



Department  
for Education

# Free school application form

Mainstream, studio, and  
16 to 19 schools

**Published: December 2015**

Insert the name of your free school(s) below using BLOCK CAPITALS

**Newham Collegiate Sixth Form Centre**

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## The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

### Sections

#### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

**All applicants will need to complete sections A, B, C, E, H and I in full.**

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

**Section A** asks you for applicant details in the Excel form.

**Section B** asks you to outline your proposed free school(s) in the Excel form.

**Section C** asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

**Section D** asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

**Section E** asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

**Section F** asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

**Section G** specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

**Section H** asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

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

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

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

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

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

### **Submitting Section I**

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to [due.diligence@education.gsi.gov.uk](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

## **Data protection**

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

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	x	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	x	<input type="checkbox"/>
<b>Section C:</b> Education vision	x	<input type="checkbox"/>
<b>Section D:</b> Education plan	x	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	x	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	x	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	x	<input type="checkbox"/>
<b>Section H:</b> Premises	x	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	x	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	x	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	x	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	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.

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?  (See guidance for dates and deadlines)	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 background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

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

**Signed:**

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

**Print name:**

**Date:**

**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

# Completing the application form

## Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

#### **Rationale**

At Newham Collegiate Sixth Form Centre - City of London Academy, we aim to change the lives of young people. Working in partnership with local schools, and Newham Council, we hope meet the growing demand for Post 16 places in East Ham and the surrounding areas, and give these young people a new and different post 16 education offer.

#### **City of London as Sponsor**

City of London is a world class city, a major engine of the British economy. To sustain our city we need highly skilled, innovative, and creative young people. The City of London has a mission to ensure that for all Londoners, especially those groups historically excluded by deprivation and low attainment, there is the realistic expectation that they participate fully and actively in the process of wealth creation, for themselves, their city and their community. We believe that education, in a context of high expectations can create a ladder of aspiration for all our children and young people. We intend to deploy the resource of the City, its family of schools, its contacts with livery companies and charities, to support and sustain a highly successful post 16 academy in an area of social deprivation. Within a strong academic context, in partnership with our parents, it is our ambition to sustain children from infancy to adulthood as resilient, emotionally intelligent individuals who will be a credit to their families, their academy and their city.

The City works with London boroughs, the Greater London Authority, London Councils and other partners to provide services and strategic support throughout the capital. City is actively working to strengthen its relationships with these stakeholders so that children and young people are given the tools to be successful through an excellent and enriched education.

The City has a reputation for excellence and for providing quality services. It is also recognised for its links to businesses. The City also provides bursary support to pupils at King Edwards School, Witley and Christ's Hospital School. Additionally it has the right to nominate governors to a number of other schools and educational bodies, including Emanuel School, part of the United Westminster Schools Foundation group of schools, and the Central Foundation Schools of London. These institutions value the

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

historic links to the City of London, although they are not part of the City's direct schools portfolio. There are also education bodies on which the City has Board representation which provide provision for over-18s, such as the Guildhall School of Music and Drama, City Lit and City and Guilds.

Building on its extensive experience, The City is actively seeking to extend its support for schools in areas where there is need. The City of London first became an academy sponsor in 2003 when it opened the City of London Academy, Southwark. Since that time the City has gone on to sponsor a further two secondary academies in joint sponsorship with City University for the City of London Academy Islington, and KPMG for the City of London Academy Hackney. In addition the City sponsors Redriff Primary Academy in Southwark, and is presently in the process of opening a further two primary academies, one in Southwark in September 2016, and one in Islington in September 2017.

### **City of London Education Strategy Vision**

*“The City Corporation (the City) is committed to providing access to excellent education and learning opportunities within and beyond the Square Mile. The City will ensure that every child resident in the City has access to high quality education that enables them to reach their academic and personal potential. The City schools will provide outstanding education that enriches and inspires students. The City will maximise the educational opportunities that its cultural heritage and environmental assets offer to City residents, the City schools and children throughout London.”*

### **City of London Education Engagement Activity 2013-2015**

The City:

- Spends over £30m per annum on educational initiatives and programmes.
- Has a statutory responsibility for one maintained school
- Is the proprietor of three independent schools, sponsors three secondary academy schools and one primary academy
- Is in the process of opening a further two primary academies
- provides extensive youth music provision through Centre for Young Musicians and Junior Guildhall, supporting over 5,000 pupils.
- Funds over £2m worth of scholarships and bursaries in its schools
- Contributes over £350,000 per annum to support education for pupils from disadvantaged backgrounds in independent boarding schools
- Introduces over 18,000 young people to the Arts through the Barbican Centre, Guildhall School of Music & Drama, and Centre for Young Musicians
- Supports the London Schools Symphony Orchestra it's outreach work and the City of London Festival.
- Hosts 100,000 children annually who learn about London's history and culture.
- Provides environmental outreach and extensive sporting facilities in the City Corporation's open spaces to over 12,000 children every year
- Introduces over 1,500 young people to future employment opportunities
- Supports over 400 school leavers in to work placements within the City
- Provides over 40 apprenticeships through the City Corporation and City firms

### **The City of London Academies Multi-Academy Trust Vision**

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

*“All City of London schools and Academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so we believe that the young people we serve develop into successful, compassionate, young adults, who make a positive contribution to their local, national and global communities. In particular all our schools provide learning experiences that reflect common characteristics for which The City of London is world renowned.*

*The City of London, its schools and academies are all characterised by:*

- *High expectations, aspirations, excellence and a belief that all can succeed*
- *Combining creativity, innovation and enterprise, alongside tradition and continuity*
- *Developing people who are confident, resilient, compassionate and democratic”*

### **Impact and record to date**

As a result of strong leadership, a clear vision and effective systems of delivery and accountability, all the existing City academies are judged good or outstanding by OFSTED with achievements above local authority and national averages. There is also an expectation that all academies should be outstanding within three years of joining the Trust.

The City academies have some impressive results. The Sutton Trust report 2015, detailing the impact of academy chains on low-income students, shows the City of London is one of the top three academy chains in supporting disadvantage children, achieving significantly above average against all five measures of attainment, as well as being ranked in the top three chains overall.

One of the first institutions to come forward to sponsor the initial Academies programme, The City is responsive to the changing educational landscape and supportive of government initiatives to drive up educational standards. The City is seeking to establish this Free School in an area of deprivation and educational need, where there is a demonstrable demand for places.

In terms of the City's academy expansion programme, the City receives requests to sponsor academies on a regular basis. Despite these many requests the City has been cautious not to expand too quickly, and ensure it has the necessary governance and infrastructure in place in order to ensure it can fulfil its obligations as an academy sponsor. The City as sponsor, and the MAT Board, has recently reviewed its governance arrangements and has put in place the necessary infrastructure to meet the demands of an academy chain of 9-12 academies which is the proposed number the City wishes to move towards. This has involved establishing a shared vision, strengthening the governance of the MAT and re-organising the structure ensure the effective delivery of this vision. The City has also been supporting the development of the MAT to provide coherence, stability and impetus for continuous improvement. Establishing The Newham Collegiate Sixth Form Centre (NCS), City of London Academy is one of four new academies the City is exploring at the moment, each being based in the three geographical areas the City is presently sponsoring academies, and therefore fitting in the geographical cluster model the City wishes to operate in going

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

forward.

### **The Newham Collegiate Sixth Form Centre (NCS) - City of London Academy**

#### **Context**

NCS is a highly successful 16-19 A Level centre specialising in Maths and Sciences with also strong provision in the humanities subjects. It was established in September 2014 by a partnership of nine Newham 11-16 schools together with Newham Council. The aim of NCS is to provide outstanding A Level education and examination results for able local students to enable them to progress to the best and most competitive universities, including Oxford and Cambridge and other prestigious universities world wide.

NCS is currently governed by a Charity, the Newham Foundation which delegates responsibilities to [REDACTED]. The students are funded via an EFA 16-19 contract which Newham Council sub-contracts to the Newham Foundation. In order to build on its successful beginnings, NCS needs to achieve a more stable status and designation.

#### **NCS Vision**

At NCS students are equipped with the skills, dispositions and habits of mind to be the leaders of tomorrow and to make a difference to their society. The educational philosophy mirrors that of City of London Academies in that, irrespective of a student's background they have the capabilities to achieve and succeed at the highest levels. The vision is

*'to inspire students to do what inspires them; empowering all to make a positive and lasting contribution to society'*

It is this absolute belief in the potential of young people that permeates all areas of the NCS' work.

The sixth form centre was named Newham Collegiate Sixth Form Centre (The NCS) to reflect the partnership of schools and their involvement in the strategic management of the centre through the NCS Management Board. The NCS partner schools are Cumberland, Kingsford, Lister, Little Ilford, Plashet, Rokeby, Royal Docks, Sarah Bonnell, and Stratford School Academy.

The local authority was also aware that the proportion of Newham residents progressing to Russell Group universities was lower than in neighbouring boroughs. It was recognised that able Newham students needed additional support over and above A Level teaching to raise their aspirations towards applying to highly selective universities and progression to professional careers – particularly those requiring degrees in Maths, Science and Medicine.

Partner schools currently have and will retain:

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

- priority for admissions when it comes to oversubscription, and also benefit from the opportunity for their outstanding teachers to observe and team teach KS5 lessons thereby disseminating best practice in their own schools.
- benefit from use of NCS facilities and activities, such as a pilot KS3 Maths project with two partner schools which will provide additional stretch for able Maths pupils.

NCS has a strategic partnership with University College London, and benefits a great deal from work with their Science and Maths departments, where NCS and UCL staff work together on both student activities and staff activities and CPD. The recent merger with the IoE will provide additional opportunities for NCS staff to work on learning and teaching projects and plans are in place to work on a KS5/Undergraduate Assessment Project.

### **Staffing**

NCS recruited a highly expert staff team in 2014. The Principal [REDACTED] is a dynamic and inspirational leader, and [REDACTED] attracted an outstanding group of teachers to join [REDACTED] at NCS. Staff retention at NCS has been excellent, and the teachers have enjoyed the opportunity to establish a new sixth form.

### **Premises**

NCS is housed in three Grade II Listed Buildings on the Newham Town Hall Complex. One was a former Technical College, and one was a former Public Library. The restored buildings were ideally suited for the sixth form centre, and provide an inspiring environment for students. NCS also uses wireless technology, and is working towards becoming an Apple Distinguished School. The NCS buildings include 9 science laboratories, and NCS has the capacity for a maximum intake of 600 students in total. Students study a range of A Levels, super curriculum and opportunities etc students are in all day five days per week.

### **Parent Views**

Since the NCS has opened parent satisfaction has been extremely high. The NCS's own parent questionnaire indicated that 100% of parents Agree or Strongly Agree with all the following questions:

1. My child is happy at the NCS
2. My child feels safe at the NCS
3. My child is making a good progress at the NCS
4. My child is well looked after at the NCS
5. My child is taught well at the NCS
6. My child receives appropriate home learning
7. NCS ensures the pupils are well behaved
8. NCS deals affectively with bullying
9. NCS is well led and managed
10. NCS responds well to any concerns I raise
11. I receive valuable information from the Sixth Form about my child's progress
12. I would recommend this Sixth Form to another parent

### **External Review – [REDACTED]**



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

The Management Board of the NCS commissioned [REDACTED] to conduct an external review of the NCS in Feb 2015 and then again in Feb 2016. On both occasions the NCS was judged to be 'Outstanding' in all categories. In the latest report the following are some highlights from this report, and the reports can be made available upon request.

- **Leadership and management: Grade 1 - Outstanding**

The leadership and management provided by the Principal and his deputy continue to be outstanding. They very ably articulate a vision for the Centre which is rooted in the provision of the highest quality of education and the achievement of outstanding results in examinations at AS and A-level. This vision they have very effectively shared with members of staff, students and the locality.

- **Behaviour: Grade 1 - Outstanding**

Students conduct themselves in an exemplary manner. The Centre operates calmly on a day-to-day basis and the atmosphere for learning in lessons is uniformly good. Students are eager to learn and to reach the highest of standards so they can access some of the most demanding of university courses, for example, mathematics, medicine and dentistry.

- **The quality of teaching: Grade 1 - Outstanding**

As it was at the time of the previous review, teaching continues to be of exceptionally high quality. It is clear that it has been outstanding since the Centre opened because AS-level results in 2015 reflected excellent progress and achievement for students. Attainment has edged even higher now in the run up to A-level examinations.

- **Outcomes: Grade 1 - Outstanding**

Tremendous competition for places now means that each intake has better GCSE examination results than the one before. The first intake joined with well above average GCSE results and the Centre set targets that were well in advance of national rates for progress. This cohort largely met those very challenging targets and did exceptionally well at AS-level in 2015. Overall, the results were exceptionally high, being 65 per cent A/B and 85 per cent A/C, compared with 40 per cent and 60 per cent nationally.

### **NCS as a City of London Academy**

There are very clear benefits to NCS joining The City of London Academies Trust namely:

#### **Governance and Leadership**

1. In joining the CoL MAT NCS would be providing the college with the support of an experienced and successful MAT operation.
2. A Trust that has strengthened its governance framework, and has a track record of supporting outstanding leadership in schools. experience and a track record of building capacity, opening schools, addressing

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concerns and working with local communities.

the legal, human resources and financial expertise to support the current and future development of the Centre.

Strong, established and sustainable systems of monitoring and accountability

3.



### Leadership of Teaching and Learning

1. NCS would join a group of schools that is unique. Every forum meeting involves all City schools. This means the extremely successful independent schools of City of London School (boys), City of London School for Girls and The Freemen's School work with maintained schools in joint curriculum development projects.
2. One of the most powerful and successful groups is the Sixth Form Forum which supports higher level teaching and learning and provides the experience and resources of the independent school in accessing Oxbridge and Russell Group Universities. In the last 12 month period we have planned, established and run:
  - A half-termly Heads forum
  - Directors of Sixth meetings
  - Leadership training days
  - A level subject specific workshops for staff and students
  - Oxbridge interview practice sessions
  - Science days supported by lecturers from Imperial and other top Universities
  - High aspiration careers fairs utilising our wide connections with City firms
  - An annual free governor training forum
  - Financial support for projects and activities designed to raise the attainment of students
  - Independent schools deploying additional mathematics teaching to support the attainment of higher attaining students at A2 in Trust Academies

### Students Leadership, Values and Character

1. The City believes that creativity and creative thinking are fundamental to the future economic wellbeing of our city and our nation. Sitting at the heart of one of the great cultural capitals of the world, the students of NCS will benefit from the cultural capital that the City provides it would be their heritage and their entitlement. This draws upon the extensive City resources including:
  - The City has a high concentration of arts and cultural organisations

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

- The City has 11,000 acres of open spaces which include various commons, heath and forest land, parks, gardens and a cemetery.
  - The London Metropolitan Archives use their collections to bring history and social issues alive
  - The Barbican Centre and the Guildhall School have effective partnerships with City fringe and East London boroughs
  - The Museum of London runs curriculum-based programmes that cater for both primary and secondary education, including in archaeology, art, citizenship, classical studies
2. The City has many links with businesses that are utilised by students at its academies for internships and work experience in high status global firms such as KPMG as well as cultural institutions such as the Guildhall conservatoire
  3. In addition there would be many confidence building experiences available to students to meet and interact with the many foreign dignitaries, politicians and significant visitors to the City at events at The Guildhall, Mansion House and the Livery companies. This is also one of the unique aspects that being a City of London Academy can bring to the students of NCS.

Recent events have included:

- Speaking at an event with Nicky Morgan
- A prefect's evening including dinner for students from all City schools
- Being invited to interview 4 former ANC colleagues of [REDACTED] who were receiving the Freedom of the City
- The City Schools concert at The Guildhall
- Meeting the Prime Minister at his annual Mansion House speech
- Dragon's Den events held in a range of Livery Company Halls

### **Capacity**

However compelling the vision, however strong the belief its' efficacy depends on the capacity to deliver quality education from the outset.

### **The City of London Academies Governance and infrastructure Arrangements**

A strategic view has been agreed at the highest level within the City of London Corporation, with the MAT Board, on the expansion of the MAT, and the number of schools it should seek to sponsor over the next five year. New articles and structure have been adopted, along with a scheme of delegation for the Trust to enable the realisation of the over arching vision of up to 12 outstanding academies, the present applications taking it from 6 to 10 schools by September 2019. The MAT has also strengthened its infrastructure with the appointment of a [REDACTED], along with the City of London Corporation as sponsor providing an Academies Programme Director, to enhance the expertise and develop capacity at the centre to turn the vision for the City's academies into reality.

### **Leadership & Staff Resource**

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

Good leadership from the Principal will be supported and developed alongside the outstanding leaders already present in the Trust. Furthermore, there will be the opportunity for current outstanding senior and middle leaders in existing City of London Academies to apply for senior posts across the City of London Academies chain as these schools grow. This is seen as a positive feature of the growth of the Trust in that talented staff can be retained and provided with career progression opportunities within the wider family of schools.

### **Financial Resources**

The difficulty experienced by many starter schools is generating sufficient income from pupils to maintain an infrastructure beyond the classroom. NCS has already received 2,500 applications for September 2016, meeting a pressing need for Sixth Form places, but also to offer a radically different approach to education and care offering young people a real choice in the locality. NCS will be serving a diverse population in an area with a need for post 16 places. The City of London believes from the level of need in the local area, and the evidence of demand from parents and young people for the City of London Academies Trust to sponsor NCS, mean demand will continue to be high, making NCS both financially viable and academically successful.

### **Summary**

In this context, we believe that a strong, unifying Trust espousing traditional British values and combined with high expectations, quality-first teaching and an extended cultural offer will be a transformative force within the local community. We are confident that with the sponsorship and support of the City of London and the City of London Academies Trust, and the wider support of City of London schools, we can make a lasting and fundamental difference to the lives of children and young people in Newham.

## Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2017 (2016)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	260 (2015/16)	300	300	300	300	300	300	300
Year 13	140 (2015/16)	300	300	300	300	300	300	300
Totals	400 (2015/16)	600	600	600	600	600	600	600

## Section D – education plan: part 2

### D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

**All** applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	5		All subjects are A Level, and students choose from 4 subjects in year 12 and generally drop one subject in Year 13. Class attendance of 5 hours per subject is mandatory
Further Maths	5		
Biology	5		
Chemistry	5		
Physics	5		
English Lit	5		
History	5		
Government & Politics	5		
Economics	5		
Geography	5		
Psychology	5		
Religious Studies	5		
Enrichment		M&V	
Super Curriculum		M	

Emerging Talents Programme		V	
Supervised Private Study	variable	M	All students are required to undertake supervised private study when they are not in class or on other timetabled activity. Supervised private study increases in Year 13
Form time		M	

[Add more lines as appropriate]

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

**Induction**

Students who have accepted offers from the NCS are invited to a subject taster day in June. Students undertake 4x50min subject master classes delivered by NCS staff and have an opportunity to meet with current students and hear from the Principal. Following enrolment, all students engage in a two day induction with the first day taking place at the NCS. During the morning students have to attend a session on critical thinking and leadership which prepares them for the afternoon workshops that are delivered by high profile companies/academics. The afternoon workshops are focussed on career aspirations and include sessions on Medicine, Accountancy, Engineering, Forensic Science, Banking & Finance, Law, Goal Setting, Forensic Science, Journalism & Creative Writing etc. The sessions seek to apply the creative/problem solving skills learnt in the morning to a career specific scenario. On the second day all students visit Cambridge/Oxford and spend the morning attending lectures delivered by Oxbridge academics and the afternoon touring different colleges around either Cambridge or Oxford. The induction process is an integral part in sharing the NCS vision with students as well as setting the high standards and aspirations for NCS students from the start.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Curriculum model**

The Sixth Form day commences at 8:30am and all lessons last an hour. All Year 12 students participate in the NCS super curriculum as well as 'Ignite Sessions' which both run for one hour a week. Year 12 students have 22 hours contact time per week and 3 hours of supervised private study. Year 13s will have 15 hours (unless they continue with 4 A levels) of timetabled lessons and 10 hours of supervised private study.

The super curriculum is a 9 week course that students sign up to at the start of the year and then rotate round. Students are encouraged to select a course that complements their A levels in the first round and then something completely different for the second. Courses that have run over the last two years include, but are not limited to, Advanced Mathematics, History of Art, Classic Civilization & Latin, The Law of Unjust Enrichment, History of Economic Thought, Political Philosophy and Engineering.

The formal part of the curriculum is taught through timetabled lessons. The Sixth Form week consists of 25 periods each lasting one hour. In Year 12 all students study four AS subjects of 5 hours per subject. They also have an hour of Super Curriculum and Critical Thinking provision during the week. Year 12 students also have one hour allocated to Ignite (habits of mind) & CPSHE. Year 12 students have 22 hours contact time per week and 3 hours of supervised private study.

In Year 13, the majority of students will continue with three A Level subjects although some students who have done exceptionally well at AS have continued with all four in year 2. The NCS Higher Education and CPSHE programmes are delivered through form time, as well as Ignite, one hour critical thinking session and drop-down days where necessary. Where students do not have a timetabled lesson, they are directed to supervised private study. In Year 13, students will have 15 hours of timetabled lessons (unless they continue with 4 A Levels) and 10 hours of timetabled private study.

The promotion of British values is high on the agenda and is promoted through the extensive lecture programme, subject curriculum, workshops, tutor time and assemblies.

The NCS offers an A Level curriculum in the core and facilitating subjects recommended by leading universities. Courses are offered in Maths, Further Maths, English (Lit), Economics, Geography, History, Psychology, Religious Studies, Government & Politics, Chemistry, Physics and Biology.

Following A Level reforms, students at NCS will continue to study 4 AS subjects in Year 12 and will be required to sit the AS examination at the end of the year. Students will then decide whether they wish to continue with all 4 subjects, or drop one of their subjects at the end of Year 12 and continue with 3 in Year 13. NCS believes that taking



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

this decision will allow our students to:

- i) Study a broad range of subjects in Year 12
- ii) Make more informed decisions following their AS results regarding which three subjects they wish to continue into Year 13
- iii) Make a more competitive application to a Russell Group University (as AS results are a good indicator of future performance)

## **How NCS meets the needs of the student cohort**

### **Prior Attainment**

NCS entry requirements are 52 GCSE points from 8 subjects, which broadly equates to 4 A grades and 4 B grades. Some A Level subjects such as Maths and Further Maths require A/A\* grades at GCSE. All students must have achieved A\*-C grades at GCSE in English and Mathematics. The NCS curriculum therefore needs to be sufficiently challenging to stretch these able students to achieve their full potential.

### **Gender**

	<b>Male %</b>	<b>Female %</b>
<b>Whole School</b>	41	59
<b>Year 12</b>	42	58
<b>Year 13</b>	38	62

NCS has a higher percentage of female students to male. This is primarily because two of the partner schools are girls schools, with one of them – Plashet school – sending large numbers of girls to NCS [REDACTED]

In 2015, 59% of females achieved A/B and 81% achieved A/C at AS. 69% of males achieved A/B% and 87% achieved A/C. The value added for males exceeds that of females with the main reason being that females were over represented in subjects that performed less well.

### **Providing for the Most Able Students**

The high entry requirements for NCS ensure that all students attending NCS are of the highest ability. NCS is geared towards achieving the best possible grades for all students. The behavioural expectations, programmes of study, teaching methodology, target setting/assessments systems are designed to promote the highest levels of progress. The intention is that many of the students will access Oxbridge/Russell Group and other prestigious higher education institutions in the UK and overseas.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **EAL**

98% of NCS students are from minority ethnic groups, and 79% of the student population are Bangladeshi, Pakistani or Asian Indian. The NCS has 97% of students who could be defined as EAL but even the academic entry criteria EAL is not an impediment to high achievement at the NCS as demonstrated by the 2015 AS results.

### **Bursary Fund and FSM**

151 students were eligible for the 16/19 Bursary in 2015/6. 91 Male and 61 Female. In 2014/15 43 students were eligible. 63% of these students achieved A/B and 73% A/C at AS. There is no notable difference in the AS APS for FSM and the rest of the Sixth Form. APS for 2015 AS results was 113 and for FSM it was 112. 63% of students on FSM achieved A/B compared to approximately 65% for the Sixth Form.

### **SEND**

There are currently no students with special educational needs or disabilities at NCS. However, we have a dedicated pastoral team that assesses students at the start of the year and ensures that students are given all the support they need to succeed academically at the NCS. Where extra time in examinations is needed this is sought by the examination officer. There is an equality and diversity policy that is strictly adhered to and the NCS is fully cognisant of its obligations under the Equality Act 2010 and related legislation and statutory guidance.

### **Looked After Children**

LAC are given priority in the over subscription criteria where they meet the academic entry requirements as per the Admission Code. Our Designated Safeguarding Lead with the Year Leader are responsible for LAC and meet with them periodically to discuss academic progress and support. There are regular meetings with social workers and we are in contact with them where concerns are raised. Where required they are prioritised by our attendance officer if they are absent from school. We work closely with their agencies and bodies where necessary.

### **Pastoral Care**

The NCS has a Year leader and two Pastoral Co-ordinators who are line managed by the Deputy Principal who is the Designated Safeguarding Lead. Currently tutor groups are separated into Y12 and Y13 but given the increase in numbers in 2016 the NCS will move to a vertical tutor group system and then a house system the year after. There is directed form time and a syllabus that tutors deliver which complement the work undertaken in 'Ignite' and beyond; additionally, form time is used to deliver some parts of the CPSHE curriculum. Form time also plays an important part in giving students an opportunity to share concerns with their tutor and there are half termly pastoral meetings where all form tutors attend and are led by the pastoral team.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

There are also weekly assemblies for Year 12 and Year 13 that are delivered by members of staff and match the 'Habits of Mind' themes that run throughout the academic year. Assemblies are an integral part of the NCS provision as it allows staff to articulate the vision, continue to motivate students and set the agenda for the coming weeks and months.

### **Curriculum Design**

The NCS Curriculum is designed to enable students to:

- develop their full potential for their lives at home, at leisure, in the community and as active empowered participants of society;
- develop intellectual curiosity and a love of learning for learning's sake;
- develop a sense of self-value and self-respect and also to understand and respect the right to social, religious and cultural differences amongst others;
- acquire knowledge, skills, understanding and practical abilities with the motivation to use and extend them;
- appreciate human achievement in all areas of activity
- acquire an understanding of the social, economic and political nature of society;
- develop personal and social qualities which allow them to establish successful personal relationships
- develop a critical and questioning approach to society and prepare them for an active role in shaping a better society
- extend their horizons in terms of future careers and opportunities in their lives

### **Curriculum Aims**

NCS aims to ensure students' entitlement to a good curriculum through:

- The formal timetable structure of lessons which provide a broad and balanced curriculum covering the A Level requirements for subjects, and providing opportunities for enrichment activities which enhance students' learning and appreciation;
- The NCS staffing policy which aims to appoint staff with appropriate qualifications, experience and personal qualities who can establish good staff/student relationships, and who hold high expectations of students' achievement and behaviour

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

- The NCS Professional Development programmes which promotes the necessary skills, attitudes and expertise within all staff
- Through valuing the commitment and expertise of our staff, both teaching and non-teaching;
- Forward planning as a body of staff to meet the new legislative requirements both centrally and in curricula areas;
- The provision of sufficient and appropriate teaching and learning resources both centrally and in curricula areas
- The recognition and rewarding of student achievement in all areas of Sixth Form life; The provision of a range of learning experiences for students, both in and outside classrooms; The provision of a stimulating learning and teaching environment in and outside of classrooms; The use of regular feedback to students regarding their progress and achievement, involving a variety of assessment strategies
- The NCS partnership with parents, Governors and the community, which aims to increase understanding and participation
- Through regular monitoring and evaluation of the work of NCS teachers and leaders

### **Curriculum Enrichment Activities**

Curriculum enrichment activities can take place within the timetabled lesson but more often occur through organised trips, visits and lectures. Extra-curricular activities are organised for students at lunchtimes and after school. The range of enrichment activities that NCS offers in any one year could include the following (depending on availability and take-up):

- Community volunteering
- Music and glee club
- Horse riding
- NCS Sports
- Duke of Edinburgh awards
- Young Enterprise
- English Speaking Union Debating Competition
- World Challenge



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **U-Study Programme**

Our highly talented and expert team of staff have devised a comprehensive programme catering for the interest and talents of our students. Students will spend time in small group sessions with passionate and highly qualified staff exploring academic material that is beyond the A level syllabus. Students will need to come prepared ready to analyse, evaluate and explore key concepts, ideas and practices for their chosen area of interest. Examples of some of the seminars that have been delivered by our expert teachers are:

- Great Thinkers in History
- Biological Research into planarian
- Advanced Mathematics – Problem Solving
- Classical Civilisation & Latin
- Feminism in the 21<sup>st</sup> Century
- History of Art
- Physics & Engineering
- History of Economic Thought
- Great Powers of the 21<sup>st</sup> Century
- Coding & Computer Science
- Understanding Criminal & Civil Law

### **NCS Lecture Programme**

The NCS is privileged to be able to welcome high profile guest speakers from the world of academia and industry to share their knowledge and experiences with NCS students. Our lecture programme has been designed to enhance our curriculum and provide our students with high level thinking, and an alternative perspective to some of the material they have been exposed to during their lessons. To date the following high profile speakers have visited the NCS:

1. Stephen Timms MP
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. Sir Vince Cable
6. Shami Chakrabarti
7. [REDACTED]
8. Natalie Bennett
9. [REDACTED]

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

10. Sir Nicholas Soames (visiting in March)

11. [REDACTED]

12. [REDACTED]

13. [REDACTED]

14. David Lammy MP

15. [REDACTED]

16. [REDACTED]

### **NCS Master Classes**

With our strong links with competitive universities, our strategic partnership with UCL and our attraction as an institution that caters for the most able students in Newham and surrounding boroughs, we have been able to attract PhD students to work with our students. NCS students are fortunate enough to study in our purpose built university style tutorial rooms with their PhD mentor delving into a subject area of common interest. Students are required to produce a written essay which is assessed and feedback given to help students improve their understanding.

### **NCS Summer School**

Selected NCS students will have the chance to participate in a week long project based learning exercise. Students will work in groups to explore a range of ideas and concepts from a variety of different disciplines. Students will have a chance to bring together all their knowledge, skills and understanding to produce an end product which will be assessed by academics and industry experts.

### **NCS Early Risers Programme**

NCS has strong links with places of commerce and high profile firms in the city and beyond. Our Early Risers Programme gives students exposure to industry specific news and alerts delivered by experts in their field providing students with a competitive advantage when applying to competitive universities.

### **Entrance Examinations**

NCS provides all of our medicine students with free in-house training on the BMAT/UKCAT by highly experienced tutors. These workshops are completely free and have been designed by NCS in conjunction with colleagues in the medical field. We also provide support and guidance for Admission exams to Oxford & Cambridge (e.g. STEP, MAT, TSA, ELAT, PAT, HAT and CSAT) and assistance with the LNAT for Law.

### **Emerging Talent Programme**

The Emerging Talent Programme has been created to give NCS students an insight into the career they have decided to pursue. It has been designed in conjunction with industry/academic experts ensuring it is relevant, cutting edge and challenging.

The Programme has been designed to expose NCS students to the skills and

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

knowledge required so that they are in a better position to compete for a place at a competitive university or high profile internship. It provides students with career insight days, relevant industry placements, mentoring from industry experts and our NCS Ambassadors and assistance with entrance examinations. The programme focuses on careers in: Accountancy, Banking & Finance, Engineering, Law, Medicine & Dentistry

### **Strategic Higher Education Partnership with UCL**

NCS benefits from being one of only three strategic partners of University College London (UCL). The partnership enables NCS to work closely with a world-class university, and to develop relationships between teaching departments at UCL and NCS staff. Through the partnership UCL contributes to staff development at the Sixth Form, exploring ways in which teachers are able to bring contemporary research into the classroom. UCL also works with NCS staff to better understand how assessment and feedback at sixth form level might inform curriculum design at university. Students at NCS benefit from a substantial programme of support around applying to higher education and UCL supplements the Sixth Form's A Level provision by offering a series of bespoke masterclasses, taster lectures and summer school opportunities throughout the academic year. A Liaison Group has been established and meets termly to monitor activity, and to advise on the future direction of the partnership between the two institutions. UCL also have a representative on the NCS Local Governing Board.

### **Strategic relationships with Business & Commerce**

NCS has developed strong relationships with employers in order to provide opportunities for students to take part in valuable work experience and for employers to contribute to the NCS Curriculum. Some of the activity is co-ordinated via a business action group. The NCS Action Group is co-ordinated by East London Business Alliance (ELBA). [REDACTED]

[REDACTED] This involves both activities where staff from the businesses visit NCS and students and staff visit the businesses. [REDACTED]

### **Technology for Learning**

When NCS was first envisaged, it was felt that it was important to fully embrace technology and the opportunities it offers as a learning and teaching tool.

As a result, a wireless network was installed in all NCS buildings and students and staff are provided with an iPad as a learning device. Taking this step has transformed the way in which lessons are taught, assessed and feedback is given. Students now have access to all their course material, relevant books and wider resources in one place. The opportunity to use iTunesU to watch lectures and presentations by eminent academics from universities around the world has enhanced the learning experience



### **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

and supported NCS taught A Level study, as well as contributing to the Super Curriculum programme.

Technology also allows NCS students to develop their independent skills and be better prepared to excel at university and beyond. With technology permeating all aspects of sixth form life, students are able to carry out research, prepare presentations and watch lectures on a forthcoming topic, so they are taking the lead on learning.

Learning and teaching at NCS is seen as a collaborative process where our teachers and students co-construct their learning together to accelerate progress and development.

Staff use iPads to send information to students, create learning groups, and monitor students' use of books and materials. Staff have developed course materials delivered through iPads, and can easily link information from iPads in the classroom onto electronic whiteboards and screens.

The cost of iPads is offset against the lower costs of ebooks compared to printed books; a huge reduction in photocopying costs and the ease of sending information directly to all students electronically, and students benefit from the ease of access to all of their course materials through one device.

### **D2 – measuring pupil performance effectively and setting challenging targets**

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **D2 – measuring pupil performance effectively and setting challenging targets**

#### **Monitoring student progress and performance**

- Mock results and data tracking of student progress evidence outstanding progress being made by the vast majority of learners throughout the year.
- ALIS data confirms outstanding progress made by students given their initial starting points and when compared to similar students in other institutions.

## **D2 – measuring pupil performance effectively and setting challenging targets**

- AS results confirm that all groups of students make outstanding progress by the end of the course.
- Teachers and Learning Leaders use student data (hard and soft) to inform planning and appropriately match activities to the needs of learners.

### **Outcomes for students**

15 students were entered for AS exams in 2015 with the overwhelming majority undertaking 4 AS examinations.

- 2015 AS results are outstanding with 29% (20%) of students achieving A grades, 65% (40%) A/B and 83% (60) A/C grades. Figures in brackets represent the national picture for all AS entries for 2015.
- The NCS is predicting A2 results in the region of 78%-85% A/B for 2016 which on raw data will put the NCS in the top 50 of all state schools in the country (including Grammar).
- Value added according to ALIS also demonstrates outstanding progress for the vast majority of learners at the NCS. The ALIS report as well as the AS Results Analysis report can be made available as and when required.

Several departments achieved outstanding results, Biology, Religious Studies, Mathematics and Further Mathematics. Several students dropped a subject following discussions with parents and students due to poor performance in cross year/mock examinations and it was collectively felt that concentrating on three AS subjects would enhance their chances of overall success.

### **Teachers expectations and setting aspirational targets for students**

- Students are set challenging minimum and aspirational grades by using both ALIS (top 10%) and ALPS (top 25%) target setting software to reflect the high expectations at NCS.
- High Teachers expectations are evident through the language they use, the work they set and the high quality work students produce.
- Regular work scrutiny by Learning Leaders and SLT are used to ensure that the quality of home learning is purposeful and that feedback leads to gains in learning.
- Dialogic marking is now consistently embedded across the Sixth Form with students regularly responding to feedback.
- The learning environment focuses on 'mastery' and 'excellence' promoting an expectation of high achievement, scholarship and deep learning. Teachers are given one hour a week to collaboratively plan lessons together ensuring that best practice/knowledge is mobilised within and at times across subject disciplines.

## **D2 – measuring pupil performance effectively and setting challenging targets**

Minutes of meeting and pop ins demonstrate a concerted effort to plan with the students in mind ensuring lessons effectively meet the needs of all learners.

- Students engage in self and peer assessment and make use of technology both within and outside of lessons to provide regular feedback to fellow students.
- Departments have been trialling the 'Showbie App' which allows for audio diagnostic/dialogic feedback. This is currently being reviewed for impact and effectiveness by the NCS Digital Leadership Group.

### **Intervention and Support**

- Early identification of students who may fall behind mean that wave 1, wave 2 and wave 3 intervention strategies are utilised to ensure students constantly keep up.
- In lessons; teachers adjust their teaching strategies to address misapprehensions and errors at the same time stretching the most able students impacting positively on rates of progress for virtually all groups of learners.
- Early assessment in subjects allow for data to be used to evaluate the areas of weakness and identify students who would benefit from additional support.
- Targeted Intervention sessions assess students' initial understanding and then provide tailored and bespoke support ensures outstanding outcomes and a return on time employed.

### **Climate for Learning**

- Attendance and punctuality is rigorously monitored, and is 97% for the year which is above the Sixth Form target of 95%.
- Students enjoy attending the Sixth Form and speak positively about their experience in and out of lessons.
- Behaviour for learning is outstanding because of the high expectations, the strong vision that is shared by all and the outstanding lessons/enrichment that students receive on a daily basis.
- Relationships between students and staff are outstanding which creates a harmonious and positive environment. Students exhibit outstanding attitudes to learning and all students strive to achieve their very best. This is evidenced by student behaviour in and out of lesson, lesson observations, learning walks, external visits and pop ins.
- All lessons evidence student scholarship and a love of learning for learning's sake. teachers constantly seek to set challenging activities that meet the needs of the most gifted students and a 'growth mindset' is advocated by staff and students alike.

## **D2 – measuring pupil performance effectively and setting challenging targets**

- Students participate fully in all external learning activities including, but not limited to, the extensive and popular lecture series, career insight days as well as ‘Early Bird Industry Briefings’ delivered by FTSE 500 companies.

### **The quality of teaching in the classroom**

As part of an External Review commissioned by the NCS Local Governing Board an external reviewer spent two days at NCS last year and followed this up with a second visit in Feb 2016. In both reviews, he judged the quality of teaching to be outstanding validating the NCS internal findings.

### **Planning**

- Teachers produce detailed lesson plans ahead of all formal lessons observations on a pre-agreed format that allows for consistency and transparency across the Sixth Form.
- Planning is consistent and effective enabling all students to make outstanding progress over time.

### **Reviewing the quality of learning and teaching**

- Internal Lesson observations indicate that all lessons are consistently graded Good and frequently graded Outstanding.
- learning walks focussing on questioning and formative feedback and the subsequent CPDs have had an appreciable impact on raising the quality of teaching as evidenced by the External Review, internal reviews and lesson observations.
- Learning and teaching is reviewed rigorously and at least twice a year, supplemented by focussed learning walks and pop ins by members of SLT and Learning Leaders.
- Achievement data, lesson observations, work scrutiny, views of students, parents and staff are used to triangulate information and help ensure the validity of judgments reached.

### **Standards and expectations**

- The learning and teaching policy is understood by all staff and is used to ensure there is consistency of experience within and across all departments. The learning and teaching policy helps create a shared language around pedagogy and sets out clearly our expectations on lesson delivery.
- The lesson observation form together with the Learning & Teaching policy sets out clearly the ingredients of an NCS outstanding lesson.

## **D2 – measuring pupil performance effectively and setting challenging targets**

- All teachers have a seating plan in accordance with our Learning & Teaching Policy, and all lessons have a starter, main and plenary.
- Intervention is targeted and effectively planned, ensuring gaps in knowledge are quickly closed.
- Our super curriculum framework has been shared with all staff and the lessons are of high calibre that expose students to topics and issues that are more typically studied at undergraduate level.
- All teachers have strong subject knowledge and the overwhelming majority have strong expertise in A level teaching.
- The Learning & Teaching policy forms a framework on the non-negotiables but provides sufficient flexibility for staff to demonstrate creativity, dynamism and flair in lesson delivery.
- CPD is focused and targeted so that the staff body work on improving and refining their pedagogical skills.

### **Underperformance**

- Where subjects are underperforming below expectations a full diagnostic is carried out with learning leaders and subject teachers with thought out strategies identified and implemented.
- There are one2one coaching sessions for staff judged to be a 2 and there is a shared model that is followed.

### **Assessment**

- Lesson observations evidence a plethora of strategies employed by staff for assessment for learning purposes.
- Teachers routinely and systematically check students understanding and adapt their lesson to ensure substantial rates of progress is being made by the vast majority of learners.
- Relevant and up to date data is shared with staff to allow for targeted questioning, intervention and general differentiation ensuring progress in lessons and over time.
- The Learning & Teaching Policy clearly sets out the framework for effective formative feedback. Teachers habitually (a) share success criteria with students (b) provide formative feedback that explains clearly what students need to do to improve and (c) allocate sufficient time during lessons to make the amendments (closing the gap).
- Weekly knowledge tests provides information to teachers and students on

## **D2 – measuring pupil performance effectively and setting challenging targets**

progress on the topic covered.

- The introduction of half termly cross year assessments has resulted in the Sixth Form being able to rapidly identify and tackle underachievement and this is subsequently leading to improved progress and higher attainment.
- Controlled Assessments are well managed. Effective subject planning and practice supports students to achieve highly, with many achieving, and at times exceeding their very high minimum grades.
- Test and assessment data are used exceptionally well to inform improvements in teaching. The accuracy of assessment data is ensured through department moderation and standardisation exercises.

## **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

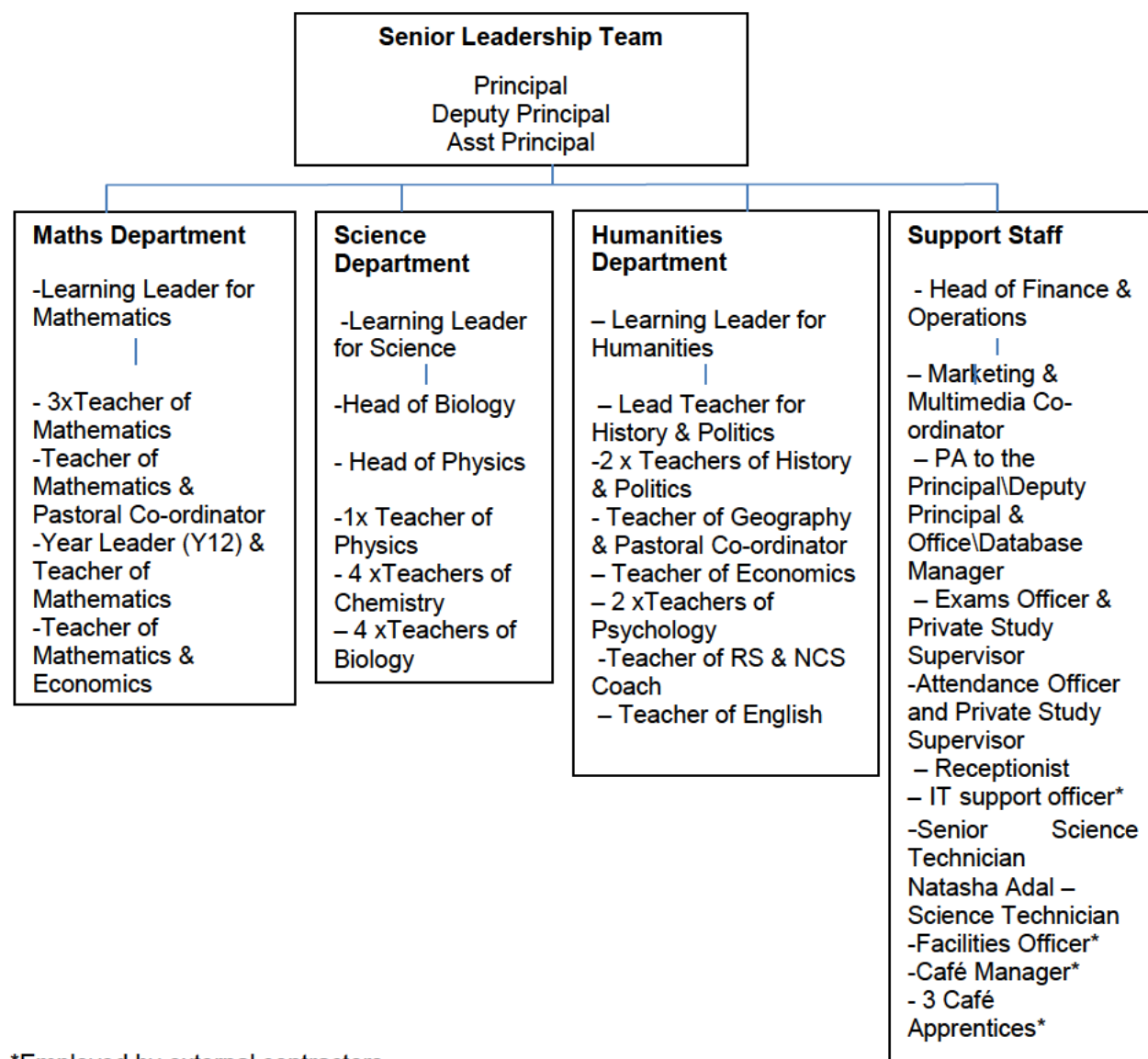
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- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**



The structure chart shows NCS staffing for 2016/17, when there will be 550 students. The maximum capacity of NCS is 600 students, so it is unlikely that there will be more than one or two additional staff appointments in 2017/18.

All the senior leadership team and middle leaders together with a number of the teachers and support staff joined NCS when it opened in 2014. Staff retention is very high at NCS, with only one member of teaching staff leaving at the end of 2014 when he completed his QTS. The staff team are highly committed to NCS and its vision, and the current staff team will transfer to the new Academy.

## **D4 – the school will be welcoming to pupils of all faiths/world views and none**

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

#### **Attracting students from a wide range of backgrounds and communities**

NCS students and staff are from a wide range of backgrounds and faiths, and reflect the local community in Newham – the most diverse community in England

- Multi-culturalism is celebrated as a contributing factor to the ‘family’ ethos in the Sixth Form.
- The NCS Student Voice indicates strong community cohesion, and unequivocal support for the NCS vision and tremendous pride in the Sixth Form and its provision
- NCS staff and students visit partner schools to talk to prospective students about NCS
- The 2015 NCS student survey indicates that 100% of students would recommend NCS to their peers.
- The NCS website <http://www.thencs.co.uk> provides a great deal of information about the sixth form centre, including videos of current students talking about aspects of study and student life at NCS

#### **How the curriculum will address the needs of all students and prepare students through SMSC**

The Sixth Form promotes fundamental British values through a range of different methods including the extensive lecture programme, subject curriculum, workshops, tutor time and assemblies.

NCS helps students to understand their place in modern Britain and develop a respect for and a tolerance of different beliefs, cultures and traditions by ensuring:

- Students are thoughtful, caring and compassionate young people who have a strong sense of moral justice and do what is right.
- Students have a sense of fascination about the world around them and have a



#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

genuine interest in learning, participating fully and actively in all areas of school life.

- Students are critical thinkers who do not accept things at face value, they are taught to scrutinise sources and information and become independent thinkers.
- Students have a strong desire to study at some of the best universities in this country and abroad and understand the currency of an education in today's society.
- Assemblies and form time are used to expose students to different ideas, thoughts and opinions.
- The NCS super curriculum programme on Political Philosophy and Classical Civilization give students deeper insight into a range of philosophical thinkers from Aristotle to Bentham/Mills.
- Lessons are designed to stretch and challenge students and develop independent critical thinkers.
- Domestic and overseas educational trips provide an opportunity to develop and enhance our students' cultural and social capital. Students have visited the European Parliament in Brussels and Scientists had the chance to work with Japanese academics in Kyoto University over the summer holidays.
- Students are frequently given time to reflect on their experiences and share their views with their peers and teachers in a supportive and caring environment.
- The NCS lecture programme is extremely well attended and students demonstrate a nuanced understanding of the ethical dilemmas that exist through the questions they pose.
- As part of the 'Your Law' Programme students are taught about particular aspects of criminal and civil law by qualified barristers. Students prepare a project and present to a panel of esteemed judges at Grays' Inn.
- Students actively participate in raising money for charity and understand the importance of giving to others who are less fortunate.
- Specific super curriculum sessions lend themselves to tackling ethical and moral dilemmas, exposing students to cognitive conflict and compelling them to question their own deeply held views and beliefs.
- Students use a range of social skills to work collaboratively with others from different ethnic and religious groups.
- Students assist OAPs with improving their computer literacy as part of the NCS

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

Wednesday enrichment programme as well as mentoring underachieving Year 11 students in Maths/English in our Partner Schools.

- NCS-organised work placements at leading city firms, London Hospitals/Dentists or local GPs mean our students interact with a range of different people from clients to patients.
- NCS 'Ignite' sessions inform students about a range of prevalent topics including, but not limited to, Mental Health Awareness, Equality & Discrimination, Democracy, Rule of Law and Fundamental British Values.
- Soft Skills development planned and delivered by high profile companies develop students leadership, team work and negotiation skills. Career insight days and industry specific talks enhance our students' social development
- Cultural awareness, respect and pride are promoted throughout the Sixth Form. There are themed assemblies, Black History month and the tutor programme celebrates diversity.
- Schemes of Learning throughout the curriculum reflect a diverse range of cultural perspectives, including that of the United Kingdom. Students encounter empathetic situations, as well as learning historical and social knowledge that have had impact on contemporary lives.
- Students are given opportunities to learn to play instruments at Lister School (Partner School) and perform at musical events as part of a larger musical symphony.
- SMSC is developed across the curriculum and every opportunity to promote this is utilised.
- Personal learning, thinking and enterprise skills are integrated within Schemes of Learning or as part of the wider Sixth Form curriculum.
- Enterprise and work related activities strongly supports cohesion through working with several stakeholders and external agencies.
- Learning Skills are taught throughout the curriculum with a different focus each term.

### **Safeguarding and Welfare**

#### **Policies & Procedures**

The Deputy Principal is the NCS Safeguarding Lead, and there are clear policies on

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

safeguarding and child protection that are understood and implemented by all staff.

- All staff are provided with a comprehensive and rigorous safeguarding induction and periodic training is provided to ensure staff are up to date with the latest developments both locally and nationally, including the Prevent duty
- Safeguarding and child protection procedures are clearly visible in the staff room and contact details for organisations are prominently displayed in the staff social space.
- The Single Central Register is complete and up to date and the sixth form follows the DFE Guidance in Keeping Children Safe in Education 2015.
- Students receive a comprehensive student handbook, which has sections on safeguarding and behaviour, and students have to sign a sixth form agreement to show that they understand and agree to the NCS rules
- 'Ignite' Sessions have been used to deliver workshops on e-safety, equality, British values and radicalisation/extremism. Students have been taught the dangers of the internet and how to keep safe.
- Students are frequently given time to reflect on their experiences and share their views with their peers and teachers in a supportive and caring environment.

#### **Monitoring**

- The local Governing Board monitors safeguarding, and receives regular comprehensive reports from the Principal
- Sixth Form lesson observations indicate no concerns relating to student safety.
- There have been no reported incidents of bullying (in all of its different forms) of any kind at the NCS.
- There have been no reported racist, sexist and homophobic incidents this academic year.
- There have been no reported incidents of physical or cyber bullying of students in any form or on any social media platforms.
- The 2015 student survey indicate that 100% of students completely/always feel safe at the NCS. A further 95% of students in the Survey indicated that they would know who to talk to if they had any issues
- The 2015 Staff Questionnaire indicates the following:
  - 100% of staff agree or strongly agree that students feel safe at NCS
  - 100% of staff agree or strongly agree that behaviour is consistently well

**D4 – the school will be welcoming to pupils of all faiths/world views and none**

managed at NCS.

- The NCS 2015 student survey indicate that 100% of students completely/always feel safe at the NCS. A further 95% of students in the Survey indicated that they would know who to talk to if they had any issues
- The Parent Questionnaires 2014/2015 evidence that 100% of parents agree or strongly agree that the NCS ensures students are well behaved. 100% of parents agree or strongly agree that their child is well looked after at NCS.

## Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

### E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

##### **Demand for places at NCS**

NCS received 1,200 applications for 250 places in 2015/16, and recruited 260 students into Year 12 this year. A significant proportion of the places were taken up by Newham residents, and particularly from the NCS Partner schools.

2,500 applications have been received for 300 places in 2016/17, and this clearly shows the demand for places at NCS, and that it has the ability to attract high-achieving GCSE students

##### **Growth in the Newham Year 12 & 13 cohort**

The current 16-19 (Year 12-14 equivalent) cohort in Newham is 11,325 (Jan 2016). Newham has one of the largest cohorts of young people in London, and the highest birth rate in the country.

As a result of this population growth, Newham is experiencing significant growth in the school population, and this demand for places is starting to feed through into post-16 provision.

By 2024, the Year 12 Cohort progressing from Newham schools will have increased by 1,300 compared to the numbers in 2016. The Year 12 and 13 cohort increase will be in the region of 2,500. This represents an increase of 27% over a ten year period. These figures do not take account of inward mobility in Year 11 or below, or students in independent faith schools in Newham who may wish to access general post-16 study.

**E1 – provide valid evidence that there is a need for this school in the area****Demand for Level 3 provision**

The Year 12 & 13 Newham cohort size will be just under 7,500 in September 2016, with approximately 60% of the studying at Level 3. This equates to a requirement for 4,500 Level 3 places, of which a significant proportion would need to be A Level.

In 2014, 54% of Year 11 leavers from Newham schools remained in borough for their post-16 education. This is a 1% increase on the previous year, and a 7% increase in the last three years. The increased retention of students in Newham is mainly due to the increased number of A Level places available in-borough from 2012 onwards.

Historically, the majority of high-achieving Newham GCSE students seeking places on A Level programmes in school sixth forms, took up places in popular institutions in neighbouring boroughs.

The boroughs surrounding Newham are experiencing similar growth in their young populations, and Newham young people will find it more difficult to access places at popular school sixth forms in neighbouring boroughs. We need to ensure that there is sufficient choice and that there are sufficient places available in Newham to enable the young people to progress to appropriate high-quality post-16 study.

In 2014/15, just under 2,500 students were studying A Levels in Newham institutions.

**A Level provision in Newham 2014/15 (source: Education Funding Agency)**

Institution	Total no. of students	% Newham residents	No of Newham residents	A Level students	A Level students as % of total number of places
St Angela's Ursuline Sixth Form	421	87%	366	392	93%
St Bonaventure's Catholic Sixth Form	315	88%	277	239	76%
Newham Sixth Form College	2,557	82%	2117	760	30%
Brampton Manor Academy	235	94%	221	235	100%
Chobham Academy sixth form	316	69%	219	294	93%
London Academy of Excellence	421	TBC	TBC	421	100%
Newham Collegiate Sixth Form Centre	152	86.8%	132	152	100%
Totals 2014/15	4417	75%	3,332	2,493	56%

## **E1 – provide valid evidence that there is a need for this school in the area**

In 2015/16, there were approximately 2,740 places available for 16-18 A Level students, in Newham, and anecdotal information suggests that all of the providers recruited to their planned student numbers (below).

### **A Level Places available 2015/16 (source: EFA)**

Institution	A Level students
St Angela's Ursuline Sixth Form	390
St Bonaventure's Catholic Sixth Form	240
Newham Sixth Form College	760
Brampton Manor Academy	235
Chobham Academy sixth form	294
London Academy of Excellence	421
Newham Collegiate Sixth Form Centre	400
Totals 2015/16	<b>2,740</b>

(Based on A Level student numbers known or numbers recruited in 2014/15)

There were an additional 1,400 Level 3 places available on Applied General and Occupational programmes in the borough.

### **Impact on other education providers**

#### **Newham Sixth Form College**

Newvic is situated in the South of the borough, and is one of the largest sixth form colleges in London. In 2014/15, 29.7% of students (760) were studying on A Level programmes, with about 1,300 students studying on Level 3 Applied General programmes, and about 500 students studying on Level 1 & 2 Applied General programmes.

The entry criteria for Newvic programmes are lower than NCS, and the difference in the characteristics of a large sixth form college and a small sixth form centre, together with the difference in the curriculum offer means that NCS does not directly compete with Newvic, and NCS has little impact on the college, which has continued to recruit to its target numbers each year.

#### **Brampton Manor Academy Sixth Form**

Brampton Manor Academy sixth form opened in 2013.

The sixth form only has 236 places, so recruits to about 120 places in Year 12, the majority of which come from its own Year 11 and also from its other partner Academy,

## **E1 – provide valid evidence that there is a need for this school in the area**

Langdon Academy. It offers a similar A Level curriculum to NCS, and although NCS is competitive with Brampton Manor Sixth Form, the small number of sixth form places available, and the high entry criteria mean that a number of students from Langdon Academy – one of the largest secondary Academies in the country – access places at NCS. Therefore NCS has little impact on Brampton Manor Academy Sixth Form.

### **Newham College of FE**

The college withdrew from A Level provision in 2013 and, and has very little Level 3 Applied General and Occupational provision, so NCS does not directly compete with the college offer. NCS has a close working relationship with the college, and the college manages the NCS catering provision. Through the café, NCS provides two Apprenticeship places for NCFE catering students. The Newham College student of the year 2014 was also offered a job in the NCS café, and now runs the café and manages two apprentices. NCS therefore makes a positive contribution to NCFE, and has no negative impact.

### **London Academy of Excellence**

LAE opened in 2012 as a 16-19 Free School, and has a similar A Level curriculum offer to NCS, although it does not have a specialism. It is situated in the far west of Newham, on the borders of both Tower Hamlets and Hackney. It recruits from across east London, and only 50% of its places are allocated to Newham residents.

LAE has 420 places, which it has filled each year since it opened, and has reported that they received over 2,000 applications for 220 places in 2015/16. LAE has plans to expand to 650 places from 2018, but does not currently have premises to enable the expansion, and does not have any space for expansion in its current premises. As a result, the expansion is unlikely to take place till 2018, and is likely to be delayed by at least one or possibly two years to enable a site to be acquired and built/fitted-out.

NCS offers a similar curriculum to LAE, but due to its location on the opposite side of the borough to NCS, and the fact that it only admits just over 100 Newham residents each year, NCS does not have a negative impact on LAE

### **St Angela's Ursuline School Sixth Form**

St Angela's Ursuline School Sixth Form has 420 places, the majority of which are A Level. It is a Catholic girls school, so has specific faith criteria, and therefore NCS does not compete with the school or have a negative impact.

### **St Bonaventure's Catholic School Sixth Form**

St Bonaventure's Catholic Boys school has a co-educational Catholic sixth form with 315 places. It offers a mainly A Level curriculum, with a proportion of General Applied Level 3 qualifications. It is a Catholic sixth form, so has specific faith criteria, and



## **E1 – provide valid evidence that there is a need for this school in the area**

therefore NCS does not compete with the school.

### **London Design and Engineering UTC (opening Sept 2016)**

The LDE UTC is proposed to open in temporary accommodation in Sept 2016, with 60 students in Year 12. A proportion of those would be studying Level 3 Applied General qualifications and a proportion studying A Levels or a mix of the two. The UTC would be likely to increase its numbers to approximately 200 A Level students when it recruits to its full intake in 2018 or 2019. The UTC will only offer 35% of places to Newham residents, so would only offer 35 A Level places to Newham residents progressing into Year 12 each year. Due to the fact that the majority of their Year 12 students would progress from the 14-16 centre at the UTC; the different specialisms (design and engineering) of the UTC, and its small numbers, NCS would not have a negative impact on the UTC.

### **Other providers**

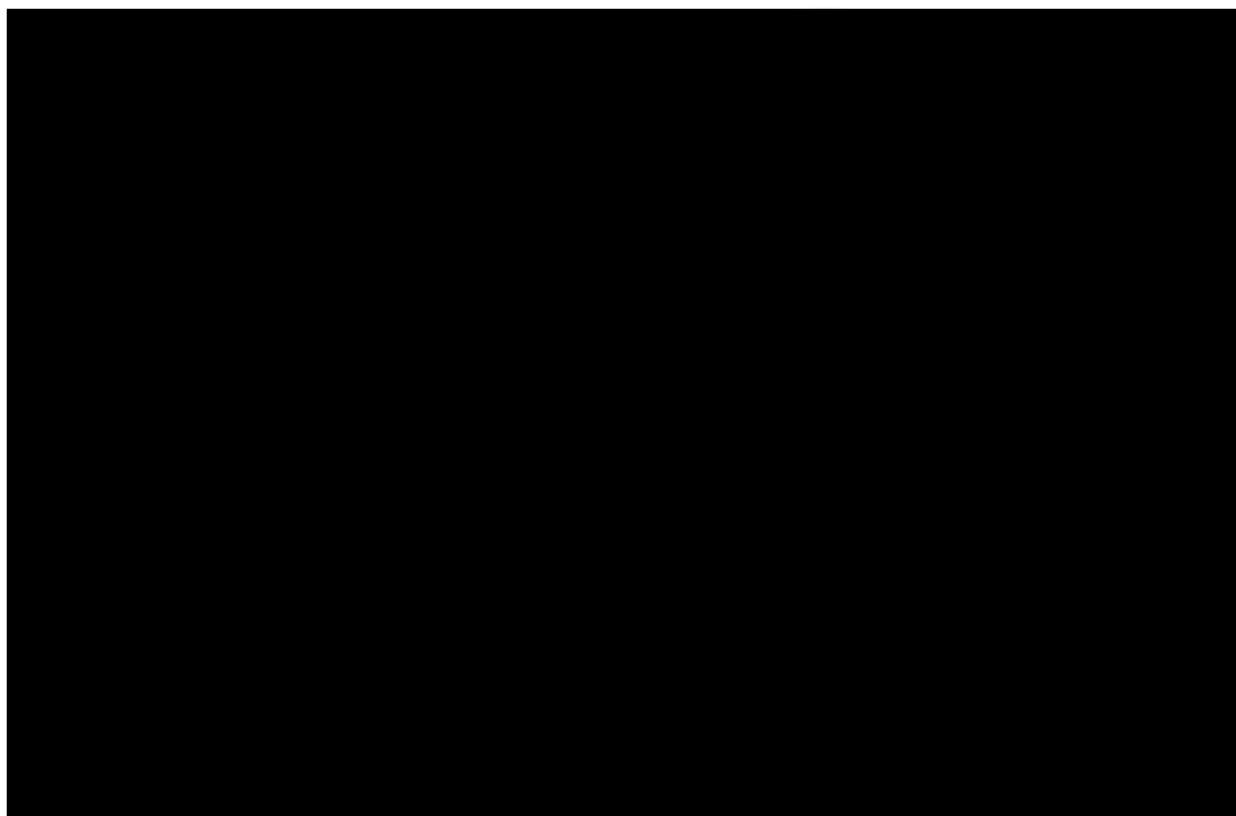
Other providers in the borough either do not offer Level 3 provision or offer specialised provision (eg. Building crafts and childcare).

### **Geographic Location of provision in Newham**

Current A Level provision in the borough is situated as follows:

- NCS – North East
- Brampton Manor Academy – South East
- Chobham Academy – North West
- London Academy of Excellence – North West
- Newvic – South West
- LDEUTC (proposed) – South East

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



More young people in Newham are resident in the North of the borough, and there are several large schools in the North-East of the borough.



*(Data and information for evidence of need was provided by the London Borough of Newham)*

Please tick to confirm that you have provided evidence as annexes:

### E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### E2 – successful engagement with parents and the local community

## **E2 – successful engagement with parents and the local community**

### **Marketing and recruitment**

As NCS is already open, there is evidence of successful marketing, engagement with parents and the local community.

The NCS website is the main marketing tool used by the sixth form centre. It contains comprehensive information for students and parents, including a number of videos from students, staff and videos of events such as lectures

<http://www.thencs.co.uk> NCS also makes extensive use of social media, including Twitter and Facebook, as these are now the most popular ways of engaging with young people. Facebook has an older demographic, and is extensively used by parents

NCS produces regular newsletters which are available on the website, and in paper form from NCS

NCS successfully recruited to its target numbers in 2015/16, and has received over 2,500 applications for 300 places in 2016/17

### **Parents and the local community**

Over 80% of NCS students are from Newham, and a significant proportion are from the nine NCS Partner Schools in Newham: Cumberland, Kingsford, Lister, Little Ilford, Plashet, Rokeby, Royal Docks, Sarah Bonnell, and Stratford School Academy

NCS attends all the Year 11 progression and parent events organised at partner schools each year, and parents generally accompany prospective students visiting NCS for open evenings.

NCS engages with the parents of NCS students on a regular basis, providing feedback to parents on progress, inviting them to parent evenings, celebratory events etc

Parents also complete a feedback questionnaire each year, and NCS has received very positive feedback from parents through this medium

Because NCS recruits primarily from the local community and from local schools, it has very close ties with the varied diverse communities in the borough.

NCS students also work in the community as part of the extra-curricular programme, volunteering and supporting local groups and charities

## Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

## F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

<b>Name</b>	<b>Where they live (town/city)</b>	<b>Member of core group</b>	<b>Role(s)</b> (pre-opening team, member, trustee, principal designate, local governor once school is open)	<b>Summary of relevant expertise</b> Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	<b>Available Time</b> (hours per week)

[Add lines as appropriate]

**F1 (a) Skills and experience of your team**

[Insert a short commentary on your plans to manage the pre-opening project here.  
Table expands]

## F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>

[Add more lines as appropriate]



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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

#### Structure and Governance

The City of London Academies Trust (MAT) is a Multi Academy Trust which is responsible for a number of academies. The governance function is carried out by the trustees, with a smaller group of company members who have the power under company law to amend the trust's articles of association and to remove trustees and under the articles of association to appoint trustees. The MAT trustees are responsible for the same three core governance functions performed by the governing body in a maintained school (setting the direction, holding the Headteacher/Principal/Executive Principal/CEO to account, and ensuring financial probity).

The MAT's governance models recognises the importance that the company members can use their powers to effectively hold the trustees to account. Some separation between those serving as trustees and those serving as members is, therefore, desirable for achieving robust accountability, but also a degree of overlap. The directors/trustees have delegate power, through a Scheme of Delegation, to the day-to-day governance of each academy to a sub-committee of the MAT Board known as "a local governing body (LGB). The structure and governance proposal has been formulated after receiving expert legal advice, is consistent with DfE expectations, and is formulated in the pursuance of the City's Education Strategy's objectives

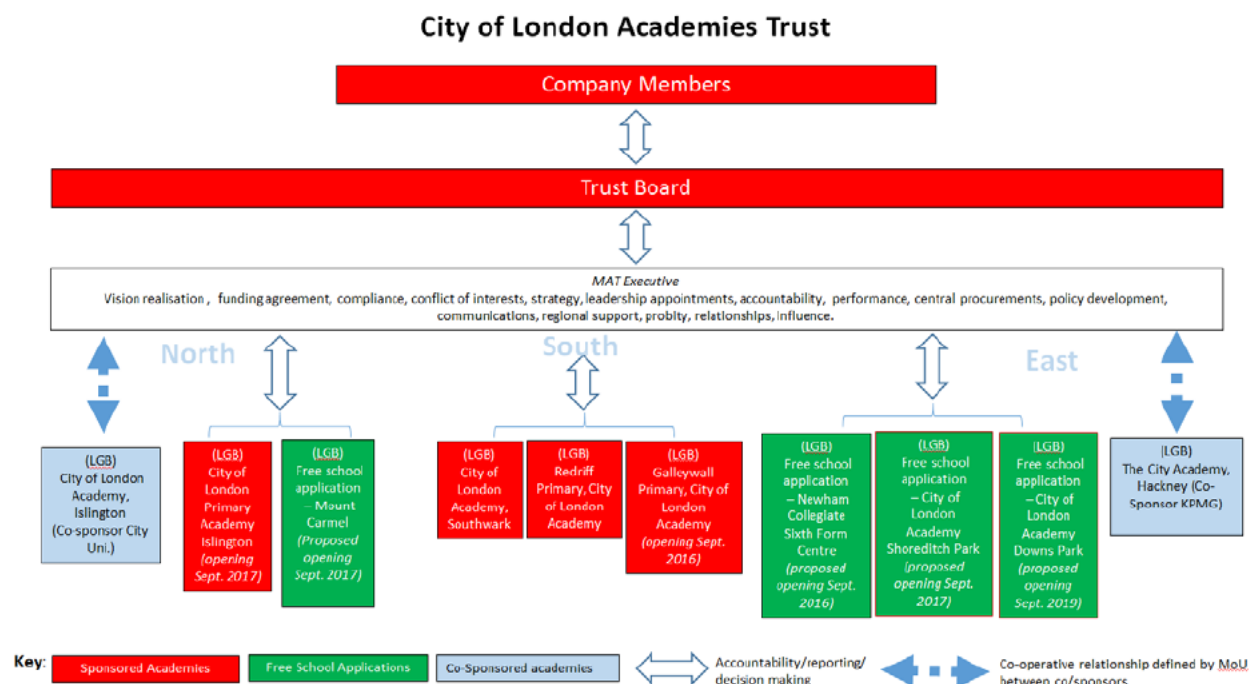
The City Corporation as sponsors has the right to appoint company members following an appropriate appointment process, with the MAT board appointed by the City Corporation as sponsor. MAT Trustees hold the executive officers to account for the performance of the MAT, who in turn would be accountable to the members of the trust.

The MAT is responsible for all of the City Corporation's sole sponsored academies. The City of London maintains its oversight of the MAT through its rights of appointment of company members and the majority of Directors/Trustees. In addition, the City Corporation nominates governors for appointment by the trustees to the local governing bodies. The make-up of the local governing bodies is a matter for the MAT Board (having regard to any government requirements e.g. inclusion of parent governors). Executive

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

functions of the MAT is led by the Chief Executive Officer, who is accountable to the MAT trustees.

The structure of the MAT is shown on the diagram below (schools in green are bid submissions at this stage, while the schools in blue are the co-sponsored academies and the dotted blue arrows therefore represent the partnership relationships that exist and do not denote a formal governance arrangement).



### Delegation of Authority

Trustees delegate governance functions (usually within appropriate financial limits) to academies in the chain through a scheme of delegation (attached). This provides substantial school governing body autonomy, with lines of accountability to the MAT to ensure adherence to the overall educational vision, mechanisms to deliver excellent student outcomes, and financial probity. These delegations can always be withdrawn in appropriate circumstances, as provided for in the MAT governing documents. It is vital that the MAT strikes the correct balance to ensure academies are able to exercise autonomy in their day-to-day operations, in the interests of their local communities, whilst ensuring there is proper accountability and support of the overall education strategy.

### Regional Clusters

As the City Corporation as sponsor has established academies in three London boroughs, namely: Islington, Southwark, and Hackney, setting up regional clusters enable the strengthening of its commitment as a sponsor of existing academies, establish effective local governance structures, [REDACTED] creating a sustainable chain of City Corporation academies, and develop local

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

partnership opportunities within the surrounding community. As the City Academy, Hackney and City of London Academy, Islington are standalone academies, the existing memoranda of understanding between the co-sponsors is being revised and maintained to continue to provide clarity as to the co-sponsors relationships and expectations.

All of the City Corporation’s family of schools, including the three independent schools, come together once a term at the City Headteachers’ Forum. Strong regional relationships have been developed and it is intended that this grouping may take on a more formal role as a Heads Advisory Board.

This governance arrangement ensure clear accountability structures are in place and establishing a clear and shared vision for all of its schools, while ensuring each academy maintains its individual identify to reflect the needs of the community in which it is based. It effectively delivers accountable leadership and governance of MAT academies; ensures that the statutory duties of the MAT and its academies are fulfilled. This supports the development of the MAT to provide coherence, stability, and the impetus for continuous improvement in sole sponsored City academies. The MAT also reports into the City of London Corporation Education Board which retains oversight of the City Corporation’s academies offer.

**NCS Local Governing Board**

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

The LGB has three sub-committees

- Finance & Premises
- Curriculum & Standards
- Headteacher/Principal pay and performance

The City is aware that a consortium of Newham secondary schools are considering

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

putting in an application to sponsor NCS, following recent presentation by both parties to the Management Board for the existing college. [REDACTED]

**F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector**

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector**

[Add text here. Table expands]

#### **F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
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[Add text here. Table expands]
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#### **F5 – Independent schools have an appropriate, well-maintained, and secure site**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
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[Add text here. Table expands]
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## Section G – budget planning and affordability


All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>G1 – budget planning and affordability</b>
[Add text here. Table expands]

# G1 – budget planning and affordability

 <b>Newham Collegiate Sixth Form Centre</b> <small>A specialist centre for Science and Mathematics</small>									
Sept 16 - Aug 17 (Assumes 550 students)		General/Office	Maths	Marketing	Science	Humanities	NCS total budget	Comments	
Budget	Sub code	£000's	£000's	£000's	£000's	£000's	£000's		
<b>Expenditure</b>									
<b>Salaries</b>									
Teaching staff	301	1,652					1,652	31.6 FTEs	
Teaching supply	337	10					10		
Non-teaching staff	321	400					400	9.7 FTEs, additional post built in	
Non-teaching supply	336	30					30	Additional data input support in Sept/Oct plus ad hoc private study cover	
Senior staff development & support (consultancy)	461	5					5		
Allowance for national salary/on-cost increases		21					21	1% of total staffing assumed	
Staff insurance scheme		25					25	Maternity and Sickness annual insurance plus estimated one off payments	
<b>Total Staffing</b>		<b>2,143</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,143</b>		
<b>Other staff costs</b>									
Memberships (inc prof bodies and associations)	467	11					11		
Staff training (mandatory & LT)/CPD	356	8					8	CP training, safer recruitment, any other CPD?	
ICT Equipment	369	14		4			18	Includes additional hardware £4k and licences estimate £6k, leasing of mini l pads	
Employee Insurance Premiums	471	21					21	Estimate for 41 FTEs	
Parking	411	16					16	Estimated 26 staff parking permits (21 in 2015-16)	
Educational resources (inc staff books)	389		2		3	2	7	Periodicals/Journals, online memberships	
Consumables (inc chemicals and other science)	385	2	2		6	2	12		
Photocopying/Printing	381	5	1	1	1	1	7		
Other Office expenses	382	2					2		
Office Equipment - Purchase	402	3					3		
Stationery/Office	401	6	2	1	2	2	12		
Staff Advertising	353	7			10		17		
<b>Total Other staff costs</b>		<b>92</b>	<b>6</b>	<b>16</b>	<b>12</b>	<b>7</b>	<b>132</b>		
<b>Students</b>									
Photocopying/Printing	381	5		5			10	Mainly marketing material	
Exam fees/Exam expenses	491	44					44	260 students sitting 3 A Level at £50 per exam, £5k exams budget for invigilators	
Lease of l pads	New	45					45	Estimate for 300 l pad leasing, potentially for 550 ipads over 8 periods (two years)	
Textbooks and library books/ebooks/Paper	386	4	4		6	5	19	Guestimate by dept	
<b>Total students</b>		<b>98</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>118</b>		
<b>Student Welfare</b>									
Sessional staff (including counselling, IAG, HE)	New	5					5		
FSM	495	40					40	Estimate	
16-19 Bursary Fund	492	80					80	Based on 2015-16 bursary take up 40% of students	
<b>Total Student Welfare</b>		<b>125</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>125</b>		
<b>Enrichment</b>									
Student Leisure Centre memberships	411	5					5		
Other classes/Activities	New	4					4	Student activities, student clubs/societies?	
Educational Trips (residual contribution)	372	13					13	NCS contribution towards trips? Other enrichment?	
<b>Total Enrichment</b>		<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>		
<b>Professional Services</b>									
HR (NPW) (451)	463	17					17		
Governance & H&S (NPW) (451)	463	5					5		
School Improvement (NPW) (451)	463	2					2		
Other Professional Services	New	15					15		
Finance/HR Solution	New						0	Establish systems used by academy sponsor	
<b>Total Professional Services</b>		<b>38</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>		
<b>Services (SLA)</b>									
IT (broadband, line rental, service and staff)	364	130					130		
MIS - Compass CC	361	20					20	Only paying for annual support	
Facilities Management inc staff	508	190					190	Estimated an additional security officer post for the Old library & additional cleaning	
Catering	581	62					62	Estimated - Includes staffing support x 2, catering subsidy and catering for events	
Building insurance	520	20					20	Annual estimated fee	
Photocopier hire	New	8					8	Leasing to Siemens financial for MFDs, added in budget for additional MFD for the third building	
Vending machine hire/Water dispenser hire	New	2					2		
<b>Total Services</b>		<b>432</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>432</b>		
<b>Utilities</b>									
Phones (not including line rental)		0					0		
Gas	514	40					40	Prudent Estimate	
Electricity	512	60					60	Prudent Estimate	
Water	513	16					16	Prudent Estimate	
<b>Total Utilities</b>		<b>116</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>116</b>		
<b>Other costs</b>									
Cleaning purchases/cleaning services (sanitary)	517	4					4	Includes sanitary equipment, hire of hand driers	
Hall Hire	573	40					40	Huge increase than originally anticipated, hire of hall @E680 PD, at least 7 weeks needed for exams plus assemblies and other meetings	
Postage	421	7					7		
Repairs & Maintenance	526	15					15	Estimate for repairs & additional maintenance outside of FM SLA	
<b>Total other costs</b>		<b>66</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>66</b>		
<b>Total Estimated Expenditure</b>		<b>3,131</b>	<b>10</b>	<b>21</b>	<b>18</b>	<b>12</b>	<b>3,191</b>		
2015-16 dept budgets									
			6	20	18	13			
							3,201	Indicative Funding 2016-17	
							10	(Current shortfall)/Surplus	
Business rates	519						0	Assumes business rate funding is also provided by the EFA	
% of staffing to overall budget		68%							

The NCS 2016/17 draft budget above is based on recruitment of 550 students.

The ICT, HR & Payroll, FM (including cleaning) and Catering staff are not directly

**G1 – budget planning and affordability**

employed by NCS. They are employed via Service Level Agreements, which could be converted to contracts if required by the sponsor.

The sponsor is likely to convert some of the current costs into services provided via a MAT management charge

Rent and Business Rates would be paid separately to the revenue budget above as part of the funding agreement with the DfE

The lease and rent would be negotiated separately between the sponsor, the EFA and the building owners (Newham Council)



## Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## Annexes

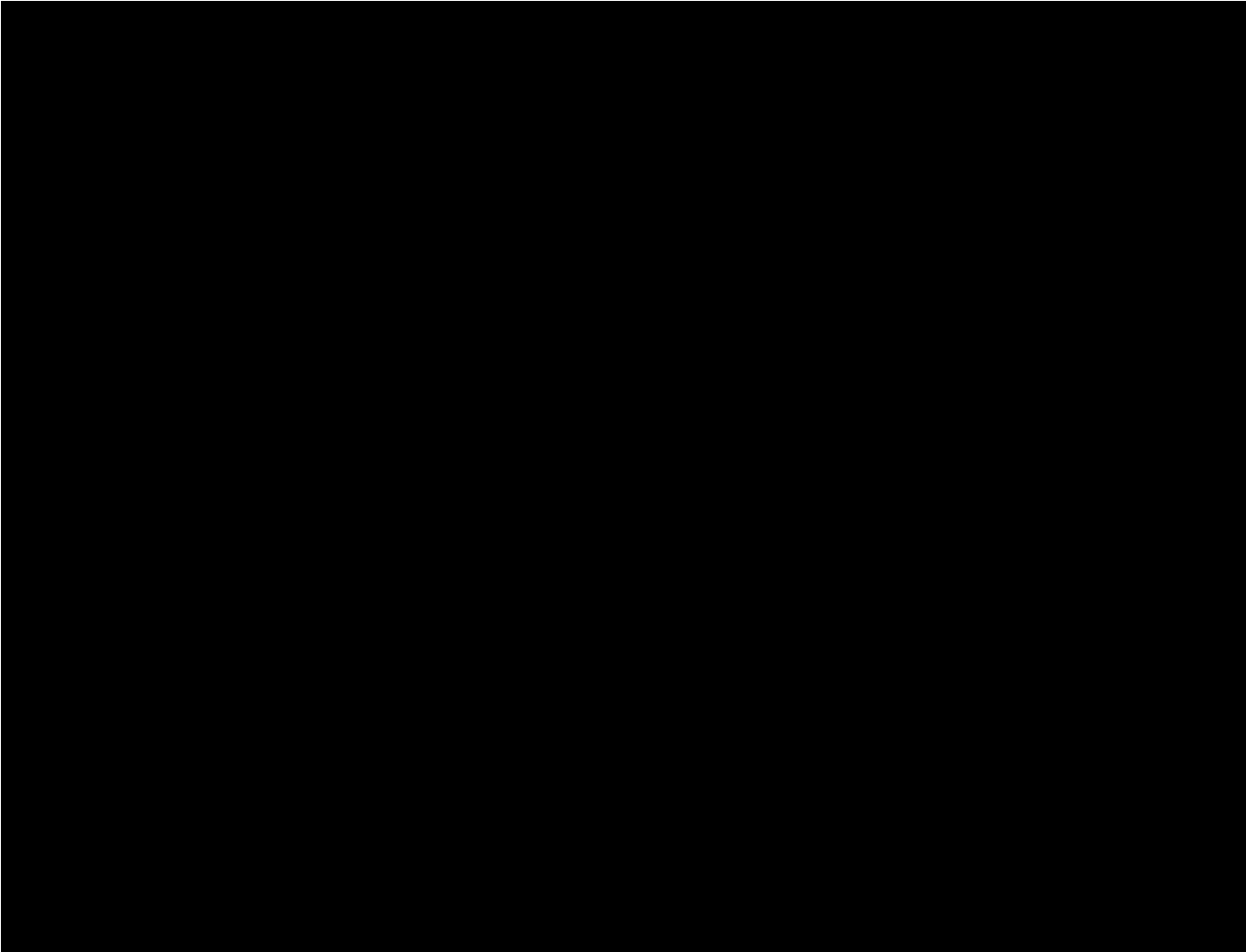
This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

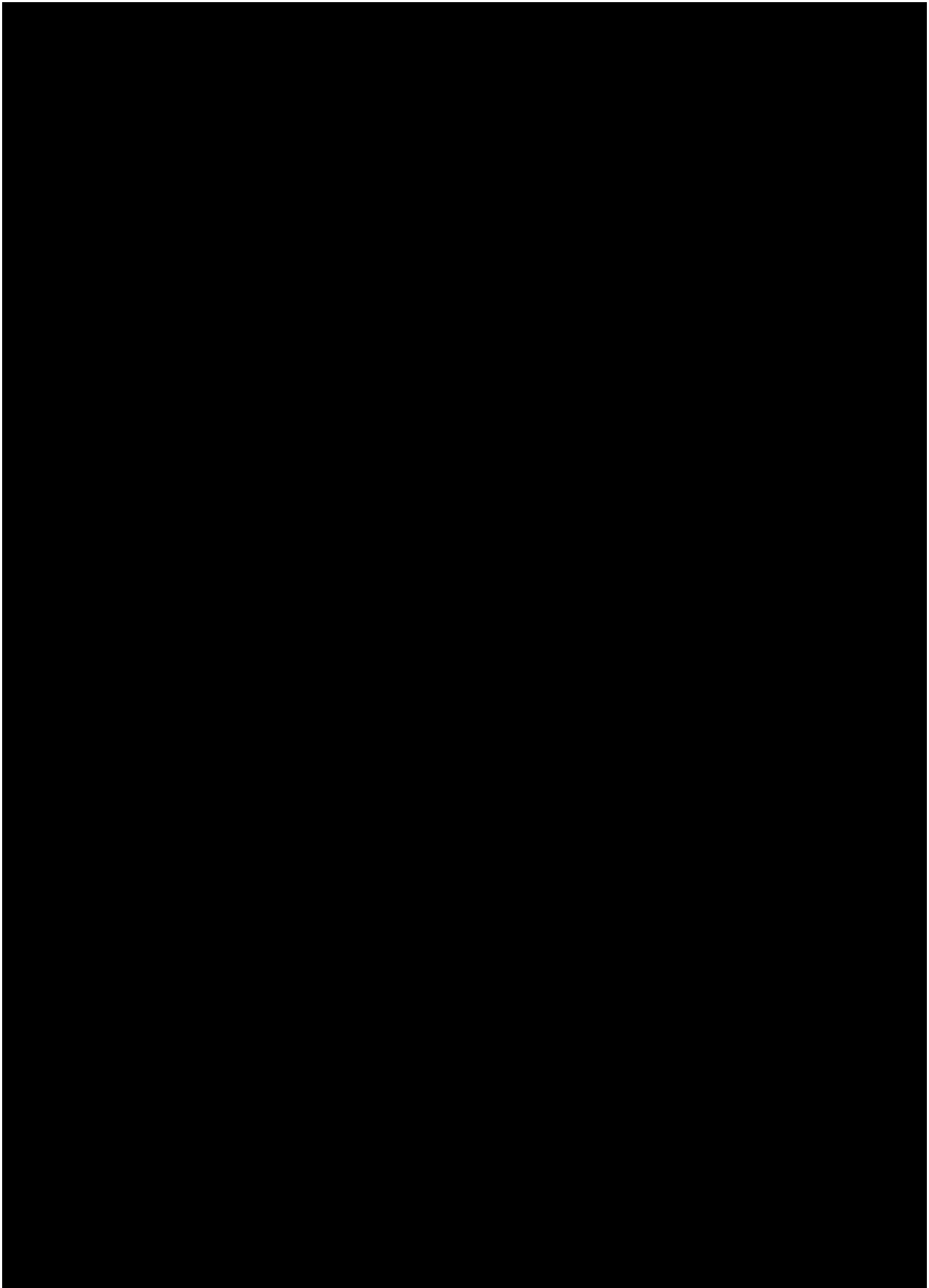
### **Attachments;**

- **Email from Regional Schools Commissioner confirming capacity to open four free schools**
- **Site plan of the existing College**

**Email from Regional Schools Commissioner confirming capacity to open four free schools**

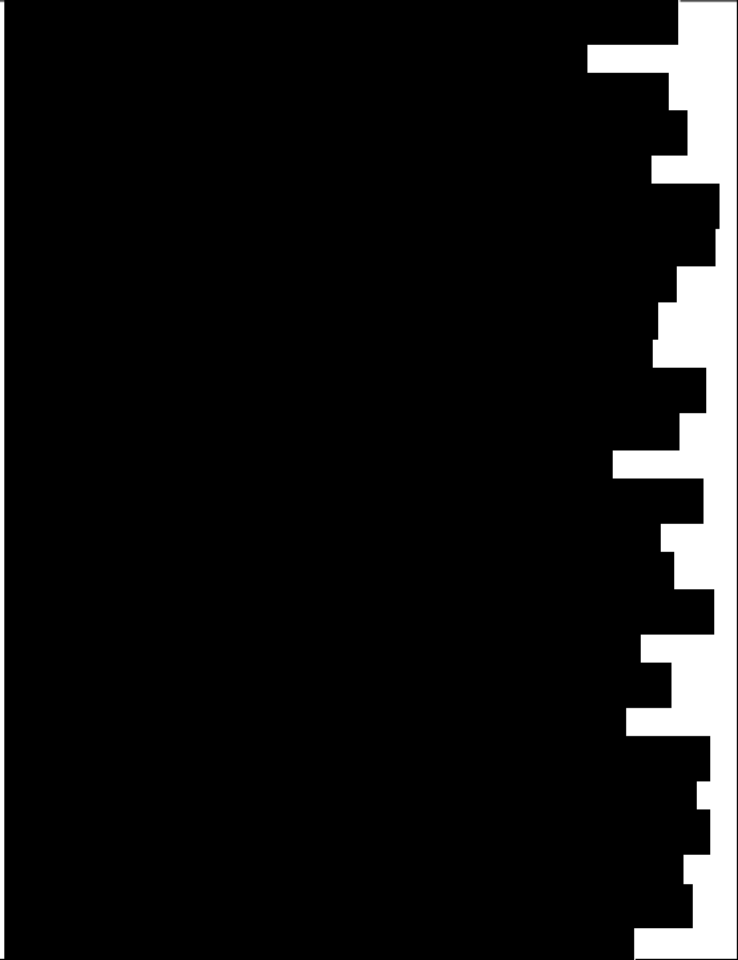


**Site plan of the existing College**



## CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
		Name:
		Position:
		Dates:
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	



CV template		
	<p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	

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

## CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>



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

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

## Self-assessment form for independent schools

<b>Name of school</b>						
<b>Girls/Boys/ Co-educational</b>		<b>% Special Educational Needs</b>	<b>% Free School Meals (or pupils on bursaries)</b>	<b>% English as an Additional Language</b>	<b>% Persistent Absence</b>	<b>% Attendance</b>
<b>Name of principal</b>		<b>Additional information about the school</b>				
<b>Chair of governors</b>		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
<b>Number of pupils currently on roll</b>						
<b>Capacity</b>						

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<b>Achievement of pupils at your school</b>	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p><b>Quality of teaching in your school</b></p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management.  Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.  Consistency of student presentation of work and scrutiny reference progress and standards  How marking, assessment and students feedback/reflection enhances pupil learning  Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs  How teaching promotes pupils learning and progression  The review should be validated externally to ensure moderated outcomes for the school  Reading, writing, communication and mathematics across the curriculum.  Tutor and pastoral time including SMSC and British values  please delete this guidance before submitting this form]</p>		
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<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>Quality of leadership in, and management of, your school</b></p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all  - progress on financial planning and cash management systems, including appointment of finance director  - budget predictions and resource for ongoing budget management  - trust's plans for ensuring funding agreement compliance  - ensuring adequate systems and controls in place, including accounting software package  please delete this guidance before submitting this form]</p>		
<p><b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b></p>			



## Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p><b>1. The roles and responsibilities of the directors/ trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p><b>2. Structure of the board</b></p>	<p>Accountability system</p> <p>Structure of decision making</p>	

<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda		
<b>4. Finance</b>	<p>Please give details of:</p> <ul style="list-style-type: none"> <li>• your chief financial officer, with appropriate qualifications and/or experience;</li> <li>• Schemes of delegation;</li> <li>• Approvals process-budget;</li> <li>• Investment policy;</li> <li>• Procurement including leases;</li> <li>• Internal control framework;</li> <li>• Contingency and business continuity plan;</li> <li>• Insurance cover</li> </ul>		



Department  
for Education

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