

Mainstream Free School Application

Collective Spirit Ltd

Contents Page

Section A – Applicant Details & Declaration	p. 3
Section B – Outline of the school	p. 8
Section C – Education vision	p. 10
Section D – Education plan	p. 23
Section E – Evidence of demand and marketing	p. 140
Section F – Capacity and capability	p. 165
Section G – Initial Costs and Financial Viability	p. 198
• 100% spreadsheet	p. 199
• 90% Spreadsheet	p. 209
Section H – Premises	p. 238

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Manchester [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td style="vertical-align: top;"> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
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6.	If Other, please provide more details		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td style="vertical-align: top;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td style="vertical-align: top;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		
Details of company limited by guarantee			
11.	Company name: Collective Spirit		
12.	Company address: [REDACTED] Manchester [REDACTED]		
13.	Company registration number: 07650716		
14.	<table border="0"> <tr> <td style="vertical-align: top;">Does the company run any existing schools, including any Free Schools?</td> <td style="vertical-align: top;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
15.	If Yes, please provide details:		

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16.	Please confirm the total number of company members: 9
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name [REDACTED]
	6. Name [REDACTED]
	7. Name [REDACTED]
	8. Name [REDACTED]
	9. Name [REDACTED]

Company directors

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

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

	1. Name:	
	2. Name:	
	3. Name:	
	4. Name:	
	5. Name:	
	6. Name:	
	7. Name:	
	8. Name:	
	9. Name:	

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

██████████

Related organisations

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

Yes
 No

21. If Yes, please provide the following information about each organisation:

██████████ Rise 2010 CIC www.riseuk.org (07121768). Rise is a specialist safeguarding agency. They have access to Rise organisational capacity to support in the development of this proposal.

22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>
Existing providers	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p style="text-align: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p style="text-align: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p style="text-align: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p>
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>
30.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>

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



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

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

Signed:

Position: Chair of company

Print name:



Date:

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

Section B: Outline of the school

1.	Proposed school name:	Collective Spirit
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<p>4-11 4-16 4-19 <input checked="" type="checkbox"/> 11-16 11-19 14-19 16-19 Other</p> <p>If Other, please specify:</p>
4.	Date proposed school will reach expected capacity in all year groups:	20/08/2017
5.	Will your proposed school be:	<p>Boys only Girls only <input checked="" type="checkbox"/> Mixed</p>
6.	<p>Do you intend that your proposed school will be designated as having a religious character?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</p>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	<p>Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Faith Sensitive – values and morality shared across all faiths and none.
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Oldham
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	N/A

Section C: Education Vision

Our vision is to create a high achieving 'faith sensitive' small secondary school meeting the needs of our children and families. Designed in partnership with families from across all of our communities our school embraces cohesion and integration.

Particularly amongst our poorest communities, existing educational provision is either not working, or not working fast enough. Using a radical approach to schooling, taking the best from international practice alongside new and original ideas, we will quickly become an exemplar school transforming the academic achievements and life aspirations of children from amongst our most deprived communities.

We believe education to be the most effective tool in supporting our children to overcome challenging life conditions. We consider that success should not be dependent upon our children's background, but upon opportunities that they have and the choices they make.

The solutions to poverty, under achievement, social exclusion, disadvantage and deprivation will be realised by transforming established teaching practices. We place the needs of our children above existing teaching norms and doctrine.

Ethos

Education is the most effective tool to those seeking to better their quality of life. The solutions to poverty, social exclusion, disadvantage and deprivation lie not with others, but within an individual. The individual has the power to make a positive difference and transform his/her life circumstances.

Given the right opportunity, even in the most divided communities, people will come together to overcome shared challenges. Working together strengthens the bonds between communities that traditionally see themselves as separate and their collaborations will benefit themselves, their communities and society.

Faith is most effective when it seeks to reach out and be used as a power for good. Where we focus on the values, the commonality, the charity and the compassion that are shared across all faiths, we are most effective in using this for the good it was intended.

Our vision and ethos is underpinned by 10 key principles. These are:

1. Small School
2. Faith Sensitivity
3. Asset Based Approach
4. Teaching Partnerships
5. Innovation
6. Meaningful Qualifications
7. Resilience for Life
8. Enhanced Pastoral Care
9. Community
10. Expectations

Key Principles

To achieve our vision our school is underpinned with the following 10 key principles:

Small School - We are a small school. Our children know each other and our teachers know all our children and their families well. Stability, familiarity, safety and consistency in relationships are factors that contribute to a positive learning environment. Our teacher to pupil ratio averages 1 to 12.

A typical school day is comparable to that in a stable and caring family environment. The older children support the younger and our teachers educate, eat and play alongside our pupils. Where a child needs additional support we can identify this quickly and respond collectively.

Faith Sensitive - A faith sensitive ethos reflected throughout all aspects of our school. Our vision is shaped by the values shared across Christianity, Islam, Hinduism, Buddhism and Sikhism and will embody cohesion.

A faith sensitive school approach to curriculum is interested in learning about religion and learning from religion but NOT learning to follow religion. We are a non-devotional school with an emphasis on moral thinking.

Asset based approach - We consider our children and their families to be our greatest assets and all aspects of our school are designed to maximise their potential. We believe that regardless of circumstance and past experience every one of our children, with the right support and guidance, can fulfil their potential.

Teaching Partnerships - Our teachers are supported in the delivery of our curriculum by a range of people, including teachers brought in from the highest achieving schools. Our teachers work in partnership both inside and outside the classroom. Our lessons typically have 4 teaching staff per classroom, working together to ensure that every one of our children receive the support they need to succeed.

Our enhanced skills based curriculum is delivered in partnership with business and industry. Our partnership approach ensures, that from the outset, our school offers the highest teaching standards delivered in partnership with the best.

Innovative Learning - Our school day, classroom set up and new teaching methods maximises the learning experience. Our non-traditional school year, longer school day and enhanced curriculum ensures that our children have more time to learn, participating in a full and varied curriculum that places equal importance on both academic and skill-based learning.

All aspects of school life are first and foremost designed to support the best interests of our children.

Meaningful Qualifications - Our curriculum prioritises English, Maths and Science. Many of our children will come to us with low levels of numeracy and literacy. We consider strengthening these core areas to be a priority. Our children will work towards the new English Baccalaureate that is underpinned with these core subjects.

Additionally, our children participate in a skills based curriculum delivered in partnership with leaders from business and industry. We prepare our children for entry into both employment and further education

Resilience for Life - Our children are taught how to communicate effectively with the world around them. Our behaviour policies instil rules not just for school but also for life.

We know that like all children ours will encounter adversity and setbacks. When this happens to our children they will be able to ask questions of themselves and those around them. Behaving with honour and integrity they will have the skills, temperament and positive attitude through which these challenges are overcome.

Enhanced Pastoral Care - Some children, particularly those from the most deprived backgrounds, face additional life challenges that can have a negative impact upon their education. Our enhanced pastoral system ensures that our children and families make the most of the educational opportunity on offer.

We intervene early and intensively in order to ensure that our children overcome difficulties and develop resilience towards beliefs, attitudes and experiences that may harm their potential to flourish.

Community - We nurture an environment in which we support each other contributing towards a culture of learning, aspiration, positive values and social responsibility. We encourage our communities to become involved in our school and facilitate positive interaction from our school with all our communities.

Our school appeals to and resonates with the aspirations of children and families from across all ethnicities, faiths and socio-economic backgrounds.

Expectations - By the time a child finishes at our school they will leave with diverse portfolio of skills and experiences that set them apart from those around them. Equipped with meaningful qualifications, an aspiring attitude and a sense of civic responsibility they will be able to maximise their potential becoming the best of citizens.

We have high expectations of all our children and believe that with the right support every one of them can succeed.

Why are we establishing a new school?

Rationale

We are a partnership of professionals and local parents all of whom have extensive experience of working in areas of socio- economic deprivation within the segregated communities of Oldham.

We understand Oldham and it's challenges and come together to develop a new type of school - a school that first and foremost is designed to meet the needs of our children.

We are establishing a new school for 3 specific reasons. These are

1. The need for a small school
2. The need for better faith sensitivity in our schools
3. The need for a new and improved approach to overcome barriers of poverty & disadvantage that negatively affect the educational achievement and life chances of children in Oldham.

1. The Need for a Small School

Oldham's secondary provision is exclusively made up of large schools averaging well over 1000 children per school. Our small school will have a maximum occupancy of 250 children between Years 7 and 11.

School Name	Pupil No
Failsworth School	1470
North Chadderton School	1549
Oasis Academy	1241
Oldham Academy North	1200*
Royton & Crompton School	1170
Saddleworth School	1316
The Blessed John Henry Newman RC College	1500*
The Blue Coat CofE School	1415
The Crompton House CofE Academy	1338
The Hathershaw College of Technology & Sport	1008
The Radclyffe School	1386
Waterhead Academy	1504

* Provisional Number based upon capacity once opened

We believe that, particularly when supporting children from traditionally underachieving backgrounds smaller schools with stronger relationships between school, parent and pupil facilitate higher levels of success and overcome many of our children. We believe that a smaller secondary school can educate children more effectively.

The innovative manner in which we use teachers and manage classroom space will ensure that a typical teacher to pupil ratio will be 1-12.

Research by the Institute of Education at the University of London confirms our belief and found that 'lower attaining pupils in particular can benefit from small classes at secondary level.' Specifically, that smaller class sizes have a positive impact upon both the attainment levels and participation levels of children in the classroom. Their research found the following:

Results showed that as class sizes became smaller there were more times when pupils were the focus of a teacher's attention, and more times when they were engaged in active interaction with teachers. This effect was found for all groups at both primary and secondary levels.

It was also found that pupils' classroom engagement decreased in larger classes and this problem was particularly marked for the pupils who are already attaining at lower levels. This, in turn, was accompanied by teachers seeking to control low attainers more than other groups in larger classes.

2. The need for better faith sensitivity

Parents from many of our communities want to see their faith(s) better represented within school. The majority of these parents if possible also want to avoid new faith schools that further segregate their children placing them at a further disadvantage when moving on to a diverse adult world.

Faith, segregation and cohesion are sensitive and complex issue within Oldham

In January 2010, researchers at Bristol University published a study that found Oldham's schools to be the most ethnically segregated place in the country.

Oldham's majority minority communities are of Pakistani and Bangladeshi heritage that are almost exclusively Muslim. Research conducted by The Runnymede Trust identified that

The most desirable choice, for those aspirant Muslim parents we interviewed, is for their children to be educated in voluntary-aided Muslim schools

Among the aspirant Muslim parents, there was a perception that a non-Muslim faith school could be better than a community school; poorer parents did not share this view.

Oldham's Muslim communities live in some of the poorest wards in the country (Coldhurst and Alexandra wards rank in the top 1% indices of

deprivation). Our local research confirms Runnymede's findings that the poorest from these communities if given the choice would send their children to a Muslim faith school. This view of a parent involved in the research is consistently shared in our findings

If there were a state Muslim school there'd be a queue outside. It's an understanding of needs. If you look at Muslim parents, they have specific needs themselves, an understanding for their religious beliefs, an understanding for what we would like for our children. State schools can't at the moment achieve that.

There's a balance between the academic side and the understanding of the Islamic environment and how we want our children brought up. Only a state-run Islamic school could achieve both sides of it and it would have a queue.

Locally we surveyed 120 Muslim parents and asked them on a scale of 1 – 5, how important is a school that was sensitive to their faith. Our results found that

- 0 considered it to be low
- 0 considered it to be moderate
- 20% considered it to be moderately high
- 74% considered it to be high
- 6% considered it to be highest

We then asked that if the existing educational provision met their religious needs. We found that

- 2% felt their religious needs were met
- 98% felt that their religious needs were not met

We also researched the demand for a Muslim faith school. We found that

- 3% felt that there was no demand for a Muslim faith school
- 10% were unsure
- 87% felt that there was clear demand for a Muslim faith school

Of these we found that 86% if given the option would send definitely send their children to a Muslim faith school

We also conducted a series of smaller focus groups with Oldham's Hindu community (the only other statistically significant religious group in Oldham). There was an overwhelming perception that if Oldham were to see a new Muslim faith school open then there would be similar demands from the Hindu community.

Additionally, our research here identified that this community had been accessing a religiously underpinned education from the local Catholic secondary school. This school was now closing and being merged on a different site with another Catholic secondary school.

The Hindu community felt that this faith option would now become difficult for them to access as they had been able to access places in the school because there had not been sufficient take up from local Catholics. This would now no longer be the case.

Our 'faith sensitive' approach has primarily been designed specifically to respond to the belief held amongst our poorest Muslim parents that belief that they currently only have 2 choices – a state sector that does not meet their needs and a Muslim only faith school that will. A faith sensitive school will provide an alternative 3rd way.

Why a faith sensitive approach rather than a new faith school?

In a speech to the Hansard Society in January 2005, the [REDACTED], warned that a traditional Islamic education did not equip Muslim children for living in modern Britain (*The Guardian* 18 January 2005). Referring to the fast-growing independent faith school sector - including around a hundred Muslim, a hundred evangelical Christian and fifty Jewish schools - he said:

'Faith should not be blind. I worry that many young people are being educated in faith-based schools, with little appreciation of their wider responsibilities and obligations to British society. ... The growth in faith schools needs to be carefully but sensitively monitored by government to ensure that pupils at all schools receive an understanding of not only their own faith but of other faiths and the wider tenets of British society.'

'We must not allow our recognition of diversity to become apathy in the face of any challenge to our coherence as a nation ... I would go further and say that an awareness of our common heritage as British citizens, equal under the law, should enable us to assert with confidence that we are intolerant of intolerance, illiberalism and attitudes and values that demean the place of certain sections of our community, be they women or people living in non-traditional relationships.'

We share many of these concerns and are also committed to preventing our town from becoming further segregated.

We believe that our subtle, faith sensitive approach will appeal to both Muslim parents and to families from across the rest of Oldham's communities.

Our approach has been designed to ensure that parents, in particular from our minority communities, can choose faith sensitivity instead of choosing a faith specific school that is likely to increase the separation of their children both physically and ideologically from wider British society.

What is different between a faith sensitive from a traditional faith school?

Our approach supports young people, preparing them to engage in and contribute to society rather than to become separated from it.

We have taken time to consult and engage with parents, in particular from our minority communities, in identifying what specifically attracts them towards a faith school. Our results were interesting and have shaped our proposal.

The table below ranks the specific characteristics that parents found to be key drivers when choosing a faith school.

Priority	Driver
1	Values, Ethos & Principles
2	High Achieving
3	Strong discipline and good behaviour
4	Faith Focus (including single sex)
5	Sense of belonging to a wider community

A faith sensitive approach, particularly when engaging with our Muslim and other minority faith communities, is shaped by the importance attributed by the above drivers. Historically, minority faith schools have prioritised the faith aspect of their identity. Our research shows that amongst our minority communities this faith focus is actually not a key driver.

A faith sensitive approach, which is shaped by the above drivers, is also underpinned with the shared morality and values across faiths. This ensures that no one religious set of beliefs has been used to shape the school, its values or its curriculum.

Again through consultation with parents we are confident that a faith sensitive approach valuing the shared morality across faiths would for the majority of our parents meet their faith needs. Of the 120 Muslim parents that we consulted 94% strongly agreed that a faith sensitive approach (as outlined in our vision) would meet their needs. This view was reinforced from feedback from our Hindu communities.

We understand the complexities and competitive nature of communities. We know that once we see a Muslim faith school established we will see demands for similar from our other minority communities from the Hindu and Black Christian communities.

A faith sensitive approach, valuing the commonality shared across religions naturally strengthening cohesion, is currently unavailable when choosing a secondary school.

Over 90% of parents that we surveyed who felt that they would prefer a single faith school option strongly agreed that a faith sensitive model would also meet their needs.

3. The need for a new and improved approach

Particularly amongst our poorest communities, existing educational provision is either not working, or not working fast enough. Poverty and disadvantage are factors that are used to justify educational underachievement. Increasingly, we feel that schools that educate children from these communities are manipulating examination results to demonstrate progress at a rate that is not actually taking place.

The table below shows a comparison of average academic progress between our 3 poorest schools (identified by highest % on free school meals) and our 3 most affluent schools (identified by lowest % on free school meals).

Table of % of pupils achieving 5 GCSE (including English & Maths)

School type/Year	2000	2005	2010
Poorest Schools	7.66	10.66	33.66
Richest School	52	63.33	71
Variance	44.34	52.67	37.34

On face value the data gives the impression that whilst the gap in the first 5 years rose to 52.67%, it has since dropped to 37.34%. This gives the impression that the gap is reducing. Unfortunately once we examine this in detail the following is identified:

- In 2005 the data included both English Language and English Literature. In 2010 this is no longer the case. Whilst the majority of the 71% for the richest schools still obtained a GCSE in English Literature (A-C) this was not the case for students in the poorest schools.
- Modular examination – in the poorest schools there was a growth in modular exams where work was repeatedly resubmitted until the desired result had been achieved
- Vocational Qualifications – in many of the schools vocational qualifications had been used to bolster the % of 5 A-C results.
- The poorer schools were less likely to enter their students for the higher levels. Whilst we cannot obtain specific data there is a strong likelihood that the poorer schools got their students to Grade C level whilst at the richest schools there was a higher likelihood of A and B grades

We are not advocates of this approach that manipulates the examination results. We would rather approach the challenge we face with honesty and integrity. It is based on this that we have shaped our curriculum approach.

Based upon demographic analysis of our proposed catchment area we anticipate that our free school meal % to be higher than other areas of Oldham. Our target area includes areas in the top 1% indices of deprivation.

It is clear therefore that at the very least our children will come from the most deprived communities in the country.

It is in this context that we have designed a school that will incorporate a number of new approaches that have been designed to mitigate the impact that poverty has in restricting the academic potential of our children.

Research exists to prove that it is possible to provide a high performing school in areas of high poverty. Instead of manipulating exam results we consider that a new approach is necessary. Our school has been designed to make this possible through establishing a culture of high expectations and pupil achievement.

A Culture of high expectations and pupil achievement

Education is the most effective tool to those seeking to better their quality of life. The solutions to poverty, social exclusion, disadvantage and deprivation lie not with others, but within an individual. The individual has the power to make a positive difference and transform his/her life circumstances.

We consider that educational benefit can and should be measured beyond an exclusively narrow focus on academic achievement. This is not to say that we do not measure academic achievement. We do, and our standards are high. What we do know, however, is that children need a wider range of capabilities when leaving school and our approach to high expectations and pupil achievement reflects this.

Fundamentally we believe that poverty and disadvantage cannot excuse a lack of high expectations amongst our students. Consequently we set clear aspirations on the achievements that we expect of our pupils. We measure pupil achievement under 4 specific themes. These are

1. Academic
2. Aspirational
3. Social
4. Attitudinal

The rationale for these themes is as follows

Academic The immediate catchment area will draw young people from disadvantaged communities for whom English is not their first language. Our curriculum has been designed to bolster teaching time for English, Mathematics and Science. Added emphasis on the core subjects will improve our pupils' chances of academic success.

Our academic outcomes incorporate flexibility to support earlier academic excellence and also to support alternative pathways through vocational support into apprenticeships.

Our academic key performance indicators are

- All pupils are making at least two levels progress in KS 3 and KS 4 in core Baccalaureate subjects
- All pupils are reaching an attendance target of 95%
- 95% of pupils are moving into FE or apprenticeships after KS 4
- Y11 leavers are progressing towards a target of 90% achieving the English Baccalaureate
- 90% of parents regularly attend progress meetings relating to their child

Why is this appropriate? Many pupils will arrive with below average attainment levels and it is essential that KPIs focus on levels of progress. Attendance will be a crucial KPI as it is clearly linked to progress.

Time off school for religious observation will be rigorously monitored and extended visits abroad will be strictly limited to avoid pupils missing time in school.

Moving into FE or apprenticeship is crucial to our pupils' aspiration. Parental support will be sought from the start and monitored as evidence indicates that it is a key part of both attainment and aspiration.

Aspirational We will track outcomes beyond school leaving, continuing to support former pupils up to graduation from university and transition into employment. Our research indicates that pupils from deprived backgrounds lack social capital so that even when they progress academically, they do not necessarily make the most of the options available.

Supporting aspiration is an additional challenge for young women from minority communities. It is necessary to encourage young women to consider career options that break stereotypes and aspire to move away from home to study.

We will promote interaction and partnerships with employers and leading academic institutions. Opportunities to learn from individuals within these areas will provide further inspiration. Too many young people fall short of reaching their potential.

Our aspirational key performance indicators are

- All pupils participate in at least 3 hours of extra curricula activities per week.
- Support each pupil to participate in 12 hours of volunteering per term
- Each pupil is supported with a minimum of 90 hours work experience and business mentoring by the time they leave at 16.
- 50% of pupils that move onto HE live away from home
- 80% of our pupils that graduate from HE move into genuine graduate employment.
- 90% of our female pupils move into employment by the time they are 25.

Why is this appropriate? Our pupils are drawn from families and communities that do not always value the power of education. These KPIs will help our pupils to be able to make the same life choices that young people from more affluent families take for granted.

We have specific long-term KPIs and will develop a tracking system to ensure we capture this. These long-term indicators are essential in helping us to measure outcomes.

Social We know that society is not fair and that our pupils, because of their backgrounds, will face additional challenges in life. We will prepare our pupils to overcome adversity, building their resilience to protect them from negative influences from both within and outside their communities.

We accept that our pupils will encounter barriers to learning as a consequence of physical challenges (space at home), attitudinal (lack of understanding of value attached to education, cultural norms etc) and financial (the need to earn income to support the wider family unit). Wherever possible we will help to overcome these barriers.

It is often the challenges that are faced outside of school that prevent pupils from succeeding and we want to do everything possible to overcome this.

Our Social key performance indicators are:

- The majority of our pupils will leave school without a criminal record
- Each pupil will have access to a minimum of 10hrs out of school support per week.
- Each pupil will have experienced paid employment supported through our partners from the business sector.
- Each pupil will have a designated life mentor and have a minimum of 12 hours support per academic year.

Why is this appropriate? Our pupils come from deprived backgrounds facing additional societal challenges. These KPIs measure our success rate in building resilience and ensuring that our pupils' progress in life without criminal records, in instilling a work ethic and ensuring that they are not harmed through alcohol and substance misuse.

Attitudinal Every pupil will annually undertake a complex psychological assessment known as 'Identity Structure Analysis' (ISA). Findings from ISA are used to identify exact attitudinal issues and existing beliefs that an individual has that can be either strengthened and/or require minimising.

ISA results will be used to create an individualised mentoring and educational support package of interventions for each of our pupils. At the end of each academic year the assessment is repeated helping measure progress. ISA will aid staff in making informed decisions based upon actual evidence. It will help to avoid making generic judgments on entire groups of pupils.

Valuing attitudinal support is vital in supporting a pupil through school. Keeping a child in school and ensuring that they develop the right attitude to succeed in both school and wider society are important outcomes.

Our attitudinal key performance indicators are:

- All students complete annual ISA assessments
- All students have an annual individualised educational support programme and undertake a minimum of 12 hours in school mentoring per term.
- Annual performance reviews demonstrate that over 90% of students, families and partner organisations consider the school to be a positive environment for learning.
- School exclusions and suspensions are 50% below the town average.
- 90% instances of bullying, hate crime and pupil complaint is dealt with to the satisfaction of pupils and their parents.

Why is this appropriate? It is essential that school be considered to be a positive learning experience for pupils and their families. It is imperative that we identify and respond to individual needs that help us maximise the educational benefits for each pupil. We are acutely aware of the disproportionate levels of exclusion and behavioural challenges that exist in schools within areas of deprivation and we consider the use of a sophisticated psychological assessment service will reduce this.

High Poverty yet High Performing

Research conducted by The Centre for Public Education on the characteristics of 'high performing, high poverty' schools found that the combination of the following practices were consistently evident across successful schools.

- A culture of high expectation
- Increased instructional time
- Ongoing, diagnostic assessment
- Parents as partners in learning
- Collaboration among teachers and staff with hard-working, committed, and able teachers
- A curriculum focused on academic achievement with emphasis on basic skills in mathematics and literacy
- A safe and disciplined environment

Our approach recognises the need for complimentary practices that combine to have a significant impact on the lives of our children. These complementary practices are clearly evident throughout our vision and key principles that shape our approach. Poverty and social disadvantage will not be barriers that prevent our children from excelling in education.

Section D: Education Plan – Part 1

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

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception	N/A							
Year 1	N/A							
Year 2	N/A							
Year 3	N/A							
Year 4	N/A							
Year 5	N/A							
Year 6	N/A							
Year 7	N/A	50	50	50	50	50	50	50
Year 8	N/A		50	50	50	50	50	50
Year 9	N/A			50	50	50	50	50
Year 10	N/A				50	50	50	50
Year 11	N/A					50	50	50
Year 12	N/A							
Year 13	N/A							
Totals	0							

Section D: Education Plan – Part 2

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

Our curriculum plan is derived from and driven by our vision and 10 key principles. Our plan covers both our 6 period **core day** (8.30 – 16.00) and our **extended day** (16.15 – 18.15).

Our curriculum will follow a modified version of the National Curriculum with an aspiration of supporting all students towards achieving the English Baccalaureate.

Our curriculum is underpinned with aspects of all 10 of our key principles. We believe that there is compelling evidence to suggest that there is a need for a new and improved approach to delivering quality education, particularly in bridging the gap between rich and poor. Each of our 10 principles incorporated within our vision has been developed to help achieve this.

Many of the aspects of our curriculum plan are viable because we are a **small school**. This allows us to provide a more intensive and more personalised level of support for all of our children and their families.

As a **small school** we have a natural advantage to target the individual needs of each of our students. Our proposed curriculum plan must be examined with this in mind. Advantages to being a **small school** include:

- Vertical Grouping and fast tracking younger children through examination
- Additional support both in the class room and through extra targeted support for children that are falling behind
- Small class sizes – our approach creates learning space where teachers regularly support pupils in groups of 12.
- Fuller understanding of our students and their needs. We meet with every parent and child prior to them starting school. We undertake a complex psychological assessment (ISA) of every pupil and review this every year they are with us. Where challenges occur we are well placed to respond based upon evidence and in collaboration with parents.
- A safe, caring and disciplined environment – space is smaller, numbers fewer, our staff and our children know each other well and we have strong pastoral support including peer support underpinned by shared values across faiths. These characteristics naturally lend themselves to creating a safe and disciplined environment.
- Stronger relationships – we have more time to spend with our pupils. Our longer school day, consistency of staff contact (our form teachers also spend the full morning with their classes) and opportunities to develop inter-dependency through shared meal space (our teachers eat alongside our pupils) and sporting activities all combine to help foster stronger and more meaningful relationships between teacher and pupil

Our curriculum in detail, setting out how it will be broad and balanced and meet the different needs and interests of all pupils including, for secondary students, the range of qualifications which might be offered

Our curriculum is designed with an emphasis on the core subjects of English, Mathematics and Science. Whilst we may not offer the breadth of subjects that some schools will offer, we recognise (as do our parents) that for most of our students obtaining these core qualifications is essential and will be a challenge. We will therefore prioritise these subjects in our timetable both by time allocation and time of day.

Subsequently for the majority of our students a focused, intensive and innovative curriculum will have greater value than established practice elsewhere. Our core subjects of English, Mathematics and Science are taught every day. Every one of our children will work towards achieving the English Baccalaureate. We will also explore the use of IGCSE in addition to GCSE.

We believe, and our parents believe, that our curriculum offers our students the best range of qualifications to move on to their desired destination whether that be traditional sixth form, vocational FE or employment and training.

Both our parents and our partners in business and industry have made clear to us that they would rather see young people leaving school with core competencies with high levels of literacy and numeracy skills. Our school focuses in ensuring that these key competences are prioritised.

A recent study by the CBI revealed that employers believe the school to work transition is not working. The research found that of employers surveyed, the proportion of their workforce that left school at 16 that was "poorly or very poorly prepared for the work place" was just under a third.

Nonetheless, even with an intensive curriculum that focuses on the core subjects of English, Maths and Science, our curriculum will also be broad and balanced. In addition we will teach as part of our core day:

- Art
- Humanities with an option at KS4 for History
- A modern foreign language
- Citizenship
- Religious Education
- Physical Education

ICT has not been designated as a discrete subject on the timetable. Our aim is for all students and teaching staff to have a tablet device such as an iPad. We will ensure that our schemes of work include extensive use of ICT so that students make use of the skills they arrive with and use those skills in different subject settings and upgrade their skills in their time at the school. For those with weak skills there will be additional support. Our vision is for an ICT rich school with the appropriate infrastructure, systems, hardware and software.

Within our extended day we will additionally offer a vocational and skills based route through which learning also takes place in subject areas including

Music
Drama
E Media
Graphic Design
Photography
Horticulture
Engineering
Architecture
Catering & Hospitality
Craft & Design (Creative Arts)
Community Action

Our extended day skills based curriculum will be delivered in partnership with Business, Industry and the 3rd Sector. We envisage that we will develop complementary accreditation for each of these subjects through Open College type bodies. This accreditation will be developed in partnership with each of our skills delivery partners.

Our curriculum will be underpinned through our key principle of **teaching partnerships**. Several researchers identified collaboration and teamwork among school staff as a feature typical of high-performing schools. They regularly communicate across teaching areas and programs and are eager to learn from each another (Kannapel & Clements 2005, Ragland et al 2002).

Our approach to teaching partnerships ensures that lessons are delivered in collaboration between teaching staff. Using an innovative classroom layout system our approach

- Delivers lessons using 2 classroom formats – a lecture style presentation by a lead teacher followed by 4 seminar style sub groups where detailed discussion, debate, practice and reflection takes place. The subject specific lead teacher is available at all times to engage in each of the seminar style sub groups.
- Consistency in relationships - our form teachers remain alongside their pupils between Years 7 to 9 in the majority of lessons.
- Higher ratio of teachers to pupils with a typical ratio of 1 teacher to 12 pupils ensuring teachers are valued, fully utilised and not over worked.

This approach strengthens relationships between school, teacher, parent, child and community. We believe that our innovative approach, delivered through a small secondary school, will attract hard-working, committed, and able teachers

A criticism of small schools is that they do not offer the necessary breadth when delivering a curriculum. Our curriculum is also delivered in partnership

with teachers from our partner established high achieving local schools that will complement our curriculum offer. We will sub-contract subject specialists in to our school to ensure that sufficient depth is also present in our curriculum.

Our non-conventional school year, longer school day and innovative class layout ensures that we can attract the necessary staff from our partner schools without an adverse impact upon their children.

Additionally, our enhanced school day and weekend curriculum makes it easier for our partners from business and industry to contribute to our curriculum offer.

Finally, we have secured a commitment from a leading high achieving school with a specialist training responsibility to support in the professional development of our teaching staff. This will further enhance our collaborative approach both inside and outside of our school.

Teachers working in partnership, both inside and outside of our school, have been designed in to our proposal. We consider new and innovative approaches to collaboration help make the most of resources, motivate and support staff and most importantly enhance the learning experience of our children.

How we organise and structure our learning

Evidence from KIPP schools suggest that high quality learning is at least as important as spending more time in school. Our approach has a maximum of 50 pupils in 2 form groups per year. Research clearly demonstrates the value of smaller class sizes. Our lessons are designed in an innovative manner than ensures that our class sizes vary in size dependent upon teaching style.

For the majority of subjects we aim to teach the whole year group at the same time. Our approach uses

- Lecture style lesson presentation delivered to 50 pupils
- Small seminar style breakout groups to 4 groups of approximately 12 pupil

Our lecture style presentations are designed to engage the full year group regardless of ability or gender.

Our approach to groupings

Our seminar style breakout groups are split accordingly; combining mixed ability, gender and setting groupings. We believe in a flexible approach and using whatever technique works. It may be for some subject setting is appropriate, for other subjects mixed ability groups. There is also emerging evidence that for certain subjects single gender groupings are an effective way through which to bridge attainment gaps that are evident through comparison of data between boys and girls.

The rationale for setting

In its education white paper Higher Standards, Better Schools for All the government states its encouragement to schools to use setting: '*Grouping students can help to build motivation, social skills and independence; and most importantly can raise standards because pupils are better engaged in their own learning.*'

With streaming or banding pupils work in ability-based classes for all subjects. With setting they work in ability-based classes for some subjects.

Pros

- In both cases gifted pupils are more likely to be working with their ability peers. Appropriate challenge can be a significant motivational factor.
- You can teach the curriculum to a greater breadth or depth or at a faster pace; it can make planning a lot easier.
- With streaming, compacted curricula (particularly at KS3) become a viable option.

Cons

- Some pupils may feel anxious and pressurised by being placed in top sets.
- Can streaming and setting reinforce social class divides in a school?
- Gifted pupils may be unwillingly labeled as such, or, verbally abused as 'boffins' or 'nerds'.
- Less able pupils may feel stigmatised by their lower grouping.
- These groupings are less likely to reveal underachievers because pupils will often work to a teacher's (lower) expectations. It may also be difficult for a pupil to move between sets because less or more of the curriculum has been taught.
- Boys are more likely to be clustered in lower-ability groups in mixed schools.
- The criteria for selection to a particular set may be too rigid or narrow, for example poor handwriting is not an indicator of ability and should not be used as such.

Researchers found that gifted & talented students '*achieved significantly more when grouped by ability compared with those who were not, but only when they were provided with programmes that were designed specifically to meet their needs*' (Kulik, J. A., and C. -L. Kulik. (1989). "Effects of Ability Grouping on Student Achievement." *Equity and Excellence* 23, 1-2: 22-30.)

Researchers James and Chen-Lin Kulik also found that gifted & talented students '*achieved significantly more when grouped by ability compared with those who were not, but only when they were provided with programmes that were designed specifically to meet their needs*'.

They also found that students who were ability grouped for a specific subject had a better attitude toward that subject but that grouping did not change attitudes about school in general.

The rationale for mixed ability groupings

Grouping pupils by ability within a mixed ability class is used far more sparingly in secondary schools where 'whole-class' teaching, in every sense of the word, is more likely to be the norm.

Pros

- Encourages peer support and interaction within small groups through an emphasis on cooperative learning.
- Encourages social and communication skills between pupils.

Cons

- Some teachers aim the class at the middle range of ability using whole-class teaching, satisfying neither the less able or the gifted – even when teachers think they're adequately differentiating their work.
- Teachers may create the perception that the interests of one group of pupils takes (or seems to take) precedence over the others.

'The idea that lower ability students will look up to gifted students as role models is highly questionable. Children typically model their behaviour after the behaviour of other children of similar ability who are coping well with school. Children of low and average ability do not model themselves on fast learners. Students gain most from watching someone of similar ability "cope" (that is, gradually improve their performance after some effort), rather than watching someone who has attained "mastery" (that is, can demonstrate perfect performance from the outset).'

(██████████, *Differentiated Instruction, Curriculum, Assessment*)

So for mixed ability groupings to be effective a more sophisticated analysis of mixed ability must take place. Simply divided classes and mixing academic ability will not result in the desired outcomes. To aid in our selection of mixed ability groupings we will use results from our psychological assessments (ISA) thereby ensuring that mixed ability groupings are devised by using additional factors of a student's identity makeup.

The rationale for single gender groupings

Mike Younger from the University of Cambridge between 2000-2004 directed a ten-term DfES sponsored project on 'Raising Boys Achievement'. This project, involving a research team of nine co-researchers, explored intervention strategies that appeared to have the potential to raise boys' (and girls') achievements within inclusive contexts. The project involved collaborative working with primary, secondary and special schools in different socio-economic contexts across England, and subsequently generated wide-ranging interest and comment from across the world. Their results found that single gender classes

- May help avoid clustering boys in low ability sets and also allow them the opportunity to develop in subjects such as English, which can often be dominated by girls.
- Girls have been shown to do better in traditionally 'male' subjects such as maths, science and IT when taught in single-sex groups.

Subject-specific Groupings (setting or mixed ability)

Subjects that are considered 'linear' (Maths, MFL, and to some extent science) are thought to lend themselves to setting or within-class grouping in that subject. This is because, particularly in the early stages, a plateau of basic factual information is required. Non-linear subjects (creative arts, some aspects of humanities) are more likely to encourage intuitive leaps in gifted pupils.

'Within-class ability grouping is widespread... Almost all of the research on this has focused on performance in mathematics and great care has to be taken in generalising from this to other subjects. Mathematics is well known for the great range in achievement across an age group and for its hierarchical structure, each step being dependent on understanding the previous one. This means that teaching inputs have to be at different levels to suit pupils across a wide range of achievement. Thus the case for ability grouping in maths may be stronger than in, say, social subjects, where teaching can provide the same inputs for pupils of different abilities.'

(Wynne Harlen Graduate School of Education, University of Bristol)

Researchers at the Institute of Education have found that students think they should be divided into ability groups. [REDACTED] and [REDACTED] (Institute of Education) and [REDACTED] (Sunderland University) interviewed 144 pupils in six different schools. They found that the majority of pupils were aware of how and why they were grouped, with comments such as, *'They don't want to put everyone in one set because it will be too hard for some people.'*

Less able students preferred mixed-ability classes, but more able students felt they were likely to be labeled 'boffins' in mixed-ability groups. One in four children agreed that streaming could stigmatise the less able.

In schools where mixed-ability classes were used, 66% of boys overestimated their ability and 55% of girls underestimated their ability.

Nonetheless grouping in itself is not enough. Practitioners at Oxford Brookes University, providers of training for gifted & talented coordinators, point out that *'grouping in itself does not ensure appropriate provision' and 'no one method of grouping suits all gifted and talented pupils'*.

They say that *'gifted and talented pupils frequently underachieve in mixed ability classes', and that 'top sets do not always often consist of pupils with the greatest academic potential, but rather of well behaved, well motivated pupils with highly developed literacy skills'*.

They recognise that *'when a school seeks to create the right kind of learning opportunities for gifted and talented children, grouping arrangements will be one of the key factors'*. However, they conclude that grouping alone, without further input, does not constitute adequate provision.

This, they say, *'can be guaranteed only by the sensitivity and professional competence of the teacher, working within a climate in which the school sees itself as a learning organisation, where teachers and management, as well as pupils, continue to be learners and to improve their practice'*.

Evidence based groupings

With the whole year group available in one shared space we can use a variety of learning methods including:

- Lead lessons by subject specialists before the students split into working groups
- Working groups split by ability (sets)
- Option for single sex sets
- Option for project based group work in mixed ability or set groups
- Option to withdraw pupils for 1-1 support or target groups of pupils for SEN, EAL work as necessary

We believe that setting is a proven method to meet individual needs and raise achievement. Our organisation will allow us to set differently (by both ability and gender) in discrete subjects to reflect individual needs.

Where we use setting it will be subject specific and determined through a combination of analysis of

- Information from feeder primary
- Analysis of ISA assessments (identifying behaviour attitudes)
- Subject specific knowledge testing
- Aptitude testing (speed with which information can be absorbed)
- 1-1 interview with parent & student during summer visit

Once students are placed in sets they have specific targets per subject as part of their individual development plans. This incorporates features of the reporting card that are explained in the next section. These development plans will incorporate targets (academic, aspirational, social, attitudinal progress indicators and attendance records) that have to be met to remain in the set.

Achievement below the required targets results in movement down and/or additional 1-1 support commencing. Achievement beyond targets can result in progression up in setting and/or additional fast tracking and vertical grouping commencing. These targets are reviewed termly.

Where we use mixed ability groupings this will be determined through a combination of analysis of

- Demographic data (gender, ethnicity, religion, free school meal)
- Analysis of ISA assessment (behaviour, resilience and attitudinal factors)

Regardless of learning method there will be 2 specialist teachers plus 2 support staff available. The support staff will include other teachers (as the school grows some staff would have light timetables), Classroom Managers or graduate interns (working with us prior to teacher training).

We consider that using this innovative approach to classroom management provides high levels of flexibility better equipping us in meeting individual needs.

We aim to design our building to reflect this method of delivery. Flexibility to create large spaces that can be utilised for 50 students or more and be divided into areas for 12 students or 1 – 1 delivery will be designed in to our school.

We also want to reduce pupil movement between lessons as we consider this to disrupt learning. For the majority of curriculum time the year group will be taught in their own base and teachers would move to them. Exceptions of course would be science lab work, art and sport. This small change increases learning time and minimises classroom disruption and is another characteristic that is easier to facilitate in a ***smaller school***.

How our curriculum and its delivery will improve pupil outcomes on a range of measures

We consider that educational benefit can and should be measured beyond an exclusively narrow focus on academic achievement. This is not to say that we do not measure academic achievement. We do, and our standards are high. What we do know, however, is that children need a wider range of capabilities when leaving school and our approach to high expectations and pupil achievement reflects this.

Fundamentally we believe that poverty and disadvantage cannot excuse a lack of high expectations amongst our students. Consequently we set clear aspirations on the achievements that we expect of our pupils. We measure pupil achievement under 4 specific themes. These are

- Academic
- Aspirational
- Social
- Attitudinal

Our ***reporting card*** system and ***individual development plans*** incorporate targets and track progress for each student. In essence this is an online monitoring tool through which each individual student's progress is recorded against a range of measures per subject.

Our teachers complete monitoring for each student against an agreed set of indicators per subject. Analysis of this measures pupil progress and outcomes. Each student has a termly review of his or her progress. Parents also have the ability to log on and check progress against pre-determined targets.

This system requires the innovative use of complex IT systems. We are in discussion with a range of providers that are willing to work with us in developing such a system.

Below is an overview of these 4 themes. Specific KPIs linked to these themes are further detailed in D4

Academic

The immediate catchment area will draw young people from disadvantaged communities for whom English is not their first language. Our curriculum has been designed to bolster teaching time for English, Mathematics and Science. Added emphasis on the core subjects will improve our students' chances of academic success.

Our academic outcomes incorporate flexibility to support earlier academic excellence and also to support alternative pathways through vocational support into apprenticeships.

Aspirational

We will track outcomes beyond school leaving, continuing to support former students up to graduation from university and transition into employment. Our research indicates that students from deprived backgrounds lack social capital so that even when they progress academically, they do not necessarily make the most of the options available.

Supporting aspiration is an additional challenge for young women from minority communities. It is necessary to encourage young women to consider career options that break stereotypes and aspire to move away from home to study.

We will promote interaction and partnerships with employers and leading academic institutions. Opportunities to learn from individuals within these areas will provide further inspiration. Too many young people fall short of reaching their potential.

Social

We know that society is not fair and that our students, because of their backgrounds, will face additional challenges in life. We will prepare our students to overcome adversity, building their resilience to protect them from negative influences from both within and outside their communities.

We accept that our students will encounter barriers to learning as a consequence of physical challenges (space at home), attitudinal (lack of understanding of value attached to education, cultural norms etc) and financial (the need to earn income to support the wider family unit). Wherever possible we will help to overcome these barriers.

Each student will be able to access school prior and after teaching hours; they will each be given a laptop / tablet to aid their studies. We will have designated family support staff in place to facilitate and encourage parental support. We will create community employment opportunities for students in partnership with local businesses, supporting them to earn income without financial exploitation or negative impact on studies.

Each student will have access to a pool of inspirational life mentors who each have areas of expertise and will make themselves available for support.

It is often the challenges that are faced outside of school that prevent students from succeeding and we want to do everything possible to overcome this.

Attitudinal

Every student will annually undertake a complex psychological assessment known as 'Identity Structure Analysis' (ISA). Findings from ISA are used to identify exact attitudinal issues and existing beliefs that an individual has that can be either strengthened and/or require minimising. ISA results will be used to create an individualised mentoring and educational support package of interventions for each of our students. At the end of each academic year the assessment is repeated helping measure progress.

ISA will aid staff in making informed decisions based upon actual evidence. It will help to avoid making generic judgments on entire groups of students.

Valuing attitudinal support is vital in supporting a student through school. Keeping a child in school and ensuring that they develop the right attitude to succeed in both school and wider society are important outcomes.

Our curriculum is designed to facilitate development across all 4 of these themes with clear and tangible performance indicators and desired outcomes.

What we teach

The table below shows the allocation of time per subject at both KS3 and KS4 for our core curriculum.

Subject	KS3 taught hours	%	KS4 taught hours	%
English	5	19	5	19
Maths	5	19	5	19
Science	5	19	5	19
R.E	2	7	2	8
Philosophy /Citizenship	1	4	1	4
Language	2	7	3	12
Humanities	3	11	0	0
Art	2	7	0	0
Sport	2	7	2	7
Options (History)	0	0	3	12

The table below is an example of our extended curriculum offer at Year7. This offer will evolve in future years

Subject	Term 1	Term 2	Term 3	Term 4	Term 5
Music	X	X	X	X	X
Drama	X	X	X	X	X
E Media	X	X	X	X	X
Graphic Design	X				
Photography		X			
Horticulture			X		
Engineering				X	
Architecture					X
Hospitality	X				
Creative Arts		X			
Community Action	X	X	X	X	X

Our extended curriculum is designed to offer two skill options and one sports option per day (once at capacity) and will typically be delivered between Monday to Thursday from 4.15 to 6.15

The extended curriculum will also offer additional sporting activities in addition to the themes listed here. We will consult prior to opening with potential students and parents through which we will inform our offer in this area.

Distinctive curriculum features

We will set out a range of entitlements that we expect all students to take advantage of in their time at Collective Spirit.

- A tablet computer
- A designated mentor
- An individual learning plan with targets
- Family support
- A bank savings account
- Quality, flexible accredited work experience
- Extended activities after the core day
- At least one live theatre visit and one live music performance
- 3 university experiences in years 7, 9 and 11
- Visits to art galleries and museums
- Visits to places of worship
- Community service in a wide range of activities including volunteering
- Residential visits with at least one being overseas

This list will be finalised prior to opening and an online journal will be produced allowing the students to record their experiences.

We will produce a Collective Spirit Entitlement Diploma at bronze, silver and gold levels. As students complete the various stages of their entitlement they will receive credit via the diploma.

We know that the majority of our students will come from some of the poorest communities in England. Not only will this mean that they are likely not to have the resources to access our entitlement features but also that because of this their 'cultural capital' will be negatively impacted upon. We know that raising cultural capital is important in raising aspiration and overcoming poverty and disadvantage

Flexible use of curriculum time

Our curriculum, over the course of a school year has some flexibility incorporated within this. This includes

- A longer school day – particularly to support students that require additional support
- Options for 1-1 tutoring and smaller group teaching for students that require additional literacy and numeracy support
- Provision for mentoring and support from external agencies for students identified to be vulnerable and or at risk.
- 3x project weeks per school year each emphasising a full week of core subject specific activities
- 10x Compulsory Saturday booster camps spread throughout the school year. Students select participation in subjects as required

How we teach

Our approach to teaching uses a methodology where the entire year group of 50 students spend the first part of a lesson together as part of a 'master class' then break out in small seminar style groups based upon ability, gender or a combination of both.

We have also indicated that our approach will incorporate philosophical enquiry as a feature of these small seminar style groups.

A key aspect of our approach is to more effectively introduce a systematic methodology of techniques in to teaching. This does not mean that we have a desire to be over prescriptive or controlling. Rather, a number of our team that are not teachers were surprised by the lack of targeted methodology when approaching teaching specific groups with identified groups.

We would like to pilot, reflect upon and evaluate a range of methodologies in our school to identify what works best in what context. Over a period of time this will result in being more able to effectively support our students using the most appropriate teaching methodology.

Following is a more detailed explanation of some of the teaching techniques that we propose to use.

Master Class – Peer Instruction (based on Eric Mazur's techniques)

Engaging students in large classes presents a challenge to any teacher. How do we know that students are learning concepts deeply and not simply regurgitation facts on an exam? Dr. Eric Mazur has successfully pioneered a technique known as peer-instruction, which can be used with and without

technology (e.g., clickers) Learning environments that are dialogically rich—embodying teacher–student and/or student–student dialogue—are known to develop critical thinking and deep conceptual understanding in students (e.g. Reiter, 1994; Anderson et al., 1996, 2001; deCorte, 1996; Matthews, 1996). It is important to note the shift from the traditional “sage on the stage” to the “guide on the side” needed to peer instruction to be successful.

Below are 2 examples of how Peer Instruction will be delivered through our full year taught master class.

Scenario 1 (clicker-based):

1. As a part of class materials, students are provided with a small, credit card sized “clicker” keypad with letters and numbers.
2. The teacher ensures he or she lectures for only 15 to 20 minutes, a recommended time frame
3. The next slide or question on the board is called a “ConcepTest” (conceptual multiple-choice questions that focus on one key concept of an instructor’s learning goals for a lesson. When coupled with student interaction through peer instruction, ConcepTests represent a rapid method of formative assessment of student understanding). The teacher walks around the room while students discuss solutions and “click in” their answers to a specific question that pertains to concepts only just covered.
4. After all answers are accounted for, students are instructed to discuss the answers in pairs and attempt to convince one another of the answers first provided.
5. The teacher asks the same question again, polls students again, and notes differences in the second set of answers. These answers can help the teacher determine any gaps in understanding that need to be revisited, or give the teacher a sense that the session can continue on to the following topic.
6. Students also benefit from receiving immediate feedback on their answers and also the socialising aspect of discussing solutions with peers.

Scenario 2 (non-clicker-based):

1. A teacher provides each student with a large piece of paper.
2. The teacher ensures he or she lectures for only 15 to 20 minutes, a recommended time frame
3. The next slide or question on the board is called a “ConcepTest”. The teacher walks around the room while students discuss solutions.
4. Individually, students write (largely and clearly) their answers.

5. After all answers are accounted for, students are instructed to discuss the answers in pairs and attempt to convince one another of the answers first provided.
6. The teacher asks the same question again, polls students again, and notes differences in the second set of answers. These answers can help the teacher determine any gaps in understanding that need to be revisited, or give the instructor a sense that the session can continue on to the following topic.
7. Students also benefit from receiving immediate feedback on their answers and also the socialising aspect of discussing solutions with peers.

Once again, students' benefit from immediate feedback, and instructors can determine gaps in comprehension.

Active Engagement features form aspects of our peer instruction approach (Simpson, N.J. (2002). *Mathematics and the Large Class; Meeting and Mastering the Challenge. In Stanley/Porter. Engaging Large Classes*).

Features of 'Active Engagement' include

- Notes provided that are not so detailed that all the answers are given. Rather they provide terms, theorems, and problem statements. Students fill in the "notes" page with definitions and their work on the problem statements.
- Group work on a problem. Teacher distributes blank transparencies to several groups that will write up their answers to present to entire class. Teacher can point out what worked or did not work for each answer.
- Students' work on a problem (on the board) related to that day's topic. Volunteers will come to the board to present their solutions. Teachers spend a few minutes discussing the solutions.
- Teacher pauses after asking questions, to let students answer and then compares answer with teachers own that is now shared. Both answers are discussed.

As can be seen our master classes using peer instruction techniques are not nor should they be confused with traditional lecture style presentations.

Break Out Seminar Groups

Once this peer instruction is completed students are then split in to smaller groups. Here we will promote:

- Co-operation
- Enquiry
- Problem Solving

- Systems Thinking
- Peer Education
- Community Assisted Learning

We have identified a number of techniques that we will apply to each of these themes. These techniques will be designed in to our curriculum content. They will be individually evaluated to measure their effectiveness across subjects and in subsequent years be targeted where they are most effective. These techniques are

1. Co-operation

Classroom Response Systems use technology that promotes and implements active and cooperative learning.

Cooperative Learning involves students working in groups to accomplish learning goals.

Structured Academic Controversy is a type of cooperative learning strategy in which small teams of students learn about a controversial issue from multiple perspectives.

Just-in-Time Teaching gets students to read assigned material outside of class, respond to short questions online, and then participate in discussion and collaborative exercises in the following class period.

Scale-Up is a Student-Centered Active Learning Environment. Carefully designed studio classrooms facilitate student teamwork and instructor movement between groups.

2. Enquiry

Classroom experiments are activities where any number of students work in groups on carefully designed guided inquiry questions.

Indoor Labs provide students with opportunities for structured investigations and experiments of materials, models, and other equipment.

Measurement and Uncertainty provides science educators with clearly written, effective material to teach introductory level students the fundamentals of effective measurement, and describes how to integrate these ideas into science teaching. This increases scientific literacy, helps students use data to understand science concepts during inquiry-based labs and activities, and prepares students for future science education.

Process-Orientated Guided Inquiry Learning (POGIL) is a research-based learning environment where students are actively engaged in mastering course content and in developing essential skills by working in self-managed teams on guided inquiry activities.

Research Skills provides opportunities for students to collaborate on actual research projects, learning about both a particular topic in a field and the

research process in general.

Socratic Questioning (Philosophical Enquiry) turns a master class into a guided discussion.

Teaching with Spreadsheets allows students to "get their hands dirty" by working with real-world data. Spreadsheets make abstract or complex models accessible by providing concrete examples and allowing "what if" analyses.

Using Socio-Scientific Issues to Teach Science combines the use of controversial socially relevant real world issues with course content to engage students in their learning.

3. Problem Solving

Coached Problem Solving is a class format in which teachers provide a structured, guided context for students working collaboratively to solve problems.

Context Rich Problems are short realistic scenarios giving the students a plausible motivation for solving the problem.

Documented Problem Solving is an active learning assessment technique in which students become more aware about their learning and their problem-solving, resulting in a transition from the "steps used to solve a problem" to the application of analytical and critical thinking skills.

Guided Discovery Problems offer intriguing puzzles to solve, structured hands-on activities, carefully worded leading questions, crucial hints, and just-in-time presentations of information in order to escort students step-by-step through the process of discovery.

Inventing and Testing Models approach uses Model-Eliciting Activities, which are posed as open-ended problems that are designed to challenge students to build models in order to solve complex, real-world problems.

Investigative Case-Based Learning involves students in addressing real world problems.

4. Systems Thinking

Interdisciplinary Approaches to Teaching entails the use and integration of methods and analytical frameworks from more than one academic discipline to examine a theme, issue, question or topic. This approach will be used during our project themed weeks.

PhET Interactive Science Simulations is a suite of research-based interactive computer simulations for teaching and learning physics, chemistry, math, and other sciences.

Process of Science means going beyond the content to help students understand how we know what we know and giving them the tools they need

to think scientifically.

Teaching Quantitative Reasoning with the News describes how one can use media articles as the main content for a course focused on honing students' ability to critically think about and analyze quantitative information.

Teaching with the Case Method combines two elements: the case itself and the discussion of that case. Teaching cases provide information, but neither analysis nor conclusions. The analytical work of explaining the relationships among events in the case, identifying options, evaluating choices and predicting the effects of actions is the work done by students during the classroom discussion.

Testing Conjecture is an effective way of engaging students in learning and helping them to develop their reasoning abilities.

5. Peer Education

Jigsaws are an option when you have several related data sets you would like students to explore. In a jigsaw, each student develops some expertise with one data set, they then teach a few classmates about it (and learns about related data sets from those classmates).

Peer Review uses interaction around writing to refine students understanding.

Peer Led Team Learning engages teams of six to eight students in learning sciences, mathematics and other disciplines guided by a peer leader. Peer leaders are drawn from the pool of students who have done well in the course previously

Role Playing immerses students in debate around issues.

6. Community Assisted Learning

Service Learning offers the opportunity to link academic learning with community service.

Teaching with Community Volunteers incorporates talented undergraduate students, primarily in mathematics and the sciences, chosen for their broad interest in teaching and prepared to provide support for student learning in interactive classroom environments.

Using Media to Enhance Teaching & Learning can engage students and produce more meaningful and deep learning experiences by using films, television shows, popular music, news stories, literature, documentaries, and videos from sources such as YouTube.

We will work in partnership with our Teaching School partner and our Principal and their senior team from approval to opening to shape the content of our curriculum through which our approaches are fully utilised. We know that there will be additional professional challenges placed upon our teaching staff in implementing methodologies in such a systematic approach. Whilst we will be supportive towards this and put in place additional training and

support we are committed to applying a more systematic approach to our pedagogy.

Alternative Curriculum Pathways

We are committed to providing multiple curriculum pathways that meet the individual needs of our students. These include

Year 9 fast track

Our timetable will be flexible enough to allow year 9 students to begin GCSE courses if appropriate and take 1, 2 or 3 years to complete them. Time could be taken from Art and Humanities to create extra time for MFL, Science, and History.

Main Route

Students will use their option time to complete GCSE history. We expect most students to take this route and they can achieve the EBACC with at least 8 GCSE's including double Science plus an ICT qualification.

Science Route

For those students who wish they can use their option time to increase their science time to complete triple science at GCSE. For those students we will have altered their year 9/10 curriculum to make sure they can obtain a GCSE in History to achieve the EBACC. We expect a small number of students to take this route and they can achieve at least 9 GCSE's plus an ICT qualification. We can staff this but we might want to work with one of our partner secondary schools for added flexibility.

Vocational Route

For some students a vocational option will be available via well - established courses at a local school or FE college. Oldham has good 14 – 19 provision with an extensive range of collaborative courses that we could feed students into. We expect a small number of students to take this route and they can achieve at least 7 GCSE's plus an ICT qualification. The EBACC will be available for those who can complete their MFL GCSE via extra time in year 9 and extended day provision.

Flexible Route

For special needs students or recent arrivals with basic English there might need to be a restricted timetable to ensure competency in the core subjects and some life skills. We expect a small number of students to take this route and they can achieve at least 5 GCSE's but the EBACC is unlikely.

When we will teach

Our plan covers both our 6 period **core day** (8.30 – 16.00) and our **extended day** (16.15 – 18.15).

We have taken the opportunity to have a fresh look at the best way to organise the school year. After examining several options we have decided to put in place a 5-term year of equal terms.

Our proposed compulsory school year will be 190 student days in a pattern of five equal terms. This allows for

- Better curriculum planning due to even length of terms
- Regular two week breaks which are more beneficial to students and staff
- A reduced summer break of 4 weeks which reduces the well researched “**summer learning loss**” particularly prevalent for disadvantaged students and those in transition from primary to secondary.

Our revised school year helps bring consistency to our curriculum. It minimises loss of learning through both reducing the length of terms and reducing the length of the summer holidays.

How long we teach for

The table below demonstrates the additional time (over 40% more) that our pupils spend at Key Stage 3 per week on the core competences (English, Maths and Science) in comparison to an average secondary school.

	Hours per week	Hours per school year	3x Subject Specific Project Weeks	Compulsory Saturday boosters	Total core hours over school year
Collective Spirit	5	175 (35 weeks)	28 (1 week)	10	213
Typical Secondary	4	152 (38 weeks)	0	0	152

Our additional emphasis is possible through:

- A longer school day
- 3x project weeks per school year each emphasising a full week of core subject specific activities
- 10x Compulsory Saturday booster camps spread throughout the school year
- Shorter summer holidays and a 5-term year designed to maximise learning
- All lessons delivered by teachers with an average staff to pupil ratio of 1-12
- Increase contact between teacher and pupil outside of the classroom and in extra curricular activities

The table below demonstrates the typical extra time our children at KS3 will spend in learning over a typical when compared to a comparable secondary school in Oldham.

	Taught hours per day	Taught hours per week	Taught hours per school year
Typical Oldham Secondary	5	25	950
Collective Spirit	6 (Mon- Thurs) 4 (Friday)	28	1,064

Our extra contact time is typically derived from an extended school day. Additional learning hours through 10x compulsory booster weekends and an average of 4 hours of enrichment activities per week will result in a further 212 hours per school year in addition to the 1,064 hours detailed above.

In total, over the course of a year our pupils will spend 1276 hours engaged in high quality learning, over 25% more time in school over a school year than a conventional secondary school. Over the course of 5 years our children will have spent the equivalent of 1¼ years longer in school than a conventional secondary school.

Our approach here is based upon practice taken from KIPP schools in the United States where evidence is emerging demonstrating a correlation between increased attainment and more time spent in school engaged in quality education.

Who we teach

From analysis of our proposed catchment area and the educational achievements of local schools in our area we know that children from our poorest schools are not achieving to the levels children from our richest schools are. The table below demonstrates the gap in achievement. We have already identified in our vision that the closing of the gap is enhanced through manipulation of data

Table of % of pupils achieving 5 GCSE (including English & Maths)

School type/Year	2000	2005	2010
Poorest Schools	7.66	10.66	33.66
Richest School	52	63.33	71
Variance	44.34	52.67	37.34

We know from analysis of the demographic profiles and ward analysis of our school location that many of our students will come to us with

- Low levels of literacy and numeracy including English as a second language
- From poor and disadvantaged families (our target wards included areas ranking in the top 1% indices of multiple deprivation)
- Higher rate of absence and exclusions

- From families where disproportionate numbers of parents left school without any formal qualifications

Our proposed school seeks to address these challenges as part of our curriculum features. This includes:

Improving Literacy & Numeracy

We have designed our curriculum to address a number of weaknesses that we have identified in existing practice that result in children and young people from our poorest communities still lagging considerably behind their more affluent peers when leaving school. Our approach to *innovative learning* includes:

- Increased instructional time
- Flexible Learning Environment
- 5-term school year
- Extended skills based curriculum

Our approach to our school environment ensures that not only will our children spend up to 30% longer in school, over the period of a full school year, they will also engage in a more qualitative learning environment through our small class sizes, innovative and varied learning techniques and high teacher to pupil ratio.

This approach ensures that our children spend both more time in school and experience higher levels of positive engagement whilst there.

Our approach seeks to address the deficit position from which many of our students will arrive in Year 7.

Enhance Pastoral Care – Supporting children from poor and disadvantaged communities through ongoing diagnostic assessment

The fundamental purpose of testing at high-performing schools is to diagnose and guide the instruction of individual students (see for example, Carter 2000, Kannapel & Clements 2005, Ragland et al 2002).

Here teachers use assessment data to identify where students should improve and adjust their teaching strategies accordingly. Because teachers assess students individually, they can tailor instruction individually.

Each student will have a personal plan based on a rigorous assessment at regular intervals (shared with the student and their parents). This will ensure that individual needs are known and addressed e.g. SEN, EAL, social and emotional, gifted and talented. We provide ongoing diagnostic assessment using two complementary approaches.

Our psychologically underpinned assessment methodology (ISA) is able to identify additional factors that impact upon a student's ability to make the most of school. It identifies both strengths that can be built upon as well as weaknesses that need addressing.

Our report card approach tracks academic progress and provides teachers, pupils and their families with a clear and concise reporting system through which progress is measured across every subject on a termly basis.

Specifically our approach will

- Measure progress – annual ISA baselines assessments that are repeated as and when required
- A report card system introduced to measure academic progress on a term basis.
- Shape individualised teaching strategies - information from the assessments and report system informs individualised development plans for each pupil
- Provide support - behavioural, attendance and attainment challenges are easily identified through the support of comparative analysis of data and information from ISA assessments is used to inform interventions.

Through regular assessment we can replicate and indeed strengthen the value that testing brings to high achieving schools. Our smaller school size additionally lends itself to achieving this easier than would otherwise be possible.

The curriculum will also be designed in a manner that enhances opportunities. Our pupils will have an **entitlement** to have experiences that otherwise would not be available to our students. English will be enhanced with visits to the theatre, Mathematics, with work experience opportunities with our business partners and Science with study visits to our University partners and the Regional Science Centre at Oldham Sixth Form College.

Our Citizenship content will provide opportunities for the application of civic responsibility through opportunities for community service.

Subjects such as RE and Humanities (History and Geography) will teach our students the values of tolerance, diversity, equality and support them to be able to identify, avoid and be resilient to negative pressures that they will be exposed to within their communities.

Our curriculum is designed to provide opportunities for more effective involvement of our pupils across the wider community. It is also designed to help safeguard our pupils from dangers within their communities.

Building resilience to bad behaviour, absence and exclusions

We know that excellent behaviour and attendance is vital in our school. Our behaviour management approach is designed to build resilience across all aspects of the lives of our children. A team of clinical psychologists with knowledge and experience of how to effectively support our children have designed our approach.

We respond to the educational and societal challenges that young people from disadvantaged and segregated backgrounds often encounter. Research conducted by [REDACTED] from Brunel University and author of

Educational Failure and Working Class White Children in Britain found that

- Working-class children often fail to achieve their potential because their cultural identity and their behaviour at home or on the streets is so different from what is expected of them in school.
- School has to be a safe place. If it becomes a high-adrenalin environment, where children play the power games they play on the street, then it's hard for them to achieve."

Our approach is underpinned by proven techniques and not by those that are simply popular.

Our parents tell us that 'understood discipline'; respect and positive attitudes are vital for the development of our children. We have designed our policies to ensure that these attributes are easily identifiable throughout our approach.

An essential characteristic of our school ***faith sensitivity*** can be seen throughout all aspects of our curriculum. This includes:

- Single sex form groups and sensitive use of single sex ability groups for some subjects where there is evidence to demonstrate enhanced educational attainment.
- Sports curriculum facilitates for non-contact mixed sports (badminton, tennis etc) supporting positive interaction between sexes whilst remaining faith sensitive
- School holidays adjusted to accommodate key religious festivals for all major faiths
- Weekly Collective Worship focuses on shared values across faiths
- Core subjects taught through a prism of faith awareness that emphasis the contributions of people of faith to their respective subjects. At all times our subjects will look to teach the contributions made to society by people of faith and thereby strengthening real world value of faith rather than ideology.
- Values and ethos of the school underpinned by the shared morality across faiths. Used in particular to support pupils attitudes to discipline and behaviour, respecting difference, valuing diversity and contributing to community.

We consider ***faith sensitivity*** to be an asset. We believe that a curriculum underpinned in this manner will meet the needs of our parents, facilitate a positive learning environment for our pupils and significantly reduce the negative and divisive impact faith can have on the development of our children.

Our teacher/student relationships will be underpinned using philosophical inquiry (P4C). This will ensure that children are trained to question and explore different perspectives. This will be a key value underpinning our vision and all staff will be trained in P4C methods. Our pupils will be trained to question religion, to gain insights from faith and apply these in to their own lives. ***Faith sensitivity*** is a non-devotional approach.

Additionally, a faith sensitive approach takes the best practice from successful faith schools which emphasis:

- A strong sense of moral values that underpins learning
- Excellent discipline and behaviour
- Effective pastoral system

A faith-based approach consistently results in lower levels of unauthorised absence, suspensions and exclusions as demonstrated by the table below. The comparison is based upon 2011 data published by the DFE. It compares the 2 schools in Oldham, within our catchment area, based upon their free school meal intake. Free School Meal % has been used to demonstrate additional need hence the comparison based upon these factors.

	FSM %	Overall absence%	Unauthorised absence %	Persistent absence %
Faith School	6.3	4.88	0.32	4.7
Community School	4.7	4.78	0.59	5.9

Significantly this table demonstrates that even though the free school meal % is 1.5% lower in the standard state community school there is negligible difference (0.10) in overall absence whilst at unauthorised and persistent absence levels the faith school even with its higher ratio of children on free school meals performs better. Whilst this is only a localised and small example it reaffirms the belief in our communities that a faith based education is more effective in supporting children from disadvantaged backgrounds.

As a parent that took part in a focus group who's friends child attends a local Church of England Secondary school states:

You go in to a normal school and you struggle to see exactly what it is they stand for. In a faith school it is clear that there is a higher sense of morality with stronger rules. Of course this rubs off on my children.

I have a friend that sends their children to a faith school; She was lucky to get in to the local faith school. Before they went to secondary school they were identical. Now, even though I bring my children up the same as she does, there is something extra about her children.

They're not a particularly religious family either, they were just lucky I suppose. We tried and didn't get in. It's clear for all of us, for all our friends, that the faith school is better, it helps bring them up the right way.

Through our research when speaking with parents from across our communities we found that characteristics found in faith schools to have been deemed 'very important' when choosing a school. We have considered this in designing our behaviour and attendance policies.

Our approach to safety and discipline has been designed in preparation for the challenges that we know many of our children will come to us with. Combining methods developed by clinical psychologists working with some of

the most disadvantaged and dysfunctional families alongside proven methods in our high achieving faith schools we are confident that we can support our children to make the most of their educational opportunities.

Parents as Assets

The report *Dispelling the Myth: High Poverty Schools Exceeding Expectations (1999)* found that high-performing schools were increasingly engaging parents in processes that would help them understand standards and student work.

Teachers and staff at these schools view parents as "critical partners" in the learning process (Ragland et al 2002).

Carter (2000) also found school staff actively working with parents to bring learning into the home. He explored the contract model, where parents literally sign a contract with the school, committing to getting the child to school on time or helping with homework, for example.

Evans (2006) found that most working-class parents think education is important, but they see it as something that happens in school, not in the home.

Our approach recognises and responds to the need to actively involve parents by ensuring that:

- Parents sign a contract with the school as part of the application process ensuring that there is clarity in understanding of their and the school role in supporting their child.
- Where literacy and numeracy needs are identified amongst parents the school supports and signposts parents to appropriate services and the parent commits to participating in these.
- All parents have regular timetabled 1-1 meetings with school in addition to traditional parents evenings.
- Where necessary the school visits parents at home to keep them updated on the progress of their child
- All parents have the option of a minimum of 10 hours voluntary involvement in the life of the school per year.

We recognise that parental involvement in the education of a child is essential and have designed this in to our school. Our practice goes beyond traditional methods of PTAs and Parent Governors.

Our Curriculum Plan

Our basic curriculum plan shows the proportion of learning given over to each subject or area of learning for each year group. The plan and table show our commitment to

- The core subjects of English, Maths and Science with 5 hours each.
- The use of History as part of our Options route at KS4 to achieve the English Baccalaureate
- Commitment to in school timetabled homework support. 1 hour @ KS3 and 2 hours @ KS4. The additional hour at KS4 provides further support with preparation for exams.
- Faith sensitivity through RE/P4C/Citizenship and collective worship totalling 4 hours
- Additional breadth in the curriculum through the compulsory participation in 2 sessions (4 hours) of the extended curriculum
- 3x project weeks per school year each emphasising a full week of core subject specific activities
- 10x Compulsory Saturday booster camps spread throughout the school year. Students select participation in subjects as required

COLLECTIVE SPIRIT CURRICULUM PLAN											
YEAR	ENG	MATH	SC	RE	CORE WEEK					OPTIONS	TOTAL
					P4C/CZ	MFL	HUM	ART	SPORT		
7	5	5	5	2	1	2	3	2	2		27
8	5	5	5	2	1	2	3	2	2		27
9	5	5	5	2	1	2	3	2	2		27
10	5	5	5	2	1	3			2	3	26
11	5	5	5	2	1	3			2	3	26
TOTAL	25	25	25	10	5	12	9	6	10	6	
Additional collective worship and homework support takes the core week to 29 hours for all											
EXTENDED											
Each student to take part in a minimum of 2 extended sessions of 2 hours each week.											

Distinctive features of our curriculum plan

Having described in other sections of our bid some of the characteristics of the communities that CS will serve, we feel that our curriculum needs to take into account several key factors:

- Most of our students will come from minority ethnic backgrounds and whilst we wish to ensure that they have a full understanding of the language and culture of Britain, we feel that we need to provide opportunities to validate and broaden understanding of minority cultures.

- We want our students to understand the importance of cohesion and tolerance, which we believe can only come through the broad exploration of what culture means to different groups.
- Our focus on the core subjects will be a cornerstone of our curriculum, because many of our students will not have the vocabulary or the written and spoken fluency that is necessary to fulfil their potential. However, our focus on the core must also take into account the backgrounds and prior knowledge/perceptions of our students.
- Our day-time curriculum will have the flexibility to deliver some of the features outlined above, but our complementary curriculum, delivered through our extended school day will give us the time to offer a wider range of experiences.
- We need to develop language skills and a curiosity about the world. Philosophy for Children will be a prominent feature, or guiding force, of our curriculum, because its emphasis on enquiry or curiosity about the world sits with our aim of developing young citizens who understand their role in the world, and because its focus on language and discussion will nurture the linguistic skills that our students need.

We shall follow a modified version of the National Curriculum, tailored to meet the needs outlined above, designed to reflect more accurately the backgrounds and heritage of our students. We want our students to develop a strong sense of their own culture, but also to develop as confident, young citizens of 21st Century Britain with a good understanding of the history and achievements of the United Kingdom.

English GCSE, for example, requires students to study some literature from other cultures, but we feel that we can expand and tailor the range of poetry / prose studied to more accurately reflect the culture of the communities we serve. We will build visits to the theatre and poetry readings into the curriculum, but also residencies by writers and artists who, again, will reflect a range of cultures. Our core team has contacts already with a number of interested writers/artists who are keen to support our vision.

Similarly in **Science**, the study and achievements of early, hugely influential middle-eastern and North African scholars can help to give a sense of shared history and perspective to our students who might not necessarily understand the contribution made to science and medicine by these scholars. Such an approach reflects our **faith-sensitive** ethos, in that it seeks to take what is admirable and ground-breaking from across a range of cultures so that our young people can develop a bigger picture of the world around them, both past and present.

We feel that there is a balancing act between the standard requirements of the National Curriculum, the preparation of our students for life and work in 21st Century Britain, and a greater examination of the wider cultural influences from across the globe that have come together to shape our contemporary society.

In the study of the **Creative Arts**, we feel that the varied nature of our students can provide a rich source from which to draw inspiration. We will adapt our curriculum so that it reflects the artistic and creative traditions of our communities.

We envisage at Collective Spirit, a vibrant, colourful environment with students' work on display that represents modern Britain, but is also informed by the history and traditions from all over that have resulted in the world we live in today.

Throughout will be the sense of **shared-values** and **common experience** that reflect back to our vision.

Built into our curriculum are theme-weeks during which the normal curriculum will be replaced by a week of special activities around a theme. These weeks will help us to put into practice some of the features outlined above and will also enable links across subjects to be strengthened.

Case Study- Theme Week

Carnival might be the theme of such a week for Year 7. Below is the experience of one student during the week.

MONDAY: ██████ begins the week in the lecture theatre with the whole year group who are given a presentation by a local artist, including film-footage, about the origins and traditions of carnival.

An outline is given of the main activities for the week.

█████ first session is within a group of 12 students who are carrying out a research task about "Religious Celebrations". Their brief is to find common elements among celebrations across religions and to make a multi-media presentation at the end of the day to a group of parents and governors.

TUESDAY: working with a artist brought in for the week, ██████ and her group will be making masks, hats and outfits for a Carnival Parade scheduled for Friday morning. Two local shops that specialise in clothing for the Asian and African-Caribbean communities have donated materials.

WEDNESDAY: In the morning ██████ takes part in a P4C enquiry into the question "Why are celebrations important to people?" Part of the session, prior to discussion, involves the group setting up a vox-pop stall at the local shopping centre for an hour to interview local people about the issue. Digital recorders and cameras will be used.

In the afternoon, the whole year group work with a team of dancers to develop a carnival routine for Friday's celebration.

THURSDAY: ██████ is in a group of 25 students tasked with a Creative Writing Project. Introduced by our Writer in Residence for the week, a performance poet of Afro-Caribbean heritage, members of the group will see a performance, learn about the language and delivery style of the poetry and produce their own piece of writing.

FRIDAY: Rehearsals and parade. The year group of 50 students will perform a carnival parade including costumes, hats, performance of poetry and steel-drum music.

Extended Skills Based Curriculum

Monday to Thursday 16.15 – 18.15 will consist of a number of term length modules available to students. There would be compulsory attendance on 2 evenings and students could attend more by agreement. The modules can be age specific or be offered to vertical groups.

We want our students to have as broad a curriculum experience as possible. Our core day rightly has a focus on depth in a range of subjects. Our extended day will broaden our curriculum, develop new skills and provide additional support time and space for learning which some of our students will not find at home. Some of the modules will be designed to build on the core subjects and deliver literacy, numeracy and science / technology skills in different settings.

We are in negotiation with a range of industry providers and would expect to have at least the following range on offer from our industry partners.

Modules	Provider
Music	Bangdrum Ltd
Drama	Peshkar Theatre Company & GW Theatre Company
E Media	Groundwork Trust
Graphic Design	Local Restaurants
Photography	Manchester School of Photography & David Eaton Ltd
Horticulture	Groundwork Trust
Engineering	GCM Consulting Engineers
Architecture	Edge Structural Design Ltd
Hospitality	Local Provider tbc
Creative Arts	Precious Arts
Motivational & Teambuilding Activities	SkillForce
Community Action	Rise 2010
First aid	St John's Ambulance – local branch
Extra language/Booster Classes	Part Time Teachers

Our skills based extended curriculum provides opportunities to put in to practice learning from these core competences in to real world situations and lend itself to additional vocational qualifications. For some students an additional vocational qualification at Key stage 4 will be important. Our partnership arrangements with employers and our proposed school location being within walking distance of the local FE College help with this.

We expect this extended time to also deliver softer but still important outcomes including

- **Improved self esteem**
- **Teamwork**
- **Problem solving**
- **Vocational and work related skills**

We envisage that the majority of our proposed intake (from the top 1% most deprived wards in the country) will need the school to provide them with this breadth of experiences and the chance to learn new skills.

We will also make available complimentary qualifications in areas such as Peer Education, Philosophical Enquiry and Integrative Complexity. Our pupils will use these qualifications to enhance community involvement initiatives that they are involved in and of course enhance their CVs.

Our extended curriculum will be vertically grouped and mixed ability between Year 7 to 9. Year 10 & 11 will be separately vertically grouped and also remain mixed ability. In line with our ethos our older students will be encouraged to support in the delivery of our extended curriculum to our younger students.

Our longer school day, additional timetabled weekend provision and opportunities to apply learning in to real world settings will ensure that our children have the necessary core competencies to progress in to employment or further education.

In our vision we state that

Particularly amongst our poorest communities, existing educational provision is either not working, or not working fast enough. Using a radical approach to schooling, taking the best from international practice alongside new and original ideas, we will quickly become an exemplar school transforming the academic achievements and life aspirations of children from amongst our most deprived communities.

Our curriculum plan outlined in this section sets out what features our radical approach will have. Underpinned by our characteristics of a small school and faith sensitivity our approach incorporates

- A longer school day
- Emphasis on core subjects
- Innovative use of class room layouts size and groupings
- Teaching partnerships
- Curriculum pathways
- Evidence based behaviour management systems
- Use of external partners in the delivery of our extended curriculum
- Involvement of parents and the wider community as partners in education

These features combine to fulfil the aspirations of our vision through the delivery of a truly radical approach to a curriculum that has systematically revisited and questioned the effectiveness in which children are taught in schools.

On all of our publicity we ask the question - *If you had the chance to start again, how would your new school be different?*

Here we have demonstrated how our school would be different. Below are a series of case studies through which our approach is demonstrated

Case Study - A day at Collective Spirit

██████████ is a Year 7 student at Collective Spirit and is almost at the end of her second term. She chose Collective Spirit, together with her parents, for her secondary schooling for a number of reasons: her family is Muslim, but have relatively liberal views on many aspects of life and did not want either a single-faith school or an all-girls school; ██████████ did not want to go to the other schools within easy travelling distance of her home because of their size – too large - because they seemed to consist of either very predominantly white intakes or the reverse and what they had to offer did not seem as personally tailored to her needs as Collective Spirit. She is pleased that her year group has plenty of other Muslim students, but also has a wide mix of white, Indian and Afro- Caribbean students. Her parents had been adamant that after attending an almost entirely Pakistani primary school that she mix with a wider range of young people at secondary school in order to prepare her for the wider world.

Her mornings start at 8.00am at Breakfast Club. ██████████ parents both work and it suits them to bring ██████████ early to school where she can socialise with friends and have a good breakfast. She feels that catching up with friends early in the day means that she is ready for lessons when they start. Mornings are spent on core subjects. ██████████ has not always been confident in Maths, but is able to access additional support one afternoon a week on a one-to-one basis and this has increased her confidence. She also finds that doing maths in an all-girl class has helped because she has realised in the past that the boys tended to dominate.

She enjoys the fact that class sizes are varied according to the task. Typically, a new topic in a core subject will be delivered first lesson of the day to the whole year group of fifty students which is then split into to groups of around twelve for the detailed work. ██████████ has become used to using her iPad on which all the texts and information she needs is stored. She is able to get help very easily in any of these core-subject lessons because there is always a trainee teacher there to answer questions as well as the main teacher.

On some mornings, ██████████ class goes to use the specialist Science facilities at Collective Spirit's partner school within walking distance. Afternoons have a different feel because the groupings are even more varied including mixed age groups.

██████████ has enjoyed sport at Collective Spirit, which is a mixed, afternoon activity. She is a promising badminton player and enjoys playing with boys as it stretches her and has improved her game. She has become involved in Drama for the first time, not as an actor (she thinks she could never perform on stage) but as a sound and lighting person. Some older teenagers from Peshkar, a local youth arts organisation, have been coming in one afternoon a week with sessions running through until 5.45pm. ██████████ has learned how to use lighting and musical effects and will be part of the team putting on an end- of- term event for parents.

Earlier in the year, ██████████ had a big argument at home with her older brother, who tends to be bossy. Her form tutor, who she sees every day for both registration and some lessons, noticed that ██████████ was not her usual self and arranged for a visit to the support unit for a chat with a mentor. ██████████ feels that school is very supportive and that there will always be someone she can go to with a problem.

Her school day is longer than for some of ██████████ friends at other schools, but she does not mind, as she is able to do some of the work she would normally do at the mosque because the Imam knows the school staff and they have agreed to work together.

Reluctant as she is to admit it, ██████████ really enjoys the safe, positive atmosphere of school.

Philosophy For Children (P4C) – What is it?

P4C is widely in use across schools in the UK, both primary and secondary. It is not a subject or even a course in the orthodox meaning of the word. It is, rather, an approach, a frame of mind or an attitude to both the idea of education as enquiry and as a way of engaging with the world.

It is based on the concept of Socratic Dialogue or Enquiry and is the perfect vehicle for giving people, of whatever age, the skills and vocabulary to examine, discuss, discover or enquire. It is not a body of knowledge, but a way of developing group dialogue, on any topic, in the pursuit of truth – on the understanding, of course, that truth is both elusive and will often mean different things to different people.

For P4C to work, the group facilitator (in school this will usually be a teacher) has to undergo training to be able to lead a Philosophical Enquiry. Briefly, this means learning to facilitate, to guide, to encourage, to navigate the way out of dead-ends, to include and to safeguard without giving away a personal position on any issue or taking sides.

The basis of P4C is “the enquiry” which is a group discussion, ideally of around 12 students, with participants seated in a circle. For beginners, the facilitator can provide resources in the form of a story, an object, a picture etc. to stimulate the drafting of an open-ended question, a “big” question. After a while, groups will become capable of generating their own topics for enquiry.

For example, if a History class is studying a particular period of history involving a war, the teachers might read a Wilfred Owen poem or show them a picture and ask the group in pairs to come up with an open-ended question to which there is no simple “yes” or “no” answer. This is no an easy concept to grasp initially and so the teachers can give examples. Questions are written down in pairs, then pairs are joined, questions shared until each pair chooses one until eventually the group as a whole votes to select the best open-ended question arising from the stimulus.

Then the enquiry begins. So, if the question was “Why do countries go to war?” the teacher will now set out some rules before inviting the person who formulated the question to begin the discussion. The rules are crucial:

- One person speaks at a time
- Respect at all times must be shown for others' views
- Phrases like “I disagree with [REDACTED] because . . .” “I can see what [REDACTED] meant, but I'd like to add..” “I think what [REDACTED] meant is that . . .” are encouraged, in other words the **LANGUAGE** of reasoned discussion
- No personal comments are allowed, or emotive dismissal such as “that's rubbish!”
- No one HAS to speak
- The notion that the enquiry, whilst it may lead to some enlightenment, is not designed to arrive at definitive truth, is encouraged, which also stimulates the notion that some questions (in fact most questions worthy of debate) are too big to be able to answer

The teacher's role is to guide, to clarify or summarise if this is needed to keep the flow and to help move the young people along **LINGUISTICALLY** and **INTELLECTUALLY**. P4C is a vehicle for extending vocabulary and developing the kind of academic debate that is the stuff of A Level essays and beyond.

Given the right atmosphere and some thoughtful, age-appropriate stimuli, it can produce wonderful results.

P4C Case Study 1

A Science class is studying the environment and the issue of the scarcity of resources in the 21st Century arises. The class teacher, having undergone P4C training, had anticipated this issue and sets a research task for homework to be followed by a P4C enquiry during the next lesson. The enquiry involves small group work to arrive at a big, open-ended question. In this case the class arrives at, “Is it fair that 20% of the world’s population should consume 80% of its resources”.

This is followed by a 40 minute discussion which explores definitions of resources, historical precedent, morality and possible theological/scientific answers to difficulties. The aim of the session is not to come up with a comprehensive answer, but to deepen understanding, develop enquiry skills, to broaden the language of discussion and to put scientific issues into a moral context. A reflective homework task is set after the enquiry discussion.

P4C Case Study 2

An English class has read “Of Mice and Men” and have raised the issue of the book’s ending during which George effectively executes Lennie by gunshot, to protect him from further suffering, again, the teacher was aware that this is an issue and sets up a P4C enquiry. The class arrive at the question “Is it ever morally acceptable to kill another person for their own good”.

A 30 minute discussion follows which the teacher thinks will increase the students understanding of the authorial voice in literature, raise the students’ awareness of the moral aspect of literature, stretch the students’ vocabulary by dealing with a complex, moral issue and illustrate the difficulties of creating a satisfying ending to a novel.

D2: Set out a coherent and feasible school timetable and calendar.

Our School Day

Our school day will be 8.30 – 18.15 Monday to Thursday and 8.30 – 15.00 on Friday. The **core** day will be 8.30 – 16.00 and the **extended** day will be 16.15 – 18.15.

	MONDAY - THURSDAY	FRIDAY
8.30 – 9.00	FORM TIME / ASSEMBLY	FORM TIME
9.00 -10.00	PERIOD 1	PERIOD 1
10.00 – 11.00	PERIOD 2	PERIOD 2
11.00 - 11.15	BREAK	BREAK
11.15 - 12.15	PERIOD 3	PERIOD 3
12.15 – 13.15	PERIOD 4	PERIOD 4
13.15 – 14.00	LUNCH	LUNCH
14.00 – 15.00	PERIOD 5	COLLECTIVE WORSHIP
15.00 – 16.00	PERIOD 6	
16.00 – 16.15	BREAK	
16.15 – 18.15	EXTENDED CURRICULUM	

Core – All students will have 29 – 1-hour compulsory core sessions each week. 26 (@KS4) or 27 (@KS3) of these will be taught lesson time with the remaining time used for collective worship and homework support. KS4 students have an extra hour allocated for homework support.

We have produced a model school timetable that meets our needs and can be staffed from the details shown in the budget section of our plan. The timetable for each year group is displayed later in this section.

Extended Curriculum – For all students (unless there are specific needs which make it impossible) there will be a minimum of 2 compulsory extended sessions per week. As explained the majority of these sessions will be for students to choose but there will be occasions and circumstances where the content and attendance will be compulsory.

Our school term and year

We have taken the opportunity to have a fresh look at the best way to organise the school year. After examining several options we have decided to put in place a 5-term year of equal terms.

Whilst giving us the learning advantages shown below it does not drift too far from the traditional 3-term year in its placement of holidays. Parents can see that while it differs from the primary school dates of other siblings it will not cause complications for family holidays etc.

Our proposed compulsory school year will be 190 student days in a pattern of five equal terms. This allows for

- Better curriculum planning due to even length of terms
- Regular two week breaks which are more beneficial to students and staff
- A reduced summer break of 4 weeks which reduces the well researched “**summer learning loss**” particularly prevalent for disadvantaged students and those in transition from primary to secondary.

The 2-week holiday at the end of May will necessitate some students and staff coming into school for public examinations but this is not seen as a problem as the school would be open for revision sessions at this time. We plan to offer extended session opportunities in the majority of holidays.

Our proposed school year also gives us the flexibility to respond to the religious needs of our students and their parents by recognising significant religious festivals by allocating ‘faith days’ for the whole school or individuals.

A sample calendar for the first 2 years of the school is shown.

COLLECTIVE SPIRIT CALENDAR 2013 / 14 AND 2014/15 – 5 TERM YEAR

2013 / 14	DAYS	2014 / 15	DAYS
TERM 1 School Open Monday 2/9 – Friday 11/10 30 Holiday Monday. 14/10 – Friday 25/10 10		TERM 2 School Open Monday 18/8 - Friday 10/10 38 Holidays Bank holiday – 25 th Aug. 1 Eid –al-Adha – 3 rd Oct. 1 Mon. 13/10 – Fri. 24/10 10	
TERM 2 School Open Monday 28/10 – Friday 21/12 40 Holiday Monday 23/12 – Friday 3/1 10		TERM 2 School Open Monday 27/10 – Friday 19/12 40 Holiday Monday 22/12 – Friday 2/1 10	
TERM 3 School Open Monday 6/1 – Friday 28/2 40 Holiday Monday 3/3 – Friday 14/3 10		TERM 3 School Open Mon. 5/1 – Fri. 27/2 40 Holiday Mon. 2/3 – Fri. 13/3 10	

COLLECTIVE SPIRIT CALENDAR 2013 / 14 AND 2014/15 – 5 TERM YEAR

2013 / 14

DAYS

2014 / 15

DAYS

TERM 4	
School Open	
Monday 17/3 – Friday 16/5	42
Holidays	
Easter – 18 th & 21 st April	2
May day - 5 th May	1
Mon. 19/5 – Fri. 31 st /5	10

TERM 4	
School Open	
Monday 16/3 – Friday 15/5	42
Holidays	
Easter - 3rd & 6 th April	2
May day – 4 th May	1
Mon. 18/5 – Fri. 29/5	10

TERM 5	
School Open	
Monday 2/6 – Friday 18/7	35
Holiday	
Monday 21/7 – Friday 15/8	20

TERM 5	
School Open	
Mon. 1/6 – Wed. 15/7	33
Holiday	
Thursday 16/7 – Friday 14/8	22

In year 1 this gives 187 student days, as term cannot begin before 1st September 2013.

This gives 193 days. 3 faith days can be allocated.

Staff training days would be taken in holidays.

The midweek closure in July is to allow for Eid – al- Fitr

All Eid holidays fall in scheduled holiday time.

KEY STAGE 3 CURRICULUM

The tables below demonstrate sample timetables at Years 7,8 & 9

TIMETABLE	YEAR 7				
	<i>MON</i>	<i>TUE</i>	<i>WED</i>	<i>THU</i>	<i>FRI</i>
1	RE	MFL	ART	MFL	MATHS
2	HUM	RE	HUM	SPORT	ENG
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
3	ART	SCI	CZ	MATHS	SCI
4	MATHS	MATHS	SCI	ENG	SPORT
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	ENG	ENG	MATHS	SCI	CW
6	SCI	HUM	ENG	HWK	

TIMETABLE	YEAR 8				
	<i>MON</i>	<i>TUE</i>	<i>WED</i>	<i>THU</i>	<i>FRI</i>
1	RE	SCI	RE	SCI	ENG
2	SCI	MATHS	ART	MFL	MATHS
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
3	ENG	MFL	SCI	ENG	HUM
4	CZ	ENG	MATHS	HUM	SCI
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	SPORT	ART	ENG	MATHS	CW
6	MATHS	SPORT	HUM	HWK	

TIMETABLE	YEAR 9				
	<i>MON</i>	<i>TUE</i>	<i>WED</i>	<i>THU</i>	<i>FRI</i>
1	SCI	RE	MATHS	ENG	MATHS
2	RE	MFL	SCI	MATHS	SCI
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
3	MATHS	ENG	ENG	MFL	ENG
4	ENG	CZ	ART	SCI	SPORT
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	ART	SCI	HUM	HUM	CW
6	SPORT	MATHS	HWK	HUM	
EXTENDED DAY					

SUBJECT	KS3 HOURS	%
ENGLISH	5	19
MATHS	5	19
SCIENCE	5	19
RE	2	7
PHILOSOPHY / CITIZENSHIP	1	4
MODERN LANGUAGES	2	7
HUMANITIES	3	11
ART	2	7
SPORT	2	7
OPTIONS (Year 9 Fast track)*	3	11

Key Stage 3 CORE DAY TIMETABLE

Rationale

We prioritise the core subjects of English, Maths and Science because we believe they are the foundation for a broad and balanced curriculum that will give our students a full range of choices for progression at 16. Our parents also value these subjects. This prioritisation is evident through 57% of the core taught week being devoted to these subjects. Our timetable also tries to prioritise these subjects ensuring morning sessions for these core subjects wherever possible.

For many of our students English will be the key subject. Based on our long experience of working with English as an additional language (EAL) students we know that despite the majority of them being born in the UK they still need language support. In our experience many of our students are not as immersed in English outside of school as would be ideal. In many of their homes it is likely that at least one parent does not speak fluent English. Their main TV will regularly be switched to foreign language stations and English books and newspapers will be limited.

Literacy will permeate all we do – not just formal English lessons but also form time activities and extended curriculum time. All of our staff will be trained to provide literacy support.

Research into underachievement in Maths has shown that the language used in the lessons can be a huge disadvantage to EAL learners. All our classroom staff will complete the accredited LILAC course that has been proven to have a significant impact on EAL achievement.

Our remaining core subjects have been chosen to give breadth to our core day and to enable our students to complete the EBACC. Religious Education is an important part of our vision. We will follow the locally agreed syllabus as determined by Oldham SACRE. Our group members include the Chairs of Oldham SACRE and Oldham Interfaith Forum. In our vision our curriculum will involve learning about and from the major world religions.

We want our students to become good citizens and so citizenship (including PSHE themes) is a discrete subject. We will train all our teaching staff and students to use the principles of philosophical enquiry (P4C) and it will be extensively used in citizenship lessons as a method of dealing with difficult and controversial topics with its principles being used also in other subject areas.

All of our students will study a modern foreign language in the core timetable. This is likely to be Spanish or French. We will make international links with schools in France and Spain and use ICT to set up learning opportunities. As part of their **entitlement** we will ensure that all students undertake at least one foreign residential experience in their time at school.

The Humanities (History & Geography) will teach our students about their world and will encourage the values of tolerance, diversity and equality and

enable them to identify, avoid and be resilient to negative pressures that they will be exposed to.

Art offers creativity in the core timetable and the chance not only to develop skills and techniques but also opportunity to look at our world and its history and diversity as reflected through art and architecture.

Qualified sports development staff will lead our sport curriculum. There will be a range of activities on offer during the year involving team sports, non contact sports and the options of mixed or single gender.

Collective worship will take place after lunch on Friday and will be the final session of the week. Worship will be non denominational and will involve the students in the planning and delivery.

Homework support is deliberately timetabled because for many of our students the home environment will not be conducive to study and we want no barriers to learning for our students. One hour is timetabled in key stage 3 and 2 hours at key stage 4. In addition on nights when students are not taking part in extended day activities they can remain in the building for study until 18.15.

ICT will not be delivered as a discrete subject. We will however use it as an integral part of the way learning is delivered, systems operate and communications improved. We will supply all students with a tablet e.g. iPad. This will store interactive textbooks, enable email and organise calendars and timetables. Students will also have access to laptops and desktops and they will use ICT to produce homework, create projects, produce newspapers, video and photo essays.

Staff will have similar devices linked to the SIMS suite of resources to use for registration, assessment, behaviour recording, reports etc.

Parents will be able to log on and access up to date information regarding the progress of their child.

The use of ICT and the development of ICT skills will be integrated into all the schemes of work. Additional support will be available for students who struggle. The recent freeing up of the ICT syllabus by the DFE reflects the fact that students are arriving at secondary skills with good ICT skills and secondary schools need to find new ways of developing and using those skills.

***Year 9 options (fast track)**

Our timetable will be flexible enough to allow year 9 students to begin GCSE courses if appropriate and take 1, 2 or 3 years to complete them. Time could be taken from Art and Humanities to create extra time for MFL, Science, and History.

KEY STAGE 4 CURRICULUM

The tables below demonstrate sample timetables at Years 10 and 11

TIMETABLE	YEAR 10				
	<i>MON</i>	<i>TUE</i>	<i>WED</i>	<i>THU</i>	<i>FRI</i>
1	MATHS	ENG	ENG	MATHS	SCI
2	ENG	SCI	MATHS	ENG	ENG
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
3	RE	MATHS	RE	SCI	MATHS
3	SCI	MFL	MFL	CZ	OPT
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	OPT	OPT	SPORT	SPORT	CW
6	MFL	HWK	SCI	HWK	

TIMETABLE	YEAR 11				
	<i>MON</i>	<i>TUE</i>	<i>WED</i>	<i>THU</i>	<i>FRI</i>
1	ENG	MATHS	SCI	RE	ENG
2	MATHS	ENG	ENG	SCI	MATHS
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
3	SCI	RE	MATHS	MFL	SCI
4	MFL	SCI	CZ	MATHS	OPT
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	OPT	OPT	SPORT	SPORT	CW
6	HWK	HWK	MFL	ENG	
EXTENDED DAY					

CORE	MAIN ROUTE	SCIENCE ROUTE	VOCATIONAL ROUTE	FLEXIBLE ROUTE
ENGLISH	5	5	5	5
MATHS	5	5	5	5
SCIENCE	5	8	5	5
RE	2	2	2	2
CITIZENSHIP	1	1	1	1
SPORT	2	2	2	2
HISTORY	3	COMPLETE IN YEARS 9/10	3	Fully flexible to allow for extra core subjects / vocational etc.
MFL	3	3	Possible completion via extended day	
VOCATIONAL			3	
GCSE	8 +	9 +	7+	5+
EBACC	YES	YES	YES (need MFL)	NO

Key Stage 4 CORE DAY TIMETABLE

Rationale

We continue to prioritise the core subjects of English, Maths and Science. Our aim is for most students to enter GCSE in both English Language and Literature. We also expect most students to be able to complete an accredited course (GCSE for many) in ICT. We offer 4 routes for students although as the first year 9 students would not be starting until 2015 this can only be indicative.

Main Route

Students will use their option time to complete GCSE history. We expect most students to take this route and they can achieve the EBACC with at least 8 GCSE 's including double science plus an ICT qualification.

Science Route

For those students who wish they can use their option time to increase their science time to complete triple science at GCSE. For those students we will have altered their year 9/10 curriculum to make sure they can obtain a GCSE in History to achieve the EBACC. We expect a small number of students to take this route and they can achieve at least 9 GCSE's plus an ICT qualification. We can staff this but we might want to work with one of our partner secondary schools for added flexibility.

Vocational Route

For some students a vocational option will be available via well - established courses at a local school or FE college. Oldham has good 14 – 19 provision with an extensive range of collaborative courses which we could feed students into. We expect a small number of students to take this route and they can achieve at least 7 GCSE's plus an ICT qualification. The EBACC will be available for those who can complete their MFL GCSE via extra time in year 9 and extended day provision.

Flexible Route

For special needs students or recent arrivals with basic English there might need to be a restricted timetable to ensure competency in the core subjects and some life skills. We expect a small number of students to take this route and they can achieve at least 5 GCSE's but the EBACC is unlikely.

Progression

We want all our students to progress to the post 16 place of their choice. Our curriculum gives all students the means to do that. We already have good contact with the major post 16 providers and we will continue to ensure that our students obtain those qualifications to allow them to make an informed choice.

The local Connexions service is provided by Positive Steps Oldham. We will work with them to provide careers guidance and counselling for our students throughout their time at Collective Spirit. Some of this delivery would be through citizenship time, some through individual mentoring and some

through extended day provision where our students work alongside representatives of business and industry.

Homework support will be timetabled for 2 hours each week as the demands of examinations takes more importance. The **extended day** provision will provide progression modules such as careers and interview skills. It will also give the opportunity for time to convert other interests and talents formed outside school or in extended modules into qualifications including community languages, and ICT.

Pupil Organisation

How our pupils will be organised

Year Group

Year Group will have two forms. These forms will be single gender. Once full we will have 5 year groups. Each form will approximately support 25 students. We acknowledge that we are not likely to get an even gender split. We have accommodated for this in our form groups plans. We can reduce and or increase the sizes of forms by up to 20% before we may run in to issues.

Each Year Group will be taught each lesson in the timetable together. Here we will introduce the lesson using our Peer Instruction approach outlined in D1. The entire year group of 50 students spend the first part of a lesson together as part of a 'master class' then break out in small seminar style groups based upon ability, gender or a combination of both. These will be 4 smaller groups of approximately 12 pupils each.

Staffing

Our ideal arrangement is therefore for the core subjects, at least, for 50 students to be timetabled together.

This would allow for setting, lead lessons, project and group work sub groups, depending on the needs of the students.

We have taken an approach where we believe that we can overcome the multiple disadvantage faced by our prospective students through ensuring that we have a team of staff supporting our student grouping – 2 specialist teachers and a mixture of teaching assistants, Classroom Managers, specialist SEN or EAL staff and our proposed trainee interns (recent graduates recruited locally who are planning to become teachers).

We consider that this team approach composing of multiple skills (teaching and non-teaching) will be more effective than traditional single teacher led approaches that feature in most secondary schools.

We know that the *quality of the teacher is far more important than the class size*. Our team approach reduces the risk that this may cause. Additionally, we are committed to training all of our teachers in our proposed pedagogy as outlined in D1. We are committed to introducing a more systematic approach to our teaching teams where methodologies are applied based upon evidence

and effectiveness. Our teachers will be fully supported in strengthening their skills in this area and using them to become more effective teachers.

How our pupils be allocated to classes (our smaller seminar sub groups)

Our seminar style breakout groups are split accordingly; combining mixed ability, gender and setting groupings. We believe in a flexible approach and using whatever technique works. It may be for some subject setting is appropriate, for other subjects mixed ability groups.

There is also emerging evidence that for certain subjects single gender groupings are an effective way through which to bridge attainment gaps that are evident through comparison of data between boys and girls.

With the whole year group available in one shared space we can use a variety of pupil allocation groupings including:

- Working groups split by ability (sets)
- Option for single sex sets
- Option for project based group work in mixed ability or set groups
- Option to withdraw pupils for 1-1 support or target groups of pupils for SEN, EAL work as necessary

Our rationale for setting, mixed ability groupings and single gender grouping has been outlined in the previous section (D1)

Setting

We will use setting by ability in our core subjects and where possible in other subject areas. We believe this is the best method to raise the achievement of all our students by meeting their individual needs, including for the following reasons

- Targeting and matching resources to needs is more manageable
- Teaching methods can be better adapted to different learning styles
- Pace can be adapted to suit different needs
- Appropriate challenge is easier
- The strengths of teaching staff can be better deployed

Our setting will be flexible and can be different in discrete subjects. This can help alleviate labelling. Our regular assessments will ensure that movement is possible and that students can change to the most appropriate set.

Mixed Ability

At times a mixed ability grouping might be better (Art, RE & Citizenship) e.g. a P4C session in citizenship or a group work project and we can accommodate this also.

Mixed/Single Gender

Through combining appropriate mixed gender/single gender classes alongside both ability based and mixed ability learning our curriculum will be

flexible enough to maximise the learning of our students and meet their different needs.

We have intentionally designed our sports curriculum to allow for mixed gender in some sports. We believe that positive interaction between boys and girls through non-contact sports (such as badminton and table tennis) will better equip young people to fully integrate with the opposite sex as they approach adulthood.

These interactions will challenge stereotypes and help foster positive relationships. In particular they will be of benefit for young women who are often arbitrarily excluded from such interactions.

House System

A House system will be developed that creates vertical groupings and pastoral support for a range of activities - curricular (specialist weeks or projects) and extra curricular. Our ethos will promote respect and support for all. House groupings will exemplify that by allowing older students to take on roles as mentors for the younger ones.

Through having year specific form groups, a vertical house system and innovative use of setting and mixed ability sub groups we can target activities to best support the individual needs of each one of our pupils.

Extended Curriculum

For our extended day provision the whole range of student grouping will be used as appropriate. Some of the sessions will be directed at e.g. year 8 maths revision and students will be allocated by need. Some sessions will be voluntary and we will accept any relevant applications e.g. drama. Some sessions are aimed at new skills e.g. video production and these could be mixed ability and age. As the school progresses we would expect to see older students becoming teaching assistants in some of the courses for younger students.

Collective Spirit Entitlement Diploma

The student intake of Collective Spirit will be characterised by young people from socially and economically deprived areas of Oldham. They are likely to have attended primary schools with mono ethnic intakes and their travel is likely to have been restricted to family based visits in the UK and abroad.

We will set out a range of entitlements that we expect all students to take advantage of in their time at Collective Spirit.

- A tablet computer
- A designated mentor
- An individual learning plan with targets
- Family support
- A bank savings account
- Quality, flexible accredited work experience
- Extended activities after the core day

- At least one live theatre visit and one live music performance
- 3 university experiences in years 7, 9 and 11
- Visits to art galleries and museums
- Visits to places of worship
- Community service in a wide range of activities including volunteering
- Residential visits with at least one being overseas

This list will be finalised prior to opening and an online journal will be produced allowing the students to record their experiences.

We will produce a Collective Spirit Entitlement Diploma at bronze, silver and gold levels. As students complete the various stages of their entitlement they will receive credit via the diploma. We will expect

- All students to achieve bronze level
- 66% of students to achieve silver level
- 33% of students to reach gold level

How the organisation of pupils match our school's vision, ethos and curriculum

Our vision is to create a high achieving 'faith sensitive' small school. The organisation of pupils by year group that are subsequently split in to small grouping that combine setting, mixed ability and single/mixed gender. This is based upon an approach that uses evidence and research to ensure that the approach we use is the most effective. The use of the most effective approach for each individual setting will help us realise our ambition to create a high achieving school.

Faith sensitivity is applied through the effective mixing of pupils by a range of factors – it will be impossible for our students to find themselves in exclusive faith group settings. Our approach includes using evidence prior to the commencement of the school year to inform classroom layouts and our house system. Our **faith sensitive** approach emphasis morality and shared values. The use of specific techniques within our teaching, such as philosophical enquiry, helps strengthen this.

Our plans for our house structure include naming these after key religious (and non-religious) figures that were valued across humanity. For instance names such as Ghandi and Mother Teresa are likely to feature. We will finalise these in consultation with the parents of our first cohort of students.

Our **small school** approach is reflected in our overall numbers (250), our form groups (25) and in our small classes (averaging 12).

Innovation and **teaching partnerships** also figure highly in the organisation of our students. We use multiple teachers & external specialists in the delivery of our curriculum. Our school day, term and year are all shaped to address existing shortcomings in the education system and introduce a fresh and radical timetable, many aspects of which have been proven to raise achievement.

How our approach will change as the school develops

We are committed to a rigorous process of monitoring, review and evaluation. We know that many of the aspects of our approach will be seen to be radical. It is essential that we monitor and evaluate the impact of all aspects of our approach and review and evolve our offer as a consequence of evidence.

There is a commitment to monitoring and evaluation with consultation with our staff, partners, parents and students used to review our approaches. Ultimately it will be the impact that our approach has on raising achievement that will determine the effectiveness of our approach.

Our proposed Transition Support Team will aid the Principal and the school staff in measuring the effectiveness of our approach.

Our partnership with a local high achieving Church of England Secondary school will assist us to compare the progress of our students on a year-by-year basis. This will be essential as our first GCSE results will not be known until the summer of 2018.

How our system of organising pupils improve learning outcomes

Ours is an evidence-based approach. Whilst we value the benefit of small class sizes we also think that this opportunity needs to be maximised. Our combination approach (setting, mixed ability, single/mixed gender) and willingness to be flexible ensures that once we have our students in a small class we make the most of this opportunity.

We have repeatedly been cross-examined questioning the financial viability of our approach and whether our potential income can realise our vision. We have detailed in section G clear and comprehensive budgets that demonstrate that our approach is viable, long term financially self-sufficient and offers clear value for money. Our school timetable, calendar and the way we support our students has been designed to realise our vision. Specifically it seeks to address the challenge that:

Particularly amongst our poorest communities, existing educational provision is either not working, or not working fast enough. Using a radical approach to schooling, taking the best from international practice alongside new and original ideas, we will quickly become an exemplar school transforming the academic achievements and life aspirations of children from amongst our most deprived communities.

D3. Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

In our ***Vision*** we emphasise the way in which education can be the most effective support for young people in overcoming their challenging life circumstances. Our transformational teaching practices, delivered in a ***small school***, will liberate our students from the limitations of poverty, underachievement, low expectations, social exclusion, disadvantage and deprivation.

Our 10 Key Principles represent the framework upon which hang our strategies for ensuring that our young people achieve to the maximum of their ability and become the best young adults they can on entering life after school. We consider that a ***faith sensitive*** approach effectively equips our children, many from the most segregated communities in the country, to effectively engage and contribute to wider society.

We understand fully the crucial importance of an ***asset-based*** approach, placing the needs of the child at the centre of everything that we do, from the formal curriculum to the informal activities and exchanges that make up the extended life of a school. The nature of the assessments, the quality of the monitoring and the setting / reviewing of challenging targets, set out in detail below, will be vital in realising our vision.

We understand, from the collective experience of our core-team, that the varying needs of different pupils can be subtle in their differences. Case studies below will throw some light on, for example, the need not to confuse Special Educational Needs with English as an Additional Language needs, or the need to distinguish Learning Difficulties from Behavioural Difficulties. Identifying the needs of individuals accurately will lead to the most effective interventions.

Our ***teaching partnerships*** enhance levels of communication, both formal through meetings, and informal through day-to-day conversations. Consistency in teacher pupil contact strengthens relationships ensuring that our staff know our children well. This will be vital in realising our vision of a school in which each pupil feels both individually valued and catered for.

Referral procedures and structures, set out below, will reflect our relentless focus on meeting the needs of all students, which in turn will deliver that realisation of the potential of all pupils.

We aim to narrow any gaps in performance that our pupils have experienced prior to joining us because of socio-economic background, gender, race or other factors. We shall focus rigorously on building ***resilience for life*** and overcoming the barriers to achievement that may have affected our pupils in the past and have within our core-team practitioners with proven track records of having done this from both within and outside of formal education.

We place immense worth on both quantity and quality of education. Our **innovative learning** approach ensures that school days are longer and the staff to pupil ratio lower than in comparable schools. We are familiar with the growing body of evidence that is suggesting that this has a positive impact on educational outcome, particularly for children from economically disadvantaged backgrounds. We know that the majority of our students will come from such backgrounds and have anticipated their needs in our plans.

We have high **expectations** of our students and shall not be making excuses for the backgrounds of many of them. We will be recognising, realistically and practically, that there will be issues to be addressed if our young people are to realise their potential and to escape from the cycles of underachievement that have held so many people back in the past. Our **enhanced pastoral care** is designed to reduce the impact that external factors have in negatively impacting on the development of our students.

We also aim to stretch the most able of our pupils through a range of techniques including vertical grouping and fast tracking GCSE (early entry @ Year 9).

Additionally, our extended school day enables the most gifted and talented to obtain further qualifications, both academic and vocational through support from our partners in the **community**.

At Key Stage 4 we have multiple pathways for all our students including

- Main route
- Science Route
- Vocational Route
- Flexible Route

These pathways are designed to maximise our ability to tailor our offer to the needs of each individual student ensuring that each and every one leave school with **meaningful qualifications**.

STRATEGY

One advantage of a **small school**, with a relatively small number of teachers and assistants, is the greater likelihood of achieving the holy grail of “consistency”. Our interview process, our induction programme, training and our on-going Professional Development process will enable us to ensure a continued focus on our 10 Key Principles, so that:

- The importance of meeting the needs of all students, Special or otherwise will be central. We recognise and will meet the provisions of the SEN Code of Practice and the DDA.
- All members of staff and relevant partners will know the practicalities and the rationale behind our SEN, G&T, EAL, Inclusion and Behaviour policies. We will achieve this through a systematic induction programme, high quality training and continued monitoring and evaluation

- All members of staff will be trained in P4C so that language development, discussion and enquiry will be at the heart of the curriculum and will help both those with learning difficulties through to Gifted and Talented
- We can support pupils who have learning difficulties by concentrating on the core skills of reading, writing, speaking and listening. This will complement our P4C approach. Targeted intervention and support will automatically be offered for those who are not making sufficient progress at whatever level
- We will be able to be rigorous in intervening because small numbers accommodates a very proactive level of intervention. We will differentiate the composition and delivery of the curriculum to support individual pupil needs working with a range of community partners.
- We recognise the need for a graduated approach. Identification of need will come from assessments or from concerns of class teachers or other staff. The process will be as follows
 - Most interventions will be in the classroom in response to a temporary difficulty meeting the needs of the majority of students.
 - School action is for a protracted period of insufficient progress and will be identified by discussion with SENCO. This may lead to an IAP outlining additional support
 - School action plus will result if difficulties continue despite school action. At this stage parents will be more involved and outside agencies may be involved brokered through the **inclusion forum**.
 - Referral and statutory assessment will apply to a very small number of students and may result in a statement of SEN outlining detailed long-term support. Consultation with parents, outside agencies and the LA will be carried out.
- Our referral structure will be clearly understood by all and will set out a clear hierarchy of appropriate interventions within school, but also from outside of school when we recognise that additional skills or expertise is needed. Meetings will be regular and manageable
- Developing positive partnerships with parents will be a priority and will be ensured through termly meetings to review progress and plan further intervention, but also through an ethos that will put parents, who have themselves not always had positive educational experiences, at their ease.

All of the above stem from our Key Principles because we recognise that in a small school we can more easily develop a “family ethos” in which young people feel valued, known, looked after, monitored and stretched. There will clearly be key roles for certain members of staff within this, but all members of staff will be familiar with our principles because the size of the school makes this possible.

Responding to the needs of specific groups of students

Gifted and Talented:

We know that regardless of background, gift and talent, cross boundaries. Indeed we are fully aware that nurturing talent is an effective means of overcoming deprivation. We recognise the importance of early identification and support for our gifted and talent students and have a robust strategy in place through which we can support them to fulfil their potential, in whatever area – academic, vocational, sport, music, arts, languages, music, drama or other gift that they show a spark of. Our support for this group is facilitated through:

- A combination of primary school information, CAT tests and assessments will identify our Gifted and Talented cohort at the beginning of the school year.
- Our flexible class groupings (including setting) and additional in-class adults will enable us to differentiate between the more able and those needing additional support. Gifted and talented students can be pushed to achieve higher levels of learning and attainment.
- Our flexible class groupings, small class sizes and typical staff to child ratio of 1-12 will ensure that gifted and talented students are not held back because the teacher needs to concentrate on supporting the less able.
- Some students may be entered early for GCSEs.
- In addition our complementary curriculum will give us broad scope for tailoring activities for more able students. Examples might include a talented cricketer being linked to one of the many clubs that surround Oldham or a gifted linguist joining a class at our partner school to study a language that we cannot offer.
- The generous provision of ICT facilities, including tablets for staff / students, together with direct links to home to help parents monitor the progress of their child, will help to facilitate extension projects as part of the complementary curriculum. Our gifted and talented students can also continue their learning at home.
- Our arts activities delivered by outside partner organisations like Peshkar will also provide for talented students. Peshkar runs Arts Award schemes up to gold Level for individuals and has expressed a willingness to include our students in its scheme. Professional experts in their areas of talent will support gifted and talented students wherever possible through the extended curriculum.
- Mentoring – where we identify specific gifts and talents we will attempt to match them with a mentor from our wider community that can support them to fulfil their potential. Community mentors play a valuable role in our offer. We consider their support valuable for not just those at risk.

Students with SEN

We understand and will meet the provisions of the SEN Code of Practice and the DDA. All of our staff will be trained to understand, identify and successfully support students with SEN within our school environment. We accept that these students, in most instances, will require additional and

targeted support to fulfil their potential. A key feature of our small school is that we are strongly placed to provide the personalised service that this group require. Specifically we will

- Planning - Be prepared through gleaning as much relevant information as we can from our pre-start home visits and liaison with primaries. We will know who our SEN students are likely to be and incorporated them in to our annual pre term commencement plans. Once at school we will develop a targeted and individualised intervention plan. We will identify categories through testing, assessment and school information around mild learning difficulties, dyslexia, behavioural difficulties or other issues. Our own baseline tests will add to any received information.
- Co-ordination - Our Senco will be responsible for coordinating information and will pass on a register of SEN students including individual IAPs to highlight both need and useful strategies. The fortnightly meetings, chaired by the Senco, will monitor progress against targets.
- Responding - Each cohort of 50 students will always have 4 adults present, allowing for flexible grouping of students including withdrawal to even smaller groups and/or 1-1 support as and when necessary. Our small class groupings will allow for easier identification of the suitability of existing groupings.
- Reviewing - This information will be regularly reviewed with the student and parent (at least once per term) to ensure that our SEN children are receiving the support that they need

We are committed as in all our work to a partnership approach with any organisation or individual who can help meet the needs of our students. This will include liaising closely with Oldham LA, educational psychologists (including our own in house from year 5 of operation), health and social care staff and voluntary organisations.

Our budget includes funds for buying in additional support as needed. We have anticipated in our planning a figure of 17% for non-statement students with need for school action and school action plus. This figure is derived from local secondary schools actual figures.

Class teachers, together with the Senco, will plan the use of both TA and Intern support, so that, for example, a small group of 3 School Action SEN students might start a Maths lesson with the full group, then break off with a TA to work at the level most appropriate to them with differentiated material that has been jointly planned between Senco/teacher/TA. A School Action plus student will receive in-class support, but will also receive weekly 1-to-1 support. Planning time for teachers and TAs will be built in using Friday afternoon after Collective Worship.

Any Statemented Students will have additional support, over and above our main staffing and, again, will start within a class group, but may break off into a smaller group or as an individual when necessary. We will ensure that

Reviews are timely, parents are fully involved and that review conclusions are acted upon.

Disabled Students

We recognise that our disabled students may include hearing-impaired, partially sighted, wheelchair-bound or those who suffer from specific medical conditions.

We are fully committed to ensuring that our disabled students have their needs fully met ensuring that they have every opportunity to participate in the full school life at the same levels as their non-disabled peers. In order to ensure this we will:

- We will have identified the needs of any disabled students through pre-start visits. Where we will have closely liaised with the student, their parents and any external agency involved in their support.
- Prepare relevant school staff prior to student starting so that they are fully prepared to accommodate and make adjustments to teaching in line with individual needs.
- Train and raise awareness of disability issues, through our Philosophical Enquiry curriculum time, for all staff and students.
- Phased introduction, if necessary, of student through which they are supported to access parts of the school day alongside their peers and some lessons that are fully adjusted to meet their needs separate from their peers until they are confident and able to fully engage to the best of their abilities within the mainstream life of the full school.
- Secure extra resources in terms of IT equipment, enlarged worksheets etc.
- The Senco will liaise weekly with parents.

To the best of our abilities our aim is to support our disabled students above and beyond all existing legal requirements. Our underpinning values provide the basis for our intentions. Our strategies, actions and indeed the success of our disabled students will bring to life our values.

Children from deprived backgrounds

Our research has identified that the majority of our children will come from deprived backgrounds and many will likely qualify for free school meals (our budget estimates 50%). We are fully aware of the correlation between deprivation and under achievement.

All aspects of our vision and ethos underpin our commitment to intervention with this group. All of our students will be regularly assessed, subject to challenging targets and progress monitored on an individual basis. We will not accept deprivation as a justification for under performance.

In practical terms we will offer

- Healthy free school meals
- Breakfast and tea-time meals
- Homework support

- Extended school day ensuring availability of school facilities to ensure space and security to study.
- Tablet computer for every student
- Enrichment programme that strengthens cultural capital
- Enhanced pastoral care including mentoring
- Parental support & learning

Our students will not underachieve because of hunger, lack of resources (physical space or equipment), parental capacity or because of a cultural capital deficit where the value of education and the opportunities it can unlock are not fully understood.

We understand that many of our poorest children will start secondary school from a deficit position in their levels of literacy and numeracy. Our curriculum has been specifically designed to emphasise these core skills. Our longer school days will further give them the extra time that they require to catch up. Our smaller class sizes and high staff to pupil ratio will further support them to excel.

EAL Students

We understand that EAL students vary in their needs from those who are newly arrived with no English, to those who have some English, but cannot fully access a mainstream lesson. We will respond in a targeted and personalised manner including:

- Assessment of individual students and tailor arrangements.
 - A new arrival with no English might spend a month working in a small group on language and social skills before gradually being introduced into mainstream classes with support. During this time they would also be supported to integrate in to the wider community through support from a Community Mentor.
 - A student with functional English, but not fluent, might benefit from immediate integration into the mainstream with in-class support from both a bi-lingual Teaching Teacher/Support Staff, student "buddy" and external Community Mentor
- We anticipate that some of our staff and interns will be bilingual. Regardless, we will also buy in qualified EAL staff to deliver the formal teaching of English as an Additional Language.
- As part of our commitments through our underlying principles of **asset based approach, enhanced pastoral care** and **community** we shall be running parent groups (we have previous experience of this) for adults wishing to develop their language skills. We will make time during our complementary curriculum for parents & their children to learn together.
- All our staff will undergo some EAL training. They will not all be experts, but will have an understanding of EAL issues and strategies

for teaching students who may appear to be fluent, but have some EAL characteristics that may be barriers to learning.

Children in Care

Our admissions policy will prioritise children in this category. We know that nationally children in care underperform. We are committed to putting in place interventions that overcome barriers to achievement. Specifically we will:

- Ensure that our ISA psychological assessments identify any issues that may impact upon a student's ability to fully engage in school. Results will be used to inform individualised learning plans.
- Brief staff of circumstance and any assessment findings and ensure that our monitoring systems pick up on any difficulties early.
- Liaise and work collaboratively with external agencies, foster carers etc that are responsible for the care of our students ensuring that they are regularly updated and fully able to support our students. We know that these students can have a chaotic home life and we will ensure that we remain in contact with carers and are kept updated of changes.
- Our experience tells us that such children wish to be treated as normally as possible. We will endeavour to ensure that any additional interventions put in place to support our students do not draw undue attention or increase stigma.
- Provide a designated and consistent mentor whom will support the student throughout the school year. We are aware of the disproportionate levels of truancy and school absence amongst this group and will seek to mitigate this through providing mentoring support.

Social, emotional, behavioural difficulties and disaffection

We accept that some teenagers do become disaffected and have behaviour issues. We hope, primarily, that the ethos of the school and the way in which students are treated, will minimise instances of disaffection and misbehaviour. However, we shall have in place a staged system of intervention to deal with any issues. This staged system is fully detailed in D6

Below is a case study demonstrating this stage approach in practice

CASE STUDY

██████████ is in Year 8. He came from a local primary school with average academic scores, but with a warning that he did not always respond well to authority, particularly female teachers, and that he had been excluded from school on two occasions, for verbal abuse of staff.

His parents chose Collective Spirit because they thought that a smaller school might make it easier to manage ██████████ and they liked the emphasis on regular feedback to parents.

██████████ is the youngest of six children and his parents say they have had no issues with the others, two of who have already completed degree courses.

They blame the bad influence of other children and see another advantage of Collective Spirit in that its “faith ethos” is likely to attract better children.

██████████ has reached Stage 4 in our behaviour system, having sworn at a female intern after she reprimanded him. In the subsequent meeting with parents, it was agreed to withdraw some privileges both at home and in school and that ██████████ would have a weekly meeting with ██████████, one of our community mentors.

██████████ works in a small local IT company, but also does some evening teaching at a madrassa and volunteered to become involved with Collective Spirit when he attended an open meeting to hear about what we were trying to achieve. He is open about his own youthful misdemeanours and is considered by our SENCO to be someone who might be able to help ██████████. Crucially, ██████████ has agreed to the meetings and a timetable for the restoration of privileges is part of the plan if there is sufficient evidence of changed attitudes from ██████████ over the next half term.

██████████ liaises with our Senco, who provides up to date information regarding ██████████ every week that has been collated from feedback from the teachers.

██████████ uses this information to mentor ██████████ with a view of supporting him to reflect upon and improve his behaviour. As part of the mentoring process ██████████ discovers that ██████████ has a low opinion of women, their leadership role and that this is reflected within his family and community.

██████████ liaises with the Senco and accesses a number of case studies that demonstrate the value and contributions of females to the very communities that ██████████ belongs to. He uses Philosophical Enquiry as a means through which these case studies are explored with ██████████.

██████████ behaviour and attitude towards female staff improves, and as part of his restorative process he volunteers to take part in a gardening project supporting local elderly widows.

██████████, ██████████ and the Senco meet. ██████████ reflects on his newfound position and apologises to the teacher he abused. The Senco shares with ██████████ parents the progress that he has made.

KEY ELEMENTS OF DELIVERING STRATEGY

Assessment: our outcomes are defined as ACADEMIC, ASPIRATIONAL, SOCIAL and ATTITUDINAL. Close relationships with parents, established from the start, good links with local primary schools to aid transition will enable us to establish meaningful baselines so that further assessment can be rigorous and relevant, ensuring ACADEMIC progress. Personal Plans, drawn up from these assessments and shared by pupils, parents and all relevant members of staff, will ensure that individual needs are identified and met.

Pre Start Home Visit: All pupils will receive a home visit, during the Summer Term prior to starting at Collective Spirit. This will enable a clear message to be sent out individually in terms of expectations, but will also give the opportunity for pupils and their parents to ask the kind of questions that they might be reluctant to ask in public. The home visit will establish from the word go that we will treat every pupil as an individual.

Pre Year Start Preparation: Form Tutors, Classroom Manager's and Senco all meet to analyse Personal plans. Analysis informs sub-grouping, classroom seating plans and importantly termly individualised targets based upon analysis of all available data.

Our induction and training programmes will ensure that members of staff and external mentors model the right kind of behaviour and will be consistent in setting the high expectations that we will demand from all our pupils. Our flexible afternoon sessions will enable the extra work on core subjects that some pupils may need, to be accommodated.

Aspirational and Challenging Targets: Home visits, primary school information and baseline testing will help to create a starting point for each pupil, but if we are to stretch our cohort and make up, in the case of some young people, for lost ground in preceding years, the pitching of targets at the right level is crucial. Pupils need to be stretched in order to overcome, for some of them, previous underachievement. We will create an **Aspirational** ethos by the use of top-quartile performance targets from Raiseonline / FFT predictions.

We recognise that **Social** and **Attitudinal** targets will be necessary for some of our pupils who may have experienced problems in the past or been hindered in their progress. These targets are often more personal and will be drawn up using good practice from Educational Psychologists.

Systematic Monitoring:

Our proposed 5-term year facilitates 5 assessment points for academic progress. Our other outcomes will also be monitored at regular intervals. We are committed to developing an innovative system of reporting to parents. In disadvantaged communities parental involvement can be a challenge at secondary level due to a range of reasons including language difficulties, lack of confidence and a cultural history of trusting the school implicitly. We want to develop an ethos that changes that picture.

Intervention:

Recent evidence in secondary schools showing improved achievement makes it clear that targeted intervention and support is critical. We will make use of the best intervention and support strategies to keep all students on target.

We will provide extra-curricular support through after school, weekend and holiday booster classes for all of our students. These booster classes will further support our students to achieve academic success. We will also aid young people who need additional support with a minimum offer of 2 hrs

mentor contact time per week. These mentors will be recruited from colleges and universities and will be assisted in supporting our most in need students.

Accountability:

Our Governing Body plays an active role in the life of our school. They will receive termly updates via the Principal on student progress against targets agreed at the beginning of the school year. They will be fully aware when targets are not being met and provide scrutiny of effectiveness of staff and interventions and help identify and inform additional support and/or alternative practice as and when necessary.

How we use ICT to support the needs of our students

Advances in ICT have been embraced in recent years by SEN teams. Both hardware and software have developed to the extent that they are now essential tools in successful student support. We would expect our ICT to support our work in the following ways

- On line testing will feature in our rigorous assessment. This can give much quicker results which speeds up the identification of need. It gives staff more time to spend working on individual needs than marking assessments.
- Our SIMS (or alternative) suite of management information systems will provide access to a wide range of data about all students. This will be readily accessible via the tablet computers to all education staff. They will know the needs of students and will be able to read and add to the data. Our aim is for all staff to be fully informed so that they can plan to meet the needs of all.
- There is a range of commercial programmes online that we will consider if appropriate for specific students or groups of students. These can support our own staff by providing extra capacity. They can offer flexibility and the chance for students to work on them at home.
- Our tablet computers will give students access to a wide range of programmes that can support specific need e.g. literacy and numeracy. E-readers can provide a range of fonts of different sizes that can encourage reading and help those with sight issues. Maths programmes can deliver innovative drill routines that engage reluctant students with numeracy problems. Many software packages will give instant feedback to students and this motivates and rewards.
- Our school will have interactive whiteboards and electronic voting systems. In many subjects there is excellent software that can engage all students and encourage participation. For students with additional needs there sometimes be a lack of confidence in taking an active part in lessons. ICT can help overcome this and generate confidence.

As part of our offer every student receives a tablet computer. This will have both practical benefits to the student, the teacher and the parent. The school will have its own 'intranet' system through which it communicates with students, pupils and parents.

Students have the benefit of saving all of their work in one place on a network (so that work never gets lost), access lesson plans, timetables, reading lists and links to books and web pages etc. The tablet is not intended to replace paper and in particular we do not intend to neglect student's developing their writing skills.

Teachers can use the tablet to share curriculum materials, set homework, demonstrate progress against targets etc.

Parents, have particular benefits, including the ability to log on and view monitoring and progress information for their child as and when they require. They can view set homework and put in place strategies at home as required. They can also contact individual teachers if required via the intranet system.

ICT is particularly of importance to our school family. Data from the local authority has identified that access to ICT still remains limited amongst many households in our target catchment area. In the ward of our proposed location only 61% have access to a computer at home (Oldham average is 71%) and only 55% have household Internet access (Oldham average is 68%) These are amongst the lowest figures in the town.

We will not allow this economic disadvantage to hinder the development of our students and have sought to mitigate against this with our ICT strategy.

Our approach to supporting disabled pupils and pupils with special educational needs, who may or may not have a statement or special educational needs

In the first year our Principal will incorporate the role of Inclusion Coordinator, including the role of SENCO. This demonstrates that at the heart of the school is the need to identify and address individual need. Once appointed our Deputy Head will undertake the role of SENCO

The school will comply with all relevant legislation including the publication of a disability equality scheme. All staff will undergo appropriate training as part of their induction.

In addition to admitting all students with statements who name the school we will play our part in the Fair Access Protocol organised by Oldham LA.

We will work in a way that fully embraces the SEN Code of Practice including

- Working with students and parents to reach their full potential,
- Fully including all students in the life of the school,
- Obtaining support from outside agencies if needed and
- Preparing students for adult life.

The approach of the school will be to complete thorough assessments on all students to identify need. SEN students might need more specialist provision and the SENCO will be responsible for putting that into place and making

regular evaluations to assess progress and adjust provision. Working with parents, as partners, will be an integral part of this process.

As a small school we recognise that we will not be able to have the wide range of specialist staff for SEN that might be found in a large school. Specialist provision is changing and it is now possible to buy in the full range of support in the Oldham area. Some of this support will be from private companies and some from LA or other schools trading services. We will finalise these partnerships prior to opening.

The nature of the school, that treats every student as an individual, requires that all staff be part of the assessment process. All staff will be aware of the provision necessary for each student and their part in delivering it.

Our gifted and talented students can also expect to be recognised and given additional support at school and at home to fulfil their potential. Our extended programme will give us further flexibility to meet individual need by designing individual programmes at the school or with partners.

EAL provision is likely to be an identified need of many students. Our advisory team have many years of very successful EAL experience that has demonstrably raised achievement. The features of successful EAL provision include training all staff in understanding the issues of EAL learners and how to address them. This includes good lesson planning, knowing the individual needs of students and a clear emphasis on the use of language. Some specialist provision will be needed and is readily available in the Oldham area.

Referral Process

As far as possible, we shall endeavour to gather information about our new Year 7 pupils before they arrive through liaison with local primaries and families. However, we recognise that sometimes information is either not forthcoming or is inaccurate for whatever reason, so we shall need our own baseline assessments and a system of referrals in order to make sure that no individual need is missed.

Form Tutors will be key members of staff for new pupils and will monitor, in particular, the social and attitudinal aspects of individuals. We know that some SEN needs will be identified during the course of Y7 and will not have been highlighted before arrival.

Once appointed the Deputy Head / Inclusion Manager will chair a fortnightly meeting, attended by key members of staff: EAL, Heads of English and Maths, Form Tutors when appropriate, Learning Mentors + any member of staff who wish to attend in the interests of specific pupils. Concerns will be flagged up in advance so that support-information / evidence can be gathered in the interests of addressing any additional needs that may have arisen. The Deputy Head's role will be as the focal point through which a range of support, both internal and, if necessary, external can be utilised. This approach will have been discussed in the summer home visits so that we will not be in the

position of suddenly introducing unexpected developments into an individual pupil's schedule.

Our core team has wide experience of dealing with external agencies from CAMHS to Speech Therapy, Youth Offending Teams to local mosques and is well aware of the benefits of using all available expertise in addressing the needs of young people. An underlying key principle is one of **community** and we are committed to a partnership approach drawing in support, for both those in need and for those that excel.

The example case studies below seek to demonstrate a sample of the effectiveness of our strategy in meeting the needs of pupils with differing abilities.

CASE STUDY

██████████ is just beginning Y8 at Collective Spirit. Baseline tests and assessment on arrival in Year 7 confirmed what his primary school reported, which was that ██████████ had underachieved in core subjects in particular. ██████████ own views, obtained via an interview with a trained teenage mentor from Peshkar Youth, was that he had enjoyed junior school at first, but had lost interest in some aspects of school during Year 5 and 6 and that he had been on the edge of a local gang of older boys. His coming to Collective Spirit was, his mother admitted, a desperate attempt to get him off a negative path of disengagement.

During the summer break, before starting Year 8 ██████████ attended a sports course at a local sports centre, organised by Collective Spirit and staffed by Community Sports staff. ██████████ developed a positive relationship with a young Pakistani football coach who could see potential in ██████████ as a player.

The Senco was able to engage the coach as a continuing mentor for ██████████, having weekly meetings after sports sessions. These have helped ██████████ to stay on track. The coach helped find ██████████ a local team to play for on Sundays, but ██████████ had also to agree to extra sessions on two afternoons a week to bring his literacy up to scratch.

Review sessions show that he has enjoyed P4C and likes the open-ended discussions around issues. Behaviour was not identified as an issue from Primary School, but more of a lack of motivation or willingness to make an effort. ██████████ has commented that he particularly enjoys learning in the smaller groups where he feels that his opinion is not lost. This has helped build his confidence and he now feels both valued and able to add value in the classroom.

The issue of gang membership has eased because ██████████ focus on football has demanded that he train and he has found his time filled. Meeting with ██████████ mother suggest that he has been better at home and had fewer arguments with his older sister and younger brothers.

Testing shows a jump in his reading age of nearly 2 years during Year 7.

He is, as a white pupil, in the minority at Collective Spirit, unlike at his Primary, but he has raised no concerns about this and is well liked by other students.

CASE STUDY

██████████ is due to start at Collective Spirit and is currently in Year 6 at a local primary school. He has been in the UK for 6 months, having arrived from Pakistan with very little English. He has only spent 2 months in Primary School as there were problems getting him placed when he first arrived, and so there is no meaningful assessment data available.

A concerned uncle, who thought that ██████████ would struggle in a school of 1200+ pupils, as he is shy and used to a semi-rural life in Pakistan, secured his place at Collective Spirit.

During the summer break a member of our bi-lingual liaison staff has met several times with ██████████ and his family to get more background information and to begin to assess what ██████████ needs are. Collective Spirit is open throughout the summer for various events and courses and so ██████████ has been shown round and has met many relevant people including the Deputy Head (who is the Senco) and EAL staff. ██████████ English is limited but is developing rapidly and he shows some aptitude for Maths, having scored well in our baseline test with bi-lingual support. He is clearly not SEN, but will need language support.

He will be linked to a Year 7 “buddy” or New Arrival mentor in September. This will be a pupil who has been through a similar experience to ██████████ several years ago and has been trained to support new arrivals. ██████████ will have in-class support and will do additional English on two afternoons a week. ██████████ father has been in the UK for 2 years, but his mother only arrived with ██████████ and two younger siblings. She has been persuaded to join one of our community classes in English.

D4: Tell us how your definitions and measures of success will deliver your aspirations for student achievement.

1. How we will plan for and measure the success of our school

How we will define success for the whole school and individual pupils

The success of the Collective Spirit School will be measured by the achievement and development of its students. Parents will choose the school because they want their child to achieve its potential within a faith value setting. The measures that the school will use to define success will include

- The vast majority of our students regardless of their background will achieve the English Baccalaureate.
- The majority of students will move on to Further Education.
- The school will offer a broad and varied range of extra curricular activities
- Flexible patterns of learning, which will allow for early entry to GCSE.
- The school will be oversubscribed.
- Strong community support and involvement in the life of the school
- Strong partnerships with other education providers, the voluntary and business sectors
- A clear value based ethos
- All students will fulfil their entitlement to a range of learning and life experiences.

Outline of our targets, why these are suitable and our strategy to achieve these

We consider that educational benefit can and should be measured beyond an exclusively narrow focus on academic achievement. This is not to say that we do not measure academic achievement. We do, and our standards are high. What we do know, however, is that children need a wider range of capabilities when leaving school and our approach to high expectations and pupil achievement reflects this.

Fundamentally we believe that poverty and disadvantage cannot excuse a lack of high expectations amongst our students. Consequently we set clear aspirations on the achievements that we expect of our pupils. We measure pupil achievement under 4 specific themes. These are

- Academic
- Aspirational
- Social
- Attitudinal

Academic

The immediate catchment area will draw young people from disadvantaged communities for whom English is not their first language. Our curriculum has been designed to bolster teaching time for English, Mathematics and Science.

Added emphasis on the core subjects will improve our students' chances of academic success.

Our academic outcomes incorporate flexibility to support earlier academic excellence and also to support alternative pathways through vocational support into apprenticeships.

Aspirational

We will track outcomes beyond school leaving, continuing to support former students up to graduation from university and transition into employment. Our research indicates that students from deprived backgrounds lack social capital so that even when they progress academically, they do not necessarily make the most of the options available.

Supporting aspiration is an additional challenge for young women from minority communities. It is necessary to encourage young women to consider career options that break stereotypes and aspire to move away from home to study.

We will promote interaction and partnerships with employers and leading academic institutions. Opportunities to learn from individuals within these areas will provide further inspiration. Too many young people fall short of reaching their potential.

Social

We know that society is not fair and that our students, because of their backgrounds, will face additional challenges in life. We will prepare our students to overcome adversity, building their resilience to protect them from negative influences from both within and outside their communities.

We accept that our students will encounter barriers to learning as a consequence of physical challenges (space at home), attitudinal (lack of understanding of value attached to education, cultural norms etc) and financial (the need to earn income to support the wider family unit). Wherever possible we will help to overcome these barriers.

Each student will be able to access school prior and after teaching hours; they will each be given a laptop / tablet to aid their studies. We will have designated family support staff in place to facilitate and encourage parental support. We will create community employment opportunities for students in partnership with local businesses, supporting them to earn income without financial exploitation or negative impact on studies.

Each student will have access to a pool of inspirational life mentors who each have areas of expertise and will make themselves available for support.

It is often the challenges that are faced outside of school that prevent students from succeeding and we want to do everything possible to overcome this.

Attitudinal

Every student will annually undertake a complex psychological assessment known as 'Identity Structure Analysis' (ISA). Findings from ISA are used to identify exact attitudinal issues and existing beliefs that an individual has that can be either strengthened and/or require minimising. ISA results will be used to create an individualised mentoring and educational support package of interventions for each of our students. At the end of each academic year the assessment is repeated helping measure progress.

ISA will aid staff in making informed decisions based upon actual evidence. It will help to avoid making generic judgments on entire groups of students.

Valuing attitudinal support is vital in supporting a student through school. Keeping a child in school and ensuring that they develop the right attitude to succeed in both school and wider society are important outcomes.

Our proposed success measures

Academic

- All students are making at least four levels progress between KS 2 and KS 4 in core Baccalaureate subjects
- All students are reaching an attendance target of 95%
- 95% of students are moving into in FE or apprenticeships after KS 4
- Y11 leavers are progressing towards a target of 90% achieving the English Baccalaureate
- 90% of parents regularly attend progress meetings relating to their child

Why is this appropriate?

Many students will arrive with below average attainment levels and it is essential that KPIs focus on levels of progress. Attendance will be a crucial KPI as it is clearly linked to progress.

Time off school for religious observation will be rigorously monitored and extended visits abroad will be strictly limited to avoid students missing time in school.

Moving into FE or apprenticeship is crucial to our students' aspiration. Parental support will be sought from the start and monitored as evidence indicates that it is a key part of both attainment and aspiration.

Aspirational

- All students participate in at least 4 hours of extra curricular activities per week.
- Support each student to participate in 12 hours of volunteering per term
- Each student is supported with a minimum of 90 hours work experience and business mentoring by the time they leave at 16.
- 50% of students that move onto HE live away from home

- 80% of our students that graduate from HE move into genuine graduate employment.
- 90% of our female students move into employment by the time they are 25.

Why is this appropriate?

Our students are drawn from families and communities that do not always value the power of education. These KPIs will help our students to be able to make the same life choices that young people from more affluent families take for granted.

We have specific long-term KPIs and will develop a tracking system to ensure we capture this. These long-term indicators are essential in helping us to measure outcomes.

Social

- The majority of our students will leave school without a criminal record
- Each student will have access to a minimum of 4 hours extended school provision per week.
- Each student will have experienced paid employment supported through our partners from the business sector.
- Each student will have a designated life mentor and have a minimum of 12 hours support per academic year.

Why is this appropriate?

Our students come from deprived backgrounds facing additional societal challenges. These KPIs measure our success rate in building resilience and ensuring that our students progress in life without criminal records or harmed through alcohol and substance misuse.

Attitudinal

- All students complete annual ISA assessments
- All students have an annual individualised educational support programme and undertake a minimum of 2 hours in school mentoring per term.
- Annual performance reviews demonstrate that over 90% of students, families and partner organisations consider the school to be a positive environment for learning.
- School exclusions are 50% below the town average.
- Instances of bullying, hate crime and student complaint are dealt with to the satisfaction of students and their parents.

Why is this appropriate?

It is essential that school be considered to be a positive learning experience for students and their families. It is imperative that we identify and respond to individual needs that help us maximise the educational benefits for each student. We are acutely aware of the disproportionate levels of exclusion and behavioural challenges that exist in schools within areas of deprivation and

we consider the use of a sophisticated psychological assessment service will reduce this.

Our strategy to monitoring, reviewing and reporting our measures

Students

Using the key performance indicators described above we will have a sophisticated system of tracking student progress to enable us monitor progress against targets, evaluate intervention strategies if in place and review the individual education plan at least termly (5 times a year in our school calendar). We will use the SIMS suite of products or something similar if better value for money. This will record electronically such indicators as

- Attendance and punctuality
- Assessment data – both formative and summative
- Behaviour information
- Extended day modules
- Community involvement
- Progress towards the Collective Spirit Entitlement Diploma

All relevant staff will have easy access to this data on their tablet and they will be able to add to it also via the tablet.

Responsibilities for analysing the data will be the role of the Deputy Head. His inclusion (including SENCO) role reiterates our vision of wanting the best from all students. They all need assessment, targets and review and some will need intervention. He will work closely with the learning mentor for each year group to manage and interpret the data and he will lead a termly year group review that flags up any students in danger of missing their targets and decides on appropriate action. This meeting is in addition to the fortnightly inclusion meeting that will flag up more urgent need.

Staff

All staff will take part in an annual performance management process that involves self-review and line manager review. This will result in a performance statement that outlines strengths and areas for development. The school will work towards the **Investor in People** award that will help develop an ethos built on having high expectations of staff with an equal emphasis on support and development.

For teaching staff it will be appropriate to use student targets and progress as indicators of success together with a systematic observation of lessons. All teaching staff will have the opportunity to observe others teaching. We feel this openness and transparency drives up the overall quality of teaching and learning essential to match our vision.

Our strategic alliance with a **National Teaching School** will be used to support the development of teaching, learning and leadership in our staff. It will also give the opportunity for external observation of lessons and a chance for our staff to observe in another setting.

Our non-teaching staff is equally important and their targets will relate to students if they are education support staff or to wider targets e.g. finance, administration, community links, buildings etc. We want to ensure that non-teaching staff understand that we are all in post to deliver the vision. We will encourage non teaching staff to take part in school life e.g. extended day sessions, communal lunch, adult learning etc.

2. How we will plan for and measure the success of our school

Ours is a radical approach to teaching. Our ambition is to move beyond the traditional forms of measurement that place emphasis on levels of progress from Key Stage 2 scores to GCSE level. Rather our emphasis is on final outcome and standing rather than progress made.

We know that our students will come to us from deprived and disadvantaged backgrounds. We know that measuring by progress made will be an easier way in demonstrating success. Nonetheless, we do not want to exclusively rely on this. Rather we want to measure success by outcome. Our multiple pathways inform these outcomes in our curriculum plan at Key Stage 4. They are:

- Main Route
- Science Route
- Vocational Route
- Flexible Route

Each route ensures that our students leave school with a strong portfolio of core GCSE's. In the majority of cases this will include the EBACC.

This is fundamentally our measure for success. Our entire vision is shaped around identifying and implementing ways in which we can ensure that regardless of starting point, the students that come to us in Year 7, leave our school with essential competences and qualifications that supports them on to a level playing field with young people from more affluent backgrounds.

Each of our 10 key principle features approaches through which we have planned for success. We know that our students will come to us with additional challenges. Our role is to ensure that they achieve in spite of these. At the simplest level we overcome these challenges through

- A smaller school
- Higher ratio of staff to pupils and innovative use of teaching partnerships
- Strong values and morality through our faith sensitivity
- A focused curriculum and the use of systematic and proven teaching techniques
- A longer school day resulting in over an extra year spent in education between years 7-11
- Partnership with parents and community

- An acceptance of external risks, measurement of these and an effective pastoral system that helps safeguard from these risks
- The highest expectations of all of our staff and students

We are confident that Ofsted inspections and performance tables will demonstrate our success and the realisation of our vision.

How we measure success

Students

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Monitoring Our Targets

We understand that many of our targets are both softer (non academic) and also longer term. The softer attitudinal targets will be measured through baseline measurements from the use of ISA. They will be complemented by information gleaned at the home visit during the summer term.

This baseline data will be used to help inform Individual Learning Plans. There are termly reviews planned with each student that will measure progress. Additionally, annually, each student will complete an end of year evaluation and repeat the ISA assessment. This way subsequent year targets are informed and progress also measured. Our Classroom Managers will lead in this area of work.

Longer-term (post 16) measurement will be completed through arms length Internet based contact. Our Year 11 Classroom Manager will have specific responsibility to lead in this area. Here online ISA assessments will be completed and also a short qualitative survey that asks questions specifically to our longer term targets. A report will be produced annually that evidences progress against these targets.

At a practical level we will endeavour to keep in contact with each of our pupils up to them starting full time employment. For some this will be at 16,18,21 years of age or possibly even later. Our small school features ensure that these are achievable aspirations.

Where necessary, we will continue to provide support to our ex students either if requested or if analysis of our assessments gives us cause for concern. In the first instance this will be via arrangement of a 1-1 meeting (either physical or via Skype). Once we determine the specific area of need we will signpost and/or intervene directly through our partnerships and community networks.

Self-Evaluation

The school will have a rigorous cycle of *Plan – Do – Review*. A development plan will be updated each year and shared with the community of staff, students and parents. For both the school and the individual students, progress will be measured against targets set and the review will make any adjustments necessary.

A range of both qualitative and quantitative indicators will be used to monitor each student including

- Attendance,
- Behaviour
- Contribution to school and community
- Termly progress checks/reports
- Examination results
- Formative and summative assessment
- Target setting
- Cohesion indicator

Where performance does not meet expectations agreed with the students and parent, intervention will be necessary but in a supportive way to get the student back on track to agreed success.

Similarly for the school a range of both qualitative and quantitative indicators will be used to monitor progress including

- Attendance
- Students on track
- Behaviour statistics
- Community involvement
- Quality of learning and teaching from regular observations
- Student voice
- Staff voice
- Parent voice
- Community voice
- Examination results.
- Baseline testing
- Cohesion

The Principal will take the lead in judging the results of monitoring and evaluation. As indicated we will use comparative data from our partner Church of England school. This will be shared with staff, governors, students and parents. The Principal will be responsible for putting in place systems of intervention at all levels. The governors have a responsibility to hold the Principal accountable for the success of the school and will receive external support in monitoring the performance of the school and the Principal.

Self-evaluation has been designed in to the everyday activities of our school. It is a continuous process and reviews for both staff and pupils are designed in to our termly plans. The use of our reporting system for each of our students ensures that day to day monitoring takes place that is measured against targets set out in each student's individual development plans.

Our evaluation indicators clearly link back to our KPIs that in turn are clearly linked with measuring the success of our school against our vision and 10 key principles. Everything that we measure is measured for a reason and our

staff, parents and students will all be supported to understand what we measure, how we measure this and most importantly, why.

3. How we will hold people to account for the success of our school

Our school has clear lines of accountability. These are:

- The company Collective Spirit holds our Governing Body accountable
- The Governing Body holds the Principal accountable
- The Principal manages a SLT team that holds individual departments responsible
- There is clear line management processes in place to both hold individuals to account and to also support them.

In the best organisations all individuals understand the vision and their role in delivering it. They know they are accountable for their part in the success but they do not work in an atmosphere of fear. To deliver the success we envisage we will be unrelenting in our drive to achieve the best for our students. Our staff and students will know this. What they will also know is that if they fall short the initial response will be analysis of the reasons with support for improvement.

If staff fail to meet our standards despite our support and that of our external partners then The Principal will not be afraid to invoke the agreed capability policy which will follow national guidelines.

We will publish an annual report that will be shared with the wider communities through which we will communicate our success. We will also hold an annual meeting through which the wider community can scrutinise our achievements and question our governing body and our senior leadership team. This will be in addition to other forms of engagement available to our parents.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Admissions Policy

We are committed to a fair and transparent admissions policy and to ensure this we will use the current Schools Admissions Code and Appeals Code in force at the time of our opening.

We believe that our vision can be successfully delivered using current and planned legislation on admissions.

The statutory requirements of the school admission legislation and related regulations are published in the School Admissions Code 2010 (The Code) and in the draft codes due to be relevant for September 2013.

We are committed to fully complying with all relevant admissions legislation and any subsequent revisions.

At the earliest opportunity we will become part of the Local Authority coordination process. This will be no later than admission for September 2014.

Planned Admission Numbers

We have set our PAN at 50 students per year leading to a total when full of 250. Our proposed PAN reflects the demand we have identified in our consultation to date.

Admission numbers should reflect the maximum number of students that it is possible to educate efficiently in a school and should not be exceeded except by direction from the Independent Appeal Panel.

Planned admission numbers (PAN) must be set with regard to the net capacity assessment of the school premises.

Collective Spirit will cater for two form groups from Years 7 to 11. Each form group will have a maximum of 25 students. Our annual year 7 intake will be for a maximum of 50 students.

We will prioritise places for students with statements of Special Educational Needs (SEN) who name our school as the one they wish to attend even if this takes us over our PAN. We will also prioritise places for looked after children and adopted children.

Whilst we are a faith sensitive school we will NOT prioritise on any faith grounds.

We want to define our local area from where we will recruit 50%+ as a 1 mile radius from the main school entrance. This gives us the opportunity to create the mixed catchment that is at the heart of our proposal. We want to explore with the DFE the potential of ring fencing the remaining 50% (having accommodated SEN / looked after and adopted children) and make this available to students from the wider communities of Oldham. This will help

ensure added diversity and ethnicity and a genuine opportunity for other minority faiths to obtain a place.

The minority faiths and ethnic groups are generally based in clusters and if we do not have an innovative admissions policy we are likely to become a mono ethnic / faith school. We are strongly committed to avoiding this.

Oversubscription

Once oversubscribed, priority will be given on the following basis, bearing in mind that 50% of places must be from the local area.

For the 50% local (within 1 mile) places

In order of priority:

1. Children who are in public care
2. Siblings of current students
3. Closest direct distance from student main residence to school.

For the 50% proposed extended places

In order of priority:

1. Children who are in public care
2. Siblings of current students
3. Closest direct distance from student main residence to school

Any remaining capacity from the 50% extended places will revert to local (1 mile) applicants.

Home to school distance measurement

We propose to use the system operated by Oldham Council as follows.

Distance will be calculated by the straight-line measurement from the applicant's home address location to the centre point ('centroid') of the preferred school. (All measurements are subject to prepositional accuracy changes.)

On entering the address into the admissions system, the address is PAF (Postal Address File) matched against address-point data held in the system. When an address is PAF matched, the system looks up a six-figure grid reference (e.g. 123456, 123456) for that property known as an Address-Point Location Co-ordinate (APLC). Each property has a unique APLC.

The straight-line distance from this address point to the centroid (a six-figure grid reference) is then calculated to the nearest 0.001 mile.

The PAF file held by School Admissions is supplied by Royal Mail and is updated quarterly.

Flats/apartments: Where applications are made from the same multiple dwelling sharing a single address point, such applications in a single criterion will be considered initially by distance between the address point and the school in the normal way. Where there are insufficient places to admit all

those applicants, the individual priority for each applicant will be set by random allocation (lottery).

Sibling link

We accept that in some family units (one or two parents or carers and children), the children may not be natural brothers and sisters. Older children from the same family unit, living under the same family address, can be considered as a sibling link under this criterion. A sibling is your child's brother or sister (including half-brothers and sisters, stepchildren and fostered children living with the same family at the same address). Please note that cousins do not count as siblings.

Checks will be made with the relevant schools that siblings do live at the same address.

Appeals Policy

Under the Schools Standards and Framework Act 1998, if a parent/carer is refused admission to a school, they have the right to submit an appeal to an independent Appeals Panel.

At the Appeal Hearing they will be given the opportunity to explain to a panel of people who are independent of the school and the Local Authority why they wish for their child to go to our school.

We will identify and appoint an Appeals Panel in due course.

In Year applications

If there are places then children will be accepted during the school year. If there are no places available the normal oversubscription criteria will apply and children may be put on a waiting list.

Waiting list

Where we have more applications than places, the oversubscription criteria will be used.

- Children who are not admitted will have their name placed on a waiting list.
- The names on this waiting list will be in the order resulting from the application of the criteria.
- Late applicants for the school will be slotted into the order according to the extent to which they meet the criteria.
- Thus it is possible for a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time.
- If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted.

D6: Describe how your approach to behaviour management, student wellbeing and attendance will improve student outcomes.

Our detailed strategies for promoting good behaviour and attendance

Our vision, values and ethos underpin our strategies for good behaviour and attendance. We know that the most deprived communities, such as ours, suffer from higher levels of truancy, poor attendance, exclusions and nuisance behaviour. We have designed strategies that are central to our vision, values and ethos that seek to address these challenges.

Indeed, through revisiting our ethos it is evident that we have shaped our school to respond to these challenges and that we consider ***faith sensitivity*** as a key principle that underpins our strategy.

Ethos

Education is the most effective tool to those seeking to better their quality of life. The solutions to poverty, social exclusion, disadvantage and deprivation lie not with others, but within an individual. The individual has the power to make a positive difference and transform his/her life circumstances.

Given the right opportunity, even in the most divided communities, people will come together to overcome shared challenges. Working together strengthens the bonds between communities that traditionally see themselves as separate and their collaborations will benefit themselves, their communities and society.

Faith is most effective when it seeks to reach out and be used as a power for good. Where we focus on the values, the commonality, the charity and the compassion that are shared across all faiths, we are most effective in using this for the good it was intended.

Aspects of our vision, values and ethos have informed our draft behaviour management policy. Our values are given unique strength because they have been derived from the desire to take what is good and worthwhile from across faiths. Cohesion rather than disruption will be the emphasis.

We know that good behaviour, good attendance and positive relationships are all linked and essential features of a successful school. Our strategy prioritises these features and is underpinned by aspects across of our 10 key principles.

How our school ethos will promote good behaviour and address discipline

Our principles of ***faith sensitivity*** will help establish a strong moral foundation that underpins the values of our school. Our choice of name – Collective Spirit – will be emphasised and its essential message of taking the values that are shared across many faiths as a starting point. This will give a context within

which to outline our philosophy of high moral standards, an honest and disciplined attitude towards learning and a code of conduct that emphasises respect for others. In Oldham, this has particular resonance because of a history of racial and tribal conflict.

Our **asset based approach** that values and incorporates parents as key partners will help ensure that there is complete clarity in our standards and universal support from within families in ensuring that their children maintain to our behavioural standards. Parents are partners in ensuring positive discipline is maintained by their children.

Our principle of **enhanced pastoral care** demonstrates our commitment to student wellbeing. A feature of this is the Summer Term home visit to every individual new Year 7 students. These visits will be possible because of the relatively small numbers involved and because the core-team, the teachers and assistants will have worked closely together on the format of these visits. Information from these visits is used to inform individualised learning plans for each of our students.

Our principle of **resilience for life** is an acknowledgement of our responsibility to supporting our students, both within and outside, of school. We want, at all stages, to anchor our ethos, our strategies and our beliefs to the real world into which our young people will emerge after their time with us. The ISA assessment that is completed annually helps identify vulnerability and character traits that may hinder personal development. Our Classroom Manager's will use information from these assessments to design support programmes for students that we identify to be at risk.

The **innovative learning** approach that we use including the use of 'master classes' supported by small classes of 12 to 15 students, the more evenly spaced out 5 term year, the use of IT through which parents can instantly obtain data on the progress of their child all help towards ensuring good behaviour and attendance.

Additionally, a key feature of our **pupil-focused** approach is that for the majority of lessons it is our teachers that move between classrooms rather than our students. We know that minimising movement between lessons helps avoid situations of conflict amongst students. Importantly, this also reduces wasted time, as much as an hour a day. Our research with focus groups with both teachers and students found that it is during this period that behaviour suffers, bullying can take place and the school atmosphere be adversely affected that then negatively impacts upon teaching. Our approach helps minimise this.

How we will secure good attendance?

We are confident that for the reasons detailed below our ethos and curriculum will be the foundation stones for excellent attendance.

In developing our attendance policy we will incorporate the following features

- A minimum acceptable attendance of 95%
- Rewards for meeting minimum attendance

- First day response for non attendance
- Attendance panels for problem students
- Willingness to negotiate with families experiencing problems to achieve a positive outcome e.g. children who are carers.
- Willingness to use fines for non attendance
- Clear policies for authorised absence e.g. faith days and extended holidays

Our goal is to ensure that all students achieve their full potential in a learning environment where they feel happy accepted and included.

Our core team of educationalists have direct experience in working to improve attendance amongst children from disadvantaged and deprived families.

We know that high correlation between good attendance and outstanding achievement. The importance of attendance will be a key issue in our home visits to new pupils as a feature of our **enhanced pastoral care**.

We will keep an accurate daily attendance register. All non-attendance will be followed up daily, which is easier to maintain in a **small school**. Parents will be able to check attendance and lateness figures for their children via logging on to our secure intranet. Our use of ITC based monitoring systems will be quickly able to identify any patterns to absence and/or lateness.

We agree with Ofsted's comments regarding attendance in secondary schools (2007)

"The better the quality of education, the better the students' attendance. Good leadership and management, high quality teaching and a flexible curriculum have a significant impact on attendance"

We know that we will be a new school and that the quality of our education will be held up to strong scrutiny. To ensure that we offer the highest standards we have as a key principle the use of **teaching partnerships**. We have secured the commitment from one of the highest achieving school's in Oldham to work in partnership with us.

This strategic alliance with a **National Teaching School** will be used to support the development of teaching, learning and leadership in our staff. It will also give the opportunity for external observation of lessons and a chance for our staff to observe in another setting. We will be supported by the best, a school with consistent outstanding Ofsted inspections, in ensuring that our teaching staff, support staff and leadership and management deliver the highest quality teaching standards.

We have previously outlined our flexible approach to the curriculum. Where our students fall behind they will have additional support. Where our students demonstrate particular interest they will be appropriately supported. As part of our curriculum plan Collective Spirit has multiple pathways through which every one of our students can find fulfilment in their education.

We also know that good attendance is associated with a positive experience of school. Our **innovative learning** approach that incorporates a complimentary skill based curriculum helps ensure that skills development is valued alongside academic progress. Our **partnerships** with local businesses and the community, together with our flexible use of work placements will help to place the importance of attendance in a wider context than simply that of school.

Often poor attendance is the consequence of a student falling behind. Our **innovative learning approach** incorporating regular assessment, longer school days, emphasis on core skills (literacy and numeracy) and timetabled provision for homework support all help reduce the likelihood of our students not receiving the necessary support if they do fall behind. We are a **small school** and our students are taught in smaller classes that help ensure that they get the care and attention they need.

Through our principle of **resilience for life** our students are taught how to effectively communicate their situations and challenges. Indeed, we consider the ability of a student to be able to effectively communicate issues that they are facing as key and this is too often overlooked in traditional approaches.

Poor attendance is also linked to risk factors outside of school. Our principle of **enhanced pastoral care** ensures that the school also helps build resilience to external features including risk factors such as gangs, substance misuse and anti-social behaviour. Where risks are identified support measures are put in place. This includes mentoring, peer support, the use of external agencies and providing additional family support.

We have high **expectations** for all our students. Incentives for high-attending pupils will be built in and targets for improvement will form part of our monitoring programme. We reward both high achievement and progress.

Engagement with parents and carers

The need for schools to work with parents in order to improve standards of behaviour is widely accepted: the Education Committee concluded that “a key element to effective leadership of behaviour is engagement with parents,” while 77% of teachers consider it “essential” that pupils are “disciplined and motivated to learn by their parents/carers” if they are to behave better. Schools may therefore choose to invest in programmes that seek to improve the ability of parents to address children’s misbehaviour themselves.

An innovative system of report cards demonstrating students’ academic development and achievements will be produced every term. Termly curriculum awareness presentations will be held raising awareness of subjects studied with parents and carers per subject.

There will also be weekly time set aside where parents can meet with relevant teaching staff. This is in addition to 2 annual parent review days. Additionally, parents will be able to ‘log on’ and access up to date information regarding their child. We are committed to ensuring that our parents are fully

aware of their child's performance and have multiple routes through which to engage with the school.

We understand our **community** and know that attendance in schools that draw their intake from minority communities often result in a negative impact upon attendance. Time taken off for religious holidays and/or trips to visit family abroad can result in valuable days being lost from school.

We will address the issue of religious holidays and requests for extended visits abroad from the outset so that everyone is clear on the issue. Our calendar with 5 terms allows us the flexibility to close for religious holidays without losing contact time. We consider this to be a key feature of our **faith sensitive** offer where key religious holidays are identified and accommodated in to our timetabled holidays.

We expect our strong relationship with parents, to be established where they feel part of the school **community**. Through this we are confident that parents come to value the importance of good attendance thereby we will be able to secure agreement on extended holidays abroad. Our policy would allow no more than one extended visit (beyond 2 school weeks) over the 5 years. We recognise that there might be exceptional circumstances but we would hope to minimise these through our positive family links.

We feel that our **innovative** approach to the calendar and our holiday- pattern will cut down on some unnecessary absences.

How we will develop positive relationships and attitudes to learning

A key aspect of our vision is that a **small school**, where all of our children know each other and their teachers well, will help maximise an environment where positive relationships between students and teachers flourish.

A key feature of our school is that we maximise contact time between student and teacher. We have expectations of our staff to actively participate in lunchtime and after school activities including sharing meals with our students.

As part of the school day form teachers have 30 minutes of tutorial time every morning. Here will be able to easily identify any behavioural, attendance or wellbeing issues.

Wherever our timetable allows, and something that will become an established feature once we are at capacity, our form tutors continue to support their individual classes throughout large parts of the school day. This consistency in relationship, alongside the small pupil numbers, will further help establish positive relationships, provide teacher consistency and help improve student outcomes.

As part of our school life we will train all of our staff and students in using philosophical enquiry. This technique will nurture a inquisitive temperament

amongst both our staff and students. They will have the confidence to ask questions of themselves and of each other. We envisage a diverse student group, made up of young people from a range of backgrounds. It is essential that we equip our staff and pupils with methodologies that help them develop positive relationships with each other.

We have high **expectations** of our students. We will nurture positive attitudes to learning through effective partnership with our wider **community**. For students that require additional support our use of community mentors, as features of our **enhanced pastoral care** will be of value. Our house system and use of vertical grouping, particularly within our skill-based curriculum will further create opportunities for peer support and contribute to establishing positive attitudes to learning.

We also have plans to bring in supporters from the wider **community** that share the same demographic challenges yet overcome these to provide inspirational support for all of our students. We have identified numerous individuals already who are leaders in their fields that have committed to at the very least attending assemblies and taking part in online webinars.

Our draft behaviour policy below reflects our vision, ethos and values and underpins our strategy in this area

Purpose

The aims of the Behaviour for Learning Policy are to:

- Determine the boundaries of acceptable and unacceptable behaviour, the graduated responses regarding rewards and sanctions and how these responses will be fairly and consistently applied by all
- Provide a safe, purposeful and calm environment for learning, enabling teachers to teach and all to learn, free from disruption, violence, bullying and any form of harassment
- Encourage positive relationships between staff, students, parents/ carers and other stakeholders and agencies
- Ensure a range of early intervention strategies are in place to both support good behaviours and challenge poor behaviours and help reduce the risk of both fixed and permanent exclusions
- Make the policy clear easy to follow and be available for all parents as required by law

All students will follow the agreed Code of Conduct.

Staff

Staff will be expected to model good practice in support of the behaviour policy demonstrating:

- **High expectations:** Help students understand the boundaries for attendance, behaviour and levels of work

- **Early intervention:** Prompt intervention will help to prevent further escalation of attendance, behaviour or underachievement. Ensuring the students understand this will not be tolerated and action will follow where required
- **Positive Behaviour Management:** Using agreed techniques of positive assertive discipline to help students recognise what good behaviour is.

Procedures

Section 1

- **Identifying Issues:** Prompt investigation into why a student has misbehaved. Are there issues accessing the curriculum? Is there literacy or numeracy weaknesses requiring additional support? Each member of School is responsible for seeking the appropriate support for a student who needs additional support.
- **Rewarding Achievements:** Positive recognition of students, classes and groups achievements in attendance, behaviour and attainment through Vivo Miles, certificates or prizes.
- **Learning Support:** Ensuring each student is able to access the intended knowledge or skill expected.
- **Providing Support Time:** Provide activities or time for students to receive extra support or opportunities to extend their engagement through personalised learning.
- **Sanctions:** School staff members must always abide by the agreed sanctions process, applying the appropriate sanction consistently to punish any inappropriate behaviour, attendance or lack of work.

Taking Account of Individual Needs

The following groups of vulnerable pupils may at some point require the adults in school to take account of their individual needs and circumstances when applying the School's Behaviour Policy:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Children looked after by the local authority
- Sick children
- Young carers
- Children from families under stress
- Any other pupils at risk of disaffection and exclusion

Responses to misbehaviour

Sanctions must be used when appropriate.

School staff should be consistent in accordance with policy and fair and deliberate in their use of sanctions to support the behaviour of the students.

Student misbehaviour must be addressed and students given the appropriate guidance to correct the misdemeanour and / or be dealt with using an appropriate sanction.

Referral should only be taken when the staff member has dealt with the situation and one of the following has happened:

- After investigation it is deemed necessary to refer to an appropriate middle or senior manager
- The student has not responded accordingly to the teachers instructions
- The student is a repeat offender

There are times when a staff member may need to refer the situation at hand directly to a middle or senior manager.

Any staff member who is not sure how to proceed with a behaviour or disciplinary situation or issue must seek support from a senior manager.

Recording unsatisfactory behaviour

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve his behaviour in future.

All School staff must therefore record the details of unsatisfactory behaviour, using Sims behaviour module.

Staff members referring the unsatisfactory behaviour must record the incident even when they are not the staff member awarding the appropriate sanction. Students will be dealt with in accordance with the sanctions procedures of this Behaviour Policy

Students' Code of Conduct

Students must

- Attend the School each day and on time
- Wear all aspects of the School uniform at all times and in the appropriate way

Students are required to:

- Ensure they do not swear or insult others
- Understand that every pupil has the right to come to school to learn
- Not disrupt the learning of others
- Not prevent the teacher from being able to teach
- Raise their hand in the classroom if they wish to speak or answer a question
- Never fight or use physical violence

- Ensure all classrooms and common areas are left clean and tidy
- Never bring chewing gum into the School
- Never eat in any other area other than the designated Dining Room area
- Never wilfully damage School property or equipment
- Move around the School in a quiet and sensible manner
- Never run in corridors. It is expressly forbidden

All students are expected to achieve their “personal best”. This means that students must take pride in all their work and make the most of all learning opportunities.

Equal Opportunities Statement

The Governors and staff of the School are committed to ensure equal opportunities for all to succeed.

School is committed to monitoring and promoting the achievement of all ethnic groups as described in the Race Equality, Equal Opportunities and Inclusion Policy.

The School will work toward

- Eliminating any unlawful racial discrimination
- Promote equality of opportunity and good relations between people of different racial groups
- Assess the impact of school Policies on pupils, staff and parents of different racial groups
- Monitor the operation of the school’s Policies and their impact on pupils of different racial groups
- Take reasonable steps to make available the results of its monitoring
- Promote equality of opportunity between disabled people and other people
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people’s needs, even if this requires more favourable treatment.

This draft policy will be further developed following approval.

How we promote good behaviour and addressing discipline issues

Statistics for 2008-9 demonstrate that the most common reason for permanent exclusion is persistent disruptive behaviour, which lies behind 30% of permanent exclusions from school. By addressing lower-level disruptive behaviour effectively, schools could improve their ability to focus on children

with more severe behavioural problems.

As the *Importance of Teaching White Paper* put it, “effectively promoting good behaviour reduces the number of children causing low-level disruption. Resources can then be focused on those with serious behaviour problems who are perhaps at risk of exclusion and may need additional behaviour or specialist support to tackle underlying problems.”

(*Schools White Paper, The Importance of Teaching, December 2010*)

The experience of senior leaders from our team also reveals some interesting issues around behaviour:

- Low-level disruption occurs most frequently when lessons are pitched at an inappropriate level so that young people become frustrated and disengage.
- Teachers are worn down, not by major instances of, for example, violence, but by the drip-drip of reluctance to engage, failure to listen or general awkwardness rather than outright defiance.

Our innovative, individually tailored curriculum will reduce the likelihood of the former and our ethos of respect for others and emphasise on positive engagement from the word go will reduce the likelihood of the latter.

Prior to students starting at Collective Spirit, as part of our **enhanced pastoral care**, we have designed in a summer visit to meet with every child and their parent. Here clear expectations and shared responsibilities are made clear.

Our prospective students and their parents will be clear of our behaviour and attendance policies and any questions they have will be answered in this personalised meeting at their home. By the time a student starts at our school they know what is expected of them and what they can expect of us.

Pupils, parents, staff members and community partners will draw up a Code of Conduct, underpinned by our faith values. This Code will be visible and will inform the day-to-day life of the school.

Our principle of **Faith Sensitivity** also helps us to promote good behaviour. Our school is underpinned with the morality and values shared across faiths. This will help our students value each other, their teachers and the outside community more. Collective Worship reinforces these values weekly.

Once started there is clear time set aside daily at tutorial (30 minutes) where the policies and the importance of these policies are reinforced. The use of philosophical enquiry as a means to explore safeguards and consequences will help our students to understand the importance good behaviour has in supporting them achieve their aspirations. Our students will both understand and value these policies and strengthen their **resilience** where the standards they maintain at school are replicated outside in life also.

We are a **small school** with a high level of sustained contact between students and the same teachers, classroom managers and interns. Our behaviour policies are easier to consistently apply in this environment. The same staff spend longer time with the same students. Our ratio of adults-to-students in the classroom will be a positive factor.

SANCTIONS – AN INCREMENTAL APPROACH

Where behaviour issues are identified amongst individual students a targeted sanction programme commences. Research undertaken by Policy Exchange (<http://www.policyexchange.org.uk/images/publications/best%20behaviour%20-%20apr%2011.pdf>) features a case study of the highly successful Harris Federation disciplinary model, which has had demonstrable success in schools serving some of London's most deprived areas.

The model includes the use of a tiered system of sanctions, house structures to create smaller communities within the school, a strict uniform policy, and universally high expectations of students' appearance and conduct. These straightforward measures have been highly effective in addressing disciplinary problems in exceptionally challenging state schools.

We have base our tiered process on this successfully evaluated model.

Stage 1 Minor misdemeanours in class, such as a temporary lack of focus on work, inappropriate chatting or sluggish response to instructions can be dealt with by any of the attendant adults (intern, class support or teacher). A verbal reminder of expectations should be enough at this stage.

Stage 2 Repeated minor misdemeanours, of the kind mentioned above, would lead to an informal appointment at lunchtime or during the period from 4.15 onwards to discuss the issue with the class teacher and to address any issues around missed or incomplete work. The emphasis would be on getting back on track, having identified any difficulties and formulated a plan, with the input of the student, to address any difficulties. The form tutor would be made aware of this.

At this stage, the Report Card system would pick up on the fact that an out-of-core-hours session was needed and parents would be made aware of this.

Stage 3 This involves more serious incidents that might include: inappropriate language, missed homework, persistent lateness or regular stretches of non-engagement over a week. This level could be picked up by any member of staff, but would be referred to a form tutor. The form tutor, in conjunction with the class teacher, would decide whether or not this could be dealt with by them or a formal referral was needed to the Referral Group presided over by the SENCO.

If a referral is made then that opens up the possibility of a wider range of support, both internal and external, to address any issues. Parents would be made aware.

Stage 4 This stage might be for serious one-off incidents, such as verbal abuse or a fight, or persistent misdemeanours of the sort dealt with at stage 3, that have not met with a positive response from the student.

Parental involvement would be mandatory at this stage. Depending on circumstances, a period of withdrawal from class might be appropriate in order to alleviate a classroom situation and to make more detailed plans to address any issues arising from meetings with parent/student.

We would not exclude to home as this is seen by some students as a soft option. Facing up to behaviour and dealing with it is best done within the school environment. Out-of-hours sessions would be part of any plans to deal with issues arising from stage 4 behaviour problems.

Stage 5 This level of behaviour would be characterised in two ways: it is either a one-off incident of such seriousness (an attack on another student, deliberate vandalism, proven bullying) that exclusion to home would be the norm in many schools – or it is a persistence of misbehaviour and LACK OF RESPONSE TO COUNSELLING that indicates a student is not listening and learning from mistakes. Again, it could well lead to exclusion to home in many schools.

At Collective Spirit we would try to avoid exclusion to home for the reasons outlined above. The collective experience of our core-team suggests that such exclusions rarely help to improve behaviour and are not seen as punishments by many young people.

We recognise the need for great sensitivity around incidents involving violence or bullying and would ensure the safety of victims by the withdrawal of perpetrators from mainstream classes whilst the range of strategies was examined.

We would require offending students, and their parents, to attend a series of meetings in school to identify the nature and causes of serious misbehaviour. Out-of-hours sessions to address issues would be part of any follow-up, together with agreed courses of action to get a student back on track or to understand the consequences of not getting back on track.

We are not ruling out exclusion, but rather saying that in the past it has been used too easily and too inconsistently by some schools and does not solve problems – it simply removes them for someone else to deal with.

Stage 6 We recognise that it may be necessary, in some extreme cases, to permanently exclude a student for extreme violence, persistent bullying, the carrying of a knife and other serious offences. Our position is that we see this as a last resort and would use every strategy and resource, internal and external, before resorting to exclusion.

Table demonstrating our tiered sanction approach

Stage	Sanctions
1	Verbal reminders
2	Formal meeting out of teaching hours. Plans to get back on track. Use of report card
3	Potential referral. Parents made aware
4	Mandatory out of hours sessions. Possible withdrawal from class and parental involvement in solution.
5	Counselling, restorative justice and extended out of hours sessions dealing with the issues. Possible community input.
6	Out of school options explored but permanent exclusion an option.

Sanctions, where necessary, will be framed positively so that, for example, detention for failure to do homework is framed as a “catch-up” session. Any instances of anti-social behaviour in which a victim is involved will result in some form of appropriate reparation and reconciliation. The emphasis will be on learning from experience that prepares young people for the real world.

We shall be an inclusive school in which exclusion is used only as a last resort in extreme circumstances. Our inclusive ethos will be based on good practice and the collective experience of our core team, members of which have long experience in reducing exclusion, in a secondary setting, to minimum levels. Thorough assessment of any negative behaviour will take place so that challenge, intervention and support involve the family and external agencies where appropriate.

We understand that rewards and incentives, as well as sanctions, have important roles to play in any behaviour policy. Policies will be made clear to all new arrivals during the home visits and will be prominently displayed around school. Our pupils and parents will be involved in the reviewing of such policies so that they are working documents rather than empty words.

We shall make use of local mentors from the wider community both to help keep pupils on track, but also to help deal with any extreme cases of negative behaviour. We will not be afraid of using any proven external expertise in our efforts to get our young people on-track. We have already secured the

support of a number of key local business and community members who understand what we are trying to achieve.

Sanctions work best when there is a clearly understood hierarchy of intervention that is consistently applied to all students. Ownership of such systems, ideally, would be by the whole school community, including students, but at this stage we feel it appropriate to set out some notion of what these systems might look like in the light of our vision and rationale set out above.

PRIVILEGES

There will be many privileges at Collective Spirit in terms of visits, rewards, opportunities for responsibility and growth. Our ethos around SANCTIONS will make it clear that some things are “privileges” and will not be deserved by those who do not follow that ethos of respect and hard work demanded by life at Collective Spirit. Withdrawal of privileges will feature in our approach to sanctions.

Table demonstrating activities linked to rewards

Activity	Reward
Weekly good attendance and behaviour	House points and inclusion in prize draw
Termly good attendance and behaviour	House points and reward activity e.g. cinema ticket
Annual good attendance and behaviour	Certificate and prize tokens at annual presentation evening
Termly attainment of progress targets	House points and reward activity e.g. cinema ticket
Annual attainment of progress targets	Certificate and prize tokens at annual presentation evening
Excellence in individual subjects	Certificate and prize tokens at annual presentation evening
Volunteering, service to school / community	House points, certificate and prize tokens at annual presentation evening
House system achievements	Termly and annual prizes

How we promote pupil wellbeing, including through pastoral care and strategies for tackling bullying

We feel that the small size of our school will have some unique benefits that will help promote student wellbeing:

- We will know our pupils and, perhaps even more important, they will know us. Y6/7 transition is often difficult because of the sheer size of many secondary schools
- Schools flourish when the wide range of relationships that exist, work well. This will be easier to monitor and nurture in a small school

- Our close links to the local community, which will exist from the launch because of the nature of our bid, will help to create quickly a supportive web for our young people
- Our ethos based on faith values will naturally focus on individual well-being
- We will aim to achieve healthy school status. We will ensure our free meal provision delivers healthy choices for students.
- Our focus on parental involvement will keep communication channels open so that any problems can be dealt with sooner rather than later

Students are far more likely to achieve to the best of their ability when they feel safe, valued and happy. Through our induction and training, we shall ensure that all members of staff get the balance right between being approachable, for the child who needs to talk over a problem, to professional in the delivery of the curriculum.

PASTORAL CARE AT COLLECTIVE SPIRIT

Because Collective Spirit is a ***small school***, we believe that we shall be able to offer a level of ***enhanced pastoral support***, for all students, tailored to individual needs.

Every student completes a psychological assessment (ISA), designed by *Professor Peter Weinreich* (Queens University, Belfast), an internationally recognised expert in the complexities of identity and the role this plays on resilience. Results from these assessments are used to assist in pre-empting any challenges that we may encounter on an individual basis. We can better prepare ourselves and wherever possible pre-empt risk by intervening early and appropriately.

ISA assessments are repeated annually, so that as our students needs evolve, our understanding of them and their needs also evolves.

At the heart of our ***enhanced pastoral care*** is the Form Tutor who will see their group for 30 minutes at the start of each day and also teach his/her form group for a core subjects. This consistency in relationship is unusual in a secondary school setting and will help establish strong relationships.

A key outcome of our school is that because we are a ***small school*** our teachers will know their students well because they see more of them than would be the case in a larger school.

Our Form Tutors also deliver our innovative Personal and Social Philosophy sessions. Our traditional PSHE and Citizenship lessons will be delivered using the technique of philosophical enquiry. This methodology, encouraging questioning, will have added value as our students will feel safe and secure in the familiarity of their relationship with their Form Teacher to explore what can sometimes be sensitive and emotionally divisive subjects.

The combination of the 30-minute daily tutorial time and the use of Philosophical Enquiry within subjects ensure that there is **dedicated**

curriculum time set aside for pupil wellbeing. Additionally, both our **skills based curriculum** and our use of specialist partners to deliver our sports activities provide our students further support student wellbeing through providing opportunities to physical and vocational activities.

Students with specific, identified SEN will be monitored by Form Teachers under the expert guidance of our Deputy Head/ Senco, reporting informally and formally at the fortnightly forum chaired by the Senco. If the Form Tutor becomes aware through feedback from other staff, or via the Report Card, that needs are not being met, then a referral to the Senco will raise this at the forum where appropriate intervention can be devised. Any needs, unidentified at arrival that may arise during the year at Collective Spirit can also be raised at the forum. We have plans to recruit our own Educational Psychologist and have a dedicated budget to buy in additional support for our students that require this.

Pastoral care for all students, with or without SEN, will also centre on the Form Tutor, but will be supplemented in other ways.

Our Classroom Managers (Learning Mentors with additional in lesson support responsibilities) and Interns (graduates exploring teaching as a career & on a programme such as Teach First) will follow an induction programme on being taken on at Collective Spirit so that there are other available adults to listen to any concerns that our young people might have.

Form Teachers will follow a Form Time Scheme of Activities, based on Philosophical Enquiry. Each week a stimulus will be posted on our interactive web around an issue that will form the basis of the week's focus. When students become familiar with the P4C approach, they will generate their own material for engagement.

Parental Involvement

Our key principles of an **asset based approach** and **community** help strengthen the role between parents and the school. Following Collective Worship there is a weekly opportunity for parents to attend a shared meal.

Our parents are our partners and we maintain regular contact with them. The use of our on-line intranet provides parents with up to date data and progress information on their child, the making of time and space for parents to assist with the homework of their child in school and the support offered to develop parents literacy and numeracy all combine to ensure that parents are active partners in our pastoral support.

When our parents come to Collective Spirit it will be with the intention of contribution underpinned by a value of shared responsibility rather than one of complaint and confrontation.

Student Voice

We intend to develop this aspect of school life so that "ownership" becomes both a key feature of the school, but also a force to minimise the kind of anti-

social behaviour that characterises serious incidents. This will take time to develop, just as the arrival of an older cohort of students, schooled in the Collective Spirit ethos will take time to develop. We shall take great pains to nurture this ethos from the start.

Through our use of Philosophical Enquiry, we shall develop student voice in matters of behaviour that might lead to victim/perpetrator mediation and reparation.

Pupils will have representation at various levels including a role to play in dealing with anti-social behaviour such as bullying. We understand the value of positive peer pressure and the need to create an ethos, from within that makes bullying unacceptable.

The student body itself will have a role to play in Pastoral Care:

- Some complementary activities will have mixed age groups, encouraging older students to develop their duty of care for younger students. This will be supported in PSP sessions.
- Our “Buddy” system referred to above, will be a direct help to new arrivals or vulnerable students, but will also be of benefit to the buddies themselves in developing a sense of responsibility and care.
- The Student Council will discuss pastoral issues as they arise and be expected to share ideas via the P4C model enquiry as to how to deal with issues.
- Feedback via our termly monitoring of student welfare will raise issues to be dealt with at the Student Council or the Forum.
- There will be a standing item at Senior Leadership Team meetings to allow for student-generated concerns.

Community Mentors

Mentoring is a proven technique to supporting young people at risk of social exclusion. The Joseph Rowntree Foundation publication - *MENTORING DISAFFECTED YOUNG PEOPLE: AN EVALUATION OF 'MENTORING PLUS'* published findings of research by a team from the LSE.

They sought to evaluate the role of mentoring by looking at the experiences of 10 'Mentoring Plus' programmes run by Crime Concern and Breaking Barriers. These programmes targeted disaffected young people and offered a one-to-one mentoring service (with a volunteer mentor recruited from the local community), a programme of education and training and a series of social activities (the Plus element). The key findings were:

- The programme successfully recruited a group of highly disaffected young people who were, or were at serious risk of becoming, socially excluded.
- More than half of the young people recruited onto the programme engaged with it on a monthly basis or more often. The programme appeared to be particularly successful in engaging those young people who were most at risk of social exclusion.

- The young people were generally positive about both mentoring and the Plus element of the programme. Most felt that both components had been helpful to them.
- Evidence of impact was most marked in relation to engagement in education, training and work. Participation in the programme was associated with a heightened rate of engagement in these areas. This change was most marked in projects that were well implemented.

The use of Community Mentors forms a key aspect of our ***enhanced pastoral care***. From our research and conversations so far with a wide range of community representatives from business and the voluntary sector, we already have some committed mentors willing to help our students as advisors and role models. We are not at the stage to initiate CRB checks, but are fully aware of the need to do so and of the need to have an induction programme for all volunteers led by an experienced member of our core team who has relevant training.

Community Mentoring intervention will be not necessarily deemed appropriate in cases involving identified SEN such as dyslexia (although a role-model who has overcome such a barrier might be a suitable Community Mentor for such a student).

A good example of Community Mentor deployment might be for a student who is becoming disaffected for some reason or who needs some additional motivation to make progress towards an agreed goal.

Our experience has taught us that matching mentor with mentee can be a subtle process and needs a willingness to participate from both sides. Unlikely alliances can sometimes work wonders.

Most of our willing volunteers have attended local schools and experienced the same frustrations and barriers to learning that will no doubt affect some of our students. A key task will be in matching mentors to students and in evaluating the effectiveness of individual partnerships. Our Inclusion Manager will do this.

Our flexible curriculum and extended school day will enable us to fit in mentoring sessions around the schedules of our volunteers.

We have taken considerable care to design our ***enhanced pastoral care*** approaches. We are confident that it provides the necessary support in order to ensure that our students are supported to achieve to their potential. We know that this support can often make the difference between children from areas of deprivation overcoming their life challenges and succeeding in schools. Our strategy is to ensure we have the greatest chance of making this happen.

Our anti-bullying strategies

Our anti-bullying strategies are established from the foundations of our vision, ethos and underlying principles. We are a **small school** that is established on **faith sensitive** values. Both of these characteristics will help establish a strong sense of **community** that helps minimise any attitudes and/or beliefs that often manifest themselves through bullying.

Our strategy is implemented through 3 main areas of action. These are

Proactive & prevention strategies

- Every child & parent receives a pre start summer term home visit making clear our strategies
- Every child completes a psychological assessment (ISA). Amongst other factors, this assessment can identify any predisposition to bullying or being bullied. Our staff are fully briefed and interventions designed and implemented prior to any incidence taking place.
- Daily tutorial time using philosophical enquiry ensures that students are fully aware of the impact of bullying, why this can sometimes take place and what their responsibilities are.
- Code of Conduct designed in partnership with parents and students help ensure ownership and subsequent compliance with policies
- Small class sizes, appropriate grouping, setting and seating plans based upon assessment data ensures that we design out opportunities for bullying
- Lunchtime supervision and meals are shared with teachers ensuring maximum supervision and support at all times during the school day.
- Movement between lessons is minimised. Whenever possible our students remain in their classrooms and it is the teachers that come to them to deliver subjects. This also helps design out bullying.
- Students found to be perpetrators of bullying are dealt with consistently and the sanctions process is activated. Central to our strategy is that the victim is supported and protected at all times. We have the capacity and systems in place through which bullies will be removed from classes and engage in a personalised teaching plan.

Peer Support

- Peer Education training is offered as part of our skills based curriculum. Students are trained to identify incidents of bullying and work in providing both support to the victim and challenging the perpetrator. Our students will receive accredited training in peer education, peer mediation, peer listening and conflict transformation. We have external 3rd sector partners that are able to come in and offer this support
- Students that are identified to be in additional need and new arrivals are appointed a 'buddy' whose role is to support the full integration of the fellow student in to the life of the school.
- Our House System is vertically grouped. The older students are encouraged and supported to play an active role in nurturing their younger peers. This is underpinned through our principle of **faith**

sensitivity. Our House System accommodates shared lunchtime activities, participation in the skills based curriculum including some sporting activities. Our House System also shapes our **community** interactions including volunteering. For instance, individual houses will host our shared meal with parents. They will also participate in external volunteering activities (community clean ups, elderly gardening support etc) through their Houses.

We consider vertical grouping to be an effective approach through which bullying is minimised.

Reactive or sanction based strategies

Our sanctions based approach clearly demonstrates our strategy to dealing with bullies. This is in line with our agreed behaviour policies and procedures. Central to our approach is the safety of the victim and if necessary bullies are separated from interactions with fellow pupils.

'Restorative Panels' in rehabilitation of bullies are used as part of our approach. Our team includes individuals that have collaborated within Youth Offending Services and there is emerging evidence from the Youth Justice Board to suggest that restorative panels and controlled interaction, where the perpetrator recognises the impact of their actions, to be effective in reducing re-offending. As part of our **enhanced pastoral system** we will collaborate with external agencies including local Youth Offending Teams to replicate this practice within our school.

Perpetrators are also provided Community Mentoring through which they are encouraged to identify, discuss and overcome their behaviour. If necessary, external agencies and support is brought in to support the students.

We take bullying very seriously. Our approach to our school layout, small class sizes and interactions between students has sought to design out many of the situations that raise the potential of bullying.

Our use of psychological assessments help pre-empt situations and we intervene through our tutorial time and the use of Classroom Managers whom provide motivational support to our students. We train our students to provide peer support and our strong links with our communities ensure that our parents are partners in our strategies.

We recognise that we have a responsibility to the victim, the rehabilitation of the bully and the wider school population. Our strategies have been shaped to respond to these shared priorities.

Safeguarding

Collective Spirit draft policy

This Policy incorporates the School's vision and core values. It forms part of the suite of Staff policies designed to keep students safe, happy and cared for. The School believes that students have the right to learn in a supportive, caring and safe environment which includes the right to protection from all

types of abuse; where the staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate such problems. School students have the right to expect adults in positions of responsibility to do everything possible to foster these rights.

Purpose

The purpose of this Policy is:

- To make clear support systems to safeguard and promote the welfare of students
- To support students, parents/carers and staff in dealing with students' welfare
- To provide a regular, quality INSET training for all adults
- To develop access to support services that support students, parents/carers and staff in dealing with Child Protection matters, ensuring that contact details are readily and easily available to all (see Child Protection Policy)
- To set out procedures to avoid accusations of staff misconduct
- To ensure all staff are identified in the single status register

Definition:

Safeguarding is “The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully”

Working Together to Safeguard Children DfES 2006

Section 175 of the Education Act 2002 introduced a duty on Governing Bodies to have arrangements to ensure that they exercise their functions with a view to **safeguard and promote the welfare of children**. This requires schools to review policies and procedures annually

Resources:

Safeguarding children and safer recruitment in education (DCSF – 04217 – 2006)

Procedures

It is a key part of the School mission and vision that all students should be safe and with careful and sensitive attention given to their individual welfare and needs. As such, the Safeguarding and Student Welfare policy provides a key framework of expectations and guidance for all within the School community or working on the School site.

- It is the responsibility of everyone in the School community to be vigilant about safeguarding and student welfare.
- Ensure that everyone knows what safeguarding is and that it is taken seriously.

- Ensure that a suitable senior member of staff is designated as the Teacher in charge of Looked After Children (LAC) and receives the appropriate training
- Encourage students and parents to inform the School of any concerns
- Ensure that the development of the use of new and existing media technologies does not expose students to any potential harm
- Work with the ICT Manager to ensure safeguarding when using digital media and education of students in safe use of the Internet
- Ensure that the School has access to the external and internal resources to offer appropriate levels of support
- Monitor the processes for promoting student welfare and safeguarding and ensure that adequate resources are given to it
- Work with the Governors to consider what mechanisms are in place to ensure that children requiring safeguarding measures are monitored in relation to their situation and progress with their learning. A regular report will be prepared for Governors, and a member of the governing body will act as a lead governor in the respect.

The Leadership Team will:

- Be visible around the site and alert to issues of staff welfare and safeguarding
- Ensure that all staff are confident in how to deal with students and refer on any issue surrounding safeguarding
- Ensure that all the School processes consider the issues of safeguarding and student welfare as they are being developed
- Develop links with extended services that could be used to support students and staff
- Identify students in need of support and ensure that such support is allocated
- Publicise all support services to students, ensuring that all such information is readily and easily accessible
- Develop systems for student voice to be heard – as individuals and groups of students
- Ensure that assemblies and citizenship programmes develop the School ethos of care, support and helping others
- Help children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the curriculum
- Ensure that the School site is secure, with all visitors being monitored and full checks for regular site users
- Ensure that all publicity materials and requests for information are dealt with appropriately, taking the issue of safeguarding into account.

Staff will:

- Always be aware of the needs of young people, and be vigilant for any possible signs of abuse
- Not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as

possible. If privacy is needed, the door should be left partly open and other staff present or informed of the meeting

- Not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the child and the purpose of the contact should be made clear. Staff/student sports events should be considered carefully and agreed with SLT before it takes place
- Understand that physical contact should only be made to restrain youngsters in danger of hurting either themselves or someone else
- Not take young people alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents or carers, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability
- Not contact or meet with young people outside organized activities, unless it is with the knowledge and consent of parents and someone in charge of the activity
- Ensure that their personal relationships do not affect the young people around them
- Remember that on rare occasions young people themselves can be responsible for abusing their peers.

Staff should never:

- Engage in sexually provocative or rough physical games
- Allow children to use inappropriate language unchallenged (e.g. racist, sexist or homophobic comments)
- Make sexually suggestive comments in front of, about, or to a young person, even in fun use sarcasm
- Let allegations made by a young person go without being addressed and recorded.
- Deter young people from making allegations through fear of not being believed.
- Jump to conclusions without checking facts
- Rely on their own good name to protect them (i.e. everyone regardless of position should adhere to these guidelines.)

Students will:

- Understand the need to keep individuals safe
- Be aware of other people's feelings and sensitivities
- Understand that some 'jokes' are not commonly understood or appreciated and may cause offence
- Encourage each other to report any concerns or issues
- Be prepared to accept that people make mistakes and can learn from them.

Safeguarding within the School:

- No internal doors to classrooms will be locked whilst students are present in these areas.
- Entry to the School premises will be controlled by doors that are secured physically, or by staff supervision, or by video surveillance. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badge. Unidentified visitors will be challenged.
- The presence of intruders or suspicious strangers seen loitering near the School, or approaching students, will be reported to the Police with a view to alerting other local schools as appropriate.
- Parents, carers or relatives may only take still or video photographic images of students in the School, or on School organised activities, with the prior consent of the School and then only in designated areas. If parents do not wish their son to be photographed or filmed, and express this view in writing, their view will be respected.

This is a draft policy and will be further developed post approval.

We are fully aware of the importance of safeguarding. This responsibility will also be part of the Deputy Head's role. Appropriate training will be provided if needed. All staff, under the Deputy Head's leadership will undergo relevant training so that procedures and lines of communication are made clear from the start and all members of staff will know what to do if they have concerns about individuals. All our appointed staff will be vetted prior to taking up post.

We accept that some of our students will have had involvement with Children's Services and have experience within our team in dealing with the full range of issues.

Given our extended day and the concerns that some of our parents will have about journeys home in the winter at later than normal hours, we will invest in transport, eventually our own mini-bus, so that no child misses out on extra activities because of parental concerns.

How our strategies are informed by our education vision and linked to raising standards and educational outcomes

Our vision states that

We believe education to be the most effective tool in supporting our children to overcome challenging life conditions. We consider that success should not be dependent upon our children's background, but upon opportunities that they have and the choices they make.

The solutions to poverty, under achievement, social exclusion, disadvantage and deprivation will be realised by transforming established teaching practices. We place the needs of our children above existing teaching norms and doctrine.

Our vision is underpinned by our 10 key principles that are

- *Small School* -
- *Faith Sensitivity*
- *Asset based approach*
- *Teaching Partnerships* -
- *Innovative Learning* -
- *Meaningful Qualifications* -
- *Resilience for Life* -
- *Enhanced Pastoral Care*
- *Community* -
- *Expectations*

The strategies that we have outlined in this section help create a climate for learning and achievement generating high standards. This is clearly evident through examining key elements of our 10 key principles. Specifically:

Key Principle	Climate for learning & achievement	Impact on pupil standards and achievement
Small School	Easier to build positive relationships between student and students and teachers. Teachers have more time to meet the needs of students. Students feel valued	Smaller class sizes have a positive impact on achievement. Fewer children will mean that transition between primary and secondary is easier to manage and reduce anxiety, fear of bullying and help promote student wellbeing during transition Strong relationships between Form Tutors and students ensure that it is easier to identify issues. Consistent contact between Form Tutor and students help ensure high standards are maintained throughout the school day.
Faith Sensitivity	Ethos underpinned by values and morality shared across society. Students are supported to develop a sense of responsibility to	Good behaviour and social responsibility is instilled both inside and outside the school. Students help each other and develop a

	<p>themselves, their peers and wider society.</p> <p>Students find commonality that is shared. Of particular importance in an ethnically mixed school in a segregated town such as Oldham</p>	<p>responsibility to contributing positively to the life of the school.</p> <p>Where others are at risk of falling behind the values that are promoted ensure that students support each other to overcome shared adversity.</p> <p>Racism and discrimination based upon prejudice and narrow interpretations of faith are eliminated</p>
Asset based approach	<p>Parents are supported to play an active role in the education of their child.</p> <p>They are made aware of the specifics of our policies, the curriculum and meet regularly with staff.</p> <p>They can access progress details of their child using ICT</p>	<p>Parents are better prepared to support their child. Because they are kept up to date and have the opportunity and capacity to assist in learning our students continue to learn outside of school</p> <p>The importance of achievement, attainment, behaviour and attendance is reinforced at home</p>
Teaching Partnerships	<p>Bringing in the best teachers and vocational experts from business & industry help ensure a varied curriculum taught by experts in their fields</p>	<p>There is enough variety in the curriculum and the pathways that we offer to ensure high levels of interest in the school offer. This will help ensure good attendance.</p> <p>The use of a varied pool of expertise will ensure teaching and learning has high impact. It will keep the students interested thus resulting in lower levels of poor behaviour in class</p>
Innovative Learning	<p>5 term year with key religious holidays sophisticatedly interwoven in to school year</p>	<p>Unnecessary absence avoided. Students remain fresh with more evenly spread out school year</p>

	<p>Longer school days providing more time for learning. Emphasis of literacy and numeracy</p> <p>Master Class lecture style lessons with seminar style break out sub groups in combination of gender/mixed ability and setting groups</p> <p>Teachers rather than students move between lessons wherever possible</p> <p>Use of ICT to monitor progress, attendance and behaviour</p>	<p>Students receive the added support they need. Minimising poor behaviour and absence because of lack of core skills</p> <p>Students are always in the class type that is most suitable to maximise their achievements ensuring high standards of behaviour where teaching and learning is not disturbed.</p> <p>Disruption in the school day is minimised and opportunities for bullying designed out</p> <p>Online report cards containing key data is available at all times. Students, parents and staff can view information and intervene if necessary.</p>
<p>Meaningful Qualifications</p>	<p>All students work towards the English Baccalaureate</p>	<p>Instead of finding alternative softer qualifications and/or vocational routes the school makes available extra time and resources.</p> <p>Regardless of starting point the school puts in place the extra resources necessary for every child to achieve to their potential.</p> <p>Students do not fall behind rather they receive more support.</p> <p>Parents and students can see that the school is putting in the effort for them to succeed.</p> <p>Students have clear goals that they work towards and</p>

		this improves both attendance and behaviour.
Resilience for Life	<p>Daily tutorial time explore and support students to deal with real life issues in wider society.</p> <p>Students are trained to deal with adversity and challenging life circumstances</p> <p>Students are aware of the external risks that they are exposed to because of their circumstances</p>	<p>Philosophical Enquiry develops the ability for critical thinking. This is a key skill that will support student wellbeing and be of value as they progress in higher education and employment.</p> <p>Students are resilient to external risks thus ensuring that they can make the most of the educational opportunity.</p>
Enhanced Pastoral Care	<p>Staff are fully aware through assessment results of any additional needs/support for each student</p> <p>Students that require additional support are easily identified and interventions put in place</p> <p>Students that suffer from behaviour issues have intervention plans drawn up including mentoring and restorative justice initiatives</p> <p>House system encourages positive peer support</p> <p>Students are trained in peer education</p> <p>Healthy meals are provided throughout the day</p>	<p>Vulnerabilities are identified and interventions put in place early. Impact of psychological vulnerabilities on learning and achievements reduced.</p> <p>Students do not fall behind. Their emotional wellbeing is valued through the schools use of mentors and extra curricular support activities.</p> <p>The impact of bullying is managed. Bullies are supported to overcome their behaviour and undergo restorative justice.</p> <p>This helps establish a positive learning environment where managing and overcoming conflict and adversity are recognised as key life skills.</p> <p>Students play an active role in setting standards and maintaining a positive environment where they can flourish</p>

		They develop leadership skills and learn how to take responsibility for their own wellbeing and that of their peers.
Community	External agencies, parents and the wider community plays a role in the life of the school	<p>Agencies are accessed to provide support for students that require assistance with attendance and behaviour. This includes the use of Community Mentors that assist in helping keep students on track</p> <p>Positive peer and community pressure is utilised to encourage good behaviour. Students see their roles as both inside and outside the school and patterns of good behaviour are seamlessly transferred between contexts.</p> <p>Volunteering and social action opportunities strengthen student wellbeing</p>
Expectations	<p>Entitlement programme forms part of the school offer</p> <p>Good behaviour, academic progress, attainment, attendance and volunteering is rewarded through incentive scheme</p>	<p>Entitlements help build social capital and expose students to the values of education.</p> <p>Privileges act as incentives and sanctions that help maintain pupil standards.</p>

D7. Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community

Our proposal has been shaped in collaboration with parents from across Oldham's communities. We have identified the following needs and have sought to incorporate these needs in to our education plan. These needs include

- Valuing faith without further segregating their children
- More effectively involving parents and the wider community in the life of a school
- Improving academic progress

Understanding Faith Promoting Cohesion

Oldham still remains a deeply segregated town with research recently published by Bristol University demonstrating that 92% of white children, 74% of Pakistani children and 85% of Bangladeshi children were in predominantly mono-ethnic primary schools. At secondary school level, the research found that 60% of Pakistani pupils and 65% of Bangladeshi ones were in predominantly mono-ethnic secondary schools. To add further division children also tended to be further segregated according to their ethnic origin so Pakistani children dominated one set of schools whilst Bangladeshi children dominated another.

The study suggests the lack of integration between children in the town could be explained partly by catchment areas, as well as by the fact that more than 30% of primary schools and 40% of secondary schools are Roman Catholic or Church of England, which ask for "demonstrable practice of faith" in their admissions criteria.

It is essential that in segregated towns such as Oldham preparing our pupils for life in a liberal, multicultural and dynamic society is essential. Our experiences have taught us that simply mixing pupils from different backgrounds does not promote integration; in many instances there is evidence demonstrating this to increase division. We are community cohesion experts and our approach is far more sophisticated.

Our proposed catchment approach demonstrates this level of sophistication. We that that if we were to create a traditional catchment area then the likelihood of our school becoming mono-ethnic increases. Our approach recognises that our communities are mainly segregated (particularly amongst the poorest families) and uses an innovative dual zone catchment approach that reserves 50% of our school places for children outside of our immediate community.

We have chosen to implement a 'faith sensitive' school model believing that by promoting a school driven by the values shared across faiths, we have a higher likelihood of drawing in children from across all of our communities. In towns like Oldham a traditional faith school approach strongly associated with

one faith, whilst still attempting to reach other groups, would be viewed with scepticism and would fail to reach beyond its immediate faith community adding to segregation.

Our vision of establishing a faith sensitive free school will ensure that for minority communities, that require a faith education, this need can be accommodated without the outcomes being increased segregation, division and exclusivity. We consider that a key feature of a school's role is to equip a young person to make a successful transition into adulthood. Being educated in an exclusive mono-ethnic and mono-religious environment fails to achieve this, particularly for children from minority backgrounds.

Collective Spirit will target children aged 11-16. Our rationale here is that it is at this age that parents are exploring a faith option, particularly for girls. By default, due to the segregation levels of Oldham, local primary schools are by mono-ethnic and mono-faith.

We also do not want to provide facilities for 17-19 year olds as we feel that at this age young people need to be exposed to a multi-cultural and multi-class environment. Both Oldham College and Oldham 6th Form caters well for young people from a mixture of backgrounds and they are genuinely the only educational establishments in the town that are diverse.

Collective Spirit will also place a significant emphasis on community. Our preferred locations are placed within the centre of communities that are traditionally considered to be poor and in an area that draws catchment from wards in the top 1% of indices of deprivation. The school premises will be accessible to wider community activities and we will nourish a climate of volunteering amongst our students.

Our vision incorporates a strong desire to provide families from our minority communities with a faith sensitive option that can accommodate their faith requirements without having to establish faith exclusive provision. Our concern is that once one of our minority communities establishes their own faith specific school (either state funded or private) then others will follow, and in a town such as ours, we will find ourselves in a divided system where single faith schools for minority groups emerge because existing types of school have failed to provide parents with the right type of choice.

A faith sensitive model is necessary in towns such as Oldham for a number of reasons. These include:

- The vast majority of Muslim parents that we consulted selected a Church of England Secondary School as their first choice of school for their children. All were unsuccessful.
- Oldham Council's BSF programme is closing both schools that have a predominantly Muslim intake (Breeze Hill & Grange) in an attempt to 'engineer' cohesion. Our consultation has identified that significant numbers of parents are unhappy with this attempt at forced integration

and will not be sending their children to the new academies that will replace Grange & Breeze Hill.

- Oldham's original BSF programme recognized that parents wanted more faith based places. This was reflected in 60 extra places per year at Church of England secondary schools for other or no faith students. This plan did not come to fruition but the need remains.
- Feedback to Oldham's BSF programme showed that parents did not just want large schools. The current BSF programme has no schools smaller than 1200 students. There is no choice for those parents seeking a small school environment.
- There are increasing calls for a Muslim school in a town where 38% of under 11's and 26% of 11 – 16's come from Muslim backgrounds. We are aware of a number of privately funded ventures that are progressing this idea. Our belief is that a privately funded Muslim School will further add to the divisive and segregated nature of Oldham.
- Increasing numbers of middle-class and aspirational Muslim families are finding the resources to send their children to the private Grammar Schools or independent Muslim Schools outside of Oldham. This is creating a two tier education system within the Muslim communities themselves as those that are left in the State Sector are often exclusively from the poorest backgrounds with the greatest challenges. This negatively impacts upon life aspiration.
- Whilst making significant improvements both of the existing predominantly Muslim Secondary Schools (Grange & Breeze Hill) still academically fall short in comparison to the other state schools and the national average of 30% 5 A to C (including English and Maths) and are even further away from the nearest Independent Muslim School and the local Grammar School.
- Whilst there are other minority faiths they are not in enough numbers to create their own faith school. A faith sensitive school that aims to further aid integration will accommodate the needs of these groups.

Our school prepares our students for life in a liberal, multicultural and dynamic society. The faith sensitive model understands the complexity of gender mixed environments where state school promotes almost exclusive mixed gender environment and faith schools promote exclusively single gender environment. Ours is a more sophisticated response. Our curriculum is developed in such a way where in certain environments our students experience single gender lessons, whilst in others they will experience mixed gender lessons.

We feel that it is vital in ensuring that our students are fully prepared for adult life, in particularly young women from certain communities, due to cultural practices face additional challenges.

Our approach to integration is more sophisticated than existing practices elsewhere. Our experience has taught us that simply mixing students from ethnic backgrounds does not promote integration; indeed in many instances it has been clearly evident that such an approach increases division, causes further conflict.

Our approach to integration is one that focuses on developing a certain state of mind that is accepting of differences, identifies shared values, reconciles nationality with ethnicity and prepares our students to successfully engage with and where appropriate integrate with wider society. We are community cohesion experts and our practices are far more advanced than current practices elsewhere. ***We are confident that this approach will both build and promote good community relations.***

Our school has been designed to respond to these needs that have been identified within our communities and is regarded as common knowledge amongst decision makers in our town whom continue to grapple with these issues. Our education plan incorporates the following features that help respond to this challenge

Key features

- The school will incorporate values of all faiths with no single faith designation. This will be reflected throughout every aspect of the school including ethos, syllabus, staffing, board & governor level, uniform and holidays.
- A sophisticated approach to gender sensitivity will accommodate single sex form groups and a combination of single and mixed gender subject groups.
- The Sports curriculum will feature non-contact sports including badminton, table tennis, tennis, squash and track & field activities, thus ensuring that mixed gender provision is accommodated whilst remaining faith sensitive.
- Taboo subjects such as sexual health, safeguarding from drugs and alcohol are incorporated into subject content. They are mainstreamed within the curriculum.
- School Uniform is sensitive to faith without placing the pupil in a deficit position when engaging with wider society. This position is reinforced through curriculum activities (particularly History & RE) that reinforce the validity of such an approach.
- Diversity, tolerance and integration are emphasised within the curriculum and opportunities to experience this are featured through Citizenship & extra curricular activities.
- Pupils will be supported in gaining complimentary qualifications in Peer Education, Philosophical Inquiry and Integrative Complexity.

Strengthening Community Involvement

We consider our school to be the hub of a community. We provide a service for both our students and the wider community. We make available our assets, our professionals, our buildings and our students to enhance the lives of people that live in the wider community.

Specifically, our approach ensures that our services are accessible from 8.00 am to 8.00pm (7 days a week throughout the school year). As well as providing space for our students, we will also provide space for community services ranging from youth activities, parenting programmes to ESOL provision.

Businesses and professionals from the local community will be encouraged to lead in these complementary areas helping strength links with organisations and individuals and ensuring the highest calibre of services where external experts rather than just academics play meaningful roles.

Our extended services will provide provision throughout the year particularly targeting students that require additional support both academically and socially our immediate community is one of the most deprived in the country¹ and as such suffers from a range of social challenges. We have a responsibility to help make a difference here.

Our community engagement strategy once again places a school at the centre of its community. Closing the doors at 3.30pm, absolving any responsibility in the community it draws its students from and spending valuable resources on keeping children out are in our opinion deep flaws in the practices of many schools. We refuse to replicate this practice regardless of cost.

We know that the poorest communities have a strong tradition of social action, volunteering and a stronger sense of community. These assets are often forgotten in attempting to meet the educational needs of young people from these backgrounds. We also know that faith communities consider themselves to be global citizens far more easily than others, and those connections through faith and charity, in responding to calls for aid, are a power for good. These assets will be recognised and valued within the curriculum.

For far too long young people from these communities have been viewed in an overtly negative manner. The curriculum we will design, in particular its subject content, will inspire and draw out the strengths of our pupils. They will learn of people, places, geography, history and sciences to which people like them have contributed. They will come to see the potential within themselves and consider themselves as valuable members of society.

The formal curriculum is not the only place where we will see this in action. Our school will become a social hub, making our building a means through

which to support the community. Of course, we will ensure all of our child protection requirements are fulfilled; yet we still feel that far too often and far too easily schools are closed away from the communities that they serve. Our model will challenge this.

We are committed to working in partnership with other schools, partner agencies and the wider community. As well as locating our school within a community we will make it easier for parents, agencies and youth groups to use our facilities. We will make space for these groups within our governing body and enable them to feel a genuine sense of ownership of our school.

We are committed to entering into a strategic alliance with a leading successful CofE school in Oldham who are applying for National Teaching School status. They have expressed a willingness to work with us and recognise the mutually beneficial nature of the relationship. This will include providing specialist staff, support and training for staff (teaching and non teaching), opportunities for students from both schools.

Businesses, particularly those that are local and those that have grown from people that share the demographic profiles of our young people, will be drawn in to mentor and support our young people. We will create imaginative work experience and training opportunities through which our pupils can genuinely participate in work environments.

Our extended skills based curriculum will be delivered in partnership with business and industry. Being a small school we will also draw upon academic expertise from our partner schools to support in the delivery of subjects.

We consider that the most effective solution to the challenges faced in our communities is achieved through applying an asset-based methodology that identifies and builds on strengths that our pupils, their families and communities already have.

Our vision believes in the power of regeneration. The majority of our pupils will come from some of the poorest families in the country. We consider a more effective means through which to inspire them will be the regeneration of a local dilapidated building rather than building a new one. It is our belief that such an approach will inspire our pupils more than by sending them to an out of area new build. We are committed that our school will be accessible to our communities.

Key features that raise parental and community involvement include:

Key features

- Regular timetabled parental involvement with more regular and personalised meeting between teacher(s) and parent
- Ability for parents to be access on-line progress data for their child
- Opportunities for parents & the wider community to access school resources. The school will actively draw in agencies that deliver

- services for parent and community benefit e.g. parenting classes, ESOL etc
- Entitlement recognises disadvantaged backgrounds of many of our students and ensures that through the school they experience activities that they otherwise would not.
 - Faith sensitive values used to encourage volunteering in the wider communities
 - Curriculum subjects will all feature case studies of 'people like them'
 - Strong emphasis on social movements and their influences upon society in English, History, RE and Citizenship subject syllabus'
 - Global Citizenship facilitated through international school linking programme
 - Extensive use of external support from partner agencies in assisting in the delivery of the curriculum
 - Complimentary extra curricular activities that directly link to and enhance the formal curriculum
 - Dynamic use of space and facilitating sharing of opinion and encouraging dialogue. Circle time methodology adapted for secondary school

Improving Academic Progress

Success is not defined by where you come from but rather what you do. Regardless of what an individual's starting point is, by the time a young person leaves our school, he/she will have a minimum level of qualification, an aspirational attitude and a sense of civic responsibility that will equip them to maximise their potential and contribution in society.

We know that our school will mainly draw from communities that are amongst the top 1% most deprived in the country. This for us means that we have to work harder, to be prepared to try new approaches whilst still choosing our methods with care and attention.

Children & Young People from minority backgrounds often fail to achieve academically to the same level as their white counterparts. Additionally evidence shows that our poorest white children start Secondary School with lower levels of literacy and numeracy than their more affluent peers. We know that the majority of our catchment will come from such backgrounds. Collective Spirit will place added emphasis on raising the literacy levels of our students and will deliver a more targeted curriculum that will strengthen the ability of our students to make progress.

Our curriculum is subsequently designed with an added emphasis on core subjects of English, Mathematics and Science. Whilst we may not offer the breadth of subjects that a traditional school will offer, we recognise that for most of our pupils obtaining these core qualifications will be a challenge. We will therefore emphasis these subjects in our timetable.

Collective Spirit's curriculum offer will incorporate the new Baccalaureate. We recognise that for a significant number of our prospective students, English is not their first language. Indeed, these students traditionally lack proficiency in

the core subjects of English, Maths and Science. Rather than compensating these deficiencies through employing an added value approach we will provide a targeted curriculum that places greater emphasis on these core subjects.

The curriculum will also be designed in a manner that enhances opportunities to have experiences that otherwise would not be available to our pupils. English will be enhanced with visits to the theatre, Mathematics, with work experience opportunities with our business partners and Science with study visits to our University partners. Our Citizenship content will provide opportunities for the application of civic responsibility.

Subjects such as RE and History will teach our pupils the values of tolerance, diversity, equality and support them to be able to identify, avoid and be resilient to negative pressures that they will be exposed to within their communities.

We will provide extra-curricular support through after school, weekend and holiday booster classes for all of our pupils. These booster classes will further support our pupils to achieve academic success. We will also aid young people who need additional support with a minimum of 2 hrs mentor contact time per week. These mentors will be recruited from colleges and universities and will be assisted in supporting our most in need pupils.

Extra curricular activities are designed to academically support our pupils, providing them with opportunities to contribute to the social fabric of wider society and also providing opportunities for the wider community to participate and contribute to school life.

Our programme of enrichment and extended school activities will help our pupils to receive a broad and balanced curriculum. This will be delivered in partnership with community organisations. Our intention is that these community partners will draw in children from other communities and further facilitate community cohesion. Our extra curricular activities will have a particular focus on responding to the needs of our students and their life experiences.

We are committed to partnering our school with local schools. We will share resources, exchange staff and pupils across sites for certain subjects that aid learning and deliver cross-school curriculum activities. We are a small school and this aspiration is driven by both need as well as desire. We are in advanced discussions with 2 local schools regarding effective partnerships. Creative partnerships such as this also strengthen cohesion.

Our school plan has the following features that help raise our expectations and achievements of our pupils.

Key features

- Small school with a teacher to pupil ratio averaging 1-12
- Length of school days, weeks and terms designed around the needs of our children
- Extra emphasis (over 40% more) on core subjects – English, Maths & Science
- Vertical grouping
- ICT featured throughout all subjects
- Early exam entry for pupils as and when required
- Additional pre and post school booster support for pupils as and when required
- Dynamic curriculum content with regular out of school experiences that enhance learning
- Supported volunteering and community action methodologies and approaches reinforced through the curriculum
- Shared learning in key subject areas with staff & pupils from partner schools aiding positive interaction and community cohesion
- Psychological assessments (ISA) used to establish individualised learning plans per pupil and informs curriculum pathways
- Champion strong democratic values throughout the school including student representation on school governor board and school council

How we will put our plans in action

We have ambitious plans for sharing facilities with other schools and in particular the wider community. Indeed other schools and the wider community play a valuable role in delivering components of our curriculum and aspects of our pastoral care. Our plans incorporate 3 key areas

- Making our school resources available to the wider community
- Supporting the wider community to contribute to the school
- Engaging with business & industry to support our skills based curriculum

We have outlined below our plans to help achieve this

Plans to make our school resources available to the wider community

Our Head Teacher will Chair our Community Engagement Forum. Placing this responsibility on our Head demonstrates the importance that we place on this role. This forum will meet once a term and will draw together representatives of public sector, private sector and 3rd sector organisations that can potentially support and/or gain value from accessing our school. This Forum will agree a timetable of after school, weekend and holiday provision.

The priority for this forum is to draw in to the school outside services that have already secured resources to target young people and their families from the deprived communities in which we draw our catchment from. For instance partners could include Youth Services who are tasked with delivering diversionary activities to young people in the evenings and weekends, 3rd sector organisations receiving grant funding to support refugee young people

and their families integrate in to local communities and even private sector organisations contracted to supporting people back in to work.

This forum will agree a termly timetable of activities that will be promoted both independently via each organisation and also through our intranet service thereby effectively accessing our students and their families. These organisations will also be able to access our pupils directly through presentations at tutorial times. Parents and the wider community can be accessed also through networking opportunities at our weekly Friday afternoon shared meal.

Our Business Manager and Classroom Managers will lead in collaborating with agencies that have been identified to be supported at the Community Engagement Forum. We know that working in such a manner places additional responsibilities on staff to open and close the building. We have accommodated for this within our budgets.

Plans to supporting the wider community to contribute to the school

Our Deputy Head will support and co-ordinate parental volunteering. All parents that agree to volunteer will undergo rigorous checks (CRB & reference checks), training and induction prior to commencing volunteering. We will have annual windows where parents can apply to volunteer in a range of roles. These will include:

- Homework support
- Mentoring
- Responsible Adults on field studies
- Support and participation in Skills Based Curriculum
- Supporting other parents & community members in ESOL, literacy and numeracy.

Our Classroom Managers will oversee all of our youth volunteering initiatives. This includes our peer education and buddying schemes. They will have designated time within their roles to facilitate training and support for our youth volunteers.

Our Skills Based Curriculum that engages external agencies in delivering aspects of our school day is a vital component of our offer. Whilst we have already identified a number of partners we are confident that we can and will attract more agencies once we have secured approval.

In the first instance members of our Board of Governors as part of their marketing responsibilities will secure a wider range of firms. Our team have close links with business networks including Local Chambers, regional business forums and the Rotary Club. Here we will undertake a period of outreach work through which we will secure the commitment of a wider range of agencies to support our skills based curriculum

Plans to engage with business & industry to support our skills based curriculum

The skills based curriculum runs on 3 days per week. It is vertically grouped and our aspirations are to offer the options of 2 skills and 1 sporting activity every day between 4.15-6.15.

The skills on offer will rotate every term thereby we will have engaged with up to 30 different skills providers over the course of our 5 term year. We envisage that the sporting offer will not be as varied but rather adapt to seasonal preferences.

Our skills based curriculum has a designated budget to support in the delivery of each activity. Additionally, consultation with agencies that are already supportive of contributing to this work has identified that they would prefer to deliver their interventions in blocks at set times over a term. We have designed our skills based curriculum to do this.

Our Business Manager will lead in liaising with external agencies and co-ordinate termly timetables with clear week-by-week activities and learning outcomes per subject. Our Classroom Managers and indeed appropriately trained and/or skilled parents will also support in the delivery of this work.

Our Business Manager will work closely with our external partners and explore possibilities for accreditation whenever possible.

Our intention is that at Key Stage 3 this skill-based curriculum incorporate a wide range of activities that are undertaken in short bursts. At Key Stage 4 our offer would result in longer periods of engagement per skill with clear accreditation and work experience pathways. We will work with our students and partners in developing this Key Stage 4 offer in due course.

Our skills based curriculum will be offered to children from other schools. We know that all other schools close before this curriculum starts and that it would not impact upon their school day. We will promote this service through networking events with other schools. We know that there is value for our students through subtle linking initiatives such as this.

We understand our local community and the needs that they have. We have designed our school to become part of the community that it serves. We know that the most valuable relationships are built upon a culture of inter-dependency. Our school contributes to our communities and our communities likewise contribute to improving outcomes for our students.

Section E: Evidence of demand and marketing – Part 1

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	50	25		50				
Year 8					50	43		86
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – Part 2

E1 Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child

Ongoing Consultation

We have worked hard to reach out to our parents in shaping our offer and then using this information to secure the pledges of parents. This has taken us over 12 months of work through which we have engaged in focus groups across Oldham's various ethnic & religious communities with:

- Parents
- Teachers
- Graduates
- Community Organisations
- Businesses & 3rd Sector Agencies
- Young People

We know that in traditionally disadvantaged communities we have to work harder to effectively engage. We have arranged focus groups in areas and during times that suit our communities. We have also attended networking meetings and met 1-1 with interested professionals and community representatives. In areas where there are lower levels of representation we have taken to the streets handing out leaflets and taking time to explain our aspirations.

We know that many people are not confident of attending focus groups and have sought other means through which to secure their involvement, either indirectly through a partnership approach through community organisations or directly through targeted engagement outside shops and community venues.

Our team of volunteers include people with particular language skills, so for certain communities where English is not the first language we have still been able to communicate our vision and effectively consult.

We have also recently launched a web page [REDACTED] and already we are receiving positive feedback through this medium.

We have been reluctant to canvass and leaflet distribute without direct engagement. We know our town and the way in which extremists can manipulate information. Oldham is a deeply divided town and we are careful not to add to this.

Additionally, in towns such as ours, consultation and raising expectations are common – delivery is not. We do not want to add to this and therefore our engagement has been subtle and sophisticated. Once approved we can consult and market through more conventional means reaching out to more families.

We know that our methods are working. The map below demonstrates the wide range of areas from where we have secured pledges. We know we can

get more and will continue to work in recruiting more families. Once we have approval we will, as explained, market more universally also.

[REDACTED]

Our evidence of demand confirmation included the completion of a Pledge Form.

As part of our application process we are required by the Department for Education to demonstrate demand for our school. If you have a child currently in Year 4 or 5 and consider that Collective Spirit will meet the needs of your child please complete the details overleaf...


 A faith sensitive small school

Parent:

Name: _____

Postcode: _____ Phone No: _____

Email: _____

Ethnic Origin: _____

Religion: _____

About your child/children:

CHILD 1

Gender Male Female Date of birth _____

Current year group Yr 4 Yr 5

CHILD 2

Gender Male Female Date of birth _____

Current year group Yr 4 Yr 5

I support the ethos and objectives of Collective Spirit and would choose this school to be my first choice for my child/children.

Signed

Please note signing this pledge does not commit you to sending your child/children to our school when it opens in September 2013. Nor does it commit Collective Spirit to offering your child/children a place.


 A faith sensitive small school

The pledge form confirmed parents choosing Collective Spirit as the first choice school for their child. We targeted **relevant** parents of children currently in Year 4 and 5 of primary school. We will open in September 2013 and children of this age bracket will form the first 2 years of our intake.

The table below is a current summary of details of children whose parents have selected Collective Spirit as first choice.

Specifically all the parents that have confirmed Collective Spirit as their first choice school for their child have been individually spoken to. They each were provided with a brochure that outlined the school vision. [REDACTED]

In many instances we also spoke directly with the child also. This took place prior to them **committing** their child to our school through completing the pledge form.

No	Date of Birth	Joining School in 2013/14	Joining School in 2014/15	Postcode
1	[REDACTED]		x	OL9 [REDACTED]
2	[REDACTED]		x	OL1 [REDACTED]
3	[REDACTED]		x	OL9 [REDACTED]
4	[REDACTED]	x		OL9 [REDACTED]
5	[REDACTED]	x		OL1 [REDACTED]
6	[REDACTED]		x	OL1 [REDACTED]
7	[REDACTED]	x		OL8 [REDACTED]
8	[REDACTED]	x		OL1 [REDACTED]
9	[REDACTED]	x		OL1 [REDACTED]
10	[REDACTED]	x		OL1 [REDACTED]
11	[REDACTED]	x		OL2 [REDACTED]
12	[REDACTED]		x	OL9 [REDACTED]
13	[REDACTED]		x	OL9 [REDACTED]
14	[REDACTED]		x	OL8 [REDACTED]
15	[REDACTED]		x	OL8 [REDACTED]
16	[REDACTED]		x	OL4 [REDACTED]
17	[REDACTED]	x	x	OL8 [REDACTED]
18	[REDACTED]		x	OL8 [REDACTED]
19	[REDACTED]		x	OL8 [REDACTED]
20	[REDACTED]		x	OL8 [REDACTED]
21	[REDACTED]		x	OL8 [REDACTED]
22	[REDACTED]		x	OL8 [REDACTED]
23	[REDACTED]		x	OL4 [REDACTED]
24	[REDACTED]		x	OL4 [REDACTED]
25	[REDACTED]		x	OL4 [REDACTED]
26	[REDACTED]		x	OL4 [REDACTED]

Additionally the majority of these parents also completed a survey from that has also been used to inform the content of this bid and will be used to shape operational aspects of our school once opened.

The Parent's Survey is below



Parent's Survey

Postcode: _____

Ethnic Origin: _____

Religion: _____

Do you currently have a child in Year 4 or 5 Yes No

Would you like to be kept informed of progress of our school Yes No

Phone No: _____

Email: _____



Survey

Your responses will be used to help shape our new school

School size

Given the choice would you send your child to a school where the numbers of pupils are?

500 or less 500 to 1000 Over 1000

In considering the secondary school option for your child, is this choice currently available to you?

Yes No Unsure

Given the choice would you send your child to a school where the teacher to child ratio (class size) is?

15 or below 20 or below 30 or below

In considering the secondary school option for your child, is this choice currently available to you?

Yes No Unsure

School Faith

Please rank the importance of the following types of school preference?

	Highly Important	Important	Not Important
Single Faith school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith sensitive (school valuing and accommodating multiple faiths)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has no faith underpinning it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your type of school faith preference currently available to you?

Yes No Unsure

Given the choice would you prefer the school curriculum to include teaching?

Devotional faith how to practice one particular religion Non-devotional morality & values shared across religions No religious aspects at all

Given the choice would you have your child taught in?

Single Sex Classes all of the time Mixed Sex Classes all of the time A combination of both

Of the schools currently available, how many would you say provide these curriculum features?

None 1 2 3 4 5 or more

School Characteristics

Given the choice would you prefer a curriculum that focuses on an emphasis on core subjects? For example English, Mathematics & Science

A broader range of subjects. For example the current system English Baccalaureate (English, Maths, science, One language, geography or history) Unsure

Given the choice would you prefer your child to spend (please grade your response: 1 = strong preference and 5 no preference)

More time at school 1 2 3 4 5
 Less time at school 1 2 3 4 5
 Remain as it is (9am-3.30pm) 1 2 3 4 5
 Unsure 1 2 3 4 5

Given the choice would you prefer a school year to?

Be more equally spread with shorter summer holidays and more regular breaks (5 term year) Remain as it is (3 term year) Unsure

How important do you consider the following school options?

	Highly Important	Important	Not Important	Unsure
A longer school day to participate in booster classes, skills based workshops and sporting activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduce the length of school days, making them shorter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important do you think it to send your child to the following schools?

	Highly Important	Important	Not Important	Unsure
Mixed school with children from all backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A school where children from your background are in the majority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A school made up of children exclusively from your background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pastoral Care

Given the choice if your child were to get into difficulties would you prefer?

The school to take active involvement in intervening and supporting your child The school to stay out of 'family' problems Things to remain as they are

Given the choice would you prefer the school to support your child to volunteer more and to access regular work experience opportunities?

Yes No Unsure

Given the choice would you prefer the school to continue to support your child post 16 in accessing employment & future studies?

Yes No Unsure

Parental Involvement

Given the choice and the right circumstance would you as a parent or carer want?

To be able to do more in helping educate your child To do less than you do now For things to remain as they are now

Please explain your response.

Given the choice and the right circumstance would you as a parent or carer want?

To volunteer to do more in the life of your child's school To do less than you do now For things to remain as they are now

Please explain your response.

Analysis of Parent's Survey

We asked every parent that completed a pledge form to return a parent's survey. Information from this survey has been used to inform our proposed curriculum and ethos. Below is a summary of the most up to date responses and details of the specific questions that we asked under a number of themes.

School Size

A small school is a key feature of our proposal. Our initial round of focus groups identified this as a potential feature that parents would like to see. We have evidenced demand through a combination of analysis of existing provision and consultation with parents. We have already evidenced the research that validates the value of a small school with small class sizes.

1. Given the choice would you send your child to a school where the numbers of pupils are?

500 or less	82%
Between 500 to 1000	18%
Over 1000	0%

Over 80% of parents would prefer to send their child to a school with 500 or less pupils. This response validated information from our earlier round of focus groups that indicated a clear absence of choice for parents in school size as this size of school was felt by parents not to be available to them. Parents have clearly demonstrated a desire for a **small school**

2. Given the choice would you send your child to a school where the teacher to child ratio (class size) is? 15 or below, 20 or below, 30 or below

15 or below	60%
20 or below	40%
30 or below	0%

Here 60% of respondents selected 15 or below and 40% selected 20 or below. None responded 30 or below. Evidence of parents demonstrating a desire for **smaller class sizes** has been used to inform our classroom structure that accommodates a ratio of 1 staff to 12 children

In considering the secondary school option for your child. Is the choice of school and class size available to you

Yes	0%
No	100%
Unsure	0%

All parents stated that their choice of school and class size was currently not available to them. This reinforces our research that demonstrates that Oldham's secondary school offer is exclusively made up of large secondary schools. This has evolved over time without any parental consultation. Our

research has clearly identified both a gap in provision and demand for an alternative – a **small secondary school**.

School Faith

Faith sensitivity is another key feature of our school. This feature was designed in house rather than through consultation within the community. Once we were clear of what we meant by ‘faith sensitivity’ we then tested this through focus groups and a separate survey with Muslim parents that explored their specific understanding of faith schools. Our aim here was to ensure that we could potentially offer an alternative to single faith schools, the highest demand in Oldham is currently from the Muslim community hence the focus of our initial work here.

Once we were clear of our position and understood that there would be support for this position amongst our Muslim families we then surveyed this wider group of families, from across faiths and none, who had pledged their child to our school. The school faith questions sought to validate our approach to faith.

1. Please rank the importance of the following types of school preference

	Highly Important	Important	Not Important
Single Faith School	5%	24%	71%
Faith Sensitive School	83%	17%	0%
None Faith School	0%	6%	94%

The responses from the survey demonstrate that the vast majority of parents would prefer their children to be taught within a faith-based environment (94%). Of these 83% regard faith sensitivity as highly important whilst only 5% now consider single faith in the same way. It is evident from the responses from our parents that our method of ‘**faith sensitivity**’ has widespread support amongst parents.

2 Is your type of school faith preference currently available to you?

Yes	0%
No	100%
Unsure	0%

Again, there is a demonstration of unanimous need as parents surveyed clearly indicate that their choice is not currently available within Oldham.

3a Given the choice would you prefer the school curriculum to include teaching?

Devotional faith	5%
Non Devotional	93%
No religious aspects	2%

3b Given the choice would you have your child taught in?

Single Sex Only	24%
Mixed Only	16%
Combination of both	60%

Our approach to the curriculum and class structure has been informed by these responses. Our curriculum is clear that **faith sensitivity** is a non-devotional approach and within our class structure we have accommodated for single sex form groups.

Complementary focus groups prior to these responses identified that single sex classes (24% support) when explored for the majority of parents was about facilitating sensitive subjects on the whole. Our single sex form groups with 30 minutes per day tutorial time have been designed to accommodate this.

Our subjects are taught using a combination approach based again upon parental choice and emerging evidence. Our master classes of 50 students are all mixed whilst our smaller seminar groups of approx 12 are a combination of setting and single gender for some subjects where there is emerging evidence of educational benefit.

Both our desktop research and direct consultation with parents has informed key aspects of our **faith sensitive** curriculum.

School Characteristics

A key factor of our approach was to question existing practices and identify new and improved ways to overcoming generational barriers to educational underachievement, particularly amongst children from our poorest communities. We had at the commencement of our proposal undertaken extensive research, particularly exploring the KIPP approach. Through focus groups and the parental survey we wanted to test the attitude amongst parents to transferring aspects of this methodology.

We were also seeking to gauge interest in the English Baccalaureate and determine the support amongst parents towards a more focused curriculum.

1. Given the choice would you prefer a curriculum that focuses on an emphasis on core subjects? For example English, Maths and Science

A broader range of subjects	9%
English Bacalaureate	79%
Unsure	12%

The vast majority of our parents wanted a focus on core subjects. Responses from the survey and from focus groups clearly identified that parents would rather see their children concentrating on fewer core subjects and achieving well in these. Parents in the focus groups also spoke strongly of the weaknesses of the existing approach that used a vocational approach that benefited the school's ranking rather than their children. Our feature for **meaningful qualifications** is widely supported by the vast majority of parents.

2a Given the choice would you prefer your child to spend (please grade your response 1 = strong preference and 5 = no preference)?

	1	2	3	4	5
More time in school	42%	33%	21%	2%	2%
Less time in school	0%	0%	0%	0%	0%
Remain as it is (approx 9am - 3.30pm)	0%	0%	4%	17%	79%
Unsure	0%	0%	0%	0%	0%

2b Given the choice would you prefer a school year to?

Be more equally spread out – 5 term year	76%
Remain as it is – 3 term year	18%
Unsure	6%

Again there is strong consensus amongst parents that they would be supportive of a redesign of both the school day and the school year. They are supportive of **Innovative learning** being introduced in to supporting their children to overcome generational underachievement. Our focus groups not only reaffirmed this position but also demonstrated a strong believe that spending more time in school would also protect their children and safeguard them from being drawn towards anti social behaviour and criminality.

When specifically asked about a longer school day the parent's responses are clear

2c. How important do you consider the following school options?

	Highly Important	Important	Not Important	Unsure
<i>A longer school day to participate in booster classes, skills based workshops and sporting activities</i>	91%	6%	2%	1%
<i>Reduce the length of school days, making them shorter</i>	0%	0%	100%	0%

Our parent's are supportive of longer school days. Findings from our focus groups also show they are supportive of regular weekend and holiday booster events. Our school curriculum has been designed to accommodate these needs.

Research clearly demonstrates that spending more time in high quality learning has a positive impact on attainment. Our parents also recognise this and are very supportive towards this. Our school has been designed to accommodate this.

3. How important do you think it is to send your child to the following schools?

	Highly Important	Important	Not Important	Unsure
<i>Mixed schools with children from all backgrounds</i>	85%	15%	0%	0%
<i>A school where children from your background are in a majority</i>	0%	0%	100%	0%
<i>A school made up of children exclusively from your background</i>	0%	0%	100%	0%

We have been adamant from the start that our approach is not an attempt to create a Muslim faith school in everything but name. We have communicated this through our focus groups and all of our promotional materials are clear of our position on diversity and cohesion. We wanted to make sure that the parents that pledged their children to our school shared our position. Our survey findings are conclusive. Our parents also do not want a Muslim (or indeed any other faith) school in all but name.

Interestingly, and this also surprised many of us, is that our school particularly appeals to parents of the growing number of multiple heritage children in our town. This was identified through both focus groups and analysis of demographics of our potential children. Our society is becoming more complex and there is clearly a need for a more sophisticated response to accommodating the changing population dynamics, even in traditionally segregated towns such as Oldham. Our findings show that our school does indeed reach out to parents and children from across all of our communities.

Pastoral Care

A key principle within our proposal is that of ***resilience for life***. Earlier analysis of the communities where we are most likely to draw our children from has already demonstrated that our pupils are likely to be exposed to a wider range of external risk factors that can negatively impact upon their lives. Indeed one of our KPIs is that the majority of our children leave school without a criminal record.

Our enhanced pastoral care principle and activities that shape this has been designed through consultation directly with existing teachers, parents and community members that participated in focus groups that helped shape the ideas for our proposal. Within the Parent's Survey we also asked specific questions regarding this

1. Given the choice if your child were to get in to difficulties would you prefer?

The school to take active involvement in intervening and supporting your child	92%
The school to stay out of 'family' problems	6%
Things to remain as they are in school now	2%

Our parents overwhelmingly want the school to play an active role in interventions. Through our focus groups we have identified these to include both supporting the child and also the parent. Our approach to using philosophical enquiry, our ISA psychological assessments and our behaviour management approach designed in collaboration with clinical psychologists has sought to accommodate this.

Our attitudes to **Community** and **Teaching Partnerships** will ensure that a wider range of support services can be accessed through our school. Our **Asset based approach** that values the roles of parents, making it easier for parents to work in partnership with the school through timetabled interactions and on-line access to key data regarding their child helps identify problems early and ensures that parents work alongside school in addressing challenges

2. Given the choice would you prefer the school to support your child to volunteer more and access regular work experience opportunities?

Yes	100%
No	0%
Unsure	0%

The response here is again unequivocal. We designed this feature from some of our earliest conversations with businesses and local 3rd sector organisations. Feedback from these sources was that they were prepared to do more to support pupils and the blockage was actually schools.

Our approach to **community** and the planned time in our school week that facilitates better interaction with external agencies helps to overcome this. Again, for us, it is no surprise that our parents would like more assistance in supporting their children to experience real life more.

Our key principle of **Expectations** further demonstrates our commitment here and our role is made explicit through our *entitlement programme* that clearly states our responsibilities here.

3. Given the choice would you prefer the school to continue to support your child post 16 in accessing employment and future studies?

Yes	87%
No	6%
Unsure	7%

Our initial focus groups, particularly with graduates from our disadvantaged communities helped shape this area of our work. Both their feedback and research in to long term opportunities demonstrate that at key transition points (school to FE, Fe to HE and HE to employment) young people from disadvantaged backgrounds lack ‘cultural capital’ resulting in them not achieving to the highest levels that they are capable of. Our aspiration here is to make available mentors from supporters from business, industry and academic backgrounds to continue to provide support, long term, through our school to all of our students.

We also have long-term KPIs through which we need to track and maintain contact with our ex students. This role has been designed in to our staffing. Our parents recognise the need for this support, graduates that share the same demographic profiles as our pupils also have highlighted the importance

of this. We have designed in to our **Enhanced Pastoral Care** approach a means through which we can help meet this need.

Parental Involvement

Our parents through the focus groups have consistently asked for higher levels of involvement. The Parent's Survey sought to identify the degree to which this exists, identify and design in to our school the ideas that parents themselves have identified. We specifically asked the following:

1. Given the choice and the right circumstances would you as a parent or carer want?

To be able to do more in helping educate your child	93%
To do less than you do now	0%
For things to remain as they are now	7%

2. Given the choice and the right circumstances would you as a parent or carer want?

To volunteer to do more in the life of your child's school	84%
To do less than you do now	0%
For things to remain as they are now	16%

There was clearly overwhelming support to do more. Ideas included:

- To improve their own literacy & numeracy levels
- To better understand the curriculum and subject content
- To be able to book time in school with their child & a teacher for 1-1 family learning support
- To be better informed of their child's educational needs

Our **Community** approach establishes the school as a community hub making it a welcoming and open place for parents. Our approach to considering our parents as **Assets** has also been informed through our consultations and feedback from prospective parents.

We have designed our parental involvement features to enhance their understanding and ability to better support their children. Our school features regular timetabled support for parents. An on-line tool through which they can be updated on the progress of their child also features as part of our offer. Our community features bring in partner agencies through which parents can access additional core skills support for themselves. Our extended day also allows for parents to book time with teachers for family learning sessions where the teacher supports parent and child through a particular aspect of learning.

All of these features that we have incorporated in to our school proposal have been identified through consultation with our parents. We have designed in to

our plans for this consultation to continue and as our school develops for parents to remain engaged in shaping key features of our school. In addition to parent representation on our Governing Board we have designed in to our delivery annual consultation.

E2. Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities

Why will our school be attractive to students from different backgrounds, including those who are disadvantaged and deprived?

Our team includes amongst its membership individuals that are internationally recognised as cohesion experts. They have ensured that every aspect of our school has been designed to reach out to students from different backgrounds. Specifically, this includes:

- ***Faith Sensitivity*** is a key underlying principle. Through appealing to all faiths and none we ensure that our school will attract students from different backgrounds.
- ***Small School*** – We know that our school will particularly resonate with students who have complex and multiple needs whom will view a traditionally sized secondary school with fear and apprehension. Evidence from our consultation and demand so far confirms the appeal of a smaller school resonating with families from across different backgrounds.
- **School location** – Our preferred location is in a building that has historically been accessed by individuals from across communities. It has no historical bias with any one community. The location is also in a naturally mixed area where different communities co-exist. In a town such as Oldham these locations are not common. This particular location enjoys ethnic, religious and class diversity.
- **Catchment area** -We are proposing a sophisticated dual band catchment area. We know that in segregated town's such as ours a traditional closest to the school gate approach is more likely to attract students from one background. Our proposed catchment area that ring fences %s for an inner and outer circle ensures that we have maximum chance to attract children from different backgrounds.
- ***Teaching Partnerships*** – Our partnership with a local successful Church of England Secondary School will help ensure that we attract students from families who will want the same levels of success for their children. We know that this desire exists across communities.
- ***Expectations*** – The commonality of high expectations cuts across communities regardless of background. We are confident that this key feature of our vision will be the commonality that draws students together.
- ***Community*** – We nurture an environment of mutual dependency and support. We make space for our different communities to become involved in our school and we intentionally reach out, through volunteering and wider engagement, to all of our communities.

An understanding of local demographics

We know that the vast majority of our students will come to us from deprived and disadvantaged backgrounds. Our experience of these communities and our analysis of local authority ward profiles has helped shape many features of our school. There are a number of our key principles that have been designed to ensure that deprived and disadvantaged students are fully supported in our school.

- **Meaningful Qualifications** – Our focus on English, Maths and Science and emphasis on working towards the English Baccalaureate recognises that many of our children will come to us with low levels of literacy and numeracy. We would rather provide fewer subjects but ensure that we have time to ensure sufficient depth in knowledge and skills.
- **Innovative Learning** – key aspects of our school day is designed and delivered in partnership with Business and Industry. This recognises and provides space for skill development in vocations alongside academic essentials. We know that this route will appeal to many of our families. Features such as additional time to study and a longer school day have been proven in KIPP schools (that operate in some of the poorest American neighbourhoods) to work in improving outcomes for students from deprived and disadvantaged backgrounds.
- **Resilience for Life** – We know that students from deprived and disadvantaged backgrounds face additional risks in life. They are exposed to higher levels of crime, drugs, health inequalities and their life circumstances place them at additional disadvantage. Our school has been designed to ensure that they build resilience to this ensuring that aspects of life outside of the school do not hinder their development.
- Our **Asset Based Approach** principle is more than just a statement. We recognise that parents in particular are valuable partners in the development of our children and we support them to support their children. This is particularly important amongst our most deprived communities where parents lack the capacity and capability to effectively support their children.
- Our principle of **Enhanced Pastoral Care** ensures that, amongst other features, every student has an entitlement from us through his or her school life. Through this they take part in activities that ordinarily because of their socio-economic background they would not be able to experience. We also provide additional pastoral support through which negative life experiences, those that would ordinarily blight a childhood, are better managed. Over time we will have our own Educational Psychologist as part of our core team. Our classroom management systems have been developed in partnership with Clinical Psychologists from CAMHS teams with vast experience of supporting children that are dropping out of education because of negative life conditions resulting from deprivation and disadvantage.

We have no doubt that our school reaches out to and accommodates the needs of children from different backgrounds. In particular we are confident

that our approach resonates with children and families from deprived and disadvantaged backgrounds. Indeed, it is their educational underachievement that has been a key impetus in our team coming together and shaping our proposal.

Evidence of need for more school places in the area

Our proposal is not exclusively based upon need, but rather based upon choice and effectiveness. Our research has identified whilst there is not a shortage of school places across the borough of Oldham there is a shortage of places within our catchment area and also a shortage of places for parents that want faith accommodated within their choice.

Oldham's original BSF programme recognised that parents wanted more faith based places. This was reflected in 60 extra places per year at Church of England secondary schools for other or no faith students. This plan did not come to fruition and this need remains.

We have managed to gather some evidence that evidences the need for more school places in the part of the town where we are based. Analysis of local evidence from the BSF programme in Oldham shows that there has been a closer of 5 secondary schools in our immediate catchment area that has been replaced by 1 academy. The other new schools that have been built are outside of this area (2 Academies) or are now not available as options for parents in the same way as previously (Roman Catholic Secondary) resulting in a shortage of local spaces.

How will our marketing strategy encourage all sections of the community to choose our school for their children?

Our marketing strategy has been designed to reach out to individuals from across different communities. It has also been designed to reach out to traditionally 'hard to reach' groups that conventional techniques fail to reach. We therefore have both a universal and targeted approach.

Our universal approach

- Web page and Facebook
- Leafleting the area within a 2 mile radius
- Setting up information stands at key local community facilities (post office, shops chemists etc)
- Meeting with community organisation representatives (tenant groups, residents associations, parents groups etc)
- Meeting with Religious Organisations
- Presentations to the Business Community
- Presentations at local authority strategic partnership meetings
- Mail shot and email brochure to all primary schools in Oldham
- Press releases, availability for media interview etc
- Community Question Time

Our targeted approach

- Focus groups with parents, teachers and children at suitable times and venues (evenings and weekends at locally accessible venues)
- Presentations at local community events (Area Partnerships etc)
- Recruitment & Training of Community Champions who promote the school within their own communities and networks (including use of bi-lingual Champions)
- Targeted campaigning outside shops and community venues
- Presentations to potential feeder primary schools

We have produced a series of high quality promotional materials, recruited and trained a strong pool of local community champions and are fully aware of the full range of means through which we believe that we can effectively market our new school.

Most importantly, the idea for our school emerged through consultation with local parents and community groups. Findings from focus groups held with these groups helped shape our proposal. We know that our proposal already appeals to our target audience.

Our challenge has been to ensure that we are able to reach out to families from across different communities and in particular engage with those that ordinarily are hard to reach. We consider that our universal and targeted approach will achieve this. Where we know that we cannot engage hard to reach groups we have engaged with groups that have trust, legitimacy and are already supporting these groups.

Our marketing materials clearly and concisely communicate our vision and 10 key principles. We have worked hard in producing these materials. We have and are continuing to communicate our message to as wide a range of individuals as possible. We know that our approach is working, as demand from parents has been high in the short amount of time that we have been evidencing demand.

The table below shows our timeline when marketing specifics commence

Activity	Pre Approval	Post Approval	Pre Opening	Post Opening
Web page	X			
Leafleting		X	X	X
Information Stands		X	X	X
Meeting Community Organisations	X	X	X	X
Meeting Religious Organisations	X	X	X	X
Business Presentations	X	X	X	X
Mail Shot Primary Schools		X	X	X

Press Release		X	X	
Community Question Time		X		
Parents Focus Groups	X	X		
Presentation at Community Events		X		
Recruitment & Training of Community Champions	X	X		
Direct Canvassing		X	X	
Targeted campaigning outside shops and community venues	X	X		
School Presentations			X	

As can be seen we have identified 4 marketing phases. Some of our activities are distinct to a particular phase(s) whilst others remain ongoing.

Outline of how the wider community will be using the school and how this collaboration will be managed

Encouraging community involvement

We have two particular underlying principles through which the wider community can access and use our schools facilities.

Firstly, through our principle of ***Innovative Learning*** we will support external agencies from Business, Industry and the 3rd Sector to deliver our skills based curriculum. This is timetabled activity that is agreed and set for the full school year on a rolling year on year basis. This collaboration will be thematically managed with our Head of Subjects taking responsibility in ensuring that the 'curriculum' on offer is of sufficient depth and quality.

Our Classroom Manager's will work alongside these external agencies thus ensuring ongoing familiarity with the students and be able to communicate individual needs with these external agencies.

All external agency staff will be required to undergo an enhanced CRB check and be provided with appropriate identification badges before accessing our school facilities. They will also undertake an induction that familiarises them with our policies and procedures.

Secondly, through our principle of ***Community*** we will make available our school to parents to access a wider range of educational services that will aid them in supporting their children. These services will likely include ESOL Classes, numeracy & literacy courses and parenting courses. We have identified a number of 3rd sector agencies that would be prepared to deliver these services through our premises.

Our Business Manager would manage this aspect of our offer as part of their role.

How our school will impact on the wider community through sharing the school's facilities and resources with other agencies and organisations

We have previously explained our underlying key principles of *Innovative Learning* and *Community*. The table below demonstrates key issues in our area and how our school will share our resources with external agencies in helping meet these needs

Key Issue	How the school works with the wider community
Parental knowledge – lack of key skills in literacy and numeracy	Collaboration with Community Education Service and local College to provide basic skills and ESOL courses
Parental competency – need for parenting support	Collaboration with Children's Services to provide termly Webster Stratton Incredible Years Programme
Pupil vulnerability to external risk factors (drugs, crime, health etc)	Partnership with CAHMS, in-house Ed Psych and collaboration with safeguarding agencies. Use of psychological assessments (ISA) to identify vulnerabilities and intervene early. Project based interventions delivered by agencies e.g. Brook Sexual Health Services etc
Home life – lack of space and access to resources for homework & added study	Longer school opening hours and staff available to provide timetabled homework support
Lack of opportunity to participate in organised volunteering	Partnership with local CVS & Groundwork Trust to provide accredited volunteering opportunities
Lack of opportunity to participate in work experience	Skills based curriculum & partnerships with Business, Industry & 3 rd Sector provide regular work experience opportunities
Lack of youth provision – evenings & weekends	School based youth club run by partnership of local youth organisations
Lack of after school sports provision	Partnership with local sports groups

Our Business Manager and team of Classroom Managers will collaborate with all external agencies prior to the commencement of any community working intervention. Here they will agree timescales, resources, additional delivery requirements, monitoring and evaluation requirements on an intervention-by-intervention basis.

Our Business Manager will hold monthly meetings with our Classroom Managers and in essence they will become a dedicated team that oversees this area of work.

We have also accommodated for additional staff to ensure that our building is opened and secured as needed.

Where possible we will offer free premises to local community and voluntary sector groups in return for their services.

We already have a number of interested local people that would seek to volunteer in our school. Our parent's survey found an overwhelming desire for parents to want to contribute more to the school life. We have explored a number of options and have identified the following options

- Support in literacy & numeracy for other parents
- Support pupils in additional booster sessions
- Collaborate in vocational skills based subjects with external partners where skills and experiences overlap
- Support pupils in accessing organised sport activities
- Support pupils in volunteering in the community opportunities
- Support in preparation of Friday afternoon communal meal

Our Deputy Head (once appointed) will oversee parental volunteering.

As part of our consultation we have met directly with numerous 3rd sector agencies, local community organisations, forums and umbrella bodies. This includes

- Coppice Community Centre
- Connexions
- Voluntary Action Oldham
- Oldham Inter-Faith Network
- Westwood Women's Association
- Great Places Housing Group Tenants & Residents
- Local Elected Members
- Peshkar
- GW Theatre Company
- African Caribbean Association
- Indian Association

They have all contributed to informing our vision and shaping our curriculum.

We plan to meet with and involve many more and consider this as an ongoing process beyond the opening of our school. We will take a strategic view here whereby we co-ordinate our engagement through umbrella bodies such as the local CVS (Voluntary Action Oldham) and forums such as the Inter-Faith Network. Again, this is intentional, whereby using this approach we will be publically viewed as reaching out to all communities of our town.

Details of discussions with the local authority about pupil admissions

We have attempted to contact representatives of our local authority on numerous occasions. To date they have not responded formally to any of our advances.

Informally, they have told us, that the local authority's policy is in opposition to any free schools in the town. They are aware at the highest levels of our plans.

We are committed to reaching out to and collaborating with our wider community. We are clear that a school is part of a community rather than separate from the wider community. Key aspects of our vision and 10 key principles clearly demonstrate and incorporate the role of the wider community in enriching the lives of our pupils.

We will continue to attempt to bring onsite the local authority and regardless are committed to making our admissions available through their processes.

Section F: Capacity and capability

F1 Show how you will access appropriate and sufficient educational expertise to deliver your vision

In setting up and operating our school we have identified and accommodated for the following roles.

Collective Spirit Company role

- Agree the vision
- Prepare and submit application
- Appoint initial governing body from directors
- Hold governing body accountable for delivering the vision

Governing Body role

- Appoint Principal
- Set aims and objective
- Set policies
- Set targets
- Accountable to collective Spirit
- Expand governing body as school opens and develops

Transitional Team role

- Liaise with DFE and PFS
- Support governing body and Principal in realising the vision through
 - Curriculum development
 - Staffing
 - Building design
 - Marketing
 - Community engagement

Principal role

- Staff appointments
- Curriculum development
- Building development
- Marketing
- Community engagement
- Partnership agreements
- Advising governing body on formulation of aims and objectives, policies and targets

Phase 1 Collective Spirit - Our Steering Group

We have drawn together a partnership of local parents and professionals with key skills required to support our proposal to opening in September 2013. We have also secured the support of Rise 2010, a leading children's safeguarding agency supporting young people, to provide our partnership of volunteers with an office base and administrative support. Furthermore we have secured the support of a leading Church of England Secondary School and a local law firm to provide expert support in areas where we have existing weaknesses. At this stage it is our belief that it is our people and the skills that they bring that is our most valuable resource.

Section F3 provides a detailed biography of each of our Board Members. In drawing together this Board we have sought to identify individuals with the following areas of skills and expertise:

- Educational Leadership – successful management of a school
- Pastoral Expertise – detailed understanding of SEN and supporting children from disadvantaged backgrounds
- Transition Expertise – expert knowledge of challenges young people from deprived communities enter secondary education wide
- Transition Expertise – expert understanding of skills and experiences necessary to make transition in to employment & further education
- Curriculum Expertise – strong understanding in developing innovative curriculum that is prepared to question and challenge existing methods
- Faith Expertise – expert multi-faith perspective
- Community Expertise – expert in community engagement and cohesion
- Equality Expertise – strong understanding of embedding equality & diversity across all aspects of the school
- Construction Expertise – strong understanding of processes and management of components necessary to support land acquisition and construction
- Legal Expertise – experience in new start ups within an educational context and expertise in human resources
- Financial Expertise – expert in financial forecasting, management and auditing
- ICT Expertise – expert in ensuring ICT considerations reflect emerging developments, value for money and successfully mainstreamed within the school

Confirmed Time Commitments

Phase 1 involved the drawing together of interested individuals that would be prepared to commit a minimum of 1 day per month towards exploring the feasibility of developing a Free School proposal. This group has been meeting monthly for the past 12 months and individuals have been tasked with leading in their respective areas of expertise. In essence this is our Steering Group.

Phase 2 Bid Submission

A sub-group of our Steering Group has been responsible for drafting the bid. Following approval this team will commit 2 days per week up to opening. This sub group consists of our Chair (Community Expertise), our Faith Specialist and 2 of our educational specialists (including 1 of our Head Teachers). They will

- Firm up community engagement
- Develop partnership agreements
- Further policy development
- Begin curriculum development
- Continue to explore premises
- Continue marketing

Confirmed Time Commitments

This team has committed 3 days per week up to submission of the bid.

Phase 3 – Transitional team in place

Once approval has been made and we are moving towards opening our team of technical experts (finance, legal, equality, construction and ICT) will collaborate with the transitional team providing the necessary leadership and direction to ensure that all technical aspects of setting up the school are met.

Confirmed Time Commitments

Appropriate directors have committed to meeting weekly ½ day each from approval up to school opening in September 2013

Phase 4 – Curriculum Development

Once approval has been made our transitional team will work with designated members of the board of governors in partnership with our partner school to shape the curriculum. Our Principal, once appointed will lead in this area.

Confirmed Time Commitments

Appropriate directors have committed to meeting weekly ½ day each from approval up to school opening in September 2013

Phase 5 – Recruitment

Our appropriate directors will lead in the recruitment of our Principal and be actively involved in the recruitment of all of our staff.

Confirmed Time Commitments

This team has committed to meeting monthly, ½ day each, from approval up to school opening in September 2013. Additional time yet to be determined to shortlist and interview staff is also provisionally confirmed.

Transitional Support

It is our intention that a transitional support sub group is established that provides for a stronger relationship between the Governing Body with the new Principal and their team. Our proposal is for 3 of our Steering Group

members (Chair, Secondary School Head Teacher, SEN Specialist) to take up an advisory role ensuring that the vision of the Board is realised and delivered.

Confirmed Time Commitments

We have estimated a total of 25 days each (75 days in total) roughly amounting to 1 day per fortnight in the first operational year. It is our intention to have these as paid roles and would seek advice regarding the implications that this will have on Board membership.

Community Engagement - Ongoing Phase

In addition to the above distinct phases we recognise that there will be ongoing community involvement and marketing work taking place. Our Chair and members of our Board whom are also local parents will lead this ongoing engagement. Over time we envisage that this team will grow as formal Parent and Business Representatives take up positions on our Board of Governors.

Confirmed Time Commitments

This team has committed to meeting monthly, ½ day each, from approval up to school opening in September 2013

Below is a table that outlines our people and their confirmed commitments to each of the phases described.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Transition	Community Engagement
██████████	X	X			X	X	X
██████████	X			X	X		
██████████	X		X				
██████████	X			X			
██████████	X	X		X	X		X
██████████	X		X		X		
██████████	X		X	X			X
██████████	X	X	X	X	X	X	
██████████	X	X		X	X	X	
Legal Partner			X				
School Partner			X	X			

We are fortunate that our team of educational experts include:

- A recently retired Secondary School Head Teacher
- A recently retired Secondary School Deputy Head with SEN specialism
- A serving Executive Primary School Head Teacher
- A serving Senior Lecturer of Sociology
- A serving Senior Lecturer of Religious Education
- A serving Equality, Diversity & Safeguarding lead in an FE College

All of this team have direct experience of working in the very communities from which we will draw our students. They have successful experience of schools with high FSM, SEN, EAL and a depth of understanding of the issues and aspirations of these communities.

Additionally we have secured the involvement of a serving secondary head teacher and her senior management team from a local leading Church of England Secondary School.

At this moment in time we have not identified any missing educational expertise from our group.

F2 Show how you will access appropriate and sufficient financial expertise to manage your school budget

Our financial management arrangements are as follows:

- Once our school opens we have a designated Business Manager role that will oversee day-to-day financial matters. They will work to financial forecasts that have been agreed between our Governing Board and the Principal.
- Our Principal will have operational financial management responsibility and have approval to spend resources according to agreed protocols and established good practice.
- Our Finance Sub Group agrees these protocols and established good practice. This sub group will include our Principal, Business Manager and members of our Board with financial expertise. These are our 2 Head Teachers and our Chartered Accountant. Our Finance Sub Group draws up an annual budget. They meet once per term
- Termly financial reports are prepared and submitted to our Board
- Annual external auditing is undertaken

The successfully manage school budgets requires an effective partnership between 3 parties, the Board, the Principal and their Finance lead and the auditors.

Our Board has both operational and strategic financial expertise. We have one serving Head Teacher and one recently retired Head Teacher with extensive experience in managing school budgets. We are also fortunate to have as a Director a Chartered Accountant who is a [REDACTED], a leading firm with existing contracts in providing financial scrutiny in schools. This team will establish all of our financial systems and protocols.

The time commitments for this team is detailed under ***Phase 3 – Technical Support*** and amounts to ½ day per week up to school opening. Following opening we envisage that once the first budget has been set and working arrangements with the Principal established this team will meet for ½ day per quarter

Our Principal and Business Manager's recruitment criteria will include financial management experience. This will ensure that they have the necessary competencies once appointed to operationally manage a school's finances.

We will appoint an auditor once our school is operational. Our Finance Sub Group will lead on this.

At this moment in time we are of the opinion that our Board possesses the necessary financial expertise and we are not missing any necessary skills from our team.

We anticipate that the time commitments already given per phase are sufficient. However we have an understanding and willingness in our team to give more time if necessary. Our education experts have also lengthy experience of school budgets and financial management including bidding for and developing new provision. One of our team also has extensive experience as part of the Oldham BSF team.

F3 Show how you will access other relevant expertise to manage the opening and operation of your school

Collective Spirit is a partnership of professionals all of whom have extensive experience of working in areas of socio-economic deprivation within the segregated communities of Oldham.

Our team is drawn from all faiths and non-faith, including people of Christian, Hindu, Jewish, Sheik and Muslim faiths. It also already represents a range of ethnic backgrounds.

Our team is:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Why our team’s expertise is particularly appropriate

Ours is a strong team of professionals, most of who have worked together in supporting the children, young people and families of Oldham. We know our communities well and our communities know us and trust us highly. Our team clearly has the full range of strategic and operational expertise to develop a new school. We have drawn together a strong team of experts from areas of policy, education, finance, faith, community and project management.

Operationally, to this point, our proposal has been supported through a local not for profit agency (Rise 2010) led by our Chair, that has provided operational and administrative support including covering financial expenditure. We have also managed to secure a development grant from the New Schools Network. The operational support offered through Rise 2010 is confirmed to continue up to the opening of our school in September 2013. This will include providing an operational base for the Principal Designate.

In addition to the already obtained expertise of our team we have managed to secure the support of a local Church of England Secondary School. Conversations have been taking place for several months and we have the basis of a partnership that will result in additional support assisting with activities up to opening. This includes staff recruitment, IT support, curriculum development, access to legal expertise and commitment of their Senior Management Team to assist and troubleshoot as and when required.

Furthermore, we have secured the commitment of a local law firm whom will provide legal expertise as and when required.

In responding to F1 we outlined a table outlining responsibilities of our Board in Key areas (phases). The table below is indicative of the time spent per week by each team member up to this stage and their confirmed monthly commitments up to opening and for the first 2 years whilst the school becomes established.

	<i>Up to bid submission</i>	<i>Between approval & opening</i>	<i>First 2 years</i>
	3 days	3 days	2 days
	½ day	1 day	¼ day
	½ day	½ day	½ day
	½ day	½ day	¼ day
	2 days	2 days	½ day
	½ day	½ day	¼ day
	2 day	2 days	¼ day
	3 days	3 days	2 days
	3 days	3 days	2 days

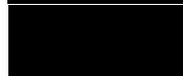
The above future time commitments are only indicative. We are all fully aware of the task that we have undertaken and are all committed to putting in additional time as and when required. We are fortunate in that those in our team that are full time employed enjoy senior positions with flexibility. The reminder of our team all work part-time and/or hold consultative roles.

As can be seen once the school has been opened our team's commitment can be split in to 3 distinct streams. These are

Collective Spirit (Our Accountable Company)

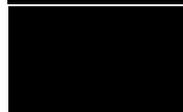


The Governing Body (Board of Governors in include)



*Additional members as outlined in F5 'Recruiting Governors' It may be that this Governing Body includes additional 'new' members of Collective Spirit that will take up positions as identified in F5.

Transitional Support Team



Once our school has opened we propose to establish a Transitional Support Team that provides strategic support to the Principal. We are committed that our vision is fully realised and hence will establish a core team from our Board

whom will provide strategic support to the Principal and their team up to the school becoming fully operational.

We will explore with the Department for Education the implications for such a team on our governing membership, as it is our intention that this team will be financially remunerated for 25 days each per school year.

The splitting of our initial Steering Group in to the above 3 teams will help aid transparency, accountability and most importantly consistency.

At this point we do not consider to that we are missing any educational expertise from our team. Non the less we will review the make up of our team in partnership with the New Schools Network once we have obtained initial approval and are committed to identifying and bringing in expertise as new needs emerge.

Future Arrangements

Dependant upon the consequences of our conversations with the Department for Education regarding the Transitional Team the named 3 members of our team will either step down from the Board of Governors to provide the strategic service or remain on the Board whilst doing so.

A number of the remaining members of our Board will take up positions on our Board of Governors. In addition we will make available further seats on our Board.

At this moment in time we are not pursuing developing other schools and can therefore commit the time identified exclusively to this venture.

F4: Show how your staffing structure will deliver the planned curriculum.

Our proposed staffing structure has been tested against the following criteria.

- Does it match our vision?
- Does it uphold our 10 key principles?
- Can it deliver the curriculum we want?
- Can it provide the student support we need?
- Can it deliver the community engagement we want?
- Is it affordable?

The staffing structure was built up in this order.

1. Curriculum plan

Our vision created our desired curriculum plan with our emphasis on the core subjects of English, Maths and Science together with our curriculum breadth and our extended day.

2. Timetable needs

Our vision and key principles dictated the way we timetabled and staffed our curriculum. We want 2 specialist teachers for each timetable slot for each year group. We also want 2 more support staff available - teachers, interns, learning mentors, teaching assistants at the same time.

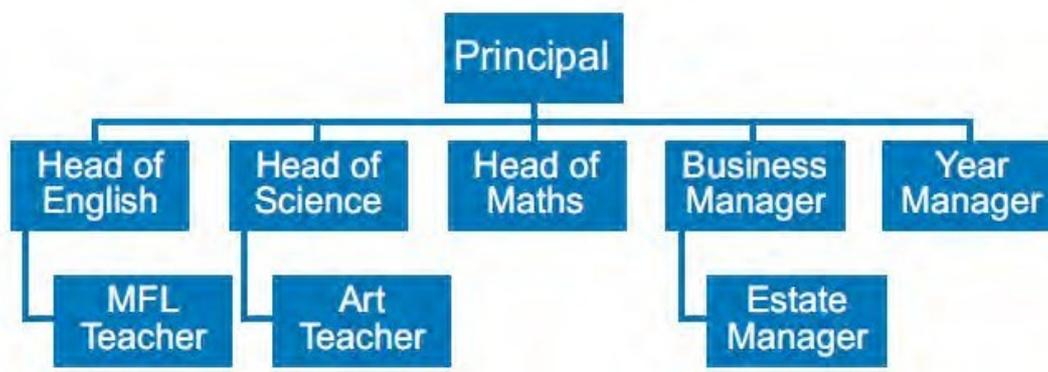
3. Support needs

We want a range of staff to support our students not only in the classroom but in the extended day, as mentors and as family liaison.

4. Admin needs

As a small school we have kept our admin needs to the minimum and we will buy in specialist support at critical times as needed e.g. audit, HR etc. Our strategic alliance with a local National Teaching School will provide support and training for all our admin and support staff.

YEAR 1 Structure



Rationale

Our first and most important appointment will be the Principal. She/He will feel passionate about our vision and will bring the experience and other qualities needed to form a like-minded team of talented individuals who excel in their own specialism but want to be part of a team making a difference. Our plan envisages the principal teaching a small timetable (5 – 10 hours) in the first 3 years until staffing numbers grow.

We want to begin with our core subject leaders in post, setting the tone and ethos for the major contribution these subjects will make to student achievement. They will be able to develop the schemes of work in line with the vision of the school and the needs of future examinations. As our Deputy Principal will not be recruited until year 2 one of these leaders or all 3 will act as deputy as needed.

We will recruit specialist MFL and art teachers on a part time basis or by arrangement with our partner schools. They are shown as a cost to our payroll but that could equally be a payment to our partner school.

RE, Citizenship and Humanities (History and Geography) will be delivered by the staff shown above. All staff recruited to Collective spirit will need to be in sympathy with our vision and feel able to contribute to the teaching of these subjects at year 7 level.

Sport will be delivered by bought in sports development staff recruited locally and supported by the in house staff.

There is no SENCO appointed yet until the Deputy is in place. Our non-payroll costs include a figure for SEN that will buy in the SENCO role and other SEN support from our local partner school. The Head of English post will manage that in year one as well as any bought in EAL support.

On the non-teaching side we begin with a Business Manager. The roles managed by this person will include finance, HR, premises etc. and supervision of some staff e.g. Estate Manager. It would be unrealistic to expect to recruit an expert in all of these fields so in our other payroll and non

payroll costs we have allocated funds for professional services which could include audit and accounts support, health and safety advice, HR advice etc. as needed. In year 1 we would expect as we do of all staff that staff be flexible and this post would also cover basic admin and PA support to the Principal. Our other payroll costs include an allocation for additional clerical support via an agency at critical times e.g. termly report preparation.

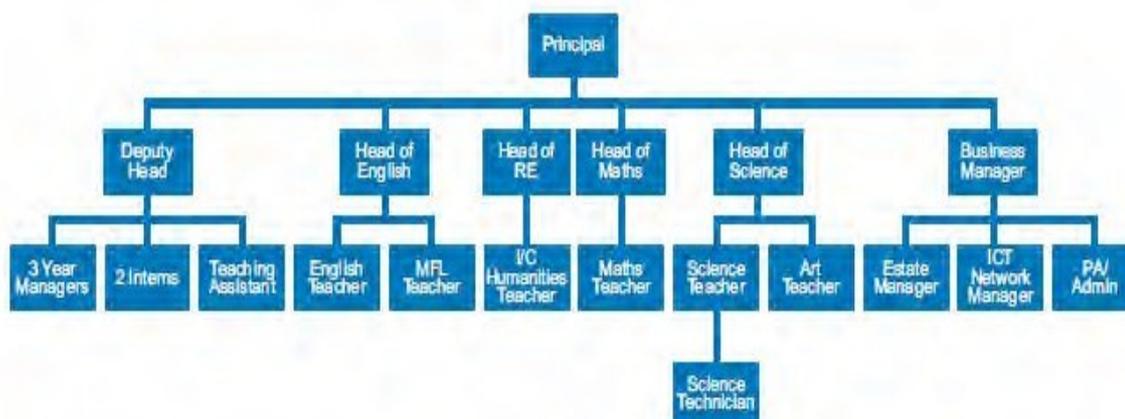
The Year Manager will offer classroom support, mentoring, family support etc. They will be line managed in year 1 by the Principal.

We have employed an estate manager from year 1 because buying in would not give us enough flexibility around opening hours etc. to meet our needs. We need someone to take responsibility for our building and in the early years complete some of the cleaning responsibilities. There are some funds allocated under cleaning in outsourced costs to cover some cleaning support and opening / shutting cover.

Our catering needs will be met by buying in prepared food from a local contractor for our free school meal students. There is therefore no provision for catering staff at this point.

We are confident that this staffing structure allows us to set up in the manner we want from day 1. There are some compromises around posts but we have outlined our solutions that we believe minimize any deviation from our vision.

YEAR 3 STRUCTURE



Rationale

By the start of year 3 we have the basic structure we want for our vision.

The Principal is still contributing to some teaching but is now assisted by the Deputy Head who joined in year 2. The new post will take the lead on all aspects of inclusion and assessment including the formal role of SENCO. Our vision is for the needs of all students to be met and assessment and inclusion are at the heart of that. The Deputy will also line manage the team of Year Managers and interns and teaching assistants who are contributing to classroom support, individual support and mentoring. There will also be a contribution to teaching.

A Head of RE is in place and they will line manage the responsibility post for i/c Humanities.

Teacher posts are in place for English, Maths and Science. All subject teaching is being led by specialists.

The education support staff has increased to reflect a Year Manager for each year group. There are now 2 **Interns** in place. This is a role we feel strongly about based on our experience of work in this area. In Oldham there are many young graduates who move back to the town after graduation and have not made a final career choice and so are looking for rewarding work. We intend to offer short term (1 or 2 year contracts) to graduates looking for school experience possibly before committing to teacher training. We will offer them training via our strategic alliance with the National Teaching School and in return they will contribute to in class support, individual support, mentoring and family liaison as well as contributing to our extended day programme. We think this is a very cost effective way of using community assets and offering role models to our students.

We now have in place a teaching assistant who will concentrate on SEN and EAL students under the supervision of the deputy head or core subject heads.

Our Science department has expanded and we now need the services of a science technician. The person appointed will not only manage the resources

of the department and facilitate experimental work but they will also be part of the classroom support team.

Our other support staff have been joined by the posts of ICT Network Manager and PA/Admin.

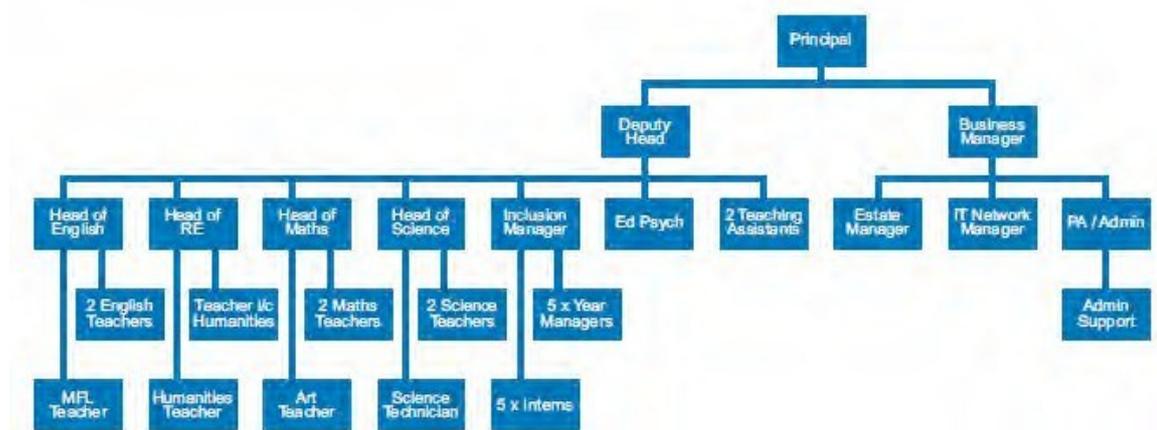
We employed our own ICT manager from year 2 with the support of our partner Teaching school. It is important in a school that will place importance on the use of technology in teaching, learning and administration / systems that we have in house support and expertise. The management and training needs of the role could be met by our partner school. There is no designated classroom role for this post but they could be part of our extended day programme.

As the school grows the role of the Business Manager expands and year 3 was the time to bring in a PA / Admin post. As well as supporting the Principal and other leaders this post will deal with day to day office and admin functions under the direction of the Business Manager.

We still envisage buying in food for our free school meal students and so no staffing is allocated to catering. We will monitor the situation and be making decisions at this stage about a contract for future catering needs or setting up an in house provision or a mixed model.

An increasing allocation for cleaning costs is made in the budget as the size of the school increases. This can be used for buying in support on a contractual basis or employing in house. That will be a decision to be made as the buildings are completed.

YEAR 5 STRUCTURE



Rationale

Our basic structure was in place for year 3 and the subsequent changes are to increase our capacity to deliver the vision.

Our teachers of English, Maths and Science have increased to ensure specialist capacity for these subjects including the opportunity for some students to choose additional science time in years 10 and 11 to succeed at triple Science. They are line managed by their head of department.

Humanities is also increased to allow for History as an option for the majority in years 10 and 11 to complete the EBACC.

For some students there will be the need for external providers e.g. vocational courses at FE or other local providers. The costs for this are met in the other payroll costs section of the budget

Our Year Managers and Interns have also increased to ensure that at the crucial Key Stage 4 stage we can increase our individual support to students and families both in the classroom and in making the correct choices for options and further education or employment.

We have 2 new posts in our inclusion team line managed by the Deputy Head. The inclusion Manager reflects the extra demands of Key Stage 4 with some students educated off site for part of the week at FE colleges or local providers. The Inclusion manager will coordinate these placements and concentrate in school in the management of any alternative curriculum support needed for those students on flexible Key stage 4 provision e.g. SEN or EAL students not completing EBACC timetables.

The Education Psychologist provision is part time and gives us a chance to offer this specialist provision if needed. It might be that if we do not need the 0.5 services we will allow other schools nearby to buy in from us.

Our admin staff has increased by one as there will be a need for more exam related administration as the school fills to capacity.

ROLES AND RESPONSIBILITIES

ROLE	YEAR 1	YEAR 5	TEAMS
Principal	Overall responsibility including external partnerships. Manages all staff. Teaching role	Overall responsibility including external partnerships. Manages Deputy Head and Heads of Department.	SLT Curriculum
Deputy Head		Head of inclusion. SENCO. Manages education support staff and inclusion staff including external provision. Teaching role	SLT Inclusion Curriculum
Business Manager	Overall responsibility for finance, admin, HR, ICT, buildings etc. Manage non teaching staff	Overall responsibility for finance, admin, HR, buildings etc. Manage non teaching staff	SLT
Heads of English, Maths, Science	Overall responsibility for subject area including the monitoring and evaluation of the quality of teaching and learning. Liaise with external SENCO. House leaders	Overall responsibility for subject area including the monitoring and evaluation of the quality of teaching and learning. Line manage own staff and share responsibility for management of MFL and Art teachers. Share in turn attendance at Inclusion team. House leaders	Curriculum Department Inclusion House
Head of RE/Citizenship		Overall responsibility for subject area	Curriculum Department House

		including the monitoring and evaluation of the Quality of teaching and learning. Manage teacher i/c Humanities.	
Humanities Teacher 1		Overall responsibility for subject area including the monitoring and evaluation of the quality of teaching and learning. Manages Humanities teacher	Curriculum Department House
Teachers of English, Maths, Science, Humanities, MFL, Art	Plan, teach, assess and record work of students	Plan, teach, assess and record work of students	Department House
Inclusion manager		Manages inclusion room provision for students on flexible timetables. Coordinates students on external placements	Inclusion
Education Psychologist		Support for assessment of students.	Inclusion
Year Managers	Responsible for pastoral leadership of year group. Monitoring, mentoring etc. Family liaison. Classroom support	Responsible for pastoral leadership of year group. Monitoring, mentoring etc. Family liaison. Classroom support	Inclusion House
Interns		Mentoring. Family liaison. Classroom support	Inclusion House
Teaching Assistants		Classroom support Individual support for SEN / EAL.	Department Inclusion
Estate Manager	Buildings and grounds maintenance	Buildings and grounds maintenance	Non teaching
Admin support		Admin support for PA and Business	Non teaching

		manager	
PA / Admin		PA to SLT. Responsible for admin support to Business Manager	Non teaching
Science Technician		Maintenance and preparation of resources for Science teaching. Science classroom support	Department
Network Manager		Management of ICT network, hardware and software. Organisation of maintenance and development including liaison with external support	Non-teaching. Curriculum

TEAMS

Senior leadership team

Principal, Deputy Head and Business Manager

Overall decision making team. Agree on strategy and delivery of development plan and day to day issues. Monitoring and evaluation of progress of the quality of teaching and learning.

Curriculum

Principal (Chair), Deputy Head, Heads of Department, Network Manager

Curriculum strategy and development. Monitoring and evaluation of progress.

Inclusion

Deputy head (Chair), Inclusion staff, External providers, Head of Department
Responsible for managing and monitoring all aspects of inclusion – assessment, plans, intervention and review.

Department

Head of Department (Chair), teachers, classroom support

Teaching and learning. Monitoring.

House

House leader, House staff

Organise House activities e.g. cross-curricular projects.

Non-Teaching

Business Manager (Chair), support staff

Ensure non-teaching staff are supportive of the needs of the school and its students, staff and parents.

F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.

Our plans for recruiting our school's principal designate and the role we envisage them to play in the implementation phase

We recognise the importance of the appointment of a principal designate who can deliver our vision. We know that Ofsted evidence (2010) clearly demonstrates this through identifying that 93% of schools with good leadership have good standards of achievement.

We expect the post to be attractive not only because of the vision but also for the opportunity to help shape a small school by building it up from one year group.

The qualities are we looking for

In appointing our Principal we will be looking for someone who has the right blend of qualities that encompass the six thematic areas (highlighted in bold) of the *National Standards for Headteachers*.

- Sympathy with our vision and key principles – Our vision and key principles are explicit and candidates will have to convince us of their understanding and commitment to them.
- Vision / inspiration – our Principal will become the face of the school to students, parents, staff, governors and the wider community. They will need to be able to articulate and develop our vision and inspire others with it. They will **shape the future** of our school.
- **Lead learner** – Our Principal will lead by example and demonstrate that learning is important and lifelong
- Excellent teacher - We want a qualified excellent teacher. Not only because they will be expected to teach in the early years at least but also because they will need to recognise and **develop excellent teaching** in other staff.
- High expectations – The Principal will operate to high standards and expect that of all who are part of the wider school. They will constantly deliver this message to students and staff.
- Resilience – Being responsible for a school brings constant challenges and in a disadvantaged area like Oldham these can often be external issues that impinge on the school. Our Principal will be able to **secure accountability**, managing challenges and encourage others through any difficulties that arise.
- Team player – As a small school everyone has their own role but also a contribution to the collective good. **Working with others** will be encouraged and tested particularly in early years when everyone will be carrying out more than one role.
- Experience of more than one school – We think it essential that our Principal has experienced more than one leadership and management

style by working in more than one school or at least in a school that has had dramatic changes to cope with.

- Senior leader experience – Our Principal must be someone who has significant senior leadership experience not necessarily measured by the number of years. They will be able demonstrate a continuous commitment to **developing self**.
- Evidence of **managing an organisation** and/or significant project – There must be evidence in our principal's career of ownership of a significant and successful project.
- Integrity – We want to appoint someone that is trusted, transparent and demonstrates integrity in their work. They will have a track record of **strengthening accountability** across the full range of stakeholders.

These qualities will be used to inform a competency based job description that is aligned to that used by *Future Leaders*

The competencies that we are looking for

We will use the competencies as outlined by *Future Leaders*. We think that this is a strong set of competencies that are directly transferable to meeting the challenges that our school will face. *Future Leaders* mission clearly complements our vision and both organisations agree that '*life chances should not be determined by background.*' We also consider 'moral purpose' to be a key competency and this resonates with our principle of **faith sensitivity**.

The competencies we will incorporate in to our criteria for our Principal Designate are as follows:

1. Thinking

Analytical Thinking

- Analysing complex data and understanding the connections that exist between issues through breaking down problems into their component parts.
- Organising parts of a problem in a systematic way, prioritising issues moving forward, as well as establishing causal relationships between issues that may or may not be obviously related.

Conceptual Thinking

- Identifying patterns between potentially unrelated concepts, drawing on past experience to understand a situation.
- Simplifying complex issues, being highly innovative, taking a broader view and bringing in additional information.

Curiosity and Eagerness to Learn

- A curiosity and willingness to develop or acquire new knowledge, skills or experiences regardless of the challenges involved.
- Making the most of opportunities despite being outside of one's comfort zone.
- Enjoys discovering different ways of doing things both within and outside of education.

2. Being

Self-Awareness

- Aware of one's personal strengths and areas for future growth and understands how own behaviour impacts on others.
- Being aware of one's own emotional triggers and identifying ways to manage these more effectively.
- Taking ownership for what one can do and sharing out responsibilities when others are better placed to accomplish particular tasks or objectives.

Resilience and Emotional Maturity

- Demonstrating a level of emotional maturity that enables the individual to remain tenacious and focused when faced by increasingly challenging circumstances.
- The ability to respond appropriately, manage uncertainty and bounce back even in the most trying of situations.

Integrity

- Honest, transparent and principled when interacting with others.
- Standing up for personal and organisational values even in difficult situations.
- Being able to gain the respect of others by acting in line with their own values, as well as making decisions or choices with the best interests of education and pupils in mind.

Personal Drive

- Sets own targets and achieves the highest standards within their role.
- Self motivated, energetic and willing to take on new challenges to improve own levels of performance.
- Makes decisions having assessed what will be in the best interest for students and the school.
- Seeks out opportunities and new challenges showing a desire to improve.

3. Leading

Holding to Account

- Clarify expectations, setting high standards for others and ensuring that goals or objectives are achieved.
- Holding others to account for performing in line with expectations.
- Using one's own position or authority to get others to do what is asked of them, and at times, this will involve making tough or unpopular decisions. However, these choices or actions will always be instigated with the best interests of students and schools in mind.

Developing Others

- Develops and empowers colleagues so that they experience real, significant personal growth.
- Looks for ways to develop others even when they are not required to do so.
- Continually seeking out opportunities to develop colleagues through activities such as mentoring, supporting, championing and guiding, in order to bring out the very best in them.

Inspiring Others

- Leading through motivating and energising students, colleagues and other educational staff, uniting them around shared goals or objectives.
- Articulating a compelling vision.

Impact and Influence

- Have a positive impact on students, colleagues and the wider community through persuading, convincing and bringing others round to the speaker's perspective.
- Understanding others perspectives and priorities.

Relating to Others

- Build relationships through being able to pick up on and understand the thoughts, emotions and feelings of students and colleagues, identifying reasons for why others behave the way they do.

Collaboration

- Working with a range of people in schools and the wider community to build a culture of co-operation and achievement through team working.
- Understands the importance of creating and maintaining a network of diverse people to share expertise, achieve common objectives and improve the learning environment for all.

4. Underlying the competencies we also look for evidence of Moral Purpose

Moral Purpose

- Acts in ways that are principled, built upon a clear set of personal values.
- Contributes value as a leader and is passionate about making a positive difference to the lives of children and families.
- Believes that schools have a crucial role to play in changing lives and improving life chances.
- Energised and motivated by the prospect of making a difference.

How we will attract the right candidate

We will mount a publicity drive as we start to recruit our Principal. We want potential candidates to know about the type of school we are setting up and be attracted by it. We will seek to get media interest and we feel the following characteristics will be attractive

- New school – The chance to influence before opening and from day one
- Make a difference – the purpose of the school is to make a difference in the lives of our students. This has always been an attraction for staff who seek posts in urban areas
- Support team – The quality of the governors and the evidence of a well thought out plan for the school together with ongoing governor support particularly in the early years
- Partner school – Knowledge that a local school is willing and able to support leadership and management development as well as providing some specialist staff support
- Fair salary – We think that the salary will attract a good field.

Our recruitment process

As explained above we will have an intensive publicity drive as we go to advert and our recruitment process will follow these lines

- Advert – We will use national and local education and other press. Our timeline is for the advert to be placed in September 2012 for interview and appointment prior to the end of October. Based on expected resignation times this would allow us to appoint an existing Deputy who could start in January 2013 but an existing head teacher could not start until Easter 2013 or earlier by negotiation.
- Honest advertising / details – We will spell out the challenges and opportunities. We want all candidates to be aware of our expectations.
- Tasks in letter of application – vision, project etc. – We will want to use the letters of application as one of our sifting processes. We will ask for candidates to set out how they see our vision being implemented and we will ask them to describe a major project they have had responsibility for.
- Possible observation in own school – If this can be arranged we will want to investigate the possibility of observing candidates teaching and in a leadership role.
- Interview panel – We will want 2 experienced head teachers on our panel if possible. One of these from our team and the head teacher of our partner school. A wide range of governors will also take part.
- Tasks, presentations and questions. The interview will include a range of settings – desktop tasks, presentation and formal interview by panel.

We will invest the time and resources needed into this process because the rest of the project flows from that appointment. We believe the desired qualities and the selection process match the demands of our vision.

Our recruitment timeline

1. Publicity – we will promote the imminent opening of applications for our principal designate. We know that our radical approach combined with the history of our town will be of both local and national interest. Our team includes individual's that have extensive media experience.

2. Job Description – we will develop this in partnership with members of our governing board and partner school senior leadership. We will also consult and work alongside DFE and NSN in ensuring that our recruitment policies and protocols are sufficiently robust. Our team includes experienced HR personnel that will lead in this area.

3. Advert – We will advertise locally and nationally. We will host information seminars, presented by members of our team, through which prospective candidates can come and find out more about our vision and plans.

4. Short listing (phase 1) – Initial short listing will be undertaken by analysis of submitted applications that demonstrate fully meeting our essential criteria. References will also be checked at this point

5. Short listing (phase 2) – We will arrange to make visits to see in action candidates that have made it on to our initial shortlist. We know from experience that there is sometimes a significant gap between being able to write about competencies and demonstrating them.

6. Short listing (phase 3) – Candidates that reach this stage will undergo a comprehensive interview process. This will include:

- Psychometric testing
- Presentation of shaping our vision to a group of local parents & partner agencies
- Comparative group work tasks (candidates working alongside each other)
- Formal interview

7. Appointment – We would ideally want our Principal Designate to be in place no later than Easter 2013.

The role of the Principal Designate in the setting up process

When appointed we will want the Principal Designate to become the face of the school. Even before taking up the post we will want to announce the appointment and include them in as much as possible. Ideally we will want the post in place from January 2013 to give 2 terms to assist in the setting up process and in particular with

- Appointments – The Principal Designate will take the lead (assisted by the governors) in making all staff appointments
- Community links – primaries, parents. – These links are vital for the success of the school.
- Building – There will be the opportunity to become involved with progress on the building. Specialist team members will deal with technical issues but as the lead learner the Principal will want their input.
- Schemes of work – as staff are appointed the Principal Designate will want to be sure that schemes of work are in place for September
- Partner school arrangements – This is a crucial relationship and will want to get off to a positive start to finalise year 1 support.
- Outsourcing contracts – Specialist team members will help with this but the education input will come from the Principal Designate.
- Resources – These will need to be in place for September and the Principal Designate will make sure that happens.

Our Principal Designate will not be alone during this phase. Our plans include our Governing Body appointing a transitional support team made up of members of our Steering Group who will provide support to our new Principal Designate.

OTHER STAFF

Section F4 gives a detailed description of how our staff team will grow.

We expect to attract other staff through enthusiasm towards our vision; the chance to work in a small and well supported school and the opportunity to make a difference. We are trying something new and innovative here that seeks to transform tired approaches to teaching that have failed to transform the life chances of our poorest children. We know that this will resonate with teachers from across backgrounds and experiences.

It is our experience that staff are attracted to urban schools for many reasons and the possibility of making a difference in the lives of young people is a major plus point.

The timeline for year 1 staff will be to get adverts in place in April and interviews in early May to make sure that we get an early chance at good candidates. We will want to use our own contacts as well as adverts to attract candidates.

We have successful experience of Teach First and for posts that do not carry responsibility we will not be afraid to recruit NQT's. We also hope that our relationship with the partner school (National Teaching School) will attract recruits and when our Interns scheme develops that gives us possible graduate trainees.

As for the Principal post we will be honest in our advertising e.g. full details of vision, expectations and flexibility required. We will use the letter of application to test understanding and commitment to our vision and our interviews will be challenging and for teachers include lesson observation if it can be arranged e.g. at our partner school.

We would hope to have the Business Manager in post at Easter to begin setting up systems and support the Principal Designate.

Recruiting Governors

Our Governing Body Structure is as follows

- Chair – Chair of Collective Spirit
- Principal
- Collective Spirit directors
 - education lead
 - buildings lead
 - finance lead
 - HR lead
- Staff
- Parents
- Community representatives
- Partner school senior leader
- Local Authority if they wish to have a positive relationship
- Student representatives when deemed ready

This structure reflects our vision. Collective Spirit already comprises people with a range of relevant skills who have extensive knowledge of Oldham and its peoples and communities. Our governing body needs to reflect our commitment to including staff, students, parents and the community in developing a successful school.

In the pre opening phase the shadow governing body would be small to allow for speedy decision-making and comprise the Collective Spirit team and the Principal Designate.

As the school opens we would add staff, parent and community governors. We would approach Oldham Local Authority to see if they would like a place on the governing body. We are keen to use our freedoms as a free school but we want to play our part in the family of Oldham schools.

We would look to appoint a clerk to the governing body. Oldham LA has a very good governor support team and a range of experienced clerks. If that were not possible our partner school would be another possibility.

We are fortunate in having an experienced Collective Spirit team and so the specialist roles within a good governing body should be filled from committed current members. As a group we have extensive contacts in education and business and we would anticipate no problem in finding replacements should current members drop out.

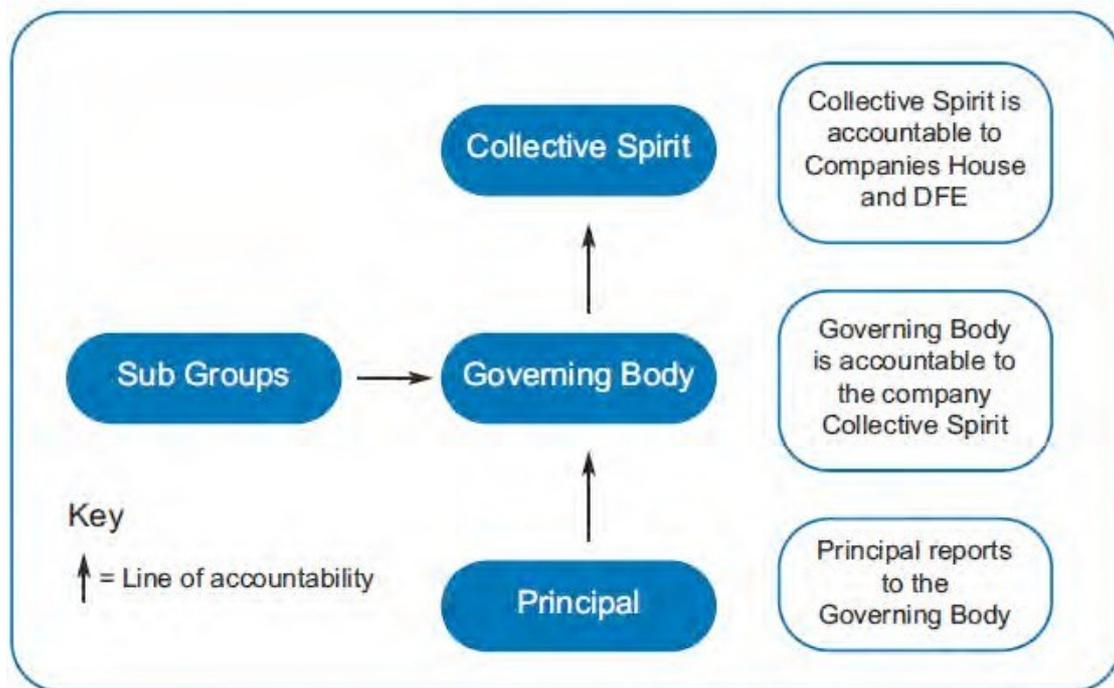
We would be actively involved in the recruitment of parent and community governors. We are committed to home visits for all students attending the school in the summer before they start. This would be an opportunity to sound out and encourage potential parents. Our community links are vital to us and in our set up phase we will be negotiating community involvement and at this stage identifying potential governors.

We are a team who know the area well. We are convinced that by using the current available team members and our community and parental links we will have a vibrant and talented governing body in place pre opening and after opening.

We have considered in detail our plans for recruiting our Principal Designate and their team. We have also considered how we will grow our Governing Body and support them through which each individual plays a valuable role in realising our vision. We have tested the viability of our team against our budget, our education plan and the needs of our students. We consider our plans to be realistic and achievable.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running the school.

Diagram demonstrating the structure, lines of accountability and methods of escalation between the company members, the school's governing body and the principal



Accountability

The structures within this application are in place to ensure appropriate and clear lines of accountability.

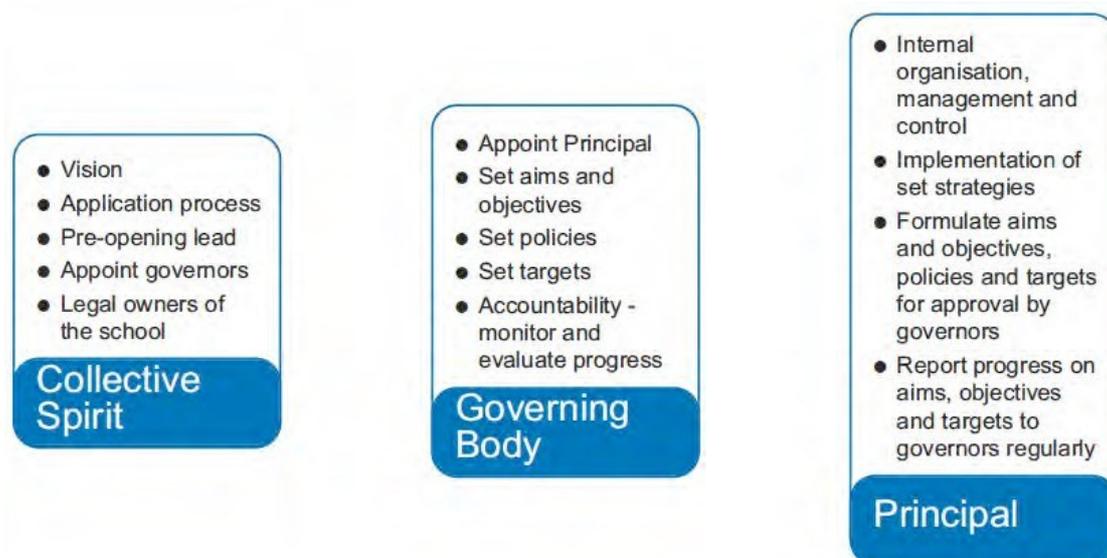
The members of Collective Spirit are the legal owners of the school and have ultimate accountability for the strategic running of the school.

They appoint a Governing Body that is accountable to them for establishing the strategic framework of the school and appointing a Principal and holding them to account.

The Principal is accountable to the governing body and will implement the strategic framework and advise them in their work.

The roles and responsibilities of the company members, the governing body and the principal designate

The diagram below demonstrates the clearly defined roles and responsibilities between Collective Spirit (the company), the governing body and the principal.



Collective Spirit Members

This application has been produced and agreed by the members and directors of Collective Spirit. This group has been responsible for producing the vision and generating a viable education plan from that. Previous sections have set out the membership of Collective Spirit and the skills and responsibilities available at each stage of the process.

As legal owners of the school the company members have a strategic role in running the school. They will appoint directors who will become the governors of the school.

Not all members will become governors of the school to ensure accountability of the governors to the company.

Collective Spirit members will be involved in the pre opening phase of the process as shown in the table and at a suitable point will appoint the governing body.

Governing Body

As set out in section F the governing body will be appointed by Collective Spirit and initially before opening it will be a small group of specialists. As the

school opens the governing body will expand and the majority of governors will not be members of Collective Spirit. The role of a governing body is to

- Set aims and objectives for the school based on the vision and plans outlined in the application and in response to any changes that take place
- Set policies for achieving those aims and objectives
- Set targets for achieving those aims and objectives
- Delegate day to day management of the school to the Principal
- Consider advice given by the Principal
- Act as a “critical friend” to the Principal
- Monitor and evaluate progress towards the achievement of the aims and objectives

Operation of the Governing Body

In the early years the governing body will meet termly (5 times per year). This might reduce but to no less than 3 times per year. In the first year it is likely that all business will be conducted at full meetings so that all governors begin to understand and appreciate their roles.

During the first year the process of setting up sub committees will take place. At this stage 3 committees are proposed

- Standards – Student achievement and behaviour and attendance.
- Finance and premises – budget monitoring, health and safety, premises issues
- HR – Staffing policies and issues, discipline, appointments etc.

Terms of reference will be agreed so that clear accountability is in place for decision-making at committee level and at full governors. In some cases committees will make decisions e.g. an appointment schedule for a new post and in other cases they will advise the full governing body e.g. to accept a proposed budget.

The Principal will offer a report on progress to the governors at each meeting to an agreed schedule with a full annual report. Governors will take their accountability role seriously by

- Appointing an independent advisor to support the annual performance management of the Principal and to act in the School Improvement Partner (SIP) role giving an external review of the performance of the school.
- Arranging for governors to link with aspects of the schools work to have a better-informed governing body e.g. curriculum, inclusion and community links.
- Show in their work that they carry out their support and challenge role
- Preparing an annual report to parents on progress against targets, achievements and the next year’s development plan priorities
- Having a website presence so that the membership is known to all and the work of the governors can be scrutinized.

The governors will not want to be seen as a remote body but rather as an integral part of school life - accessible, open and willing to listen. The Governing Body will oversee the production of an annual report and also make themselves available for scrutiny and engagement once a year at an annual meeting.

Managing conflicts of interest

There are always potential conflicts of interest in a governing body that has a mixture of specialists, staff, parents and community representatives. As a safeguard against any conflict of interest a register of interests will be a standing item at each governor meeting and as a part of any recruitment process. Where there is a conflict of interest the individual will be excluded from discussing, influencing and decision-making on that matter.

The Principal

The governing body will delegate the day-to-day internal management and control of the school to the Principal. The Principal will have an overview of all the school staff, students and systems with support from appropriate staff. The Principal will be responsible for implementing the strategic framework agreed by the governing body.

The Principal will advise the governing body by

- Formulating aims and objectives
- Formulating policies
- Formulating targets

The governors will discuss the advice and have the ultimate power to accept, modify or reject them.

The Principal will report on progress to each governing body meeting to an agreed schedule. There will be a fuller annual report that the governors will use as the basis for their report to parents.

Parents and the community will also receive regular information from the Principal via newsletters or a web based system.

The Principal will have an annual performance management process in place that includes the use of an external advisor who will report on progress towards targets and advise the governors on suitable targets for the Principal.

The table below provides an indicative breakdown of lead roles and responsibilities

PRE OPENING ROLES	RESPONSIBILITY
Project lead	Chair of Collective Spirit
Finance guidance	Member of Collective Spirit / Governor
Legal guidance	Member of Collective Spirit / Governor
Buildings – design & cost	Member of Collective Spirit / Governor DFE PFS Design team
Buildings project	Building project manager
Education / school organisation (inc. ICT)	Member of Collective Spirit
Appointment of Principal Designate	Governing Body with assistance from Collective Spirit members and partner school
Appointment of other staff	Principal Designate and Governing Body
POST OPENING ROLES	
Finance	Business Manager – strategy and day to day Governor – monitoring and guidance Outsource – audit and specific issues
Legal	Governor – oversight Outsource – specific issues
ICT	Strategy – Principal and partner school if needed Network Manager – day to day
Appointment of other staff	Principal

We have a clear understanding of our roles and responsibilities and have put in place a structure that has clear boundaries. We know that in order for any organisation to be successful not only does it require the right people but also the right systems and processes with clearly defined roles and responsibilities. We have sought to ensure that our approach to this is clear, transparent and will hold up to any level of scrutiny.

We came together as a team to contribute where we considered being great need and where we our contributions would make the most difference. We have all volunteered valuable time and energy in to this process. We have a clear understanding of our skills and areas of expertise and are genuinely committed to ensuring that our vision is achieved. This is what drives us.

Section G: Initial costs and financial viability

G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.

SEE ATTACHED SPREADSHEETS

G2: Show how the school will be financially sustainable once there are pupils in each year

SEE ATTACHED SPREADSHEETS

G3: Show how the school will be financially resilient to reductions in income

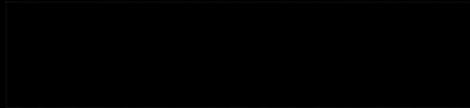
SEE ATTACHED SPREADSHEETS

Collective Spirit

Oldham

September 2013

Secondary (11-16)



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Department for
Education



Department for
Education



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90% version Collective Spirit

Oldham

September 2013

Secondary (11-16)



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G4: Provide realistic financial plans that are consistent with other aspects of your application

Rationale

Our financial plan has been developed and tested against the following criteria

- Does it match our vision?
- Does it uphold our 10 key principles?
- Can it deliver the curriculum we want
- Can it provide the student support we want?
- Can it deliver the curriculum engagement we want?
- Does it provide value for money?

At all points in the development of the budget, options discussed and decisions made have had to satisfy those criteria.

We consider our financial plans to be realistic and consistent with other aspects of our application. Features of our 10 key principles are evident throughout these plans

Pupil Number Input

We are a ***small school*** that at maximum occupancy will educate 250 students. Each year group has a maximum occupancy of 50 students. Our '*full school*' budget uses these numbers. Our '*90% Full*' budget is based upon 40 students per year, totalling 200 over 5 year groups.

FFA Grant Income

This is based upon our total numbers as outlined above and an estimation that 50% of our students will be on Free School Meals. Our target communities are in some of the most deprived neighbourhoods in England (including top 1% of areas in the indices of multiple deprivation). This estimation reflects this and re-affirms our commitment to poor and disadvantaged communities.

Other Income

We have conservatively estimated income from both lettings and catering. We know that even though 50% of our students may not be on Free School meals they are still likely to come from poor families. Many of these will bring in to school their meals.

Our school lettings rise over time. We want the wider ***community*** to use our resources and have factored income in from this.

Payroll

Our payroll costs include costs for both our teaching staff and also strong support for our complementary staffing roles. We make a commitment to small class sizes, a ***strong enhanced pastoral care*** system and dedicated specialist staff as a mainstream feature of our school. Our budget reflects this.

Our budget also reflects our strong focus on **meaningful qualifications** through our core subjects of English, Maths and Science with a designated Head of Department in each of these areas. Our **faith sensitivity** is also reflected here with a designated Head of RE role also.

Other Payroll

Our commitment **teaching partnerships** is evident here. Allowances are made for using external sports specialists. Also evident is our commitment to supporting (buying in) external option courses for our students. This reflects our commitment to raising **expectations** and provision for supporting the needs of our students including our gifted and talented cohort.

Non-Payroll Costs

We have allocated substantial sums towards funding our extended school activities. This is a feature of our **innovative learning** approach that provides our students with both more time to learn and also to be taught by business & industry professionals in developing key vocational skills.

We have budgeted to include our assessments (ISA) as we consider understanding the wider challenges that our students face and developing interventions to respond to this as a key feature in improving educational outcomes. We know that, because of the neighbourhoods where they come from, we have to build the **resilience** of our students and help safeguard them from external risks.

We have allocated a healthy budget towards SEN and EAL support. We consider our students and their parents to be our most valuable **assets** and recognise the importance in putting in place the necessary support through which they can fulfil their potential. Our EAL support is also designed to support parents from our poor white working class communities where literacy and numeracy skills are also under developed.

Start Up Grant

Our start up grant prioritises key SLT positions of Principal and Finance Manager. We understand the importance of these roles being fully supported from the earliest point possible in helping realize our vision.

Income & Expenditure Account

Overall our finances are credible, realistic and our ambition fully achievable. Both our 100% and 90% models have been fully detailed in the following section. Analysis of this clearly demonstrates the thought we have given in to our financial plans and our resilience to ensuring that we can realise our ambitions.

Through the support of the start up grant we finances are fully achievable year on year. By the time our school is full in 2017 we have a healthy level of reserves and are fully self-sufficient.

G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure.

How we developed our financial plans and the thinking behind this

Rationale

Our financial plan has been developed and tested against the following criteria

- Does it match our vision?
- Does it uphold our 10 key principles?
- Can it deliver the curriculum we want
- Can it provide the student support we want?
- Can it deliver the curriculum engagement we want?
- Does it provide value for money?

At all points in the development of the budget, options discussed and decisions made have had to satisfy those criteria.

Does it match our vision and uphold our 10 key principles?

Both of our plans preserve the elements that encapsulate our vision and 10 key principles

- A small school
- Faith sensitive
- Meaningful qualifications
- Innovative learning
- Resilience for life
- Teaching partnerships
- Asset based approach
- Expectations
- Enhanced pastoral care
- Community

Both models can deliver the curriculum, resources and support needed. A small faith sensitive school is in place in both models. It can deliver meaningful qualifications and resilience for life by means of innovative learning. Teaching partnerships are in place and using an asset based approach high expectations can be met. Students and parents receive enhanced pastoral care in a true community setting.

The 90% model inevitably reduces the number of staff available but without compromising the vision or key principles. This is explained more fully below.

How we kept our costs as low as possible

How we provide value for money

We believe that we have addressed the question of value for money in our financial models.

- The staffing structure and the salary scales are attractive enough to generate high quality candidates without being excessive.
- We have applied for only 2 posts in diseconomy funding.
- There is an expectation of flexibility from all staff particularly in early years but also when full
- We have used part time appointments as needed
- We will buy in some specialist posts and support from local schools including a teaching school
- We can balance the budget before the start up grant ends
- We have built in depreciation and replacement costs
- Our build up of balances beyond 5% from year 2 will allow us to earmark some of those funds for specific improvements or projects e.g. building upgrade, minibus etc.

How our financial plans support our education vision and plans

Can it deliver the curriculum we want?

The starting point for constructing the budget was the staffing needed to deliver our vision and curriculum. As will be seen in the more detailed assumptions section we have made certain pragmatic decisions due to the financial constraints of starting with only one year group and having a small school. In particular the following themes emerged.

- Staff diseconomy funding is kept low by needing only 2 essential posts covered – Principal and Business Manager
- Flexibility of roles in the early years from all staff including Principal, Business manager and Deputy Head
- Part time posts for some specialist staff or when full roles not needed e.g. MFL teacher, PA/Admin.
- Buying in of various services in early years before appointing own staff e.g. ICT support, clerical support, SENCO
- Partnership arrangements – in particular with teaching school to buy in staffing and support for staffing as needed – teaching and non-teaching.

In building up the staffing structures discussed in detail in section F it can be seen that priority was given to getting in place the leaders of the core subjects of English, Maths and Science. A judgement had to be made about including a Deputy Head in year 1 at the expense of full time specialist teachers. It was felt that given the size of the school in year 1 the deputy head post could be delayed and specialist SENCO advice bought in.

As the school grows specialists take up all the teaching and there is some surplus teaching time to feed back into specialist support in classrooms or withdrawal.

We have a commitment to preparing the majority of students for the EBACC. Our models offer this and in addition offer the flexibility of specialist support for SEN and EAL, a choice of routes at KS4 and a full extended day programme.

The resources to deliver the curriculum are reduced in the 90% model – pro rata for ICT but more than that for educational materials.

Can it provide the student support we want?

Student support comes in many forms but this section concerns itself with support additional to a specialist classroom teacher.

In the full model we can provide 2 teachers and 2 additional staff for each lesson the year group has. In the 90% model with fewer students we can offer this for the core subjects but only 1 additional support in other subjects.

Our expenditure on specialist SEN and EAL support and teaching assistants is only reduced pro rata in the 90% model.

Mentor and family support is a feature of our school and Year managers and Interns (and volunteers) will be part of this provision. In the reduced model this is introduced more slowly as there are less students and will therefore have some impact on the quantity of provision but it will still be available for all.

The full model allows additional staffing for inclusion – Inclusion manager and Educational Psychologist. The reduced numbers in the 90% model will reduce the need for the Inclusion Manager, as Year Managers will have available time.

Can it provide the curriculum engagement we want?

An important feature of our vision is the extended day and the entitlement for all students. This is available in full in both models. The school can remain open as needed and the funds are there for the core day timetable, the extended day timetable and the entitlement.

Any reductions in the 90% model are pro rata.

The extended school day obviously generates additional costs e.g. external staffing, caretaking, refreshments etc. These are all costed in the extended school budget.

Assumptions and evidence we have based our plan on - Full School Model

We believe this to be a realistic budget that supports the vision of the school and provides very good value for money.

Start Up Grant

In year 1 there is only 1 senior manager for training. We have costed 4 middle managers - Business Manager and 3 heads of department. Recruitment costs reflect the additional staff to be appointed each year.

We have only requested diseconomy funding for 2 essential posts – Principal and Business manager.

INCOME

1. Pupil Number Input

Our intake is set at 50 students each year until full at 250.

2. Free School Meal

██████████

3. School/School Action Plus

██████████

4. EFA Grant

██████████

5. Other Income

██████████

EXPENDITURE

1. Payroll

██████████

2. Other Payroll Costs

██████████

3. Non-Payroll Costs

██████████

Assumptions we have based our plan on Alternative Model (Sensitivity Analysis)

In this model the **student numbers are reduced to 90%** and the **FSM is reduced to 40%**. We believe this gives a true test of sensitivity and a challenging budget to work with.

As can be seen some posts are withdrawn, many costs remain unchanged and the rest are reduced pro rata and will have minimal impact on the quality of provision. We believe this to be a realistic budget that supports the vision of the school and provides very good value for money despite the reduced income.

Start Up Grant

In year 1 there is only 1 senior manager for training. We have costed 4 middle managers - Business Manager and 3 heads of department. Recruitment costs reflect the additional staff to be appointed each year.

We have only requested diseconomy funding for 2 essential posts – Principal and Business manager.

INCOME

4. EFA Grant

Indicative EFA Funding

Reduction pro-rata

Indicative Pupil Premium

Reduction pro-rata

Insurance

Unchanged - Based on the comparative figures for a range of schools from DFE benchmarks and individual primary and secondary schools in Oldham.

Rates

Unchanged - Figure is again based on a range of schools in Oldham LA.

5. Other Income

Lettings

Unchanged - income is expected to grow as the community ethos of the school gives it a local presence. We have not forecast any income in year 1 to allow the school to settle in to its location. From year 2 we expect a conservative 20 lets rising to 40 in subsequent years. The income is based on the net income after caretaking and other costs of £50 for a 2 hour booking on 40 weeks a year and is used in the extended day expenditure.

Catering

Unchanged - income is a conservative estimate of a small profit to be made from the sale of bought in food to those students not on free school meals. This figure might be higher if catering goes in house from year 3 onwards as the numbers increase. There are less free meals in this model and more meals to sell.

EXPENDITURE

1. Payroll

2. Other Payroll Costs

3. Non-Payroll Costs

Benchmarking

It has been difficult finding a close match for benchmarking. Full details are given in the assumptions of the various methods used to arrive at precise figures. There are no schools in the available data that match us – small, urban and disadvantaged secondary school. We have therefore used a combination of the following

- Oldham LA individual school data e.g. for FSM, SEN, EAL etc.
- Benchmarks for small secondaries and urban primaries from DFE site e.g.
 - Small rural secondary with 743 pupils
 - Infant and Junior with high SEN and 212 pupils
- Discussions with business managers in primaries, secondaries and academies including Oldham area.
- Recent budget experience of education advisor to bid team
 - Urban secondary with high FSM and EAL 750 pupils

To produce the final assumptions from the benchmarking and other data has involved comparing percentage allocations in each benchmark, analyzing context, extrapolating using pupil numbers. The next step has been to use experience gained over many years of school budgeting to arrive at a figure that reflects the various benchmarks against the characteristics and location of our school – small, secondary, urban, disadvantaged.

Section H: Premises

Context

"RICS" continues to advise that demand for commercial property nationally is low. The "UK COMMERCIAL MARKET SURVEY" continues to report demand falling back.

Low confidence is also hurting the commercial property market locally here in Oldham where property values have always remained proportionally below national levels.

Recent savings and efficiency programs within the Health and Social Care sector has released into the market additional properties that have been locked in government organisations for decades, some of which have created an aura of independence around them during their lifetime of use, making them very attractive in helping to redefine community boundaries and potential keystones in shaping the town.

These venues are seen as 'community independent' with no negative history and/or allegiances linked to any one of our communities. This is vital given the segregated and ethnically separated reality of our town.

The influence of Academy based construction projects is having an impact on the overall schools footprint. Oldham's academy programme is replacing 7 existing schools with 4 new builds. This has freed up old school sites, many of which have been earmarked for residential redevelopment because of the higher market land values subject to planning permission.

Within this context any new land and/or property being released is being done so in a saturated market, during a time of low confidence in a town that has never enjoyed high land or property values.

Falling demand and rising availability has hit rental expectations, which makes leasing also a viable efficient option.

Construction work where tendered with a clear specification continues to deliver quite remarkable value particularly where the projects are not seen as speculative or the client seen as 'vulnerable'.

This combination of value for money within construction, lower freehold property and a competitive commercial renting sector places a small school project in Oldham with an attractive array of options.

Details of our preferred sites

Oldham has available any number of properties, both rental and to purchase that could on face value house a small school such as ours. Over the past 18 months we have been exploring the use of 2 sites. One is leased and occupies the top 2 floors of a mill (Oldham at one point had the most mills in the world!) whilst the other is for sale that until recently was used by the Local

Authority to provide operational space and backroom facilities to its Mental Health and Family Support services.

Upon consultation with potential families that will send their children to our school we have ruled out the mill. The main reason for this is that its location is associated too much with one ethnic community. Our consultation identified that this would negatively impact upon the potential diversity of our intake.

Nonetheless once we have secured approval and if the costs associated with the purchase of our preferred site is beyond the means of the DFE then there is the potential to explore other similar venues in other parts of Oldham that may be seen to be more community neutral.

Our preferred site

We have chosen our preferred site, [REDACTED] choosing this are as follows:

- Location is attractive to multiple communities
- Location is easily accessible to the most disadvantaged and deprived families in our town. Our immediate catchment area incorporates the poorest neighbourhoods in Oldham.
- Venue has no historical association with any one community
- Accessible on public transport (within 5 minute walk of the nearest planned metro link stop).
- Venue has space for parking and has a long sweeping drive through which pick up and drop off is easily possible without disruption on the main road.
- Set well off a main road with its own surrounding land adjacent to a well used public park. This park is used by local sports clubs and thereby there are opportunities for collaboration with the local community
- Existing building would be easily converted in to office and teaching space and a phased build could ensue to make space for subsequent year groups.
- There are two buildings on the existing site. One is a recently closed building used for administration whilst the other is boarded up and made secure following closure. This particularly building has historic significance in Oldham as it was once the home of the Platt family.
- The site is large enough for our proposed number of pupils with sufficient outdoor space for recreational activities. The surrounding environment is tranquil and is to all extents and purposes an oasis surrounded by an urban environment.
- Located near to a high achieving independent grammar school. This school attracts families from across the town that have the means to pay for education. There is the potential to lease their facilities including playing grounds etc.
- As the site is Local Authority owned there is a potential to explore alternative long lease 'peppercorn' rent options instead of purchasing. Even if purchased the funds then remain within the public purse.

- The building we would prefer to redevelop would require regeneration.
- The Local Authority is inviting offers for this site. It has been on sale for some time (it came on sale in 2 stages – the first plot has been on sale for 18 months and both plots combined for approx 6 months). Oldham M.B.C schedules the Hollies for demolition as a part of an asset value enhancement strategy at a time in the market where residential land values were higher. It has since been further neglected.

Soft Market Testing

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We have carried out a soft market testing exercise with three NW based contractors

Cost Estimate

██████████
Oldham is undergoing building a number of academies as part of its BSF programme. Information available in the public domain has identified that the costs for these new builds to be in the region of £25 million per build. These schools on average can accommodate up to 1500 pupils.

On a simple value for money calculation our offer of educating 250 pupils (1/6th of the numbers of these academies) is estimated to cost even if nearly doubled less than £2 million. This is over 1/12th of the cost in comparison to a new build academy. Our approach offers a 100% saving in comparison demonstrating clear value for money. Of course, we also believe our educational offer to be far superior through our small school approach.

The address and postcode of the proposed site

██████████

██████████, Oldham, ██████████

The current use of our proposed site

Council Offices – backroom functions for local authority and its statutory partners. Imminent and/or recent closure.

The current freeholder of the proposed site

Oldham MBC & Oldham Primary Care Trust

The availability of the site and nature of the tenure

Available to purchase - freehold

Why we think the site is suitable for our school and how it will support delivery of our educational vision

From the outset we have been drawn towards the Free School programme for a number of reasons, prominent has been its flexibility and willingness to think outside of the box and try radical approaches to educating the most disadvantaged and deprived children.

A key factor in our choosing this site was the ability to regenerate and rebuild an existing building that is considered being no longer of value. Oldham has a habit of knocking down the old and building shiny new buildings that bear no reflection to the lives of the communities that it serves. Our approach, restoring and bringing back to life an existing building will resonate with our parents' and their children. They will witness, experience and be inspired by our transformation and apply the same lessons to their own lives.

The ability to keep the outside characteristics of a building, whilst rebuilding the inside to suit our needs, appeals to us. Key aspects of our plan focus on delivering lessons to up to 50 students in one central space before they break off in to 4 designated sub group areas.

We are fortunate that contacts outside of our immediate team have experience of creating such spaces overseas (Holland). We want to recreate features we have seen here where we design out traditional approaches to classrooms and corridors that can negatively impact upon the experiences of students. Within our Year Groups, wherever possible, we want our students to own the space and for teachers to come to them.

Being able to regenerate an existing historically significant building to accommodate this will excite our communities and us. We have already secured voluntary assistance from architects that work in internationally renowned companies. They are excited by our ideas and want to help them become a reality.

Our site is also within a community neutral location that is accessible to children and their families from across all of our communities. In our discussions with our parents and families they have almost all been positive towards this location. It is accessible, safe and naturally attractive to communities regardless of their backgrounds, religion or ethnicity. This site is also located next to Oldham's only, and highly exclusive, independent grammar school. We consider that being in the vicinity of such a school will have added benefit to our students and their families.

The site is adjacent to one of Oldham's landmark public spaces and historical community education venues. We know that our communities will use our site and it is in comfortable walking distance for many of our target neighbourhoods.

The site is large. We are confident that over time we can grow in to the site. We will not be in any way restricted by a lack of land.

A brief description of the site including size (On square metres) along with the pupil numbers we are proposing

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