycle. This will then enable the line management structure to be the principal method through which accountability will be secured within **LGA**.

This system will be formalised annually through the performance management cycle. These objectives will be linked directly to the yearly priorities identified in the Academy's business plan

	Resp.	Frequency	Academic Months (Sept- July)											
			S	O	N	D	J	F	M	A	M	J	J	
Report to governors														
Full governors	CoG	Every 6 wks												
Standards & Achievement	chair of comm.	Each half term	√		√		√		√		√		√	
Finance	chair of comm.	Each half term		√		√		√		√		√		
Curriculum & Quality	chair of comm.	Each half term	√		√		√		√		√		√	
Health & safety	chair of comm.	Each half term		√		√		√		√		√		
Monitoring & Evaluation														
Progress of Improvement Plan	HT	Twice yearly				√							√	
Self Evaluation	VP	Twice yearly			√						√			
Head teacher report	HT	Termly			√			√				√		
Professional review for staff	Gov,HT,SLT	3x year	√				√				√			
Curriculum review														
Review of curriculum	VP	Annually	√											
Review/evaluation of options process	VP	Annually		√										

Review /deployment of staffing requirements	VP	Termly	√					√					√	
Review of activities programme	AHT	Annually												√
Monitoring Quality of Teaching & Learning														
Department reviews cycle	HT & SLT	On going		√		√		√		√		√		
Lesson observations	Line managers	Ongoing min 3 x yr	√				√			√				
Learning walks	HOF/ SLT	Ongoing			√			√		√				√
Pastoral Reviews	SLT	Annually			√							√		
Book scrutiny	HOF	Ongoing		√			√			√				√
Standards & Achievement														
Data collection (teacher assessment)	AHT	6 x year		√		√		√	√			√		√
Monitoring of pupil achievement reports	SLT & HOF	Annually												
Progress reports of groups	AHT	6 x year		√		√		√	√			√		√
Raising Achievement reviews		6 x year		√		√		√	√			√		√
Results Analysis report	HOF	6 x year												
Written reports to parents	HOF	Annually										√		
Progress report to parents	HOF/ SLT	6 x year		√		√		√	√			√		√
Behaviour & safety														
Review of pupil attendance and punctuality	AHT	Ongoing monthly	√	√	√	√	√	√	√	√	√	√	√	√
Review of pupil discipline (exclusions, rewards, sanctions)	AHT	Ongoing monthly	√	√	√	√	√	√	√	√	√	√	√	√
Monitoring of support plans	SENCO	Termly	√				√			√				
Review of SEN/ LAC pupils	SENCO	Termly	√				√			√				
Surveys of parents views	HOD/AHT	Annually	√											
Full pupil survey	AHT	Annually											√	
Parent Council	AHT	Annually										√		
Review child protection	VP	Annually												√

Section D3

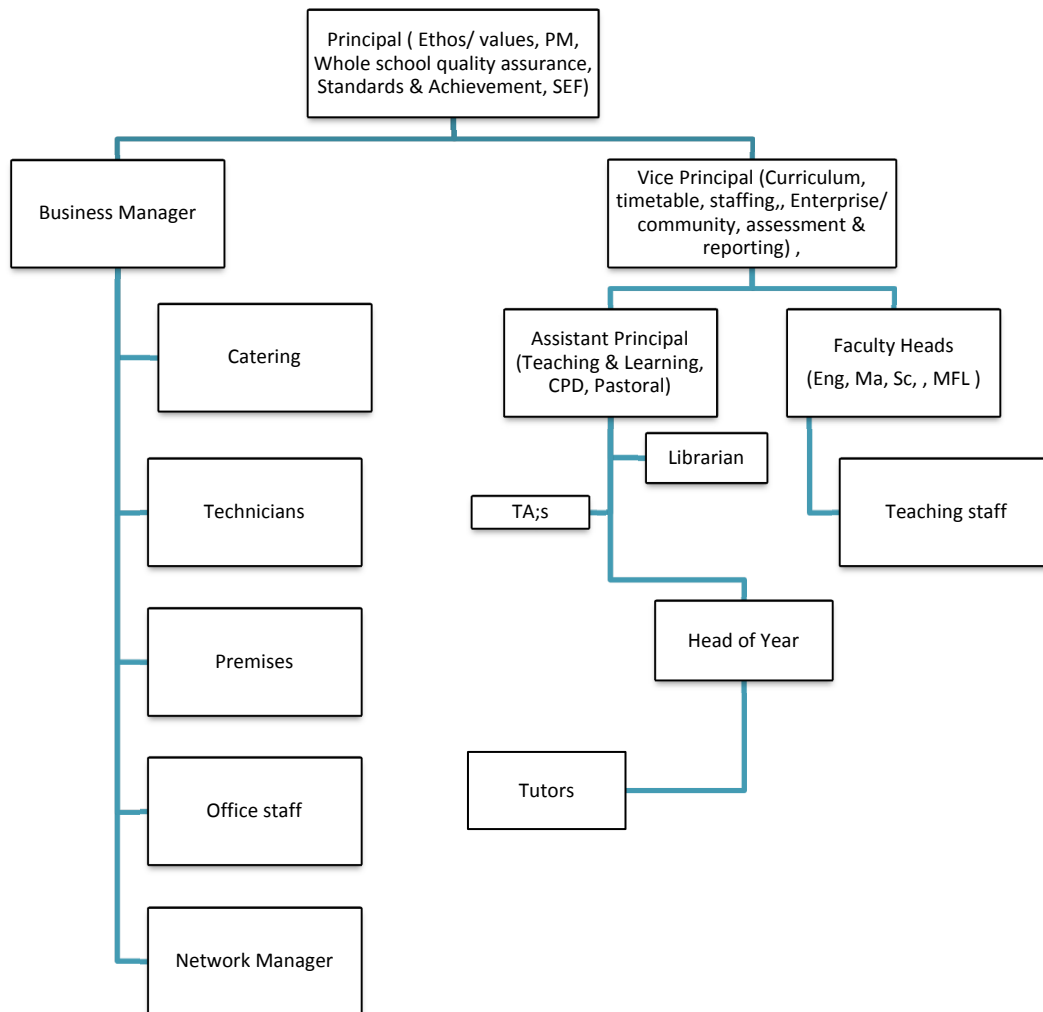
Organisation and Staffing

The staffing structure for Luton Girls' Academy has been developed to reflect its aims, ethos and curriculum model based on a pupil capacity model of 840.

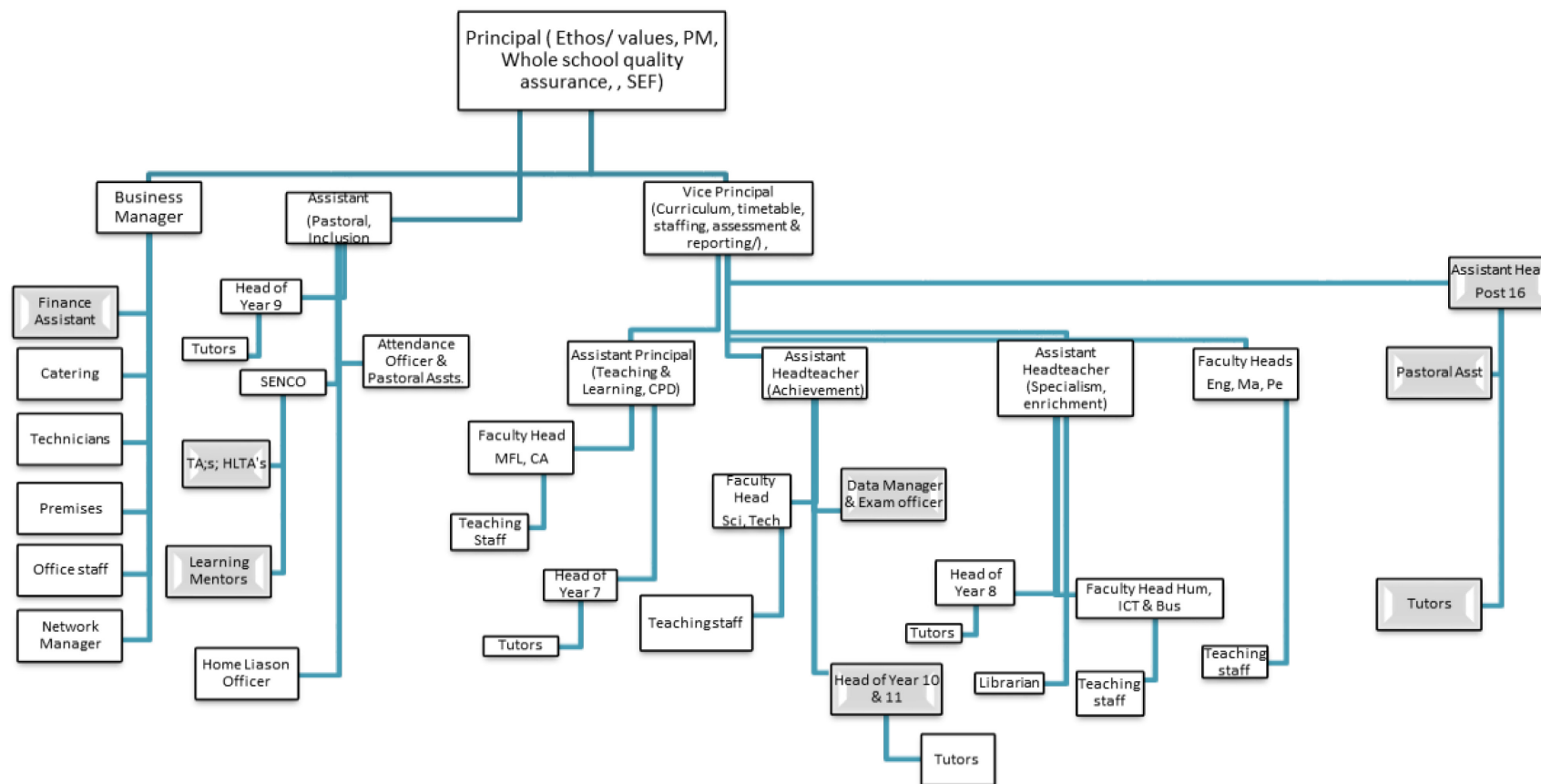
Whilst our vision for our organisation structure is clear for a school at full capacity (see below). We have shown how the key roles and responsibilities will be allocated in the early years and thereafter.

In section G the sensitivity analysis shows a credible contingency plan if income were to be less than expected.

The staffing structure for the operation of Year 1 (2015/16) of is shown below:



By Year 7 (2021/2022) the final staffing structure will be in place with 100% student's intake



Below you can clearly see the roles and responsibilities as the school grows to full capacity.

SLT Structure Year 1

Principal: Responsible for: Ethos/values; External stakeholder relationships; Performance Management; Whole school quality assurance; Line management of x, x and x departments; Standards & achievement Inc. analysis of SEN, LAC, FSM staff

Business Manager: Performance management of non-teaching, Finance; Premises, HR, contracts

Vice Principal : Responsible for: Whole school curriculum; Timetable design; Staffing; Enterprise; Data, assessment and pupil tracking/intervention; Line management of x, x and x departments

Assistant Principal: Responsible for: Teaching and Learning & CPD; Schemes of work; Coaching; Induction; Pastoral; Line management of x year group. **Year 1 enrichment will be led by HOY7* HOF- English, Maths, Science, Humanities, 0.5 MFL*

SLT Structure Year 2

Principal: Responsible for: Ethos/values; External stakeholder relationships; Performance Management; Whole school quality assurance;

Business Manager: Performance management of non-teaching, Finance; Premises, HR, contracts

Vice Principal : Responsible for: Whole school curriculum; Timetable design; Staffing; Standards & achievement inc. analysis of SEN, LAC, FSM staff; Data, assessment and pupil tracking/intervention; Line management of x, x and x departments

Assistant Principal: Responsible for: Teaching and Learning & CPD; Schemes of work; Coaching; Induction; Pastoral); Line management of x year group; SENCO

Assistant Principal: Responsible for: Enterprise; Partnership community work; Enrichment; Line management of x, x and x departments

** HOF- English, Maths, Science, Humanities, MFL, PE, Creative Arts, 0.5 Technology*

SLT Structure Year 3/4

Principal: Responsible for: Ethos/values; External stakeholder relationships; Performance Management;

Business Manager: Performance management of non-teaching; Finance; Premises, HR, contracts

Vice Principal: Responsible for: Whole school curriculum; Timetable design; Staffing; Whole school quality assurance; Line management of x, x and x departments

Assistant Principal: Responsible for: Teaching and Learning & CPD; Schemes of work; Coaching; Induction; Line management of x, x and x departments

Assistant Principal: Responsible for: Enterprise; Partnership community work; Enrichment; Line management of x, x and x departments

Assistant Principal: Responsible for: Achievement; Standards & achievement inc. analysis of SEN, LAC, FSM; Data, assessment and pupil tracking/intervention; Line management of x, x and x departments

Assistant Principal: Responsible for: Pastoral; inclusion; Line management of SENCO x, x and x departments

* HOF- English, Maths, Science, Humanities, MFL, PE, Creative Arts, Technology, ICT & Business

* TLR – 9 Raising Achievement co coordinators introduced in all faculties from year 4 onwards

SLT Structure Year 5 onwards

Principal

Responsible for: Ethos/values; External stakeholder relationships; Performance Management;

Business Manager

Performance management of non-teaching; Finance; Premises, HR, contracts

Vice Principal

Responsible for: Whole school curriculum; Timetable design; Staffing; Whole school quality assurance; Line management of x, x and x departments

Assistant Principal

Responsible for: Teaching and Learning & CPD; Schemes of work; Coaching; Induction; Line management of x, x and x departments

Assistant Principal

Responsible for Specialism: Enterprise; Partnership community work; Enrichment; Line management of x, x and x departments

Assistant Principal

Responsible for: Achievement; Standards & achievement inc. analysis of SEN, LAC, FSM; Data, assessment and pupil tracking/intervention; Line management of x, x and x departments

Assistant Principal

Responsible for: Pastoral; inclusion; Line management of SENCO x, x and x departments, G&T Coordinators

Assistant Principal

Responsible for: Post 16, curriculum, achievement, pastoral, x department

Build-up of staffing The following table gives indicative hours for each subject during the first seven years to build up to maximum capacity. The whole-time equivalent staffing requirements are based on a crude calculation of 25 contact hours per staff member (83% utilization):

Curriculum overview at 100% capacity

Periods	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
English	30	60	85	110	135	140	145
Maths	30	60	85	110	135	145	155
Science	20	40	65	90	115	115	115
Biology						10	15
Chemistry						5	10
Physics						5	10
PE	10	20	30	40	50	50	50
Computer Science	5	10	20	30	40	45	50
Business Studies			10	20	30	35	40
MFL	10	20	33	39	52	57	62
Technology (Eng, DT, RM)	18	36	36	36	36	36	36
History	10	20	27	34	41	51	56
Geography	10	20	27	34	41	46	51
Travel & Tourism				7	14	14	14
Religious Education	5	10	10	17	24	24	24
Sociology						5	10
Art	5	10	10	17	24	29	34
Music	5	10	17	24	31	31	31
Drama	5	10	10	10	17	17	17
Media Studies					7	12	17
Sport					7	7	7
Resistant Materials				7	14	19	24
Child Development				7	14	19	24
Hospitality			7	14	21	21	21
Jamie Oliver Cooking					7	7	7
Health & Social Care			7	14	28	33	38
Psychology						5	10
	163	326	479	660	883	983	1073

FTE Staffing related to curriculum	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Principal	1	1	1	1	1	1	1
Vice Principal	1	1	1	1	1	1	1
Assistant Principal	1	2	4	4	5	5	5
Head of Faculty	3.5	6	9	9	9	9	9
SENCO	0	0.5	1	1	1	1	1
2nd in Faculty				1	1	1	1
MPS teachers	3.6	9	12.5	17.5	25	32.5	37.5
Periods available	180	385	567.5	735.5	938	1125.5	1250.5
Periods required	163	326	479	660	883	983	1073
Surplus periods	17	59	88.5	75.5	55	142.5	177.5
Surplus staff	0.68	2.36	3.54	3.02	2.2	5.7	7.1

Assistant Head of Faculty roles will be introduced from year 4 onwards. In year 3 the surplus has will be used for planning and training required to ensure the delivery of one year GCSE's. In year 6 and 7 the surplus periods will be used to develop 6th form resources and training.

Teaching Loads		
Role	periods	%
Principal	3	0%
VP	7	33%
AHT	15	50%
HOF	20	67%
SENCO	10	50%
2nd in Faculty	22	73%
Teacher	25	83%

There will be staff teaching across subjects which they may not be specialist in the first years for a small percentage of the timetable. The Principal and VP will take on additional teaching in Year 1 & 2 if required.

Section G, the budget demonstrates that the staffing described in this section is affordable.

Critical to the success of LGA is the early appointment of a Principal, Business Manager and Vice Principal. These three staff will form the core of the leadership team and will have a crucial role to play in ensuring that the vision and ethos of the school is realised from an early stage in its development

The leadership team will gradually be expanded as student numbers increase to incorporate five Assistant Principals who will assist in ensuring the smooth running of the Academy. Middle leadership will focus on the faculties of the Academy, with each having a Head of Faculty whose primary role will be to lead learning and teaching. In addition, there will be 5 Heads of Year who, between them, will take responsibility for pastoral care within the Academy and a mentor allocated to each year group.

All staff will be employed on terms and conditions specific to a contract of employment with Luton Girls' Academy which adhere to the teachers' pay and conditions. All staff employed at the Academy will be expected to cover the extended day as part of the contractual duties.

Learning Support Staff

For the purposes of costing, the majority of the learning support staff required for LGA are shown below with some room for flexibility. These roles may vary in the first few years, for example the receptionist will be acting as the Pastoral Assistant in the first year. Detail of roles in explained in

the commentary of section G2. The non teaching staff FTE related to the curriculum plan is shown below: **FTE Non-Teaching staff for 100% capacity**

Staff member (non teaching)	2105/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
HOY-7-13	0.9	1.8	2.7	3.6	4.5	5.4	6.3
KS3 Pastoral- Admin		0.9	0.9	0.9	0.9	0.9	0.9
KS4 Pastoral - Admin				0.9	0.9	0.9	0.9
KS5 pastoral Support						0.9	0.9
Learning mentor					1.8	1.8	1.8
Home liason Officer		0.4	0.4	0.9	0.9	0.9	0.9
HLTA					0.9	1.8	1.8
TA x 5	0.8	2.2	3.1	5.4	5.8	6.3	6.3
Librarian	0.4	0.9	0.9	0.9	0.9	0.9	0.9
Technician- SC	0.4	0.4	0.9	0.9	0.9	1.8	2.7
Technician-DT			0.4	0.9	0.9	0.9	0.9
Technician- Arts				0.4	0.9	0.9	0.9
Office Manager					0.9	0.9	0.9
Data manager/ cover	0.4	0.9	0.9	0.9	0.9	0.9	0.9
Exam officer				0.9	0.9	0.9	0.9
Attendance officer/ community			0.4	0.9	0.9	0.9	0.9
Receptionist	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Finance Assistant				0.4	0.4	0.9	0.9
LT admin	0.4	0.4	0.9	1.8	1.8	1.8	2.7
Network manager	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Technician-IT				0.4	0.9	0.9	0.9
Cover supervisor			0.4	0.9	1.8	1.8	1.8
Careers Adviser				0.4	0.4	0.4	0.9
Site manager		0.5	1.0	1.0	1.0	1.0	1.0
Site agent	0.4	0.4	0.4	0.8	1.3	1.3	1.8
Midday Supervisors		0.4	0.9	1.8	1.8	2.7	3.6
Cleaners		0.4	1	1	1	1	1.8
	5.5	11.4	17.0	27.8	35.1	40.6	46.0

TA roles and responsibility

Faculty	TA
Maths	TA1, TA2,
English	TA3, TA4
Science	TA5,
Humanities	TA6
Creative Arts	TA7

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	186		155%	120	180		150%
Year 8					120	186		155%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	120	186		155%	240	366		153%

Column B statistics were obtained during the period Sept 2013 to Dec 2013.

Section E: Evidence of need – part 2

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

Section E1

This section lays out our evidence of need and will show that within a town with a rising population we consider that data clearly shows the need for our school as follows:

- The LA predict a shortage of places and currently have no published plans to deal with the shortage
- Luton has only one 11 - 16 single sex girls' school. Despite underperformance and below average results, the school is consistently oversubscribed showing clear parental demand for single sex education which the current girls' school is unable to meet in terms of educational standards.
- There is also one single sex boys school which is also oversubscribed but performs at a much higher level than the girls school. Girls are currently being disadvantaged in terms of their education outcomes. .
- Girls in Luton who wish a single sex school are therefore being disadvantaged unless they chose a fee paying school of which there are a number feeding on the lack of opportunity in the state sector for those able to afford the fees.
- For the majority parental choice is being denied. Young women in Luton, particularly those from poor backgrounds deserve the same quality of education as those in independent schools from more privileged backgrounds. We will give them the opportunity to achieve academic and personal excellence.
- There is a currently nor planned, a single sex post 16 provision in the existing schools.
- Educational standards across Luton are variable with more institutions below national average than above. Parents in Luton deserve higher performing schools.

Luton Girls' Academy will fulfil the need of a high performing single sex school enabling girls to continue studying in a safe environment post 16 by offering a 11-18 provision. However, as we develop the post 16 provision and again depending on need and demand and discussions with the LA and other providers, we may decide to open up our post 16 to both boys and girls.

It is therefore, clear that in addition to the Luton wide places issue there is a local need required to meet the parental demand in the area in which we propose to locate the school. This shows that we are rightly confident that we will be able to fill all our places without any significant negative impact on the existing local schools whilst meeting the demand of those requiring single sex school delivering high standards.

Background to area

The following data defines the demographics for the area we intend Luton Girls' Academy to support. We are particularly targeting these parents unable to use the fee paying sector to provide the single sex education they want for their girls. From the following data it can be seen that there are significant numbers who are within this group.

- Luton ranks seventy sixth in the index of multiple deprivations most deprived areas in the UK (source: Luton Borough Council: Understanding poverty locally 2011).
- Luton has nine output areas in the top 20% of the most deprived areas in the country. These include Dallow, Biscot, Challney and Leagrave. It is intended that Luton Girls' Academy will be on premises near Dallow Road taking students from all of these areas. Luton has a very diverse community with approximately 35% being of black and minority ethnic origin (BME group). The four wards which have a high proportion of families from BME groups are Biscot, Challney, Dallow and Leagrave

The average percentage of pupils eligible for free school meals in Luton is 23.8%, above national average. Data from the secondary schools nearest to where Luton Girls' Academy is proposed shows eligibility for FSM to be higher than the national average as follows (source: HMRC benefits data Dec 2011 & School Census Jan 2012):

- Challney Girls 32.8%,
- Lealands School 18.2%;
- Challney Boys 29.3%;
- Barnfield West 27.1%;
- Denbigh 28.0%

The number and proportion of young people classified as NEET in Luton increases as young people reach the age of 18. The local Authority NEET figures in 2012 show estimated NEET in Luton age 16 is 3.2% with 1.5% not known. This figure increases significantly when they reach 18 with the NEET figures reaching 8.9% and 24.8% not known. Luton Girls' Academy will target girls identified as NEET at both ages 16 and 17 to ensure we are providing suitable provision to equip them with the qualifications and experiences to contribute to society. The statistics show that many young people in Luton are being denied the opportunity to gain the benefits of a university education, whether this is due to poverty or low aspirations.

Evidence of Need

Parental Demand

The original Proposer group was formed in response to parental requests for a single sex girl's school. We have subsequently tested the level of demand via a series of engagement and survey activities – see section E2 – a copy of the information leaflet is included at the end of this section.

Our information leaflet provides specific details of our proposal. For example:

- That it would be an all-girls school
- Size of school proposed
- Anticipated class sizes
- Rationale for the school
- A summary of the vision and how it will be delivered
- Aspirations and outcomes expected.

We also specifically targeted parents of year 4 and 5 students and asked would they apply to Luton Girls' Academy **as first preference** – the maps below are based on post codes shows the

numbers and distance from the area we anticipate our school will be based. Distances are colour coded as the legend to each map.

Current Year 5 parents– will be year 7 pupils applying for admission in September 2015



Current Year 4 parents – will be year 7 pupils applying for admission in September 2016



School Places

Current data indicates there are a total of 14,415 secondary school places with 1,886 places currently unfilled. This equates to a surplus capacity of 13.1% which is well above the generally recommended surplus figure of 5-8% which allows for parental choice and accommodation for in year transfers as defined by DfE. By the time our school opens in September 2015 the projections suggest there will be a net shortage of places in Luton of 131 places, rising to a shortage of 410 places by 2018/19. Using the lower capacity headroom figure of 5% therefore suggests a need for an additional 1151 will be required by 2018/19.

Ref <https://www.gov.uk/government/publications/school-capacity-academic-year-2011-to-2012>

Additional data from the LA reveals an extra 282+ secondary student places will be needed for September 2014. The LA had planned to increase capacity in all of its secondary schools through the BSF programme to meet this need although it is now likely this need will not be fully fulfilled through this route. Some schools have been expanded and will be able to build up to an additional 116 extra places every year. However, many schools have not received the necessary funding to allow further expansion and this has led to the shortfall of places mentioned above.

Therefore, there is a clear need for additional places and the 120 places to be offered by Luton Girls' Academy will provide a significant contribution to that need.

Educational Standards

The data associated with educational standards is provided in Section C together with the educational rationale for a girls school in Luton.

In summary the educational standards in Luton schools are widely variable, despite a number of school improvement initiatives to improve KS4 results. Although overall the Luton schools met the national average of 59% of students achieving 5+ A*-C GCSEs including English and maths, over 50% of schools were below the local and national averages for attainment at KS4 demonstrating this variability and the disadvantage of a pupil unable to gain a place in one of the high performing schools.

The recent addition of the inclusion of the English Baccalaureate within the school performance tables demonstrates that a broad academic focus within many of the schools in Luton is lacking. The national average for the English Baccalaureate in 2012 was 16% however only five out of fourteen secondary schools achieved over the Luton average of 15%.

In respect of the attainment of girls specifically, the Luton Authority Family Fisher Trust report shows the trend over three years in attainment for girls in Luton has been significantly lower than estimated.

The current educational provider for 11- 16 single sex (girls) in Luton has been underperforming against local and national averages (5+ A*-C GCSEs incl E&M) for the last 4 years.

Ofsted have judged the effectiveness of the twelve secondary schools in Luton as good or better with the exception of the girl's school which requires improvement.

Within the only Girls' school in the area (Challney High School) almost half of Girls are failing to achieve 5 A*-C grades including English and Maths at GCSE, both well below the national average and other local schools. Despite this level of performance the school remains heavily oversubscribed with 378 applications for 210 places in 2012. The school currently has a waiting list in excess of 25. This evidences parental demand for a girls school in Luton even if performance is at an unacceptable level.

Given the significant level of pupils with English as an additional language in both Challney boys and girls school, there is a significant difference in the proportion of students making expected progress in English and Maths with the boys outperforming national averages but the girls falling behind with well over a third not making the national average – see data table in Section C.

With regard to post 16, Luton does not currently have a single sex post 16 provision in these schools.

Section E2 Successful Engagement with the Community

We have engaged with our community through a number of activities and a vigorous marketing campaign using traditional and viral methods. Luton Girls' Academy has its own website, presence on Twitter and Facebook.

During the preparation of the proposal for the Luton Girls' Academy a number of stakeholder groups were consulted with by the proposer and their opinions invited. These included meetings with:

- Prospective trustees and governors of Luton Girls' Academy
- Future Leaders
- Community Leader, Voluntary groups
- The Local Authority
- Prospective parents, staff and students of Luton Girls' Academy
- Local primary and secondary schools
- Both Luton MPs
- A councillor who is the portfolio holder for CYPS
- The local population including local businesses

Whilst it was not practical to speak with all groups together or arrange meetings for all groups to attend, a large number of stakeholders have been consulted thus far. Of key importance in the

consultation process has been the quality conversations with members of the public and prospective parents.

The feedback received from all these meetings has been overwhelmingly supportive and many parents expressed their interest if not desperation to have their child attend Luton Girls' Academy.

As an example of how the feedback has been useful, one area of particular interest has been in relation to the range of clubs and societies to be offered to students. As a result of this feedback the initial proposal has been altered to include community languages in the after school provision. This is clear demonstration of the Luton Girls' Academy team taking into account the opinions of key stakeholders and amending plans accordingly.

Another example has been the interest shown in being business owners. Our survey indicated that around 86% of parents either want to run their own business or have that aspiration for their children. Therefore, as indicated below we included significant engagement with 10 local business to help develop the importance of enterprise and business activities that would attract families to our school.

With regard to our strategy and engagement activities, we have been particularly concerned to ensure we reached as many parents as possible recognising that some would be **hard to reach** by traditional means. The key to our strategy was to identify parent volunteers to act as ambassadors who would lead at community events, attendance at shopping malls and door to door canvassing building up a relationship with parents and stakeholders and where appropriate being able to follow up on initial interest or enquiries.

In particular our parent ambassadors identified groups of parents for whom our engagement activities may not have been appropriate. These may have been parents not wanting to engage with us through public events or more simply due to language barriers. Our ambassadors met this group of parents in their homes and where language was a barrier with other members of the group and who speak the community language. This helped develop confidence and was an important strategy as the majority of our likely cohort are likely to have English as another language (EAL). Due to the success of this approach three of these parents became part of our support group and actively promoted the school within their communities thereby increasing further our reach and contact with parents.

Our overall engagement process included all of the following:

- Identified our feeder primary schools (see map below) and:
 - leafleted the households in these areas and the schools
 - We spoke with parents outside the school over a period of 4 days per school to ensure as many parents as possible had the opportunity to discuss our proposals
 - We recruited parent volunteers for each feeder primary to 'get the message out' and encourage other parents to visit our website , take a leaflet and to express interest
- We ran meetings specifically for interested parents but anyone was able to join - in 2 community centres. In total 125 people attended

- A2 posters were displayed in all local businesses encouraging parents to make contact or visit our website
- Every Saturday and Sunday in August and September 2013 we had a presence in the city centre wearing branded LGA clothing and talking to parents and other interested parties. We were able to gather formal support and we were also surprised at the number of individuals volunteering their time in support of our project.
- We had stalls at 7 different community events in August, September and October where we spoke with over 600 parents
- We have held large marketing stalls in Luton Mall on a number of Saturdays which were very popular
- We placed a full page advert in the Sunday free newspaper which is distributed to 10,000 households in our target area
- We displayed a 7m x 4m banner advertising the school in a prime location where shoppers and drivers could see as they went through the main thoroughfare in Luton
- We send a fortnightly email to all parents on our database with updates and progress to ensure interest is maintained
- We have over 400 friends on Facebook who we communicate with regularly and actively feedback on the business plan.
- We have a fortnightly meeting with our parent volunteers to take in ideas, feedback and progress on marketing
- We have engaged with local radio advertising and phone in sessions answering questions
- Organised Parent support groups - who gave ideas and suggestions for the school
- We have consulted with 10 of the largest employers in Luton to help shape our ideas and develop early partnerships for when the school opens.
- We have an active dialogue with local councillors and the portfolio holder for education in Luton
- We have held meetings with the Local Authority which included the Head of School Improvement, Head of Data Services and the Director of Education.
- We have written to all of the secondary head teachers sharing our vision and rationale for opening a school in Luton and offering to work collaboratively
- We have written to all of the primary head teachers sharing our vision and rationale for opening a school in Luton and offering to work collaboratively
- We have met with all of the majority faith groups in Luton sharing our vision and plans for the schools.
- We have consulted with local businesses to understand the specific enterprise needs and challenges in Luton and how the school can work in partnership

Finally of course we conducted our demand survey between September and December 2013 – the results of which are produced in section E1 above. This survey was specifically to obtain details of how many parents with children of the appropriate age would send their child our school as a first preference.

In addition we also used Facebook and our parent support group to:

- Seek parental comments on our vision by ranking our proposals
- To conduct a curriculum survey which asked parents more specific questions about our curriculum

We have also received numerous comments via our survey, sent to us on emails or included in comment boxes on our web surveys. All of these have been logged and will be used during the next stage of engagement activities to develop and refine our educational plans. We continue to engage, talk and where appropriate refine our proposals by continuing our discussions with parents and stakeholders. We understand the need to maintain links with parents in particular so as to ensure interest continues.

We are also aware that the Academies and Free School Act 2010 contains a statutory requirement to consult with key stakeholders on the proposals. It is intended that this part of the consultation will start if our proposal is accepted by DfE for the next stage of development i.e. Pre-Opening at which point clear and transparent proposals will be formally presented to the community and key stakeholders.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

We are a passionate, qualified and professional group of people committed to improving education in Luton. Our group includes a mix of people from the Luton community, those working in education, self-employed and other professional careers. We are all working towards submitting a proposal to the Department of Education to open Luton Girls' Academy in September 2015. We feel Luton needs an 11 – 18 school because,

- Girls in Luton are underperforming and not achieving their potential
- Luton does not have a girls sixth form
- There are not enough secondary school places in Luton
- Girls are not being prepared sufficiently for the world of work and enterprise

Luton Girls' Academy will be the first 11-18 girls' school with an enterprise specialism offering high quality education. Luton Girls' Academy will be a free school catering for a maximum of 840 students aged 11-18 years old. Students will apply to the school through the Local Authority admissions process at the end of Key Stage 2. Each year group including the sixth form will form 5 classes of 24 students with the exception to year 7 which will have 6 classes, one will be a nurture group.

The school will not operate a catchment area however we recognise that depending on the site location the majority of students will come from the Challney, Leagrave, Saints, Biscot, High Town, South, Farley and Dallow wards. The school will be inclusive and welcome students of all faiths, all abilities and all social economic backgrounds.

Luton Girls' Academy vision will be 'to provide an inspirational learning environment that equips young women to achieve academic and personal excellence, equipping them to contribute as active citizens not only to their local community but nationally and internationally. All students will develop an entrepreneurial spirit and will be equipped to contribute to the economy.'

Our ethos reflects the mission and vision to which we aspire:

- We will promote excellence in everything that we do to promote social mobility and inspire our learners.
- We will promote high expectations and high aspirations for all students, staff and the community.
- We will nurture the talent of our young women to ensure personalised excellence.
- Every learner will develop their character and a sense of responsibility through the strong pastoral programme focusing on developing individuals' character, respect and citizenship among the community.
- Through the enterprise specialism every learner will develop skills needed to promote their future economic wellbeing and be able to contribute to the economy.

The schools core learning hours will be 32 per week. In addition, students will be expected to stay for a minimum of 2 enrichment sessions per week, which will be held at the end of the school day. Students will have the opportunity to take part in a number of activities which may include young enterprise, D of E, debating, bridge, chess, astronomy, climbing, crafts, sculpturing, gliding, horse riding, archery, fencing, judo, academic subject support, school sports teams.

Curriculum

The curriculum will be delivered by specialist teachers and will be based around the National Curriculum objectives for Key Stages 3 and 4. In years 7 & 8 English, Mathematics, Science and PE will be delivered as discrete subjects. Languages, Geography, History, Computer Science, RE, Arts and Technology will be delivered through thematic half termly projects with a clear enterprise theme.

At Key Stage 4 all students will follow a minimum core curriculum of five GCSE's and three further optional GCSE's which will be taught as one year GCSE's. Core subjects include: English, Maths, Science, PE, Computer Science and a Modern Foreign Language. Optional subjects: Humanities, Business Enterprise, Arts & Technology as a one year GCSE over years 9, 10 & 11. All students will have the opportunity to follow the English Baccalaureate.

A vocational curriculum will also be offered to those learners for whom GCSEs are not suitable, but all learners are expected to undertake a curriculum with a strong academic core.

The sixth form will offer a full range of academic and vocational courses and continue to focus on character and leadership skills through projects such as Duke of Edinburgh and charity work.

Our unique enterprise specialism will allow all our students to develop their enterprise and personal skills such as communication, leadership, problem solving and team playing. Our enterprise specialism will be embedded and delivered through every subject in every year group as part of their 100 hour enterprise entitlement. All students will take part in social enterprise projects throughout the year. Enterprise week will be an annual event which will be an opportunity for our learners to put their enterprise skills into practice.

Aspirations and outcomes

The school has high expectations and expects nothing less of its students. We expect all students to achieve or exceed their potential. All students will achieve 3 or more levels of progress across Key Stages 3 - 4. We expect all students to achieve above the national and local averages in GCSE's & A levels, Ebacc, ALPS, Attendance and levels of progress. We will equip our students for entry into prestigious universities, employment and self-employment.

All students will develop their character and sense of responsibility demonstrating respect and tolerance for all within the community. Our learners will have opportunities to engage in community projects and charity work developing their interpersonal and leadership skills. Working on these embedded curriculum projects they will develop as active citizens interested in what is happening within Luton and wanting to change things for the better.

All students will be prepared for the world of work, they will develop the skills needed to promote their future economic wellbeing and be able to contribute to the economy. All learners will take part in work related learning and learners will apply their enterprise skills throughout their learning in all subjects and through extracurricular activities. Results from our specialism subjects will be well above national averages.

All students will experience quality teaching from qualified practitioners who are passionate about learning. At the heart of our vision is the quality of teaching. Bringing learning to life to create an inspirational learning environment through project based learning, enrichment and our specialism. Our teaching will complement our ethos with no child being left behind.

Registration of Support for Luton Girls' Academy

One of the initial stages of the process is to assess the level of demand for the new school from parents and students through the survey below. If you would like to support the proposal and would be interested in applying for a place for your daughter at the school, please complete the survey below

Name		Postcode	
Email Address			
Telephone Number			
Child 1 Date of Birth		Child 2 Date of Birth	
Child 3 Date of Birth		Child 4 Date of Birth	
I would select Luton Girls' Academy as first choice for my child(ren)	Yes / No		
Please contact me I want to join the steering group	Yes / No		



www.lutongirlsacademy.com



07951 756299



www.facebook.com/luton.girlsacademy



@lutongirlsacade

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Name	Member of Core App. Group (Y/N)	Role(s) in pre-opening	Summary of relevant experience	Available time (hours per week)
██████████	Y	██████████	██████████	12 hours per week
██████████	Y	██████████	██████████	10 hours per week
██████████	Y	██████████	██████████	10 hours per week
██████████	Y	██████████	██████████	12 hours per week
██████████	Y	██████████	██████████	12 hours per week
██████████	Y	██████████	██████████	10 hours per week

				.
██████████	Y	██████████	██████████	4 hours per week
██████████	Y	██████████	██████████	2 hours per week
██████████	Y	██████████	██████████	2 hours per week
██████████	Y	██████████	██████████	3 hours per week
██████████	N	██████████	██████████	3 hours per week
██████████	Y	██████████	██████████	4 hours per week
██████████	N	██████████	██████████	3 hours per week
██████████	Y	██████████	██████████	2 hours per week

F1 (b) Skills gap in pre-opening

We have assessed our skills against the five core skills listed in the evaluation criteria and concluded the following:

- Managing School Finances Available within team
- Leadership Available within Team
- Project Management Available within team but may need to be supplemented – see below
- Human Resources Skill Gap
- Marketing Available with team but may need to be supplemented – see below

It is clear that one area we will not be fully conversant with is the process and tasks necessary to prepare the school for compliance with DfE Pre-Opening procedures.

We have been in discussion with and will seek through competitive tender the services of an experienced Project Management Company (PMC) to assist us plan and discharge the required tasks in the required order and to provide advice and resource backup where necessary. We have used the term PMC to refer to groups experienced in the Pre-Opening Phase of Free Schools. We do not intend to imply this would necessarily be one organisation but could be individuals or a number of groups appointed to meet our needs. It would be their experience and ability to advise that would be important.

Skills/experience missing	How you plan to fill the gap
Human Resources	<p>We have suitably experienced skills to:</p> <ul style="list-style-type: none"> • Prepare an affordable staff structure • Develop co-ordinated Job Descriptions and Person Specifications • Assess and Interview candidates <p>However, we will need HR advice in the following areas:</p> <ul style="list-style-type: none"> • Ensuring legal compliance of all our recruitment process

	<ul style="list-style-type: none"> • Developing secure legal staff contracts • Developing affordable Terms and Conditions – whilst we intend to adhere to Teachers Pay and Conditions as closely as possible we are aware we need to check affordability of some of the benefits that would apply. It will be the Trust’s intention to develop Terms and Conditions that are both affordable but also fair across both Teaching and non-teaching staff. They will reflect as far as possible market conditions thereby maximising the ability to recruit the quality staff. <p>We have two options for closing this gap:</p> <ul style="list-style-type: none"> • We are in discussions with a suitably experienced HR professional who may agree to join our team • If not or in addition we will procure this service •
Running a compliant Statutory Consultation in accordance with the Academies Act	<p>We have a number of individuals experienced in communicating and consulting with parents and other stakeholders associated with schools etc. However we are aware of the need to carry out a specific piece of work comprising a consultation compliant with the Academies Act in order to achieve Funding Agreement. Whilst we could carry out this work ourselves the criticality and importance of the task leads us to conclude that we require specific advice in the planning of the consultation and if necessary implementation and managing feedback. It is important to us that we seek advice from individuals or groups with experience of planning and implementing compliant consultations. Therefore, we would seek to:</p> <ul style="list-style-type: none"> • Procure a service
Financial Plans and Procurement of Services	<p>We are confident we have sufficient school financial planning experience to prepare our operational budgets once the site, curriculum and staffing structure has been identified. What we may be short of is benchmarking information relating to our forward forecasts prior to the above being agreed. Whilst we are aware much data is available on line – and we would expect to access and use it – should we need further advice we would do so</p>

	<p>as follows:</p> <ul style="list-style-type: none"> • Procure a specific service or piece of advice
<p>General Guidance and Advice on Free School Pre Opening requirements.</p>	<p>As mentioned in the introduction to this section – we are conscious that whilst we have a good range of skills available, time commitments may be limited as is a clear understanding of the tasks required. We have already had discussions with an experienced Free School consultant who has indicated that should our application be accepted, they will offer a full planning service to prepare a Master Programme, Task Plan of Work and Action Plan to allow our internal PM resource to oversee the project. This will be a discrete piece of work immediately following our application approval. In addition they are able to offer a ‘call-off’ service to provide advice and/or additional resources as we require.</p>

Section F2- Accountability & Decision Making

ACE Trust Limited

Luton Girls' Academy will be operated and managed by the ACE Trust (The Trust) – a charitable company limited by guarantee. The company is a single Academy Trust with a two-tier management and governance system comprising Members and Directors.

The constitution of the company is defined in its Memorandum and Articles of Association. The Articles upon which the Trust has been incorporated are the standard single Academy Trust model documents prepared by the Department for Education (DfE) as available when the company was incorporated. The Trust confirms that if required we would be pleased to review, consider and update our Articles to a more current model if required

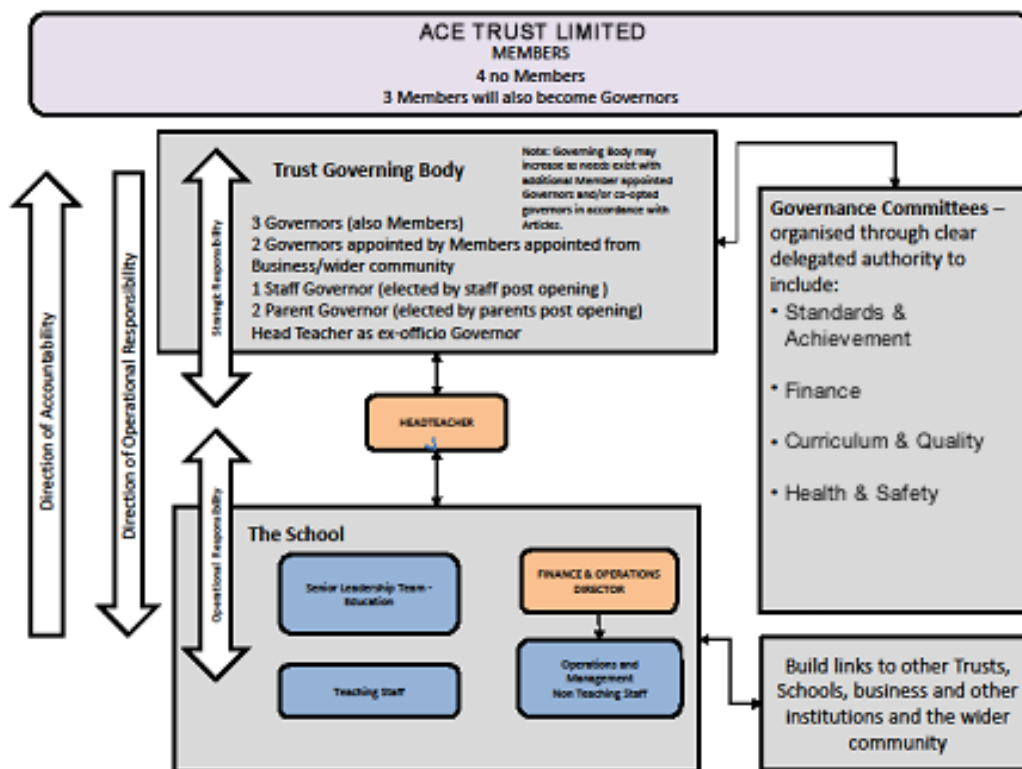
The Members are the signatories to the Memorandum of Incorporation and have limited responsibilities as follows:

- are the parties who appoint and/or remove Directors to the Board in accordance with the Articles of Association
- are the only group able to make changes to those articles although such change is to be approved by the Secretary of State
- provide strategic direction and become the 'guardians of the 'Trust Vision'
- signing off company's financial accounts and annual report
- taking part in the company's annual and any extraordinary meetings.

The Directors of the Trust have responsibility for the operational performance of the school, making appointments and ensuring the interests of the school are upheld at all times.

For the purposes of clarity the term Governor Governing Body will be used for the role of Director/Governor/Trustee of the Trust throughout this section.

The following plan and structure shows diagrammatically the key strategic and operational lines of responsibility and accountability. Further explanation is provided in following sections.



Responsibilities and Accountability

Governance and Committee Structure

The Governors of the Trust will have ultimate responsibility for the school and will be independent of the Trust Members, acting at all times in the sole interest of the school. It will devise and implement an appropriate scheme of delegated authority and from there an appropriate committee structure and onward delegation to members of staff. The Governors will review periodically the effectiveness of that structure as a whole and adjust/develop as needs require. The ultimate measure of success will be the continuing improvement of the standard of education delivered by the school, in achieving and surpassing targets and surpassing previous outcomes.

Using the vision and the objectives of the Trust as set by the Members, the Governors will set the standards required and the overall plan for their achievement and the Committees, Principal and staff will work towards development of detailed plans and their implementation towards delivery of the targets and standards. The Governing Body (GB) will:

- Review regularly the achievement of the school against the plans and success criteria established. For example the KPI measures in Section D.;
- Encourage a culture and atmosphere of co-operation and challenge;
- Ensure the needs and interests of the pupils are paramount at all times
- If appropriate and/or where necessary, agree and implement action plans for change and mitigation where achievements are not being delivered;

- Review regularly with the Trust the continued suitability of the Vision and/or any changes to ensure the school remains relevant to its community.

The governance and management structure has been designed with the following key **long term** aims for Luton Girls' Academy:

- Create a secondary school ranked Outstanding by Ofsted.
- Fully engage and build long-term commitments to pupils, young people, and the local community, including universities, local government and business, in order to enhance the educational opportunities available to young people in the Luton and encourage the local community to raise their expectations of the educational system and seek higher aspirations for their children.
- Attract and develop high-quality leaders and staff with a focus on educational excellence, value-based learning and challenging extra-curricular activities.
- Deliver an enhanced and enriched curriculum for pupils and supportive professional development for all staff.
- Achieve key outcomes and targets as in the development plan.

To assist that process the Governing Body define and prepare the following to assist in the monitoring and performance management of the School:

- A clear scheme of delegated authority defining task/topic focused management groups, their terms of reference and reporting lines back to the GB.
- Clear performance objectives and targets for the Principal.
- Clear performance objectives and targets for each committee
- Development of an effective performance management system for both staff and pupils.

Terms of Reference for the GB will be developed during the School Pre-Opening Phase. Initially, it is considered that each Member/Director and/or Member appointed Governor will be expected to 'champion' a particular area of interest. Five specific areas have been identified as follows with the initial Governor responsible indicated:

- Leadership and Strategic Direction ██████████
- Educational standards and outcomes. ██████████
- Finance Company/Charity law and operation ██████████
- Human Resources, Continuing Professional Development and Training (Staff and Governors) ██████████
- Business/employer/higher education links. ██████████

The Governors will also be responsible for setting and monitoring of quality standards and may implement this as needs dictate by either:

- Appointing/nominating an individual.
- Appointing/nominating a group.

- Delegating tasks to existing governors.
- Appointing an external independent organisation.

The role of monitoring and evaluation is critical to our success. That is why we intend to have a GB during Pre-Opening who will be given a training pack prepared by governance specialists.

As the school will not be at its full student capacity on opening, it is intended that the full Governing Body will take an active part in the management of the school and many of the above committee functions will initially be undertaken within the full GB. The remaining committees will be introduced as the school builds and the workload of the GB increases at which point delegation will occur in accordance with the Scheme of Delegation. We believe this represents both best use of available resources (not instigating multiple meetings) whilst ensuring the GB maintains clear control during those early years. The only exception to this will be the inclusion of the Standards and Audit and Business Management Committees at opening as we place building educational standards in an affordable and sustainable way at the heart of our school.

We consider that the priorities for the GB will be to challenge and support the school via:

- Maintaining standards
 - Hold the Head Teacher and SLT to account for outcomes
 - Summary of actual student progress assessments against planned and forecast
 - Exam results both mid-year and end of year
 - Special Needs requirements
 - RAISE Online data
 - Admissions
- Student and staff well being
 - Student attendance
 - Staff turnover
 - Exclusions
 - Recruitment of Principal and other key senior staff
- Audit and Business Management
 - Setting of annual operating revenue budgets
 - Receiving and challenge to actual expenditure against planned
 - Agree mitigation where required
 - Approval of expenditure requiring Governing Body approval due to its value
 - Ensuring audit, liabilities and formal reporting is carried out to Companies House requirements

Whilst other areas of the school will be reviewed by Governors, agendas will prioritise these areas. In particular the GB will receive regular detailed reports from each committee and be able to request any other report it requires.

The Committee Structure will implement their delegated function and remain directly responsible to the GB. The Principal may either be an active part of a committee or be required to report into a committee depending upon its Terms of Reference and function. In no circumstances will a Committee be required to report to the Principal separately to the GB. Similarly at no time will the committee delegation restrict or prevent the Principal from carrying out his statutory duties as head of the school.

Where appropriate and in particular when assessing performance data, we will be appointing a Specialist Advisor to the Governors experienced in reviewing and advising in this area. Such an advisor may have a background in Ofsted inspections or a former SIP – school improvement partner.

We expect our Governing Body with its additional duties on opening as described above to meet at least twice a term in year 1 and 2 and thereafter.

Following the opening of the school, the GB will become fully operational and arrange for the election of both a staff governor and two parent governors. Details of any election process will be defined during the Pre-Opening Phase.

The Principal

The Principal will be expected to work, manage and operate the school within the defined boundaries of the delegated authority and in particular ensure:

- Preparation of a set of educational materials and plans, in particular an assessment model and code of practice – linked to the assessment and development of individual pupils.
- A detailed and costed staff plan to create excellence in teaching and staff development opportunities.
- A comprehensive staff orientation plan linked to the values and vision together with a continuous professional development programme to ensure best practise is maintained by both teaching and support staff.
- Development of an effective performance management system for both staff and pupils.
- Take overall responsibility for the day to day operation of the school supported by the Principal Finance Officer and in particular:
 - Be responsible for the all child safeguarding within the school Be responsible for Health & Safety within the school and its operations
 - Be the Accounting Officer and have other financial responsibilities as defined by the Academies Handbook

The objective of the above will be to define clear lines of authority, reporting and processes which monitor the development and performance/progress of staff and pupils within an environment of personal skill-building, learning and life skills.

Through this process the GB will set in place the structure which will place the Principal as the key link and point of responsibility between the GB/Committees and delivery of the required educational standards and daily operation of the school.

However, in order to ensure the primary focus of the Principal is on educational standards, he/she will be supported by a Principal Finance Officer (Business Manager) who will oversee all day to day non educational areas of the school and in particular take those responsibilities as so defined in the Academies Finance Handbook.

Operational Services

In terms of procurement of operational services to support the school, best value will be the guiding principle. Whilst final decisions will be made during Pre-Opening as we develop our detailed financial plans, at this point the Trust have planned on post openings services being provided as follows:

- Provided through internal resources – services such as:
 - Procurement and maintenance of ICT software and resources
 - Small scale maintenance via caretaking/site management team
 - Office Administration
- Through a service contract or similar agreement – services such as:
 - Catering and school lunches
 - General maintenance
 - General grounds upkeep and maintenance
 - ICT infrastructure
 - Transport provision for SEN students

Our Principal Finance Officer (Business Manager) will manage all non-teaching staff and non-classroom staff as an Operational Team creating clear demarcation between educational delivery and operational needs. We also expect our Operations Team to consider beneficial opportunities and arrangements with other Trust's, schools and other local institutions for shared services and opportunities.

Legal responsibilities of Trust Governors

Although there are many similarities between the role of a governor within a maintained school and a Free School, there are significant differences especially associated with the role of Company Director and Charity Trustee. The initial governors will be provided with relevant training and guidance to ensure they are fully able to discharge these obligations and responsibilities. The training needs will be assessed during Pre-Opening and a training plan developed to specifically address the skill gaps. However, by the end of term 1 we would expect all Governors to be competent in the following areas:

- Assessing school data and challenging educational statistics
- Company and Charity Law and obligations
- Assessing and challenging financial budgets and reports
- Principles of Employment Law

- Principles of Health and Safety Law
- Reporting processes to DfE

We expect the committee structure to report regularly to Governors against the plans prepared, as a minimum termly but more often if required. Reports would be based around pupil standards and trends, financial stability and budget/actual projections. Through their training all Governors will be able to evaluate and challenge these reports and to step in and act where such action was considered necessary.

Conflicts of Interest

The principles of conflict of interest as described below will be implemented with immediate effect within the Governing Body.

The Governing Body (GB) will act at all times in the interest of Luton Girls' Academy both as individuals and a group, as is their statutory duty.

A register of interests that may impact impartiality will be kept by the Clerk of Governors and reviewed and updated regularly. Each governor will be expected to sign a declaration of interests when appointed and at minimum intervals of 12 months. Each governor will be responsible for their entry and have an obligation to ensure it is accurate at all times.

Notwithstanding the above and in accordance with the Articles of Association any conflicts of interest that becomes apparent as part of the business of the board will be declared and dealt with in accordance with the rules as set out in the Articles. For example individuals declaring such an interest may be excluded from and decision from which they may be deemed to potentially benefit.

The Governing Body when appointing new governors will be expected to take due regard to any relationship between existing and new governors that may potentially inhibit or influence a governor in their role. Before inviting an individual onto the board all governors must be satisfied that any such relationships would not cause a potential conflict of interest.

However, this is a difficult process to get right at all times and it may well be that such relationships between Governors do exist and it is considered beneficial overall for individuals in such a relationship to be invited onto the Board.

Therefore, each Governor will be given an additional obligation through the rules of the Board which will be to raise with the Chair of Governors should at any time they feel a conflict for whatever reason exists in respect of another member of the Board. The Chair will then seek the views of all other Governors as to whether to implement the rules of conflict or not.

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	<ul style="list-style-type: none"> • ██████████ 	██████████	██████████	8 hours per week
██████████	<ul style="list-style-type: none"> • ██████████ 	██████████	██████████	8 hours per week
██████████	<ul style="list-style-type: none"> • ██████████ 	██████████	██████████	8 hours per week
██████████	<ul style="list-style-type: none"> • ██████████ 	██████████	██████████	Average 4 hours per week;
██████████	██████████	██████████		8 hours per week

F3 (b) Skills gap for governing body

<i>Skills/experience missing</i>	<i>How you plan to fill the gap</i>
<p>School leadership and Performance assessment.</p>	<p>Within our Proposer Group we currently have an individual experienced in this area – [REDACTED].</p> <p>We consider we will need independent advice as a Governing Body on the setting of performance management and assessment of the Principal and SLT. We will do this by seeking expert advice from either:</p> <ul style="list-style-type: none"> • We have identified [REDACTED] from our Support Group as a possible candidate • SIP or other School Improvement professional • Link with an outstanding school for Principal mentoring and assessment
<p>Pastoral Care and Pupil Development SEN and Inclusion</p>	<p>Within our Proposer Group we currently have an individual experienced in this area – [REDACTED]</p> <p>We consider we have three choices to fill this role all of which will be carefully considered to ensure we obtain the necessary quality individual:</p> <ul style="list-style-type: none"> • Appoint a member of our Proposer Group subject to full assessment of skills experience – we have identified [REDACTED] from our Support Group as a possible candidate • Recruit through a Governor web site or from other Governing Bodies • Place the obligations and responsibilities with the Principal

HR and staff well being	<p>Whilst we have identified a Governor to take overall responsibility for HR and have experience in this area throughout the GB, we would supplement with a specialist advisor to the GB through either:</p> <ul style="list-style-type: none"> • Appointment of a single specialist advisor • Formation of a suitable contract with an HR provider able to offer the services we require in terms of advice and HR services
Estates and Buildings	<p>We have identified a Governor to take overall responsibility for the capital development programme with EFA - Adeola Sonola. As we do not know the nature of the buildings we will be provided with the extent of control needed is not yet known i.e. PFI, new build, refurbishment all have differing long term responsibilities on the Governing Body</p> <p>We may also explore other sources</p>
Legal Advice	We will procure a formal retained legal service from suitably experienced lawyers
Clerk to Governors	Initially we will seek to recruit from a Clerking Service or adjacent school. We will then consider whether any member of staff would wish through training to take over these responsibilities whilst recognising and maintaining the independence of the Clerk.
Company Secretary	We would seek to appoint a specialist advisor to act as Company Secretary – normally a legal firm to advise and ensure we remain compliant with our company responsibilities.

Section F4- Recruitment of a high quality Principal

The most important post we need to recruit to will be that of Principal. In choosing the Principal we will look for a talented and inspirational leader able to tackle the severe social and economic challenges of this community whilst meeting the aims and outcomes required.

The candidate chosen will need to show a commitment and imagination to motivate and convince the community that success is dictated by how students, staff and parents commit to the school and its aims not a result of any social or economic environment that may exist outside the school. In short there are no excuses as success for each child can be achieved with the right outlook and dedication to learning.

Driving school standards and performance will be the key to attracting future pupils.

However, in the early years a key role for the Principal will be to embed our ethos and vision throughout all areas of the school and promote the aspirational nature of the school in the community. Whilst we believe that the demand for our school will lead to it being popular, we will continue to build an understanding of our school in the community through proactive marketing and community activity, led primarily by the Principal. These early years will be vital if we are to build the school population and deliver the commitment of capacity within the timescales defined earlier.

We will be looking for a Principal who will:

- › Provide the vision and leadership needed to realise the aspirations and ambitions and secure high quality education and high standards of achievement for all its pupils through strong leadership and management
- › Act as the key leader for the School and be responsible and accountable for the educational development and delivery of the aims and objectives of the School.
- › Be accountable to the Governors of the Trust, share and implement our vision and demonstrate the capacity to share good practise and work as part of a team across the Trust in developing outstanding schools.
- › Keep learning and achievement at the centre of all strategic planning.
- › Be accountable for the safeguarding of pupils.
- › Create the environment and manage the resources of the school to promote value for money.

The Principal will be expected to operate and manage within the following seven core activities:

- › **Strategy:** Formulating the aims and objectives; producing and implementing the development plan; leadership and inspiring the staff.
- › **School Leadership:** Overall leadership, internal organisation, management and control of the school.

- › **Staff:** Managing the deployment of senior staff; encouraging team and ethos development.
- › **Pupils:** Ensuring an extended and enriched school curriculum for pupils, this is complemented for every pupil with a supportive family and community life.
- › **Curriculum:** Guiding the development of an innovative extended National Curriculum which builds on the Trust's ethos and values.
- › **Parents, Family and Community:** Guiding the school to maintain supportive contact with parents and family; creating opportunities for the community to support the school.
- › **External Partnership:** Maintaining positive and active relationships with other schools, businesses and guiding institutions.

A full and detailed job description and person specification will be developed if our application is successful. However we have considered the type of candidate we require.

- Strong leadership is vital to the success of our vision.
- We will appoint a Principal who will be able to establish and maintain the ethos for the Academy in line with the vision of the Trust.
- Our school will be a place where students are valued and feel safe, and have the opportunities to fulfil their potential. The Principal, with support from the Governors, staff, parents and community will need to ensure that all students are encouraged to contribute positively to their community and are inspired to realise their dreams and aspirations.

This requires a special person with special personal skills and will require an individual who in addition to the expected excellence in developing high quality teaching and learning must have the following minimum attributes:

- Be an exceptional leader able to operate and show strong leadership to pupils, staff and within the community and business environment. We require someone with the ability to deliver our vision and create an outstanding school.
- Strong track record as a school leader
- Successful establishment of links with the local community
- Excellent track record as an effective innovator of education. By this we mean an individual who shows an interest and capacity to keep up with ongoing changes in educational delivery to ensure that each pupil is given the best opportunity to reach their potential.
- Proven team worker
- Committed to the highest standards in all areas of school life and evidence of driving up standards and school improvement
- Developing student involvement in schools
- Able to develop and maintain good relationships with staff, parents, students, governors and the community
- Able to deal sensitively with people and achieve positive outcomes
- Effective interpretation, analysis and use of data

- Well-developed interpersonal and communication skills (including written, oral and presentation)
- Successful experience of promoting equality, diversity and inclusion and appropriate strategies for children with special educational needs
- Wide experience of managing change, leading innovation and transformational learning and meeting challenges successfully
- Motivation to work with children and young people particularly relating to safeguarding and promoting their welfare
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline

Owe expect our preferred candidate to be currently employed as a Head Teacher or high performing Deputy Head Teacher. We believe this post to be so key to our success that we would not wish to limit our search to local schools.

Therefore, to recruit, the Trust we would implement a full national recruitment process. We would expect to advertise the post through TES online and possible via the hard copy form.

Having spoken to other Free Schools and their advisors, we are confident our post will receive a good response. Our school will attract candidates wishing to be part of the development of a new school at the very beginning and able to influence the set-up and development process. However, it often the case that the best candidates don't know they want a new challenge or are not actively seeking a new post. Therefore, we would also consider employing a Search and Select service funding permitting. In tis way we can seek the candidate that best meet is our needs utilising the skills and database of a S&S consultancy expert in matching candidate to employers needs.

The aim will be to obtain a pool of quality candidates to assess and choose from. It would be our aim to appoint the Head Teacher from 1st January 2015. However, the Trust is committed to gaining the right individual and if the GB are unconvinced following the assessment process, they will try again rather than appoint someone they are not fully convinced by.

We will embark on a national recruitment campaign using the following timeline:

- | | |
|--|------------------------------|
| • School Application Approval | Spring 2014 |
| • Prepare Head Teacher Job Description and Person Spec | June 2014 |
| • Finalise Applicants Pack | July 2014 |
| • Advertise through TES | Sept 2014 |
| • Assessment Process | Oct 2014 |
| • Appointment – prior to national HT resignation date | by 31 st Oct 2014 |
| • View to candidate starting | January 2015 |

G3 Financial resilience to reductions in income

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

<Redacted>	<Redacted>	<Redacted>
<Redacted>		<Redacted>

1. Please fill in details for each of your preferred sites, taking care to complete every section.
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.

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, *not* SW1:

Preferred site

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

<Redacted>

In which local authority is the site?

Luton

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

No

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

No

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

No

Please tell us how you found the site:

We carried out a visual survey of the area and identified two potential sites we felt are worthy of further investigation.

Please confirm the tenure:

Leasehold

If other, please explain further:

Please include information on purchase or lease price if known:

<Redacted>

Who owns the site?

<Redacted>

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)

Yes

Name and contact details of owner:

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

<Redacted>, <Redacted>, <Redacted>, Great Marlings, Luton <Redacted> Tel: <Redacted>

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:	N/A
---	-----

What kind of site is it?	<Redacted>
--------------------------	------------

What is the current use?	Vacant
--------------------------	--------

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

Why have you chosen this site? What makes it suitable for your free school?	The site is located in a residential area on the corner of <Redacted> and <Redacted> approximately 1.25miles from the town centre on a main bus route. The site is located close to playing fields, feeder schools. Accroding to our parent demand and research our potential studnets will find this site
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted> comprises <Redacted>. <Redacted>
---	---

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
--	------------

Second choice site

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

In which local authority is the site?	Luton
---------------------------------------	-------

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

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

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

Please tell us how you found the site:	We carried out a visual survey of the area and identified two potential sites we felt are worthy of further investigation.
--	--

Please confirm the tenure:	Leasehold
----------------------------	-----------

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

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

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

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:	<Redacted>
---	------------

Name and contact details of owner:	<Redacted>
------------------------------------	------------

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

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?	Warehouse, Distribution
What is the current use?	Vacant
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	<Redacted> We would explore how the warehouse unit could be adapted to include a mezzanine floor thereby increasing the floor space. The modern building is located close to the city centre which will make it easy for our students
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:	3273 sq m
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:	Attached particulars with images

Third choice site

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

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

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

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

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

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

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

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

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

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

if yes, from what to what?	
----------------------------	--



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

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

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


Annexes

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 	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, 	██████████

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

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

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 	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available):	██████████


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

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

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> ▪ name of organisation 	[REDACTED]
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

5.a	For education only:	n/a
5.b	For education only:	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.	n/a
8.	Reference names(s) and contact details	1. [REDACTED]




1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]

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

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

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

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 										
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	<table border="1" data-bbox="616 976 1422 1211"> <tr> <td style="background-color: black; width: 100px; height: 15px;"></td> <td style="width: 100px; height: 15px;"></td> <td style="width: 100px; height: 15px;"></td> </tr> <tr> <td style="background-color: black; width: 100px; height: 15px;"></td> <td style="width: 100px; height: 15px;"></td> <td style="width: 100px; height: 15px;"></td> </tr> <tr> <td style="background-color: black; width: 100px; height: 15px;"></td> <td style="width: 100px; height: 15px;"></td> <td style="width: 100px; height: 15px;"></td> </tr> </table>									

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

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 	██████████
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these 	

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

6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only:	n/a
5.a	For education only:	n/a
5.b	For education only:	

6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

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 	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number 	██████████

	<ul style="list-style-type: none"> ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available):	
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8.	Reference names(s) and contact details	██████████



Department
for Education

© Crown copyright 2013

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or email psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at www.education.gov.uk/contactus.

This document is available for download at www.education.gov.uk.

Reference: DFE-00242-2013