



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

KING SOLOMON INTERNATIONAL BUSINESS SCHOOL

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	x	<input type="checkbox"/>
2. Have you provided information on all of the following areas:	x	<input type="checkbox"/>
Section A: Applicant details	x	<input type="checkbox"/>
Section B: Outline of the school	x	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	x	<input type="checkbox"/>
Section E: Evidence of need	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Budget planning and affordability	x	<input type="checkbox"/>
Section H: Premises	x	<input type="checkbox"/>
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	x	<input type="checkbox"/>
4. Have you fully completed the budget plans?	x	<input type="checkbox"/>
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>

<p>7. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <p>9am on 9 Sept 2013 and 12 noon on 13 Sept 2013; 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or 9am on 5 May 2014 and 12 noon on 9 May 2014.</p>	x	<input type="checkbox"/>
<p>8. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	x	<input type="checkbox"/>

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

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

<p>Section I of your application</p>		
<p>9. Have you sent:</p> <p>a copy of Section A (tab 1 of the Excel template); and</p> <p>copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</p> <p>a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</p> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	x	<input type="checkbox"/>

Declaration

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

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

the requirements outlined in the 'How to Apply' guidance;

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: 9th September 2013

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

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

X

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

C1 - A credible proposal to deliver a high quality free school and a clear rationale for establishing it in this area

King Solomon International Business School (KSIBS), to be centrally located in Birmingham, will have a citywide admissions policy. KSIBS will be a co-educational non-denominational inclusive all-through Christian school for students aged 4-19. The school will welcome children from all Christian denominations as well as those from other faiths and those of no faith. The school will create advantages for disadvantaged children and young people. We will give them access to the international baccalaureate curriculum (IB an internationally highly respected programme). We will specialise in international business and enterprise and work closely with international businesses to ensure that our students develop skills aligned to the changing business needs of the 21st century and to equip students with the knowledge and skills to be able to effectively: live, work and trade in the global economy. We will deploy a personalised learning pedagogy to ensure no child is left behind and become exemplary for achieving success for all students, whether they are of the Christian faith or not.

The Key features of KSIBS

1. Non-denominational Christian school

KSIBS will be a non-denominational Christian school embracing the widely held beliefs of the Christian faith. Its non-denominational feature has made it attractive to a wide range of parents from different Christian denominations.

2. A small all-through school

The school will be an all-through school with strong leadership in each phase of the school. As an all-through school, the transition from each stage of schooling will be made much easier thus disruptions to a child's learning will be minimised. Continuity and progression will be a real strength of the school as our staff will get to know students' needs and strengths on a longitudinal basis. In addition, lines of communication will be shorter and contexts for learning more flexible. All-through schools are now seen as a key strategy for raising attainment and improving outcomes for students (CATs – the Consortium of All-through Schools; Learning Together: Opening up learning, HM Inspectorate of Education 2009).

3. High expectations – beyond the rhetoric

Despite the high levels of disadvantage in Birmingham and particularly in KSIBS's targeted Districts of, Perry Barr, Ladywood, Yardley and Erdington, the school will have high expectations of its students. All key stakeholders i.e. teachers, parents, and students will be expected and supported to have high expectations. Teachers will be expected to have high expectation of participation, fulfilment and success as well as ambitious teaching and learning objectives. They will be expected to challenge personal targets, keep pupils on trajectory, and undertake rigorous assessment to check and maintain students' progress. High expectations for student achievement will be explicitly expressed to students together with the need for students' responsibility and accountability for striving to meet those expectations. As parents' expectations have been shown to be a significant predictor of student success across age groups, races, and nationalities (Kaplan, Liu, and Kaplan, 2001), parents too will be supported to have high expectations of their children.

4. International Baccalaureate (IB) curriculum

KSIBS will prepare its students for the global economy by making the highly prestigious IB Diploma and IB Career Related Certificate programmes accessible to our upper school students. Birmingham is a highly multi-cultural city and hence the IB offers a culturally relevant curriculum. A recent report on the progress of IB Diploma students in Higher Education published by Higher Education Statistics Agency (HESA) compares the outcomes of IB Diploma with those of A-level students in a number of key areas. IB Diploma students: are more than twice as likely to enrol at one of the UK's top 20 universities; are nearly twice as likely to succeed in applications for courses in Medicine and Dentistry; are significantly less likely to drop out of courses; are 30% more likely to gain a first-class honours degree, are twice as likely to continue with further study after the first degree, and have a significantly higher starting salary after university.

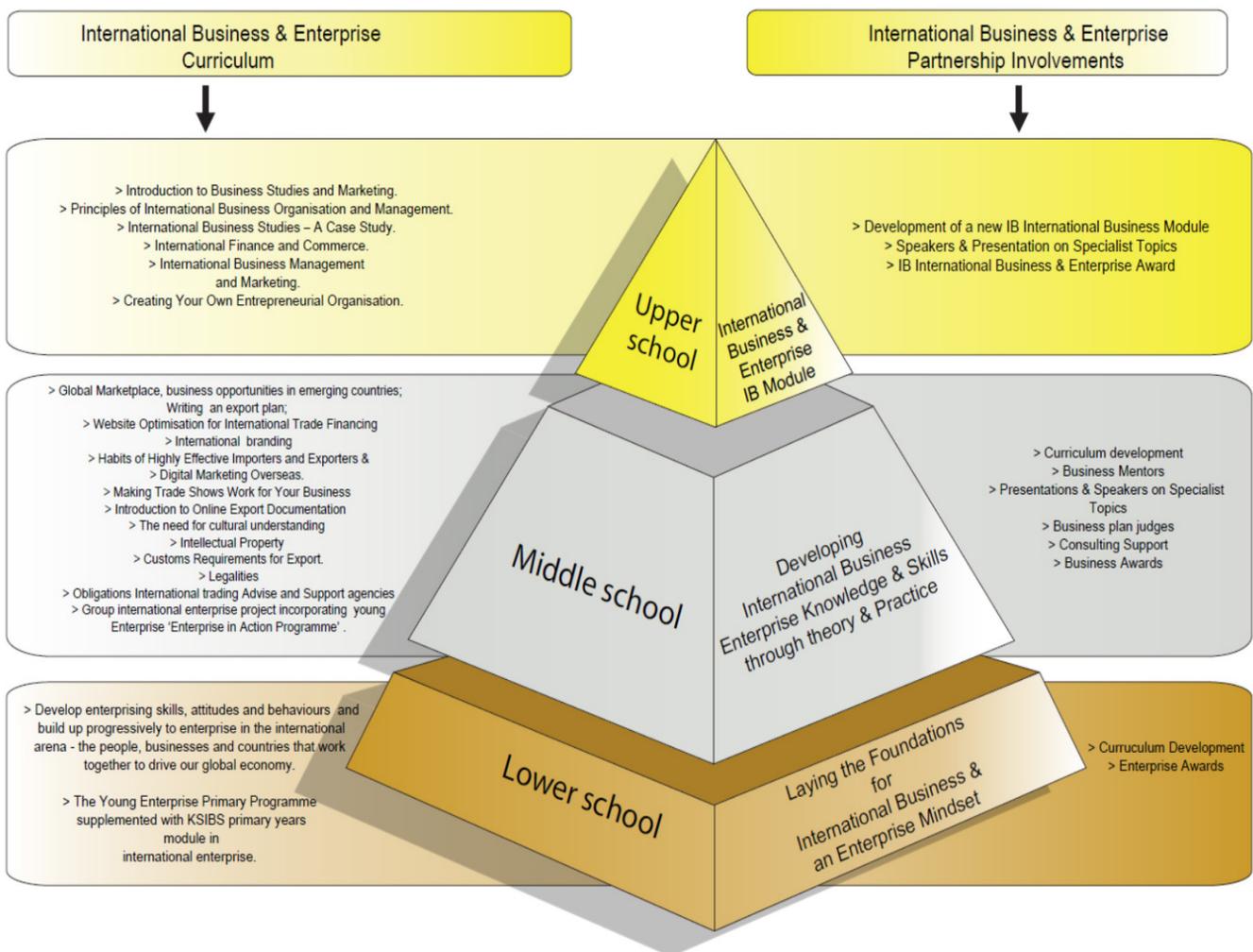
5. Personalised learning pedagogy supported by a Learning Support Department

KSIBS will be deploying the personalised learning pedagogy throughout the school. Apart from the fact that many schools have reported that personalisation has a positive impact on the attainment of their students (An Investigation of Personalised Learning Approaches used by Schools by Judy Sebba et al. 2007), the ultimate reason for selecting this pedagogy is because it supports our Christian values of equality, as it enables all pupils to equally access learning. In adopting this pedagogy, KSIBS will be flexible and adaptive in responding to the diverse needs and interests of students and will deliver high-quality teaching and learning with differentiation based on need, interest, preference or priorities. In addition, great emphasis will be placed on target setting and tracking, focused assessment, intervention and effective SEN arrangements and pupil groupings. Furthermore, KSIBS will provide a supportive learning environment, a tailored curriculum and extended curriculum, support students' wider needs and engage parents as partners in the education of their child. In order to ensure that KSIBS is an all-inclusive school, providing effective learning support to students with differing needs, thus ensuring that no child is left behind, we will be establishing a Learning Support Department to be managed by the Learning Support Manager, who will be part of the senior leadership team. A range of learning support services will be provided both in class and out of mainstream classes.

6. International business and enterprise specialism

Our rationale for specialising in international business and enterprise stems from the fact that Birmingham is positioning itself to become the capital of enterprise. In addition, the globalisation of business activity will continue far into the 21st century and the further liberalisation of trade in Europe has enabled the movement of labour and capital in the creation of a single market as well as industrial developments taking place within countries such as: Brazil, Russia, India and China. Hence there will be a need for greater international outlook in the future. We will be linking our curriculum to make it relevant to international businesses and enterprise to ensure that the curriculum and the skills which our students develop meet the future needs of the 21st century. We have been successful in gaining the commitment of Imperial College London and international business partners, to work with us to develop a new international business module, to be accredited by the International Baccalaureate.

International Business and Enterprise Hierarchy of learning



Our ethos: the Christian ethos

KSIBS will be rooted in the Christian tradition, and is therefore committed to providing an education system that seeks to build character and enable students to develop as whole, rounded and spiritual human beings. The ethos provides a framework for the kind of

character we want our children to develop in order to draw out the full potential of each child. The King Solomon Programme will seek to develop student's ability to recognise good advice, make sound judgements and wise decisions and to be honest, just, fair and resourceful. The Christian ethos of the school will create an environment which cultivates values of: equality, hard work, perseverance, respect, integrity and self-discipline, all of which are conducive to a positive learning environment for students and staff to excel. Our curriculum focus on international business and enterprise will be underpinned by Christian business ethics (an approach to doing business based upon Christian beliefs). The Christian ethos is important to our vision because it is aligned to parental demands.

However, whilst the school will have a Christian ethos, we also acknowledge that we are a multi-faith society and will therefore honour those of other faith traditions, as well as those who may not have a declared faith or belief system. The curriculum model will give due regard to other principal world religions. The biblical character, King Solomon, is celebrated by all the three major religions (Christianity, Judaism and Islam) and this provides a solid foundation for respect and tolerance of all faiths.

The members, governing body, and SLT will be responsible for ensuring that the ethos is embedded throughout the school.

Our aspirations for the achievement of individual students, and the school as a whole

A: Our aspirations for individual students are mainly embodied in the three strands of our curriculum:

1. **The King Solomon Programme:** We aspire for all of our students to develop the dispositions and character to become outstanding citizens and to make a positive contribution to the moral and social fabric of society. Our aspirations for student behaviour is that students' attitude to learning will be considered exemplary, as judged by Ofsted at its first inspection. Our Attendance target is: 94.8%. These targets are appropriate because we want our students to positively contribute towards the government's endeavours to reduce the high levels of crime and anti-social behaviour prevalent amongst youths in Birmingham. Furthermore, the attendance and behaviour targets have been benchmarked against the highest performing non-selective secondary school in the Ladywood constituency which has a similar student profile to our expected student profile.
2. **The main curriculum programme:** We aspire for our students to have a broad and balanced education and to have developed international mindedness. We will tailor the national curriculum in the lower and middle school and offer the IB in the upper school to meet this objective. The IB, through its learner profile, will enable students to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Our main targets to achieved by 2020 are as follows:
 - 60% make the expected academic progress for the early years
 - 97% achieve Level 4 or above in both English and mathematics
 - 95% of disadvantaged pupils (FSM/CLA) achieve level 4 in English and maths
 - 69% achieve 5 or more A*-C GCSEs (or equivalent) including English and mathematics.

- 70% of disadvantaged pupils (FSM/CLA) achieve 5 or more A*-C GCSEs (or equivalent) including English and mathematics
- 30% achieve the English Baccalaureate
- Best 8 VA measure: 1023.4
- 95% achieve either the full IB diploma or IB Career related certificate, and 20% IB Diploma students achieve 32 IB diploma points.

3. The International business and enterprises Programme: We aspire to develop student's attitudes, skills and understanding of enterprise, the wealth creation process, develop their understanding of the relevance of international trade and of the challenges and opportunities that result from globalisation and the emergence of new trading blocs. This target is important because it supports the city of Birmingham's vision of becoming the capital of Enterprise. Furthermore, internationally developed personnel have added advantages in the employment and business marketplace.

Our targets are ambitious but achievable because (with the exception of the early years target which is set higher than the recent national results of 52%) they have been benchmarked against the highest and best performing 2012 state maintained non-selective schools within the Ladywood District whose student profile will be similar to the profile of our expected student intake. Hence, the lower school targets have been benchmarked against Regents Park Community Primary School; our middle school targets (both attendance target, and academic targets except the EB) have been benchmarked against Holyhead School; and our EB targets have been benchmarked against Al Hiraj School.

NEET Free (Not in Employment, Enterprise or Training). We aspire, through our NEET Free Programme developed in partnership with local employers and universities, to enable 100% of our students to progress into employment, training, enterprise or university within six months of leaving our school by 2021. The target is important because of the high levels of youth unemployment in Birmingham generally (25.1%) compared to the national average (13.4%) This figure is significantly higher in some of our targeted Districts, e.g. Ladywood (31.8%), Erdington (30.3) (NOMIS/BCC).

B: Our aspirations for the school as a whole are:

1. To obtain an overall Ofsted rating of 'Good' with 'outstanding' features in its first inspection and an overall rating of '**outstanding**' at its second and subsequent inspections. KSIBS will be internally inspected at interim points to ensure we are on the right trajectory. This target is appropriate because we are aiming for excellence in all we do.
2. To lead by example, by setting and achieving high standards for the operation of the school, resulting in the achievement of Investors in People, and the National Standard for Enterprise Education by 2019. These targets are appropriate because they provide additional external validation to our work.

All of these aspirations are reflected in the school's targets (see section D5) and the vision and ethos are reflected in the education plan.

Our rationale for establishing KSIBS

1. To meet the rising need for more school places

Birmingham is growing at a faster rate (9.8%) than England & Wales (7%) and the West Midlands Region (6.3%). Birmingham also has the youngest population of any European city (37.7% of Birmingham's overall population) and its growth rate is expected to increase significantly by 2029. Consequently ten thousand extra school places are needed to cope with Birmingham's rising birth rate. Schools across Birmingham are rapidly expanding to cater for the increasing number of primary school students, with many primary schools now having over 600 pupils. The LA is planning to expand more schools, but they concede that in the longer term, new schools will be needed to cope with 7,000 extra children in primaries by 2020 (Primary school Expansion, Birmingham City Council scrutiny panel July 2011 and TES Nov, 2010). The rising shortage of primary school places in Birmingham is for one permanent form entry (1FE/p) within each of KSIBS targeted Districts of: Perry Barr, Erdington, and Yardley. More secondary school places are also required in our targeted Districts of Ladywood and Yardley, even after taking account of the free schools recently approved by the DFE including Nishkam, Perry Beeches 2, 3 and 4, and Birmingham University Free School. KSIBS, to be centrally located and adopting a citywide admissions policy, using 'nodes' as part of its admission criteria (giving priority to 4 of the Districts with rising needs for school places) will therefore make a significant contribution to addressing the needs for more primary and secondary school places. Furthermore, with the extension of the school leaving age to 18, more 16-19 year old provision is also required.

2. To contribute to Birmingham City Council's Enterprise Capital vision

Birmingham is among the most deprived 5% of districts in the country and also the most deprived in the region. It ranks highest of all districts on deprivation scales relating to income and to employment. The percentage of students eligible for free school meals is 35%, nearly twice the national average. Business and enterprise are seen as the key to regenerate the city. In September 2012, Birmingham LA unveiled its vision to become the UK's enterprise capital. It will be creating 6 economic zones in Birmingham. The six zones aim to align Birmingham's planning and economic priorities, creating the opportunity for new space, facilities and support for sectors identified as having "the greatest impact on attracting inward investment." The sectors are: business and professional services, creative and digital media, advanced manufacturing, life sciences, food and drink, and IT, electronics and communications. KSIBS's focus on international business and enterprise aligns itself with Birmingham LA's enterprise and education vision to make Birmingham Britain's enterprise capital, with education at the heart of business growth. Birmingham LA intends to bring together business and the best educators in the city to introduce a 'Birmingham Standard for Achievement' that puts enterprise education at the centre-stage, with a network of city schools specialising in educating entrepreneurs of tomorrow.

The need for KSIBS was also confirmed by Birmingham LA during our consultation period as evident by their official response to our proposed school, "***The Leader of the Council has identified in his statement the desire for an International Business School and this proposal appears to align with the priority***" Service Director (Education & Commissioning), Birmingham LA.

3. To meet the needs of parents/carers

Despite the approval of several free schools over the years there is still a need for KSIBS with its distinct features: an all-through Christian school (there are no others in Birmingham), an international business school (there are none in Birmingham), an IB world school (there are only 3 others in Birmingham, and they tend to be selective grammar schools). KSIBS will therefore complement the other schools in Birmingham, and add diversity and greater choice for parents.

The demand for KSIBS has come from parents/carers (hitherto referred to just as 'parents') from the Ladywood constituency and surrounding Districts. Furthermore, parental demand has also come from parents who travel to work in Birmingham city centre. The city centre is the major location of employment for Birmingham parents and there are more plans to provide significantly more city centre jobs through its Big City Plan, the most ambitious and far-reaching citywide development project ever undertaken in the UK. The Birmingham City Centre Enterprise Zone is one of the major projects for the Greater Birmingham & Solihull Local Enterprise Partnership, with the potential to create 40,000 new jobs. The New Street Gateway will double passenger capacity, relieve congestion, and is expected to be a catalyst for creating more than 5000 jobs. It identifies how the city centre population will grow providing more than 5000 new homes and 50,000 new jobs. Birmingham LA has confirmed that they would welcome KSIBS having a city wide admissions policy as this would assist the LA in placing children from areas where there is a shortage of places. The LA have pointed to Birmingham University Free school nodes as having set a precedent for recruiting children from other districts outside of where their school will be located.

4. To improve educational standards and attainment in Birmingham

The educational standards within Birmingham have improved in recent years. Nonetheless there are still many schools within our targeted Districts which require improvement or are deemed inadequate by Ofsted. For example, in Ladywood one secondary school and 21 primary schools are rated 'in need of improvement' or 'inadequate'.

Furthermore, there is a need to improve educational performance in schools in our targeted Districts. For example, whereas the national average of pupils who achieved level 4 in KS2 English in 2012 was 85%, in the districts of: Ladywood it was 83%, Yardley it was 83% and Erdington it was 82%.

The performance follows a similar pattern for pupils who achieved level 4 in KS2 maths i.e. the national average is 85%, yet it's 78% in the Ladywood District, 83% in the Yardley District, 82% in the Erdington District and 84% in the Perry Barr District.

Likewise, at secondary level, the educational performance of our targeted districts (the exception being Perry Barr) are also low not only in comparison to the national average but also lower than the Birmingham average. For example, in 2012 at Key stage 4, whereas the national average of students who obtain 5+ A*-C (including English and/maths) was 59.4%, and in Birmingham it was 60.1%, it was only 58.7% in the Ladywood District, 56.6% in the Yardley district, and 46.7% in the Erdington District.

5. To deploy Excell3's expertise, in partnership with the Woodard Corporation to create advantage for disadvantaged young people.

Excell3, a Birmingham based national educational charity, was established in 1999 to raise the academic aspirations and achievements of socially and economically disadvantaged students. 61% of the children who have been on our education programmes for 3 years or more achieved 5 GCSE grades A*-C including maths and English. We will utilize the expertise we have developed over the years to support KSIBS. We have developed expertise in successful community engagement across the country, resulting in, for example, the establishment of 30 community based educational projects, and our ability to attract over 1500 people to our 10th anniversary celebration in 2009 hosted at the Birmingham Symphony Hall. In addition we have expertise in developing bespoke programmes to meet the specific needs of schools. Over the years we have supported over 100 primary and secondary schools. We have expertise in engaging and empowering hard to reach parents, facilitating parents' training workshops and national conferences (some conferences attracting over 1000 delegates), producing parenting handbooks, including one commissioned by the DFE 'Help Your Children to Learn'. In addition we have a wealth of experience of working in partnership with a range of other educational providers and educational policy groups to improve outcomes for students. For example, we have been members of the Centre for Social Justice's Educational Failure Policy Group, which contributed to the 'Breakthrough Britain Report' and the Conservative Party's school's policy Green Paper, 'Raising the Bar, Closing the gap' (2007); the DCLG's Reach Project; the DfEs Schools Exclusion Working Group etc. We have been called upon to speak at Head Teachers conferences, deliver inset training to teachers and hosted a joint conference for School leadership in partnership with the National Union of Teachers. We have also developed a range of university partnerships (including Oxford, Cambridge) which we will utilise for the benefit of KSIBS. We also manage the Amos University Bursary scheme on behalf of Baroness Amos, which provides financial support and professional mentors for disadvantaged students entering university.

The Woodard Corporation, our educational partner, has a wealth of school development expertise. Established by Nathaniel Woodard in 1848, Woodard, an educational charitable family of 48 schools caring for over 30,000 students, has a reputation for providing academic excellence coupled with unrivalled pastoral care. Most of Woodard schools are either outstanding or good. The Woodard family of schools (which includes primary schools, secondary schools with 6th form provision, and an IB world school), provides many inter-school opportunities and strong partnerships including: the sharing of expertise, continuing professional development, recruitment, retention, leadership and governance. Woodard has System leadership excellence across all departments within its family of schools including National Leaders of Education, Executive and Consultant head teachers. The Woodard Corporation was awarded Accredited Provider status in 2010.

Case for a 2014 opening

Exceptional case

We were one of the exceptional few groups to be rejected at interview stage in 2013. We have taken on board the advice and comments of the DFE interviewing panel and have therefore modified our proposal accordingly. We will now therefore only be offering the IB in the Upper

School. In addition, we have formed partnership with the Woodard Corporation, an educational provider with an excellent track record of school provision dating back to 1848.

High parental demand for 2014 opening

There was already a huge demand for KSIBS when we submitted our proposal in the last wave, and since then the demand has significantly increased. Many parents who signed up to our school up to two years ago are still living in hope that they will be able to apply for a school place for their child for 2014, as despite the approval of several free schools in Birmingham, parents feel they still do not have the choice they would have expected from the free schools programme, as none of the schools approved to date are all-through Christian schools, which specialise in international business and offer the IB.

Capacity and capability

We have taken guidance from those with a wealth of experience of establishing free schools and are confident that we have the capacity and capability required to successfully undertake and complete the work required for a 2014 opening. We have at least two highly credible people in every key role within the pre-opening phase to ensure that if one person is not available, for whatever reason, the project will be kept on track. We have restructured internally to free up the Project lead to work on the pre-opening phase on a full time basis as of January 2014. In addition, we have the capacity and capability for the post opening phase. We have many experienced governors (both primary and secondary). We have identified cost effective companies to contract out all our back office services to enable us to focus on teaching and learning. We have also developed our outline pre-opening project plan and allocated roles to each member of the pre-opening team. Woodard has engaged St Peter's Collegiate School, an 'Outstanding' school within the Woodard family of schools to be part of the pre-opening project team; their input will help to fast track the project.

Principal Designate

We have committed our time and resources in going through an open recruitment process to appoint a Principal Designate, and we have been successful. We therefore have an excellent candidate ready for the 2014 opening.

Birmingham LA vision

KSIBS, with its specialism in international business, will support the LA's vision for an international school within Birmingham.

Premises

We have identified several premises to house the school which are both suitable and currently available.

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. If you are making a case to open in 2014, please add a column at the beginning.

	Current no. of students (if applicable)	2014	2015	2016	2017	2018	2019	2020	2021
Reception		48	48	48	48	48	48	48	48
Year 1		48	48	48	48	48	48	48	48
Year 2		-	48	48	48	48	48	48	48
Year 3		-		48	48	48	48	48	48
Year 4		-			48	48	48	48	48
Year 5		-				48	48	48	48
Year 6		-					48	48	48
Year 7		48	48	48	48	48	48	48	48
Year 8			48	48	48	48	48	48	48
Year 9		-		48	48	48	48	48	48
Year 10		-			48	48	48	48	48
Year 11		-				48	48	48	48
Year 12		-					48	48	48
Year 13		-						48	48
Totals		144	240	336	432	528	624	672	672

Section D: Education plan – part 2

D1 - An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Curriculum Principles

The following principles behind the curriculum of KSIBS are aligned to our vision, the rationale for our school, and the expected student intake is detailed in section C.

- The early years curriculum will acknowledge that: every child is a unique child, constantly learning, can be resilient, capable, confident and self-assured; children learn to be strong and independent through positive relationships; children learn and develop well in enabling environments in which their experiences respond to their individual needs; there is a strong partnership between practitioners and parents/carers; and children develop and learn in different ways and at different rates.
- The curriculum will embed the Christian ethos of the school, thus contribute to the cultivation of the values of: equality, hard work, perseverance, respect, integrity, self-discipline and help to foster and develop students who are well-behaved and highly motivated to learn.
- The curriculum will provide students with opportunities to develop an enterprising mind-set, entrepreneurial and international business skills and sound Christian business ethics.
- The curriculum will develop students' international mindedness in all three phases of the school. Even though the IB curriculum will not be adopted until the upper school, the school will be tailoring the national curriculum to meet the vision of the school, whenever possible, and embedding the 10 aspirational qualities of the IB learner profile as its framework. The curriculum will therefore support all its students to strive to be:
 1. *Inquirers* - to develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning..
 2. *Knowledgeable* - to explore concepts, ideas and issues that have local and global significance in order to acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
 3. *Thinkers* - to exercise initiative in applying thinking skills critically and creatively to recognize, approach complex problems, and make reasoned and ethical decisions.
 4. *Communicators* - to understand and express ideas and information confidently and creatively in more than one language, and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
 5. *Principled* - to act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

6. *Open-minded* - to understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
 7. *Caring* - to show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
 8. *Risk-takers* - to approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
 9. *Balanced* - to understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
 10. *Reflective* - to give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
- Primarily, but not exclusively, through our King Solomon Programme, our curriculum will enable students to become responsible citizens who have respect for the diverse global communities and who participate in current global economic and social issues. The curriculum will also enable a smooth transition between different key stages and the successful progress of all school leavers into employment, enterprise, training or higher education.
 - Personalised learning will be the main pedagogy deployed in the teaching and learning practices of the school, thus enabling all pupils to progress, achieve and participate. In addition therefore to having high expectations of our students, KSIBS will provide high-quality teaching and learning with differentiation based on need, effective interest, preference or priorities, target setting and tracking, focused assessment, intervention and effective SENCO arrangements. Personalised learning supports the Christian principle of equality for all.

Expected Pupil Intake

Poverty: The 2010 Index of Deprivation shows that:

- 40% of Birmingham's population live in areas described as in the most deprived 10% in England.
- 23% of the population live in areas in the most deprived 5%.
- Birmingham is ranked the third most deprived Core City (behind Liverpool and Manchester).
- Birmingham is ranked the most deprived city on both income and employment deprivation, Birmingham was also ranked as the most deprived authority in the country on both these scales in 2004 and 2007.
- Deprivation in Birmingham is concentrated in a ring around the city centre, where KSIBS will be based.
- Over half (61%) the SOAs in Birmingham are ranked in the most deprived 25% in England on the overall Index.
- Two fifths of Birmingham SOAs are ranked in the most deprived 10% in England

- In some of our targeted Districts, e.g. Ladywood and Yardley, are SOAs which are amongst the most deprived 1% in the country (in Soho, Nechells and Yardley North wards).
- According to the Ladywood Constituency Economic & Employment Profile, March 2012, 69% of the Ladywood constituency's population live in areas that are amongst the 10% most deprived areas in the country; this is considerably higher than the proportion for Birmingham as a whole (40%) and there are wards within the Constituency which are significantly higher, for example, Ladywood ward (82%) and Aston (85%).

Consequently, a high proportion of the children are eligible for free school meals. In Holyhead school, for example, the school we have benchmarked much of our targets against, 55.5% of the pupils re eligible for free school meals.

Ethnicity profile: Birmingham's residents are from a wide range of national, ethnic, backgrounds (53.1%. white, and 46.9% BME), i.e. a much higher BME population than the average in England (79.8% white). In most of our targeted Districts, the BME population is significantly higher than the Birmingham average. For example, in the Ladywood District, it's 64%, and according to the 2011 Census, 90% of residents in Lozells and East Handsworth, and Aston said that they were from an ethnic group other than white British.

Looked after children: Children looked after by Birmingham LA (rates per 10,000 children aged under 18 years) is significantly higher than the national average, i.e. Birmingham (69) national (59) (DFE Education And Skills In Your Area, 2012).

Students with SEN: Within the targeted districts, with the exception of Erdington which has a higher rate of SEN students who are statemented (1.6% in primary and 2.9% in secondary) and Yardley's secondary (2.2%) all the other districts are below the national average (1.4% primary and 2% for secondary). However, with the exception of Perry Barr's secondary aged pupils (which is 16.7%) the % of students with SEN that are not statemented is well above the national average (17.1% for primary and 18.3% for secondary) and the Birmingham average (19.7% primary and 20.5% secondary). For example, Ladywood has 22.7% primary and 27.7% secondary SEN pupils that are not statemented (DFE Education and Skills in Your Area, 2012).

Students for whom English is a second language: In 2010 40% of pupils in the Ladywood constituency had English as a second language, compared to the national average of 12%. The figure is likely to be significantly higher in 2013, for example, in Holyhead School, in the Ladywood district, 76% of its pupils have English as a second language.

Type of curriculum

Part A - the main curriculum

The national curriculum will be the main curriculum in the lower and middle school, and the IB will be the main curriculum in the upper school. The new national curriculum has been re-designed to match the "world's best school systems"; it will be balanced and broadly based and promote the spiritual, moral, cultural, mental and physical development of our students and prepare students for the opportunities, responsibilities and experiences of later life. Furthermore, the new national curriculum offers scope for KSIBS to range beyond the previous national curriculum specifications. Following the national curriculum enables students to join or leave the school at any stage. At KS4 students will be expected to follow the main curriculum for

GCSE's, but provision will be made for those who prefer to study BTEC level 2 in business.

The IB curriculum to be taught in the upper school underpins our international business and enterprise specialism. The IB is an ambitious curriculum and hence supports our aspirations for high achievement in line with the demands from parents. The IB is a globally respected curriculum and hence will create an advantage for our students in the international market. Furthermore it better prepares students for university studies as it develops students' critical-thinking skills, independent learning styles and knowledge of academic research that are expected for successful university level study. Students who complete the IB Diploma generally get into top universities and achieve excellent degree results. Students who opt to do the IB Diploma or career related certificate in the upper school will already be familiar with the learner profile of the IB and hence this will provide continuity

KSIBS is an inclusive school and hence all students will be expected to follow the same curriculum. Students with differing needs will be supported to achieve success and emotional well-being via our Student Support Department (see below).

Part B: The King Solomon Programme

The King Solomon programme, which includes both academic and non-academic provisions, contributes to the curriculum offering as it embodies the Christian ethos of the school. Hence in addition to providing for Pastoral care, Collective worship, and Community service in the UK and abroad, it also includes Religious education, Sex and relationship education.

Part C: International business and enterprise

Our rationale for specialising in International business and enterprise stems from the fact that the economy is becoming more and more globalised. With the increasing development of multinational enterprises in and around the Midlands and also the impact of foreign direct investment as a vehicle for the increased globalisation of business activity, those people who are equipped to operate effectively within the global economy will have better enterprise and employment prospects. Our students will be well placed to continue their studies of International Business at university as this is taught in many universities, including Russell group universities.

The curriculum Model

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. Please add additional lines as required.

Lower school (reception)			
Length of the school day: 8.45am – 3.30pm (25 hours per week x 42 weeks)			
Subject/other activity (e.g. enrichment)	Hours per week	M: Mandatory/ V: Voluntary	Comments
Communication and language	3	M	
Physical development	3	M	

Personal, social and emotional development	3	M	
Literacy	3	M	
Mathematics	4	M	
Understanding of the world	3	M	
Expressive arts and design	3	M	
Foreign language	3	M	
After school club	5	V	This can be up to 10 hours per week depending on the needs of the parents.

Lower school (KS1 and KS2)

Length of the school day: 8.45 am-3.30pm (25 hours per week x 42 weeks)

Subject/other activity (e.g. enrichment)	Hours per week	M:Mandatory/ V: Voluntary	Comments
English	3	M	
Maths	3	M	
Science	3	M	
* Art and design	1	M	
Citizenship	1	M	
Computing	1	M	
*Design and technology	1	M	
Languages	3	M	Learning a foreign language is an important feature of KSIBS's vision.

Geography	2	M	
History	2	M	
* Music	1	M	
Physical Education	1	M	
King Solomon Programme (RE)	2	M	
International business and enterprise	1	M	
Power hour	1	V	Power hour is 2 x30 minutes sessions per week. Certain students will be strongly advised to attend.
Lunchtime club	30 minutes	V	Students may choice to attend up to 5 lunchtime clubs per week.
After school Club	5	V	This can be up to 10 hours per week, depending on the needs of parents.
School Holiday programme	25	V	Certain students will be strongly advised to attend either the Easter or summer programme or both.

Middle school

Length of the school day: 8.45am-4.30pm (30 hours per week x 42 weeks)

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	3	M (KS3&4)	
Maths	3	M (KS3&4)	
Science	3	M (KS3&4)	
The Arts	2	M (KS3)	In KS3 art and design is compulsory. In KS4 music will be compulsory, but

			students have a choice to study as an extra curriculum activity drama, dance, media or arts.
Citizenship	2	M (KS3&4)	
Computing	2	M (KS3&4)	
Design and technology	1	M (KS3&4)	
Modern Languages	3	M (KS3&4)	
Geography	2	M (KS3&4)	
History	2	M (KS3&4)	
Music	2	M (KS3&4)	
Physical Education	1	M (KS3&4)	
King Solomon Programme Religious Education (RE) Sex and relationship education	3	M (KS3&4)	RE :2 hours Sex and relationship education: 1 hour in years 10-11.
International business and enterprise	1	M (KS3&4)	
Power Hour	1	V	Optional, but certain students will be strongly advised to attend
Lunchtime Club	5	V	
Afterschool club	5	V	
Week-end master classes		V	Certain students will be strongly advised to attend
School holiday programme	2 weeks	V	Certain students will be strongly advised to attend

Students wishing to pursue the BTEC level 2 in business will follow an alternative curriculum at KS4.

Upper school

Length of the school day: 8.45- 4.30 (30 hours per week x 42 weeks).

Subject/other activity (e.g. enrichment)	Hours per week	M: Mandat ory/ V: Volunta ry	Comments
Pathway 1: IB Diploma	20	M	Students study 6 subjects, (they select 3 subjects at higher level (720 hours over 2 years) 3 subjects at standard level (450 hours over 2 years) plus the core subjects (290 hours over 2 years). See narrative below for further details of the range of IB subjects to be offered at KSIBS.
Pathway 2: IB career related certificate	22	M	Students will have a choice of 3 school based vocational courses as well as vocational courses offered by partner institutions.
King Solomon Programme	2	M	
International Business and enterprise Club	1	M	
Holiday schools		V	Students will be strongly recommended to access KSIBS holiday schools as well as IB revision schools held at venues such as Oxford and Cambridge University .
Neet Free Programme	1	M	
Independent study time	Variable	M	Independent study time is variable, depending on the pathway chosen.

A curriculum driven by our vision

Our curriculum is driven by our vision; it has three interconnected themes: our Christian ethos (driven by the King Solomon Programme) the international dimension (driven by our main curriculum), and international business and enterprise (driven by our International Business and Enterprise Programme). In order to ensure we have an holistic and coherent and relevant education programme, we will be incorporating aspects of these three core philosophical and

overarching themes, which reflect the very name and nature of the school, within each of the main subject areas taught in curriculum.

- **King Solomon** – reflecting the Christian ethos of the school.
- **International** - understanding ourselves within a British and global context.
- **Business School**– examining how different subjects relate to the broad issues of commerce, trade, money, finance, profit and loss are played out both within a British context and also from a global perspective.

An example of a Curriculum Thematic Indicative Scheme in the Middle School			
Subject	King Solomon	International	Business school
Languages	Are there any moral values or dilemmas involved? Were there any moral values or judgements involving any of the key characters in the book, play etc.?	Origin of words or phrases influenced by other cultures. Were the plots or characters connected with other countries or cultures? Understanding aspects of the cultural norms or mores of other cultures	How are issues of money, greed, profit loss, demonstrated in passages, stories, poems etc.? Was there any commercial gain or loss, aspects of trade? Understanding how the UK is linked to these countries commercially
Maths	Consider how the ethical nature of the way statistics, numbers are used to present information.	Multi - cultural nature of maths. How have other people used numbers, measurements and calculations?	Calculating aspects of international finance and trade.
Science	Consider the moral values or principles behind scientists and their work	Consider how and where scientific ideas came from and how they contribute to society locally and internationally	Consider science and scientists in terms of commercial benefits. Is science more about making money or improving life?
History	Consider how historical, social or economic events or personalities were influenced by moral dilemmas or principles	Consider how events in Britain were affected by factors in the wider world	To what extent were historical, social events or systems in Britain influenced by international trade or commercial interests?
Technology	How has technology influenced moral, ethical or religious systems? Has technology done more harm than	How has technology changed our world or helped to create a global village?	To what extent has the growth and development technology influenced international business?

	good to society?		
Geography	What moral dilemmas or judgements have influenced any feature within geography?	Compare and contrast different physical features or systems	To what extent has commercial gain influenced development of systems or features?
International business and enterprises	The role of Christian ethics in business	Look at how global companies integrate or contribute to local culture /society Do these companies do more harm than good in host countries?	How student business enterprise projects link to other subjects they are doing
King Solomon Programme	Examine the different moral values of different belief systems	How do different belief or moral system compare and contrast?	To what extent are world relations influenced by commercial gain?

The Main curriculum Programme

The curriculum model which we will be using in the Lower and Middle school is designed to ensure that it is broad and balanced and covers the requirements for the national curriculum with an emphasis on the foundational subjects of maths, English and science; this will enable students to effectively access other parts of the curriculum. The curriculum will be tailored to ensure an emphasis on international dimension, drawing on the framework of the IB Learner Profile. In the Upper School, the curriculum model with its pathway options is designed to be flexible to meet the needs and interests of students. The curriculum model also allows the school to pursue its vision as it incorporates the King Solomon Programme and the International Business and enterprise Programme throughout the three phases of the school.

For the reception year students, the school will work within the Statutory Framework for the Early Years Foundation Stage, and for the years 1-6, the school will follow the national curriculum.

The Lower school

The plans to deliver the core subjects of maths, English and science are as follows:

Maths: Our approach to mathematics is based on the broad principle that numbers, calculations, and problem solving are all around us. Children will be exposed to learning how to appreciate the significance of numbers within their immediate environment. Starting with simple things like counting the number of items, furniture, plates, measuring their rooms and calculating simple areas etc. around their homes; by following simple recipes and menus, children will learn how to calculate the amount of ingredients required to make the meal for different size families. In other subject areas, where appropriate, these principles are also reinforced so children can appreciate mathematics outside of the formal classroom setting.

English: Our approach to English/literacy is two-fold: First it is based on the principle of integration with other subjects so areas of grammar and spelling are emphasised in all subject areas. Each month there will be a different set of themes such as gardening, in my kitchen, staying healthy, at the seaside, etc., which are created in different parts of the classroom where, during the day, students are engaged in learning through role-playing. Here, they not only get the chance to talk about their activities, but later write brief sentences or key words to describe some of these experiences as well.

Phonics: As part of our provision for English language/literacy development, one of the key areas we will focus on is phonics. Key words associated with the monthly theme will be provided for students to practise phonics. Fifteen minutes each day will be devoted to this kind of exercise. Children will also be given a list of words on cards with which they can practise at home with their parent or guardian. In addition children will engage with phonics and literacy on our own specially developed online literacy resource for primary schools called World of Words.

Science: Understanding and appreciating how our world works is a crucial aspect of children's development. Furthermore, in keeping with the international aspect of our curriculum, our science curriculum is devoted to developing an approach where they are trying to understand the physical world around them. Using a thematic approach where applicable, we will focus some of our teaching on science in the home e.g. measuring temperatures, growing plants, saving our planet as well as basic record keeping, etc.

Middle School

The plans to deliver the core subjects of maths, English and science are:

English Language: Our overall approach in this subject is to place emphasis on all teachers in the different subject areas concentrating on the use of English as an integral part of their subject delivery especially in written assignments and course work. In all course work and home work some marks will be allocated for presentation which will include spelling, punctuation and grammar. Our school will also have termly debating competitions where students can also develop, improve or enhance their speaking and presentations skills.

Mathematics: Our overall approach to the teaching of mathematics is based on the principle that maths is fun and that slow practice makes perfect. Monthly weekend maths Master classes will be held as well as regular short sharp, power hour early morning sessions for students who require additional support. We will also be offering Maths Club, which will involve special evenings and activities such as treasure hunts based on mathematical clues, etc. Motivational speakers will also be invited to speak during assembly time on why they like maths and what it has done for them.

Science: Our main approach to the teaching of science is to show how the subject relates to students' understanding of how the world works. Apart from the core teaching and examples in text books, appropriate science based trips such as to the Oxford University farm where they do exercises based on school's science curriculum, will be encouraged. In a similar manner to maths, we will encourage and support the setting up of the school's science club and regularly invite scientists to give short presentations at our assemblies to motivate students.

NB. In all three subjects there will be short weekly assignments/ homework which all students will be expected to complete.

Upper School

Students in the Upper School will have the option to do the IB Diploma or the IB Career related Programme, including a vocational course.

IB Diploma Programme: The IB Diploma programme consists of six main subject areas i.e. natural science, human sciences, arts, mathematics, ethics and history. Students are required to choose one subject from each of the six academic areas. IB has wide range of subjects for students to choose from, however, it is not cost effective for small schools to offer the full range and therefore our offering will reflect this fact. However, the introduction of on line subjects area will significantly expand the curriculum options available to our students.

Group 1: Studies in Language and Literature (native language): Course on offer: English Language: English Literature

Group 2: Language acquisition (the study of a foreign language) - courses on offer: Hindi, French, Mandarin and Spanish (available online).

Group 3: Individuals and societies. Subjects available include: business and management (SL available online); economics (HL available online); geography; history; information technology in a global society (SL and HL available online); philosophy (SL available online); psychology (SL available online); and world religions (SL only).

Group 4: Experimental sciences: Subjects available: biology, chemistry, physics, and computer science.

Group 5: Mathematics and computer science. Subjects include: mathematics, mathematical studies SL, mathematics SL, mathematics HL (also available online), and Computer science as an elective.

Group 6: The arts: music; film SL (also available online).

Additional subject: International Business

With approval from the IB, KSIBS will be seeking to develop a new IB module in international business to meet the school's own needs and teaching resources. This option will be studied at the standard level only and may replace a subject from groups 2 to 6. KSIBS will be applying to IB to deliver a school based syllabus course in international business. We will be working with our International Business Partners to develop this course. The following course outline is proposed.

- *Module One: Introduction to Business Studies and Marketing* – This introductory module explores the nature of business studies and the importance of supply and demand as well as marketing.
- *Module Two: Principles of International Business Organisation and Management* – this module examines how small businesses are organised and managed.
- *Module Three: International Business Studies - A Case Study.* Students are given the opportunity to write a case study of the origin, history, nature strengths and weaknesses of one international business company past or present.

- *Module 4: International Finance and Commerce.* This module examines the way in which organisations create and manage their finances and commercial activities to maximise financial strength.
- *Module 5: International Business Management and Marketing* – Building upon the ideas and concepts developed in the first module, this one explores similarities and differences in the ways in which local and international businesses manage and market themselves.
- *Module 6: Creating Your Own Entrepreneurial Organisation* - This module enables students to work in small teams to use a business model to create a small entrepreneurial organisation.
- *Project work.* Students set up and run their own real international business company over a year.

Students will spend five hours a week studying one of the five main subject groupings offered by the programme in addition to five hours a week on international business enterprise and one hour a week on the King Solomon Programme.

IB Career Related Certificate

There are three components to the IB career Related Certificate:

- *IBCC Core* (including Approaches to Learning, Community and Service, Reflective Project and Language Development).
- *Diploma Programme courses:* Students are required to do two courses from the Diploma course. The two courses to be offered at KSIBS are: 1) International Business and Enterprise 2) Any of the IB Diploma courses offered by our school. Both courses can be studied at standard or higher level.
- *The career-related qualification:* Thirdly, students will have to study for a vocational qualification

KSIBS has selected to provide three career-related qualifications, i.e. BTEC Diploma in Travel and Tourism, Creative and Digital Media and Information Technology. These vocational courses have been selected because they all lend themselves to enterprise or employment in the international arena. Students desiring to study alternative vocational courses which are not offered by KSIBS can do so with one of our partner's educational institutions. We envisage that most courses can be delivered by Birmingham City College.

BTEC Level 3 Diploma in Travel and Tourism: This BTEC Level 3 Diploma course will provide students with an excellent grounding in the skills and knowledge needed for a career in the travel and tourism sector.

BTEC Level 3 Diploma in Creative and Digital Media: This course is designed to support students to work in the Creative and Media sector.

BTEC Level 3 Diploma in Information Technology: This course aims to develop practical skills and knowledge for those who plan a career as an IT practitioner. In this course students will study eighteen units covering computer systems, information systems, software development, systems analysis, database management, software applications and website

management.

International business and enterprise

For an overview of the International Business and Enterprise Hierarchy of learning for the all-through school see diagram in section C: the vision

Lower School: Years 1-6

The Young Enterprise Primary Programme takes students on an inspiring journey of exploration through the world of work, financial capability and enterprise. At each stage, students work directly with specially trained Young Enterprise business volunteers from the local community who raise aspirations, develop key skills and open their eyes to the exciting world of enterprise.

Throughout the enterprise curriculum, students will develop enterprising skills, attitudes and behaviours including: Communication and presentation skills, Creative thinking and problem solving, Confidence and a can-do attitude, Planning and decision making, Teamwork and leadership, Setting goals and time management and Managing risk and responding to change. There are 6 modules (all of 5-6 hours duration) all of which build up progressively to enterprise in the international arena, i.e. Ourselves (aged 4-7), Our Families (aged 5-8), Our Community (aged 6-9), Our City (aged 7-10), Our Nation (aged 8-11), and Our World (aged 9-12).

Middle School

The Middle school will follow KSIBS's international business and enterprise curriculum, to be developed in partnership with our international business partners as well as the Young Enterprise Programme. The international business and enterprise curriculum will cover topics such as global marketing, business opportunities in emerging countries, writing an export plan, website optimisation for international trade, financing, international branding, effective importing, digital marketing overseas, making trade shows work for your business, export documentation, the need for cultural understanding, intellectual property, customs requirements for export, legalities, advice and support agencies. In addition students will undertake group based international projects incorporating the young enterprise programme in action. They will work closely with our international business partners who will act as business mentors and consultants. Students will be given the opportunity to use their experience to enter a level 1 or level 2 "Certificate in Enterprise" with OCN.

Upper School

See the IB international Business Diploma content above.

The King Solomon Programme

The King Solomon Programme is a flexible programme designed to develop as moral rounded members of society. The programme will also address the pastoral, individual and spiritual needs of students. Morning Assemblies, Chaplaincy support, and counselling services will be part of a student's daily experience, unless parents opt out.

The academic aspect of the programme consists of:

Part A Religious Education: Following the Birmingham agreed RE syllabus, with an emphasis on Christianity, the syllabus seeks to develop the following dispositions: Being Imaginative and Explorative; Appreciating Beauty; Expressing Joy; Being Thankful; Caring for Others; Animals and the Environment; Sharing and Being Generous; Being Regardful of Suffering; Being Merciful and Forgiving; Being Fair and Just; Living by Rules; Being Accountable and Living with Integrity; Being Temperate; Exercising Self-Discipline and Cultivating Serene Contentment; Being Modest and Listening to Others; Cultivating Inclusion, Identity and Belonging; Creating Unity and Harmony; Participating and Willing to Lead; Remembering Roots; Being Loyal and Steadfast; Being Hopeful and Visionary; Being Courageous and Confident; Being Curious and Valuing Knowledge; Being Open, Honest and Truthful; Being Reflective and Self-Critical; Being Silent and Attentive, and Cultivating a Sense for the Sacred and Transcendence.

Part B Christian Service in Action: This involves students developing and working on community based projects in their locality, in the UK, or abroad with the aim of helping members of the community in areas such as: ecology and green issues, gardening, cleaning up areas and recycling, helping to keep our community safer. The practical aspects of this subject will be carried out during holiday periods.

Home work

KSIBS will have a homework policy. Homework will be compulsory at the school; it is seen as one of the principal ways in which pupil achievement can be raised. The benefits of doing homework will be instilled in our students at the outset of joining KSIBS in order that independent home study becomes routine. Below is an indicative timetable for a year group (year 7) which will be 10 hour per week.

Indicative Homework Timetable for a year group (year 7)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	English The arts	Maths Design & technology	Science geography	Computing King Solomon Programme	Foreign Language International business and enterprise
Week 2	Foreign Language King Solomon Programme	English Citizenship	Maths PE	Science History	International business and enterprise
Week 3	Music International business and enterprise	Foreign Language PE	English King Solomon Programme	Maths Design and technology	Science Computing Geography
Week 4	Science History	King Solomon Programme Music	Foreign Language The arts	English Citizenship	Maths International business and enterprise

Extended hours activities

Extended school hours activities will be optional but parents will be strongly advised to support their child to attend. Students will be rewarded for attending these activities with a house point.

The range of activities includes:

- *Power Hour.* Power hours will be split into two half hour early morning sessions per week held between 8:30-9.00 aimed at students who are at risk of underachieving or who are struggling with aspects of the curriculum, particularly in maths and English.
- *Lunchtime club.* The lunchtime club will provide students with a variety of activities to participate in during lunchtime e.g. School phase specific choir (Lower/ Middle/ Upper School choirs) music lessons, sporting activities and various clubs such as debating clubs, community language clubs e.g. Hindi, Punjabi, etc.
- *Afterschool clubs.* The Lower school afterschool club will be held in two parts between 3.30-5.30pm. The first hour will be free and will focus on supplementary education, whilst the second hour will be more recreational and aimed at working parents who need childcare support until they or their older child is able to collect their child after work/school. The second hour provision will be a fee-paying service. The Afterschool club for the Middle/Upper school will focus primarily on supplementary education/homework support. Students can use the Flexible Learning Centre to complete their homework under supervision. The club will be held between 4:30 -5:30 pm each school day.
- *Weekend master classes.* These classes will be held for the Middle and Upper School students one Saturday morning per month. The programme will be flexible to meet the specific needs of the students.
- *School holiday programmes.* The school holiday programme will consist of a one week programme at Easter and a two week programme during the summer holiday period. The programme will be flexible to meet the specific academic needs of the students. Attendance at the holiday programmes will be optional but students who are preparing for exams will be strongly advised to attend. There may be a small charge for students to attend although it will be free for those students on free school meals. In the upper school students will be able to access IB revision and other supplementary programmes.
- *NEET Free Programme.* This programme is designed to support students in the Upper School with their progression after leaving school and includes: timetabled careers advice and guidance sessions, the OCN accredited course 'Overcoming Barriers to University', HE courses in partnership with universities, work placements, etc.

Plans for transition between phases of education

As an all-through school, continuity and progression will be a real strength of the school as our staff will be able to get to know students' needs and strengths very well, as they will know them on a longitudinal basis. Furthermore, as students' progress through the school we will be able to make effective use of individualised provision.

Transition from Pre-School to the Lower School

In preparation for the transition from pre-school to the Lower school, discussions will occur between our staff and staff from the pre-school which the student is attending, if applicable.

Individual tours will be offered to all incoming parents and students. Parents will receive a school 'information pack. Prospective students will be invited to visit the school during the term before they start in order to become familiar with their new school and setting. Parents will be expected to fill in our transitional booklet (with input from their pre-school establishment, if appropriate), providing us with details about the student. The booklet, together with expert observations of the student, will enable a base line record to be completed within the first few weeks of entry to the Reception Class. This will also highlight the needs for any early intervention.

Before the students move from the Reception into Year 1, the teaching staff will meet to discuss the student's progress. The Reception class teachers will inform the future teacher of the student's level of ability, special educational needs, and any other information relevant to the well-being and development of the student. Information on student achievement will be used to group students, adjust/fine-tune the curriculum, and set future targets. As there is generally a difference between the teaching approaches in reception and Year 1 (Year 1 focuses more on learning through play and outdoor learning), the Year 1 teachers will be gradually adapting their teaching approaches in line with the teaching approaches for Year 2, and likewise Year 2 teachers will continue to support this transition. Links will be made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the Reception curriculum are similar to the key objectives for numeracy and early criteria for literacy skills). Those students that have not obtained Level 1 within the National Curriculum will receive additional support.

Transitional plans from Lower school to Middle School

There will be two categories of students transferring to our Middle School, i.e. students within KSIBS Middle School and students coming from other primary schools. Although the internal transition for students will be less challenging as they will already be immersed into the ethos of the school and have been involved in whole school activities, nonetheless we will seek to ensure that the transition is as smooth as possible.

Teachers will assess students by selecting or designing methods of assessment appropriate to the learning outcomes they intend to capture, taking into account the diverse, complicated and sophisticated ways that individual students use to develop and demonstrate their understanding. This information will be effectively used to assist in the transition process.

Our Middle School teachers will visit the schools (internal/external), meet the Year 6 students and discuss their thoughts and concerns ahead of transfer. Formal meetings will be arranged between the Year 6 feeder school teacher (internal /external) and the Year 7 KSIBS to create a profile of assessment data and identify transition needs for each student. Where the need for additional support is identified e.g. those with SEN and the gifted and talented, the student will receive additional support before and after transition. The student's records will be transferred to the Middle School.

Parents will be invited to attend a "parents information on transition" evening and the student will be invited to attend Transition Days during the summer term. Our Middle School peer mentors will continue to mentor year 6 students in KSIBS and mentoring support will be provided to students in feeder schools.

Transitional plans for Middle School to Upper School

In year 11 all students will be provided with on-going guidance about our Upper School curriculum offerings. On-going student assessment will ensure effective transition as it will help to determine the paths students could consider pursuing. They will be offered opportunities for the IB Diploma Programme or the IB Career-Related Certificate. Those who choose not to move to the Upper School will be provided with additional guidance and counselling to access alternative educational provision to continue their education. Students will also have the opportunity to meet with existing Upper School students and to join our academic mentoring programme. Where appropriate, our staff will also offer advice and guidance throughout year 11 to all students who do not seek to continue with their education to support them in obtaining further training or employment. These students will be prioritised for our work placement opportunities with our partner businesses.

Transitional plans post Upper School

Our NEET Free programme will be housed within the King Solomon Programme hence will be integral to the main curriculum offerings. The NEET Free Programme will consist of 3 strands:

- *University programme*

Inline with our distinctive feature of having high expectations of our students, we expect that most of our students will progress into university. Students will be expected to participate in one of Excell3's university programmes, run in partnership with our university partners including the universities of Oxford, Cambridge, Warwick, Imperial college London, as well as the Amos Bursary Scheme (a scheme run in partnership between Excell3 and Baroness Amos). As part of the university programme strand, students will take the Overcoming Barriers to University course which is OCN accredited. Parents are considered to be key partners in these programmes, so they too attend the university programmes and participate in workshops and seminars. Programmes can range from 1-4 years, i.e. begin as early as with year 9 students.

- *Employment and further training*

We will be working in partnership with local employers, local colleges, and international business partners to support our students desiring to pursue further training or employment. Work placements will be organised in international business companies at home and abroad, in line with the student's career ambitions. Students will be given the opportunity to attend career fairs, have 1:1 career advice and guidance sessions etc. Curriculum pathways will be planned around this. They will be able to access a range of programmes including: the Team Programme, a 12-week personal development course, offering work experience, qualifications, practical skills, community projects and a residential week; Get Into, which are short courses offering intensive training and experience in a specific sector to help young people get a job. In addition, they will be able to apply for various awards, such as the Development Awards, to help them gain access to education, training and work.

- *Enterprise programme*

Our International Business and Enterprise Programme Manager will oversee the enterprise programme for Upper School students. The Upper school will run an International Business and

Enterprise Society, where they will seek to meet the needs of the society members through, for example, inviting a range of speakers to address specific topics. Those students wishing to start their own business will be allocated a business mentor from one of our school partner companies, who will support them, ensuring they develop robust business plans, assist them in raising finances from banks, finding premises, gaining experience in a relevant company, etc. In addition, we will support our students to access a range of services such as The Prince's Trust Enterprise Programme, which provides money and support to help young people start up in business.

Meeting the differing needs of students

Our school will adhere to the requirements and duties of the Equality Act (2010), the SEN Code of Practice (2001) the SEN Green (2011) paper and Disability Discrimination Act (2005) by:

- Ensuring that all staff and Governors are aware of their statutory duties with regards to pertinent legislation and codes of practice.
- Developing a Single Equality Scheme which meets the requirements of the Equality Act 2010
- Developing an Access Plan in response to the DDA (2005)
- Ensuring a strategy to identify additional needs in a timely manner and respond with a graduated targeted intervention according to need.
- Gathering, collating and analysing equality data pertaining to students by protected characteristics: data about the attendance and attainment of students; inclusion group data to help identify in-school variation and inequity; the exclusions data; and participation data. Using the findings from our analysis to inform teaching and learning pedagogy and the deployment of resources.
- Evidencing and reporting annually on how we are: eliminating discrimination, advancing equality of opportunity, fostering good relations between groups and engaging with relevant people.

Organisation of students

Students will be organised in a variety of ways throughout their schooling experience.

Subject Classes: This will be the main group through which teaching will take place. It will normally consist of 2 classes of 24 students per year group.

Vertical Personal Tutor Groups: Each student in the Middle and Upper School will be assigned to a Personal Tutor who will see the students every day for registration at the start of the school day. The personal tutor will be responsible for the student's overall academic and pastoral care. These personal tutor groups, made up of students from years 7-13, will enable older students to develop a sense of leadership and responsibility towards younger members of the school community and to act as role models and mentors. Students in the Lower School will not have a personal tutor as their class teacher will perform these roles.

School Houses: Students will also be part of one of the four School Houses; Matthew, Mark, Luke and John, each made up of students from Years 7-13. This will be where most of the school's extra curricula activities will take place such as competitions; business ventures competitions, concerts, and fund-raising activities. This is also where student peer mentors will be used to help, advise and support younger students. Students in the Lower School will also

be assigned to one of the school houses and will, along with their teacher, meet for House meetings at least once a term.

Students' Council: This will be made up of student representatives from across the middle and upper school and include representatives from different sections of the student population of the school such as gender, minority ethnic background, religious background, students in care, etc. This group will be led by students with one representative reporting to the school's governing body, at least twice a year. The students' council will meet once a term and the main aim is for this to be a forum where students can raise issues or plan student led activities on behalf of the school.

KSIBS Learning Support Department

Due to the expected make-up of the student profiles we have decided to set up a Learning Support Department to ensure that we effectively meet the needs of all students. The Department will be headed up by the Learning Support Manager, who will be part of the SLT. A range of individually tailored learning support services will be provided via this department to meet their individual needs. The range of support services to be deployed in the school is provided in the diagram below.



In summary, a variety of learning support services which will be available includes: the deployment of classroom strategies (including quality first teaching and guided learning). Extra learning support times will be provided within the school for catch up as well as for pre-teaching so that students who might otherwise struggle with a lesson, turn up to the lesson more prepared and more able to contribute to the lessons. In addition support outside of lessons will be available, e.g. home tuition, weekend master classes, the heroes journey programme, power hour, school holiday programmes and after school clubs. A range of personnel will be deployed to provide the services including the Head Of Learning Support, the Student Welfare officer, Learning Support Assistants, Personal Tutors, Learning Skills Tutor, Teaching Assistants and Higher Level Teaching Assistants. In addition, we will be seeking to obtain sponsorship in kind from a range of churches and other faith groups to support this department.

Furthermore, we will be engaging the services of volunteers, peer mentors, personal tutors, student welfare and professional mentors.

General strategies for meeting the differing needs of students

Personalised Learning

Those who fail to make progress will be provided with targeted support. In order to maintain high expectations and good outcomes they will be offered catch-up classes or one to one tuition, utilising teaching assistants or given a head start on tasks, and given personal advice as part of formative feedback systems.

Aligned to our personalised teaching and learning approach, small group and one to one intensive burst of interventions will be used to support some students in achieving their full potential. This catch-up, time-limited, small group intervention support will be compatible with mainstream practice, and will ensure that students are able to return to mainstream lessons, targets students according to need, accelerates their rate of progress and secures their learning. KSIBS will use a range of intervention programmes including literacy intervention programmes such as Every Child a Reader (for 5-6 years old), to support students who are struggling with certain subjects.

Class grouping, a main feature of personalised learning, will be the principal way to group students for learning. Classes will be flexible by age, ability, friendship groups, and gender. The grouping may be short term 'within class groupings according to need; random or structured groups to share a range of views and feedback; paired working, or short term regrouping across year groups to allow choice and increase motivation.

Guided learning, of small groups of about six, which are integrated into lessons, will be used, thus enabling teachers to pitch work at appropriate levels for different groups within the class. Guided learning, working systematically with groups and the teaching assistant monitoring the groups will enable the teacher to spend time with one group at a time. In line with the vision of KSIBS, this will enable students with EAL, SEN, and gifted and talented students to be taught in an inclusive setting.

Target setting

As part of our personalised approach to teaching and learning, teachers will be required to have a clear knowledge of the attainment of each student and the progress they are making, set precise targets, and rigorously track progress towards these targets. Assessment will be personalised. Ambitious long-term targets will be underpinned by on-going target setting involving specific learning targets as a focus for improvements applied to a student, a group of students or the whole class. We will use prior attainment, rates of progression and interventions to assist with long term planning. Every student will know how they are doing and understand what they need to do to improve and how to get there. Teachers will be equipped to make sound judgements about students' attainment and tailor their teaching to meet their needs. Effective tracking systems will be in place to identify individuals and groups of students who are not making sufficient progress.

The learning environment

To enhance the effectiveness of personalised teaching and learning pedagogy the learning environment needs to be flexible to enhance different interactive teaching and learning approaches. Furniture will therefore be rearranged to accommodate different student groupings including space for independent work or supportive intervention. In addition good ventilation, access for students with disabilities, good lighting, heating (which impacts on student concentration) good décor and visual displays, the flexibility of the use of the learning environment, access to resources to support learning (e.g. learning walls, ICT, outdoor classroom provided within the school grounds and immediate locality), are important for an effective environment.

Curriculum organisation

Personalisation includes tailoring the curriculum for individual needs and increasing choice so that all have an equal opportunity to succeed. We will collaborate with other schools and colleges on, for example, the delivery of the Career Related Certificate curriculum so that students benefit from an increasingly personalised curriculum. Indeed, personalised learning will be at the heart of the pedagogy deployed within the school. The curriculum and learning environments will be tailored to meet the needs and aspirations of individual learners. We will:

- Make systematic use of progress data and intelligence from assessment to inform curriculum content and delivery, for example, multi-sensory pupil engagement, differentiated lesson planning and schemes of work and class seating plans to facilitate both individual and small group work.
- Use formative assessment to enable all students to know what they need to do to make (further) progress.
- Deploy evidence-based strategies that have been proven to improve learning and progress for specific groups of students, for example, single sexed opportunities or project/cross-curricular based approach.
- Have clear staff and governor accountability for the progress and achievement of groups of students through regular review meetings.
- Develop a curriculum rich in supporting students in 'learning to learn' based upon Gardner's 'Multiple Intelligences', Caxton's Building Learning Power and our own Learning to Learn model to develop pupils' awareness of their preferred learning style and develop the tools to maximise their potential. We will utilise external stakeholders including peer mentors, university student mentors, business and professional mentors.
- Engage parents in their child's learning and include co-learning opportunities.
- Effectively use the Pupil Premium to engage specialist external partners to support specific groups of students according to need.
- Use a variety of teaching and learning methods to enable students to learn and meet the SMART objectives contained in their individual education plan in each subject. This plan, will be reviewed and discussed with the student and their parents at regular intervals.
- Employ Higher Level Teaching Assistants (HLTAs) and Learning Assistants to assist in the teaching and learning process through targeted support either in class, small groups, or on a 1-to-1 basis. In addition a variety of enrichment opportunities will be provided such as monthly and weekend Master Classes.
- In each school, a designated teacher will be given responsibility to oversee the specific needs of each of the main categories of students with differing needs e.g. for the gifted

and talented, SEN, looked after students, etc. The staff members will be chosen to undertake these roles based upon their specialist knowledge and experience.

Additional strategies for meeting specific needs of pupils

In addition to the general strategies for meeting the differing needs of students some specific strategies will also be deployed to support specific groups of students to overcome barriers to learning.

Pupils with English as an Additional Language

We will adhere to the principles set out in the 2000 national curriculum document, 'A language In Common' assessing English as an additional language, where the assessment of English as an additional language will follow the same principles of effective assessment of all pupils. We will: recognise what pupils can do and reward achievement, make judgements based on different kinds of evidence, ensure that the assessments used are a valid reflection of what has been taught or covered in class, be reliable in terms of enabling someone else to repeat the assessment and obtain comparable results, and be manageable, both in terms of the time needed to complete the task, and in providing results which can be reported or passed on to other teachers.

Assessments will then inform appropriate targeted support including, for example, integrating the pupil into the class activity as far as possible, while differentiating at his or her level. If they are to maintain confidence, pupils need to feel they can complete a task, such as copying words or sentences, matching pictures to names, words or sentences; filling in missing words; sequencing; text under pictures; labelling; matching sentence halves; filling in tables and grids; giving yes/no or true/false responses (The National Strategies; Supporting Pupils with EAL 2011:p3)

We will support students to access the curriculum and communicate with their peers through a variety of techniques, including encouraging the use of bilingual and/or picture dictionaries, encouraging the use of home language for content learning, discussion and the development of new concepts, using writing frames, word banks and sentence banks to provide scaffolding to support learner independence and to model the language to be learnt and practised. In addition we will take a hard stance of any breach of our equality related policies to prevent/address harassment for not being able to speak proficiently in English, offering language learning opportunities for parents, engage the Ethnic Minority Support services and other appropriate external agencies and provide language resources e.g. audio and videos, to help students self-direct and accelerate their learning.

Gifted and talented

The definition of 'giftedness' is subject to debate, and there is no such thing as a perfect identification system. There are therefore numerous approaches to identification. The DFE has defined 'Gifted' as the top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects and, 'Talented' as the top 5-10% of pupils per school as measured by actual or potential achievement in Art, Music and PE.

KSIBS will have:

- A gifted and talented policy.
- A teacher with responsibility for coordinating the Gifted and Talented work in the school. The coordinator will oversee the implementation of the school's policy on gifted and talented, drive the gifted agenda and encourage best practice amongst all teachers.
- Access to the National Academy for Gifted and Talented Youth (NAGTY), which our students will be expected and supported to participate in.
- Access to services, resources, and events is available via the West Midlands Gifted and Talented Regional Partnership which our students will be expected and supported to utilise.

The school will adopt a policy for these children that will include how they are identified and what measures are put in place to stretch and challenge them at every stage of their school career. The policy will need to have the full support of staff, governors and parents and be widely available to all. In fact, each of these constituencies will be involved in the policy-making. We recognise that while some students might display outstanding ability very early, the ability of others might not show until secondary school or even adult life as a student's potential has to 'collide' with the right opportunities for it to be developed. Therefore, KSIBS will continuously seek to identify gifted and talented students in order to ensure that their needs are met through the use of a variety of assessment tools. In addition, gifted and talented students can be identified through teacher observation and assessment, background knowledge, the expertise of the co-ordinator in supporting the judgement of the teacher, or via their parents.

Each year the school will draw up a register of able children in each year group. The Heads of Schools will keep this list under review. In addition, there will be a register of under-achieving children, identified through a termly review of progress towards agreed targets for all pupils in the core curriculum.

Looked after Children

The school will:

- Ensure we have an overview of the educational needs and progress of looked-after children through regular review with key statutory stakeholders.
- Review school policies from the point of view of looked-after children, particularly with regard to on-going relationships and engagement of Social Services.
- Allocate resources for looked-after children according to need, for example, as part of a dedicated care plan.
- Identify ways of raising the attainment of looked-after children in the school improvement plan.
- Have a policy that encourages collaboration with other agencies and services, e.g. Social Services, health professionals, CAMHS, and school attendance services.
- Provide professional development for all staff in contact with vulnerable children.
- Monitor data on attendance, attainment and exclusions of LAC, and use this to inform future planning.

Students 'traditionally at risk' of underachievement (e.g., Black Caribbean, Bangladeshi and White working class boys and gypsies/travellers)

We will ensure that the needs of the children will be assessed and that appropriate staff are involved and lead the process of addressing their cultural needs. Paying due regard to national

strategy findings, we will ensure: an inclusive curriculum (hidden and taught) that reflects the lives, experiences and histories of students, a school culture of high expectation, realistic but challenging targets are set (short, medium and long-term targets), robust systems are in place to track pupil progress, there are opportunities for day to day assessment in lessons and learning activities, and encourage pupils to take ownership of their learning through, for example, involving them in selecting tasks from a range offered by the teacher and conducting self-assessment of their progress (Excellence and Enjoyment: learning and teaching for Black children in the primary years. DCSF 2010:p19). In relation to gypsies and travellers, we will impact assess all policies to ensure they promote equality, promote positive models and images of them and provide appropriate induction training to all new staff on the issues of voluntary declared ethnicity self ascription, particularly those involved in home visits who may have more opportunity to build trust.

Students on free school meals

Students on free school meals often lack the necessary resources to support their learning. We will therefore seek to address their lack of cultural capital by providing them with additional academic support, e.g. access to books and computers. In addition, the parents of low-income students often have lower levels of education, and there may not be any highly educated adults in the household to help these students complete homework assignments or act as role models. This lack of support can create an environment in which the student lacks the motivation to study and succeed. A welfare and support programme will meet the pastoral needs and this will be explained in confidence to their parents. Material support funded through the Pupil Premium will include e.g. the provision of PE kit, school uniform, free school meals, and financial support for outings and trips.

EBD

Pupils with social, emotional and behavioural difficulties (EBD) will be supported by staff within the Learning Support Department, offering security and comfort from continuity of contact. If and where necessary, external professional support will be sought and we will always work closely with parents and carers of SEN EBD pupils. In the context of all-through provision, teachers will have an opportunity to get to know pupils' personal strengths and areas for development, and how best to manage each pupil's temperament, and in turn pupils will have an opportunity to discover what they are good at as we aim to motivate using success - a proven approach. Social and emotional aspects of learning will form a key element in the teaching team's approach to helping EBD pupils achieve to the full extent of their academic ability.

Learning Difficulties

As learning difficulties involve a broad spectrum of diverse problems, we will develop very individualized and personalised programmes of support for each student. For example, a student with Downs Syndrome, which can cause learning delays, may have difficulty understanding assignments; an autistic student may have barriers to social interaction or other neurological hindrances. Students with emergent mental health challenges will be referred to the school nurse, and a multi-agency approach will be in place to offer support with health CAMHS, social workers and family therapists. We will provide additional resources such as a Language Resource Base (managed by a specialist teacher) for students who have language and communication needs.

Physical impairment

For pupils with physical impairment we will seek to ensure that the school accommodation is designed/adapted to be accessible and meets the needs of students with physical disabilities (e.g. blind, deaf, disabled) in line with the SEN Code of Practice and DFE guidelines. Hence, for example, the building will be designed to meet the current Disability Discrimination Legislation, including the Special Educational Needs Disability Act. The layout will be accessible for wheelchair users, subject areas will have facilities on the ground floor and planned time-tabling of rooms would provide access to all areas. They will have access to comfortable spaces, base rooms and classrooms to study and meet. Colour schemes and spaces will be designed and discussed with professionals in health education and designers to make our environment conducive to learning for students. Reasonable adjustments to buildings, e.g. wheelchair access, stair lifts, adaptations will be made. We will purchase and/or loan adapted ICT equipment/ learning resources and software, including hand held tablets and other audio devices. Specialist equipment e.g. loop systems will be installed in classrooms and audio equipment adjustments for the hearing impaired will be made.

How we will have regard to the Special Educational Needs Code of Practice

The Head of Learning Support has an important role to play co-ordinating SEN provision. This includes informing parents when an SEN has been identified and working with key external stakeholders as appropriate regarding targeted intervention. Subsequently, he/she will lead on this aspect of work on behalf of the Principal Designate. We are cognisant of the fact that legislation introduced in 2008 prescribed the qualifications and experience a teacher should have to be SENCO designated officer, and we will ensure that our Head of Learning Support post holders meet these requirements.

Working in partnership with parents

Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. All parents of students with special educational needs will be treated as partners with the school. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their students' education.
- Gain knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Gain access to information, advice and support during assessment and any related decision-making processes about special educational provision during regular diarised review meetings.

Student Participation

Students will be encouraged to participate in decision making about them by having their voice heard. The ways in which students are encouraged to participate will reflect the student's evolving maturity. KSIBS will therefore:

- Provide clear and accurate information about the student's SEN, their strengths, and the purpose, nature, and intent of any intervention being proposed e.g. the purpose of any assessment, individual education plan, etc.
- Help the student and parents/carers to understand the agreed targets of any intervention

and how they can be a partner in working towards them.

- Consult students who need individual support (whether through equipment or a learning support assistant) and ensure that such support is provided in a timely and sensitive way and enables them to fully participate in learning.
- Explain to the students the role of other professionals involved in their assessment such as: professionals from the educational psychology service, student health or social services and Connexions Service.
- Draw upon the experience of any local student support or advocacy services for additional advice and assistance.
- Ensure that the student has access to a designated member of staff with whom they can discuss any difficulties or concerns.

Identification, assessment and provision in early education settings

To help identify pupils who may have special educational needs, we will measure students' progress by referring to: their performance monitored by the teacher as part of ongoing observation and assessment, the outcomes from baseline assessment results, their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks and their performance against the level descriptions within the National Curriculum at the end of a key stage using a variety of assessment tools including standardised screening or assessment tools (SEN Code of Practice 2001). In addition, the school will work closely with the parents and other key stakeholders to listen to their views to build on students' previous experiences, knowledge, understanding, and skills, and provide opportunities to develop learning in six areas of learning including personal, social and emotional development, communication, language and literacy, maths, and knowledge and understanding of the world.

Identification, Assessment and Provision in all Phases of Education

School Action: At this initial stage, relevant teachers, in consultation with the Head of Learning Support, will devise additional interventions to the school's usual curriculum. Subject and pastoral teachers will continue to work with the student on a daily basis and plan and deliver individualised programmes. The Head of Learning Support will take the lead in planning future interventions for the student in discussion with colleagues, then monitoring and reviewing the action taken.

School Action Plus: At this stage external support services will be called upon to provide advice on such things as the new IEPs and targets; more specialist assessments; the use of new or specialist strategies or materials; and to provide support for particular activities. We will seek to intervene to meet the needs of SEN students at an early stage and will work with other providers of support such as LEA support services, health care professionals and social services departments. The strategies employed to help students with SEN to make progress will be recorded in IEPs. Students' progress will be regularly monitored and evaluated at least twice yearly. All teachers who teach a student with SEN will be made aware of the individual targets and the planned strategies.

Annual reviews of statements of SEN

The Head of Learning Support will co-ordinate annual reviews and ensure that appropriate training is provided for classroom teachers and other staff as appropriate. The Principal will be

informed of all annual reviews and their outcomes.

Our approach to supporting disabled students and students with SEN.

Next Step

By September 2014, when KSIBS opens, there will be a new approach to SEN and disability, commonly referred to as 'Progress and Next Steps'. Under this new approach there will be a single assessment process which is more streamlined, better involves students and families and is completed quickly. It will also have an education, Health and Care Plan which brings services together and is focused on improving outcomes as well as an offer of a personal budget for families with an Education, Health and Care Plan. KSIBS recognises that we will have a key part to play in the new system, and that sufficient resources need to be obtained/allocated to help students with SEN who fall short of requiring a single EHCP. There is currently some controversy as to whether schools will be able to use the Pupil Premium to help to pay for additional resources to support our SEN. If it is possible, we will do so. Nonetheless KSIBS will use our best endeavours to secure the special educational provision that a student needs. We will also publish a SEN report each year on how the needs of students with SEN are being met, and what steps have been taken to reduce any disadvantage caused by disability. In addition, our governing body will cooperate fully with local partners and we will seek to ensure that staff have the knowledge, understanding and skills to provide the right support for students who have SEN or are disabled. In addition, we will seek to ensure that those parents are well informed about what they can reasonably expect from KSIBS, from Birmingham LA, and local services. Finally, for students who are pursuing the vocational aspect of the IB Career Related Certificate at our partner college, we will also seek to ensure that parents are aware of what they can reasonably expect from the college.

Non-statement Students

Once a non-statemented student with SEN is offered a place we will make contact with the feeder nursery or former school, as appropriate. The feeder school's SEN Co-ordinator and the child's teacher, will be asked to complete the SEN Transfer forms for students with Special Needs. All students will be invited to visit the school and parents will be required to complete an admission form giving additional information about their child to include any special need and medical conditions that may affect the educational progress of the student.

The Allocation of Resources

KSIBS will ensure that the Pupil Premium and other resources allocated to support the needs of SEN and disabled students are used efficiently. Additional staff will be employed within the Learning Support Department with whatever additional financial resources the school is able to attract, to enhance the learning support provision even further. Additional accommodation resources will be provided for SEN and disabled students, including base rooms for group work/withdrawal work, and extra learning spaces in subject classrooms and in the library. In addition, resources will be made available for literacy and specific learning difficulties, networked / Internet ready computers in Base Rooms, access to a suite of computers, etc. Staff will be trained to be able to provide appropriate support to students with SEN.

Using ICT to support the learning and achievement of students of varying abilities and needs

ICT will be used to support students who have problems in accessing the curriculum due to learning difficulties with reading, writing, spelling or numeracy, visual or hearing problems, or emotional or behavioural problems. Students who find handwriting difficult, for example, will be supported to use the keyboard to record their work, and to use Speech to text software. Those with visual problems will be supported through the availability of different coloured screens, fonts, icons and screen menus. For those with co-ordination difficulties, mouse speed and number of clicks to open a document can be varied as can the use of the mouse for left handed children. Setting up sticky keys can mean one key will do the job of two - for capitals to avoid the need for the use of the Shift key. We will buy software programs that come with facilities which teachers can use to set different levels for each pupil. This is particularly useful for those with learning difficulties. These programs are often bright and attractive and make use of multimedia which appeals to those who need stimulus from more than one sense. They can be used regularly for reinforcement as often as a child needs in order to grasp the concept. Using the computer with pupils who have emotional or behavioural difficulties can allow them to have periods in a non-threatening environment where they are likely to be more motivated and less likely to 'fail'. Power Point presentations can also be used to help concentration.

Plans to use other Agencies and partner resources

A range of agencies and partner resources will be used to support students with differing learning needs, to include:

- *Birmingham Educational Psychology Service*. An Educational Psychologist may become formally involved with students in the School Action Plus stage and when a Statutory Assessment is considered, but may offer informal advice if this is sought at earlier stages to student, parents and carers, as well as the Head of Learning Support and other teachers.
- *Special Needs Assessment and Student Services*. Parents will be advised that they can contact these agencies and any other agencies if they are concerned about their student's progress.
- *Outside agencies and professions*. The Learning Support Department will work closely with a wide range of outside agencies and professionals including: specialist Speech and Language Therapists, Birmingham Outreach Autism Team, Birmingham ADHD Support Service, Birmingham Dyslexia and Dyspraxia Team, Occupational and Physiotherapy services, Birmingham Centre for Young People, CAMHS and Connexions.
- *Local and national charities and voluntary and community sector* groups which have particular expertise in supporting the learning and achievement of specific groups of students. A pool of professional educators, trainers and mentors to work with students and young people.
- *Birmingham City College* to enable us to offer a wider range of courses to meet the needs and interests of students.
- The Birmingham Student Referral Unit.
- Medical and Social Services.
- Physiotherapist and Occupational Therapist who will visit the school through planned timetables to work with identified students and/or offer advice and support to staff.
- The Educational Social Worker will visit the school weekly and liaise with the Head of Pastoral Care, Head of Learning Support or support staff.

- Social Workers in respect of Students in LA care. They will be involved in, for example, case reviews.
- Student and Family Centre. Although all therapy is undertaken in confidence liaison will still take place so that the school can support work undertaken in therapy.

D2 - Measuring pupil performance effectively and setting challenging targets

Pupil Performance

The behaviour targets, attendance targets and secondary school performance targets below have been benchmarked against Holyhead School, the highest achieving and also an outstanding secondary non-selective state maintained school in the Ladywood District, which has a similar student profile to KSIBS's expected student profile. We benchmarked the EB against the Al Hiraj School because they had the highest performing EB performance in non-selective maintained state schools in the Ladywood District. The primary school academic targets have been benchmarked against the highest performing state maintained school in the Ladywood District for 2012, i.e. Regents Park Community Primary School. It was not possible to find a comparative school within Birmingham to benchmark our IB targets against as there are only three IB world schools in Birmingham, two of which are grammar schools and the third school's pupil profile is very different from KSIBS's expected profile. However, our target is for 95% of our IB students to successfully obtain the IB diploma or career related certificate, and 20% of our IB Diploma student to achieve a point score of 30 by 2021.

King Solomon Programme

- Behaviour target: Students' attitude to learning will be considered exemplary, as judged by Ofsted at its second inspection.
- Attendance targets: at least 94.8%
- 100% of our Key Stage 4 students to have developed effective decision making skills underpinned by ethical principles.
- 100% of KS4 and KS5 students engage in voluntary work and support the work of an international charity.

Main curriculum Programme

Our targets for 2020 are as follows:

Lower school

- 60% make the expected academic progress for the early years.
- 97% achieve Level 4 or above in both English and mathematics.
- 98% make at least Expected Progress (2 levels) in English from KS1-KS2.
- 100% make at least Expected Progress(2 levels) in Mathematics from KS1-KS2.
- 95% of disadvantaged pupils (FSM/CLA) achieve level 4 in English and maths

Middle school (end of Key Stage 4)

- 69% achieving 5 or more A*-C GCSEs (or equivalent) including English and

mathematics.

- 85% of pupils making expected progress in English.
- 79% pupils making expected progress in mathematics.
- 30% achieving the English Baccalaureate.
- 70% of disadvantaged pupils (FSM/CLA) achieve 5 or more A*-C GCSEs (or equivalent) including English and mathematics
- Best 8 VA measure: 1023.4

Upper School (end of Key stage 5)

- 95% achieving the full IB diploma or IB Career related certificate.
- 200% IB Diploma students achieve 32 IB diploma points.
- 100% progress into employment, enterprise, training, further or higher education.

International Business

- 100% of KS2, KS3 and KS4 pupils to have successfully completed the young enterprise programme.
- 100% of KS5 students will have passed the international business module at grades 4-7.
- 80% of our students to have gained work experience in an international business.

Whole school targets

- Obtain an overall Ofsted rating of 'Good with outstanding features' in the first inspection.
- 100% of inspected lessons will be graded at least 'good' with Ofsted with at least 50% being 'outstanding'.
- Obtain at least three external quality kite marks in the first three years i.e. Investors in People and the Basic Skills, and the National Standard for Enterprise Education.

Our strategy for achieving our targets

King Solomon Programme targets

- Having robust policies and procedures in place, for example, behaviour, attendance and well-being;
- Delivering an effective personalised curriculum designed to meet the needs of all students, including the gifted and talented, students with SEN (statemented or not), students with EAL and others.
- Implementing effective Performance Management systems and approaches.
- Delivering an effective parenting programme.
- Development of the desired attributes of our students' characters through the effective delivery of the RE curriculum and the Christian ethos throughout the school.
- Supporting students to become actively involved an international charity of their interest and to engage in voluntary work during their life at the school.

The Main curriculum programme targets

Our strategy for meeting these targets involves working in partnership with Woodard, our education partner. In addition, it will involve working with other educational providers, establishing a Learning Support Department and positioning the Learning Support Manager within the leadership team to ensure the effective development and implementation of the

learning support strategy so that no child is left behind, effectively promoting the Christian ethos of the school, dividing the school into three phases i.e. Lower, Middle and Upper Schools with strong leadership in each, developing a culture of high expectation throughout the school, to include the governing body, staff, and students, effectively utilising the services of our School Improvement Partner, supporting students to meet their own aspirations and interests, providing peer, academic and business and professional mentors, and providing students with the opportunity to engage with the international arena via, for example, international educational visits, international placements and international voluntary work.

International Business Targets

Our strategy for meeting these targets includes: promoting the Christian ethos of the school; working in partnership with organisations such as Young Enterprise and The Princes Trust to deliver enterprise programmes, incorporating International Business and enterprise as a core model throughout the school so that students develop an enterprise and international business mind-set at an early age; developing a new IB accredited, International Business module, engaging international businesses in the UK and abroad in the life of the school.

Whole school targets

Quality assurance policies and procedures will be in place with accompanying systems within the school that will be managed and monitored by the Principal Designate with the support of the SLT, thus positioning the school to reach its target of obtaining Ofsted rating of 'good' with outstanding features.

Behaviour

Target: Students' attitude to learning will be considered exemplary, as judged by Ofsted at the school's first inspection. In addition, 95% of students behave well around the school and in lessons, 95% of students behave well towards and show respect for other young people and adults including freedom from bullying, harassment and discrimination, and the permanent exclusion rates will be no more than 1% of the pupil population. These targets are appropriate to deliver our education vision because excellent behaviour underpins our ambitious academic target.

Strategy for ensuring good behaviour Management

The Christian ethos that will underpin our behaviour policy is based on: the Christian principle of treating others as they expect to be treated, respect for each other even if we disagree and ensuring genuine equality of opportunity for every student.

We will seek to ensure good discipline and behaviour throughout the school life, by: providing stimulating and engaging teaching, training school staff in emotional intelligence and cultural competence, offering a caring and supportive atmosphere, ensuring a fair environment where everyone is listened to and respected, enlisting the support of parents and carers and members of the community, offering our 'Heroes Journey programme' for students who might be at risk of exclusion, making use of personal mentors and students' peer mentors, making the school code of conduct visible in all classrooms and corridors, providing guidance and counselling for students with challenging behaviour and having high expectations for positive behaviour off the

school site, including behaviour on activities arranged by the school.

Our Code of Conduct will be supported by a coherent system of rewards and consequences that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the student. To encourage good behaviour, we will have various awards systems for each year group (where appropriate). The King Solomon Award (a trophy) will be made annually to students who consistently achieve top grades in assignments and/or national examinations or for exemplary behaviour in school or community; Class Form Awards (certificates) will be awarded by the Head of School at their teacher's recommendation to students who have worked consistently hard, or made excellent improvement in their work or behaviour; Endeavour Awards (letter sent to parents) at the end of each term to the parents of outstanding students; Enterprise Awards (certificates) to be presented to students who have excelled in their enterprise projects. These will be presented by our business partners; Work placement awards (certificates); International Business and Enterprise Awards will be made annually by our international business partners to students who have excelled in an international enterprise project; Local Community Service Award (certificates) to be presented to students who have excelled in service to the local community; International Service Award (trophy) to be presented to students who have excelled in service to the community abroad and The Job Award (a trophy) to be presented to students who have excelled despite difficulties faced in their lives, i.e. serious illnesses, bereavements, family breakups, etc.

A range of consequences will be used to promote and develop positive behaviour rather than to be used as punishment or retribution. We will always explore every reasonable avenue to apply grace before consequences are enforced, ensuring they are applied fairly and do not jeopardise student learning. There will be three levels of consequences in our consequences system, and will be applied if appropriate: C1's will be issued as a first warning to students for behavioural problems, some of which may also result in detention; C2's will be issued if a student has already received a C1 Warning for the same or similar incident, for being rude or for using threatening language or behaviour to a member of staff or another student, persistent absences or lateness. These incidents will normally be accompanied by a detention and a letter inviting the parent /carer to attend a meeting at the school; C3 will be issued for serious offences, where a student has to be excluded or is at serious risk of being excluded because of their behaviour. These forms of behaviour include violent behaviour towards staff or students, bringing weapons or illegal substances on the school premises or being consistently and extremely disruptive in classes. In these cases, a student's parent will be informed and the student may be given a fixed-term exclusion. We will monitor and evaluate our behaviour policy annually to ensure they are effective, fair and applied consistently. We will make sure this policy links to other pertinent statutory policies, especially our anti- bullying policy.

Attendance

Target: Attendance levels of all students will be 94.8% or higher. The target is appropriate to deliver our education vision because attendance underpins our ambitious academic targets. Furthermore, the target is aligned to the attendance rate of Holyhead school, the highest achieving (and outstanding) non-selective state maintained school in the Ladywood District.

Strategy for achieving attendance targets

We will encourage good attendance by:

- Providing a good quality education and a supportive environment where students are eager to attend, are actively involved in their learning experience, and feel learning is personalised and relevant.
- Ensuring students are aware of their responsibility to: attend school regularly, arrive on time, be appropriately dressed in school uniform, and prepared for the school day. In addition, through our pastoral system students will be responsible for informing a member of staff about any problem which is making it hard for them to attend school regularly and on time.
- Ensuring parents are aware of their responsibilities to encourage their child to: attend school every day and on time, provide the school with up to date home, work and emergency telephone numbers, not to arrange family holidays during the school term (if at all possible) and inform the school about any problem which might affect their son's/daughter's attendance or behaviour.
- Install touch point centres to register students as they enter the building and each classroom. If a student is absent without authorisation, the member of staff allocated the role of Attendance Officer will make a telephone call and or ensure that an automated text via our MIS system is sent to the parent/carer. This will be followed by a letter being sent home requesting authorisation. If an absence is not authorised after three days, following a return to school, support staff will contact home to gain authorisation.
- Ensuring that the attendance and monitoring team use attendance reports daily to check students who have registered but who have not attended all of their lessons. The school will also record attendance on students' reports, which will be sent to parents/carers at the end of each term.
- Collecting data on attendance for the whole school, by year group and making this available to governors and parents on request.
- Rewarding students who have achieved 100% attendance and punctuality for each term.
- Where students fall below 97% a letter will be sent to parents advising them of this and asking them to ensure their student attends more regularly.
- Where a student falls below 90% which has not been authorised, this will necessitate a meeting at school between the personal tutor, the student and parent where an appropriate plan of action will be discussed and agreed to resolve this situation.
- Where the actions noted above have been applied and a student's attendance falls below 85%, the student will be deemed to be at risk of not achieving and will be put on attendance report, where they need to get this report signed by every teacher in every session for a period of two weeks. In addition, they will be assigned a learning mentor, who will monitor and be in regular contact with parent or carer, so that an holistic approach involving parents, school and student is being followed.

Assessment and data tracking system

As part of the assessment and data tracking process, KSIBS School will use the Progresso MIS software as the main vehicle to track, monitor and carry out aspects of pupil assessment and evaluation. Progresso MIS will help to record and evaluate information which can then be stored centrally.

Student assessment

Initial assessment: Students will be initially assessed upon admission to the school within the first four to six weeks of starting to help determine their academic level and to identify any particular talent or learning need they may have. Individual targets will be set for each student for the term as well as the academic year which are challenging, but achievable.

Regular assessments: Early years students will be assessed against the 17 goals/assessment and judgements. Teachers will determine whether children are meeting the expected levels, exceeding them or are below them. The report will be expected to be shared along with the brief report on the characteristic of learning with the Year 1 teacher. From year 1 upwards progress towards the academic targets will be measured via formative assessment (assessing the day to day, monthly and termly learning of the pupils) as well as summative assessment (the formal assessment at the end of the academic year). To ensure teacher's assessments are accurate, especially in the early life of the school when there will be no external results through which to check the robustness of internal marking and judgements, KSIBS will work in collaboration with Woodard and neighbouring schools to help in the peer moderation exercises of pupils' assessments to assess coherence clarity and consistency in marking. The personal tutors will be responsible for monitoring the overall individual progress of each pupil twice per term with fortnightly reviews with the Head of Learning Support and Heads of Departments.

Students undertaking the IB programme in the upper school will be assessed in a variety of different methods. External examinations form the basis of the assessment for most courses, they include: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions and multiple-choice questions. There are also a small number of other externally assessed pieces of work. Teacher assessment is also used for oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics and artistic performances. Assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark. Some of the arts courses, e.g. music, theatre arts and visual arts, have assessment of a major practical component, which can account for as much as 50% of the total mark.

Data Tracking

The Director of Teaching and Learning will have overall responsibility for data tracking and for ensuring that the tracking system used is reliable.

We will organise and present tracking data so it can easily be analysed for patterns and trends at individual pupil, class, and teacher or cohort levels. Key information will include such items as attendance, punctuality and pupil targets in all subject areas.

The data will be passed from the central quality assurance staff to the heads of years before being passed to personal tutors. These staff will form the basis of the group which will meet fortnightly to review different areas of pupil progress. Data from these meetings will then be disseminated for the departmental meeting and subject meetings which occur twice each term.

When students' progress from the national curriculum to the IB curriculum in the Upper school, which uses different assessment criteria, we will track students' progress using termly milestone targets to track annual targets, in order to detect issues at an early stage.

Review success measures and targets to improve school performance

The school's targets and success measures have been set to drive the school towards achieving our vision. The Principal Designate, in consultation with relevant personnel, will make changes to the way we operate if we find we are not meeting these targets, in order to ensure our vision is materialised. The targets will be used by the members of the company to monitor the work of the governing body, and also by the governing body to assist with its strategic planning. It will also be used by school staff for self-evaluation and for reporting achievements to parents. In addition, it will be used by the Principal Designate for whole school evaluation and for reporting the success of the school to other interested parties, including our educational partners, partner companies and funding bodies.

KSIBS will gather, share, and use assessment data, progress data and other data to check whether individual students, classes, year groups and the school as a whole, etc., are 'on track' to meet their targets. The Director of Teaching and Learning will have overall responsibility for raising expectations and standards through the use of data. The school will be rigorous in the way it uses target-setting, assessment and tracking to raise achievement. It will raise achievement by the intelligent use of assessment data, progress-tracking, target-setting and by responding quickly to indications of stalling or erratic performance. Intervention strategies will be put in place to support students who are falling behind.

National assessment and test data will also be used alongside assessment data generated in the school to predict the target grades for each student. Targets will be set in discussion with students and their parents.

We recognise that as a new school starting up from scratch we will not have any historical data such as that reported in RAISE online, hence KSIBS will monitor our progress against similar schools in the Ladywood constituency for the same period in the previous year to see whether we are making good progress measured against last year's cohort.

Teacher assessment

The Director of Teaching and Learning will have overall responsibility for monitoring and improving the quality of teaching from the outset. Although not compulsory for Free schools, we will nonetheless be measuring teacher's performance in line with the new measures introduced by the government on 1 September 2012. Teachers therefore, will be told of the standards against which their performance will be assessed, and they will be given a written report of their appraisal, which includes the assessment against standards.

The performance of all teachers except those who are qualified by virtue of their Qualified Teacher Learning and Skills (QTLS) status will be assessed against the Teachers' Standards which came into force on 1 September 2012. In some cases, the governors and the Principal Designate may also wish to assess teachers against other sets of standards that are relevant to that teacher, for example the standards for Advanced Skills Teachers or Excellent Teachers. The performance of QTLS teachers can be assessed against the Teachers' Standards, other sets of standards published by the Secretary of State that are relevant, and/or other relevant professional standards.

Observation of classroom practice and other responsibilities will be one of the main ways in which teachers will be assessed. Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Classroom observations will also be conducted by Governors, critical friends, and via peer assessment (teachers assessing teachers). In addition to observations, teachers will be assessed during regular formal supervisory meetings and annual appraisals. Regular student feedback will also be obtained, both formally and informally. In addition, teachers will be expected to undertake self-assessment.

Whole school assessment

Whilst schools are no longer required to complete a self-evaluation framework, it is still a useful concept for explaining how we would go about evaluating our school's progress towards its targets and how well this compares to national standards.

We will obtain qualitative information from stakeholder questionnaires, student interviews and lesson observations as well as frameworks such as the Ofsted Framework for School Inspection, to be consistent and rigorous when making judgements based on qualitative information in line with student achievement

We will use teacher evaluation satisfaction surveys to assess the effectiveness of the school's performance on a number of indicators pertaining to the quality of teaching, students' behaviour and performance and the overall quality assurance issues of our overall provision. We will also use student satisfaction survey forms to gauge student perception of school policies. Appropriate surveys, such as the Kirkland Rowell surveys, will also be used to gauge other key stakeholders perception of the school.

We will use a range of indicators when undertaking our self-evaluation to include: attainment and progress, leadership and management, quality of learning and teaching, student attendance, behaviour and exclusion, students' satisfaction and enjoyment of school, parents' and carers' attitudes and satisfaction with the school and budget planning and management.

We will compare ourselves with similar schools nationally and use this information to set challenging targets.

The Principal will be held accountable for the success of the school by the Governing Body. Where performance is not satisfactory, a clearly defined, well communicated process of escalation and improvement will be in place that supports the staff member to improve as well as providing consequences if they do not. We will be using a similar performance management

system to that introduced by the DFE in Sept 2012. The Governing Body will ultimately be accountable to the wider community for the success of the school and is responsible for ensuring high standards through setting strategic direction, ensuring within-school accountability, monitoring and evaluating school performance.

Where external or self-evaluation 'flags up' things that need to be improved, we will respond by: agreeing a definite plan of action to get students back on track.

The Principal Designate will have overall responsibility for assessing the school's education vision and whole school targets. A variety of personnel will engage in assessments, to include: Students, Governors (with the appropriate level of educational expertise, who are attached to key subjects to observe and take part in such issues as teaching and learning, student welfare and progression, cultural diversity and equal opportunity, parent committee), Critical friends (e.g. representatives of schools networks such as Titan), and stakeholders, e.g. parents, employers, educational partners to obtain their views on the whole, the SLT, departmental heads, subject teachers as deemed appropriate throughout the year. This evaluation will be an integral part of the school's improvement plan and would be one of the main documents that help to inform this.

The Principal Designate will oversee the development of a School Development and Improvement Plan. Each Head of School will develop a school improvement plan for their own school, which will feed into the corporate School Improvement Plan (SIP). The Heads of Schools will have direct responsibility for overseeing the implementation of the SIP within their school. Detailed action plans will be developed in consultation with the staff team within each school. The chair of the Curriculum Committee (who sits on the governing body) will have regular meetings with the Principal Designate to discuss quality issues. The Heads of Departments will regularly present to the Curriculum Committee to keep them abreast of progress. Quality measures will be established for each individual member of staff. Staff will report on these measures on a monthly basis; progress towards meeting our targets will be measured on a monthly basis, and an action plan developed to address areas of concern.

We will make available to parents and the public the following performance information through the school's website, on the VLE system, emails, letters, posters and leaflets as well as on school notice boards: outstanding student academic achievements; student honours list of universities, courses, employment or training where students have gone to after completing their studies and profile students who have become successful in their chosen field.

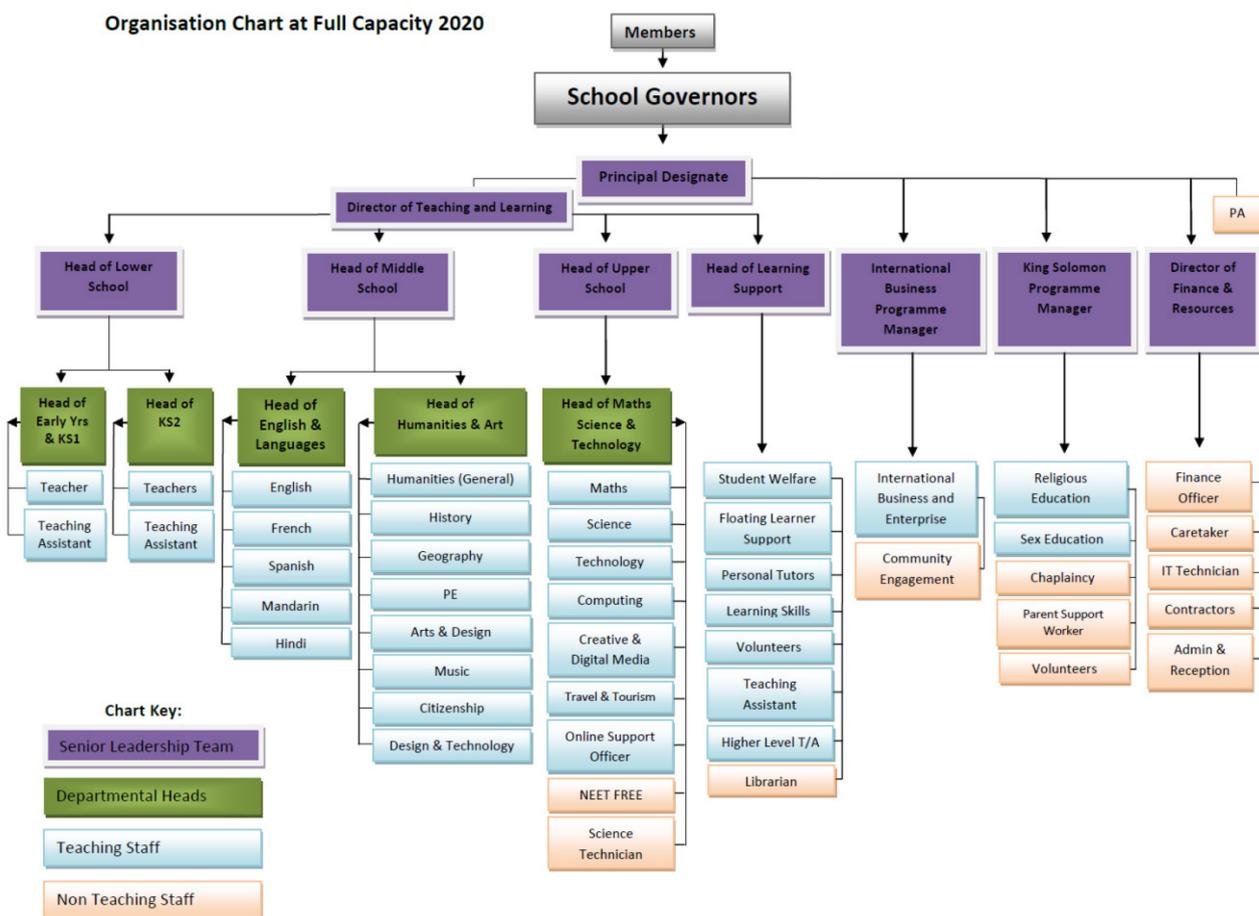
Liaising with and reporting progress to parents

At the end of the academic year the Principal Designate will send a report to parents about the general progress in each subject and activity that form the school curriculum, including strengths and development needs, a record of attainment, progress, behaviour and attendance of their child during the period covered by the report, and arrangements for parents to discuss the report with the school. Reports for parents of students in Years 10 and 11 will also include the pupil's grade in subjects for which he or she entered for examination for any qualification (or unit that forms part of a qualification). For Years 10 and 11, the school will also make available comparative information about the attainment of students of the same age, both in the school and nationally. This information will be published in school prospectus..

The Personal Tutor will be responsible for ensuring that reports are sent to parents at the end of each term to enable parents to be engaged in the monitoring and feedback process of their child's attainment. A variety of methods will be used to report our findings and evidence of success: emails/ letters parents evenings, form tutor evenings and annual reports. In addition, through the School's VLE system, parents will also be able to monitor their child's performance

In order to maximise the chances of parental involvement leading to improvements for their child we will develop a Home School Charter in consultation with parents, thus making it clear what they can expect from the school and what the school will expect from them. To enable parents to fulfil their obligations within the charter, a comprehensive parents' support programme will be developed to empower parents to support their children. Parents of students who are in receipt of learning support will be expected to work in partnership with the Learning Support Department to enable their child to catch up. A Parents Support Worker will be employed full time to oversee this provision.

D3 - A staffing structure that will deliver the planned curriculum within the expected income levels



We have taken the education vision and the education plan and built a curriculum model around them. The staffing structure and roles implement the education vision and plan in an efficient

manner, which is why the staffing aspect of the financial plan is within the expected budget within the spread sheet. The balance of roles focuses the teaching and learning in the classroom and hence contributes to the high expectations we have of the school.

The staffing structure of the school will enable the school to deliver the planned curriculum, building from year 1 to when the school is at full capacity for the following reasons:

1. The Principal Designate will line manage the Director of Learning (who will be responsible for the main curriculum) together with the King Solomon Programme Manager (responsible for the King Solomon Programme) and the International Business and Enterprise Manager (responsible for the business and enterprise programme). All three strands of the school will therefore be driven by a member of the SLT, all of whom will be responsible for driving the ethos and vision of the school through their departments. They will be accountable, through the performance management system, for the role they play in driving the ethos and vision of the school. The Director of Teaching and Learning will ensure that all three heads of School work closely together to provide a seamless educational transitional experience for the students. Also forming part of the SLT responsible for the wider development of KSIBS, will be the three heads of schools, the Learning Support Manager and the Director of Finance and Resources.
2. Each of the three phases of the school will have its own Head of School, thus ensuring effective leadership and management of each of the three schools. Each School Head will be supported by the other two School Heads as well as by the Head of Learning Support, the Programme Managers, the Director of Finances and Resources and also by the Principal.
3. The SLT all answer directly to the Principal Designate. They will be actively involved in developing school-wide strategic plans. They will meet regularly for team meetings, thus ensuring that effective communication take place between all the key areas of the school's work.
4. The Director of Teaching and Learning, Director of Finance and Resources, King Solomon Programme Manager, International Business and Enterprise Programme Manager and the PA will head up departments, which provide a central service to the whole school. This will ensure that the school really maximises the benefits of being an all-through school. It will for example, enable cost saving to take place and effective communication and deployment of resources to take place throughout the school.
5. In the lower school, students will be taught largely by their class teachers, with specialist teaching in KS2 Art, Music, Modern Languages, PE, Games and Swimming with the support from staff in the middle school and Upper school.
6. The Departmental Heads are grouped to provide focus to groups of subjects.
7. The organisational chart shows the line management and accountability within the school. This staffing structure will enable KSIBS to deliver the curriculum and pastoral structures described in section D. The structure has been fully costed and these costs are reflected in the financial budget in section G.

8. The proposed staffing structure at a steady state represents value for money as it only employs staff that are needed for the effective operation of the school and it utilises the teaching expertise of the management team who will contribute to the pool of teaching staff in order to keep costs to a minimum.

Phased build up of the staff team

The following table makes a distinction between their management role and their teaching role in the build-up. The first number represents the proportion of management time, and the second, teaching time (e.g. 50/50 means 50% management time and 50% teaching time).

Senior Leadership Team	2014	2015	2016	2017	2018	2019	2020
Principal Designate/teacher	75/25	75/25	75/25	75/25	75/25	75/25	75/25
Director of Teaching and Learning	50/50	50/50	75/25	75/25	75/25	75/25	75/25
Head of Lower School/teacher	50/50	50/50	50/50	50/50	50/50	50/50	50/50
Head of Middle School/teacher	25/75	50/50	50/50	50/50	50/50	50/50	50/50
Head of Upper School/teacher	-	-	-	-	-	50/50	50/50
Director of Finances and Resources	100/0	100/0	100/0	100/0	100/0	100/0	100/0
King Solomon Programme Manager/teacher	25/75	25/75	25/75	25/75	25/75	25/75	25/75
International Business Programme Manager/ teacher	25/75	25/75	25/75	25/75	25/75	25/75	25/75
Head of Learning Support	25/75	25/75	25/75	25/75	25/75	25/75	25/75

Department Heads	2014	2015	2016	2017	2018	2019	2020
Head of Early Years and KS1	20/80	20/80	20/80	25/75	25/75	25/75	25/75
Head of KS2					25/75	25/75	25/75
Head of English and Languages					25/75	25/75	25/75
Head of Humanities					25/75	25/75	25/75

Head of Maths Science & Technology				25/75	25/75	25/75	25/75
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Build-up of teaching staff

The table below shows the number of FTE teachers required in each year, including sessional teachers, international Skype teachers, enrichment teachers, week-end master class teachers, sickness cover, and so forth.

Teachers and Assistants	2014	2015	2016	2017	2018	2019	2020
Lower school Teachers	3	5	6	8	10	12	12
Lower School Teaching Assistants	4	6	8	10	12	14	14
Middle School Teachers		2	5	12	11	11	11
Upper school Teachers						5	10
Higher Level Teaching Assistant	1	1	1	1	1	1	1
Learning Support staff	1	1	2	2	3	4	4

Other staff FTE (excludes volunteers)

Other staff	2014	2015	2016	2017	2018	2019	2020
NEET Free Officer						1.00	1.00
Science Technician	0.50	0.50	1.00	1.00	1.00	1.00	1.00
Librarian			0.50	1.00	1.00	1.00	1.00
Community Engagement	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Chaplaincy	0.25	0.25	0.25	0.25	0.75	1.00	1.00
Parents Support Worker	0.25	0.25	0.25	0.25	0.25	0.25	0.25
IT technician	0.50	0.50	0.50	1.00	1.00	1.00	1.00
Personal Tutors	0.25	0.25	0.50	1.00	1.00	2.00	2.00
Learning Support Assistant	0.25	0.25	0.50	0.50	1.00	1.00	1.00
Student Welfare Officer	0.25	0.25	0.50	0.50	1.00	1.00	1.00
Online Support Coordinator						1	1
PA	1	1	1	1	1	1	1
Caretaker	1	1	1	1	1	1	1

Finance Officer	1	1	1	1	1	1	1
Admin/reception team	1	1	2	3	3	3	3

Roles and responsibilities of staff

The roles and responsibilities of the staff team will evolve during the first few years until the school reaches its full capacity. The staff team will need to have a range of competencies, skills, and experience that complement each other. The school will be looking to appoint people who are willing to undertake dual, if not several roles in the early years of the school to avoid the appointment of too many part-time or sessional staff. So for example, the Head of Learning Support, may, subject to the expertise of the other staff employed, be expected to fulfil the role of Personal Tutor, Student Welfare and Higher Level Teaching Assistant. The School Chaplain, may be able to take on additional roles as the Parents Support Worker and Community Engagement Officer. Roles will become more specialised as the school builds up to full capacity. The early recruits will be expected to have high quality teaching skills as well as the capacity to fulfil new roles as the school develops. An effective staff development training programme will be put in place to skill people up to enable this transition to take place effectively. All staff appointed in the early phases of the school will be expected to be strong players with a strong commitment to contributing to the success of the whole school and who will, therefore, be flexible to undertake whatever reasonable roles are assigned to them.

Excell3 has for several years developed close working relationship with local universities, particularly the University of Aston, where we have recruited interns to work on bespoke projects during their sandwich year. There is an enormous amount of scope for maximising university interns at KSIBS as teaching assistants, admin, marketing, finance and so forth.

All members of the SLT and departmental heads will always be involved in teaching as they will be responsible for modelling best teaching practice for the rest of the teaching staff. However, during the build-up phase, they will be undertaking more teaching than they will be expected to do once the school reaches a steady state.

A summary of the roles and responsibilities of the SLT at full capacity are provided below:

SLT

Principal Designate (PD) See section F

Director of Teaching and Learning

The Director of Teaching and Learning will deputise for the Principal Designate in her/his absence. The individual will be responsible for: driving the vision and ethos of the school, ensuring the vision and ethos is effectively reflected in the curriculum and the teaching and learning policies and practice, and for providing advice, guidance and support to the Heads of School and Programme Heads. The individual will work closely with IB to ensure the school gains maximum benefit from the IB programmes, oversee the implementation of the IB curriculum and its assessment, keeping abreast of developments within IB and cascading them down to the school, developing global links with world schools and sourcing global teachers to

participate in the teaching programme. The Director will also be involved in teaching, modelling best practice and providing focused professional development for staff to ensure a high quality of teaching and learning throughout the school and ensure that teachers use personalised learning pedagogy effectively. In addition, the Director will support the Principal Designate in the monitoring of the quality of teaching and pupils' achievements across the school, including data tracking and assessing the quality of teaching and learning and linking it to performance management. In addition, he/she will cover non-contact time for teachers.

Head of Schools (Lower, Middle and Upper Schools)

Each of the three Heads of Schools will play a major role in the leadership and management of their respective school and grounding the vision and ethos of KSIBS throughout their school. A key role for all the Heads of Schools is monitoring the quality of education delivered through tracking and assessing the quality of teaching and learning and linking this to performance management. In addition, they will carry out teaching duties, induct, train, supervise, manage, support and performance manage staff. They will also support the Director of Teaching and Learning in the co-ordination and development of the curriculum within their school, including assessment of content and methods and the monitoring of academic standards. They will in addition be responsible for the planning and allocation of resources designed to facilitate the planned curriculum, the compilation of the school timetable and planning of teaching groups at all levels, including the deployment of staff, rooms and other resources. In addition, they will support the Principal Designate with overseeing other functions of the school in line with their areas of expertise/experience/interest and work closely with all the other members of the SLT to ensure a positive outcome for all students. They will also report to the Governors through an annual presentation to the Curriculum Committee and play an appropriate part in quality assurance of the School's reporting system. The Head of Upper School will also liaise closely with careers providers and higher education establishments to ensure the smooth running of the UCAS programme. In addition, they will cover non-contact time for teachers.

International Business Programme Manager

The IB Programme Manager will contribute to the leadership and management of the school, grounding the vision and ethos of KSIBS throughout the school, oversee all business and enterprise programmes including the Young Enterprise programme, develop the international business model for the IB Diploma programme in consultation with the school's International Business Partners, and university partners; manage the school business partnership strategy and ensure that school business partnerships both locally, nationally and abroad, are nurtured and celebrated, organise Business Mentors and Company visits to support learning and assignment/portfolio completion, develop short courses in enterprise for those students who are taking vocational courses such as BTECs, deliver and model effective teaching. In addition, she/he will cover non-contact time for teachers.

King Solomon Programme Manager

This programme Manager will contribute to the leadership and management of the school and grounding the vision and ethos of KSIBS throughout the school. He/she will be responsible for the Pastoral Support and Guidance of all throughout the school, will oversee the Chaplaincy service, Religious Education, community service, making links with charities in the UK and

abroad and developing partnerships to enable students to engage in local and global community work. As this is a central role, they will be expected to work with staff across the different year groups and the appropriate Head of School to evaluate student welfare and also the progression in the house groups. He/she will liaise with other faith leaders and ensure the needs of students from other faiths are met. In addition, he/she will cover non-contact time for teachers.

Director of Finance and Resources

This Director will contribute to the leadership and management of the school and to the grounding of the vision and ethos of KSIBS. He/she will prepare the school's corporate plan taking into account the performance improvement objectives, be responsible for constantly monitoring and evaluating the school's progress against stated objectives and targets, provide clear information, advice and recommendations to the Principal Designate, Governors/members regarding strategic development of service support, the utilisation of the school's assets and the development of the school's business activity. He/she will also be responsible for financial planning, management and reporting, accounting and governance, information management and IT, payroll & human resources management, procurement and contract management, health & safety, facilities management, income generation and so forth. In addition, he/she will ensure the best possible learning environment for students.

Departmental Heads

The 5 heads of departments carry out a wide range of responsibilities critical to the effective operation of school. All departmental heads will be involved in teaching as well as leading and managing their department. They are to ensure that the vision and ethos is cascaded throughout their department. They play a central role in facilitating and managing educational changes and delivering the curriculum. The Head of Learning Support is responsible for ensuring that the needs of students with differing needs are met appropriately. In collaboration with the Principal Designate and governing body, the individual plays a key role in determining the strategic development of the Learning Support policy and provision in the school in order to raise achievement, ensuring liaison with parents and other professionals in respect of children with learning needs, advising and supporting other practitioners in the school, ensuring that appropriate Individual Education Plans are in place; ensuring that relevant background information about individual students with special educational needs is collected, recorded and updated and ensuring a smooth transition into the next stage of education for each child.

D4 The needs of all children are fully provided for within the curriculum

Welcoming students of all faiths and those with no faith

KSIBS will be an inclusive school, embracing all students and fully adhering to the principle of equality of opportunity for all, thus ensuring that no student is disadvantaged in any way because of their faith. Hence students from other faiths or those not belonging to any faith group will be supported to learn and succeed in the same way as those of the designated Christian faith. All staff with key roles within the school will have responsibility for welcoming those of other faiths as part of the school's culture of inclusion. Our inclusivity will be clearly reflected in

all of our promotional literature, brochures and websites. Our inclusivity will be further evidenced through visual images of people from other faiths, wherever possible. As our main literature will also be produced in the main community languages, this will also endorse our commitment to inclusivity.

In addition, involving people of other faiths and of no faith in the development of the school will contribute to our commitment of welcoming all. This process has already started by consulting with other faith groups regarding the establishment of KSIBS, notably:

- The Birmingham Buddhist Vihara
- The Sri Dashmesh Sikh Temple
- The Arya Samja Vedic Mission (Hindu)
- The Jame Masjid Mosque (Muslim)

Their views have been reflected in our curriculum plan, for example, their desire for the school to give students of their faith an understanding of their faith has contributed to our decision to follow the Birmingham agreed SACRE syllabus. The desire of some faiths for the school to teach tolerance is reflected in the IB curriculum. Their desire for the school to give recognition of their holy days and festivals will be reflected in our assemblies. Those from other faith groups were in turn willing to support the school in a number of ways including arranging educational visits to their place of worship, participating in school assemblies and offering pastoral support to students from their faith. We will continue to build links with the other faith groups we consulted with during the pre-application phase, who agreed to support KSIBS. We will ensure that we take on board the views of parents from other faiths and those of no faith and ensure that we publicise the actions we have taken as a result of listening to them.

KSIBS's policies and their impact on other faiths

Dress

In line with legal requirements under the Race Relations Amendment Act 2000 to assess the impact of all policies, including uniform or dress codes, upon all students, issues and policies regarding school dress, including school uniform, will be determined by the governing body and implemented by the Principal Designate. In drafting and renewing policies, the views of all stakeholders, including parent governors, other parents and students, will be given due consideration.

We will respect the fact that the wearing in public of religious dress and symbols can be an important aspect of an individual's religious identity. A choice to wear religious dress and symbols will be respected wherever other overriding factors such as security or health and safety do not come into play. There are situations in which some compromise will be needed. However, any restrictions – whether because of the need to establish personal identity or because of the requirements of a particular job or the wearing of a uniform in accordance with the school policy will only be imposed where these requirements are clearly necessary and after appropriate consultation. No student will be disciplined for non-compliance with a school uniform policy if they are required to adhere to a particular cultural, race or religious dress code.

Careful and sensitive handling of issues linked to the wearing of religious dress and symbols is part of the wider commitment of our school inclusion policy to value religious freedom and diversity. KSIBS will therefore be sensitive and considerate towards the culture, race and

religion of all students and will accommodate these needs within a general uniform policy. Hence, for example, Muslim girls will be allowed to wear appropriate dress (i.e. a full-length loose school skirt or loose trousers, a long-sleeved shirt and a head scarf to cover their hair, although the school will specify the colour, styling and size of scarf for reasons of uniformity) and Sikh boys allowed to wear traditional head dress. We will expect Muslim parents to provide their children with suitable clothing for the climate and ensure that any headscarves worn can be safely tied for work in potentially hazardous places such as science laboratories, food technology areas, design and technology workshops and physical education areas.

Dietary requirements

Where school meals or a catering service is provided for special events, KSIBS will seek to ensure that the dietary and religious needs of all students (and parents and guests, where appropriate) are met. The most common food to meet the religious and cultural needs of most people are vegetarian diets, Halal (Islam) and Kosher (Judaism). The school will ensure that we are able to accommodate all requests for food to meet religious or cultural needs. Where some students fast for religious reasons (abstain from some or all food) food arrangements will be made outside the fasting. The special requirements for the preparation of food, to meet religious requirements, will also be adhered to. Our school meals policies will incorporate the requirements for the provision of halal and vegetarian meals and all catering staff will receive guidance and training in the handling, preparation and serving of halal and other religious and cultural foods.

Collective worship

KSIBS will provide a daily act of collective worship which reflects its Christian ethos. Students from the Christian tradition will be able to nurture their faith through the varied and stimulating. As KSIBS will be a non-denomination Christian school, we will aim to offer students the experience of a variety of services and liturgies.

Assemblies will be a time where the school community celebrate our achievements together. Although KSIBS's worship will reflect Christian beliefs and values, we are committed to respecting other's faith, and culture, showing tolerance and understanding regardless of pupils' beliefs.

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Any student who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of staff.

Prayer room

A prayer room will be available in the school for students to attend for personal prayers and reflection, irrespective of their religious beliefs.

Chaplaincy and counselling services

The KSIBS School Chaplain will play a key role in driving the school's Christian ethos throughout the school, organising and leading on school assemblies and administering the Eucharist. In addition, the Chaplain will support and encourage the school's pastoral care for the whole school (including, pupils, staff and parents), offer a confidential, caring and accepting

listening ear, arrange for those of other faiths to receive the spiritual support they need, engaging other faith leaders to support the needs of students from other faiths and ensuring that other faith chaplains are actively engaged in the life of the school.

Religion in the curriculum

Religious Education will be taught under the umbrella of the King Solomon Programme. The King Solomon programme will consist of two strands, the RE strand and the Christian Service in Action strand. Up to 7% of the timetable will be devoted to the King Solomon programme. This percentage is appropriate because it enables us to cover the RE syllabus along with the other features of the King Solomon Programme.

The Birmingham SACRE agreed syllabus RE, will be the first strand of the King Solomon programme. The Birmingham SACRE acknowledges that one of the aims of education is to develop the character of young people and our society and that religious tradition constitute a rich treasury of vision, practice and experience to assist the educational task. The multiplicity of religions found in Birmingham offers very specific challenges and opportunities; hence we have chosen to adopt the Birmingham SACRE agreed syllabus. This RE syllabus has been strongly supported by the Faith Leaders Group of Birmingham, as it engages all students, respects all students' faith, promotes good interfaith relations and nurtures spiritual and moral dispositions.

The second strand of the King Solomon Programme is the Christian service in Action. Students will be involved in a range of activities which will include volunteering and social action initiatives at home or abroad.

The Upper School students studying the IB programme have the option of studying world religion as one of their six core subjects. Those who opt for World Religion would not be expected to study RE as well. The aims of the IB Diploma's World Religions course are to enable students to: promote an inquiring, analytical and empathetic approach to the study of religion; develop an informed understanding of the diversity of world religions; foster a respectful awareness of the significance of the beliefs and practices for the faith member; develop an understanding of how religion affects people's lives; encourage a global appreciation of the issues surrounding religious and spiritual beliefs, controversies and movements in the world today and promote responsible and informed international citizenship.

The Education Act 1944 gives parents the right to withdraw their children from Religious Education. Where parents are dissatisfied with the provision of RE content, they may choose to exercise their right to withdraw their children by writing to the school. We will comply and respect this right and make alternative supervisory arrangements for withdrawn students. If parents withdraw their child from Religious Education there are two options to be considered. Firstly, they may be given alternative work to do which is supervised by a member of staff. However, if a suitably qualified teacher is available (even from outside the school), the 1996 Education Act allows students who have been withdrawn from Religious Education to receive religious studies lessons in their own faith within the school, as long as this is at no extra cost to the school. As this arrangement will be done in an atmosphere of mutual respect, this is likely to cement a relationship of understanding and co-operation between our school and parents.

Sex and relationships education

KSIBS will develop a Sex and Relationships Education policy, having due regard to the Secretary of State's guidance in the framework for PHSE, and we will also follow the sex education component of the science curriculum. KSIBS aims to develop in all students the knowledge and capacity to make informed choices about their personal lives. KSIBS will place sex education within the framework of a Christian understanding of sex and human relationships. The governing body, in discussion with parents, will determine the most appropriate content for these lessons, particularly at primary school level. Parents who wish to withdraw their children from sex education lessons will be able to do so (until the child reaches the age of 15).

How KSIBS will deal with homophobia and homophobic bullying

Homophobic bullying will not be tolerated at KSIBS. All students and staff have a right to learn and work in an atmosphere free from harassment, the opportunity to examine the full range of views, and to develop their own considered position. Discrimination on grounds of race, colour, belief or sexual orientation is expressly forbidden within a school's code of conduct.

Roles and responsibilities

We will ensure that students of other faiths and those with no faith are supported to learn and succeed in the same way as those of the Christian faith, by holding the governing body, and the SLT responsible for ensuring that they are appropriately supported.

Key Areas	Who is accountable
Governance	The board of governors will establish a Faith Committee which will report twice a year on the activities it is engaged with to promote, amongst other things, cultural and religious inclusivity.
School leadership	The King Solomon Programme Manager will be responsible for community relations and inclusivity and for fostering good relations with members from the community, ensuring that the school is actively listening to and taking reasonable action on the views from community members.
Management systems	Curriculum heads to ensure that the moral and ethical issues aspect of the programme runs throughout each subject in schemes of work. Observance and respect for special religious and special days.
Accountability	Board of governors, Principal and the Senior Leadership Team.
Quality assurance processes	Student, community members and teachers to give feedback on satisfaction survey forms when events take place.
Pastoral care	Pastoral team will be comprised of skilled and experienced professionals including some from a wide range of religious or faith backgrounds in keeping with the broad proportion of the student population.
Promoting student well-being	Our broad based curriculum, inclusive nature of the school, advice and guidance from a wide range of members of the community from different faiths will help create this.

Section E – Evidence of Need

E1 – Provide valid evidence that there is a need for this school in the area

- **Column A** is the proposed number of places in each year group.
- **Column B** is the number of children of the relevant ages whose parents have indicated that they will choose KSIBS as their first choice.
- **Column C** is left blank and **column D** is the demand (column B) expressed as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

	2014				2015				2016			
	A	B	C	D	A	B	C	D	A	B	C	D
Reception	48	164		341%	48	136		283%	48	92		191%
Year 1	48	75		156%	48	164		241%	48	136		283%
Year 2												
Year 3												
Year 4												
Year 5												
Year 6												
Year 7	48	155		323%	48	138		287%	48	96		200%
Year 8												
Year 9												
Year 10												
Year 11												
Year 12												
Year 13												
Totals	144	394		273%	144	438		304%	144	290		201%

Evidence of low standards

Despite the improvement made in educational standards in Birmingham in recent years, there are still a large number of schools in Birmingham (including primary and secondary schools in all of KSIBS targeted Districts) which have low standards. Within the Ladywood constituency, for example, there is one secondary school (providing 780 places) and 21 primary schools (providing 6720 places), which are Ofsted rated 'requires improvement' or 'inadequate'. KSIBS, with its 672 places, will therefore make a contribution to improving the educational standards within Birmingham generally and Ladywood specifically.

Furthermore, there is a need to improve educational performance in schools in our targeted Districts. For example, whereas the national average of pupils who achieved level 4 in KS2 English in 2102 was 85%, in the districts of: Ladywood it was 83%, Yardley it was 83% and Erdington it was 82%.

The performance follows a similar pattern for pupils who achieved level 4 in KS2 maths, i.e. the national average is 85%, yet it's 78% in the Ladywood District, 83% in the Yardley District, 82% in the Erdington District and 84% in the Perry Barr District.

Likewise, in the secondary sector, the educational performance of our targeted districts (the exception being Perry Barr) are also low not only in comparison to the national average but also by the Birmingham average. For example, in 2012 at Key stage 4, whereas the national average of students who obtained 5+ A*-C (including English and maths) was 59.4%, and in Birmingham it was 60.1%, it was only 58.7% in the Ladywood District, 56.6% in the Yardley District, and 46.7% in the Erdington District.

Shortage of school places

Birmingham is growing at a faster rate (9.8%) than England & Wales (7%) and the West Midlands Region (6.3%). Birmingham also has the youngest population of any European city (37.7% of Birmingham's overall population) and its growth rate is expected to increase significantly by 2029. Consequently ten thousand extra school places are needed to cope with Birmingham's rising birth rate. Schools across Birmingham are rapidly expanding to cater for the increasing number of primary school students, with many primary schools now having over 600 pupils. The LA is planning to expand more schools, but they concede that in the longer term, new schools will be needed to cope with 7,000 extra children in primaries by 2020 (Primary School Expansion, Birmingham City Council scrutiny panel July 2011 and TES Nov, 2010).

According to the 'Birmingham LA Schools Capital Programme 2012-14: Basic Needs Programme To Date, School Place Requirements and Demographic Analysis (October 2012)', in order to meet Basic Need in mainstream schools, the Local Authority is delivering the majority of its requirements through expanding existing schools. Expanding by one form of entry (1FE) equates to 30 mainstream school places.

Primary school needs: The basic needs for primary school places in 2015 are: Erdington (60), Hodge Hill (30) Northfield (30) Perry Barr (30) Hall Green (30) and Sutton Coldfield (30). KSIBS will have 48 places available. Based upon parental demand, over 100% of those 48 places will be filled from parents with children from the Perry Barr and Yardley Districts alone. KSIBS will be following the precedent set by Birmingham University free school to use 'nodes' as part of its admission criteria to ensure it draws students from areas with basic need for school places. Hence even though the school will be a citywide school, this will be reflected in our subscription

admissions criteria. The LA officers have confirmed that they would welcome KSIBS adopting such a flexible approach as this would greatly help them to meet the needs for school places.

Secondary school needs: There is a need to provide 9,450 additional secondary school places between September 2014 and September 2021. The LA plans to provide the large majority of these places through combined refurbishment and new-build expansions of existing schools. However, the LA welcomes alternative proposals to address the wider maintenance backlog and unsuitability issues faced on many existing school sites. Free Schools and Academies will meet a level of the need for additional places, however, the basic needs for secondary school places still not be met as there will still be a need in 2018 in Selly Oak (300 places) and Yardley (1500). In addition, basic needs in 2019 will arise in Selly Oak (900 places) and Ladywood (450 places).

KSIBS, to be centrally located and adopting a citywide admissions policy, using 'nodes' as part of its admission criteria. Giving priority to 4 of the Districts with rising needs for school places will make a significant contribution to addressing the needs for more primary and secondary school places. Furthermore, with the extension of the school leaving age to 18, more 16-19 year old provision is also required.

Evidence of demand from parents

Below is a copy of the survey form we used to collate evidence of parental demand, together with a copy of the main brochure we gave to parents. We also had available copies of the IB Diploma and Career related certificate brochure which we gave to individuals who required it.

**Our Vision for
King Solomon International Business School**

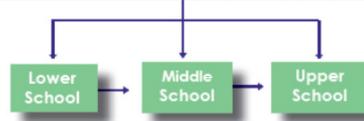


**An all-through Christian School
Specialising in International Business**
Supported by The Church of England

King Solomon International Business School
A proposed new Christian School for Birmingham

Excell3 is proposing to set up a new Christian school in the Ladywood constituency of Birmingham with a maximum capacity of 700. The school, to be known as King Solomon International Business School, will be an all through school for pupils aged 4-19, providing students with a seamless educational experience.

King Solomon International Business School



Excell3...

- Is a Birmingham based national education charity dedicated to raising the attainment of educationally disadvantaged children.
- Has over 30 educational projects including supplementary schools operating in England.
- Works with educational policy makers and has contributed to reports such as the 'Break through Britain report'.
- Works successfully in partnership with several local authorities and universities across England.
- Hosts national education conferences for pupils and parents, school leaders and teachers, including one held in association with the National Union of Teachers.

Our Vision

King Solomon International Business School will be a co-educational non-denominational inclusive all-through Christian school for students aged 4-19 which welcomes children from other faiths and those of no faith. The school will provide a broad and balanced curriculum specialising in international business and enterprise and work closely with international companies at home and abroad to ensure that the curriculum keeps abreast of changing business needs. We will become a world school offering the international baccalaureate Diploma and IB Career related certificate. We will become exemplary for creating advantages for disadvantaged students by equipping students with the knowledge and skills to be able to effectively live, work, and trade in the global economy, and for achieving success for all students, whether they are of our Christian faith or not. Our students will be expected to become competent in at least one other foreign language spoken by global economic super-powers.

Our Ethos

The Christian ethos will be a core principle underpinning and permeating all that we seek to undertake and achieve in the school. The school will develop student's ability to recognise good advice, make sound judgements and wise decisions and to be honest, just, fair and resourceful. It will also create an environment which cultivates values of: equality, hard work, perseverance, respect, integrity and self-discipline. The schools policies will be sensitive and considerate towards the culture, race and religion of all students, for example its school uniform policy will allow Muslim girls to wear appropriate dress and Sikh boys to wear traditional head dresses. In addition we will cater for the dietary and religious needs of all students and students will have the choice in abstaining from faiths based assemblies. We will have a prayer room for personal prayers and reflection irrespective of their religious beliefs.



The International Baccalaureate (IB)

In the middle and lower school students will follow the national curriculum, which will be tailored to develop student's international mindedness. In the upper school students will be able to further develop their international mindedness by studying the IB. The IB, through its learner profile, will enable students to be: enquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This will empower our students to help create a better and more peaceful world through intercultural understanding and respect and for other people, with their differences. Students will have the choice of studying A levels, the IB Diploma or the IB career related certificate.

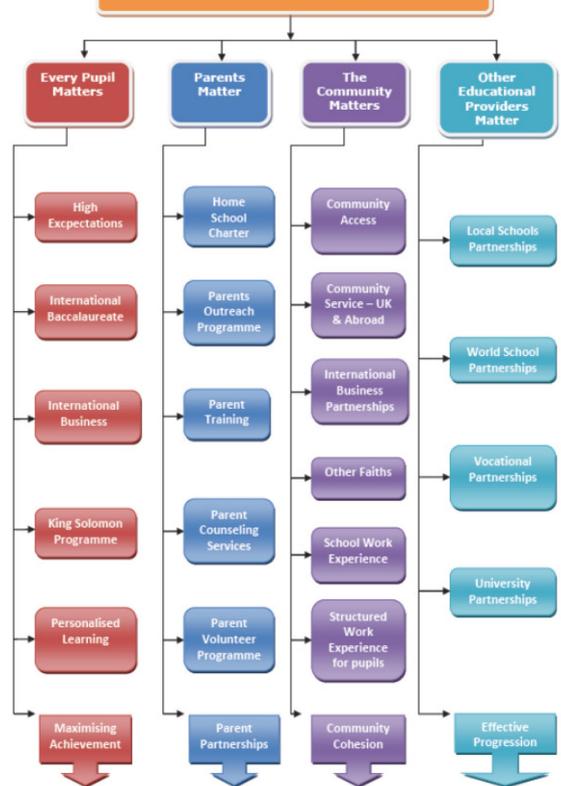
The IB Diploma Programme (IBDP) is an academically challenging and balanced programme of education that provides an internationally accepted qualification for entry into higher education, and is recognised by many universities worldwide. IBDP students complete assessments in six subjects from the six different subject groups, and complete three core requirements. Subjects are assessed using both internal and external assessments, and courses finish with an externally assessed series of examinations, usually consisting of two or three timed written examinations.

The IB Career-related Certificate (IBCC) provides students with both an academic and practical foundation to support both their further studies and specialised training, thereby ensuring their success in the workforce. The IBCC combines highly regarded and internationally recognised IB Diploma Programme courses with an approved career-related study and a unique IBCC core. Students will engage with a challenging programme of study that genuinely interests them while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. The IBCC framework is built around three interconnected elements: at least two Diploma Programme courses, an IBCC core that includes approaches to learning, community and service, language development and a reflective project, and an approved career-related study. King Solomon International Business school will work in partnership with other educational institutions, providing a range of vocational courses of their choice.

A Call to Action

If this school is approved by the department of Education and you would like to select this school as your first choice, then please register your interest by downloading a form from our website and returning it to us. We will then endeavor to keep you informed of progress.

Applying the 4 Pillars of Excell3 to our Free School



Pupils progress into the world of Further and Higher Education/Training, Employment or Enterprise.
CITIZENS OF WORTH TO THEMSELVES AND THEIR COMMUNITIES

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T: 0121 358 8620 F: 0121 357 4800 E: info@excell3.com W: www.excell3.co.uk

New pupil intakes into the school

Districts	Reception			Year 1	Year 7		
	2014	2015	2016	2014	2014	2015	2016
Yardley	9	10	18	0	2	3	1
Perry Barr	70	42	32	41	49	50	36
Ladywood	51	37	25	20	51	47	18
Erdington	14	23	9	4	14	13	2
Other Areas	20	24	8	10	39	25	5
TOTAL	164	136	92	75	155	138	62

Demand from parents from other faiths

Prior to summer 2013 we did not specifically ask parents to declare their religion. It is reasonable nonetheless to surmise that a significant proportion of parents from other faiths would select our school as their first choice, based upon the feedback from the researchers and the intentional strategy used for reaching out to a cross section of parents. However, in our new recruitment drive which commenced in June to and ran until the end of August, we updated our forms to specifically ask parents details about their religion. Since June 2013 over 400 additional parents signed to confirm that they would select our school as being their first choice, 35% are non-Christians (i.e. 18% other religions, the majority of which were Muslims, and 17% had no faith).

Keeping parents informed

As there was a window for us to resubmit our application to open the school, we adopted a positive approach to updating parents on developments. We sent out a newsletter highlighting the key features of the school, providing information on the new national curriculum and of our intention to follow that curriculum in the lower and upper school, with an emphasis on developing the international mindedness of our students and using the IB learner profile as a framework. We also provided parents with further details about the IB to be offered in the upper school.

E2 – Successful engagement with the local community

King Solomon International Business School (KSIBS) will be centrally located in Birmingham with a citywide admissions policy, using 'nodes' as part of its admission criteria to serve Districts with rising needs for school places. Its local community is therefore the Ladywood constituency, Birmingham generally and to some degree, the international community.

Engaging with a cross section of the community

We consulted with a cross section of the community about the establishment and running of KSIBS to include: parents, other educational providers, community organisations, Christian faith groups/churches, other faith groups, local councillors, businesses and international businesses.

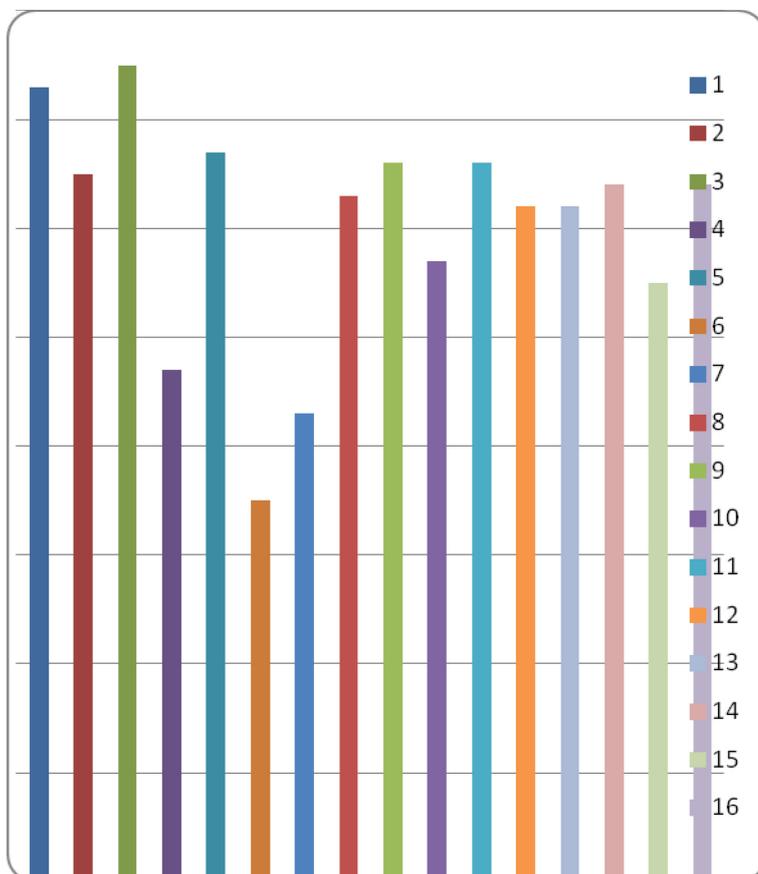
We worked with a group of volunteers to support us with the campaign. Briefing meetings took place for all volunteer researchers to ensure that they were fully versed about the key aspects of the proposed school. Identity badges were provided for each volunteer.

We used a variety of methods to consult with the community, i.e.: we sent out letters to other educational providers, community organisations, Christian faith groups/churches, other faith groups, local councillors, businesses and international businesses; we set up a basic KSIBS website; held four public meetings and drop-in surgeries in community venues and in our office, sent out e-newsletters, made visits to nurseries, primary schools, churches, community centres, mosques and other faith centres, distributed over 2000 leaflets and translated some leaflets into 3 of the most commonly spoken community languages in the locality, i.e. Hindi, Urdu and Punjabi, and went out into shopping centres.

Parents

In addition to explaining, in brief terms, our vision for the school, we also sought to find out a number of things from parents e.g. which aspects of our proposed school that are most appealing to them. The findings are presented in the chart below.

Key to findings:



1. High academic achievement
2. No fees
3. Christian ethos
4. Small school
5. All-through school
6. Non selective
7. Extended school days
8. Personalised learning
9. International curriculum
10. Fluency in modern languages
11. Outstanding teaching and leadership
12. Strong discipline
13. A full programme of extra-curricular activities
14. Mastery of core numeracy and literacy skills
15. Real parental involvement
16. High success rate into HE and employment

In addition we asked parents a number of other questions and we have summarised the responses below.

What could our school offer that would make it your first choice to send your student to?

Typical responses: “the Christian ethos and principles,” “supplementary Christian curriculum in addition to the national curriculum”, “higher level of all round education”, “good opportunities to broaden their horizons”, “a curriculum that will inspire my child, strong discipline and international perspective”, “assisting parents to help their children to learn”, “a vocational experience and learning related to the economy”, “individual focus”, “Christian values/high achievement/good discipline”, “bringing back old school values like religious assemblies, nativities, school performances”, “small class”, “Christian value from Christian teachers, high academic excellence”.

What puts you off sending your student to a school?

Typical responses: “poor discipline & under achievement”; “poor Ofsted report”, “poor reputation of the school”, “low expectations of students”, “lack of school uniform/not valuing the whole child”, “the emphasis on only a few achieving”, “lack of inclusion”, “learning without specific outcomes”, “success rates/poor behaviour”, “lack of positive role models and low expectations of my child to succeed”, “no discipline”, and “lack of good leadership”.

What aspirations do you have for your child?

Typical responses: “To achieve academically and follow the career of their choosing”, “to be successful internationally”, “to be high achievers and gives to the (enterprise should do this)”, “to attend a quality university and achieve excellence”, “to be positive contributors to their communities and to be successful in the international business sphere”, “to be well grounded in life and to better her life educationally, spiritually and morally”, “to be socially and culturally well-adjusted”, “have good moral standards/values in life, continued self-development, strong self-awareness, responsibility for all actions, respect for self and others, independence, positive moral values”, enjoyment of learning”, “freedom of self-expression, to achieve academically, but not neglecting Christian values”.

Any other comments...

Clearly there is a high level of interest in what KSIBS is offering parents. All the proposed features of the school were welcomed by parents and any additional features of importance to parents are reflected in our education plan. In response to parents' wishes to be involved in the education of their children, we have developed a Parents' programme. We will also be developing a Home School Charter in consultation with parents, making it clear what they can expect from the school and what the school will expect from them. Parents of students who are in receipt of learning support will be encouraged to work in partnership with the Learning Support Department to enable their child to catch up or access the learning. A Parents Support Worker will be employed full time to oversee this provision. Services to be offered to parents include: a dedicated parents' support room in the school, appropriately furnished to enable parents to feel part of the school; parents training programme in a range of subjects to meet their varying needs. They will be encouraged to engage in school based community service projects for the benefit of the wider community.

Other education providers

We consulted with Waverley School Central Network, Central Area / Foundation School Cluster, Aston/Nechells School Cluster, Ladywood School Consortia, Saltley Plus School Consortia and Dwight School (London). Birmingham City College will support our students pursuing the IB Career Related Certificate by offering them a choice of additional vocational diploma courses. Dwight School (London), a UK based international all-through school offering the IB have a wealth of experience of running the IB programme (16 years). They are willing to assist us with developing our IB provision and to assist with such things as verification visits. Imperial College London has agreed to support us in developing a new IB module in International Business. In addition, we have forged partnerships with a number of schools around the world including Dewy International School in Cameroon and the SDA Education Centre in Gambia. Our plans are to partner with a number of other international schools, particularly in countries where our students are learning the foreign languages that are spoken by partner schools, e.g. Mandarin, French, Spanish and Hindi speakers, to enable our students to develop their language skills and widen their understanding of the culture of these countries.

Churches and Christian organisations

There are hundreds of churches in Birmingham. We therefore consulted with a cross section of churches including the Church of England, Baptist, Methodist, Pentecostals and Seventh Day Adventists. We positively responded to invitations to make a presentation to parents within churches.

The Birmingham Diocese was also very welcoming and supportive of KSIBS. The Diocesan's Director for Education offer to support us in the recruitment and selection of the Principal Designates post was warmly accepted. The interviews for the post were held at the Diocese's offices, which being in the centre of Birmingham and within 5 minutes from New Street Station, proved to be an ideal location for candidates.

Other faith groups

Although KSIBS will be a Christian school, we sought to ensure that we listened to the views of parents from other faiths, and those of no faiths (see section D4 for further details on the positive responses obtained from the major faith groups).

Birmingham City Council and politicians

From Birmingham City Council we consulted with: the Chief Executive, Service Director - Education & Commissioning, the Strategic Director of Development and Culture, Education and Commissioning. The MP's for Erdington, Perry Barr, Erdington and Ladywood; the Leader of Labour group and leader of Birmingham City Council, the Leader of the Liberal Group, the chair of the Education and Vulnerable Children Committee Chair, the Lord Mayor of Birmingham. A positive official response was received from Birmingham City Council's Service Director (Education & Commissioning) confirming that the *Leader of the Council has 'identified in his statement the desire for an International Business School, and this proposal appears to aligned with the priority'*. The consultation resulted in us being invited to a meeting with the Service Director for Birmingham City Council, where we had further discussions and were provided with a key contact point for support and further dialogue. The issue of the acute shortage of school places was clearly identified and this resulted in modifying our proposal to widening our admissions policy to being Birmingham wide, in order to serve such Districts as Perry Barr,

Yardley, Ladywood and Erdington. The University of Birmingham Free school has already set the precedent of using 'nodes' as part of its admission criteria to ensure it draws pupils from around the city. The Chair of Ladywood Constituency was also very supportive of KSIBS and welcomed a Christian school in the Constituency to increase parental choice.

Community organisations

The vision for KSIBS was well received in the community, and many offers were made to support the school (individuals as well as organizations).

[Redacted]

[Redacted]

Business Management Training School will offer career insight events, such as working lunches as well as offer work experience opportunities for our students.

The Hub, Hazelwell (Birmingham) provides enterprise education in schools, and can support our enterprise programme. They have also offered to provide industry visits.

The National Council for Work Experience (NCWE) promotes, supports and develops quality work experience for the benefit of students, employers and the economy. They are prepared to broker work experience placements and organise industry visits.

[Redacted]

Businesses and international companies

We have been successful in gaining the commitment of a number of international businesses based in the UK and abroad to support the school. They will work with KSIBS to improve the outcomes for our students; those companies include the following:

[Redacted]

The Shakespeare's Birthplace Trust was originally formed in order to preserve Shakespeare's birthplace as a national memorial following its purchase in 1847. The Trust's educational mission is to promote in every part of the world the appreciation and study of the plays and other works of William Shakespeare and the general advancement of Shakespearian knowledge.

[Redacted]

School Business Partnership Service Offerings to KSIBS

King Solomon School Intervention	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	The Shakespeare Trust	[Redacted]	[Redacted]
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Act as mentors or tutors.	✓	✓	✓	✓	✓	✓	✓	✓
Assist with student /teacher recognition.	✓	✓	✓	✓		✓		
Make class presentations	✓	✓	✓	✓	✓	✓		✓
Assist with developing computer technology, internet, staff or student workshops.	✓						✓	
Assist with fields or special tours.	✓		✓	✓		✓	✓	
Business mentor.	✓	✓	✓	✓		✓	✓	
The development of a service project through which students and their business could give back to the community.	✓		✓	✓		✓		✓
Provide speakers	✓				✓		✓	
Shadowing employees	✓		✓	✓		✓		
Job seeking skills	✓	✓	✓	✓	✓	✓	✓	
On-the-job training or mentorships.	✓	✓	✓	✓		✓		
Expertise with school-based enterprises.		✓			✓	✓	✓	✓
Opportunities to use technology that is utilised in their business.	✓	✓	✓	✓		✓		
Assist in making the curriculum	✓	✓						✓

relevant to life after school.								
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Oversees business partnerships

In addition, we have started to form partnerships with a number of overseas companies. To date, the following have confirmed their commitment to support KSIBS by offering Skype presentations and overseas work placements.



School Business partnership recognition strategy

Collaboration with international businesses provides a unique opportunity to collaborate for the enhancement of student educational experiences. To maintain business on-going support and commitment, KSIBS will develop a recognition strategy which will be embedded into the school culture. Some ways in which the school will recognise our partners are: acknowledging them in our school newsletters and website, encouraging and supporting students to write letters to our newspaper editor, planning special 'Business Partner Awards' to honour our partners, offering to assist our partners in a Service Learning project and inviting the press in to observe special programmes, including TV coverage. The International Business Programme Manager, will be responsible for working with our business partners, ensuring that the school maximises the benefit of the partnership.

Section F: Capacity and capability

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

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
	Yes		HR and Marketing	30
	Yes		Leadership, Education	4

██████████	Yes	██████████		6
██████████	Yes	██████████	Education, HR, Finance, Governance, Faith	7
██████████	Yes	██████████	Education	2
██████████	Yes	██████████	School leadership	35
██████████	Yes	██████████	Primary and secondary school governance	4
██████████	Yes	██████████	SEN , School Leadership	4
██████████	Yes	██████████	Primary and secondary school leadership	3
██████████	Yes	██████████	SEN, Faith	2
██████████	Yes	██████████		2
██████████	Yes	██████████	Advisor	2
██████████	Yes	██████████		3
██████████	No	██████████		3
██████████	No	██████████		7
██████████	Yes	██████████		3
██████████	Yes	██████████		3
██████████	Yes	██████████		4
██████████	Yes	██████████	Marketing	2
██████████	Yes	██████████	Finance	1
██████████	No	██████████		4
██████████	Yes	██████████	Faith	2

██████████	Yes	██████████	3
██████████	No	██████████	2

Note: We have at least two highly credible people in every key role within the pre-opening phase to ensure that if one person is not available, for whatever reason, the project will be kept on track to ensure the opening.

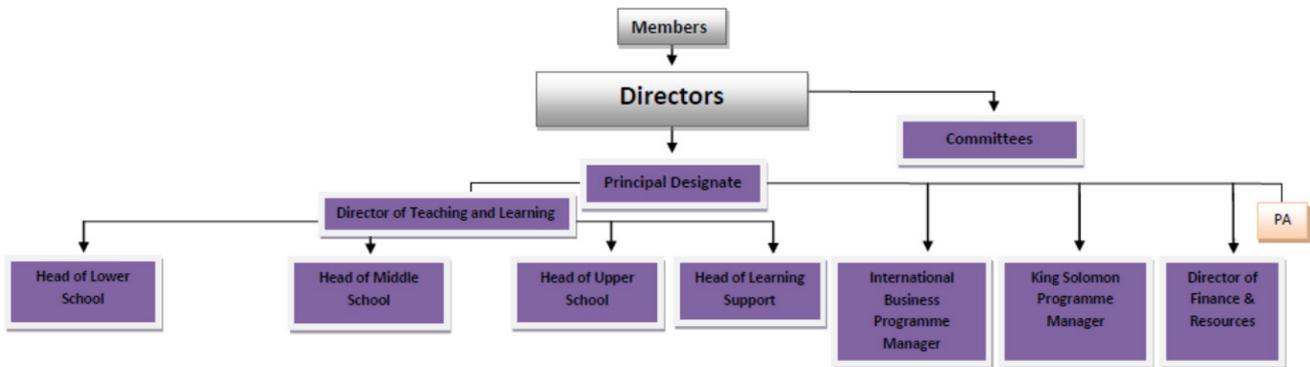
F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap

F2 - A governance structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

As this is the first school within the MAT our governance plans are simple but appropriate for this phase of its development.

Governance structure



Roles and responsibilities

Members

Members, the owners of the school, will be responsible for holding annual general meetings, recording the minutes of the meeting, approving the accounts, approving Director Appointments or reappointments and reviewing the overall operation of the school in accordance with our Memorandum and Articles of Association. The Principal Designate will escalate any matters of concern to the Chair of Directors. The Chair of Directors will escalate matters of concern to the Board of Directors. Ultimately, matters can be escalated from the Directors to the Members.

The Members will ensure that the Directors appointed have the necessary skills and expertise to drive the school forward. To ensure a certain degree of separation between Members and Directors, most of the Members will not serve as Directors. The members will hold the Directors to account by meeting at least twice per year to review systems and processes, reports, data and relevant information to know whether the Directors are doing their job in ensuring that the school is achieving its objectives. Where there are concerns, the Members will take whatever action it deems necessary to ensure that the school gets back on track and is driven forward.

Directors

The Directors will be responsible for the overall management of the school and be the school's accountable body. The Directors are accountable to the Members of the company. The Directors will appoint the Chair and Vice Chair of Directors. The Chair of Directors will line manage the Principal Designate. The Directors will be responsible for the conduct of the school and for promoting high standards.

The Directors will consist of up to 12 people, i.e. up to 3 Company Members including the Chair of Directors; Faith Director; Community Director; Finance and Resources Director; Curriculum Director; Parent Directors x 2 elected by parents, the Principal Designate and one other. This number ensures there is sufficient expertise within the Directors to drive the school forward but without being too large as this can slow down the decision making process. The Board of Directors will meet at least once per term.

Before the school opens, the Directors' primary roles will be to approve the policies and practices that will be implemented after the school opens. After the school has opened, the Directors will be responsible for the strategic direction of the school. All Directors will therefore be inducted and trained to enable them to: ensure the school meets statutory requirements, ensure that education, employment and charity laws are complied with, act as a critical friend to secure school improvement, act as the Admissions Authority for the school, agree targets for pupil achievement with the Principal Designate, manage the school's finances including approving the first formal budget plan of the financial year, make sure the curriculum is balanced and broadly based, appoint staff, carry out performance review of the Principal Designate, review staff performance and pay, appoint or remove a Chair and Vice Chair, make decisions on which functions of the Directors will be delegated and compiling a Scheme of Delegation, establish and review committees in accordance with powers to delegate as set out in Terms of Reference, receive reports from individuals or committees, conduct pupil and staff discipline, ensure that the school meets Equality Act 2010 and DDA requirements including in terms of community work and visitors, ensure that the school's policies, procedures and strategies are carried out and monitored with appropriate risk and impact assessments informing future plans, scrutinise the recording and reporting procedures at least annually, ensure that the admissions policy is fair and equitable in its treatment of all applicants and potential applicants, monitor attendance and take appropriate action where necessary for all sections of the community, assure equal opportunities in staff recruitment and professional development and membership of the Directors, and be pro-active in recruiting high-quality applicants from under-represented groups to teaching and support staff teams.

The Principal Designate will be expected to provide the Directors with a report three times a year on: progress being made by pupils in each year group in comparison with targets, age related expectations, FFT estimates, etc. (e.g. in Terms 2, 4 and 6), progress on school

improvement priorities, attendance and behaviour/exclusion data including trends, year group analysis etc., outcomes from self-evaluation activities and SIP core visits – SEF updates including pupil outcomes, quality of teaching, leadership and management, EYFS, 6th form, etc., any changes in pupil numbers/inward or outward mobility, Equalities reporting. The Principal Designate will also be expected to provide, at least once a year, a report on: end of Key Stage attainment data broken down by subjects, gender, ethnicity and other groups relevant to the school e.g. CiC, FSM, EAL, SEN and compared with targets, FFT estimates, 3 or 5 year trends, end of Key Stage progress data – overall and broken down by subjects and groups, summary of end of year attainment and progress data for other year groups, again broken down by subjects and groups. In addition, the Principal Designate will be expected to report on items which may occur on an occasional basis, for example, staff changes, vacancies, staff professional development, new governmental requirements of schools, admissions issues, curriculum developments, etc.

Chair of Directors

The Chair will automatically become a member of the company. The role of the Chair of Directors (and Vice Chair in the Chair's absence) is: to make sure the Directors' affairs are conducted in accordance with the law, to report any urgent action taken on behalf of the Directors, ensuring it is fully explained and supported, and in exceptional circumstances to take action, when the matter is urgent, and if it concerns one of the functions that can be delegated. Any urgent action the chair takes on behalf of the Directors should be reported at the next meeting, to ensure meetings are run effectively that agenda items are properly introduced, that people are encouraged to contribute and that decisions are taken when necessary and minuted, to help the Directors work as a team by recognising and using people's strengths, delegating effectively, clarifying objectives and using the whole Directors by creating committees and small groups to develop new ideas, work out plans of action and to cover contentious or difficult areas of planning, to work with the Principal Designate i.e. To carry out any duties delegated by the Directors, be seen in school regularly, attend school functions or make sure another Director represents them, to use time effectively, their own and other people – plan the year's cycle of meetings and a timetable for action and reports, plan for effective meetings.

A brief summary of the roles of other Directors is provided below:

Faith Director - the Faith Director will chair the Faith Director Committee and support the King Solomon programme, ensuring that the Christian ethos is adequately reflected in the school and in the decision-making process of the school.

Curriculum Directors – these Directors will have oversight of the curriculum, ensuring that it is effectively delivered as required by law; is balanced and broadly based; includes religious education and the minimum content for the areas of learning required by law; it provides access to the Entitlement Framework; provides for students to be assessed as required by law; and arrangements are in place for handling complaints. The Board of Directors will determine and keep under review its policy in relation to the curriculum; ensuring that the policy is compatible with the law and effectively utilised by the Board when carrying out its management functions in relation to the school. The Curriculum Director will be supported by the Teaching and Learning Committee, the International Business Committee and the Director of Teaching and Learning.

Community Director - this Director will be responsible for overseeing community engagement activities of the school, ensuring that the views of the community are adequately represented and chair the Marketing Committee.

Finance & Resources Director - the Board of Directors is responsible in law for the management of the school's financial allocation, but the Finance & Resources Director will ensure that school funds are used economically, efficiently and effectively and set out the arrangements that the school will have in place for planning, budgeting and control of resources.

International Business Director - this Director will have oversight over the international business specialism of the school.

Parent Directors (x2: 1) lower school parent and 2) middle/upper school parent) - Parents, including carers, of students, are eligible to stand for election as Directors. Parent Directors are elected by other parents at the school. Parent Directors will be responsible for representing the views of parents.

Committees

A number of committees will be set up to support the Board of Directors. These committees will be small to aid efficient and effective decision making. Each Advisory committee will consist of individuals with expertise in the area of work the committee has been established to support the school in. Most members of the committee will therefore not be Directors. Committees will not have decision-making powers unless otherwise formally agreed by the Board of Directors. Committee meetings are to be held at least two weeks prior to the main Directors meetings, to ensure that recommendations are considered and decisions made in a timely manner. The specialist committees will be:

The Finance and Resources committee will oversee the financial operation of the school and ensure that appropriate reports and recommendations are prepared for Directors. The committee will be chaired by the Finance Director and be supported by the Director of Finances and Resources.

The Community Committee will develop the marketing, PR and community engagement strategy and monitor the implementation of the strategy. The committee will be chaired by the Community Director and be supported by the King Solomon Programme Manager.

The Faith Committee shall be focus on how the Christian ethos is promoted within the school, how the needs of students from other faiths are being met and how the King Solomon programme is being delivered. The Faith Committee will consist of representatives of a range of Christian denominations and representatives of other faiths. The Committee will be chaired by the Faith Director and be supported by the King Solomon Programme Manager.

Curriculum Committees x2 (lower school committee + middle and upper school committee). Both committees will consider and make recommendations to the Board of Directors on standards and other issues relating to the curriculum policy, the education plan including the school's curriculum, and the statutory requirements. Committee members will from time to time be involved in acting as a critical friend, reviewing and assessing teaching and

learning in the classroom. The Committee will be supported by the Director of Teaching and Learning and the Principal Designate.

International Business and Enterprise Committee to consider strategic planning and policy development matters relating to the International Business and Enterprise curriculum, international business relationships and knowledge transfer activities, and to make recommendations to the Board of Directors as appropriate. The committee will consist of international business partners and will be chaired by the Curriculum Director and be supported by the International Business Programme Manager.

Student Welfare Committee is to consider and advise the Board of Directors on policy matters relating to student welfare and discipline. The Committee will be chaired by a Director and be supported by the King Solomon Programme Manager.

Student Voice Committee will consist of elected representatives from the student body who will collect the views of students and feed these into the committee meeting. The Committee will be chaired by a Parent Director and supported by the King Solomon Programme Manager.

Specialist Advisors - in addition to the Directors and committees, we will also have a pool of specialist advisors that we can call on as and when required e.g. legal advisors.

School Improvement partnerships

We will be engaging the services of Incyte International, a specialist improvement support partner that provides a wide range of IT and face to face products and services to improve or sustain outstanding practice and outcomes. They have over 150 high quality consultants with a wide range of experience and expertise to choose from in the UK and worldwide, all of whom have been vetted for their high quality services.

Conflicts of interest

The school will have a Conflict of Interest Policy which all members of the governing body will be expected to sign confirming that they have read, understood and agree to abide by the policy. The policy will address: areas of potential conflicts of interest, areas of actual conflicts of interest, conflicts of interest awareness and culture (including the steps the school will take to develop this culture), and disclosure and conflicts of interest record keeping.

The Governors will be expected to conduct business in a spirit of openness and in a way that is socially responsible. All Governors will be expected to act impartially and should not be influenced by social or business relationships. No one should use their public position to further their private interests. KSIBS will maintain a register of the financial and other relevant interests of governors and have a standing item on the governors' agenda for governors to declare interest in a particular agenda item.

Where there is potential for private interests to be material and relevant to the School's business, the relevant interest should be declared and recorded in the appropriate Minutes. When a conflict of interest is established, the Governor should withdraw and play no part in the relevant discussion or decision.

Governors are asked to declare personal and close family interests, whether pecuniary or not, which have the potential to conflict with their role as a Governor of the school. At the start of each meeting, the Governors will be asked if they had a conflict of interest on any item on the agenda. If so it would be minuted and the Governor would be asked to leave the room and not take part in the discussion or decision making on that matter.

There is a potential conflict of interest with Excell3, the proposer group, which provides services to schools. Where fee paying services are to be offered, representatives of Excell3 will be required to declare their interest and to refrain from the decision making process. If the decision to award the contract goes to Excell3, then it will be properly minuted and transparent monitoring and performance measures will be put in place.

F3 (a) Proposed governors

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6
[REDACTED]	[REDACTED]	[REDACTED]		1
[REDACTED]	[REDACTED]	[REDACTED]		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]		1
[REDACTED]	[REDACTED]	[REDACTED]		1
[REDACTED]	[REDACTED]	[REDACTED]		35

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
HR	Via the HR committee who consists of CIPD qualified HR practitioners
Legal	Expertise will be procured on a contractual basis.
IT	Expertise will be procured on a contractual basis

F4 – A credible plan for recruiting a high quality principal during pre-opening

Job Description

Salary: XXXXXXXXXX

Pre-opening: The Principal Designate will:

- Review the school proposal and develop a detailed implementation plan for approval by the Members and Directors.
- Lead in the recruitment and selection of the staff team.
- Develop and implement an effective induction programme for the staff team.
- Implement the plans for the school including, for example: policies, procedures and systems, student recruitment and the development of the school's prospectus

Ethos and Vision: The Principal Designate will:

- Promote a Christian ethos throughout the school.
- Promote a culture of encouragement, support and challenge in which each student can achieve the highest possible educational standards and realise their full potential.
- Work with the Directors and the staff to implement the vision for the school.
- Ensure this vision is clearly and effectively articulated, shared and understood by staff, students, parents and the wider community.
- Translate this vision into agreed objectives and operational plans which will promote and sustain the continued improvement of the school.
- Promote creativity, innovation and the use of appropriate new technologies to achieve excellence.
-

Leadership and Management - the Principal Designate will:

- Develop, motivate and lead all staff to achieve the highest professional standards.
- Build a collaborative learning culture within the School and actively engage with other schools (locally, nationally and internationally) to promote excellence, equality and high expectations of all pupils.
- Maintain and develop our links with the local and wider community.
- Foster appropriate links with key providers and organisations including Birmingham LA, the Diocesan Board of Education, all relevant statutory organisations and the National College of School Leadership.
- Manage change effectively.
- Manage the School's finances effectively, working closely with the Business/ Finance Manager and Directors and proactively seek further funding opportunities as required.
- Ensure job descriptions and performance management for all staff are based on clear roles and responsibilities, reviewed at least annually.
- Ensure all policies are kept up to date, working closely with staff and Directors.
- Work closely with the Site Manager and relevant Directors to ensure that sound procedures for the security, supervision and maintenance of the School environment are in place and ensuring that all health and safety regulations are met.
- Manage his/her own personal professional development whilst ensuring the well-being of and a good work/life balance for all personnel.
- Advise and report to the Board of Directors as required, forming a pro-active and effective working partnership with them.
- Ensure that all responsibilities delegated by the Board of Directors are carried out.
- Ensure the School premises are fit for purpose for current and future needs including site development.
- Be a member of the Board of Directors.
- Undertake other such duties as may be reasonably expected.

Effective and Efficient use of Resources - the Principal Designate will:

- Advise the governing body on the formulation of the annual budget to enable the school to secure its objectives.
- Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration control.
- Ensure the regular monitoring of the budget.
- Ensure that financial regulations are adhered to.
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements.
- Ensure that the allocation and use of accommodation provides a positive learning environment that promotes the highest achievements for all.
- Monitor and evaluate value for money.
- Seek to secure adequate resources for the school.

Teaching, Learning, Curriculum and Standards - the Principal Designate will:

- Take an active-role in the design and implementation of a curriculum which inspires and engages all pupils.
- Ensure a consistent and continuous school-wide focus on pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual pupil progress.

- Challenge and remedy under-performance throughout the school.
- Provide nurturing and attentive pastoral care for all pupils.
- Ensure exemplary standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Aim for outstanding standards of learning and teaching at all times.
- Aim for outstanding ratings as judged by Ofsted and other relevant quality standards.

Communication and Consultation -the Principal Designate will:

- Build and sustain effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice.
- Consistently use and develop information and data systems to ensure exemplary communication links with all stakeholders.
- Ensure that the School has a robust system for the collection and analysis of performance data to promote school improvement.
- Co-ordinate the School's work with feeder schools to ensure smooth transitions and continuity of learning.
- Regularly and effectively communicate the progress of every child's learning to the relevant stakeholders.
- Work with the Board of Directors to provide information on all relevant aspects of the School, its progress and intended development.

Person Specification

Qualifications

Essential - Qualified Teacher Status, Degree NPQH, further relevant professional studies; the right to work in the UK, and qualified to teach in the UK.

Desirable: Relevant further degree/ qualifications

Experience

Essential - Head-teacher, Deputy Head or Vice Principal in a secondary school; successful senior leadership resulting in measurable long term improvements; a record of implementing complex change programmes to raise standards in teaching and learning, quality provision and efficiency and improved outcomes for children and young people; a proven track record of bringing about further transformation from a school which is operating from a position of considerable strength; experience of successful project management; experience of leading a significant team in a school and achieving outstanding outcomes; use of innovative approaches to development of teaching and learning; sound experience of recruiting and developing a skilled and effective team and motivating the team to achieve its full potential at all times; leadership in curriculum development and innovation and school self-evaluating, including monitoring and evaluation strategies; leadership in staff and pastoral development; successful partnership working with other schools, agencies and stakeholders; record of continuing professional development including training in leadership and management; successful experience of managing large complex budgets and ensuring value for money.

Desirable: Evidence of working in more than one school, college or learning environment; experience or understanding of leadership in an all-through school; working with a school in challenging circumstances; experience of working with young people in an inner city school; business/international business.

Knowledge/Skills/Abilities

Essential: Commitment to working closely with the Trustees and Governors to realise their vision for the School; thorough knowledge and understanding of current curriculum developments and how pupils learn in secondary schools; ability to recognise existing school effectiveness and bring about further transformation from a position of considerable strength; understanding of principles and demonstrable application of school improvement and school effectiveness in schools operating in challenging circumstances; demonstrable ability effective communication skills, providing clear and accurate information, giving well informed advice to a wide range of internal and external audiences; knowledge and understanding of principles and practices of performance management scheme for all staff within a school setting; ability to analyse and interpret pupil performance data and set challenging but realistic targets and plan effective intervention and monitor impact in order to ensure students make good progress; ability to ensure a positive ethos and structure for managing behaviour which enables all pupils to achieve and a commitment to inclusive education; commitment to working in partnership with other providers of education and training; ability to work effectively as part of the school team and with governors, pupils, parents and other stakeholders; ability to create and maintain a stimulating and attractive learning environment for students; ability to work effectively with members of the local community in developing the school as a community resource; knowledge of the statutory requirements and relevant legislation relating to school leadership and management including health and safety, child protection and safeguarding.

Desirable: Knowledge of the International Baccalaureate programmes

Equality Issues

Essential: Demonstrable knowledge and understanding of equality issues and legislation; able to integrate equality policies into service delivery and employment practices.

Additional Requirements

Essential: A practising Christian or committed to fostering the Christian ethos throughout the school; ability to work under pressure; ability to prioritise; demonstrable commitment to equality of opportunity and inclusive education; understanding of multicultural issues in the context of primary and secondary schools; good health and attendance record; excellent and unequivocal references; suitable for work with children and young people. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An enhanced criminal record disclosure will be required prior to appointment.

Desirable: A strong interest in the global economy and international affairs

How the person identified is the best person for the role

We advertised the post in the TES.

Section G: Budget planning and affordability

G1 - Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure

Introduction:

G2 - The school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity

See financial spreadsheet

G3 - The school will be financially resilient to reductions in income

Section H: Premises

Please see Excel template.

Annexes

Please see CVs submitted as part of our application as a separate word document.



Department
for Education

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