



Department  
for Education

**Application form to set up a mainstream free school**

**Published: June 2018**

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

**REFERRED TO IN THIS APPLICATION AS  
BLUE COAT II**

## Contents

<b>The application form explained</b>	<b>3</b>
<b>Application checklist</b>	<b>5</b>
<b>Declaration</b>	<b>7</b>
<b>The application form</b>	<b>8</b>
Section A – Applicant details and outline of school (use Excel spreadsheet)	10
Section B – Evidence of need for a new school in the area	10
B1 – Evidence of basic need	10
B2 – Need for good school places	13
Section C – Vision	16
Section D – Engagement with parents and the local community	24
Section E – Education plan: part 1	29
Section E – Education plan: part 2	31
E1 – Curriculum plan	31
E2 – Measuring pupil performance effectively and setting challenging expectations	43
E3 – Staffing	49
E4 – Community cohesion and integration	56
Section F – Capacity and capability	66
F1 – A strong track record	66
F2 – The necessary experience and credentials to deliver the school to opening	73
F3 – An effective governance structure	85
Section G – Financial viability	94
Section H – The proposed site (use Excel spreadsheet)	98
<b>Annexes</b>	<b>99</b>
<b>CV template</b>	Error! Bookmark not defined.

## The application form explained

Before starting work on your application, please ensure that you have read the [how to apply guide](#) carefully as this sets out the criteria by which your application will be judged. Each criterion includes information you must provide for your proposal to be assessed. All criteria are important and you should complete your entire application with care and consideration.

**If you do not provide the relevant information in your application for any of the criteria, or we judge that the information provided in any section of your application is weak when assessed against the criteria, it is likely that we will not assess the rest of the application and your application will be rejected.**

### Submitting Sections A to H

Completed applications to open a free school should be submitted by **midday on 5 November 2018**. This should include the completed Word and Excel application forms and the financial template (where appropriate).

Please use the application checklist in the Word application form to ensure you have completed all the relevant details and are submitting the application correctly. **All documents should be received by the specified deadline in order for them to be considered.**

Submit **your application by email** to: [FS.applications@education.gov.uk](mailto:FS.applications@education.gov.uk). Please title your email as follows: **Free School Application – [insert Free School Name]**. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. **If the application is larger than 9 megabytes**, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).

**In addition, send two hard copies by a guaranteed delivery method** (applications may be hand delivered) to:

Free Schools Applications Team  
Department for Education  
3rd Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

### Electronic files must:

- be identical to the hard copies submitted by mail; and,
- include the name of your proposed school in the file name of both your Word and Excel documents.

### Application forms should:

- be no longer than 100 pages;
- be formatted for printing on A4 paper;
- be completed in Arial 12-point font;
- include page numbers;
- be in Word and Excel files – not PDF;
- not include any comments or tracked changes; and
- not include photographs, images or logos (other than any map(s), if relevant).

The contents of the financial template and Excel application form are excluded from the page limit. Annexes are also excluded from the page limit and should be restricted to CVs of key individuals and marketing leaflets.

## **Submitting Section I**

We require a [Section I Suitability and Declarations](#) form for each member and trustee of the academy trust, as well as the principal designate (when appointed) who has not submitted this form within the past 365 days. Please provide details of any individuals who have already submitted Section I forms within this time period: this should include their names, their role and position of each such individual within the trust. These need to be submitted by email alongside a copy of Section A (from the Excel template) to [due.diligence@education.gov.uk](mailto:due.diligence@education.gov.uk) stating the name of the school in the subject line.

## **Data protection**

Please see Annex H of the [how to apply guide](#) for full information about how we will use your personal data. Personal data is collected on the Word and Excel application forms in order that the Department for Education can consider the application to set up a free school. The Department for Education is the data controller for personal information collected on the Word and Excel application forms and for ensuring that this information is processed in accordance with the requirements of data protection legislation. Any third parties processing personal information on behalf of the Department for Education will be acting as its data processors.

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the data protection legislation. For the purpose of this project, the processing is lawful because it is necessary for the department to carry out this work and use the information for the purpose of approving wave 13 school applications.

Please note that the Department for Education is committed to being as transparent as possible. As such, if your application to set up a new school is successful, the Department for Education will publish the successful application on gov.uk. The following information will be redacted from the application and will not be visible to the public: private addresses; private email addresses; private telephone numbers; commercially sensitive information; specific site locations; and CVs.

All other information, including the names of individuals and organisations mentioned in the application, will be published. Please notify any individuals or organisations that you have named in your application that their information will be processed by the Department for Education during the assessment stage, and that if successful, the application will be published on gov.uk as detailed above.



## Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?	
<b>Section A – tell us who you are and your chosen school</b> (Excel, do not convert this file into a PDF)	<input type="checkbox"/>
<b>Section B – evidence of need for a new school in the area</b>	<input type="checkbox"/>
<b>Section C – vision</b>	<input type="checkbox"/>
<b>Section D – engagement with parents and the local community</b>	<input type="checkbox"/>
<b>Section E – education plan</b>	<input type="checkbox"/>
<b>Section F – capacity and capability</b>	<input type="checkbox"/>
<b>Section G – financial viability</b> (including the <a href="#">financial template</a> where appropriate)	<input type="checkbox"/>
<b>Section H – the proposed site</b> (Excel, do convert this file into a PDF)	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input type="checkbox"/>
4. Have you fully completed the appropriate <a href="#">financial template</a> where necessary?	<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?	<input type="checkbox"/>
6. <b>Re-applications only:</b> Have you changed your application in response to the written feedback you received?	<input type="checkbox"/>
7. Have you sent an email (of no more than 9 MB in size), titled: <b>Free School Application – School Name: [insert]</b>	<input type="checkbox"/>

Task to complete	Yes
<p>with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gov.uk">FS.applications@education.gov.uk</a> before the advertised deadline?</p> <p>Please send sections A, B and H as a separate attachment in Excel format.</p> <p>Your email should not exceed <b>9 megabytes</b> in size; anything larger will <b>not</b> be delivered. If the application is larger than 9 megabytes, please split the documents and send <b>two</b> (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?</p> <p>Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input type="checkbox"/>

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: <b>Free School Application – [school name]</b> with:</p> <ul style="list-style-type: none"> <li>• a copy of Section A1 (tab 1 of the Excel template);</li> <li>• copies of the Section I: suitability and declarations form and passport sized photo for each member, director, and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to <a href="mailto:due.diligence@education.gov.uk">due.diligence@education.gov.uk</a> before the advertised deadline?</li> </ul>	<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 all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

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.**

## The application form

The information we ask you to provide in your application is proportionate to the experience of your group. For each criteria, different groups will be asked to provide different information. If you do not provide enough information in any section, your application is unlikely to be successful. Therefore, you will need to read each section of the [how to apply guide](#) carefully to ensure you provide the right evidence.

Section	Where you should provide the information	Information required of different applicants
<b>A1 – Tell us who you are</b>	Excel spreadsheet	All applicant groups must complete this section in full.
<b>A2 – Your chosen school</b>		All applicant groups must complete this section in full.
<b>B1 – Evidence of basic need</b>	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> <li>• 16-19 provision (including a secondary school with a sixth form).</li> <li>• a nursery.</li> </ul>
<b>B2 – Need for good school places</b>	Word form	If your proposal is not in a targeted local authority district, you will need to complete this section.
<b>C – Vision</b>	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> <li>• you already have open schools.</li> <li>• you are proposing a primary or all-through school.</li> </ul>
<b>D – Engagement with parents and the local community</b>	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> <li>• a nursery.</li> <li>• a designated faith school, a school registered with a religious ethos or a school with a distinctive educational philosophy or world view.</li> </ul>
<b>E1 – Curriculum plan</b>	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
<b>E2 – Measuring pupil performance effectively and setting challenging expectations</b>	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
<b>E3 – Staffing</b>	Word form	All applicant groups must complete this section.

		<p>Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.</p> <p>Additional information is required if:</p> <ul style="list-style-type: none"> <li>• your application includes a nursery.</li> <li>• you do not currently run any state-funded schools.</li> </ul>
<b>E4 – Integration and community cohesion</b>	Word form	<p>All applicant groups must complete this section.</p> <p>Additional information is required if:</p> <ul style="list-style-type: none"> <li>• you are applying to open a school with a religious character.</li> </ul>
<b>F1 – A strong track record</b>	Word form	<p>This section is only relevant to those applicants with at least one open state funded school.</p>
<b>F2 – The necessary experience and credentials to deliver the school to opening</b>	Word form	<p>Different information is required depending on whether you are a MAT or not.</p> <p>Additional information is required if you are applying to establish a faith designated free school.</p>
<b>F3 – An effective governance structure</b>	Word form	<p>Different information is required depending on whether you are a MAT or not.</p> <p>Additional information is required if you are applying for more than one school.</p>
<b>G – Financial viability</b>	Financial template	<p>If you have previously opened a free school, we will use data that we already hold to assess this section.</p> <p>If you have not previously opened a free school, you must complete this section in full.</p> <p>Additional information is required if your proposal includes a nursery.</p>
<b>H – The proposed site</b>	Excel spreadsheet	<p>All applicant groups must complete this section in full.</p>
<b>I – Suitability of applicants and due diligence checks</b>	<a href="#">Section I Suitability and Declarations form</a>	<p>This section is relevant to all applicant groups.</p>



## Section A – Applicant details and outline of school (use Excel spreadsheet)

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

- Complete the Section A1 tab in the Excel spreadsheet;
- Complete the Section A2 tab in the Excel spreadsheet; and
- Refer to Section A of the [how to apply guide](#) for what should be included in this section.

## Section B – Evidence of need for a new school in the area

We want to extend the free schools programme to the places that have so far not fully benefited. Wave 13 targets parts of the country where a new free school will have the greatest impact on improving outcomes.

As a result, to be approvable all applications must:

- be in one of the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list) **or, if not** in one of these areas, you must demonstrate that it is in a 'pocket' of low standards where there is a very strong case for a free school (more detail below); **AND**
- have demonstrable basic need for a high proportion of the school places that the free school will create.

## Section B – Evidence of need for a new school in the area

This section asks you to evidence that there is a need for the school(s) you are proposing. We will use data held by the department, as well as additional information provided by local authorities, to support our assessment of the evidence provided in Section B. **All** applicants will need to complete this section for each school they wish to open. Please:

- Use the spaces provided in boxes B1 and B2;
- Include evidence as annexes; and
- Refer to Section B of the [how to apply guide](#) for what should be included.

### B1 – Evidence of basic need

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

#### Evidence of Basic Need

Oldham is a targeted local authority.

#### Current Basic Need Data - Demand for Places

The table below reflects in **Column 2** the most recently refreshed (July 2018) SCAP data submitted by Oldham LA to the DfE. Total pupil numbers are based on NHS live birth data for Oldham residents plus the DfE methodology allowance for housing development that has planning permission.

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

It does **not** include the following variables:

Any projections about International New Arrivals, whether refugees, asylum seekers, or economic migrants. Secondary in-year transfer has increased year-on-year since 2013, to 619 transfers in 2017/18.<sup>1</sup>

Pupil yield for intended housing development that does not yet have planning permission, including the Greater Manchester Spatial Plan, which projects an increased c. 227,000 new homes supported by a £300 million Housing Investment Fund. The announcement of a £58 million GM Housing package was announced in March 2018 to further increase delivery. Oldham Council is identifying further sites for residential growth, both in Council and private ownership.

Additional pressures resulting from cross-border movement of children in adjacent Local Authorities (Rochdale, Tameside, Manchester). Oldham is a net importer: +145 in secondary 2018.

Any surplus to increase/improve parental choice (but see also column 4 which models the impact of 3% surplus).

In 2018 only 87.3% of Oldham children gained a place in one of their first 3 preferences.

#### **Availability**

**Column 3** below reflects the places currently available and which have planning permission. I.e., an additional 90 places at North Chadderton (+30) and the Oldham Academy North (+60) which are scheduled to open in 2019.

**OASIS Leesfield** (PAN 300) was scheduled to open in 2020. However, planning approval has not been achieved and construction completion is rag-rated amber. Following discussion with the LA, I have factored in the opening of this school in full from 2021.

#### **Notes:**

- This could be delayed further: the site is in the middle of a residential area. It was rejected in BSF plans because of contamination/methane.
- Currently OASIS Leesfield admits 5FE (150 pupils) and operates out of temporary accommodation in the former UTC, which is not suitable for younger children and has no play area or sports facilities. If the opening of the permanent site is delayed (see 1 above) it is not clear whether OASIS Leesfield could continue to admit 150 pupils in Year 7 beyond 2019, when it will have reached capacity.

**Column 4** indicates the deficit in school places (assuming that OASIS Leesfield **does** open in 2021).

**Column 5** calculates a 3% increase on pupil numbers in line with DfE guidance for SCAP and shows the deficit in school places. This assumes that Leesfield opens in 2021.

---

<sup>1</sup> DfE Schools' Capacity Survey 2018: Oldham Local Authority Commentary

**B1 – Evidence of basic need.** Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Admission Year	Forecast Demand	Places currently available, with planning permission and included OASIS Leesfield from 2021	Surplus (black) Deficit (red)	Demand showing a plus 3%	Deficit in places
2018	3417	3359 (incl. agreed temporary capacity)			
2019	3510	3419 (permanent capacity)	-91	3615	-196
2020	3621	3419 (permanent capacity)	-202	3730	-311
2021	3679	3569	-110	3789	-220
2022	3751	3569	-182	3863	-294
2023	3676	3569	-107	3786	-217
2024	3792	3569	-223	3906	-337
2025	3929	3569	-360	4047	-478
2026	3894	3569	-325	4011	-442
2027	3866	3569	-299	3984	-415

Our proposed school is in a targeted local authority district.

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



## B2 – Need for good school places

**B2 – Need for good school places.** Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a 'pocket' of low standards where there is a very strong case for a free school.

Whilst the Ofsted profile of Oldham's secondaries has improved, pupil outcomes and progress have not, and the gaps compared with national performance have widened with the introduction of reformed GCSEs across the curriculum.

### Oldham Ofsted Gradings

Outstanding	2	Blue Coat, Radclyffe
Good	6	Hathershaw, The Oldham Academy North, North Chadderton, Saddleworth, Crompton House, Newman RC.
R1	3	Waterhead, Oasis, Failsworth
Inadequate	1	Royton and Crompton

### Key Stage 4 cohorts in Oldham

Key Stage 4	2017			2018		
	Oldham	National	Gap	Oldham	National	Gap
Progress 8	-0.20	0.00	-0.20	-0.30	0.00	-0.30
Attainment 8	43.6	46.3	-2.7	42.6	46.4	-3.8
Grade 5+ in English & Maths	37.0%	42.7%	-5.7%	35.7%	43.0%	-7.3%
Entered for EBacc	26.0%	38.2%	-12.2%	23.5%	38.4%	-14.9%
EBacc Average Point Score	-	-	-	3.50	4.03	-0.53
Achieving EBacc at 5/C+	13.4%	21.3%	-7.9%	-	-	-

### All pupil groups in Oldham underachieve

In 2017, all of the major pupil groups in Oldham were outperformed by their peers nationally. When both progress and attainment are taken into account, no particular group underachieves more than another. Although the Progress 8 gap is wider for boys (-0.22) than girls (-0.11), the Attainment 8 gap is similar and the attainment threshold gap for 5+ in English & Maths and 5/C+ in EBacc is wider for girls than boys. Similarly, the Progress 8 gap is narrower for Asian heritage (-0.22) and EAL pupils (-0.20) than it is for White pupils (-0.31) and those with English as a First Language (-0.29), but the attainment gaps are wider for EAL and Asian heritage pupils.

**B2 – Need for good school places.** Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

Key Stage 4 2017	Progress 8			Attainment 8			Grade 5+ in English & Maths			Entered for EBacc			Achieving EBacc at 5/C+		
	Oldham	National	Gap	Oldham	National	Gap	Oldham	National	Gap	Oldham	National	Gap	Oldham	National	Gap
All Pupils	-0.20	0.00	-0.20	43.6	46.3	-2.7	37.0%	42.9%	-5.9%	26.0%	38.2%	-12.2%	13.4%	21.3%	-7.9%
Girls	0.07	0.18	-0.11	46.5	49.1	-2.6	39.8%	45.9%	-6.1%	30.2%	44.0%	-13.8%	16.5%	25.8%	-9.3%
Boys	-0.46	-0.24	-0.22	40.8	43.8	-3.0	34.4%	39.9%	-5.5%	22.0%	32.9%	-10.9%	10.4%	17.2%	-6.8%
Disadvantaged	-0.38	-0.40	0.02	36.9	37.1	-0.2	22.0%	24.5%	-2.5%	16.3%	25.5%	-9.2%	4.4%	9.9%	-5.5%
Non-Disadvantaged	-0.10	0.11	-0.21	47.3	49.9	-2.6	45.5%	49.7%	-4.2%	31.5%	43.2%	-11.7%	18.5%	25.8%	-7.3%
First Language: Other (EAL)	0.30	0.50	-0.20	43.5	47.7	-4.2	35.4%	44.3%	-8.9%	14.2%	46.8%	-32.6%	7.3%	25.0%	-17.7%
First Language: English	-0.40	-0.11	-0.29	43.6	46.3	-2.7	37.7%	42.7%	-5.0%	31.1%	36.9%	-5.8%	16.0%	20.8%	-4.8%
Ethnicity: White	-0.42	-0.11	-0.31	43.4	46.0	-2.6	37.5%	42.1%	-4.6%	30.9%	36.5%	-5.6%	15.9%	18.6%	-2.7%
Ethnicity: Asian	0.25	0.47	-0.22	44.3	50.2	-5.9	37.3%	50.1%	-12.8%	14.4%	47.1%	-32.7%	7.7%	23.0%	-15.3%

### The Oldham problem is a school problem

Pupils of the same ethnicity/socio economic group perform well in some schools but badly in others. Where pupils perform well, this can be at the expense of a broad curriculum. KS4 figures above suggest that the biggest gaps are for EAL and ethnicity in EBacc entries, which reflects a gap in opportunity resulting from individual schools’ curriculum offer.

In both 2017 and 2018, only three Oldham schools entered more than 38% (national average) of all pupils for the EBacc – The Blue Coat School, The Crompton House CofE Academy and Oasis Academy Oldham. Pupils with English as a First Language account for 89% of all pupils across these three schools, which heavily distorts the figures for percentage EBacc entries. In all of the remaining ten schools, the percentage of pupils entered for EBacc was below national average for both EAL pupils and those with English as a First Language.

In 2017 and 2018 only 3 Oldham secondary schools had a Progress 8 score defined as ‘Above Average’ or ‘Well Above Average’, i.e. The Blue Coat School (+0.44, +0.54), the Oldham Academy North (+0.80, + 0.28) and the Hathershaw College (+0.34, +0.47). In terms of Progress 8, 2017 validated data shows that both EAL pupils and those with English as a First Language made progress above or in line with their peers nationally. Combined Progress 8 for EAL pupils across the three schools was +0.65 compared to +0.50 for all EAL pupils nationally. Similarly, combined Progress 8 for pupils with English as a First Language was +0.33 compared to -0.11 nationally. However, no pupils at Hathershaw were entered for EBacc in 2018 and only 5% at TOAN, compared with 88% at Blue Coat.

In 2017, the remaining 10 secondary schools had a Progress 8 score in 2017 defined as ‘Average’, ‘Below Average’ or ‘Well Below Average’, with only one school above 0.00 (The Radclyffe School at +0.02). Across the ten schools, both EAL pupils and those with English as a First Language were equally outperformed by their peers nationally. Combined Progress 8 for EAL pupils across the ten schools was +0.14 compared to +0.50 nationally, a difference of **-0.36**. Combined Progress 8 for pupils with English as a First Language was -0.48 compared to -0.11 nationally, a difference of **-0.37**. In underachieving schools, both groups underachieve.



**B2 – Need for good school places.** Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a ‘pocket’ of low standards where there is a very strong case for a free school.

A similar pattern is evident for attainment of grade 5+ in English & Maths. In 2017, there were four secondary schools where attainment of grade 5+ in English & Maths for all pupils was above or in line with the national average of 42.9% - The Blue Coat School (61%), The Crompton House CofE Academy (60%), Saddleworth School (51%) and The Radclyffe School (43%). In these four schools, EAL pupils and those with English as a First Language achieved above or in line with their peers nationally. Combined achievement of 5+ in English & Maths for EAL pupils across the four schools was 47% compared to 44% for all EAL pupils nationally. Similarly, combined achievement of 5+ in English & Maths for pupils with English as a First Language was 54% compared to 43% nationally. In the remaining nine schools, EAL pupils and those with English as a First Language were almost universally outperformed by their peers nationally. Combined achievement of 5+ in English & Maths for EAL pupils across the nine schools was 32% compared to 44% nationally, a difference of **-12%**. Combined achievement of 5+ in English & Maths for pupils with English as a First Language was 29% compared to 43% nationally, a difference of **-14%**.

5+ in English & Maths (2017)						
Schools with attainment of 5+ in English & Maths <u>ABOVE</u> national average of 42.9%	EAL (Combined)	National EAL	Gap to National	First Lang: English (Combined)	National First Lang. English	Gap to National
The Blue Coat CofE School (61%); The Crompton House CofE Academy (60%); Saddleworth School (51%); The Radclyffe School (43%)	47%	44%	3%	54%	43%	11%

5+ in English & Maths (2017)						
Schools with attainment of 5+ in English & Maths <u>BELOW</u> national average of 42.9%	EAL (Combined)	National EAL	Gap to National	First Lang: English (Combined)	National First Lang. English	Gap to National
Blessed John Henry Newman RC College (39%); North Chadderton School (38%); The Hathershaw College (37%); Failsworth School (29%); Oasis Academy Oldham (29%); The Oldham Academy North (27%); Waterhead Academy (25%); Royton and Crompton School (18%); GM Sustainable Engineering UTC (8%)	32%	44%	-12%	29%	43%	-14%

**Pupils in Oldham are victims of the performance of local schools.** Because admissions policies reflect segregation, disadvantage of all kinds is compounded. Ofsted reports underline what the issues are: the quality of teaching which does not sufficiently capture pupils’ interest or motivate them to excel; the lack of challenge and high expectations and stretch for the most able; underdeveloped literacy; insufficient opportunities for pupils to develop resilience, independence, problem-solving and reasoning.

The only school which has a consistent track record of all groups achieving across a broad and rich curriculum which enables all pupils successfully to progress is Blue Coat. The reasons behind this are both an admissions policy which produces a genuine socio economic and ethnic mix, and the quality of educational provision, teaching, leadership and staff development and governance. It is this combination that we intend to replicate in Blue Coat II, drawing on the capacity and expertise we have built up over years as a Teaching School, as a National Support School, as a SCITT and as a MAT, facing the challenge of improvement in very different contexts and phases.

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

## Section C – Vision

Section C provides an opportunity for you to tell us about your vision for how you will achieve this in your school. You need to demonstrate that you really understand the needs of the children in the local area, including disadvantaged children, and how your proposed school will assist them to fulfil their potential and close the attainment gap. You should also set out what your free school would add to the wider schools system, including where it has an innovative way of doing things.

Note that you need to demonstrate in later sections that your vision is both deliverable and affordable within the funding allocated to free schools.

This section will need to be completed in full by **all** applicants. Applicants with open schools and those proposing primary or all-through schools must provide additional information.

Please:

- Use the space provided in box C1;
- Provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school; and
- Refer to Section C of the [how to apply guide](#) for what should be included in this section.

### C1 – Vision

The purpose of The Cranmer Education Trust (CET) is encapsulated in our mission statement; Ambition, Excellence, Community.

We are based in Oldham, an Opportunity Area characterised by high levels of deprivation, undiminishing levels of segregation<sup>2</sup> and persistently low levels of educational attainment and progress; Oldham's employment rate (68.6%) is significantly below national (74.3%) and youth unemployment at 5% is nearly twice the national average.

The need for more, good secondary school places in multi-cultural schools in Oldham is urgent. It is not just the absolute shortfall of places but also the quality of local provision (see B) that makes parental choice a chimaera and reinforces low expectations of what young people can aspire to achieve.

The inequalities are compounded by ethnic segregation; in 2001 The Cattle Report<sup>3</sup> which examined the causes of the race riots in northern towns referred to segregated communities "living a series of parallel lives" reinforced by largely monocultural schools. In 2018, Asian-British children still cluster (75% + majority) in 3 of Oldham's 13 maintained secondary schools; White-British pupils account for 80% of the population in 4 more. Professor Miles Hewstone's Report<sup>4</sup> to the DFE 2017 on segregation in Oldham secondaries reports that "Pupils from neither (i.e. White-British or Asian-British) ethnic

<sup>2</sup> Index of Dissimilarity, Oldham 2001 census Ethnicity Report, Business Intelligence Service (Feb 2016)

<sup>3</sup> "Community Cohesion; A Report of the Independent Review Team" – Ted Cattle – Home Office

<sup>4</sup> "Diversity and Social Cohesion in mixed and segregated Secondary Schools in Oldham – August 2017" – Hewstone et al, University of Oxford, Report to DFE



## C1 – Vision

group saw strong support for mixing from their community and friends”. Contact and meaningful interaction is still not happening.

**The Cranmer Education Trust can and will address these inequalities through a new 11-16 8 FE designated Church of England secondary school, currently referred to as #BlueCoat2 because Blue Coat I is a recognised, respected, trusted and hugely oversubscribed brand (see D).** Blue Coat I pre-dates the incorporation of Oldham. It is a local, central landmark. For over a generation it has been consistently the highest achieving maintained secondary in both outcomes and progress, 11-16 and 16-18. We are now an established system leader, through the Teaching School Alliance (<http://northern-alliance.net>) including the leadership of curriculum networks, training and quality assurance of Newly Qualified Teachers, brokering, development and facilitation of leadership programmes and school to school support; the growth of our teaching training arm, Manchester Nexus (<http://manchesternexus.com>); Blue Coat I’s science specialism and developing maths hub; and the work school and Trust leadership has done as part of the Oldham Education and Skills Commission and with the Opportunity Area, and in turning around 2 failing primaries. The school/Trust has never lost pace because the Trust Board has embraced the challenge of transforming provision locally and setting the highest expectations. Succession planning and leadership transition are carefully managed; the Board is the custodian of the mission, the vision and the quality and holds the executive rigorously to account.

In making this application, The Cranmer Education Trust has the strong support of the MP and the Council (see Annex 4). This is significant; Oldham’s experience of new schools has been damaging both for the young people and for the reputation of the sector. The difference is that political leadership has confidence in **our** Trust – as do local families, and the Inter-faith Network, and community organisations and employers, and harder-to-reach groups, all detailed in Section D, because our brand recognition, educational track record and the local knowledge that Blue Coat I grasped the nettle of segregation and successfully transitioned into a multifaith, multicultural, inclusive and integrated community, where there is no compromise on educational standards and young people of all faith backgrounds and none are valued, supported and challenged to become the best they can be and are meant to be, achieving significantly better than local and national averages. Oversubscription from Oldham’s “other” and “non” faith communities to Blue Coat I now exceeds that of Anglicans, and in marketing Blue Coat II, we have seen clearly that the reputation of free schools is not a risk if local people have faith in the provider.

**Our strategy is to open a school for the whole of Oldham** and we are consulting with the whole community. The school will be in the town centre so that it is accessible for all and will not fall foul of planning opposition from local residents that continues to bedevil new schools in Oldham, i.e. Saddleworth, the new Oasis Leesfield. Our preferred location is a former retail site. The Council has agreed terms with its joint venture partner (See Annex H) so the site is immediately available on a 125/150 year lease at a peppercorn rent. Because of its previous use, there is no foreseeable planning risk or highways issue.

To ensure that the school has genuinely multicultural intake, we will use the Church of England designation to apply faith as a selection criteria for 50% of pupils if the school is oversubscribed – which it will be, because of our brand, its accessibility and the logic of Basic Need. We will allocate half of the faith places to Christian children of all denominations within Churches Together in Britain and Ireland or the Evangelical Alliance and half to other faith children within the **Inter-Faith Forum**. The forum exists to promote harmony, understanding and cooperation between all members of the

## C1 – Vision

community, especially in matters of faith and belief. All faith communities with a place of worship are members – i.e. Christian, Muslim and Hindu - and those that do not have a place of worship can be co-opted, so it is fully inclusive. As with Christian denominations, the Mosque Council nominates different mosque leaders to be members of the committee. That does not mean that all mosque communities always agree with the Forum (the timing of Eid is one example) any more than local Anglican churches always agree with the Diocese (e.g. re the payment of the parish share); but an umbrella organisation is necessary for communication and key standards (e.g. safeguarding), and enables a faith-based admissions criteria to be transparent and robust because we know which organisations and which leaders of worship are authentic. Since in Oldham faith is proxy for ethnicity, awarding 60 places to Christian children and 60 to “other faith” children will ensure that half the school’s intake is culturally balanced. **The remaining 50% of places will be randomly allocated across 3 geographical zones**, of 0-1, 1-2 and 2-3 miles from the school (See Annex 2). This will enable us to achieve an intake which is genuinely mixed in ethnic, cultural and socio-economic terms. We will be teaching our young people (and their families) to be aspirational, therefore it is important that there are children from aspirational backgrounds in that mix. Our approach to admissions therefore reflects that of Dixons Multi-Academy Trust, where admission by randomised selection rather than proximity helps to reach out beyond the immediate community and attract a diverse mix of students from all backgrounds<sup>5</sup>. Similarly, the University of Birmingham Free School uses an admissions model which includes 4 separate city-wide catchment areas – analogous to our geographical zones – to increase the diversity of pupils and ensure the school is representative of the wider area<sup>5</sup>

**The risk if we do not use faith as an oversubscription criteria** is that wherever the school is located, it will reflect the ethnic segregation of the borough. A town-centre school would rapidly become mono-cultural Asian-British. Blue Coat II will bring local communities together because the admissions policy will ensure that their children are in the same multiracial entry cohort. The children will learn together in classrooms that provide integration, in a curriculum and ethos that directly addresses difference, understanding and mutual respect of faith and values, in an extended school day (and week) where enrichment ensures structured opportunities outside of the classroom to interact meaningfully in pursuit of a common goal, working with young people and adults from all backgrounds.

The randomised selection policy will achieve an intake that is a faithful representation of the profile of the borough. We anticipate borough averages – i.e. 35% Ever6 FSM; 33% EAL; an intake skewed to the middle, with c.13% entering the school with low prior attainment and around 33% with high prior attainment.

### **Our vision for our pupils**

We will educate for aspiration, for progression, for deep knowledge and understanding, for resilience, engagement, self-worth and meaningful interaction and mutual respect. We will challenge and support our young people to become everything they can be and are meant to be and we will consciously and deliberately set out to surprise many families, especially those that suffer persistent disadvantage, with what their children can achieve.

---

<sup>5</sup> Integrated Communities Strategy Green Paper March 2018



## C1 – Vision

We will achieve this through:

- 1. The curriculum**, which is the first instrument of social mobility. The curriculum will be aspirational, academic, knowledge-led, broad and rich to ensure that all have a platform for progression. In contrast to the majority of local schools, our curriculum will be structured to ensure that all pupils have a broad and rich National Curriculum Key Stage 3 experience, and the opportunity, quality of teaching and effective curricular transition to take and enjoy the full EBacc at Key Stage 4. The GCSE EBacc will be supported by an Open Pot of subjects and technical qualifications that enable every pupil to succeed and progress. Expectations will be the same for every pupil: all routes will lead to recognised qualifications (see section E1).

A broad, rich, academic curriculum, as the Sutton Trust research shows, increases the chances of pupils, particularly middle attainers, achieving good grades in English and maths, the foundation for progression; gives pupils the confidence and platform to embark on A-Levels/Level 3 qualifications, and aspire to Higher Education and Advanced Apprenticeships which significantly reduce the burden of debt that deters disadvantaged students particularly; and starts to close the Pupil Premium gap for higher and middle attainers<sup>6</sup>.
- 2. Pedagogy and teaching and learning.** The starting point is always teaching and learning, and Blue Coat II will specialise in pedagogy that is active, engaging and ensures no pupils are left behind, which enables pupils increasingly to work independently, at depth and with resilience. Teaching will be evidence-informed, and solution-focused based on accurate diagnosis of the need, highly skilled teaching and evaluation to build on what works and has impact.

At the heart will be the mastery cycle of pre-learning, addressing gaps, varied teaching approaches, regular and deliberate practice to build fluency, formative assessment in the moment to improve metacognition and inform lesson planning; unitised and interleaved learning.
- 3. Aspirational Transitions**

**Learning gaps from Key Stage 2 will be addressed through structured and consistent strategies for oracy, literacy and numeracy, and a Project-Based learning module in Years 7 and 8.** This will build a bridge for pupils into the academic disciplines of Key Stage 3 and develop depth and metacognition enabling pupils to engage with the school's academic vision and values. It also provides a vehicle for staff training, particularly in the first 5 years of the school as we embed our ethos and expectations, ensuring that our teachers work collaboratively from the start, building subject knowledge, researching pedagogy and developing an increasing and varied repertoire of teaching and learning strategies to engage all pupils in active learning.

**Our planned 5-year subject-driven curriculum through which pupils progressively learn knowledge, skills and behaviours/attitudes – curiosity, resilience and independence - provides a seamless transition into Key Stage**

---

<sup>6</sup> Sutton Trust 2016: Changing the Subject – Allen and Thompson, Education Data Lab.

## C1 – Vision

4. There will be a limited guided choice at the end of Year 8 – either History or Geography will be compulsory; 2 free options will complement the curriculum of English Language and Literature, Maths, Double or Triple Science, RS, History/Geography, the modern language, PE and PSHE. For some young people we may agree that a 3<sup>rd</sup> free option is better for their needs than a modern language. Pupils will be strongly encouraged to take a creative subject, and a range of academic, technical and vocational options (see E). This will ensure that every pupil has a curriculum that enables them to succeed, without any lowering of expectation or dilution of the core. Therefore, there is no break when suddenly KS4 begins, because skills, concepts, vocabulary and deep understanding will be built progressively and interleaved from Year 7 so that pupils have a reservoir of deep knowledge that supports GCSE success.

**Transition from Key Stage 4 will be aspirational**, including the opportunity to progress to the highest achieving Sixth Form in the borough, Blue Coat I, which already draws students from across the area, from all faiths and none, and all ethnicities. We will change the admissions policy to make Blue Coat II a feeder school. We are in the process of preparing a significant change application to the RSC with the necessary consultation process to support an expansion bid for Blue Coat I in 2019. (Blue Coat I has de facto expanded to meet increasing local need but these places will not be sustainable in the longer term unless the site expands). We have identified/been offered land close to Blue Coat I which will be part of this application. This will help ensure aspirational post 16 progression at Blue Coat for students in both our schools (in addition to the growing numbers who apply each year, which will increase with the pupil population). Teaching and learning strategies will prepare pupils for successful progression into Level 3/technical and vocational qualifications.

We will set targets with pupils and their parents post 16 and post 18 progression including University, higher level and other apprenticeships and employers. We will maintain contact with students wherever they go, to encourage and track their journey. We will work closely with other local post-16 providers who offer a range of provision at Levels 2 and 3, vocational, technical and academic to ensure every young person has a personalised, aspirational and supported plan for their future.

4. **An enriched curriculum and extended school day/week** to enable all pupils to become engaged in the school, develop/increase curiosity, cultural capital, life skills, leadership and teamwork; have real opportunities to be enterprising and become involved citizens; have access to resources that mitigate against disadvantage in the home environment; enjoy structured opportunities to further meaningfully mix with young people from different communities outside of the classroom and become team members in pursuit of a common goal; interact with and learn from adults/role models from all communities: we will actively seek diversity when commissioning high quality enrichment. In addition to the enrichment that is embedded in the taught curriculum, (field trips, theatre, gallery and museum visits, Bronze DofE Award in year 9, a residential experience for all, ideally in Europe in Year 8), we will teach aspiration by involving children in a range of different aspirational activities led by high-quality people and coaches; enhance oracy by building in one-to-one reviews with the form tutor; and bring communities together in meaningful integration through the teamwork of enrichment as much as through class-based learning. By teaching pupils to talk about and present on all the new opportunities they have tried, we will widen families' expectations of and confidence in what their children can aspire to. We intend to open on Saturday mornings in another community resource when pupils



## C1 – Vision

reach Years 10 and 11 to enable disadvantaged pupils, in particular, to benefit from peer mentoring by Blue Coat I sixth formers, as part of their “Blues” programme. The sixth formers will be carefully selected, trained and paid. Trained staff will manage the provision to ensure quality. This programme is already being developed at Blue Coat I (in twilight time because of the distance that pupils travel). The power of trained peer mentoring is evidenced in EEF research has had a quantifiably significant effect at Matthew Moss High School in Rochdale and a strong impact at Blue Coat I.

### 5. **Employability**

High levels of youth unemployment affect all communities in Oldham. As in other post-industrial boroughs, the disappearance of traditionally male routes/occupations can make it more difficult particularly to engage boys in schools.

We will therefore engage energetically with “cornerstone” employers through the Greater Manchester Combined Careers and Enterprise Strategy, part of the Opportunity Area Strategy, bringing employers into the classroom to reinforce the relevance of the curriculum to pupils’ learning and the opportunities this creates (as at Blue Coat I). Through the Enterprise Leads, we will ensure that pupils and their parents are aware from Year 7 of apprenticeships and training routes. Where parents do not engage, our Community Liaison Officer, with support from the pastoral staff, will take the information to the community groups and to homes, building relationships that focus on the children’s futures from Day 1.

We will ensure that our pupils visit and experience high quality technical and vocational training providers, as well as academic progression routes. By setting aspirational targets, ensuring basic skills are in place (literacy, oracy, numeracy and problem-solving) and teaching to develop resilience and independence, we will ensure that all pupils have qualifications that enable progression and the skills and attitudes to stick at their progression. Our enrichment programme will involve a wide range of adults from beyond the school who will reinforce aspiration and provide role models, and wherever possible, we will deliver enrichment in vertical groupings so that 15-16-year-olds in Blue Coat II are naturally expected to become leaders and supported in doing this.

### 6. **A culture of nurture and strong pastoral care**

Our provision is holistic; we are developing good citizens, good neighbours, good friends and good people whom we are proud to know. Our pupils will grow up with adults who are committed to their care and welfare, to their health and wellbeing, and to their becoming the best they can be and are meant to be.

Blue Coat II will have a strong pastoral system with the tutor at the centre. Pastoral responsibility will be explicit in contracts, job descriptions and appraisals. All teaching staff will be tutors, including Senior Leaders, emphasising that the care and nurture of the individual is at the heart of the school. The best tutors will be appointed super-tutors – the role models and trainers of other staff so that the bar is always high. The tutor will establish a relationship with the young person throughout their time in the school, supported practically, administratively and when other agencies/professionals need to be involved, by non-teaching deputy Heads of Year, an Attendance and Safeguarding Officer and a Community Liaison Officer who will work with the child and their family/carers, particularly where families are harder-to-reach because of disadvantage, culture or language.

## C1 – Vision

### 7. **An unambiguous behaviour code with clear expectations and boundaries**

An orderly, mutually respecting school environment is necessary for good learning and students' wellbeing and establishes high standards. We will emphasise behaviour expectations and high standards of conduct to underline that this is a community where all can learn and grow, and in doing so, lay the ghost of the previous unsuccessful free school.

Our policy and training for staff will emphasise the necessity of modelling the expected behaviours and explicitly teaching the shared language of politeness, continuously reinforcing positives. All staff will be trained to use restorative practice techniques. Strong links with organisations that have a brand in the communities will reinforce positive behaviours outside of school. We will provide facilities in school to enable the most troubled young people to learn in a safe environment when they are not ready or able to cope with the classroom. Assemblies will focus on personal behaviours, developing empathy and modelling care and respect for others, which will be embedded by commitments to charitable causes to provide the opportunities to grow and be respected and acknowledged for that.

### **How Blue Coat II will benefit from being part of The Cranmer Trust**

Blue Coat II will join the CET family which currently comprises:

- Blue Coat Church of England School, 11–18 (Ofsted 1–2011): Founder Academy.
- East Crompton St. George's Church of England Primary (Ofsted 2 – April 2018): Joined September 2015.
- Mayfield Primary School (Ofsted 2 – June 2018): Joined January 2016.
- Manchester Nexus School Centred Initial Teacher Training ([www.manchesternexus.com](http://www.manchesternexus.com)) – Accredited September 2017 (Inspection due 2019).
- Supported by our Teaching School Alliance, The Northern Alliance ([www.northern-alliance.net](http://www.northern-alliance.net)) – established 2012, including schools across 4 Local Authorities.
- Assistant Maths Hub linked to NW1.

Our vision is that the CET will expand over the next 5 years to include 3 secondaries, starting with our Free School, developing through our significant change application and bringing in a single academy trust in a neighbouring borough where 2 directors are now on the governing body. This has the support of the RSC and the Manchester Diocese. We aim to grow 7 FE primary capacity to create the economies of scale for sustainable primary improvement; starting with the expansion of Mayfield to 2FE (in options appraisal) and bringing in further primary partners when our priority – Blue Coat II – is securely established. This will be supported and enabled by the CET's central capacity, detailed in Section F.

Exceptionally strong central services/executive governance and capacity for school improvement have ensured that Blue Coat I goes from strength to strength. They have transformed our 2 primaries, and enabled the CET to develop a thriving SCITT, which is the recruitment pipeline for the partnership.

Financially the Trust has a healthy reserve. All our audits have been exemplary. We have developed an integrated and scalable ICT service and connectivity across 3 sites to enable communication, central monitoring and sharing of resources. We have successfully TUPE'd, performance managed and workforce-planned and developed staff in all phases and at every point of their career, with the result that the Trust is an employer of choice with good relationships with the professional associations. We intend to grow Blue Coat II as an outstanding partner in our Trust that will enable us to further improve



## C1 – Vision

the quality of our offer for all children and young people by providing a school that parents want and the borough needs.

Our staffing model factors in posts to lead and develop pedagogy and teaching and learning (as at Blue Coat I) to enable the Trust to continuously improve standards in all schools and ensure new teachers and leaders are mentored and supported by expert and experienced practitioners. We have located 3 support staff leads in the new school as it develops, marketing and communication will prioritise Blue Coat II in the first 1-3 years. An estates manager for the Trust will operate out of Blue Coat II, funded by the central charge. The Trust's Data Manager will be based at Blue Coat II, supported by a Data Officer/SIMS Manager in each school.

Blue Coat II will therefore develop as the equal of Blue Coat I within CET, an equally aspirational choice for parents, providing complementary expertise in a systematic and streamlined way that makes the Trust efficient and far more than the sum of its parts, with the capacity, capability and culture to expand its offer to other schools, increase the quantum of good secondary places and lead improvement across the borough and beyond.

Blue Coat II will enjoy;

- Efficient and expert central services including Finance, Operations, ICT, HR, Data and Estates which enable teaching leadership to focus on pupils and the leadership of learning.
- Membership of an outstanding learning community – the established subject departments of Blue Coat I, with regular scheduled meetings across the year to develop improved pedagogy and assessment, moderate and track pupil progress, develop targeted improvement; and the wider Teaching School Network.
- Membership of our SCITT with direct access to trainee teachers and opportunities for staff development and retention as mentors.
- Middle and Senior leadership development through the full range of leadership training we run as the strategic partner of Ambition School Leadership, in conjunction with 2 other local teaching schools (one primary focused, one FE). This ensures that we are constantly building capacity and succession planning.
- Access to Blue Coat I's VLE, Bloodle, and all resources for schemes of learning, assessments, materials. This also enables workload management.
- A deputy from Blue Coat I will set up and embed Blue Coat II's SEND, literacy and EAL strategy, systems and practice.
- Blue Coat I's CPD programme will build in the specific needs of staff in Blue Coat II. Blue Coat II staff will take part in all generic training, e.g. safeguarding, Prevent, NQTs, the full leadership programme in conjunction with Teaching School partners.
- There will be potential for some rationalisation of curriculum provision (KS4 options) to ensure choice and opportunity for all (See E1). As all 3 proposed site locations are within walking distance (15-20 minutes) of Blue Coat I, this is entirely feasible. Timetabling will be co-ordinated across the schools, as necessary.
- The investment of Blue Coat I 6<sup>th</sup> Formers in Blue Coat II as part of the paired reading/the literacy strategy, Maths competitions, Sports Leaders, leading Philosophy for children will ensure that student role models of behaviour and ambition are continually evident and normal in the school. Trained Blue Coat I sixth formers will provide the Saturday morning peer mentoring for pupils in Year 10 and 11.
- The Trust Chaplain will lead assemblies in the new school to model ethos and develop engagement.
- Wellbeing activities for staff from both schools will be encouraged, including the well-attended "stress-busting" activities.

## Section D – Engagement with parents and the local community

In this section, you need to demonstrate that your proposed school will be full to capacity. To do this you will need to show that your proposed school has support from the local community. You will need to provide evidence that you have effectively marketed the school to a diverse cross-section of the local community, including parents. We will be particularly interested in seeing how you have targeted and plan to attract applications from disadvantaged groups. This should enable parents (or students in the case of 16-19 free schools) and other key groups in the local area to make an informed choice about the curriculum (and, where applicable, the faith ethos or designation of the school) and decide whether they want to support the new free school.

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

- Use the space provided in box D1;
- Include evidence as annexes; and
- Refer to Section D of the [how to apply guide](#) for what should be included in this section.

### D1 – Successful engagement with parents and the local community

#### Context

The Blue Coat School is now the second most oversubscribed secondary in Greater Manchester (MEN 2018). The data provided below reflects its popularity with all sections of the community, both those identifying as having a faith commitment and those with none.

#### APPLICATIONS RECEIVED –

#### Including Lates

	PAN: 245	PAN: 249	PAN: 249	PAN: 249	PAN: 240	PAN: 218	PAN: 218	PAN: 218
Category	2018 Entry	2017 Entry	2016 Entry	2015 Entry	2014 Entry	2013 Entry	2012 Entry	2011 Entry
SEN	5	10	12	11	12	6	8	8
LAC - Faith	4	3	4	7	4	3	1	0
Anglican Applications	347	367	331	345	286	325	283	292
LAC - Non-Faith	10	10	3	18	4	4	1	0
Churches Together Applications	74	77	51	60	72	64	44	53
Interfaith Applications	157	136	110	69	39	48	31	46
All Other Applications	949	890	694	674	562	577	725	788
<b>TOTAL</b>	<b>1546</b>	<b>1493</b>	<b>1205</b>	<b>1184</b>	<b>979</b>	<b>1027</b>	<b>1093</b>	<b>1187</b>

## **D1 – Successful engagement with parents and the local community**

In 2016 in the first iteration of Round 13, The Cranmer Education Trust launched a campaign of public engagement, including commissioning a professional marketing company, creating the website, consulting with focus groups of parents and an event in the Spindles Shopping Centre at Christmas (see Annex 3). We raised a lot of interest from across the community. When Round 13 was suspended in March 2017, the Trust maintained the website and continued to argue the need for additional school capacity to meet Basic Need (see Section B), strongly supported by the Inter-Faith Network (see Annexes 3 and 4), the MP for Oldham West (see Annex 4) and the new Council leadership of 2018 (see Annex 4). At this stage, with no Free School Programme in place, we had to manage parental expectations and therefore, did not engage the parent body further.

Following the re-opening of Round 13, we have re-launched our engagement strategy. As we were already in dialogue with the Council, their endorsement followed quickly, together with the support of Senior Officers to identify site possibilities, i.e. this is a plan that Oldham leadership fully supports (see Annex H).

### **Engagement Strategy Phase 1 – pre-bid 2018**

- Website updated (see Annex 3)
- Questionnaire – fields including age range of children and postcode  
122 questionnaires returned
- 318 Facebook followers
- 136 Twitter followers plus independent Tweets by Oldham Council in support of the bid
- Email and questionnaire subscription encouraged via social media
- 380 e-mail subscribers to date
- The launch events for parents took place on 28<sup>th</sup>, 29<sup>th</sup> September and 11<sup>th</sup> October. 374 people provided their family email addresses, so they could be kept informed on progress with the new school (see Annex 3).
- Our primary schools have displayed banners and distributed leaflets at school events.
- September 2018 Newsletter of Blue Coat School (see Annex 3)
- All e-mail subscribers have received their first update letter which encourages them to complete the questionnaire if not already done so, in order that we collect postcodes (i.e. Ward) information and children's ages to enable more detailed targeting in phase 2.
- Press Release (OMBC) (see Annex 3)
- MEN article 1<sup>st</sup> October (see Annex 3)
- Interview broadcast on BBC radio Manchester 29<sup>th</sup> September
- Presentation to/discussion with Secondary Heads 13<sup>th</sup> September and Primary Heads 12<sup>th</sup> October
- Information letters to staff and parents in CET Schools on 26<sup>th</sup> and 27<sup>th</sup> September (see Annex 3)
- Council statement of support signed by Leader and Cabinet Member of Education circulated to all elected members and officers on 25<sup>th</sup> September (Annex 4).
- Formal sharing with Unions through JCNC on 26<sup>th</sup> September
- Church of England Diocese Manchester news item online 4<sup>th</sup> October (see Annex 3)
- Oldham Reporter Article 9<sup>th</sup> October (see Annex 3)



## **D1 – Successful engagement with parents and the local community**

- Meeting of the Interfaith Forum 24<sup>th</sup> October bringing together 6 x Muslim imams, 1 x Hindu priest, 1 x Catholic Priest for a Q and A which resulted in the distribution of 2,000 newsletters to their places of worship and a projected audience of 5,000 in the Glodwick and Coppice communities (see Annex 3).

### **Engagement Strategy Phase 2 – post bid**

Phase 2 will be carried out in the months after the bid has been submitted, with more focus on engaging specific communities that might be harder to reach and/or haven't traditionally applied to Blue Coat. This might include; Pakistani, Bangladeshi and Indian communities – building on existing links with the Oldham Interfaith Forum and Mosque Council, but also looking to engage at a community level with specific groups identified by the Council District team such as:

- Attendance at the Women's Chai Project meetings
- Meeting with the Ghazali Trust
- Werneth and Freehold Community Development Project;
- Westwood and Coldhurst Women's Association;
- Fatima Women's Association;
- Oldham Bangladeshi Association;
- Oldham Pakistani Community Centre;
- Oldham Indian Association and Shree Swaminaryan Temple;
- Using links in local primary schools to engage parents, for example linking into the parents' coffee morning at Burnley Brow School; ensuring that we also engage with younger people and women within these communities.
- Eastern European Communities – Oldham is host to several growing Eastern European communities, particularly those of Romanian Roma heritage. Oldham Council's District Teams and newly established Emerging Communities Team will work with the Cranmer Trust to provide opportunities for engagement with these communities, attached to programmed activity such as Oldham orientation sessions, tours for new arrivals, and English language classes.
- Other communities – seek to map out any other neighbourhoods within the proposed geographic reach area where engagement during Phase 1 has been limited, and seek to engage within those areas, again working alongside Oldham Council and other partners, such as local housing associations.
- First Choice Homes - not for profit Housing Association who regularly go out on the road giving advice in various neighbourhoods on housing, universal credit and other local interest.
- Engage local Ward Councillors for the neighbourhoods with the proposed reach area, via the local District Executive structure.
- Expand local media coverage, for example:
  - Linking into local television channels such as Probash Bangla TV
  - Building on social media coverage
  - Further stories in local press

### **Engagement Strategy Phase 3**

Assuming successful in being approved - look to develop a comprehensive and continuous engagement strategy for the following two years.

### **Engaging with the most disadvantaged**

The location of Blue Coat II is planned to be central. Bordering wards are in the top 1% of the most deprived nationally (Income Deprivation Affecting Children Index). These are the families which have least choice in schools which, following BSF, are largely on the

## **D1 – Successful engagement with parents and the local community**

perimeter of the borough, with oversubscription criteria based on feeder primaries or proximity. The central wards are predominantly Asian-British – hence the admissions strategy based on 3 concentric circles to engineer a multi-cultural intake (and at the same time reduce some of the pressure in other popular schools). Extension into the 2-3-mile radius enables communities within 10%-20% most deprived on almost all IMD measures (Indices of Deprivation Report 2) to access the school.

Our strategy for engaging with the most disadvantaged involves our work with;

- The Inter-Faith Network who are enabling us to access wider Muslim and Hindu communities. The meeting of 24<sup>th</sup> October was for a small group of faith leaders of one community it was important that a Q&A session was given so that community leaders go back disseminating a clear communication. Further small meetings will continue in phase 2.
- Vision Oldham (formerly the Oldham Bangladeshi Youth Association established in 1974). Vision runs a range of projects – mentoring, sports clubs, Outstanding Achievers Awards, IT and Vocational training, Summer play schemes, focusing on the education and employment needs of young people in deprived areas in Oldham. We will continue to build this partnership to develop a broad extra-curricular programme and to be able to gain access to families who might not otherwise come to us.
- Church groups embedded in the town centre; we are building relationships, particularly with Oldham Parish Church, the Baptist Church and the Salvationists and the Salt Cellar Inter-Denominational Project, all of whom work to give a voice to disadvantaged communities, to get the message about a new town centre school, with the Blue Coat brand, that will serve them.
- We are developing a strategy with hard-to-reach groups through the Council's district team co-ordinators for East and West Oldham as described in Engagement Strategy Phase 2.
- We are developing links with Action Together Oldham, a registered charity that works across Oldham and Tameside helping community groups turn good intentions into positive actions who will broker relations with the volunteers and the involved in the community.

### **What we will do to increase engagement**

We will analyse the data in terms of who has shown interest, postcode data, age range data, which group has made the referral and will use the information to re-target applicants to ensure that we are achieving borough wide reach and maximising on the most disadvantaged groups.

### **Engaging with business**

We are working closely with The Greater Manchester Combined Careers and Enterprise lead to develop our careers policy and, in particular, to build meaningful and sustained employer engagement in the school. We also intend to piggy-back on Vision's well-established mentoring scheme which brings in several local businesses and start-ups. We have the support of our MP and the Deputy Leader of the Council to establish employer links; this is likely to remain embryonic until the application has been approved, but we will continue to build the contacts and make this a priority during our pre-opening.

### **Responding to Feedback**

We are developing a FAQ section on our New School Webpage to respond to questions.

## **D1 – Successful engagement with parents and the local community**

We are inviting in active Tweeters who have raised questions, because once these are answered, they will become powerful advocates of the school, e.g. there is a lobby from a group of parents to build a school on a particular site which was assessed as part of BSF but rejected as unsuitable and is now both reduced in size and unavailable. Whilst we cannot share any site possibilities, we can give enough information to show that the process has been thorough. We have already been able to dispel one misunderstanding that membership of the Interfaith Network which is part of the “other faith” criteria would discriminate against some Muslim families. In fact, all of the mosques (and temples) are registered with the Network but because the mosques operate individually (e.g. there can be final differences about the start of Eid) communities are not always aware of the registration. By clarifying this with key individuals who are active on social media, we are laying this misunderstanding to rest.

### **How Blue Coat II will impact on existing schools**

As the endorsement from Oldham Council and our MP (see Annex 4) show, we have the full support of the Local Authority. The proposed admissions policy for Blue Coat II was a key part of this; what all parties want is a good, successful multi-cultural school run by a trusted provider that is committed to Oldham. Annex 2 explains the secondary school estate and how existing patterns of segregation are reflected in the secondary schools and reinforced by admissions policies which are based on feeder primaries and/or proximity.

Our admissions criteria are randomised and carefully designed to obtain an intake from both a diverse residential area across the borough, as well as from a wide range of social and ethnic backgrounds, thereby reducing pressure on oversubscription at other schools, not “creaming-off” any one school’s intake. A stress impact test will be carried out to ensure that the admissions criteria will not negatively impact on other secondary schools.

The CEO has informed the RSC, Vicky Beer, the Trust’s intention to apply, as has our MP, Jim MacMahon OBE.



## Section E – Education plan: part 1

In Section C you set out the overall vision for your school. Section E is about how you intend to deliver this educational vision in practice and make it a reality – using an evidence-based approach to implement your vision. We want to know how your school will deliver a high quality, inclusive education through a broad and balanced curriculum that will give all pupils the knowledge and skills they need to succeed and close the attainment and progress gaps.

You need to demonstrate a strong understanding of teacher recruitment and retention issues and show what mitigations you will put in place to ensure that you have the appropriate staff to deliver your curriculum effectively. Your education plan must be affordable within the funding allocated to free schools and consistent with your financial plans. You need to assure us that your proposed school will be inclusive and contribute to community cohesion.

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

- Use Table E(a) below; and
- Refer to Section E of the [how to apply guide](#) for what should be included in this section.

In the Table E(a), 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 to full capacity. Please add additional rows/columns if appropriate.

If you are proposing more than one school, you will need to complete a separate table for each.

Table E(a)							
	Year of opening 2022	+1	+2	+3	+4	+5	+6
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	240	240	240	240	240	240	240
Year 8		240	240	240	240	240	240
Year 9			240	240	240	240	240
Year 10				240	240	240	240
Year 11					240	240	240
Year 12							
Year 13							
Totals	240	480	720	960	1200	1200	1200

## Section E – Education plan: part 2

### E1 – Curriculum plan

If you are applying for more than one school and they will be the same phase, please provide one version of Table E1. However, you should set out how your curriculum plan will be adapted for each school in response to differences between cohorts.

If any of the schools you are proposing will not have the same curriculum plan (e.g. different phase, curriculum, specialism, and/or approach to teaching and learning), you may find it simpler to provide more than one version of this section.

**All** applicants will need to complete this section, but you will need to give us different information depending on your group’s experience and the type of provision you are proposing. Please:

- Complete Table E1 with subjects and hours, including any enrichment time;
- Use the space provided in box E1; and
- Refer to Section E1 of the [how to apply guide](#) for what should be included in this section.

Please note that you may find it useful to split this table and provide information relevant to each key stage that you are proposing.

Subject/Activity	Hours Per Week (two weekly timetable)	C/V	Comments
English Language and Literature	Year 7 – 3½ Year 8 – 3½ Year 9 – 4 Year 10 – 4½ Year 11 – 3½	C C C C C	All pupils will take English Language and Literature to GCSE. The options programme in Years 9 – 11 will also include Option English and Maths where pupils need more time working in smaller groups with teachers.
Mathematics	Year 7 – 3½ Year 8 – 3½ Year 9 – 4 Year 10 – 4½ Year 11 – 3½	C C C C C	Pupils will be taught according to Maths Mastery principles. Also, Option Maths (see above).
Science	Year 7 – 3 Year 8 – 3 Year 9 – 4 Year 10 – 4½ Year 11 – 4½	C C C C C	Pupils move to GCSE course in Spring of Year 9. Dual/Triple entry tbc by start of Year 10, based on student attainment, progress, interest and learning rate. Additional time for Triple (if required) will come from P6 enrichment time, twice a week.
Religious Studies (AS Philosophy)	Year 7 – 1½ Year 8 – 1½ Year 9 – 2 Year 10 – 2 Year 11 – 2	C* C C C C	All pupils will take RS, subject to parental right to withdraw (see Section E2 and E4). Diocesan curriculum: “to affirm, encourage and challenge students on their own spiritual journey.” In Years 7 – 9 pupils will learn about the

			beliefs of all the great faiths; at GCSE, students will focus on Christianity and Islam. Alternative to RS is AQA AS Philosophy or EPQ
PE/Sports Studies Core (Option)	Year 7 – 2 Year 8 – 2 Year 9 – 2 (2) Year 10 – 1 (2) Year 11 – 1 (2½)	C C C C C	Pupils who do not also choose PE as a GCSE option will be able to take Junior Sports Leadership and Coaching Awards as part of enrichment. Key Stage 4 pupils will also have access to sport and fitness through enrichment time. All pupils will have the opportunity to take Duke of Edinburgh Bronze Award as part of Year 9 and Year 10 PE curriculum and enrichment.
History	Year 7 – 1 Year 8 – 1 Year 9 – 2 Year 10 – 2 Year 11 – 2½	C C V (C) V (C) V (C)	Learning in History and Geography will be supplemented by PBL (see below). Pupils take <b>either</b> History <b>or</b> Geography to GCSE. They continue with the KS3 curriculum in their chosen subject in Year 9, with a stronger focus on GCSE skills and move towards GCSE knowledge in late Spring of Year 9.
Geography	Year 7 – 1 Year 8 – 1 Year 9 – 2 Year 10 – 2 Year 11 – 2½	C C V (C) V (C) V (C)	
Modern Languages	Year 7 – 2 Year 8 – 2 Year 9 – 2 Year 10 – 2 Year 11 – 2½	C C V (C) V (C) V (C)	The language offered is likely to be German. An inflected language supports grammatical understanding which is transferrable for EAL pupils. German's phonemic orthography makes it more accessible to new language learners. We will reassess this in the light of the graduate market in German and recruitment into ITE.
Wellbeing/Life Skills/PSHE	Year 7 – ½ Year 8 – ½ Year 9 – ½ Year 10 – ½ Year 11 – ½	C C C C C	One timetabled hour per fortnight taught by form tutors, with elements of specialisation (Sex and Relationships, Financial Literacy, elements of careers) taught by specialists on carousel. Careers Education will be across the curriculum.
Citizenship	Year 7 – ½ Year 8 – ½	C C	One hour per fortnight taught by RS/Social Science/ History specialists. Focus on British values.
Art, Design and Technology	Year 7 – 2 Year 8 – 2 Year 9 – 2 Year 10 – 2	C C V V	All pupils will be introduced to Fine Art, Design, Textiles and ceramics in Years 7 and 8. Photography, Materials technology and

	Year 11 – 2½	V	construction will be offered as options from Years 9 – 11 as either GCSE or Technical Award (see also below).
Performing Arts: Music and Drama	Year 7 – 2 Year 8 – 2 Year 9 – 2 Year 10 – 2 Year 11 – 2½	C C V V V	
Food & Nutrition	Year 7 – ½ Year 8 – ½ Year 9 – 2 Year 10 – 2 Year 11 – 2½	C C V V V	Nutrition and cookery will be part of the core curriculum in Years 7 and 8 as part of the school's commitment to healthy lifestyles for all.
Computing	Year 7 – 1 Year 8 – 1 Year 9 – 2 Year 10 – 2 Year 11 – 2½	C C V V V	
Sociology	Year 9 – 2 Year 10 – 2 Year 11 – 2½	V V V	GCSE
Business Studies	Year 9 – 2 Year 10 – 2 Year 11 - 2½	V V V	GCSE or Technical Qualification as appropriate

Hair & Beauty (CG L2 Technical Award) Child Development (OCR Cambridge National Level 1/2 ) Constructing The Built Environment (WJEC L2 Voc Award)	Year 9 – 2 Year 10 – 2 Year 11 - 2½	V V V V	Technical options offered at both levels 1 and 2 as appropriate for students. We envisage that construction will be offered at the Blue Coat I site (where it is already established and successful) and that Blue Coat II will be resourced for Hair and Beauty, which will also be open to students for Blue Coat I
Option English and Maths	Year 9 – 2 Year 10 – 2 Year 11 - 2½	V (C) V (C) V (C)	Additional support for English and Maths factored into the options programme, particularly for pupils who may need more intensive and smaller group work and/or who are early levels of competency.
Project-Based Learning	Year 7 – 1 Year 8 – 1 Year 9 – (2) Year 10 – (2) Year 11 – (2½)	C C (V) (V) (V)	Project-based learning is central to our literacy strategy (see Section E2) for both pupil learning and teaching. We envisage that the Extended Project Qualification (skills for which grow naturally out of PBL) will be part of the options offer for identified students, e.g. those who join the schools in Years

			10 – 11, pupils whose parents withdraw them from Religious Studies, (see Section E4) or pupils with a passion which aligns with their enrichment for whom this would be an additional qualification.
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Length of school day</b> , including any enrichment time.	7.45am-8.30am	School opens; breakfast club, literacy support/interventions, mentoring support for identified pupils. Voluntary homework clubs and availability of breakfast on a voluntary basis.
	8.30am-9.00am	Registration/assembly/ensuring pupils are prepared for the day/structured/purposeful /consistent enabling pupils to investigate what is going on in the world.
	9.00am-10.00am	Lesson 1
	10.00am-11.00am	Lesson 2
	11.00am-11.15am	Break
	11.15am-12.15pm	Lesson 3
	12.15pm-1.15pm	Lesson 4
	1.15pm-2.00pm	Lunch
	2.00pm-2.15pm	Registration, Year and House meetings to ensure pupils are prepared for learning
	2.15pm-3.15pm	Lesson 5
	3.20pm-4.30pm	Lesson 6 – It will be a requirement of the school (built into the Home-School Contract) that pupils attend a minimum of 2 Period 6s per week. Enrichment, homework clubs, Interventions for KS4 pupils Monday to Thursday.

**E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

**How the curriculum currently offered at Blue Coat I will be changed to reflect the needs of pupils at our new school**

	Pupil Population Blue Coat I	Pupil Population # Blue Coat II (Oldham Average)
Age Range	11-18	11-16
11-16 Population	1247	1200
EAL	9.8% (13.5%) <sup>1</sup>	31% (34.1%) <sup>2</sup>
FSM Ever 6	14.1%	38.8 (33.8%) <sup>7</sup>
SEND	6.9%	10.6% (15%) <sup>4</sup>
SEND (Statement/EHCP)	1.3%	1.0% (0.7%) <sup>4</sup>
White British/BAME	80%:20% (75%:25%) <sup>8</sup>	58%:42% (55%:45%) <sup>4</sup>
Prior Attainment Low:	5.3%	13%
Prior Attainment Middle:	39.7%	50%
Prior Attainment High:	55%	37%

All figures are based on 2017 Census; source OMBC Business Intelligence.

BAME is predominantly Asian British. 2017 secondary totals show 15.1% Pakistani-heritage, 13.6% Bangladeshi; Black-African/Black-Caribbean/White and Black British-heritage pupils make up 4.8% of the school population. Blue Coat I has the third largest black population (5.9%), which reflects parental preferences for a faith designated school.

**Replicating Blue Coat I and Rationale**

The fundamental point is that the school will be aspirational. As with Blue Coat I, we will have high expectation of all our pupils, and particularly these groups who underperform nationally. Our aim is to raise the bar – to set a standard of excellence and ensure that pupils and staff are challenged and enabled to achieve this, starting from the moment the pupils enter the school. Therefore, the curriculum will be broad, rich, subject based and academic. Sutton Trust findings show that academic learning reinforces learning in English and Maths<sup>9</sup>. A broad and rich curriculum leads to higher achievement for all and starts to close the gap for disadvantaged pupils. It tells students that the school believes in them and expects them to do well. It is not luck, it is their entitlement.

The curriculum is planned across 5 years in line with the new National Curriculum and reformed GCSEs. Breadth of study is essential in Years 7-9 to build up a reservoir of knowledge, conceptual understanding, skills and sheer curiosity that underpins increased progress which many of our pupils (see below) will not have at KS2. **Careers education** will be integral from Year 7. We will use our Enterprise Advisers and the

<sup>7</sup> Projection based on current Reception profile

<sup>8</sup> Projected when change to the Admissions Policy have worked through the school

<sup>9</sup> Sutton Trust 2016: Changing the Subject – Allen and Thompson



## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

careers links through the Greater Manchester Combined Careers and Enterprise Strategy, and our contractors in an ongoing relationship as part of their social value contribution, to regularly contextualise learning and start to show children some of the opportunities that are available in the Greater Manchester Region. For example, our opening in 2022 will come at a significant time for the Construction Industry, with a 50% shortfall in all skills and expertise including skilled trades, projected in 2025<sup>10</sup>. The construction industry has clear links to the curriculum in maths/science/technology/geography/oracy and literacy. It has systems, rules and expectations in working practices, and whilst we are not stereotyping employment and training routes, construction is a traditionally male occupation and can act as a hook into learning for white boys especially and their families.

**Religious Studies** will be part of the core curriculum up to GCSE. The Key Stage 3 curriculum will introduce pupils to the range of faiths and world views in line with the Diocesan/National Society guidelines, including humanism and agnosticism. At GCSE pupils will focus on Christianity and Islam as the 2 predominant faiths in Oldham.

As at Blue Coat I, pupils will be offered both **Double and Triple Science**, depending upon the pupils' attainment, progress, interest and learning rate. The curriculum will teach evolution in full. Creationism is not a valid scientific theory and is not discussed in Science. It may be discussed in Religious Studies at the instigation of students when they are learning about different arguments for the existence of God, i.e. within a critical framework which explores different world views and how they affect people's thinking and behaviour.

We intend that the modern language offered will be German, though that will be reviewed in 2021 in the light of teacher supply. German is important for its transferrable skills: because it is highly inflected, learners must engage with grammar, which reinforces literacy development in English, particularly for EAL learners. German's phonemic orthography makes it more accessible to new language learners. If German proves inadvisable because of teacher supply issues, we will offer French or Spanish, again depending upon the teacher recruitment market, supported through our Teaching School Alliance.

All other curriculum options will be offered as GCSE or Technical Award at Level 2 or, where necessary, Level 1. All courses lead to recognised qualifications.

As our schools will be 15-20 minutes walking distance, we plan to house construction at the Blue Coat I site and Hair and Beauty at Blue Coat II. If numbers in an option are low in one school (e.g. Music), students will be able to attend the lessons at the other site (the timing of lunch will make this movement possible).

**What will be different** is that there is a higher proportion of groups who underachieve nationally. We will address the causes of underachievement through:

- a coherent strategy for academic transition including literacy, numeracy and a bridge to academic disciplines;
- a focus on mastery pedagogy to build metacognition, self-regulation and resilience in learning;
- aspirational target-setting for both pupils and teachers (See E2);

<sup>10</sup> Greater Manchester Combined Authority Labour Market Information 2017-18



## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

- integrating careers education and employer engagement from Year 7 both in the curriculum (as in Blue Coat I – see above pages 37-38) and in enrichment;
  - a comprehensive and aspirational enrichment programme embedded in the school day;
  - developing life skills through the taught curriculum, PSHE and enrichment;
  - peer tutoring particularly for the disadvantaged pupils in Years 10 and 11;
  - nurturing pastoral care which puts the individual student at the centre and builds relationships of trust and engagement with the families.
1. Adult educational levels in Oldham are low, which affects parents' expectations of the school. Teacher expectations, especially of high prior attainers, are often too low, as reflected in Ofsted reports for local schools. Therefore, **we will set aspirational targets for both pupils and teachers** (See E2) and support these through nurturing pastoral care (See E1/5) below, building relationships with parents, and continuously reinforcing the relationship between learning in school and the world of work and employment. This will come both through the taught curriculum (see above) and through the enrichment programme (see below).
  2. Whilst on average Oldham's pupils achieve national average scores for ARE in reading, EAL pupils (and white disadvantaged pupils) face additional challenges. On average, proficiency levels on entry to secondary school cluster around C/D. Gaps are in inferring; comprehending more complex curriculum material, structural accuracy, abstract vocabulary, and refining English usage. **Our literacy strategy will be coherent comprehensive and embedded in all learning.** It starts with **oracy**. If pupils can say it, they can write it<sup>11</sup>. We will use the Cambridge University framework for oracy across the curriculum based on the 4 district strands of physical, cognitive, linguistic and social and emotional oracy. We have tracked how this model of teaching and learning which structures and reinforces talk in the classroom through teacher planning, modelling, scaffolding and collaborative practice enables pupils to learn confidently deploy new vocabulary and ask and answer what/why/how/what if questions verbally<sup>12</sup>. Once this has been embedded, pupils are then able to write more fluently.  
  
**To develop reading**, we will immerse our children in good text models in Years 7 and 8 (and beyond), both to develop an enjoyment of reading and to understand what good writing is. Blue Coat II will have a library. We will run the Accelerated Reader Programme through English and tutorial time. All teachers will be trained in the Reciprocal Teaching Principles<sup>13</sup> of Questioner, Clarifier, Summariser, Predictor to enable pupils to comprehend curriculum materials and develop and apply key vocabulary and concepts. School policy will provide consistent practices, e.g. a summary space next to a reading text for pupils to summarise and/or jot down a headline or key words. **All teachers will be trained in Powerwrite** which draws

<sup>11</sup> Vigotsky 1978 on developing conceptual understanding

<sup>12</sup> See EEF Improving Literacy in KS2 Guidance Report

<sup>13</sup> Palinscar & Brown 1984

## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

on talk-for-learning (see Oracy above) and deploys the model teaching sequence for independence; explain-model-scaffold-practise. Focusing on how pupils write improves the structure and style of writing and the content<sup>14</sup> The teacher models in each subject what writing is for and how it is structured, developing through activities, genres, vocabulary, grammar, correctives, openers, punctuation and voice.<sup>15</sup>

**Where pupils are at proficiency levels A and B, there will be additional interventions, i.e.**

- A two-week welcome package led by TEFL trained teacher, providing 1:1 and some small group teaching;
- Immersion in the arts/PE and Sport where pupils can communicate and experience success without language – again to ensure belonging;
- Access arrangements testing to establish baselining and plan steps of progress and chronologies for EAL (not SEN);
- A curriculum pathway which may include a mixture of GCSE/entry level/some technical and vocational/option Maths and English/EPQ.

3. A lack of engagement, independence and resilience in learning is partly cultural but is also reinforced by pedagogical priorities which are procedural, content (rather than knowledge and understanding) driven, and which focus on teaching to the test, leaving learners passive and, at best, compliant. **At Blue Coat II, we will drive pedagogy through mastery approaches and metacognition strategies**, so that pupils really understand what they are doing, can explain their thinking, can learn with one another and are prepared to make mistakes. What we want to see in lessons is pupils articulating and discussing, actively learning, deploying concepts and vocabulary accurately in response to searching teacher questioning, and engaging in learning independently and with confidence. We will target teacher and TA resource to address gaps as soon as they emerge (See E3 on staffing model and deployment). There will be 2 key whole staff vehicles for developing a mastery culture:

**Numeracy.** All our teachers will be trained in consistent approaches to numeracy and tools that support quantitative problem-solving, i.e. bar modelling to tackle number problems; Fermi to teach estimation; software that enables pupils to visualise and predict, especially where shape/geometry is involved. This is central to our CPD and, like oracy and literacy strategies, is embedded in PBL (see below). Staff, both teaching and support, learn by collaborative problem-solving, sharing the tools and paying very close attention to language and oracy, to ensure that pupils are not confused by a plethora of procedural/algorithmic approaches based on memory with no understanding.

**Project-Based Learning (PBL)** of 2 hours per fortnight in each of Years 7 and 8, is both part of our strategy for academic transition for pupils, (including literacy,

<sup>14</sup> D Didau

<sup>15</sup> Based on VCOP/Big Writing: Ros Wilson EEF Improving Literacy in Key Stage 2: and extended for Key Stages 3 and 4 by Blue Coat School



## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

metacognition and self-regulation) and our CPD strategy to train staff in consistent pedagogy and varied teaching and learning approaches – this will be particularly important in the early years of the school when teachers will be sole practitioners. We have developed PBL projects at Blue Coat I on, e.g. water, conflict, religion and art, health and nutrition, so that programmes of learning and resources are all in place. We have tracked the impact and seen an improvement in reading and comprehension ages of +5 months on average per year, in addition to significant improvements in writing, as evidenced by pupil projects which engage with rich subject content, abstract vocabulary and grammatical accuracy. The pedagogy of PBL has been derived from Mastery principles and strategies for Metacognition and Self-Regulation<sup>16</sup> and is a model that teachers then transfer into subject disciplines, i.e. pre-teaching/activating prior knowledge and establishing gaps, explicit introductions, teacher modelling in a range of ways, guided practice, tough love and struggle time, independent practice, formative assessment throughout repetition. Both of these will be underpinned by a **Maths Mastery** approach across Key Stages 3 and 4 to enable pupils to develop a deep understanding of number and shape, and to problem-solve with variation and at increasing depth and challenge<sup>17</sup>. Using materials which have been researched and developed over 30 years (and are continuously refined) in high achieving jurisdictions, and training teachers to use these expertly with their particular classes, we will ensure **a consistent, coherent and empowering Maths curriculum** that enables pupils to succeed and enjoy maths, and drive pedagogical practice which focuses on how children learn, and how they learn to apply learning.

In addition, **we will seek to balance inequality in the home environment by prioritising the development of life skill domains of self-control, self-perception** (confidence), **social skills** (communication), **motivation and resilience** (ability to cope with stress). There is evidence that life skills correlate with positive outcomes, attitudes to learning and building relationships in school<sup>18</sup>. They are crucial for a wide variety of jobs and often rated higher than academic qualifications by employers<sup>19</sup>. Life skills will be embedded within the taught curriculum through PSHE and teaching and learning strategies; enrichment opportunities will complement the taught curriculum in the school to develop confidence, life skills and communication (see below).

4. The impact of persistent poverty, experienced by all communities in Oldham, deprives children of cultural capital and home support for learning. **Therefore, a comprehensive and aspirational enrichment programme that is embedded into each student's school day is central to our vision.** The challenge is always to ensure that all students, and particularly the more disadvantaged, participate. At our new school both Teachers' Contracts and Home-School Contracts will ensure the staff commitment and the pupil/parent sign up so that all pupils will attend a

<sup>16</sup> EEF: Metacognition and Self-Regulated Learning: Guidance Report

<sup>17</sup> EEF: Improving Mathematics in KS2 and KS3

<sup>18</sup> EEF 2017 Teaching and Learning Toolkit

<sup>19</sup> Denning 2017

## **E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

minimum of 2 hours enrichment (P6) per week. The enrichment offer will be organised in 9 week blocks so that pupils can experiment. It will include at full strength by Year 5: sporting activities; art and photography; drama; music groups/ensembles; debating; coding and computing; chess; “be enterprising” linked to business opportunities; young engineers; cookery; textiles; practical construction skills; culture club; creative writing; “Brilliant” club; the Duke of Edinburgh Award (bronze embedded in the Year 9 taught curriculum; pre DofE will be offered to Years 7 and 8 as part of the Leadership award and silver to years 10 and 11 – pupils can then take and complete Gold award in Blue Coat I sixth form); volunteering (through the #iwill campaign and National Citizen Scheme, as part of the transition to post-16) science club; maths club; history club; geography club; philosophy club. In addition, pupils’ entitlement will include cultural visits to a gallery/museum/theatre; aspirational visits to universities and employers offering apprenticeship schemes; personal development opportunities including a residential for all in Year 8, ideally in Europe (as for Blue Coat I). Interventions will also be scheduled into Period 6. In Year 7-9 these will be in addition to enrichment; in Years 10-11 in some cases they will be included in enrichment.

**Homework clubs** will be offered from 7.45am-8.30am and after school when pupils are not scheduled for enrichment.

### **Management , delivery and quality assurance of enrichment**

Each pupil will take part in 2 activities per week. Group sizes will be on average 16-18 to ensure safety; therefore, each year group will require 25-30 enrichment groups, approximately half of which will be run by staff (1 hour per week of teacher’s directed 1265 hours will be allocated to enrichment, to support the development of high quality relationships between staff and students); the other half will be provided by externally commissioned providers who will provide across the year groups as the school grows especially for specialist/elite activities such as debating/chess/specialist sport coaches/specialist musicians/an artist and a writer “in residence”; specialist vocational teachers through our links with FE. We will also involve employers through the Greater Manchester Careers and Enterprise leads and local entrepreneurs who support community groups. Some of the activities will be supported by selected Blue Coat I sixth formers as part of the “Blues” programme/Gold DoE community service. Enrichment will last for 9 weeks, so that pupils experience 8 different opportunities per year and the last week of each term is a celebration of what pupils have done.

The scheme will be led by a Deputy Headteacher because it is key to the school’s aspirational provision for young people, and managed by a co-ordinator who in the early years will double as Community Liaison, that so we build both parental and wider community buy in. This is crucially about relationships and encouraging aspiration – the administrative work will be done by the school’s office team. The tutor will be lynch pin, advising on choices, ensuring that all pupils experience a wider range, and surprise themselves, recommending groups which are positive and encouraging mixing and cohesion, monitoring pupils’ participation, discussing progress with each student on a 3-week rota, encouraging oracy and presentation, feeding back on quality.

As the school population grows, we will, where possible, develop vertical groups for enrichment to give older pupils the opportunity to act as mentors and become role models and leaders in their school community.



**E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

**5. Saturday Morning Enrichment/Peer Tutoring**

This additional support will be from 9.00am to 12 noon, with breakfast and a snack. It will be open to all because in our context it is not just PP pupils who are disadvantaged – there are as many families where the parent/s is working but financially the family is on the edge. We will identify these families through our Hardship Fund applications and by knowing the students. Planned by leadership, it will be led by Blue Coat I Sixth Formers who are specially selected and trained, with staff there to oversee (mainly the Enrichment and Community Liaison leads who will work Mon-Thurs and Sat a.m.) and ensure safeguarding.

The positive impact on learning and peer tutoring which supplements and enhances teaching to consolidate learning is evidenced by EEF<sup>20</sup> (average positive effect equivalent to circa 5 additional months' progress).

In addition to high quality, trained support from role models who are 2 years older, (the most beneficial age gap), the intervention will also ensure an environment for learning that not all young people can access at home. This will extend the peer tutoring in reading which will be provided for all year 7s by Blue Coat I Sixth Formers within tutor time.

**6. Strong Pastoral Systems** bring aspiration, the curriculum and enrichment together with the individual pupil and their personal, social, spiritual and cultural development at the centre. In the relationship with parents, the tutor is a constant.

The school day is structured to allow at least 30 minutes per day with the form tutor, time which will be structured to ensure pupils always have a positive start to the school day. The tutor will lead the student's personal development, engagement in enrichment and how this is communicated to parents. They will have a broader responsibility for students' health and wellbeing, including mental health. All tutors will be trained in mental health awareness, as they are in safeguarding. Pastoral deputy heads of year will, under the guidance of a Deputy Head, provide the link to external services, both through the NHS, social care support services, the police and through the range of local voluntary-sector organisations which provide specialist help and advice. This team, supported by the Community Liaison Officer, will also organise specific help for parents and link with Early Intervention where the evidence shows that parents/carers are struggling, for whatever reason, with parenting and boundaries, and/or young people are in danger of falling into criminal justice. Our aim is to be proactive and co-ordinated in our approach, and therefore we will ensure that tutors are trained and have the time (see E3) to know and nurture their charges. We will expect tutors to each lunch with pupils, to model good manners, courtesy and looking after each other.

Pupils will be in slightly larger groupings for PSHE (see E), i.e. not all teachers will teach this programme, but may support other staff or co-teach with them, depending upon the needs of pupils and the curriculum. School systems and structures will reinforce the strong sense of community, through assembly, worship, through pastoral groupings, through Houses and student representation and

---

<sup>20</sup> Peer Tutoring: Teaching and Learning Toolkit 19 July 2018 EEF

**E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

leadership; through memorable and celebratory events which involve parents and the wider community.

This holistic culture, where all staff focus on the whole person, and every child is known, underpins all the pedagogical and teaching and learning strategies and promotes emotional engagement in learning – being prepared to participate, invest, try, risk failure. Confidence, self-esteem and the feeling that you are liked, valued and understood – that you matter - are important for all pupils, and particularly for disadvantaged pupils whose circumstances make aspiration seem an unreal hope. Every young person needs at least one adult in their school day who can make that connection with them. Once that connection is established, emotional engagement follows, and with that the neurochemistry for learning<sup>21</sup>The totality of the life of the school and the quality of our pastoral care are crucial to building confidence and learning.

---

<sup>21</sup> Dr Andrew Curran, Consultant Paediatric Neurologist, Alder Hey Children's Hospital: Keynote address to Oldham Learning Festival 2018

## E2 – Measuring pupil performance effectively and setting challenging expectations

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 need to give us different information depending on the experience of your group. Please:

- Use the space provided in box E2; and
- Refer to Section E2 of the [how to apply guide](#) for what should be included in this section.

### E2 – Measuring pupil performance effectively and setting challenging expectations

#### Measuring pupil performance effectively and setting challenging expectations

The Cranmer Education Trust's vision is an ambition for excellence for all pupils. The target-setting system for pupil performance is based on ensuring that each school will be in the top 25% nationally for all progress measures.

#### Target setting for progress and achievement

The target-setting system will draw on national comparative data sets to ensure school expectations are set above the national progress standards, with the aim that all pupil groups will make significantly more progress than their peers nationally. For secondary pupils, prior attainment data from KS2 and DfE value added models are used to set an absolute minimum expectation for progress by the end of Year 11, and challenge is added using Fischer Family Trust (FFT) Top 25% as a guide to ensure that expectations go beyond merely average progress. Targets are set and scrutinised at all levels: individual pupil, subject, group and school, to ensure that standards are high for all pupil groups and no gaps in expectation are built in on the grounds of gender, disadvantage, ethnicity, prior attainment banding and SEN. The school does not compromise its expectations for any pupil group, even where national data shows that they underperform. Targets for disadvantaged pupils are equally as challenging as those for non-disadvantaged, so the size of the disadvantaged cohort is never a limiting factor on the aspirations of the school.

In the context of Oldham schools' performance, ethnicity is an important factor in target-setting. Performance data across Oldham schools suggests that Pakistani pupils, particularly boys, underperform at Key Stage 4. In reality, this is a reflection of the concentration of Pakistani boys in a number of schools where success for all pupils is low. There is no reason as a cohort why they should not do well, but it becomes a self-fulfilling prophecy. Therefore, in setting challenging targets for Pakistani pupils, and by ensuring a broad curriculum and all the strategies outlined in E1, Blue Coat II will ensure that Pakistani pupils make progress that puts them in the top 25% of all pupils nationally.

Separate to ethnicity, although the two factors are often linked, is the larger EAL cohort and the positive impact it would have on progress targets. Additional challenge is added to targets for the EAL cohort to reflect the acceleration that EAL learners, both nationally and locally, typically make throughout KS4. The target-setting system draws on FFT analysis of contextual factors to isolate the impact of EAL on KS2-4 progress expectations. This raises the expectations for EAL pupils and ensures that their targets are sufficiently challenging.

Subject target variations are accounted for using national KS2-KS4 transition matrices, and this helps to ensure that high expectations are shared across all subjects, so every



## E2 – Measuring pupil performance effectively and setting challenging expectations

subject will aim to be in the top 25% for progress. This is reflected by Progress 8 targets that are significantly above the national average across all areas: English, Maths, Science, Humanities, Languages and Open Pot subjects. Targets are set for the end of KS4, but they are part of a 5-year flightpath with clear targets and expectations for the different assessment points across Year 7 to Year 11. This provides clarity of expectations for pupils, parents and staff, and facilitates the regular and rigorous monitoring that is essential to achieve such challenging targets.

The following high-level targets for Progress 8, English and Maths and EBacc reflect the high expectations at both schools. Progress 8 targets for Blue Coat II are higher than Blue Coat I, reflecting the higher proportion of EAL pupils. The threshold measures for Blue Coat I are slightly more challenging than Blue Coat II to reflect the higher ability cohort, but in both cases the targets for Blue Coat II are higher than local and national performance levels from 2016. *Threshold targets are given on the A\*-G scale (i.e. C+) rather than the reformed GCSE 9-1 scale (5+) because local and national comparators are not yet available.*

	<b>Progress 8</b>	<b>% achieving Basics (A*-C) in Eng. &amp; Mat.</b>	<b>% achieving EBacc</b>
Blue Coat II Target	+0.30 to +0.35	65% to 70%	35% to 40%
Blue Coat I Target	+0.25 to +0.30	75% to 80%	40% to 45%
Oldham (Actual 2017)	-0.20	59%	15%
National (Actual 2017)	0.00	64%	24%

### **How targets will be reviewed regularly to improve school performance**

To ensure continuously challenging targets in every subject, annual analysis is undertaken centrally by the Trust, with school leadership, to triangulate the most up-to-date data from KS2-4 transition matrices, SISRA Collaborate, FFT Top 25% and DfE Value Added models. This forms the foundation of future targets, but also informs scrutiny of existing targets to ensure they are keeping pace with national changes. Our schools also utilise additional benchmarking exercises including biannual scrutiny by a School Improvement Partner, comparisons with similar schools, and FFT Proof of Progress (PoP) tests.

### **Assessment and monitoring pupil learning**

Blue Coat II will use an established flightpath model developed by Blue Coat I that uses historical data to track and monitor the progress of pupils over a five-year period. This model reflects the changes in current GCSE specifications and ensures that the pupils are equipped with the necessary skills to be successful at GCSE. As the model has been developed by a thorough analysis of previous pupils' data, it enables the school to track the progress in relation to expectations for every pupil at every stage of their school career.

Pupil progress is scrutinised three or four times a year depending upon year group using teacher assessment and a standardised test where appropriate, ensuring that the senior leaders, working with Faculty and Subject Heads can pick up underperformance swiftly and strategically. The strength of the system is that it maps expected pupil progress from



## **E2 – Measuring pupil performance effectively and setting challenging expectations**

the beginning of Year 7 until the end of Year 11, and as a result can minimise the mass intervention culture that often consumes Year 11. Being able to accurately track, monitor and intervene (through a range of strategies which provide additional support which can include peer mentoring, organisational help and supervised time to catch up, additional small group support, before and after school club for a fixed period, parental involvement) from day 1 in Year 7, also ensures that all pupils, parents and staff all realise the importance of progress lower down the school. Pupils understand that each stage of their school career is a step towards their actual outcomes in Year 11. In addition to this staff are also accountable for the progress of pupils from Year 7 and as a result, pupils make excellent progress.

### **Accuracy of Assessment**

In addition to the well-established system for tracking and monitoring progress from Year 7 – 11 already in place that can be readily transferred, Blue Coat I has also invested heavily in the standardisation of pupil work over the last few years. As a result, when grades are provided by teachers, there is no doubting the accuracy of their assessment. The accuracy of assessment data provided complements the flightpath model and ensures that the school knows exactly where pupils are in relation to their expected progress journey, which subsequently allows relevant intervention and support to be triggered as a result. All of this will be transferred to the new school via the curriculum model, schemes of work, assessment plans and banks of historical model standardised pupil responses. Consistency will be achieved by staff standardizing and modelling across both schools. CPD on assessment will involve both staff bodies.

### **Using data to inform teaching and drive progression and attainment for all pupils.**

All pupil data is centrally created and stored on the central management information system which enables all staff to have access to up to date pupil information on targets, the current progress they are making and any additional needs that they may have. Seating plans are used by all staff to maximise progress in the classroom. Pupils are regularly assessed, and data is collected centrally for all year groups at least 3 times per year.

After each assessment point, the data is scrutinised by leadership, supported by the Trust's data analyst, to provide a strategic overview as to where there is underachievement. **Accountability meetings** are subsequently held following the data collection. In Years 1–2 of the new school, these will be held with all teachers. Faculty, department and subject leads will be appointed from Year 3, who will then take the lead in the data meetings where SLT will ensure there is an action plan to address any issues or areas of concern that arise. These meetings focus on the progress of each individual subject but also specifically focus on the progress of all key groups of pupils. Lesson observations also use the data to inform the focus of the observation and observations are structured to focus on any emerging issues. **Year Group Review Meetings** will take place 6 times per year in both schools to look at all aspects of pupil progress. These meetings, led by a Deputy Head and involving the Year Heads, will focus on pupil attainment, attendance, SEND, child protection, vulnerable pupils and learning behaviours and ensure that the whole pupil is nurtured and supported. Targeted intervention is then identified and provided through teaching and learning or any necessary alternative support to address any barriers to learning that have been identified.

All these systems and structures ensure that the comprehensive amount of data that the school collects, and analyses is used, so that pupil progress and wellbeing are at the centre of everything the school does. These systems and structures are already

## E2 – Measuring pupil performance effectively and setting challenging expectations

established in Blue Coat I and will be transferred to the new school. The experienced HT at Blue Coat I, supported by the Data Analyst, will train and coach the HT and senior staff at Blue Coat II. The CEO and the School Improvement Partner will oversee, and quality assure. The CEO, with the Headteachers, is responsible for the progress and achievement for pupils.

The Trust has developed a metric to report progress and attainment termly to local governance and the Trust Board to enable governance to question and challenge without becoming engulfed in detail.

### Behaviour and Attendance

The Cranmer Education Trust has the highest expectations of pupils' conduct. The Behaviour Policy of Blue Coat I, which is based on clarity, firmness and warmth, supported by restorative practices, will be transferred to the new school and reflected clearly in the Home-School Agreement. The secondary schools in the Trust will have a reciprocal arrangement for managing moves of pupils between them when all internal interventions have been unsuccessful, to give pupils a fresh start, without peer expectations.

Indicators	Frequency	Actions/Targets
Pupil behaviour about school/between lessons and social times	Daily monitoring re individuals/hot spots	Followed up by tutors/Year Heads.
Achieve positive engagement in lessons	Weekly monitoring through conduct log	Target: 5:1 reporting of positives against negatives – monitored in departments, overseen by SLT re further action
Participation in exam curricular activity x 2 per week	Weekly monitoring by co-ordinator – report to tutors	100% engagement
Bullying log/behaviours on social media	Weekly monitoring	Dep Heads of Year/Mentors seek resolution through Restorative Practice and/or parental involvement/sanctions
Pupil Voice	Termly through school council	Positive proposals for improvement.
Parental Survey	Annual	Children's safety and happiness to be in "gold" report, i.e. 90% - approval
Internal fixed term and permanent exclusion	Fortnightly review of data, centrally, reported termly to local governance	CEO follows up with HTs

### Attendance

Attendance targets will be set at a 95.6% minimum. (LA overall average absence rate 2016/17 was in the lowest quintile 5.15%-5.7%. We are benchmarking ourselves against the highest quintile (2.5%-4.4%).



## E2 – Measuring pupil performance effectively and setting challenging expectations

The ethos of the school will celebrate ambition, excellence, and the community of the school as a place where all can belong, thrive, and experience success, and where people look after one another. Good attendance will be promoted through form competitions, recognition and small (and for adolescents, not embarrassing) rewards. Like Blue Coat I, Blue Coat II will have a dedicated Attendance and Safeguarding Officer who will make home visits, as necessary, and ensure regular liaison with other agencies. In addition, Blue Coat II will have 5 non-teaching Pastoral Support Officers, with the time to work with pupils to resolve home and friendship issues, and access to the extra-curricular provision, and mentors to support homework and study issues, will all promote high standards of attendance.

### Progression Targets

Year 11 (240 Pupils) – academic and technical				
	BCI Sixth Form	All Level 3	Vocational/ Level 2	Apprenticeships
<b>Targets</b>	50%	80%	10%	10%

At 18 (240 Pupils) – academic and technical			
	University	Higher Level Apprenticeship	Employment
<b>Targets</b>	55%	25%	20%

### Engaging Parents

We are already building up relationships with communities and parents before their child enters school through liaison with community groups, churches, mosques and temples and will continue this through the work of the Community Liaison Officer and the Marketing Lead, supported by senior leadership. By definition, many communities will be harder to reach and therefore, we have to engage proactively. Through our marketing strategy, we will reach out to families through social media, particularly Facebook, celebrating and surprising families with the range of what their children are successfully experiencing.

There will be at least 3 calendared meetings for parents each year;

- a social meeting, with creche facilities available, to be held at the start of the year to meet the Year Head and Form Tutors, and with key information about the year ahead.
- a Parents' Evening to report on progress; the system for reporting to parents involves a grade card being sent home to parents after each data drop. This report card provides information on pupil attendance, punctuality, learning behaviours and their current grade in each subject. The flightpath model also ensures that parents can see the progress of their children in relation to their end of year target but can also translate to what grade at GCSE their current progress is likely to achieve. This information is the basis for the Parents' Evening conversation. In Years 7 and 8, parents are invited to school and meet with the pupil's form tutor. This model allows for longer appointments and more detailed discussion about the pupil's progress and their development as the whole child. As well as providing a much more in-depth conversation which parents value, structuring Parents' Evenings in this way also ensures that parents, pupils and form tutors form effective and long-lasting relationships. All pupils feel they have at least one member of staff in school who has a full overview of their progress and wellbeing and that all parents have an established relationship with a single point of contact if they have any issues they wish to discuss.

## **E2 – Measuring pupil performance effectively and setting challenging expectations**

- a Celebration Evening in the Summer where children will speak, present and demonstrate learning.

Blue Coat II will also arrange additional family evenings (with a meal/creche provided) – for example, when pupils need to be revising for public exams; when speaking tests are coming up; when pupils are making GCSE choices and progression choices. We will involve our Enterprise Adviser so that the relationship between school and employment opportunities is normalised, with information for parents and pupils about skills gaps, areas of shortage, how pupils can be ready to meet the need.

There will be coffee mornings for parents of pupils with SEND and for parents of pupils who have received a special commendation. We will seek to improve parental support through Early Help, where services remain, including if possible some sessions delivered by external providers and offered all to parents, e.g. “Managing Social Media access – what to look out for”; “Adolescence and Mental Health”; “Behaviour and Boundaries – what is reasonable”; “Young people and the law”. Interesting and useful though these are, the challenge remains that there are parents/carers who cannot/will not engage in partnership with the school. That is where pastoral provision comes to the fore, and the school is the corporate parent and where the nurturing intervention of the tutor, the Year Head and the culture of the school are paramount in enabling the young person to learn, develop and know that they are valued providing a model of parenting for the next generation.



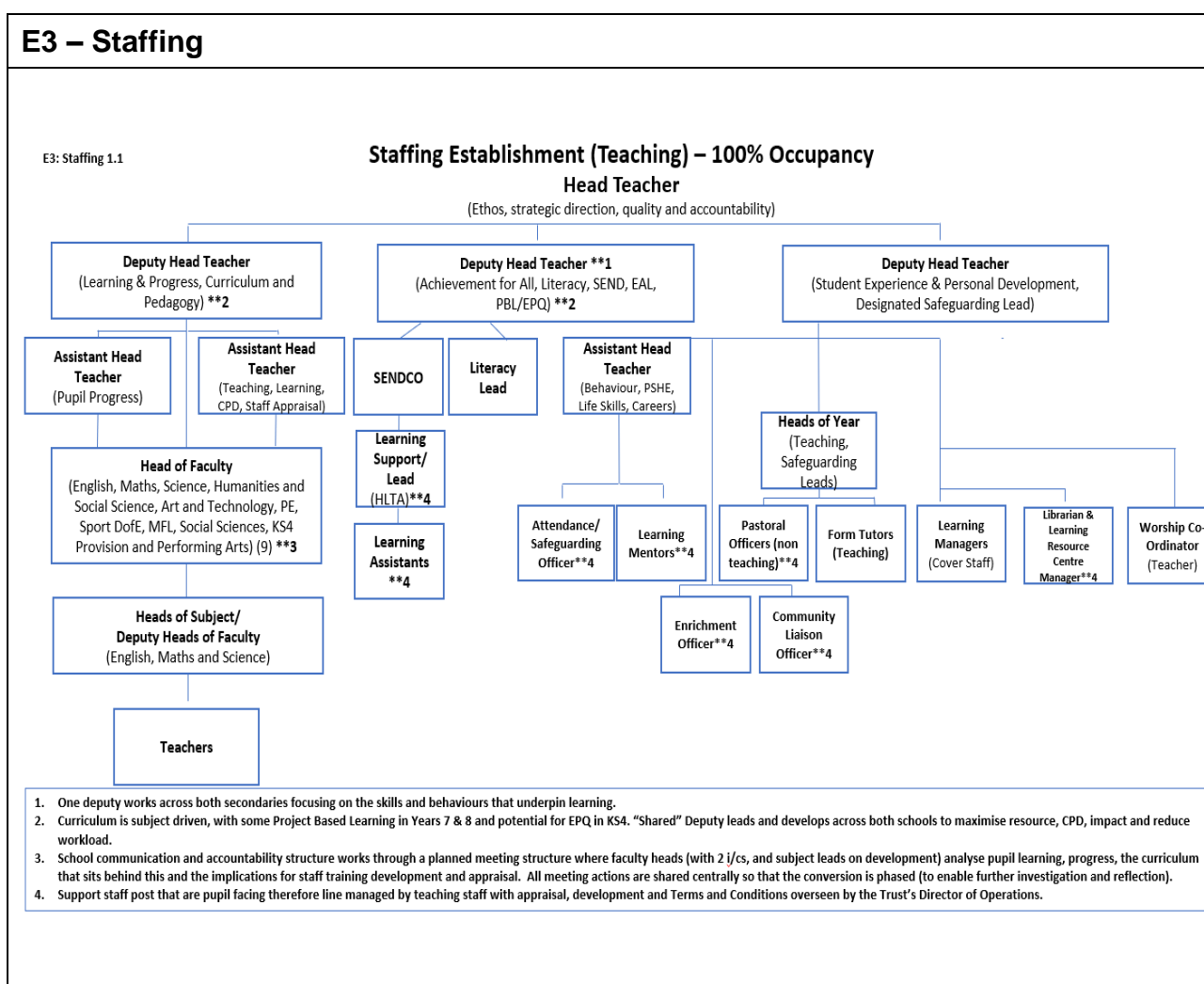
## E3 – Staffing

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

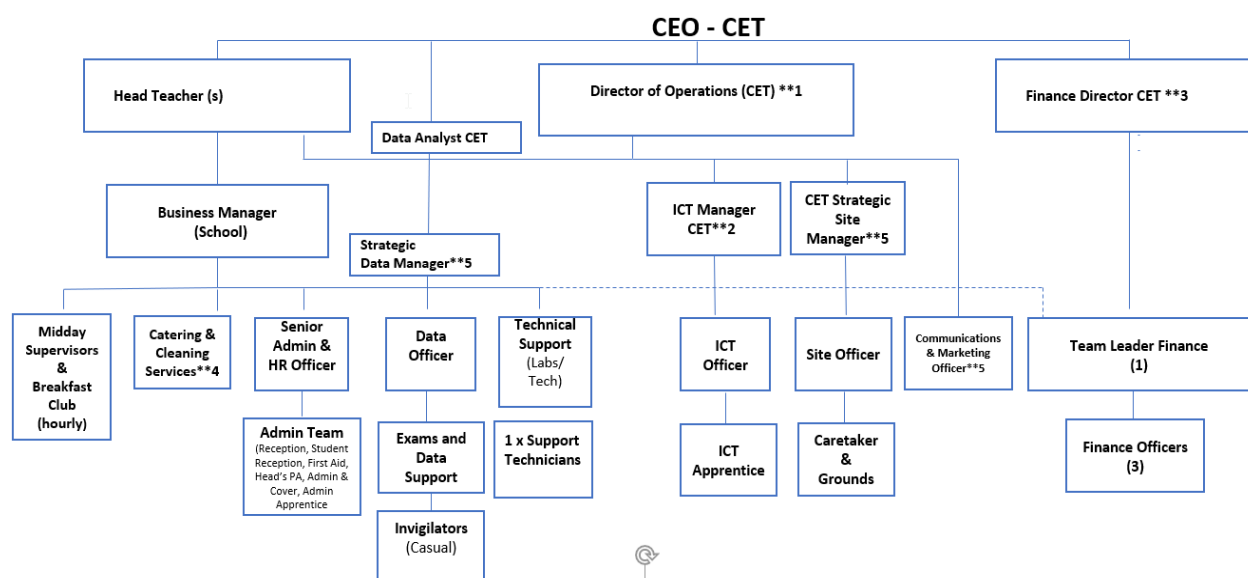
You will need to make sure that the information provided in this section is consistent with that provided in the financial plan section (section G).

All applicants will need to complete this section, but you will need to give us different information depending on the experience of your group and whether your application includes a nursery. Please:

- Use space provided in box E3; and
- Refer to Section E3 of the [how to apply guide](#) for what should be included in this section.



## Staffing Establishment (Support) – 100% Occupancy



1. Director of Operations is responsible for all support staff across the Trust, including those line managed by teaching staff.
2. ICT Services are run centrally with direct and remote support from Blue Coat I.
3. All financial processes are centrally driven from Blue Coat I and monitored but as part of a wider support team the Finance Team Leader in the school is part of the Business Manager's middle leader team.
4. Catering and cleaning services are outsourced.
5. These posts are part of the CET staffing establishment and based at Blue Coat II. They are costed in the budget at 60% with the balance being recharged by the Trust to the individual schools. The Communications and Marketing Officer will prioritise Blue Coat II, in the context of good news about the Trust.

**Teacher Staffing Growth 100% Occupancy**

	Year 1	Year 2	Year 3	Year 4	Year 5
Students on Roll	240	480	720	960	1200
Headteacher	1	1	1	1	1
Deputy HT	1.5	1.5	2.5	2.5	2.5
Assistant HT	1	2	3	3	3
English	2 (includes SENDCO)	4 (includes SENDCO)	5 (includes Literacy Lead)	9 <sup>1</sup>	12
Maths/Computing	2	4	6	9 <sup>3</sup>	12
Science	2	3	5	7	10
Humanities	2	5	6	8 <sup>2</sup>	12
RS/Hi/GG/PBL					
Soc Sci/KS4	0	0	1	2	3
PE	1	2	3	4	5
MFL	1	2	3	3	4
Art/Technology/Food	1.5 <sup>4</sup>	2.5	4	5	6
Expressive Arts (Music and Drama)	1	2	2.5	3	3
PSHE	Included in staffing establishment				
SENDCO	(In English)	(In English)	1	1	1
Heads of Year (appointed from within staffing establishment)	-	1	3	4	5
Worship Co-ordinator (from Within staffing establishment)	-	-	1	1	1

**Notes**

1. Includes strategic English lead for CET, therefore, charged at 60% Blue Coat II.
2. Includes strategic Humanities lead for CET, therefore, charged at 60% to Blue Coat II.
3. Includes Maths Mastery Lead Practitioner.
4. The Food specialism will be absorbed by Blue Coat I in Year 1, if necessary

**Staffing Establishment Support Staff: 100% Occupancy****HEADCOUNT**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Students on Roll	240	480	720	960	1200
Business Manager	1	1	1	1	1
Pastoral Officers	1	2	3	4	5
Learning Assistants	2	2	3	6	9
Learning Support Lead	-	-	-	1	1
Attendance/Safeguarding Officer	1	1	1	1	1
Learning Mentors	1	1	2	2	3
Strategic Site Manager	-	1	1	1	1
Caretaker/Site Manager	1	1	1	2	2
Learning Manager (Cover)	-	1	1	2	2
Strategic Data Manager/Officers	-	-	1	2	2
Data/Exams	-	-	-	1	1
ICT/AV	1	1	1	2	3 (including apprentice)
Communications and Marketing	1	1	1	1	1
Senior Admin/HR	-	-	1	1	1
HT's PA	1	1	1	1	1
Admin/Cover Officer	-	-	1	1	1
Reception/Admin Officers	1	1	1	2	3 (including apprentice)
Student Reception/First Aid	-	1	1	1	1
Finance Team Leader	-	-	1	1	1
Finance Officers	1	1	1	3	3
Enrichment Officer	-	-	-	1	1
Enrichment/Community Liaison Officer	1 <sup>1</sup>	1 <sup>1</sup>	1 <sup>1</sup>	1	1
Library	0	0.5	1	1	1
Classroom/Lab Technicians	1	1	1.0	2	2
Invigilators	-	-	-	0.4	0.4
<b>Total</b>	<b>13</b>	<b>18.5</b>	<b>27</b>	<b>41.4</b>	<b>48.4</b>
Middy Supervisors (Hourly)	3	4	5	6	7
Breakfast Club (Hourly)	2	2	2	2	2
Cleaning and Catering Services are outsourced					

1. Enrichment/Community Officer is a joint post until Year 4 when stand-alone Enrichment Officer is recruited and then the two posts will be separated.

**Staffing structure, class size and contact ratio at 100% occupancy**

Years 7 and 8 will be taught in 2 asymmetric year bands, one with 5 and one with 4 teaching groups, for all of the curriculum except the art/technology loop. Group sizes in 7 teaching groups will be 28-30 depending upon space/pupil mobility/whether additional adult support is needed. There will be one significantly smaller group (20) in each half year for pupils who need more individualised attention and support in learning and literacy and numeracy development, with the focus on closing the gap so that pupils can access the curriculum and work with agency with their peers.

Class sizes in Years 9-11 will be an average 24-25, including some small groups in the core for pupils with higher needs, and to ensure that we breadth, choice and bespoke provision for those students who need it.

The pupil-teacher ratio at Year 11 will be **16.1:1** overall and the contact ratio **0.77**. This is timetabled for based on all teachers teaching an average of 40 hours per fortnight in their specialism and 1 of PSHE. Outside the timetable, they will all be expected to eat lunch with pupils and lead one extra-curricular hour (P6) per week to build relationships with young people as part of the 1265 hours.

As indicated above, class sizes in Years 7-8 will in the main be greater than in other schools, but the benefits are that teaching quality will be higher.

1. Teachers will have 3 directed hours on their timetable and interventions. The training will take place in the form of a lesson study, i.e. shared planning and delivery of lessons across small groups of staff to research, develop and practice the best and most engaging ways of teaching the curriculum so that all pupils are engaged and progress, an approach which has been shown to have a significant impact on teacher practice and to significantly improve pupil outcomes<sup>22</sup>. The training will be planned across the year for different groups of teachers/faculties at different points over a 4-week period, each grouping having a minimum of 3 lesson-study months per year. When the curriculum staff/teams are not on lesson study, teachers will be engaged in research on teaching their subject and curriculum planning, and/or providing targeted interventions for pupils in their own subject and where needed in others, so that gaps in understanding are quickly addressed. Hence our emphasis on collaborative curriculum planning and delivery embedded in PBL (See E1) which grows the culture of teachers as teachers of children as much as experts in the pedagogy of their own discipline. Therefore, a fine art teacher could support a maths lesson in any year, working in partnership with the maths teacher as the balance of the lesson moves through whole-class working (led by the specialist) into paired group and individual working, with the specialist focussing on the children who need help, either for basic understanding, or extension and challenge, and the support teacher managing the learning of other pupils who are practising and consolidating. This approach develops teachers as tutors who really know their students; it builds and reinforces pedagogy and teaching and learning across the organisation, and strengthens the professional collaborative culture.

---

<sup>22</sup> "Developing Greater Teaching: Lessons from the international reviews into effective professional development" – Teacher Development Trust 2015



2. In addition, teachers will have 2 directed hours of cover. We will employ 2 learning managers by Year 11, but we wish to minimise the need to use expensive agency staff of variable quality. Our own staff will ensure consistency of high-quality teaching and behaviour.

**Support Staffing** includes Learning Assistants who will, as at Blue Coat I, be trained in specific time-limited and evaluated interventions for pupils with additional teaching needs including EAL by the Deputy Head and SENDCO. The organisation of the school day will enable much of this intervention to be provided in a formal, structured setting<sup>23</sup> between 8.00am and 8.30am (with breakfast provided) so that pupils do not miss learning. During lessons Learning Assistants will be deployed by the Deputy Head and SENDCO either to support groups of pupils in lessons, following interventions devised by the teacher, or to support the pupils in scaffolded learning whilst the teacher focuses on children who need more support, or extensions. Learning Mentors will also work with pupils where barriers to learning are social and emotional and where pupils/families may need to be signposted and supported through external agencies.

### **Monitoring**

Budgets are set centrally by the Headteacher with the CEO, Finance Director and Operations Director.

The Trust Board receives annual metrics analysing;

- Staff pay as a % of a school's total expenditure (target 76-79%);
- Average teacher costs per school;
- Pupil-teacher ratios;
- Average class sizes per year group;
- Teacher contact ratio;
- Analysis of curriculum bonus;
- Proportion of budget spent on leadership;
- 3-year budget projections.

Local committees receive the budget and monitoring reports with 3-year projections.

### **Staffing Across the 2 Schools**

Blue Coat II will be part of a multi-academy trust. Support services are managed across the Trust and we intend to base some posts (strategic site management, data management, marketing and communications) in Blue Coat II (see P25/Section C).

Special Education Needs and Disabilities, literacy strategy, developing literacy for EAL student, ensuring that all interventions are highly structured, grounded in research and best practice and continually monitored and evaluated is a specialist area. We intend that one Deputy HT should lead on this across the two secondaries, with a SENDCO and Literacy Lead in each school so that there is a succession structure.

In the first 2 years of the school, the specialist food teacher from Blue Coat I will be loaned to Blue Coat II if the technology lead does not have this teaching competence. We intend to rationalise some options provision in KS4, with Blue Coat I extending its Construction resource and Blue Coat II developing Hair and Beauty.

<sup>23</sup> Making Best Use of Teaching Assistants" - EEF: 2018, 2015

### **Contingency Planning for 70% Occupancy (See Annex 5)**

We have modelled the same curriculum at 70% occupancy to achieve surpluses as follows:

Year 1 0.0%, Year 2 2.4%, Year 3 2.1%, Year 4 2.3%, Year 5 4.1%, Year 6 2.2%

The reduction from year 5 to year 6 reflects the discontinuation of the post opening grant in year 6.

This level of occupancy assumes 8 teaching groups per year per academic subject. 8 groups allow for 2-3 smaller groups for intensive intervention since if the school is so undersubscribed, there is likely to be significant pupil transfer and it is equally likely that pupils transferred will need significant intensive support in learning. We have factored in 30 option groups including option English and Maths compared with 44 for 100% occupancy and adjusted teacher numbers accordingly.

██████ is included for Recruitment and Retention allowances in Years 1 and 2 to ensure we can attract a field of good teachers. In this 70% model, teacher contact time is 44 hours, including 1 for PSHE. A further hour is allocated for emergency cover, and 5 allocated for PPA. Depending upon the exact number of pupils we would prioritise funding more time for teachers for lesson study to develop classroom pedagogy.

Senior Leadership has been restructured/reduced for 70% occupancy with the use of CET resources to provide the second 0.5 Deputy in Year 1. Also, we have removed the strategic Trust posts (2 x Assistant Headships for subject leadership, plus the strategic site lead and data manager) from the structure and reduced the number of assistant heads in the first 6 years from 3 to 2.

Communications and marketing for the school would become the responsibility of the Business Manager supported by the Head's PA, under the guidance of the CET's Chief Operations Office, until Year 5.

A Community Liaison and Enrichment Officer remains in the structure from Year 1 to reflect the need for the intensive learning support expected as mentioned above.

Other educational support staff posts have been reduced in line with a smaller school population (e.g. maximum of 6 TAs, 2 Learning Mentors, and 2 IT/AV Technicians with 0.5 Classroom Technician in year1). Pastoral support remains at full occupancy levels to reflect the expected support in learning required.

Other staff costs have been reduced in proportion to the reduced staff numbers. Variable premises costs have been reduced particularly in years 1-3 with the expectation that maintenance, cleaning, water and energy costs will be lower to reflect 70% occupancy. Direct premises costs such as security and rates remain at full occupancy levels as these are less affected by pupil numbers.

Educational resources have been adjusted using 70% pupil numbers. The ██████ per pupil allocated for enrichment has been reduced to ██████ per pupil which would be prioritised for Pupil Premium pupils.

Other costs are also mainly adjusted to reflect 70% pupil numbers – the central charge % rate has remained at the levels expected for full occupancy, however if there is a shortfall due to unexpected costs it is likely the charge would be adjusted to ensure that the academy breaks even – i.e. financial support would be provided by CET through a further reduction in the charge. Saturday morning intervention and after school enrichment have been adjusted to reflect 70% of the full occupancy model with the Saturday morning intervention also halved as this would only run for part of the year where occupancy is reduced.

### **Recruitment and succession planning**

A key strength of The Cranmer Education Trust is that we have an established Initial Teacher Education arm, Manchester Nexus, which in 2017-18 trained 39 teachers (32 secondary) of whom 20 were employed in partnership schools. All but 2 stayed in the Greater Manchester area. In 2018-2019 we are training 41 secondary teachers (and 8

primary teachers). Therefore, notwithstanding the national picture about teacher supply, the North West, particularly Greater Manchester, is different. We have established a successful pipeline, and benefit from the popularity of Manchester and its universities, the M60 and the Metro, all of which make Oldham very accessible. Our business plan is predicated on recruitment targets of:

Total	Year	Mix
65	2019-20	Secondary: 50 Primary: 15
78	2020-21	Secondary: 60 Primary: 18
90	2021-22	Secondary: 70 Primary: 20

to meet the increasing need in the region generated by pupil numbers and natural wastage, but equally, to do so in a way that is sustainable and does not compromise on quality, which depends on the consistent quality of training across the partnership schools, which is continuously being developed and extended.

### **Staffing – Blue Coat II**

**The staffing establishment for Blue Coat II** will grow from 15 in Year 1, increasing by 13 in Year 2, 14 in Year 3, 14.5 in Year 4 and 17 in Year 5, to an establishment total of 72.5 FTE.

At least half of the non-leadership appointments in Years 2-5 and all the appointments in Year 7 will need to be of teachers with 3-4 years' experience, with good subject knowledge, experience of GCSE, good pace and classroom management, who support the vision and values of Blue Coat II and who want to grow professionally with us. The appointments of Year 1, and half the appointments of Year 2, need to evidence leadership potential as our future curriculum and year leads; Recruitment and Retention allowances have been factored into the staffing budget.

The teachers we want to ensure that Blue Coat II flies from the outset are currently NQTs and RQTs who have come through our SCITT and are employed in the local area (including Blue Coat I) or are ITE trainees 2018-19 or applying for training in 2019-20. They will be the range of M5-M2 teachers, confident in the classroom, with good curriculum knowledge across KS3-4 and many ready for leadership.

To ensure that we inspire, enthuse, develop and retain these teachers over the next 3 years, we are scaling up both school and TSA-led CPD, working with the Research School, with the NW1 Maths Hub, and with SLEs through our Alliance and the Teaching School networks. When we know that Blue Coat II has been approved, we will be able to openly and explicitly move beyond the mission and vision and start the conversations with teachers, face to face and through our newsletters and website on how the vision can be achieved and the people who will be needed to take forward the vision of the CET of excellence for all young people, supported by the central services of the CET, the subject departments at Blue Coat 1, the capacity of the SCITT and the shared CPD and leadership training of the CET and the wider alliance. In this way, we will build momentum, excitement, moral purpose and the commitment across our workforce to shared direction – as we did when we created the Teaching School Alliance, and the MAT and the SCITT, which will ensure that we have a ready supply of the best teachers.

### **Leadership Supply**

Blue Coat I, as the Teaching School lead, is a strategic partner of Ambition School Leadership. In conjunction with 2 other Teaching Schools (Harmony Trust: Primary and Oldham Sixth Form College: 16-18), we lead a comprehensive middle leadership development programme based on NPQML. The Teaching School is a vehicle for the



professional development of our own staff, not simply as participants, but as contributors and facilitators, as part of their professional development. Therefore, NPQ (middle leadership) is facilitated by our own developing senior leaders using the ASL's resources. In 2019, we will partner with another teaching school alliance to offer NPQ (senior leadership), again, deploying our own senior leaders to facilitate as part of their professional development, so that the quality of leadership is constantly upskilled. In addition, we run our own pre-leadership training for aspiring leaders, usually between their 3<sup>rd</sup> and 6<sup>th</sup> year in teaching, focusing on what a middle leader in a school does in taking responsibility for curriculum, pedagogy, teaching and learning and assessment and developing their team, including an apprenticeship to middle/senior leader in another Alliance School for 2-3 days, to support the trainee on an improvement project. This nuts-and-bolts preparation ensures that staff can progress to middle leadership, informed and ready, and can make the best use of the more strategic and generic NPQs. **We are stepping up this programme in CET in 2018-19**, as part of our strategy to develop and retain really good teachers who are in their early years, and in anticipation of a leadership demand when Blue Coat 2 opens.

Senior Leadership training is accessed directly through national providers; 3 deputies are currently taking NPQH; the Chief Operating Officer is embarking on an NPQ Executive Leaders with the Outstanding Leaders Programme; and the CEO has completed Executive Educators with Ambition School Leadership. 2 of our Headteachers (one secondary, one primary) will be supported in the next 2-3 years in training for executive leadership to ensure capacity for Trust growth and succession planning.

#### **Teacher Retention: Being an Employer of Choice**

The CET's retention strategy is based on career planning and staff development. Repeatedly studies of teacher wastage, particularly in years 3-6, reference teachers' concerns that they cannot discern career/professional progression. The CET, therefore, has a comprehensive CPD strategy for all teachers to ensure that classroom practice is constantly developing and being refreshed by research and evidence. We work closely with the Research School, North West 1 Maths Hub, and outstanding schools across the region, both at primary and secondary level. This is supplemented by our joined-up leadership pathways, as detailed above. The impact is that whilst we do lose staff in whom we have invested, (they are snapped up by other schools) – we retain staff loyalty, there is always a pipeline coming through, and our teachers see teaching as a vocation and are far less likely, if ever, simply to leave the profession. Stories of staff development and progression are featured on the CET website, reflecting the opportunities of belonging to such a wide and supportive network.

**Workload Management** is crucial in teacher retention. On average, our teachers are timetabled less, but plan more collaboratively and teach some larger classes, including team-teaching/lesson study approaches. The CET has high expectations and clear policies on behaviour, so staff are trained and supported to consistently uphold school standards. Workflow is managed through a calendar planned for each school a year in advance. All staff have secure external access to all school IT drives so that staff can balance personal and professional commitments. We have a Trade Union Recognition Agreement, consult on Pay and HR policy, and work closely with the unions as Trust to ensure that all our staff are managed, supported and advised professionally fairly and appropriately.

All applicants will need to complete this section in full for each school they wish to open. Additional information is required if you are applying to open a school with a religious character. Please:

- Use the space provided in box E4; and
- Refer to Section E4 of the [how to apply guide](#) for what should be included in this section.

#### **E4 – Integration and community cohesion**

##### **How our planned approach to admissions will promote community cohesion and integration, attracting pupils from a range of different backgrounds and communities which reflect the social and ethnic diversity of the borough**

Our Admissions Policy is designed to achieve a non-segregated multi-ethnic school by allocating a maximum of 50% places on a faith basis; 25% Christian (i.e. not just CofE) and 25% other faith who are members of the Inter-Faith Network, which encompasses all the temples and every known Mosque in Oldham, - the Interfaith Network is amongst our strongest supporters (see Annex 4); and allocating a minimum of 50% places across 3 geographical zones which embrace most of the compact borough and particularly the areas where there is the greatest demographic pressure. These places will be allocated randomly to cut through mono-cultural wards/neighbourhoods and create a genuinely mixed intake where pupils will meet and work purposefully with people from different backgrounds throughout their school career (See also C, P21-22).

##### **How the curriculum will be broad, balanced and prepare children for life as a modern Britain**

For breadth in the curriculum, please see Section E1 Curriculum Plan and Educational Vision.

**PSHE** is part of the core curriculum for all pupils throughout their school career taught for the same one hour per fortnight across the school, by teams of form tutors who develop areas of expertise and supplemented by visiting speakers/facilitators. PSHE is led strategically and Quality Assured by a Deputy Headteacher and managed by the Heads of Year.

The curriculum focuses on wellbeing and mirrors the PSHE Programme of Study produced by the PSHE Association. It is also strongly influenced by the issues that pupils themselves surface, e.g. the PSHE curriculum at Blue Coat I now includes modules on anxiety and loneliness often linked to ubiquitous social media, which is also discussed in assembly time. The emphasis is on understanding practical strategies and aspects of mindfulness to help students manage pressure and anxiety. As in other areas of the curriculum, learning is interleaved and revisited in age appropriate ways.

##### **Spiritual, moral, social and cultural**

SMSC education is the golden thread that underpins and connects the whole curriculum of the school.

**Spiritual development** is at the heart of Religious Studies and worship/assembly. Our aim is to develop a mature spirituality which sees the commonalities in values across all the great faiths, in particular, loving your neighbour and becoming a responsible steward of the world given to us. As at Blue Coat I, the taught curriculum aims to develop a love of learning and develop awe and wonder in learning about the world and how humanity has sought to make meaning from this.

**Students' moral education** is developed through the practices and behaviours of the school – the emphasis on personal responsibility, kindness and generosity of spirit, mutual respect and active citizenship, modelled by staff, by the ethos of the school and

#### **E4 – Integration and community cohesion**

by the emphasis we place on community at a local, national and international level. We commit to charitable endeavour and doing good as we go.

**Students’ social education** comes through the emphasis on active and collaborative learning; the centrality of oracy and communication; the investment in a wide extra-curricular provision and ensuring that students take part, try new things, meet new people; student representation through a Student Leadership Team drawn from each year group with formal termly meetings with senior staff and consultations on school policy development, and our commitment to active citizenship in school and in the wider community. All these behaviours embed British Values of democracy, mutual respect and the rule of law.

**Students’ cultural education** comes through the breadth and richness of the taught and extra-curricular; the access to resources in school, both in the library and on-line; the diversity of the school population and how that is celebrated in school; the opportunities and encouragement and where necessary, the financial support provided by the school to enable all pupils to visit museums, galleries, cities, the theatre, universities, different places including a residential.

#### **Safeguarding, welfare and prevent**

Safeguarding policy, including the Prevent Duty, is determined at Trust level. Protecting students from radicalisation will be achieved through:

- The broad and balanced curriculum (see above).
- Students’ SMSC provision (see above).
- The inclusive nature of reflection and worship (see above).
- Policy re visiting speakers, necessary checks, and supervision by teachers.
- No student club may be held without teacher supervision.
- Internet controls to ensure students are safe from terrorist and extremist material in school are managed at Trust level by the Cranmer Education Trust’s ICT service.
- E-Safety education of students, parents and staff includes the risks of online radicalisation.
- All staff throughout the Trust are trained in safeguarding on appointment, and all staff are updated annually on safeguarding through staff training.
- The core pastoral team will receive additional training annually, including Prevent Awareness, so that they are able to advise and support other staff on protecting children from the risk of radicalisation.
- Trust policy clarifies the required referral route by the Designated Safeguarding Lead to Channel or MASH.

#### **Wider Safeguarding**

The Trust policy on safeguarding is updated annually and has been revised to incorporate “Keeping Children Safe in Education 2018”. All new staff, both teaching and support, are inducted on the policy, and all staff have their training refreshed annually. All governors are trained and updated, including an on-line test to ensure compliance, and understanding. The role of leadership at school and governance level is clearly identified; data is collected termly/bi-annually to monitor and check compliance and headlines and trends are reported termly to the Trust Board to inform policy development or training needs. Details of the policy/headlines are set out in Annex 2.

**How the school will provide fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and none.**



#### **E4 – Integration and community cohesion**

The promotion of Fundamental British Values is central to school life. Students will learn about fundamental British values through:

- The school curriculum – Especially in citizenship, PHSE, religious studies, history, geography, English, art and music.
- The co-curriculum – House and year group extracurricular activities, collective worship, The Duke of Edinburgh Award (all students will take bronze, with many progressing to silver and gold), school democracy.

In line with the Trust Safeguarding Policy, checks are in place to ensure all extracurricular activities (including those led by students) support and promote fundamental British values.

**We have mapped British Values against the curriculum** (See Annex 2)

**What the school will do to attract pupils from different backgrounds and different communities. How we will ensure that all feel welcome and are able to play a full and active role in the school in a way that reflects and is in line with the requirements of the Equality Act 2010.**

We will use **the Blue Coat** brand. The new school will have its own name and identity but is being marketed as Blue Coat School (in location). Blue Coat I is now the second most over-subscribed comprehensive school in Greater Manchester and its reputation goes before it. We know from the response to our Open Days that the school attracts from across every community in Oldham and the desire for another Blue Coat has been the strongest message coming through our marketing and engagement strategy (See Section D).

Our **relationships** with Manchester Diocese, the Inter-Faith Network, the primary collaboratives where we are represented through our existing primary schools, and our relationships with community groups, enable us to reach different communities and build relationships and trust. With the support of Oldham's district community officers, we are developing our strategy to reach "hard-to-reach" groups which will be further developed 2018-19.

**The ethos, structures and systems of the school;** inclusivity and a culture of ambition for all; our emphasis on oracy – on children being able to communicate confidently in English and having something to say and to celebrate; a values-led school, where values are explored in daily reflection and linked to our behaviours as a community that values and respects everyone; the celebration of diversity and community, a visual environment that celebrates all children and young people; policies which respect cultural sensitivities, e.g. re uniform, school meals (with all children being able to eat together with staff, in a civilised way); strong, effective, inclusive provision for pupils with SEND, all combine to show pupils that all are equal, respected and welcome.

The **form tutor** is the guardian of the individual pupil's experience and personal development in Blue Coat II (See C, E1).

**The Trust Equality Policy** provides the framework which determines how the Trust's values and position on equality and diversity are demonstrated and integrated across its schools. It provides clarity for all on adhering to the Equality Act and ensuring due regard to the Public Sector Equality Duty (PSED). Policies and procedures are equality impact assessed. The Trust ensures that the PSED is integrated into the carrying out of all functions, and analysis of data is carried out seriously, rigorously and with an open mind – culminating in relevant and meaningful objectives at both Trust and individual school level. Through staff training and a variety of consultation methods, equalities and diversity are mainstreamed into schools' activities.

#### **E4 – Integration and community cohesion**

**How the school will encourage pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and respect each other's views**

**School systems** will include: **seating plans** in lessons, regularly reviewed, to promote integration in learning; **horizontal and vertical** (Year and House) communities to develop belonging and maximise opportunities to be in teams, work with others, lead. **Eating together** with staff; lunch is a big part of the school day and we want it to be enjoyable and bring people together. The **visual environment of the school** celebrates identity and culture alongside the working walls and pupils' effort, achievement and progress; **enrichment** as an integral part of the school day, with 9-week modules contributing to an award, offering pupils a wide range of opportunities both to try new things and work purposefully with other students and adults of different age and backgrounds and reflect on that learning with tutors and celebrate it in school presentations to parents; whole school charitable activities which coincide with faith festivals/celebrations and which enable pupils to engage with local/national and international issues.

#### **Blue Coat II will be a designated CofE School**

Religious Studies will be part of the core curriculum to GCSE. Religious Studies involves learning about religious and world perspectives on applied ethics and specific moral challenges – war, capital punishment, discrimination and persecution, human rights etc. It is not religious instruction in any faith. Representatives of different faith communities contribute to the curriculum and teaching. In Years 7 and 8, pupils' study Religious Studies for 3 hours per fortnight. In Years 9 and 10 they will study Religious Studies for 2 hours per week. The KS3 Curriculum is the Diocesan-approved syllabus which covers all the major world faiths and world views including humanism, secularism, agnosticism. The KS4 Curriculum will focus on Christian and Muslim perspectives as the 2 main faiths represented in Oldham. The Science curriculum will teach evolution in full. Creationism is discussed as a view in RS, normally at the instigation of pupils who are learning about the arguments for the existence of God, but in the context that it is not a view held by mainstream churches because it is not a valid scientific theory.

**Worship and reflection are based on normative ethics, in particular Kantian deontological and Aristotelian virtue ethics as exemplified in the life and teachings of Jesus Christ and referenced in all other faith traditions.**

The emphasis is on how we treat people as free and equal members of a shared moral community, valued as individuals for themselves and not a means to an end. As such, assemblies ask young people to reflect on the importance of intention (and therefore, why it is wrong to use others as a means to an end, through bullying, manipulation deception, coercion) and the importance of duty – doing the right thing for the right reason, which explores gratitude, faithfulness, justice, making reparations, self-improvement and avoiding actions that do harm. Virtue ethics emphasise the development of character – integrity, honesty, courage, generosity, fairness. Christian assemblies address normative ethics through real-life examples which hook children, multi-media, referencing the Gospels, and time for quiet reflection (which may involve listening to a prayer or a piece of music or simply silence and stillness). School assemblies are led by senior staff/the Chaplain according to a pre-arranged calendar of themes, decided by the Chaplaincy team (which involves students) which reflect the arc of the Christian year and topics that pupils ask for, e.g. pupils wanted to reflect on death, a topic which had been avoided because of its rawness for so many children and staff. But a well prepared and sensitive series of assemblies about acceptance,



#### **E4 – Integration and community cohesion**

letting go, making one's peace, the good things that we remember – from which children were allowed to opt out, (though no one did), and where form tutors looked after those pupils who were likely to be affected, produced some of the warmest, most profound and spiritual assemblies of the year, with positive feedback from pupils of all faiths. At key times, in the Islamic year, e.g. Ramadan, the Mufti takes assemblies, supported by the Chaplain, explaining the significance of Ramadan for Muslims, why Muslims fast (and making links with Lenten fasting in Christianity) and addressing some misconceptions (e.g. that Muslims do not ask for time off or special consideration during Ramadan, because fasting is part of personal faith/virtue. But if it is too much, e.g. during exams, it can be postponed).

The effects of these assemblies are important for the whole school community – Muslim children know their faith is respected and Christian/other faith children develop a better understanding and fellow feeling and so communities are brought together. We know that children tell their parents about this, because parents tell us, and in the overwhelming majority commend it.

**Form reflection** follows the same themes and is supported by materials prepared by the Chaplaincy team to encourage inclusion and engagement. In Blue Coat II, we will train staff to lead this as Philosophy for Children, to transition children into the values and expectations of the school and reinforce oracy and thinking.

We intend to follow exactly the same pattern of worship themes as the 3 other CET schools, which staff and students from Blue Coat II will have input into. We will offer eucharistic worship on a voluntary basis during advent and Lent from 8.10am to 8.30am and we will work with the Interfaith Forum to make arrangements for Friday prayers in school, led by an Inter-Faith Forum approved and DBS-checked imam, when Ramadan comes during the months of limited daylight, as in Blue Coat I. We have consulted with Hindu leaders through the Interfaith Forum. Since worship in Hinduism is fundamentally different, i.e. non-congregational, and centred on the home, there is not the same need/expectation to include specific festivals as part of the assembly pattern. Hindu leaders do take part in our annual Faith Week for Year 7 and Year 5 pupils from our primaries together, and our intention is to identify the best person to lead one school assembly (i.e. all year groups) on Hindu values, to reinforce for our (admittedly small) Hindu cohort that their faith and commitment is also fully recognised and valued.

Regrettably, there are no Sikh or Jewish communities in Oldham, but these faiths are included in the RS curriculum and very engagingly in our Faith Week (see above).

#### **Parental right to withdraw pupils and alternatives to Religious Studies and collective worship**

We are very open, transparent, persuasive and robust about why Religious Studies and worship are important in bringing the community together and developing values, understanding and mutual respect. Pupils' work is exhibited prominently, and we show this to parents, whilst explaining what we are trying to achieve, to address any misconceptions and allay concerns. Religious Studies is the highest achieving department at Blue Coat I and consistently comes in the top 3 "preferred subjects" in pupil and parent questionnaires – this also helps to reassure parents. Because assembly/worship is interesting and fun, children do not want to miss it and they share that with their parents.

On the basis of Blue Coat I's experience, we anticipate the following;

- Objections from fundamentalist parents (of all faiths) who do not want their child to learn about other world views. We have addressed this through meeting parents, explanations of what we teach and how we teach it, showing materials and books etc. We have always found it possible to get an accommodation



#### E4 – Integration and community cohesion

through listening and sometimes making a small adjustment, e.g. we made small adjustments to sex education policy to emphasise sexual relationships within the context of committed partnerships and referred to the importance of marriage for many people of faith as a way of expressing that commitment.

- Following objections from some evangelical parents about teaching yoga (which they regarded as world view) in PE, we moved to Pilates for stretching and core balance.
- Following the Manchester Arena bombing in 2017, where 2 of our parents were killed, we felt it was particularly important to continue with the Year 10 Mosque visits. A lot of parents objected, and we faced social media abuse and trolling. We talked to parents: the Headteacher and Religious Studies staff spent hours on the phone. We ensured that our website news reflected how we were supporting all our pupils, and how our pupils were themselves finding ways to help, such as the rapid assembling of comfort bags for the parents of injured young people who had been hospitalised in Oldham – all our pupils and families contributed, and the hospital staff were overwhelmed. This enabled us to get parents to rise above the anger, ignore/refute social media, recognise this terrible attack as completely antithetical to the principles of Islam and condemned by all Muslims in Oldham, and help us pull together as a community to look after the pupils affected. Only 10 out of 252 pupils did not attend the Mosque visit. The 2 girls who lost their mothers were withdrawn from GCSE Religious Studies by their fathers when the point came to study Christian and Muslim responses to ethical questions. Both girls came back to Sixth Form, one is studying A Level Religious Studies with the full backing of her father. In exceptional circumstances, we are sensitive and may re-group, but we keep communication going and it has worked, even in this most extreme situation.
- From Muslim parents we have met concern that learning about Islam undermines the teaching of the mosque. We have had specific requests that pupils be excused from PE/lessons during Ramadan because they are fasting. There has been a request that facilities are provided for prayer on Fridays which then raises issues of supervision and safeguarding.

We have been able to answer all of these concerns because of our close relationship with the Interfaith Forum who have spoken with parents on our behalf, as necessary. The Mufti, who contributes regularly to Religious Studies, our annual Faith Day and assemblies, has been able to reassure concerned parents directly and reinforce these messages through the Mosque councils, which message travels through the community. We arranged that when Ramadan takes place during the winter months, when daylight is short, the Forum will provide an accredited and DBS checked leader to hold Friday prayers for pupils who want to attend, otherwise, students are reminded that they can attend after school.

The Mufti's assemblies during Ramadan are a highlight of the assembly calendar and reinforce a cohesive, mutually supportive school ethos. As part of our engagement strategy for Blue Coat II, we are engaging directly with leaders of the Mosque Council, **through** the Interfaith Forum, led and coordinated by its committed interfaith leadership, so that all relationships are very open and transparent and there is no perception that as a Trust/School, we aligned with any particular perspective/mosque community, any more than we have a particular or exclusive arrangement with any parish or other Christian denomination.

If, despite all of this explanation, discussion, reassurance and invoking of our interfaith allies, parents insist on withdrawing their child, our intention is to apply utilitarian ethics and offer the same ethical themes but remove the Christian/other faith examples and

## **E4 – Integration and community cohesion**

context, i.e. to treat the subject as moral philosophy, because developing character and growing good people and good citizens is central to holistic provision. Depending on numbers, we will organise this through parallel assemblies and/or Philosophy for Children techniques.

Similarly, for pupils who are taken out of RS, we intend to address the same ethical questions, but from a moral philosophy perspective as opposed to RS, using AQA AS Philosophy (7171) as the basis. This could lead to either the AS qualification or an EPQ (currently there is no GCSE Philosophy specification which does not involve Religious Studies). In Years 7 and 8, pupils will have 3 hours more of PBL where we will focus on developing literacy skills and exploration of humanitarian, ecological and social responsibility topics, so that pupils can transition to AS Philosophy/EPQ.

### **School policies which can affect pupils of other faiths/no faiths**

Blue Coat II will have a traditional school uniform for all pupils, including a blazer. Regulations will respect both Christian and Muslim conventions. The catering contract tendered for Blue Coat I will be extended to Blue Coat II, following the same healthy eating policy. Non-halal, halal and vegetarian options will be available every day, for both hot and cold food. Extending the contract over two sites will enable the two kitchens to specialise, thus providing a wider range of options for both sites, and some economies of scale.

### **Staffing**

The Cranmer Education Trust has consulted on its contracts of employment through its JCNC. Staff Contracts (teaching and support) for CofE Schools state "... you are required to have regard to the Christian character of the Cranmer Education Trust and its Foundation and not to do anything in any way contrary to the interests of the Foundation". Teachers are all asked at interview if they can, with integrity, uphold the faith and the ethos of the school. It is a requirement that all teachers are form tutors and as such both accompany pupils to assembly/worship and ensure a regular act of reflection during the week in their form. The themes and materials which promote active engagement of pupils are devised by the Trust's (lay) chaplain and are now used across all 3 Trust schools, including our non-faith school, suitably differentiated for age. Religious Studies is part of the core and we recruit specialist teachers. There is no requirement that Religious Studies teachers, any more than any other staff, are members of the CofE, or even Christian. Christian, Muslim, Jewish and agnostic teachers have taught in the Religious Studies department in Blue Coat I and have all made their distinctive contribution to the lives of young people and have helped to build a diverse and mutually respectful community at the school. This is what we will replicate in Blue Coat II.

The Trust's Chaplain is currently a biology teacher at Blue Coat I. He works with staff across our schools to develop the worship programme and materials and he leads worship in all our schools, modelling how to lead a great assembly that gets the pupils (and staff) engaged. He is supported by Manchester Diocese's chaplaincy network which brings in ideas from across CofE schools with very different intakes so that we are constantly open to new approaches. The network, and his school team, provide a succession plan.

### **Headship Appointment**

The Trust's aim, as with all our schools, is to get the best Headteacher.

In line with the recent 2017 appointment of the Headteacher at Blue Coat I, the Trust will look for a candidate "who can, with integrity, lead the ethos of, and collective worship in a CofE school, working closely with the Trust's lay chaplain". All leaders



## **E4 – Integration and community cohesion**

may take assembly and so it is a requirement that they can do so with integrity. Since the ethos is inclusive, Blue Coat I has appointed Jewish and Muslim middle leaders who have taken assembly. Over the last 30 years there has been only one candidate for a leadership appointment where this approach presented an insuperable problem, i.e. a member of the Latter-day Saints whose faith forbade him attending any form of worship other than Mormon.

The Trust's policy is not to ask for clerical references for any staff.

### **Trust Board Diversity/Governance**

The Trust Board includes both White-British/Christian and Asian-British and Muslim directors (See Section F3), reflecting the Trust's commitment to inclusivity. Local governors reflect the community of the school. We intend and have already approached a diverse group of people to work with the new school in its pre-opening stage and become the nucleus of local governance (See F).

### **Meaningful and constructive engagement and consultations with diverse local community groups, faith body(ies) and parents re community cohesion and integration**

We have the full support of the Manchester Diocese. We have worked closely with the local Inter-Faith Network for over 10 years. They have been our strongest supporters. The Muslim community prefers schools with a faith ethos that is inclusive, and they have seen this at Blue Coat I. They want a recognised brand and a high achieving Trust to establish a school which their children, who often have least choice, can attend (See Annex 4 - letter of support from the Interfaith Network). The mosques are distributing flyers about our proposed school and the leaders are actively promoting it with their congregations (See D).

We have the support of political leadership locally and at national level because: the brand is known and inclusion at Blue Coat I works; we have been consistent and committed in our intent; our policy is to create a multi-ethnic and multi-faith school that serves the whole community, and this is clearly reflected in our admissions policy.

See Section D sets out how we are consulting with parents and hard-to-reach groups across the faith/non-faith spectrum as part of our engagement strategy.

**We will continue to engage with a diverse community to encourage and facilitate integration** through employer engagement and our careers strategy, through extending and deepening our relationships with community groups including hard-to-reach groups supported by the Council's district team co-ordinators for east and west Oldham; through the Trust's social media platforms to engage parents and the wider community, and other press links so that the school is reported into the communities as something that everyone can be proud of; and when the school is open, through events which teach pupils about diversity and bring in the wider community. Bake-offs and by extension other culinary events have worked brilliantly (and competitively!) at Blue Coat I. Festivals of culture, science week, sports from across the world, a fun run for charity all have huge impact with pupils and their families.

### **Bringing local communities together**

Throughout this application, we have demonstrated how our planning for a Church of England Free School for Oldham – a Blue Coat II – meets the requirements/recommendations of the Integrated Communities Strategy Green Paper, through:

#### **E4 – Integration and community cohesion**

- an admissions policy which is based on increasing diversity and preventing segregation (See Annex 2);
- an engagement strategy which is successfully attracting support from a range of communities, faiths and backgrounds, all of whom want to good school – a Blue Coat II – and have confidence in the reputation of the Cranmer Education Trust to deliver this (See Section D);
- a curriculum where young people are prepared for life in modern Britain and the promotion of fundamental British values is embedded in Social, Moral, Spiritual and Cultural provision, and is mapped across the curriculum;
- school systems which encourage all pupils to reach out beyond their immediate friendship groups, from seating plans to the centrality of ethics in the curriculum, strong encouragement and expectations that all students will participate fully in Religious Studies, sex education and assemblies (with alternatives which, if necessary, can achieve similar outcomes, albeit without studying the specific faith perspectives) which enable them to value diversity;
- an integrated enrichment programme embedded formally in the school day, which both supports educational aspiration and achievement **and** enables/requires young people from diverse backgrounds to work together purposefully in joint endeavours and thereby achieve meaningful integration;
- Blue Coat II will benefit from a natural link with Blue Coat I, an established mixed community with a White-British majority in KS3 and 4, and our primaries. The 2 secondary schools will share science weeks, maths challenges and science Olympiads, the Duke of Edinburgh Award, Young Engineers, sport, drama and music. Blue Coat Sixth Formers will provide paired reading for Year 7s at Blue Coat II and selected Sixth Formers will provide the Saturday morning peer-tutoring. Year 10 and 11 pupils from Blue Coat II will have the opportunity to become peer mentors for primary children. The communities of the schools embrace all the communities of Oldham, and the Trust brings them together;
- an aspirational curriculum and evidenced strategies to enable all children to access and enjoy this, developing the language skills, qualifications, employability skills and habits of teamwork and leadership that enables all to progress, participate and integrate.
- we will engage parents through their children. Whilst a school cannot by itself bring segregated communities of adults together, by including and celebrating what young people are achieving, and what more they can experience in a multifaith, multicultural and multitalented environment, we can challenge expectations and mindsets. By promulgating the values and vision of the school for integration and cohesion we can affect the way that people react and behave – as the experience of the Manchester Arena bombing (See Page 62) shows. As the integrated communities-based English language programme is implemented, Blue Coat II will provide a hub for this work, for both Asian-British and Eastern-European families, whom we will be able to reach through their children.



## Section F – Capacity and capability

This is your opportunity to show us that your trust includes people with the right skills to open your school and deliver your vision. You need to demonstrate that your group has the capacity and capability to set up and run the school(s) you are proposing, and that you have access to appropriate educational, financial and other expertise, either within your group or externally. We want to feel confident that your new school will be successful, particularly if you are proposing that it opens in a different area from your existing schools.

### F1 – A strong track record

This section will need to be completed by **all applicant groups with at least one open state-funded school**.

**New providers to the state sector do not need to complete this section.** However, when explaining the track record of the individuals in their group for section F2, **all applicant groups** should keep the definition of a strong track record, as set out in the [how to apply guide](#), in mind.

We will use information held by the department and publically available data about the schools to make a judgement on your educational track record. However, if you wish to provide additional information that you believe will help us to better understand the track record of your trust, you should do this in box F1 below. For example, if there is a specific reason why a school that you run does not meet this definition (for example the school has not been open long enough for exam results, or you have recently taken on an underperforming school).

You could also demonstrate your track record on improving outcomes for disadvantaged pupils, and can use the box below to do this.

Please:

- Use the space provided in box F1; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

#### F1 – A strong track record

The Cranmer Education Trust currently includes;

- The Blue Coat School: Ofsted 1 2011
- Mayfield Primary School; Converted 2016, Ofsted 2 June 2018
- East Crompton St George's; Converted 2015, Ofsted 2 April 2018

There is substantial capacity and capability at secondary level to enable the CET to open and successfully develop a Free School. As our financial planning shows, the joint capacity of the 2 schools will enable the Trust to further build its workforce and school improvement capacity and capability enabling further growth. We took in 2 weak primaries in 2015-16 and have now built the capacity for continuing and sustained improvement.

## F1 – A strong track record

### Blue Coat/Secondary

Capacity and capability are based on the strength and quality of leadership, curriculum, teaching and learning and pastoral care and ethos within the school which is enhanced by Blue Coat's commitment to and development as a National Teaching School and support school (accredited 2012) and a SCITT (2017). Through its Teaching School, CET/Blue Coat runs CPD including National Professional Qualifications for leadership as a strategic partner of Ambition School Leadership, the borough's secondary NQT training and Quality Assurance, and leads and co-ordinates subject networks which now extend across the curriculum and are attended by teachers from across the borough and beyond. The school has 14 accredited Specialist Leaders of Education, all of whom have experience of school to school support with impact in different contexts. Having led the development of the Maths Strategy for the Opportunity Area the school has a local leader of Maths Education in training and is the Oldham sub-hub for NW1.

The CEO is a National Leader of Education who has supported leadership development and school improvement in different ways in 5 local authorities. The CEO and another Director are now governors of a small and underperforming single academy trust, leading the governance strategy for improvement. As an active member of the Greater Manchester Teaching Partnership, a strategic partner of the North West 1 Maths hub and with close links with Red Kite TSA, the Trust is part of an extensive network for school improvement which ensures continuing refreshment. 12 staff have been trained as mentors for ITE, involving them in research into pedagogy and best practice. The Trust's CPD programme balances whole staff development and school priorities with differentiated provision for improving teaching and learning, and leadership.

### Sustained trajectory of Improvement

- Achievement at The Blue Coat School is significantly above both local and national averages for both progress and attainment.

The Blue Coat School KEY STAGE 4 ATTAINMENT & PROGRESS	2016			2017			2018		
	School	Oldham	National	School	Oldham	National	School	Oldham*	National*
Progress 8	+0.33	-0.34	0.00	+0.44	-0.20	0.00	+0.54	-0.18	0.00
Attainment 8	58.2	46.0	49.5	56.5	43.6	46.3	56.5	44.0	46.3
% achieving A*-C / 9-4 in English & Maths	81%	57%	62%	82%	59%	64%	86%	58%	64%
% achieving 9-5 in English & Maths	-	-	-	61%	37%	43%	69%	37%	42%
% achieving Ebacc (standard pass)	48%	16%	24%	61%	15%	24%	60%	14%	22%
% achieving Ebacc (strong pass)	-	-	-	53%	13%	21%	35%	9%	15%

\* 2018 local and national estimates taken from SISRA Data Collaboration

- A Progress 8 score of +0.44 in 2017 placed the school in the top 14% of schools nationally for progress. DFE September data release confirms Progress 8 for 2018 is at +0.54%. Consistently from 2016-2018, the percentage of students achieving the English Baccalaureate is more than twice the national average. In 2017 and 2018, the percentage of students at The Blue Coat School achieving the English Baccalaureate is approximately four times the local average, which provides the springboard for Level 3 progression, Higher Education and social mobility.

## F1 – A strong track record

### Impact (showing a 3-year average)

The Blue Coat School	2016-2018 Average			
KS4 Progress 8 “Shadow” Analysis(Disadv Students)	School Cohort Size	School Disadv Prog 8	National Profile Non-Disadvantaged	National Profile Disadvantaged
All Disadvantaged Pupils	75	+0.01	+0.12	
Black Minority Ethnic	14	+0.94	Black 0.16 Pakistani 0.25 Bangladeshi 0.49	Black -0.02* Pakistani -0.08* Bangladeshi -0.36* * FSM Eligible Only
White British	61	-0.15	-0.14	-0.69

The 3-year average for disadvantaged pupils includes 2 district cohorts, i.e. White-British and Black/Asian British. Following a change to the school’s admissions policy, the proportion of Asian-British students (Pakistani and Bangladeshi) has increased year on year but the cohort reached Year 11 in 2018 and therefore has not yet taken GCSE, hence the relatively small BAME disadvantaged cohort all of whom were Asian-British. The data shows the successful impact of the school’s approach, which will be scaled up in Blue Coat II, in enabling disadvantaged young people from both White and BAME backgrounds to achieve in line with non-disadvantaged white students nationally and significantly better than non-disadvantaged Black, Pakistani and Bangladeshi pupils nationally. This is particularly significant since Blue Coat I Asian-British students are in the majority male and nationally is it Asian-British girls who lift the progress measure, i.e. Progress 8 FSM 2017 national

	Progress 8 FSM	Progress 8 FSM Girls	Progress 8 FSM Boys
Pakistani	0.08	0.30	-0.15
Bangladeshi	0.36	0.60	+0.11

### Primary

Both schools came into CET because they were in difficulty and likely to be judged as inadequate in an inspection. Leadership had collapsed in both, at school and governance level. It took longer to rescue school leadership at St George’s because of the complex and highly unusual circumstances. The CET has developed the following strategies to increase and sustain capacity for school improvement;

- **Specialist primary SIP and consultancy support** for Headteachers and **quality assurance** for the Trust executive, brokered through the TSA links (HMI trained evaluations, NLE quality assurance of Early Years).
- **Trust Central** Management of finance, HR, ICT, capital and maintenance planning to enable HTs to focus on educational provision.
- **Structures and systems** for regular monitoring, support and intervention; central target setting; one system for data collection and pupil tracking; consistent reporting/metrics for governance; single appraisal policy for teachers and support staff with training for support staff leaders; fortnightly leadership meetings of Heads and Senior Officers with CEO.




## F1 – A strong track record

- **Development of a consistent and pedagogically informed Trust approach to Maths** (Mastery, Singapore), **writing** (led by Heathfield School Bolton); **Science** (working with Blue Coat I); **humanities** development;
- **“Growing our Own”** leadership capacity to maximise resource, provide career progression, retain our best staff, e.g. a Maths Mastery leader across both schools; replicated for writing; now developing in science; secondment of middle leader from Mayfield to St George’s to develop senior leadership skills.
- Our **Apprenticeship Strategy** focuses and supports staff to develop business administration and higher levels of TAs, mentored by staff in either school.

### Impact - Mayfield

As a result of the CET’s leadership, support and challenge, Mayfield is now an impressively good school (See Ofsted June 2018) and our ambition is to achieve “outstanding” in the next inspection. Pupil outcomes are, to an extent, distorted by an imbalance in the overall pupil profile, which is predominantly low-middle prior attainment – 90% in the 2018 cohort. Therefore, although in both 2017 and 2018 the children did better than local and national (2017) averages for reading for low (29% and 57% v 17%) and high (100% and 100% v 97%) prior attainers; and middle prior attainers also did better than national (82% v 70%) in 2017; and in Maths pupils exceeded national for both middle (76% v 74%) and high attainers (100% v 98%); the balance of the intake makes it more challenging for the school to achieve the national average, as reflected in national transition matrices.



## F1 – A strong track record

### Overall

#### Mayfield Primary School

KS2 EXPECTED STANDARDS (ATTAINMENT)	2016			2017			2018		
	School	Oldham	National	School	Oldham	National	School	Oldham	National
% meeting expected standard in R, W & M	30%	47%	53%	48%	57%	61%	39%	62%	64%
% meeting expected standard in Reading	50%	59%	66%	69%	67%	72%	61%	72%	75%
% meeting expected standard in Writing	57%	69%	74%	52%	74%	76%	52%	76%	78%
% meeting expected standard in Maths	43%	68%	70%	62%	74%	75%	55%	75%	76%

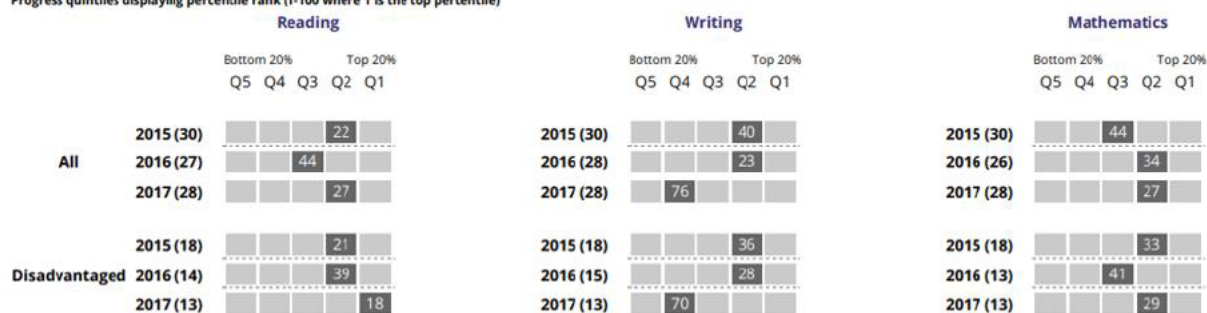
Therefore, whilst the attainment data for the 2018 cohort is low, and both attainment and progress appear to have dipped in 2017, the fact that all the children were able to complete the tests and progress to secondary was in itself an achievement.

### Disadvantaged Pupils

- The progress of disadvantaged students at Mayfield Primary School (60% intake) is above local and national averages for disadvantaged students. Progress is consistently in the top 40% nationally for disadvantaged pupils, with the exception of writing in 2017.

#### Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



- In 2018 disadvantaged pupils attained higher than non-disadvantaged in Maths and Writing and across Reading, Writing and Maths.
- The progress of disadvantaged students at Mayfield Primary School exceeds that of non-disadvantaged pupils nationally in Reading, and it is in line with non-disadvantaged in Maths. The three-year average progress scores in Reading, Writing and Maths at Mayfield Primary are +1.2 in Reading (+0.3 non-disadvantaged nationally), -0.1 in Writing (+0.2 nationally) and +0.3 in Maths (+0.3 nationally).

### How we expect to see Mayfield improve

2019 KS2 targets, based on transition matrices:

- Reading, Writing and Maths 66%
- Combined 56%
- Significant improvements in KS1, to ensure that all pupils achieve Phonics in Year 1 to enable literacy to be embedded in Year 2, and embedding Maths Mastery so that pupils do not start KS2 with gaps already entrenched;
- Continue to raise the level of expectation and the quality of teaching;

## **F1 – A strong track record**

- Continue to develop parental engagement in reading and the curriculum;
- Preparing for developing the HT as Primary Executive Head.
- Resources to support this area are already factored in; we have engaged an outstanding SIP for both our primary schools, through Red Kite TSA (Simon Hilton, Headteacher, Beechwood Primary School, Leeds, LS14 6QB – Ofsted 1 2015); through the development of the Maths Mastery leader in conjunction with NW1 and working with Kentmere School (Ofsted 1); through curriculum development in the school – underway as part of the writing and science strategies; through Mayfield’s embracing of ITE opportunities through the SCITT, bring additional teaching capacity into the classroom and developing existing staff as mentors, thus extending their subject knowledge and pedagogy; and through the engagement and involvement of the Headteacher in the strategic planning for the CET, reinforcing the culture of high aspiration for all and ensuring that the response of the Trust, its SCITT and its Training School Alliance are fully utilised to support continuous improvement.

### **St George’s**

Given the complex and highly unusual leadership circumstances of the school, it was not possible for the Trust to appoint a permanent substantive Headteacher until April 2018. From 2004, when the school was placed in special measures, there was no permanent substantive Headteacher except for a 15 month period 2012-13 when one consultant stayed and took the school through its only “good” inspection, largely pastoral in focus, and a brief period in 2014-15 when the legacy Governing Body made an appointment which had become problematical by the time the school came into the CET and which would have been resolved quickly had other complex and unusual factors not arisen.

### **What CET has achieved in St George’s**

- Managed the long-term absence of leadership, supplied an interim leadership with experienced consultant and then successfully appointed an energetic and committed HT;
- Addressed long-term staffing issues, both leadership, teaching and support;
- Replaced the GB by an Interim Management Board;
- Managed the school’s budget to ensure its operational efficiency and resources for pupils;
- Ensured the completion of a building commenced by the legacy GB;
- Introduced a single central tracking system for pupil data and transferred a middle leader from Mayfield to lead this in St George’s and ensure the accuracy of assessment. Set central targets and objectives for pupils to raise expectations;
- Developed a strategy to improve reading and writing led by Heathfield School, Bolton, together with Mayfield;
- Provided secondary resource to enable the school to develop a vibrant, investigative science curriculum, plus art resources to improve displays in the school;
- Provided support for middle leadership from the Maths Mastery lead at Mayfield to develop teacher subject knowledge and pedagogy and improve pupil leading in Maths;
- Addressed persistent pupil absence and pupil behaviour;
- Most recently resourced a new home-school reading scheme as part of the HT’s improvement plan.

### **Pupil Outcomes**



## F1 – A strong track record

The profile to date is as follows, but 2016 data is an unreliable baseline – this was a class of 11, of whom only 9 had Key Stage 1 data. The trend is therefore one of improvement, from 2017, except for writing, which was not moderated in 2017.

East Crompton St George's CofE Primary	2016			2017			2018		
	School	Oldham	National	School	Oldham	National	School	Oldham	National
KS2 EXPECTED STANDARDS (ATTAINMENT)									
% meeting expected standard in R, W & M	55%	47%	53%	36%	57%	61%	54%	62%	64%
% meeting expected standard in Reading	64%	59%	66%	50%	67%	72%	68%	72%	75%
% meeting expected standard in Writing	64%	69%	74%	77%	74%	76%	64%	76%	78%
% meeting expected standard in Maths	73%	68%	70%	55%	74%	75%	57%	75%	76%

### Ofsted

St George's was inspected in April 2018, 7 days after the arrival of the new Headteacher. The previous "good" judgement was upheld, with the recommendation that the school receives a full Section 5 inspection.

Our evaluation (supported by our SIP) is that leadership and management are now securely good, as is personal development, behaviour and welfare. Safeguarding is absolutely secure.

Pupil outcomes are not yet good enough and learning, as evidenced in pupils' books is not yet securely good because the improvements in teaching, learning and assessment have not yet been fully embedded and the CET's culture of high expectations has led to some staff turnover.

Nevertheless, we are confident that the school is on its way to becoming a very good school and that it has the potential to become outstanding, which is endorsed by our SIP.

### What we expect to see in terms of improved performance

- KS2 pupils achieving national averages for ARE in 2019; pupils on the border have been identified and interventions, particularly in maths, developed and implemented;
- Ensuring that attendance achieves 96-96.4% and persistent absence drops below national averages;
- Leading and deploying the middle leadership we have developed in writing and maths to work with teachers to improve quality in the classroom, specifically focus, engagement, pace and challenge;
- Successful parental engagement in the new home-school reading scheme;
- Ofsted's endorsement of good leadership and management and the direction of the school if the school is inspected before September 2019. Beyond September 2019, we expect that the school will be securely good in all areas.

## **F2 – The necessary experience and credentials to deliver the school to opening**

### **F2(a) – Skills and experience of your team**

**All** applicants will need to complete this section, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Complete Table F2(a);
- Include CVs of individuals as appendices at the end of this application form (please note they do not count towards the page limit);
- Provide a short commentary on your plans in box F2(a); and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

**Table F2(a) – Skills and experience of your team**

Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
[REDACTED]	[REDACTED]	Yes	Pre-Opening Team. Leads project management and delivery Member of the Project Steering Group. Director ex-officio of the Multi-Academy Trust.	[REDACTED]	12 hours



<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>Yes</p>	<p>Pre-Opening Team. Member of the Project Steering Group. Leads Finance workstream.</p>	<p>[REDACTED]</p>	<p>6 hours</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>Yes</p>	<p>Pre-Opening Team. Member of Project Steering Group. Leads People, Recruitment and Marketing workstream.</p>	<p>[REDACTED]</p>	<p>12 hours</p>

<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>Yes</p>	<p>Pre-Opening Team. Project Management of the build for the Trust, plus communications. Leads Build workstream with CEO. Attends Project Steering Group</p>	<p>[REDACTED]</p>	<p>Estimated 12 hours a week on average during pre-opening.</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>As required</p>	<p>Pre-Opening Team, premises workstream. Supports the Project Management of the build re ICT connectivity, infrastructure, compatibility of standards with other CET schools for management, communication, teaching and learning</p>	<p>[REDACTED]</p>	<p>4 hours on average</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>Yes</p>	<p>Pre-Opening Team, member of people, recruitment and marketing workstream, attends Project Steering Group</p>	<p>[REDACTED]</p>	<p>8 hours a week on average</p>

				[REDACTED]	
[REDACTED]	[REDACTED]	Yes	Project Steering	[REDACTED]	4 hours (monthly)
[REDACTED]	[REDACTED]	Yes	Pre-Opening Team. Project Management and Delivery/education focus	[REDACTED]	12 hours, spread across SLT of School



[REDACTED]	[REDACTED]	As required	Pre-Opening Team. Finance workstream	[REDACTED]	4 hours
[REDACTED]	[REDACTED]	As Required	Pre-Opening Team. Premises workstream	[REDACTED]	4 hours
[REDACTED]	[REDACTED]	Yes	Project Steering Group	[REDACTED]	4 hours (monthly)

## F2(a) – Skills and experience of your team

### Project Steering Group

The governance of the pre-opening phase will be vested in a highly strategic Project Steering Group established by the Trust Board and chaired by an experienced Trustee – the Chair/Chair of Finance/Chair of Audit, supported by the Communities Director and other Trustees as necessary, where their expertise is relevant (e.g. legal/financial/HR). The Trust Board will also co-opt 2 further members to act as critical friends/advisers in overseeing the progress of the project and to bring a specialist perspective to support specific aspects; e.g. [REDACTED], a recently retired Headteacher and Leadership Advisor for Kirklees (See Page 77 and CVs) will particularly oversee the progress of the development of the educational brief, policies, systems, schemes of learning and the School Development Plan. He will assist the Board in the appointment of the Headteacher and build a knowledge of the school as it develops, to enable him to become the first Chair of Local Governance. Similarly, the Trust Board is sounding out individuals with strategic HR and Marketing and Communication experience to be able to give particular attention to recruitment planning and the relentless focus on reaching the whole community of the borough.

The CEO will be a member of the Steering Group; the Finance and Operations Directors, and the build project lead will also attend the meetings, which will be scheduled at 3-4-week intervals in line with the overall project plan. Its outcomes will be reported to the Trust Board.

The Steering Group's key responsibilities will be to ensure effective communication between the Project Teams, the Trust Board, the DfE/ESFA, and all stakeholders, ensuring that the right information is communicated to the right people at the right time and in the right way. It will be responsible for how the project is carried out, monitored and controlled, and an oversight of timescales. It will have the delegated authority to monitor PGD funding and if necessary, authorise changes to the Pre-Opening Budget to target resource.

The Steering Group will receive the GANTT chart summarising the process of the 5 workstreams (see below) and a strategic risk register which summarises workstreams and dependencies. The Steering Group's responsibility is to ensure that, working through the CEO and Senior Leaders, risks are identified, prioritised and controlled.

At the identified point in the project plan, the Steering Group will address the transition to and recruitment of local governance for when the Funding Agreement is signed, building on the educational expertise which is part of the Steering Group and the faith and community organisations which have contributed to the project workstreams.

The leadership and management of the pre-opening workstreams will rest with the central team (see below). Each workstream will have a detailed GANTT chart and risk assessment. Precedence diagrams will be used to identify and prioritise complex dependencies.

The overall leadership, management and co-ordination of the pre-opening plan will rest with the CEO, supported by the Directors of Operations and Finance. In addition to the project stream work/leadership, they will be responsible for:

- The construction of the project plan;
- The management of the central team and their delivery of the component parts of the plan;
- The leadership and management of the statutory consultations;

## F2(a) – Skills and experience of your team

- Ensuring the faith designation is processed;
- Ofsted pre-registration;
- Establishing the framework for local governance.

### Project Workstreams

Workstream	Chair	Membership	Brief
Education	CEO	<ul style="list-style-type: none"> <li>• Headteacher BCI</li> <li>• Headteacher BCII (when appointed)</li> <li>• BCI SLT/Middle Leaders as required</li> <li>• Data analyst</li> <li>• SCITT Director</li> <li>• Operations Director</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Brief: developing a high quality and inclusive educational offer, i.e. vision, educational programme, operation of school, goals, objectives, ambitions, targets.</li> <li>• Educational policies</li> <li>• School Development Plan</li> <li>• Schemes of Learning</li> <li>• Systems for measuring pupil learning and performance</li> <li>• Quality of enrichment programme: external providers – identification and joining the vision</li> </ul>
Finance, Risk and Compliance	Finance Director	<ul style="list-style-type: none"> <li>• Finance Director</li> <li>• Finance Manager</li> <li>• CEO</li> </ul>	<ul style="list-style-type: none"> <li>• PDG budget</li> <li>• Developing the budget for BCII</li> <li>• Establishing the budget systems and controls</li> <li>• Compliance Management re governance and policies</li> <li>• Risk Register updating</li> </ul>
Workforce and Recruitment	Operations Director	<ul style="list-style-type: none"> <li>• Operations Director</li> <li>• Principal HR Officer</li> <li>• CEO</li> <li>• Headteacher BCII (when appointed)</li> <li>• SCITT Director</li> </ul>	<ul style="list-style-type: none"> <li>• Equalities Act</li> <li>• HR policies (MAT)</li> <li>• HT appointment</li> <li>• Recruitment of teaching and support staff</li> <li>• Local Governance recruitment</li> </ul>
Build	Finance Director	<ul style="list-style-type: none"> <li>• External Project Manager</li> <li>• ICT Manager CET</li> <li>• Estates &amp; Facilities Manager at BCI</li> <li>• Operations Director</li> <li>• Headteacher BCI/SLT (advisory)</li> </ul>	<ul style="list-style-type: none"> <li>• Represent CET with ESFA/LOCATeD and Council re sites identification</li> <li>• Working with ESFA re appointment of design team and delivery within ESFA frameworks</li> </ul>



<b>F2(a) – Skills and experience of your team</b>			
		<ul style="list-style-type: none"> <li>• Headteacher BCII (when appointed)</li> <li>• CEO</li> <li>• Advisory: CET architect</li> </ul>	<ul style="list-style-type: none"> <li>• Project manage the capital build on behalf of the end client</li> </ul>
Marketing & Communication	Operations Director	<ul style="list-style-type: none"> <li>• External Project Manager</li> <li>• CEO</li> <li>• Headteacher BCI</li> <li>• Headteacher BCII (when appointed)</li> <li>• CEO's PA</li> <li>• SCITT Director</li> <li>• 2 identified leads from Interfaith Forum and Town-Wide Churches Together</li> <li>• 2 identified leads (via Vision/District Co-ordinators of Action Together</li> <li>• Facilities Manager BCI, as appropriate, since BCII will be physically marketed alongside BCI's recruitment strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating to and engaging with all groups across the borough</li> <li>• Media and Social Media strategy</li> <li>• CET Impact assessments</li> <li>• Events planning for pupil recruitment Sept-Oct 2021</li> <li>• Engagement of teachers and leadership potential</li> </ul>

### **F2(b) – Skills gap analysis**

This section needs to be completed by **all** applicants but you will need to provide different information depending on whether your group is currently a MAT or not. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- Complete Table F2(b) below; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

<b>Table F2(b) – Skills gap analysis</b>		
<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap?</b>
<b>Build: Strategic Advice</b>	Trustees	We also retain H M Architects to advise the Trustees/provide the professional lead in capital projects. We appreciate that professionals for the new school are procured through DFE frameworks and will involve HMA judiciously to advise the Trust as a client and our project manager (see above).  These appointments will be put in place when the outcome of the application has been announced.
<b>Project Management of the build for the end client</b>	Pre-Opening Team	We have had preliminary discussions with [REDACTED] who has successful experience in both project management of capital projects and in community engagement and who works in a dynamic and flexible way. We anticipate bringing [REDACTED] in as soon as the site is approved, and planning permission is confirmed to work with us until the project is delivered, on average for 2-5 days per week.
<b>Engaging Communities/Hard-to-Reach Groups</b> Our aim is to create an inclusive multi-cultural and multi-faith school in a borough with high levels of segregation. We therefore need to engage with local community groups with a respected brand and particularly, with those groups committed to transforming communities to communicate our vision and build trust and engagement	Trustees	[REDACTED] has been appointed to the Trust Board and will be a member of the Project Steering Group.
	Pre-Opening Team	At non-executive level, we will invite representatives from the Interfaith Forum, Town-Wide Churches Together and community organisations (Vision, Action Together) to monthly meetings to ensure that we are reaching out to all groups and adjust our strategy as necessary.

<b>Marketing</b> Events Project Management	Pre-Opening Team	Will be led by the Operations Director with additional support from [REDACTED]
<b>Diversity and Skills for Local Governance</b>	Local Governing Body	<p><b>Local Governance recruitment</b></p> <p>We will continue to advertise through governance recruitment channels. However, experience indicates that it is more productive to network, using our community and parent links, and directly approach potential governors; all our Directors and governors were recruited in this way. We are in dialogue with faith community leads through the Interfaith Forum and the Christian networks of Oldham Churches Connected and Town-Wide Churches Together and will consult to identify individuals with the right skillsets; we are developing a strong network of wider community links through Vision, the District Co-ordinators and Action Together. The educational lead, Robert Lamb, will also be on the Steering Group (see above). Whilst the balance of skillsets is important, the strength of executive governance and quality assurance in CET enable us to focus on individuals who prioritise the students.</p> <p>We are working with our MP to secure business expertise.</p>

<b>F2(b) – Plans for recruiting a principal designate and executive head</b>
<p><b>Appointment of Headteacher</b></p> <p>Our aim is to open a genuinely multi-cultural school in a borough where communities do not mix. Primary Schools, in particular, are monocultural and secondary intakes reflect that. The intake in Year 1 will set the pattern and expectation for the future. Given the necessary location of the school, the challenge will be to balance to ensure an Asian-British/White-British and Black-British intake. The faith places will be crucial, but we will need to reach into all the town's primaries to ensure parents choose the school.</p> <p>A key factor in this is the Headteacher. Parents want to see who will be leading the school. The Trust's leadership has excellent credibility and will be fully involved in pupil recruitment, sending out a clear message that the Headteacher and leadership are part of an organisation with a reputation and track record that parents recognise and respect, but the Head is still critical to parental choice.</p> <p>Therefore, our intention is that the Head will be appointed by September 2021. We will negotiate 15-20 days of paid release from their existing school for the Autumn of 2021 to enable the Head to be very visible in leading recruitment and building relationships. She/he will formally take up the post in January 2022 to establish the school. She/he will work out of Blue Coat I and will be part of the Senior Leadership team there so that she/he is marinated in the ethos and systems of the Trust, learns from the experience and expert leadership there and is able to continue to build the relationships which will enable children to make a successful transition and parents to be confident, reassured and positive about their choice.</p>



## **F2(b) – Plans for recruiting a principal designate and executive head**

The early timeframe also enables a re-advertisement, if necessary.

The Trust will undertake a full national recruitment process. We will have (already have) strong internal candidates as a result of the CET's development of staff, but we will test the field to ensure we secure the best person for the school. We will use the recruitment company which successfully produced a field of excellent candidates for all 3 headship appointments, the Director of Operations and 2 specialist leadership appointments with Blue Coat. We have learned that the time that the company invests in encouraging candidates who are interested but are unsure whether to put themselves through the process/make the leap into the unknown is priceless (and the Company will rerun a second round free of charge if the first is unsuccessful).

In recruiting our Headteacher, we will emphasise:

- The excitement of the post – its moral purpose, the extent of community engagement and local support, the challenge and privilege of creating something new and ground breaking in Oldham, that parents are longing for;
- The strength of the CET and how this will support the HT, both through central services, enabling the HT to lead the educational vision of the school and be fully and expertly supported in all business matters/decisions; through the collaborative working of the Heads, Seniors Officers and CEO in the interests of all our children; and through the collaboration with established subject departments, high quality CPD at Blue Coat 1, and through the Alliance.
- The readiness of staff who have been nurtured and primed; the ability to plan recruitment through the SCITT and draw on the networks established through the TSA.

### **Recruitment schedule of Headteacher Designate for a new school opening in Sept 2022**

#### **Schedule**

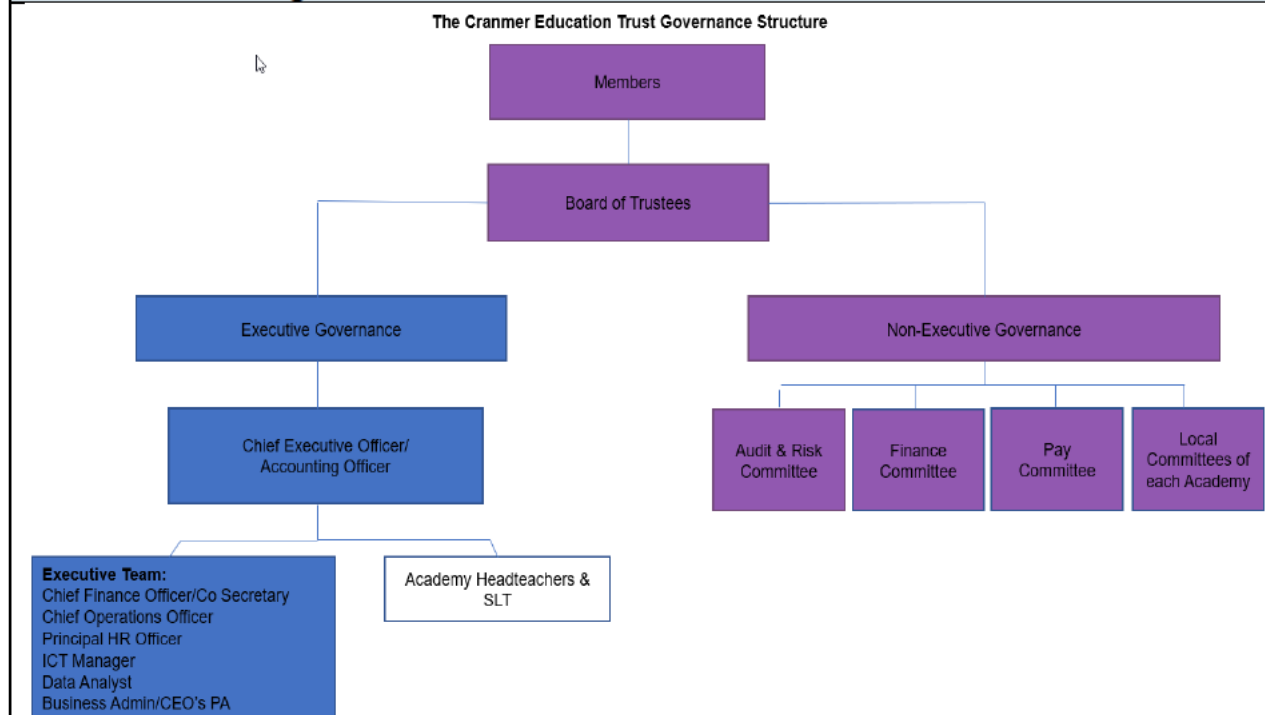
Jan 2021	Preparation of documentation, commissioning Recruitment Agency
Feb 2021	Trust Board agrees JD, PS, ISR, website, appointment panel.
Mid-Feb 2021	Advertisements placed online. Recruitment opens. 3 weeks to allow agency to follow up/nurture on all potentially strong applicants who access the website for details. Closing Date; 1 <sup>st</sup> week March 2021.
2 <sup>nd</sup> Week March 2021	Shortlisting
3 <sup>rd</sup> Week March 2021	Selection process and reference checks
30 <sup>th</sup> April 2021	Successful applicant gives notice to start formally on 1 January 2022, with agreed period of release July-October for pupil recruitment.
1 January 2022	HT designate takes up post

### F3 – An effective governance structure

All applicants will need to complete this section in full, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Use the space provided in box F3; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

#### F3 – An effective governance structure



CET was incorporated in 2015. The Articles of Association conform to the Model Articles of the National Society of The Church of England. The Trust has 4 members (including the Chair of Trustees) and (currently) 7 Trustees including the CEO. Details of the Trustees are on the website and registered with Companies House. Trustees' range of experience and expertise enable them to fulfil all requirements. They have appointed Neil Clephan, OBE, to advise on educational performance across the Trust. During 2018-19 the Trust Board is recruiting 3 identified additional Directors who will bring estates and safeguarding expertise and also will connect the Board to its ethical foundation.

In summary:

Name	Appointment	Office	Expertise	Experience
Janet Gregory	Diocesan	Chair	Legal	Barrister at Law
Tim Mitchell	Henshaw Trust	Vice-Chair	Finance	CEO Positive Steps (Retired)
		Chair of Finance Chair of Pay Committee	Education	
Peter Winter	Diocesan	Chair of Audit	Business/Sales/ Customer Relations	Business Executive Parent
		Leads CEO Appraisal		

### F3 – An effective governance structure

Eddie Moores	Henshaw Trust	Finance Committee	Health and Safety Safeguarding	Councillor OMBC
		Pay Committee		
Mary Tomlinson	Diocesan	Finance Committee	Admissions	Head of Access OMBC (retired)
		CEO Appraisal Committee	Legal Framework for Schools  HR	
Muzahid Khan	Diocesan	Pay Committee	Community Engagement	Business Community Work
Julie Hollis	Ex Officio	CEO	Education and Leadership	CEO
Neil Clephan OBE	Consultant	Adviser	Educational Leadership at School performance	Headteacher (Retired) Roundhay School, Leeds (Ofsted 1) Educational Consultant

#### Trustees

Strategic responsibility for generation of the Trust on behalf of the members and high standards of corporate governance. Non-executive constituted under Articles of Association and Memorandum of Understanding. Governed by Funding Agreements of the Academies in the Academies Financial Handbook.

#### Responsibilities

- Ensure quality of educational provision;
- Monitor and challenge performance of the Trust;
- Manage Trust's finance and property;
- Employer of all staff and responsible for all policy re staff management;
- Ensure compliance with Charity and Company Law;
- Operate Trust and Academies in accordance with Funding Agreement
- Report annually to the Members and to Companies House.
- Hold the CEO and Senior Officers to account.

#### Executive Governance: The Central Team

The CET has an exceptionally strong central team, comprising the CEO, the Finance Director, the Operations Director, the Principal HR Officer, and its own Business Administration Support/PA to the CEO. In addition, ICT is run as a central service and Blue Coat I's data analyst provides the data analysis and targets and advises on data structures for all our schools.

The school improvement capacity with the CET, led by the CEO, includes a primary maths lead, a primary writing lead, an established expert CPD team at Blue Coat I, which reaches into the SCITT and the Teaching School.



### **F3 – An effective governance structure**

In addition, we draw on consultants/professionals for school improvement – our school improvement partners, Specialist Leaders of Education in both primary and secondary from our own Teaching School Alliance and beyond, former HMIs for quality assurance. This strong capacity ensures that we can step up opening a free school without detriment to our existing schools and ensure that our primaries continue to make progress.

The central team has created effective systems and structures which ensure compliance, regularity, probity and value for money, and which manage risk. The ethos is that we work with our schools, supporting – and challenging (the CEO line manages the Headteachers and the Operations Director all business managers and support service leads) – school leadership, setting the direction and the standard and enabling people to do their job, so that they grow professionally and can coach and mentor others, with the result that our capacity is self-replenishing, sustainable and scalable.

The central team has experience of successfully converting schools to be academies, managing TUPE, introducing and training staff in financial, HR, ICT and premises systems to ensure consistency, quality and efficiency.

All CET audits, both internal and external, have been exemplary and without qualification.

The Trust Board holds the executive leadership firmly to account, through close financial scrutiny (including monthly reports to the Chair and Vice Chair) in line with Financial Regulations); challenges on educational provision outcomes and progress, advised by their independent consultant Neil Clephan OBE; scrutinises a range of metrics which affect pupils (e.g. safeguarding, absence, exclusions), organisational health (staff absence, recruitment and retention); evaluates the growth, progress and quality indicators for the SCITT, and the business plan for expansion and capacity. The Board has instituted a rigorous process for the management of the CEO's performance, involving the advice of their educational consultant.

#### **Local Committees**

- A sub-committee of the Trust Board with delegated responsibilities and decision-making powers. The Trust Board remains ultimately accountable;
- Local governance is part of the leadership of the academy. It is the role of the local committee to ensure that the academy is being run effectively, including through statutory panels and named governors
- Provide a link between the academy, the Trust and the community that the academy serves.
- Local Committees are clerked by the Trust's Clerk. Minutes are scrutinised by the Chief Operating Officer for issues requiring attention at CEO or Board level.

#### **Delegated Responsibilities**

- Receive the school's self-evaluation and improvement plan.
- Receive the termly data dashboard created by the Trust's data analyst; challenge leadership on key indicators, e.g. attendance, persistent absence, exclusions, pupil progress and attainment, by cohort and groups and what the whole school is doing to address, investigate and improve indicators and milestones.
- Oversee and quality assure the school's safeguarding responsibilities.
- Quality assure the consistent application of the Trust's Appraisal and Pay Policy for teachers by scrutinising a cross section of the anonymised appraisal reviews.
- Receive the budget, a monitoring report and the budget outturn. Challenge the use of resources.

### **F3 – An effective governance structure**

- Support and challenge the school's leadership by acting on panels in the case of a permanent exclusion of a pupil/appeal by a staff member against a disciplinary sanction or if the school has undertaken a significant change (redundancy)
- Quality-assure statutory checks/Health and Safety. Walk the site every term with the Site Manager.
- Administer the school's admissions policy, if necessary (e.g. checks on church attendance for CofE Schools when oversubscribed).
- Provide an independent panel for a complaint which has gone beyond the Chair of Governors in line with Academies law.
- Represent the school in its community to support a positive reputation. Reach out to employers.
- Determine and publish school level equality objectives (in line with Trust Policy).

#### **Scheme of Delegation**

Our Scheme of Delegation is being rewritten by our legal advisers, Hill Dickinson, to reflect the levels of delegation above, and the areas which are controlled by the Trust Executive.

#### **Executive Leadership**

- The executive leadership of the Trust is led by the CEO, who is appointed by the Trustees. The Trustees and the CEO together appoint the senior officers of the Trust, i.e. finance, operations, HR who constitute the Executive Team. Executive Governance includes policy on curriculum structure, target setting, data tracking, monitoring and analysis, grouping policy, assessment, moderation, ethos, student engagement, safeguarding, staffing levels, school improvement strategy and priorities, setting budgets, capital projects and maintenance schedules, all HR policy including appraisal and pay, ICT/VLEs/external access. Currently because the Trust is small, school improvement is bought in through consultancy or specialist leaders of Education accessed via the Teaching School and led by the CEO. As the Trust grows, we are growing our own leads. We now have a Maths lead for primary, a Local Leader of Maths Education for Secondary and primary leads for writing and science. The financial plan for Blue Coat II shows how the school improvement capability, which is absorbed in Blue Coat I's budget, will support the new school; we intend to grow further school improvement capacity in Blue Coat II, which will encourage recruitment, increase retention, enhance the overall capacity of the Trust and build a central resource that can be deployed as required, including supporting/converting/opening of academies in line with our Business Plan.
- Subject to the financial limits set by the Board, the CEO, working with the Executive Team, has primary authority for the day to day management of the Trust's work, except for matters which are reserved to the Board or its Committees;
- As Accounting Officer, the CEO is legally responsible for financial administrative matters;
- The CEO, working with the Executive Team and the Headteachers of the academies, is responsible for the performance of the academies and the educational outcomes of the pupils.

#### **Leadership of the Individual Academies**

- Each academy has a Headteacher who is responsible for the day to day running of the academy



### **F3 – An effective governance structure**

- S/he is supported by a Senior Leadership team of senior members of staff;
- Academy Headteachers are appointed by the Board of Trustees
- Senior leadership below Headteacher is appointed by the CEO, on behalf of the Trust Board, working with the Headteacher and local governance, as necessary.

#### **Ability to intervene rapidly, if necessary**

**The Trust's approach is proactive. We use the following indicators;**

- Risk analysis of all schools re leadership, pupil attainment and progress, staffing profile, financial profile, conditions and suitability informs Trust policy and levels of intervention, whether by Trust Officers or externally brokered.
- Data analyst and CEO monitor data input by the schools; Target Tracker/SISRA;
- Fortnightly strategic meetings CEO, Executive Group and Headteacher re Trust and school performance;
- Termly metrics of pupil attainment, progress, safeguarding, equality, attendance, persistent absence, exclusions (permanent, fixed term and internal) reported at top level to Trust and by pupil groups to local governance;
- Central budget setting and monthly monitoring by Finance Manager. Reported to local committee as budget set, monitoring (Spring) and Outturn (July);
- Mid-term moderation by SIPs reporting to the CEO on school leadership, student attainment and progress;
- Senior officer monitoring visits re finance, operation, staffing, premises.
- Central monitoring of staff absence (metrics reported to local governance);
- CEO attends most of local governance meetings. Systematic approach to clerking – minutes are scrutinised.

#### **Trust actions, if intervention is required**

- CEO intervenes: immediate conversation with the Headteacher;
- Brokering more consultancy support to diagnose accurately (1 primary).
- Movement of key staff to support leadership (e.g. in our primaries).
- Bringing in expertise from beyond the borough/our TSA for moderation/training/capacity development (both primaries).
- Performance management and capability policy (invoked for Headteachers in the 2 primaries).
- Removal of Governing Body and institution of IMB chaired by the Trustee/Trust Appointment – already applied in 2 primaries.

#### **Conflicts of Interest**

All Directors and Governors complete a Register of Business Interest and declaration of any connected party/business interest in line with Academies' Financial Regulations.

Prior to the commencement of every meeting, Directors/Governors are required to declare any interest arising from the Agenda. All governance business interests are disclosed on the website. There are no related party transactions.

One Trustee is an elected member of OMBC, i.e. substantially within the 19.99% local authority influence guidelines.



### F3 – An effective governance structure

#### Growth Strategy

As explained above, governance of the CET is secure at both non-executive and executive levels. Our approach to and plans for governor recruitment will enable us to maintain a healthy, high-quality level of committed local governance by people connected to the communities that our schools serve. We have already, in the case of both our primaries, demonstrated the capacity to stand down an ineffective local committee and rebuild through a CET-appointed interim board.

As our Trust expands, we will build in capacity in each of the schools to grow more middle leadership in our support services and develop a succession strategy. Similarly, we will factor in system leadership posts for teaching and school improvement (See Page 26 re Blue Coat II). In this way and at each stage, we build capacity for expansion so that growth is not at the expense of any of our existing schools. Our ongoing work in our primaries, particularly St George's, is supported by both CET capacity and bought-in expertise, all of which is factored into the budget.

In the pre-opening first year of Blue Coat II, there will be a particular demand on the capacity of Blue Coat I, specifically at leadership level, to establish and quality assure educational, business and administrative and reporting systems, and schemes of learning and assessment. The fact that the Headteacher designate will be based in Blue Coat 1 from January 2022 and working with Blue Coat I's SLT will build relationships, organisational knowledge and the ethos of the CET for all parties – that we are now 2 secondaries, 2 Blue Coats, in it together for all young people.

On a practical level, there will be a demand on time and a need for mentoring/coaching at the level of the people doing the job. Therefore, in our pre-opening draft budget, we have factored in both the cost of a temporary teacher at Blue Coat I so that senior staff have less teaching and greater flexibility to work with Blue Coat II staff. Additional business administration capacity will free up support leaders. Our pre-opening draft budget includes the appointment of the Headteacher from January 2022, the Business Manager from May and an IT appointment from March to ensure that the appointee is fully trained in all CET IT systems; our ICT lead will be part of the build workstream.

#### Summary

#### Risk Assessment and Management Controls

Risks	Controls
<b>Local Factors:</b> <ul style="list-style-type: none"> <li>The reputation of the free schools in the borough</li> </ul>	<ul style="list-style-type: none"> <li>The strength of the CET's reputation through BCI.</li> </ul>
<ul style="list-style-type: none"> <li>Political and LA support</li> </ul>	<ul style="list-style-type: none"> <li>The LA is fully supportive because our proposal answers Basic Need, produces a multi-cultural school and will be led by a high performing Trust and local provider. The Council has provided a central accessible, feasible, unencumbered site on a long lease and at a peppercorn rent. The MP fully supports the plan and the CET.</li> </ul>
A CofE school's relevance to a very diverse community	<ul style="list-style-type: none"> <li>The Interfaith Forum is the strongest advocate of our proposal, because</li> </ul>

<b>F3 – An effective governance structure</b>	
	<p>church schools respect faith and BCI's track record evidences the support that children of all faiths receive in an integrated school community</p> <ul style="list-style-type: none"> <li>• We are engaging with non-faith groups including disadvantaged communities across the town with the support of District Co-ordinators and community organisations.</li> </ul>
Opposition from local schools?	<ul style="list-style-type: none"> <li>• The admissions policy includes the whole borough. 75% is based on random selection. The remaining 25% is based on faith, not proximity. Therefore, no school will be adversely affected. We will carry out our own impact assessment to ensure that we are reaching out to the whole community.</li> </ul>
Opposition from local residents?	<ul style="list-style-type: none"> <li>• All proposed sites are in the town centre, not residential areas.</li> </ul>
Basic Need linked to new housing development?	<ul style="list-style-type: none"> <li>• Our Basic Need calculation does not include any new housing development (although this will at some point follow as a result of the Greater Manchester Spatial Framework)</li> </ul>
Pupil Recruitment – Viability of the School?	<ul style="list-style-type: none"> <li>• There is an absolute shortfall of 8FE, rising to 10FE in the late 2020s on the basis of NHS live birth data and pupil yield. The need may be far greater as a result of the inward migration, cross-LA traffic because of the overall pressure on good school places, and potential problems in the projected capacity of the existing estate.</li> <li>• The reputation of BCI will ensure oversubscription</li> <li>• The early appointment of the Headteacher will enable parents to visualise the school and its future</li> </ul>
<b>Admissions</b> – Adjudicator Overrules?	<ul style="list-style-type: none"> <li>• The draft Admissions policy has been developed with the advice of Manchester Diocesan Board of Education and tested against Adjudicators' decisions</li> <li>• In its use of random selection across a wide area, it reflects the successful strategy of Free Schools in Bradford and Birmingham</li> </ul>
<b>Quality and Viability:</b>	<ul style="list-style-type: none"> <li>• This is factored into our planning, via our SCITT, our investment in middle</li> </ul>

<b>F3 – An effective governance structure</b>	
BCII's ability to recruit and retain staff at the right calibre	<p>leadership training, our identification and nurturing of teachers currently in the system who have come through our SCITT, NQT provision and TSA training network.</p> <ul style="list-style-type: none"> <li>• The staff will not be isolated, but part of the CET family, working closely with BCI staff in subject networks to develop curriculum, pedagogy and assessment and to moderate standards.</li> <li>• CET investment in staff professional development supported by workload management.</li> <li>• A staffing and competitive salary structure that provides progression.</li> </ul>
<p><b>Educational Provision:</b></p> <ul style="list-style-type: none"> <li>• Education Advisers/Ofsted do not approve the Education Plan?</li> <li>• The school does not produce good outcomes for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• The education plan is grounded in research and the experience and expertise of a high achieving school where all groups do well.</li> <li>• BCII is part of The Cranmer Education Trust. High expectations supported by excellent teaching and nurturing pastoral care are non-negotiable. All education development is supported by the CET, BCI and the Teaching School and system partners</li> </ul>
<p><b>Finance:</b></p> <p>A viable financial plan</p>	<ul style="list-style-type: none"> <li>• This is included in our application and reflects our experience as a mature MAT.</li> <li>• The schools constitute one Trust. If necessary, in the early years the Trust has the central resource to support BCII on a minimal central charge until the school is established.</li> </ul>
<p><b>Progress Routes for Students</b></p> <p>Will the aspirational trajectory be confirmed post-16?</p>	<ul style="list-style-type: none"> <li>• The CET is preparing a case for significant change at BCI both to accommodate the existing bulge years and to ensure the post-16 provision for both BCI and BCII (in addition to the borough-wide places)</li> <li>• The CET has identified/been offered a suitable site and has the reserves to contribute to this purchase.</li> </ul>
<p><b>Trust Risk</b></p> <p>Can the CET open a new school without detriment to its existing schools</p>	<ul style="list-style-type: none"> <li>• Strength and capacity of central team</li> <li>• Strength and capacity of the whole organisation including the SCITT, the Teaching School Alliance and networking with the best providers to continuously raise the bar.</li> </ul>



### **F3 – An effective governance structure**

- Secure Membership; experience and commitment of Trustees.
- Financial security
- Trajectory of improvement established in all 3 schools.
- Succession planning at every level.
- Pre-opening grant to fund additional capacity in BCI (1 x FTE teacher, 0.5 x admin support)

## Section G – Financial viability

Schools must be financially sustainable and ensure that every pound is used efficiently to have maximum impact for the pupils and the school. Although we appreciate that you will not know the exact amount of funding that your school will receive when open, we expect your financial plan to demonstrate that you are able to manage your school's budget efficiently. You need to set out your robust financial plan for how you will make the best use of resources. We will assess whether your financial plans support the delivery of your education vision within the funding provided. **All applications, including those with an innovative or new approach, must demonstrate that the school will be financially viable.**

If you have previously opened a free school, you do not need to complete the financial template at this stage unless you wish to. However, you may use box G1 below to tell us anything that will help us understand your financial health.

If you have not previously opened a free school, please:

- Complete the setting up a free school financial template Excel spreadsheet; and
- Refer to Section G of the [how to apply guide](#) for what should be included in this section.

### G1 – Additional commentary on financial viability

#### 100% Occupancy

##### Summary

Surplus for all years which from year 2 is closely in line with the recommended 3-5%. For year 1 there is a smaller surplus - this is expected given the staffing levels required in year 1 to set up the school compared to the size of cohort. A small year 1 surplus has been achieved through subsidising the central services for the academy with a lower level of central charge (3.5%).

Where other income is excluded from the calculation the result is a deficit for the academy in all years – this is due to the inclusion in the surplus/deficit calculation of the expenditure that matched this now excluded income (for example catering) or the inclusion of expenditure which is to be reimbursed through other income by the Trust (e.g. for strategic posts which will have a Trust wide benefit). This reimbursement of staffing expenditure by the Trust to the new academy for these strategic posts also gives rise to the other income being greater than recommended from year 2.

The proportion of total expenditure on non-curriculum staff is greater than recommended in year 1 due to the inclusion of the posts of marketing and community liaison/enrichment officers from the outset considered vital for the viability of the new academy and its plan for addressing historical underachievement in the borough (see below)

##### Assumptions – notes

##### The post opening grant is reflected in the following:

- The salaries of senior staff, particularly the HT, are benchmarked against the ranges offered in school of a similar size in the area when at 8FE full capacity;
- Additional capacity has been included to manage the enrichment programme and build the relationships with the community of parents and employers;

**G1 – Additional commentary on financial viability**

- Capacity is supplemented by a communication and marketing lead to ensure that the school develops a strong profile also with the wider community;
- Educational resource costs are higher than financial benchmarking would indicate for an 8FE because we are staffing all resource from scratch and it is important that pupils have textbooks for every subject, and that the library is well equipped and inviting;
- The enrichment programme itself draws 50% on school staff and 50% on externally sourced provision. We have benchmarked costs against qualified peripatetic music rates to ensure that we can fund high quality enrichment;
- The direct costs of the new building occupancy and maintenance though the full site will not be in use from the outset

**Enrichment****After school**

Based on 2 hours per week per pupil for 38 weeks, 50% covered by staff from the school’s staffing establishment in years 1-3 and 40% in year 4 onwards.

	year 1	year 2	year 3	year 4	year 5	Notes
<b>Pupils</b>	240	480	720	960	1200	
Extra provision hours	18240	36480	54720	72960	91200	2 sessions of one hour each week for each student over 38 weeks
In groups of 16	1140	2280	3420	4560	5700	
Less amount provided by staff	-570	-1140	-1710	-1824	-2280	50% in year 1 to 3 and 40% in year 4 and 5
Extra provision hours provided externally	570	1140	1710	2736	3420	
At Peri rate (UQ6) including on costs at 6%	16860	33720	50580	80930	101160	

**Curriculum enrichment**

to ensure DofE participation, cultural and inspirational visits are fully funded for PP pupils and there is a hardship fund to support other pupils in our local low wage economy. If necessary, this budget is also used to provide uniform items so there is no reason why pupils cannot benefit fully from everything the school provides.

**Saturday Morning**

Based on the hire of premises for provision on Saturday mornings for 3 hours per week. 30 pupils in year 4 and a further 30 pupils in year 5. Managed by two support staff and 12 sixth formers per group.



### G1 – Additional commentary on financial viability

	No	Hourly rate £	Hrs per day	Weeks	Total cost £
<b>Year 4 (30 pupils)</b>					
Room hire (Mahdlo dance studio\sports hall)	1	██████	3	38	██████
Support staff at point 28	2	██████	3	38	██████
Sixth form at NMW	12	██████	3	38	██████
Refreshments per pupil	30	██████	1	38	██████
<b>Total</b>					██████
	No	Hourly rate £	Hrs per day	Weeks	Total cost £
<b>Year 5 (60 pupils)</b>					
Room hire (Mahdlo dance studio\sports hall)	2	██████	3	38	██████
Support staff at point 28	4	██████	3	38	██████
Sixth form at NMW	24	██████	3	38	██████
Refreshments per pupil	60	██████	1	38	██████
<b>Total</b>					██████

**Pupil premium income** will be expended as follows;

- Through our investment in first-wave teaching, ensuring teachers are thoroughly trained in subject knowledge and pedagogy and teaching and learning and as effective tutors (See E1) with a timetable bonus that will enable additional resource to be deployed quickly, when needed;
- Through the range of high-quality timetabled enrichment provision, including Saturday mornings budgeted specifically at disadvantaged pupils, which will be fully funded for PP pupils and a hardship fund for all other pupils so that everyone can participate.

**Funding** - LA averages have been used in all funding income assumptions

**HIGH NEEDS/SEND** - estimates for income and cost are based on Blue Coat 1 percentage of EHC plans – this may be higher for the new academy however the assumption is that it is likely any increase in income will be matched by expenditure

**LACs** are not included in the budget on the basis that income would match expenditure.

**Catering** income and expenditure based on Blue Coat 1 average cost per pupil for 18-19 and recalculated on the number of pupils year on year

**Trust reimbursement income** – 4 staff members are included at 100% cost in the staffing structure who will have strategic roles across the Trust. A Site manager and Data Manager will be reimbursed at 65% and assistant heads for English and Humanities will be reimbursed at 40% - all for work across the rest of the Trust.

**G1 – Additional commentary on financial viability****Staffing** – no pay awards assumed each year**Teaching Staff (by Year 5 on full occupancy)**

Pupil/Teacher Ratio	16.1:1 (See E3)
Contact Ratio	0.77 (See E3)
Average Class Size	25 (24.979)
Total expenditure on teaching staff	████████████████████
Average Teacher Cost	████████████████████
Teacher recruitment profile	Average salary of M4 to attract staff with relevant experience (subject knowledge and GCSE experience, teaching and learning techniques, classroom management and pace, good behaviour management) (See E3)

**Support staff** % of total expenditure spent on staff other than teaching staff by year 5 is 19% this compares with 21% through the DFE school financial benchmarking tool for Oldham Academy North an equivalent 8FE academy at full capacity in the Local Authority area. The salary range is based on skills required and the experience from recruitment of such staff to the current Trust – it is assumed that staff will be recruited to the start of the range

**Pension and NI** – contribution rates based on the rates in use Sept 2018 – no account has been taken of the proposed rate changes in 2019 – the assumption being that these changes are to be supported by increased funding. NI rates based on current average rates for similar salaries used within the 18-19 Blue Coat 1 budget

**Other staff costs** for supply and agency teachers, staff expenses, development and training and recruitment have been based on Blue Coat 1 18-19 budget calculated on staffing % each year

**Premises costs** include premises and occupation costs but exclude Premises staff and total ██████████ by year 5 which is ██████████ per pupil. The average for premises and occupation per pupil using the DFE Schools financial benchmarking for comparative schools to Oldham Academy North gives a premises cost per pupil of ██████████ – however this figure does include premises staff. The costs have been calculated as follows:

- Fixed costs benchmarked to Blue Coat 1 18-19 budget
- Variable costs benchmarked with Oldham Academy North costings (a new purpose-built Academy of similar size in the area)

**Educational resources** (excluding non-educational supplies and services) total ██████████ by year 5 which is ██████████ per pupil. The average for educational resources per pupil using the DFE Schools financial benchmarking for comparative schools to Oldham Academy North gives an educational resources cost per pupil of ██████████ – however the costs for Blue Coat 2 do include extra enrichment external provision of ██████████ per pupil). Then resources costs are based on Blue Coat 1 per pupil cost from 18-19 budget.

**Other cost lines** are based on Blue Coat 1 18-19 budget as adjusted for the number of pupils in the new academy year on year

## G1 – Additional commentary on financial viability

**Central charge** – the Trust will charge 3.5% in year 1 to subsidise the new academy for this period as described above rising to 8% from year 2 and 9% from year 4. The level of charge reflects accurately the full range of central services plus the need for additional involvement in shaping the school as it grows.

- **Centralised direct costs** for the Trust payroll provider, legal services, external accounting and auditor services, IT Trust wide licences for software and infra structure, costs for maintaining Trust website and marketing, Trust finance packages and Trust DPO and school improvement external support. The provision of these services to the Trust as a whole will provide value for money in economies of scale
- **Central service staff** –salaries of
  - the Strategic Executive (CEO, Finance Director, Operations Director) and the HR Officer and Executive Assistant (Trust admin) all employed to directly work on Trust wide matters and
  - % salaries for other staff employed by Blue Coat School who also work on Trust wide matters – IT, Finance, Data and Maths hub
- **Mentoring** of the HT and senior and middle leadership by Blue Coat 1 leadership; equivalent to 1 x FTE per annum.
- **Business Plan** – the Trust’s plan is that we will gradually expand by 2027 to include a third secondary school and increase to 7FTE FE in primary. When Blue Coat II is absolutely secure, i.e. when it has delivered its first and successful year of GCSE attainment and progress – it will be able to contribute to the overall quality of secondary provision in the CET and the wider Alliance, creating opportunities for central costs to be reimbursed through the additional capacity the school contributes.

## Section H – The proposed site (use Excel spreadsheet)

Finding a suitable site is an essential part of opening a free school. As part of preparing your application you should investigate potential sites for your school and tell us about them in your application. If you are successful, we will work with you and the local authority to secure a site for your school.

We will consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area. **We will give preference to those projects where we are likely to secure a value for money site in a timely manner with an acceptable level of risk**, in particular, those applications that come forward with a local authority or government owned site on a peppercorn rent.

This section will need to be completed by **all** applicants. If you are applying for more than one school, you must complete this section for each free school for which you are applying. Please:

- Complete the Section H tab in the Excel spreadsheet; and
- Refer to Section H of the [how to apply guide](#) 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 named in Table F2(a) and any letters of support and maps; and
- Note that any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.



Department  
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DFE-00177-2016



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)