



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

BLUECOAT TRENT ACADEMY

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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. 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 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 checked="" type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?	
Section A – tell us who you are and your chosen school (Excel, do convert this file into a PDF)	<input checked="" type="checkbox"/>
Section B – evidence of need for a new school in the area	<input checked="" type="checkbox"/>
Section C – vision	<input checked="" type="checkbox"/>
Section D – engagement with parents and the local community	<input checked="" type="checkbox"/>
Section E – education plan	<input checked="" type="checkbox"/>
Section F – capacity and capability	<input checked="" type="checkbox"/>
Section G – financial viability (including the financial template where appropriate)	<input checked="" type="checkbox"/>
Section H – the proposed site (Excel, do convert this file into a PDF)	<input checked="" type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input checked="" type="checkbox"/>
4. Have you fully completed the appropriate financial template where necessary?	<input checked="" 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 checked="" type="checkbox"/>
6. Re-applications only: Have you changed your application in response to the written feedback you received?	<input type="checkbox"/>

Task to complete	Yes
<p>7. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – School Name: with all relevant information relating to Sections A to H of your application to: FS.applications@education.gov.uk before the advertised deadline? Please send sections A, B and H as a separate attachment in Excel format. 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).</p>	<input checked="" type="checkbox"/>
<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? Free Schools Applications Team, Department for Education, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input checked="" type="checkbox"/>

Section I of your <u>application</u>	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – Bluecoat Trent Academy with:</p> <ul style="list-style-type: none"> • a copy of Section A1 (tab 1 of the Excel template); • 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 • a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to due.diligence@education.gov.uk before the advertised deadline? 	<input checked="" 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: Reverend Canon Timothy Pullen

Date: 02/11/2018

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
A1 – Tell us who you are	Excel spreadsheet	All applicant groups must complete this section in full.
A2 – Your chosen school		All applicant groups must complete this section in full.
B1 – Evidence of basic need	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> • 16-19 provision (including a secondary school with a sixth form). • a nursery.
B2 – Need for good school places	Word form	If your proposal is not in a targeted local authority district, you will need to complete this section.
C – Vision	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> • you already have open schools. • you are proposing a primary or all-through school.
D – Engagement with parents and the local community	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> • a nursery. • a designated faith school, a school registered with a religious ethos or a school with a distinctive educational philosophy or world view.
E1 – Curriculum plan	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.
E2 – Measuring pupil performance effectively and setting challenging expectations	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.
E3 – Staffing	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. Additional information is required if: <ul style="list-style-type: none"> • your application includes a nursery. • you do not currently run any state-funded schools.
E4 –Integration and community cohesion	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> • you are applying to open a school with a religious character.
F1 – A strong track record	Word form	This section is only relevant to those applicants with at least one open state funded school.
F2 – The necessary experience and credentials to deliver the school to opening	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying to establish a faith designated free school.
F3 – An effective governance structure	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying for more than one school.
G – Financial viability	Financial template	If you have previously opened a free school, we will use data that we already hold to assess this section. If you have not previously opened a free school, you must complete this section in full.

		Additional information is required if your proposal includes a nursery.
H – The proposed site	Excel spreadsheet	All applicant groups must complete this section in full.
I – Suitability of applicants and due diligence checks	Section I Suitability and Declarations form	This section is relevant to all applicant groups.

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.

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.

City wide need

Bluecoat Trent Academy is a proposed 8 form entry secondary (11-16) Free school based in the heart of Nottingham city.

Nottingham City LA has seen a significant increase in demand for primary places in recent years, leading to the Archway Learning Trust opening its own primary school, Bluecoat Primary, as part of the council's strategy to deliver an additional 5000 primary school places. This increase in demand for primary school places is now starting to move into secondary schools. Demand for secondary places in 2018 was only met by the LA persuading a number of Academies to admit greater numbers of students

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.

than their existing PANs and from September 2019 the LA project a short fall in places for year 7 students, with the number of students entering year 7 above the city PAN for that year.

This demand for places increases further year on year, with the number of year 7 students entering secondary education exceeding the PAN in each successive year from 2019/20, with between 4 and 9 additional forms of entry required per year between 2020/21 and 2026/27. This leads to an overall shortfall in secondary places from 2021/22, increasing year on year up to 2026/27 as these larger year 7 intakes progress through secondary education. This is clearly evidenced in the table below (**Fig.1**) highlighting the need for places in Nottingham City up to 2026/27.

Pupil Age	11	12	13	14	15						
Year	7	8	9	10	11	Total	Capacity	PAN	No. of places under/over capacity	Year 7 shortfall in places	Required additional forms of entry
2017/18	2956	2806	2836	2821	2602	14021	15960	3285	1939	329	11
2018/19	3220	2956	2806	2836	2821	14639	16125	3275	1486	55	2
2019/20	3294	3220	2956	2806	2836	15112	16150	3225	1038	-69	-2
2020/21	3430	3294	3220	2956	2806	15706	16240	3315	534	-115	-4
2021/22	3482	3430	3294	3220	2956	16382	16330	3315	-52	-167	-6
2022/23	3601	3482	3430	3294	3220	17027	16470	3325	-557	-276	-9
2023/24	3576	3601	3482	3430	3294	17383	16560	3325	-823	-251	-8
2024/25	3464	3576	3601	3482	3430	17553	16650	3325	-903	-139	-5
2025/26	3482	3464	3576	3601	3482	17605	16650	3325	-955	-157	-5
2026/27	3576	3482	3464	3576	3601	17699	16650	3325	-1049	-251	-8

Fig.1 – Nottingham City LA projections for secondary school places 2019 – 2029. (Negative numbers indicate shortfall in capacity and required forms of entry).

The data above from the LA is based on the most recent 2018 SCAP return. This projected need in places/forms of entry comes as a consequence of the increase in student numbers currently being felt in primary education across the city. The LA has already agreed an additional 8 forms of entry across 3 existing Academies: The Fernwood Academy, NUASt and Trinity School. These additional secondary school places are already included in the capacity numbers above, with the LA suggesting there is still a further unmet need for a significant increase in the number of additional forms of entry.

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.

The impact of housing developments

Whilst the data above does demonstrate the need for additional forms of entry, it does not fully reflect the true picture of need across the city. These projections do not include any increase in pupil yield from additional housing developments in the coming years, and are comprised of students already being educated within the city. The LA project for the period up to 2025, an additional 210 students (42 per secondary year group) are likely to join secondary education, these pupil numbers come from housing developments that are either; under construction, already have planning permission or where a planning application has been submitted. Given the urban context of Nottingham city and the lack of available sites for building, it is normal for only 3 – 8% of projects with planning permission to fall through, well below national averages. Therefore, the LA has confidence in these projections of the additional school places required. The LA uses the methodology that for every 100 houses built; there will lead to an increase of 3 students per year group across primary and secondary education.

A table showing the impact of these students joining Nottingham city secondary schools is included below.

School: 0001 Nottingham City											
Pupil Age	11	12	13	14	15						
Year	7	8	9	10	11	Total	Capacity	PAN	Shortfall in places	Shortfall in Y7 places	Additional forms of entry
2017/18	2956	2806	2836	2821	2602	14021	15960	3285	1939	329	11
2018/19	3220	2956	2806	2836	2821	14639	16125	3275	1486	55	2
2019/20	3336	3220	2956	2806	2836	15154	16150	3225	996	-111	-4
2020/21	3472	3336	3220	2956	2806	15790	16240	3315	450	-157	-5
2021/22	3524	3472	3336	3220	2956	16508	16330	3315	-178	-209	-7
2022/23	3643	3524	3472	3336	3220	17195	16470	3325	-725	-318	-11
2023/24	3618	3643	3524	3472	3336	17593	16560	3325	-1033	-293	-10
2024/25	3506	3618	3643	3524	3472	17763	16650	3325	-1113	-181	-6
2025/26	3524	3506	3618	3643	3524	17815	16650	3325	-1165	-199	-7
2026/27	3618	3524	3506	3618	3643	17909	16650	3325	-1259	-293	-10

Fig. 2 – the impact of an additional 42 students per year group from planned housing developments (not including LAPP sites).

Specifying the exact year in which these additional school places will be required is challenging, as even when planning permission is granted, developers have up to 3 years to start building. However, **Fig. 2** clearly demonstrates their impact on both the overall need and the year 7 shortfall against the PAN each year. Given the lack of clarity of when these developments are completed, it may well be that there is significantly higher demand in a particular year or years, if several developments are completed

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.

at a similar time. However, what this does show is that between 2020/21 and 2026/27, a total of 56 additional forms of entry are likely to be required (averaging 8 per year across the 7 year period).

If sites owned by the LA that are included in the Local Area Property Plan (LAPP) are included, this figure could be as high as an additional 737 places per year (an additional 147 per year group). This figure includes all sites that city council has for sale that are assigned for housing.

Reduction in city to county migration

In addition, the data in **Fig. 1** is based on approximately 10% of year 6 students in primary education in the city, leaving to go to county secondary schools. E.g. There are 3650 students in year 6 in 2018/19, with the LA projecting only 3294 of them will progress into city secondary provision in 2019/20. Evidence of this annual trend can be seen in **Appendix B1:1** tab 2. County secondary provision is also projected to be over capacity in the coming years, with a correspondingly high number of students currently in primary provision. It is therefore expected that there will be a decrease in the migration of city students moving to county secondary schools. **Fig. 3** provided by Nottinghamshire County Council, highlights this situation. It evidences that the districts located most closely to the city local authority are RAG rated red (projected to be significantly over capacity) for the next 5 and 10 years. The table also indicates the number of city students currently with places in each school and the year in which it's number of students on roll (NOR) is projected to exceed capacity.

				5 Years	10 Years
		Out of County Nottm City (No)	The year Projected NOR is equal to or more than Net Cap	5 year RAG	10 year RAG
District	Secondary School				
Broxtowe	The Kimberley School	240	2021/22	-155	-206
Gedling	Arnold Hill Academy	354	2018/19	-157	-193
	Redhill Academy	295	2018/19	-146	-160
	Christ the King Voluntary Academy	315	2022/23	-7	-39
	The Carlton Academy	108	2021/22	-16	-106

Fig. 3 – Nottinghamshire County oversubscription data

Following consultation with our county colleagues we have received the following information to summarise their position;

“We have a high number of City resident pupils in a number of secondaries in the above areas and as the primary bulge moves through the system those places are highly likely through the admissions process to not be available for City residents. The County are undertaking a number of planning

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.

discussions with multi academy trusts in these areas and one of the solutions to managing the large numbers of children applying for the schools is for the admissions criteria to have catchment and attendance at a linked school as a priority. This again will highly likely result in fewer City resident pupils gaining a place in a county secondary school.”

██████████ *Place Planning and Admissions Officer, Support to Schools Service, Education, Standards and Inclusion. Nottinghamshire County Council.*

Fig. 4 models what the planned year 7 admission number would be each year if this migration dropped from 10 to 5% each year, evidencing a further significant shortfall in places, well over even the additional capacity provided by Bluecoat Trent Academy.

	Yr. 7	Year 6 the year prior	% city primary students retained	No. of year 7's if 95% retained	PAN	Shortfall in Yr7 places	Required forms of entry
2018/19	3220	3516	92	3340	3275	65	2
2019/20	3294	3650	90	3468	3225	243	8
2020/21	3430	3859	89	3666	3315	351	12
2021/22	3482	3874	90	3680	3315	365	12
2022/23	3601	4015	90	3814	3325	489	16
2023/24	3576	3945	91	3748	3325	423	14
2024/25	3464	3895	89	3700	3325	375	13
2025/26	3482	3878	90	3684	3325	359	12
2026/27	3576	3934	91	3737	3325	412	14
2027/28	3464	3895	89	3700	3325	375	13

Fig. 4 – Impact of reduction in Primary to secondary migration from city to county.

It is clear from the above that a reduction in the 10% of city primary students moving to county secondary schools will have a significant impact on the over subscription of existing city secondary schools. This further substantiates the position of both the Archway Learning Trust and Nottingham City LA, that Bluecoat Trent Academy is an absolute requirement to ensure there is sufficient capacity within the city to educate the increasing number of secondary learners from 2020/21.

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.

Site specific need

. **Fig. 5, 6 and 7** below show the basic need data for these individual planning areas, as well as the other Archway secondary schools within close geographical proximity.

**North East / Central
0062**

Group:

Pupil Age	11	12	13	14	15				
Year	7	8	9	10	11	Total	Capacity	PAN	Yr. 7 Shortfall
2017/18	402	361	377	354	290	1784	1950	390	12
2018/19	415	402	361	377	354	1909	1950	390	25
2019/20	410	415	402	361	377	1965	1950	390	20
2020/21	424	410	415	402	361	2012	1950	390	34
2021/22	417	424	410	415	402	2068	1950	390	27
2022/23	428	417	424	410	415	2094	1950	390	38
2023/24	444	428	417	424	410	2123	1950	390	54
2024/25	418	444	428	417	424	2131	1950	390	28

Potential pupils from new housing

Housing Developments 15.75

LAPP potential development 68.25

Total 84 **PYG** 16.8

Fig. 5 – Need projections for North East and Central planning area

**North West / Central
0061**

Group:

Pupil Age	11	12	13	14	15				
Year	7	8	9	10	11	Total	Capacity	PAN	Yr. 7 Shortfall
2017/18	632	602	595	578	571	2978	3300	635	-3
2018/19	670	632	602	595	578	3077	3300	660	10
2019/20	687	670	632	602	595	3186	3300	635	52
2020/21	733	687	670	632	602	3324	3300	635	98
2021/22	723	733	687	670	632	3445	3300	635	88
2022/23	761	723	733	687	670	3574	3300	635	126
2023/24	723	761	723	733	687	3627	3300	635	88
2024/25	675	723	761	723	733	3615	3300	635	40

Potential pupils from new housing

Housing Developments 25.5

LAPP potential development 204

Total 229.5 **PYG** 45.9

Fig.6 - Need projections for North West and Central planning area

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.

School: 4003 Bluecoat Beechdale Academy

Pupil Age	11	12	13	14	15				
Year	7	8	9	10	11	Total	Capacity	PAN	Yr. 7 shortfall
2017/18	180	157	163	121	81	702	900	180	0
2018/19	190	180	157	163	121	811	900	180	10
2019/20	203	190	180	157	163	893	900	180	23
2020/21	201	203	190	180	157	931	900	180	21
2021/22	206	201	203	190	180	980	900	180	26
2022/23	204	206	201	203	190	1004	900	180	24
2023/24	208	204	206	201	203	1022	900	180	28
2024/25	201	208	204	206	201	1020	900	180	21

School: 4615 Bluecoat Aspley

Pupil Age	11	12	13	14	15				
Year	7	8	9	10	11	Total	Capacity	PAN	Yr. 7 shortfall
2017/18	199	190	184	191	191	955	900	180	19
2018/19	180	199	190	184	191	944	900	180	0
2019/20	184	180	199	190	184	937	900	180	4
2020/21	194	184	180	199	190	947	900	180	14
2021/22	186	194	184	180	199	943	900	180	6
2022/23	189	186	194	184	180	933	900	180	9
2023/24	187	189	186	194	184	940	900	180	7
2024/25	180	187	189	186	194	936	900	180	0

4009 Bluecoat

School: Wollaton

Pupil Age	11	12	13	14	15				
Year	7	8	9	10	11	Total	Capacity	PAN	Yr. 7 shortfall
2017/18	161	158	150	150	140	759	750	150	11
2018/19	150	161	158	150	150	769	750	150	0
2019/20	153	150	161	158	150	772	750	150	3
2020/21	162	153	150	161	158	784	750	150	12
2021/22	154	162	153	150	161	780	750	150	4
2022/23	157	154	162	153	150	776	750	150	7
2023/24	155	157	154	162	153	781	750	150	5
2024/25	150	155	157	154	162	778	750	150	0

Fig 7 – Projections for the 3 Archway Learning Trust Secondary schools in close geographical proximity to the [redacted] site.

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.

	North West and Central	North East and Central	Bluecoat Beechdale	Bluecoat Aspley	Bluecoat Wollaton	Total number of places required	Additional places housing developments NW+C	Additional places housing developments NE+C	Total
2017/18	-3	12	0	19	11	39	3	2	44
2018/19	10	25	10	0	0	45	3	2	50
2019/20	52	20	23	4	3	102	3	2	107
2020/21	98	34	21	14	12	179	3	2	184
2021/22	88	27	26	6	4	151	3	2	156
2022/23	126	38	24	9	7	204	3	2	209
2023/24	88	54	28	7	5	182	3	2	187
2024/25	40	28	21	0	0	89	3	2	94

Fig. 8 - Shortfall in year 7 places by planning area and local Archway secondary schools

The table above summarises the year 7 need up to 2024/25 (LA planning area data is only available up to this point) in the North East and Central and North West and Central planning areas, alongside that of each of the Archway secondary schools on this side of the city. Whilst this data above does not show sufficient need to fill an 8 form entry free school from the North East and Central and North West and Central planning areas alone (on the boundary of which it sits), only considering these two areas would not show a true understanding of the educational landscape of this densely populated urban area.

Location



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.

School	Distance (miles)	Projected to be over-capacity from 2020 onwards	Yr. 7 intake above PAN from 2020 onwards
Bluecoat Aspley		Yes	Yes
Djanogly City Academy		Yes	Yes (1 under in 2024/25)
Ellis Guilford School		Yes	Yes
Nottingham Free School		Yes	Yes
Nottingham Girls' Academy		Yes	Yes
The Trinity Catholic school		No (2021 onwards)	Yes (1 under in 2022/23 and 2024/25)
Bluecoat Beechdale Academy		Yes	Yes
Bluecoat Wollaton Academy		Yes	Yes
Nottingham Academy (Ransom Road)		No (Yes from 2023/24 onwards)	No (2021 onwards)
Nottingham University Academy of Science and Technology		Yes	Yes
Nottingham University Samworth Academy		Yes	Yes
The Fernwood school		No	No
Bulwell Academy		No (Yes from 2021)	Yes
Park Vale Academy		No (Yes from 2021)	Yes (8 under in 2024/25)
Nottingham Academy		Unavailable	Unavailable
Nottingham Emmanuel School		Yes	Yes
Oakwood Academy		No (Yes from 2021)	Yes
Farnborough Academy		No	No

Fig. 9 – Distance of Nottingham City secondary schools to [redacted] site in miles.

Detailed projected need data on all of these schools is included in **Annex B1:1**, tab 1.

[redacted] The only school in the city with any real capacity is Farnborough Academy. This site is at the very edge of the south of the city and is currently judged inadequate by Ofsted, with a progress 8 score of -0.69, well below average. Nottingham city is a densely populated urban area with large numbers of students using public transport to access their school, travelling distances in excess of the 2/3 miles we would expect to be recruiting students to Bluecoat Trent Academy from. We strongly believe this site offers the solution to the city wide capacity issue, proving a single, cost effective solution.

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.

Trust wide over subscription

In addition to the evident need in Nottingham city and locally to the proposed site, we are confident in our ability to attract students to the new school. Archway Learning Trust educates almost 1/4 of secondary age students in Nottingham City and receives preferences from well over a 1/3 of Nottingham City children transferring from Primary to Secondary education.

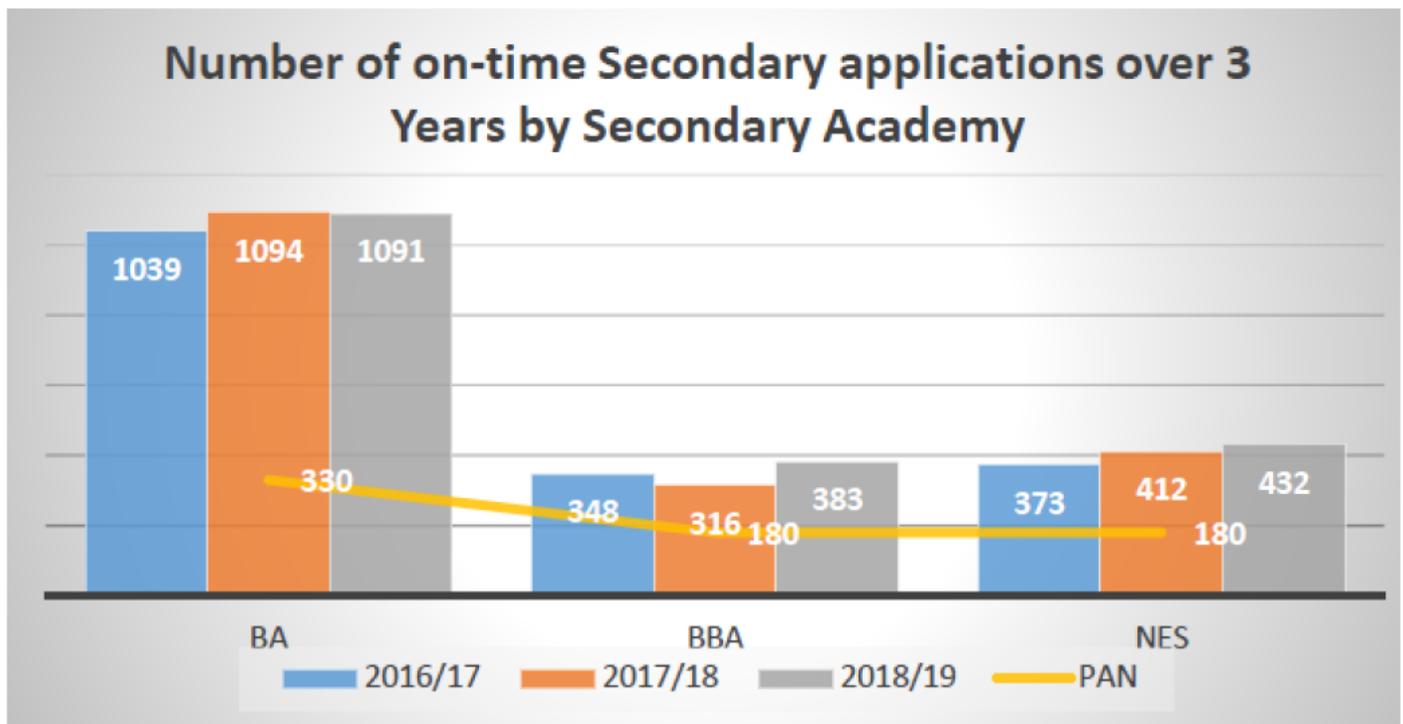


Fig. 10 – Archway Learning Trust Secondary applications to places, 3 year trend, in each of our secondary schools. BA – Bluecoat Academy, BBA – Bluecoat Beechdale Academy, NES – Nottingham Emmanuel School.

Archway Learning Trust has an excellent reputation for delivering secondary education in Nottingham City. Consequently, all of the schools in our Trust receive far greater numbers of applications than their PANs each year (Fig. 10). Bluecoat Academy has received over 1000 applications for the last 3 years for the 330 places in its year 7 intake. The strong name of Bluecoat Aspley Academy (formerly Bluecoat Academy), means that students and parents will be confident in the new school and its leadership, attracting students from across the city and leading us to be confident in our ability to ensure Bluecoat Trent Academy recruits to capacity each year.

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.

SCAP return inaccuracies

The projections provided by the LA (*Fig. 1*) differ significantly from the ‘need’ data provided by the DfE as part of the free school application process (as found in the ‘Additional tables: SFR07/18’, tabs B5 and B6). Having discussed this in detail with the LA (who have analysed the content of their 2017 SCAP return) they have suggested that this difference can only be explained if the number of sixth form places are included in the capacity numbers, but not the number of sixth form students on roll. This data (*Fig. 11*) suggests that there is only a deficit of places in Nottingham City in 2023/24 but in no prior year.

Estimated number of secondary places needed: Planning Area level 2017/18 to 2023/24 (includes surpluses as negatives)
A description of how these estimates have been derived and how to interpret them is provided in the accompanying technical guidance. Sources: School Capacity survey 2017; Central Programmes data collection 2017; DfE Central Programmes data 2017

Region	Local Authority	Planning Area	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
East Midlands & Humber	Nottingham	ALL PLANNING AREAS IN NOTTINGHAM	-2,021	-2,267	-1,793	-1,227	-604	-60	205
East Midlands & Humber	Nottingham	Faith Schools	-111	32	116	294	430	546	603
East Midlands & Humber	Nottingham	Northeast Central	-254	-230	-168	-112	-39	4	36
East Midlands & Humber	Nottingham	Northwest Central	-526	-422	-352	-215	-102	14	71
East Midlands & Humber	Nottingham	Single 1	-741	-666	-607	-520	-385	-278	-186
East Midlands & Humber	Nottingham	Single 2	-329	-308	-275	-248	-191	-146	-141
East Midlands & Humber	Nottingham	Single 3	-306	-258	-209	-179	-130	-108	-66
East Midlands & Humber	Nottingham	Single 4	-140	-136	-127	-119	-113	-105	-85
East Midlands & Humber	Nottingham	West	-415	-282	-172	-129	-72	-8	22

Fig. 11 - Sources: School Capacity survey 2017; Central Programmes data collection 2017; DfE Central Programmes data 2017

The LA is confident in their projections of need and in their recent 2018 SCAP return, highlighting an even greater shortfall in secondary LA places. There are no plans that either the LA or Trust are aware of for other projects to provide any additional capacity.

Conclusion

In summary, there is an undisputed need for additional school places in Nottingham city and little to no existing capacity to meet this need. As **Fig. 9** demonstrates, the only city secondary school with capacity is a significant distance from the centre of the city and judged inadequate by Ofsted.

Whilst the 2017/2018 SCAP data evidences need, when factoring in planned housing developments and a drop in city to county migration between the primary and secondary phases, it is highly likely this need will be far greater than this data alone indicates. **Fig. 12** summarises this information. We have worked closely with the Local Authority in ensuring we have a clear understanding of this data, discussing the content of their SCAP return, housing data and primary to secondary migration. The LA is fully supportive of the project and has confidence in the ability of the Archway Learning Trust to provide additional places to educate and enhance the life chances of the young people of Nottingham city.

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.

Year	Year 7 from 2018 SCAP return	Impact of housing developments (+42 per year)	Yr. 7 no. if 95% of city Yr 6 retained in city	Total from housing and increased retention	City wide PAN	Possible shortfall in Yr 7 places	Required forms of entry
2018/19	3220	3220	3340	3382	3275	-107	-3.6
2019/20	3294	3336	3468	3510	3225	-285	-9.5
2020/21	3430	3472	3666	3708	3315	-393	-13.1
2021/22	3482	3524	3680	3722	3315	-407	-13.6
2022/23	3601	3643	3814	3856	3325	-531	-17.7
2023/24	3576	3618	3748	3790	3325	-465	-15.5
2024/25	3464	3506	3700	3742	3325	-417	-13.9
2025/26	3482	3524	3684	3726	3325	-401	-13.4
2026/27	3576	3618	3737	3779	3325	-454	-15.1
2027/28	3464	3506	3700	3742	3325	-417	-13.9

Fig. 12 – A summary of all sources of likely additional places required in year 7 each year.

Whilst the proposed 8 forms of entry annually of the new Free School would not fulfil this entire shortfall (**Fig. 12**), it would go a significant way to alleviating the problem. In addition, the new Free School joining the Archway family of schools leads us to be confident that the new school would attract large numbers of students and parents from across the city, building on the strong reputation of schools within the Trust, supported by the excellent transport links provided by the site.

Included in **Annex B1.1** to this document is the specific projected need data provided by the LA for all planning areas in Nottingham city, including the North West/ Central and North East/Central; the border on which the Free School would sit. Also included is each individual schools capacity data up to 2024/25. The following guidance is aimed to support the understanding of this data:

Tab - Sec Projections up to 24-25

Data on the individual schools within Nottingham City and their projected intake and capacity up to 2024/25. This data is then grouped by planning area, with the final table in each row summarising the planning areas shortfall in school places. Below each table is a summary of the number of students expected from housing developments and LAPP sites, in addition to those in the data tables.

Tab - City long term projections

Long term city wide projections of the projected intake and capacity up to 2027/28. The primary data in the second table identifies the number of students currently in primary education and the year in which they hit secondary education. For example, those in reception in 2018/19 (3878 students) will hit year 7 in 2025/26 (3482 students). The drop in student numbers between primary and secondary education represents a net out flow of students from city primary schools to county secondary schools, currently around 10% hence its application in these projections. However, with county secondary schools also facing a short fall of places, this net outflow is expected to decrease over the next 10 years.

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.

The 'Achieving Excellence Areas' data indicates Nottingham City has one of the lowest attainment 8 scores of any local authority nationally at 41.5. When compared with the other areas with a composite indicator of 6, only Knowsley in the North West has lower. Of the same group it also has the third lowest progress 8 score at -0.4.

Only 52% of students are able to access a good or outstanding secondary schools within 5km of their home address. It should be noted here that all of the secondary schools in the Archway Learning Trust currently have an 'outstanding' or 'good' rating.

Provisional KS4 results for 2018 suggest that only 3 city secondary schools achieved positive progress scores, with a city wide average of -0.27, with 5 schools achieving progress 8 scores significantly below average.

Section C highlights our vision for Bluecoat Trent Academy; enhancing the life chances of the young people of Nottingham, ensuring they make exceptional progress and are supported in planning for their future.

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

If your proposal clearly does not meet the above criteria, it is unlikely to be assessed any further – regardless of the demand you are able to demonstrate for the school. Therefore, ensure that all evidence of need for your school is included in this section of your application.

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 vision for this 11-16 Free School, Bluecoat Trent Academy (BTA), is to transform the life chances of the most vulnerable children in our City. Bluecoat Trent Academy will be an eight form entry 11-16 secondary school. It will be based on the ethos of Archway Learning Trust and will be values driven but without a faith designation. Educational excellence, inclusion and improving students' life chances by encouraging them to go to university/apprenticeships and supporting them into other post-16 routes, are the three key underpinning strategies of our new free school. It will open in September 2021.

The Archway Learning Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies within the Trust. This is clearly articulated in our Trust vision statement:

Mission

Working together. Transforming lives.

Vision

We will strive to be inclusive, welcoming and nurturing students of all faiths and none, of all levels of prior attainment and from all social backgrounds. We work to the highest ethical standards in all that we do, empowering students and staff to achieve their full potential in the pursuit of excellence. This excellence will be driven by a knowledge based curriculum entitling all to achieve to their full potential.

Values

Respect | Belief | Inclusion | Collaboration | Excellence

C1 – Vision

Archway Learning Trust

Bluecoat Trent Academy (BTA) would be a welcome addition to the Archway Learning Trust. Archway Learning Trust is a successful Trust operating within the deprived City of Nottingham.

Archway Learning Trust has four secondary school and one primary school.

Currently Archway Learning Trust comprises:

- Bluecoat Aspley Academy (1500 students including over 500 in the Sixth Form)
- Bluecoat Beechdale Academy (780 students)
- Bluecoat Wollaton Academy (780 students)
- Bluecoat Primary Academy (300 students and growing year on year until planned capacity is reached of 420 in 2020)
- The Nottingham Emmanuel School (1030 students including over 100 in the Sixth Form)
- A teacher training facility (SCITT) which trains about 40 teachers per year at both primary and secondary level.

Bluecoat Wollaton Academy (BWA) was judged by Ofsted to be outstanding in May 2018. Its outcomes are nationally higher than average; the unvalidated Progress 8 in 2018 is 0.51.

Bluecoat Aspley (BAA) was judged to be good with outstanding for leadership and management in May 2018. Its outcomes sit at around average for this larger than average city secondary. It houses a special Focus Provision for autistic students. By not permanently excluding students and having a large proportion of special educational needs children (BAA sits in the highest quintile nationally for % of special needs support- 18.4% in 2018 compared with 10.4% nationally) the outcomes demonstrate above average achievements for students in this challenging urban context.

Bluecoat Beechdale (BBA) was sponsored in April 2014 and since then there have been consecutive increases in outcomes, admissions and attendance year on year. It was judged by Ofsted as good in February 2017 less than three years later it sponsorship which took it from inadequate. This year saw its fifth consecutive year of improvements with maths and English rising to an all-time high of 49% from 23% in 2014 despite being -3.4 KS2 Points Compared to National.

Nottingham Emmanuel School (NES) judged to be good by Ofsted in April 2016, joined Archway Learning Trust in January 2018. Having only been part of the Trust for 5 and ½ months when students took their public examinations last summer, the full impact of Trust working has yet to be felt at NES. With our improvement team and curriculum changes in place we are now confident that this year will see the best results so far for NES. Predictions indicate an improvement from a P8 -0.3 2018 to +0.1 in 2019.

C1 – Vision

Bluecoat Primary Academy has yet to be inspected by Ofsted but we fully expect it to be judged at least 'good'. Standards at the Primary indicate that they are in line with national averages and in some cases above Local Authority averages.

Context Nottingham City

All of the schools in the Trust, including Bluecoat Trent Academy (BTA), are located in Nottingham City. Nottingham ranks 4th out of 326 districts (down from 10th in 2010) in England of Income Deprivation Affecting Children (IDACI), with Nottingham the most deprived of all of the core cities, including Manchester and Liverpool. In addition 42.96% of students attending Nottingham city schools reside in homes in LSOA (Lower Layer Super Output Area) which are classed as in the bottom 10% of LSOA nationally. Currently Nottingham city is suffering from a rise in knife crime. Since 2016 serious incidents of knife crime involving young people have increased from 48 to 195 (LA source data). 62% of perpetrators are identified as having special educational needs or disabilities prior to offence. Of those, 40% have a moderate learning difficulty, 29% have behavioural, emotional and social difficulties, 6% have a statement/EHCP, 58% had prior fixed term exclusions and 23% had been permanently excluded.

Bluecoat Trent Academy (BTA)

Bluecoat Trent Academy (BTA) will be able to draw on the considerable pool of expertise already working within the trust. It will add to our already dynamic and high achieving Trust by providing an 8 form entry free school serving students from Years 7 to 11 with easy progression to our successful Sixth Form provision nearby. Each year will have 8 forms of 30 students, 240 per year group, making this a viable number at 1,200 when completely full. The vision and passion for the opening of Bluecoat Trent Academy (BTA) lie in the genuine belief that all students should have access to the highest standards of education and opportunity, enhancing their future prospects and life aspirations. Educational excellence, inclusion and Post 16 progression routes will be pivotal to our new free school and are outlined in more detail below.

Inclusion

Archway is a thriving Trust which operates within the context of a challenging city. The Trust does not permanently exclude students and achieves its results without relying on removing students from its schools. Nottingham has one of the highest rates of exclusions nationally. Students in Nottingham were up to 3 times more likely to be permanently excluded than regional or national peers. (Source; DFE). Local data indicates that the rates of permanent exclusion in Nottingham are rising (Source; Schools Forum). Students in Nottingham are around 3 times more likely to be educated in a Pupil Referral Unit (PRU) than their regional or national peers. The numbers in PRUs are generally rising (Source DFE). Excluded students are more likely to be in-care, have SEN, and have mental health

C1 – Vision

problems (Source IPPR). Excluded students are more likely to become unemployed, develop mental health problems and go to prison (Source IPPR). Excluded students go on to cost the state an estimated £370,000 per pupil in additional education, health, benefits and criminal justice costs (Source IPPR).

The work of Archway Learning Trust to buck this trend has been recognised by many groups. The Trust has a well-established and coherent programme to support the most vulnerable students through its Alternative Provision. The Alternative Provision is provided as resource for all schools within the Trust. It has both a Key Stage 3 and 4 provision. Students at Key Stage 3 are supported through a programme of short term intervention addressing their particular needs around emotional support and/or educational standards. It is anticipated that most students will then return to the mainstream classroom. Students who find mainstream too challenging will have a bespoke curriculum focusing on their needs and giving them access to the core subjects in addition to vocational options. This innovative and successful approach has been recognised by the RSC, Ofsted and in March 2018 the Secretary of State and the National Schools Commissioner both visited our Trust to see this cutting edge work.

By not permanently excluding students, not only do we give educational opportunities to the most vulnerable children in our city, but we also help to contribute to reducing the crime figures by ensuring students attend school regularly and are given the tools to access further training or Post 16 education. The SEN provision across the Trust is also recognised locally and we currently host a special Focus Provision for students with autism and our Bluecoat Aspley and Bluecoat primary sites. There is considerable expertise in this field and that of Alternative Provision within the Trust that we can employ to support the anticipated needs of those students attending Bluecoat Trent Academy (BTA). As a successful free school we will support the reduction of rates of permanent exclusion in Nottingham City and in the Trust.

Post 16 progression routes

Given the levels of deprivation in Nottingham City and the challenges facing a large majority of city children, we are very excited to be supported by Nottingham Trent University (NTU) to give our students genuine progression routes from the ages of 11 to 22. NTU will provide mentors to support students from year 7 all the way through their school experience, giving practical advice and help and also building links into the University and breaking down barriers to Higher education. NTU is pioneering work with Young Carers and Care Leavers to ensure that no student who has the potential to attend a university misses out due to their challenging home life. Based on the data from Bluecoat Aspley Academy we believe the student population of the free school will be similar and we therefore anticipate that about 1.5% of the student population will be made up of young carers and 1.4% will be Children Looked After. This might include contextualised offers, part-time courses to suit caring responsibilities and personal tutors, alongside financial help. Working with all students and ensuring they are able to both access 16 – 19 study and further progression opportunities be that University or higher apprenticeships, is at the core of the vision and ethos of the new school. By nature of its position in the

C1 – Vision

centre of Nottingham, students benefit from a broad range of Post 16 options and providers which includes a number of local FE colleges.

Providers from across the city will be invited to come and speak to the year 10 and 11 cohorts about their curriculum offer and unique delivery model. In school, students will be supported in their choice of career pathway, provider and course through a range of activities and guidance, to include:

- 1:1 careers interviews
- Destination tracking and support from form tutors and year leaders
- Attendance to careers and apprenticeship fairs
- Speakers from industry - with a particular focus on the local economy and skills especially sectors with highest vacancy rate – education, health and social care, manufacturing, construction, retail, hospitality, ICT, logistics, professional/scientific/technical
- Work experience in year 10

In addition to this support offered by Bluecoat Trent Academy, the school and its students will engage with a range of external providers in support of students making an informed decision about their chosen post 16 pathway, ensuring that all students show high levels of aspiration in their choices, regardless of background. Currently about a third to three quarters of the students from Bluecoat Aspley and Wollaton go into the Bluecoat Sixth Form. The others go onto apprenticeships, other colleges or employment. These are explained more fully in section E1.

BTA will also benefit from the existing expertise of The Archway Learning Trust. This includes the Trust careers advisor (0.33 FTE) meeting 1:1 with each year 10 and 11 student in addition to providing support, guidance and careers activities for completion during form time. The Trust also has two successful Sixth Form centres linked to Bluecoat Aspley Academy and The Nottingham Emmanuel School. In addition to providing progression opportunities for the students of BTA, the two Heads of Sixth Form will also support the pastoral team of the new school in their delivery of appropriate Information, Advice and Guidance to students around their post 16 choices.

The wider careers delivery across Bluecoat Trent Academy will be coordinated by the Trust wide careers team and will be underpinned by the Gatsby benchmarks, as detailed below:

The eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

C1 – Vision

As a Trust we have already been through a period of thorough review of our existing provision against this framework, and are confident in both our compliance with and delivery of the strategy. We firmly believe in the principles of raising young people's aspirations and promoting access to all career pathways. This will enable all of our young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience.

Educational Excellence

BTA will have a values based ethos built on the successful model of the outstanding Bluecoat Wollaton Academy in Archway Learning Trust. Students will be taught the values of respect, hard work, community membership, equality and a love of learning. They will be taught how to care for those beyond their immediate community by using visits abroad to broaden their life experiences and prepare them for the global community of which they are a part. It will follow a broad and balanced curriculum celebrating the Arts and ensuring that all students leave ready for life in modern Britain through a comprehensive PSHCE and Citizenship provision.

The curriculum will be richly knowledge based using the most up to date pedagogy. The knowledge based curriculum will be based on the introduction of *knowledge organisers*; an innovation at our outstanding academy and one which BTA will take on and develop so that this can be improved and embedded across the entire number of Trust schools and beyond into the wider schools system using Headteacher networks, blogs, websites and other forms of e-media.

This vision is based on the success of the Archway Learning Trust but in particular it's outstanding Bluecoat Wollaton Academy. The knowledge based curriculum, staffing and ethos will be modelled on this highly successful school. Working with our form tutors, careers team, sixth form staff, local colleges and NTU we will be able to provide clear progression paths for all learners through mentoring support, master classes and visits to the University. All year groups will access inspirational speakers through a programme of assemblies designed to raise aspirations, motivate and break down barriers to learning. Form tutors will track destinations data for all students to ensure the highest levels of aspiration in their chosen route. Enrichment opportunities provide a pivotal role in creating the rich diet of learning at Wollaton and will do so at BTA. Many of the disadvantaged students at our current Trust schools do not have the opportunities to access a rich curriculum beyond the classroom. Our enrichment offer will include; visits abroad, opportunities to be in drama productions, visits to art galleries, participation in the Duke of Edinburgh award scheme, access to musical instruments, opportunities to try new sports and play sports at the highest levels and much more. More detail of these enrichment opportunities will be explained in section E1 and E4.

C1 – Vision

Future Ambitions

The Trust is ambitious about supporting all children. Over the next three to five years the Trust expects to expand in a planned and deliberate way as capacity is grown to allow that to happen successfully. The Trust would like to increase its number of primary schools to five to allow for greater networking and collaboration opportunities. These would be located in or near Nottingham City. There are currently no immediate additions to the Trust planned as we endeavour to focus on opening Bluecoat Trent Academy. Archway Learning Trust has the expertise, passion and capacity to make this free school an outstanding educational provider meeting the needs of some of the most vulnerable learners in Nottingham city.

Section D – Engagement with parents and the local community

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

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.

- 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

The table below outlines the range of activities the project team have undertaken, and plan to undertake, in the coming months in order to successfully engage with the local community and provide them with detailed information about the project. Further detail on each activity and responses are provided beneath the table.

D1 – Successful engagement with parents and the local community

Timeline	Activities undertaken	Response / Summary
January - September 2018	Dialogue with Nottingham city LA regarding the opening of a Free School.	Agreement on support from the LA and proposed sites identified. Letter of support Appendix D1.1
March - September 2018	Chair of MAT Trustees , CEO form a project team.	Project team put in place to work on bid and associated activities.
July 2018 - October 2018	Engagement with RSC regarding our proposed plans.	RSC fully aware of proposal and have confirmed our relationship is positive and have no concerns with Archway making a free school bid. Relevant content of an email from RSC office included below.
February 2018 - October 2018	Dialogue with local MP's .	Letters of support provided. Appendix D1.2
June - October 2018	Engaging with Nottingham Trent University to support social mobility locally.	Nottingham Trent University agreed to be a named partner in the proposal. Appendix D1.3 Letter of support
August - September 2018 Launched 15 th October 2018	Website created to inform students, parents and other interested parties of our proposal, website includes: <ul style="list-style-type: none"> • Vision & values • Admissions • Curriculum offer • Ability to register interest 	www.bluecoattrent.co.uk Visitors to the website currently reached 316. Google Analytics Report showing website activity Appendix D1.4.
September - October 2018	Dialogue with local primary schools . Leaflets sent to over 77 local primary schools.	Letters of support provided, no concerns raised. Appendix D1.5 Letters of support
October 2018	Information leaflet sent to all students at Bluecoat Primary Academy and Bluecoat Aspley Academy.	Parent engagement - signposting to website, contribution to website visits, registering interest and opportunity for comments / feedback.
October 2018	Leaflet drop in 10,000 homes in central Nottingham.	Signposting to website, contribution to website visits, registering interest for future

D1 – Successful engagement with parents and the local community

		information sharing and opportunity for comments. Appendix D1.6 Leaflet
24 th October 2018 25 th October 2018	Public events held to provide information on the proposal of the free school, hand out leaflets, answer questions and record feedback.	Engaged with over 500 parents, young people and members of the community. Provided an opportunity to feedback, ask questions and register interest. Enhanced website to include draft admissions criteria following feedback.
October 2018	Facebook and Twitter accounts used to advertise new free school and public engagement events.	Reached a diverse cross section of the local community. With the posts reaching over 3500 people.
October 2018	Engaging with community groups , including faith community and local businesses.	Letters of support provided. Appendix D1.7
October 2018	Engaging with employers to promote social mobility.	
15 th October 2018 – 30 th October 2018	Opportunities to register interest via online form, email, contact phone number and paper form at public events.	Analysis of registered interest completed and comments received recorded. Contact list downloaded.
November onwards	Plans for continued engagement: <ul style="list-style-type: none"> • Continued registering of interest open – update contact list about progress. • Should the application be successful: full consultation, including consultation on admissions policy. • Further engagement with local businesses and employers. 	

D1 – Successful engagement with parents and the local community

Engagement with the Local Authority

Archway Learning Trust has a positive relationship with the Local Authority and has always contributed to supporting the placement of children in the City with no school place, initially with the opening of Bluecoat Primary, offering places to 5 and 6 years olds that had not yet been in an educational setting due to insufficient primary school places in the city. More recently Archway Learning Trust schools have made curriculum and physical changes in order to increase our PAN as a one off to accommodate the recent bulge in need for secondary places. It is because of this positive working relationship that we have been discussing a new free school with the Local Authority for some time. The discussions about a Bluecoat Trent Academy started early in the year and the Local Authority fully support our application. This support has been evident in their working on our behalf to secure an appropriate range of sites for Bluecoat Trent Academy.

See **Appendix D1.1**, a letter of support on behalf of Nottingham City Council's Education Department.

Trustees

The Trustees' 5 year growth / expansion strategy has included a free school application for some time. Due to the delays in wave 13 of the free school application process Trustees have been aware of the proposed free school strategy for many months. In addition it has been included in the CEO's bulletin to Trustees and discussed in detail at recent Trust meetings. In preparation for the launch of wave 13 free school applications the Trustees formed a project team for the application where the CEO and specific Trust members with relevant skills have come together to advise and support this process. These Trustees are mentioned in section F2. They have looked at the vision of Nottingham Trent Academy, its ethos and values, its curriculum and how it could be staffed. Full approval has been sought for the new Executive principal post and costing provided by the finance team. One of the Trustees involved has worked for Nottingham Trent University (NTU). She has been able to advise and support with the conversations about how the partnership working between Archway and NTU will work and how it can benefit the students.

Engagement with RSC

On the 8th February 2018 the RSC visited the Archway Learning Trust and conversations were had around the expansion of Archway Learning Trust. Subsequent conversations have been had with the RSC and the RSC confirmed that the Trust has capacity and expertise to deliver a new school. Although the RSC is unable at this stage to endorse the application they have confirmed they have no concerns and are aware of the local context and need. The paragraph below from an email from the RSC office evidences this:

'We are fully aware that Archway is submitting a FS proposal and can confirm the trust has discussed its proposals in detail with the RSC's office. Without endorsing any specific bid we can say our

D1 – Successful engagement with parents and the local community

relationship with Archway is positive. KS4 schools are Ofsted rated good – and outstanding in Bluecoat Wollaton’s case.’

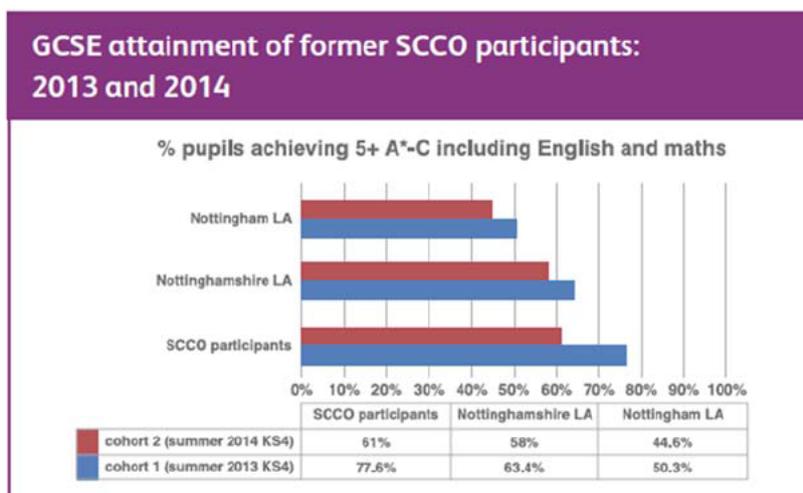
Engagement with local MP’s

Lillian Greenwood MP (South Nottingham Constituency) and Alex Norris MP (North Nottingham Constituency) were invited to Archway Learning Trust in February 2018 to discuss expansion at Archway Learning Trust, social mobility and local context. These visits are part of regular pattern of engagement with local councillors and MPs to talk about the needs of Nottingham children. Both MP’s supported the growth of Archway Learning Trust within the City and have since endorsed this in writing when we informed them our intention to open a free school.

See **Appendix D1.2**, letters of support from the local MP’s.

Nottingham Trent University (NTU)

Archway has had a positive long standing relationship with Nottingham Trent University. In June 2018, staff from Archway Learning Trust engaged in conversations with NTU to work in partnership to support social mobility locally. In September 2018 NTU agreed to be a named partner in the free school proposal. The partnership will involve mentoring and supporting students from disadvantaged backgrounds, in particular looked after and those leaving care providing routes into higher education. Nottingham Trent University has a particular focus on working with students from disadvantaged backgrounds. The university outreach programme; Schools, Colleges and Community Outreach (SCCO) contributes directly to the drive to raise levels of GCSE achievement through many programmes for secondary aged pupils, including highly interactive sessions which empower learners to succeed. Research shows that former SCCO participant’s absolute KS4 attainment rates being higher than average, their value added scores were significantly higher too.



See **Appendix D1.3**, letter of support from NTU.

D1 – Successful engagement with parents and the local community

Website creation

We created a website www.bluecoattrent.co.uk to provide further access to information about the free school proposal including the vision and values, curriculum and admissions, we also created a web form to gather feedback and register interest.

Since going live on the 15th October 2018 the website has already attracted an audience of over 376 people with the 70% from Nottingham and local surrounding areas.

Appendix D1.4 shows the website audience overview.

Engagement with local primary schools

Leaflets were posted / delivered to over 80 local primary schools including primary schools that feed into the Bluecoat Aspley Academy, Bluecoat Wollaton Academy and Bluecoat Beechdale Academy. Staff involved in the transition work across the Trust visited primary schools and provided information on the proposed free school application.

To date we have received letters of support from 6 primary schools including a local Trust with 3 local secondary schools and no concerns or questions have been received.

See below table of letters of support received including the most recent published % of pupil premium students, demonstrating engagement with primary schools including those with high levels of deprivation.

Primary School Details	Pupil Premium Percentage
Mellers Primary School Head Teacher: Amanda Dawson, Norton Street, Radford, Nottingham, NG7 3HJ [REDACTED]	51.7%
Bramcote C of E Primary School Head Teacher: Sarah Meredith Hanley Avenue, Bramcote, Nottingham, NG9 3HE [REDACTED]	11.2%
Cotgrave C of E Primary School Head Teacher: Mr Craig Moxham The Cross, Cotgrave, Nottingham, NG12 3HS [REDACTED]	22.9%
Trowell C of E Primary School Head Teacher: Mr Dan Goddard Derbyshire Avenue, Trowell, Nottingham, NG9 3QD [REDACTED]	5.1%
Bluecoat Primary School Head Teacher: Mrs Sue-Ellen Shaw Harvey Road, Nottingham, NG8 3BB [REDACTED]	30%

Trust Details	Local within the trust
Greenwood Academies Trust CEO: Wayne Norrie Greenwood House, Private Road, No2, Colwick Quays Business Park, Nottingham, NG4 2JY [REDACTED]	The Nethergate Academy The Nottingham Academy The Nottingham Girls' Academy The Skegby Junior Academy

See **Appendix D1.5**, letters of support from primary schools and GAT Trust.

D1 – Successful engagement with parents and the local community

Leaflet drop

We leafleted North West / Central Nottingham including the following postcode sectors, NG7 4, NG7 5, NG7 6, NG7 7, and NG8 5. [REDACTED]

The areas cited are ranked as the worst 10% of IDACI deprivation which demonstrates how we have targeted and engaged with a cross-section of the community including disadvantaged. 10,000 leaflets have been distributed inviting parents and the community to engage. All of the houses in this area were leafleted by an independent company called MailBox Door Drop Distribution. In addition all students from Bluecoat Aspley Academy (900) and Bluecoat Primary Academy (300) were handed a leaflet to take home.

The leaflet can be viewed in **Appendix D1.6**.

Public events

A public engagement event was held at the Bluecoat Beechdale Academy at 6pm on Thursday, 25th October 2018 and Bluecoat Aspley Academy at 6pm on Wednesday 24th, October 2018 and Thursday, 25th October 2018, the event ran alongside the academy open evenings as this was identified as an opportunity to optimise the attendance and engage with as many local families as possible as well as avoid the need for families to have to attend 2 separate events.

The events were advertised in the Nottingham Post newspaper and were regularly reposted on social media leading up to the events. These posts reached over 1000 people.

The presentation at each event covered the proposal of the new free school with a brief description of the values, curriculum and possible locations of the new free school, designates were then signposted to an information stand where someone from the project group was able to provide more detailed information, hand out leaflets, field questions and register interest. Over 600 designates attended the events in total including prospective parents, local young people and members of the local community.

A record of questions was maintained:

- 1) Why is the school opening in 2021?

This is when the need for secondary school places in Nottingham rises and also allows time for the building work to be complete.

- 2) Where is the location?

It is proposed to serve families in the North East, North West / Central Nottingham so we are looking at locations within a ¾ mile radius of our current Bluecoat Aspley site, however the exact location has not yet been confirmed at this stage of the application.

- 3) How would my child get a place?

The proposal is to serve local families and therefore the admissions criteria will reflect this.

- 4) Will there be a catchment area?

D1 – Successful engagement with parents and the local community

There is not going to be a catchment, more about the distance from the site.

Following these questions the information available on the website was enhanced to include a proposed draft admissions criteria.

Social Media - Twitter & Facebook

The marketing team used the trust twitter account, as well as the schools within the trust twitter accounts to provide information on the proposed free school application, signpost people to the website and advertise the public events. The trust has over 190 followers including other local trusts, local schools, local community groups and local businesses, the schools collectively have over 1000 followers of which the majority are parents and young people in the local area, this enabled us to engage with a diverse cross-section of the local community. The twitter feeds also fed into the linked Facebook pages, widening the audience to different types of social media.

Engaging with community groups

The Trust has engaged with a wide range of community groups by writing to them to inform them of our proposed free school application, these included, local churches, local faith groups, local colleges and universities, local businesses and other local community groups and have received a number of letters back to support the application.

See below a table list of community groups we have received support from:

- IntoUniversity (Nottingham West), The Hope Centre, 139 Frinton Road, Notts, NG8 6GR
- Heart Church, 104-114 Talbot St, Nottingham NG1 5GL
- Chris Easton, Community Minster, Bestwood Park Church, Nottingham, NG5 5TJ
- God's Vineyard Church, 292, Derby Rd, Nottingham, NG7 1QF
- Dr Musharraf Hussain, Chief Executive, Karimia Institute, Hyson Green, Notts, NG7 5JU
- University of Nottingham, King's Meadow Campus, Lenton Lane, NG7 2NR
- Simon Nicholas Associates, 37, Shearing Hill, Gedling, Nottingham, NG4 3GY

See **Appendix D1.7**, letters of support from the above community groups.

Engaging with employers

The Trust is held in high regard within the region for its work in engaging with employers to promote social mobility and to address the historic challenges of young people from the locality becoming NEET. Recent examples of this include:

D1 – Successful engagement with parents and the local community

The Principal from Bluecoat Beechdale Academy (Carl Elder) being personally invited by the Nottingham City Council Education Director to attend a workshop organised jointly by Nottingham and Derby City Councils to bring schools, colleges, employers, OFSTED, LA NEET lead officers together with the aim of improving Youth Employability to meet the overarching aims of the Nottingham and Derby Metro project. <http://www.nottinghamcity.gov.uk/about-the-council/two-great-cities-one-vision-the-metro-strategy/>. Below is the extract from the email from John Dexter, Education Director.

I hope all is well with you at the start of the new academic year. I am writing to invite you to be a part of a small working group to help develop closer links with the SME (Small medium enterprises) sector as part of the metro link being developed between Nottingham City Employers and Derby City. In particular to help us understand NEET pressures in the two Cities. We have invited a group of local SME CEOs and are wanting a quality input from local secondary heads. The CEOs are very enthusiastic and obviously this might open up wider possibilities for involvement in partnership work within the City for your schools, trust and others. We are likely to develop some updated employment strategy as a consequence but the agenda is quite open.

I have considered you for your enthusiasm and interest in this area, but also because you or your trust have a large number of pupils and I am pretty sure there will be a number of them at risk of NEET some of whom you deal with pretty well and so you can help the dialogue and perhaps a few individuals who are a struggle to sort and you can help show the stresses. Questions such as work placements or work experience, interview days, and how to showcase the skill and talent of this group, as well as experiences that might help motivate them to achieve better or work harder. I realise others in your school deal more directly with advice guidance etc. but this is to help set a strategic position. The event has been planned for 20th Sept at Castle Donnington hosted by Norton motorcycles.

The BBC choosing to film students, their school-based mentor and the Principal from Bluecoat Beechdale Academy as part of a piece broadcast on the Sunday Politics show [aired on Sunday 28th October 2018 and available on iplayer] to highlight the positive work being undertaken to address Social Mobility. In particular, the piece filmed a group of students, previously identified as at risk of being NEET, visiting a local employer to continue building their employability skills and attributes at a workshop organised as part of the ThinkForward <http://www.thinkforward.org.uk> programme that Bluecoat Beechdale has been a founder partner with in terms of their work in Nottingham <https://www.thinkforward.org.uk/category/nottingham/>

Registered Interest

People were able to register their interest in a number of ways, to ensure accessibility for all:

- Dedicated email freeschool@archwaytrust.co.uk

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- Web form www.bluecoattrent.co.uk/register-your-interest
- Paper forms available on request, at each reception desk at Bluecoat Aspley Academy, Bluecoat Primary Academy, Bluecoat Beechdale Primary, Nottingham Emmanuel School, Bluecoat Primary School and available at the public events.
- Social Media – Twitter & Facebook able to comment and make contact through @ArchwayBlog
- Telephone

To date we have 70 people that have registered their interest in Bluecoat Trent Academy (22 by prospective parents with children who will be of school age at the time the free school opens), all of which have expressed their support, with the exception of 1 who has commented, 'There are good schools nearby already', no contact details were left by this parent to enable us to provide further information in relation to the demand on secondary school places, however we were able to revisit our website and enhance the information on the 'why a new school' section, to provide detail on the demand.

Below are some examples of the comments received:

This would be a wonderful development for the local area building on the strength Bluecoat schools already have to offer and the expertise of Archway Learning Trust. Bluecoat schools are consistently oversubscribed each year. There has been a growth in the residential capacity locally with the Limes and Liberty developments which will need serving with additional educational capacity. A definite must for the community and city!

Member of the local community

I have not managed to get any of my children into Bluecoat and would be very happy if they would open another school to let more children in.

Prospective Parent

I have one daughter who has finished at Aspley and one currently there. There need to be more good schools in Nottingham and Bluecoat has a proven record of providing this.

Prospective Parent | Member of the local community

What an exciting prospect. I fully support the application, Bluecoat has such a good reputation the more schools they have the better. I would definitely like to know more and apply for a place for my child.

Prospective Parent

My eldest child is already at school in Bluecoat Wollaton and would really like for my daughter to attend one of the schools so updates would really be appreciated.

Prospective Parent

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I am writing in support of the application by the Archway Trust to create an additional free school in Nottingham.

I have longstanding links with Bluecoat Aspley Academy as parent, Governor and local Church of England minister, but I am not writing in any official capacity. If there is a need for extra school places in the area then the Archway Trust is ideally placed to provide for those students.

It has a proven track record of providing excellent educational opportunities for all, but particularly for those from disadvantaged backgrounds and with special learning needs. It has created genuine communities in which each individual is valued and encouraged to fulfil their potential, enabling them to take their place within the wider society.

In so doing it has fulfilled its stated mission to follow the example of Christ, who cared for all, but particularly the marginalised and underprivileged.

Parent, Governor and Local Church of England minister

Plans for continued engagement

The Trust will continue to receive registered interest, feedback and comments and where requested keep those on the contact list informed of the progress. Feedback and comments received will be reviewed regularly and where appropriate enhancements and changes will be made.

Should the application be successful, the project group will work alongside the appointed Principal to develop a full website, prospectus, full public consultation report including admissions arrangements and hold a number of information evenings and days which will be marketed via local newspaper, leaflet distributions, banners, social media and other digital marketing packages.

Summary

In summary, we have received a huge amount of support from the local community, including parents and we have successfully engaged and marketed the proposed free school with a diverse cross-section, including Christian and other world faith groups, local primary schools, future employees and universities. With the support we have received and the key groups that have shown their support we are confident that with their continued support, current oversubscription numbers at Bluecoat Aspley Academy and other Archway schools and planned future marketing Bluecoat Trent Academy will be full to capacity.

Section E – Education plan: part 1

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

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.

- 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	+1	+2	+3	+4	+5	+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
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.

KS3 (Years 7 and 8) Table E1			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
Mathematics	4	Compulsory	
English	5	Compulsory	
Science	3	Compulsory	
Humanities	2	Compulsory	(Geography, History and Religious Studies)
MFL	2	Compulsory	
DT and Arts	2	Compulsory	Delivered on rotation including Graphics, Art, Food Tech and Resistant Materials
Performing Arts	2	Compulsory	Music and Drama
IT	1	Compulsory	
PE	2	Compulsory	
Enrichment / Independent study	1	Compulsory	Year 7 compulsory enrichment Year 8 may elect to join enrichment
PSHCE	1	Compulsory	Delivered on rolling programme

KS4 (Years 9, 10 and 11) Table E1

Subject/activity	Hours per week	Compulsory/ voluntary	Comments
Mathematics	4	Compulsory	GCSE
English	5 → 4	Compulsory	GCSE Language + Literature 5 hours pw in Year 9 only
Science	4 → 5 / 6		GCSE (double or triple) 4 hours pw in Year 9 Triple scientists in Year 10 and 11 have 6 hours pw
PE	2	Compulsory	Core PE – Some students may also be entered for BTEC Sport
Ebacc Option	3	Compulsory	GCSE Geography, History or MFL
Option 2	3	Compulsory	GCSE equivalent qualification. Students may select an additional Ebacc subject, DT & Art, Performing Arts, IT/Computer Science or a vocational subject such as: Business Studies Childcare Creative & Media Food Preparation and Nutrition Hair & Beauty Health & Social Care PE / Sport
Option 3	3	Compulsory	GCSE equivalent qualification. Students may select an additional Ebacc subject, DT & Art, Performing Arts, IT/Computer Science or another vocational subject such as: Business Studies Childcare Creative & Media Food Preparation and Nutrition Hair & Beauty Health & Social Care PE / Sport

Enrichment	1	Voluntary	Students may elect to take leadership role in KS3 enrichment sessions
PSHCE / RE (inc. Citizenship Studies)	1	Compulsory	All students to be entered for GCSE Citizenship Studies (likely to be AQA Specification) Delivered on rolling programme

Length of school day , including any enrichment time.		KS3	KS4
	08:25	Line up	First bell
	08:30	Form Time	Form Time
	08:50	Period 1	Period 1
	09:50	Period 2	Period 2
	10:50	Break	Break
	11:05	First bell	First bell
	11:10	Period 3	Period 3
	12:10	Period 4	Period 4
	13:10	Lunch	Lunch
	13:55	Line up	First bell
	14:00	Period 5*	Period 5*
	15:00	End of Compulsory Day	End of Compulsory Day / Start of Period 6 [‡] for Triple Scientists
	16:00	End of Voluntary Enrichment Sessions	End of Voluntary Enrichment Sessions / End of Period 6 [‡] for Triple Scientists
<p>* On Thursdays only, Year 7 remain for compulsory enrichment where other Year groups may leave at 2pm, remain voluntarily for independent study or participate as leaders in the enrichment programme</p> <p>‡ Triple Scientists will have one extra hour per week which is delivered as a timetabled Period 6 lesson on one day per week</p>			

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

Educational Excellence

Bluecoat Trent Academy will follow in the Bluecoat Academy traditions of academic excellence alongside an inclusive philosophy which demonstrates expertise and success in working with some of the most vulnerable children in Nottingham and indeed the UK. Nottingham ranks 4th out of 326 districts (down from 10th in 2010) in England of Income Deprivation Affecting Children (IDACI), with Nottingham the most deprived of all of the core cities, including Manchester and Liverpool.

Pupil Demographics:

The tables below indicate the demographics and cohort context at the secondary sites within the Archway Learning Trust alongside the national average in England secondary's.

Key: **BAA** = Bluecoat Aspley Academy | **BWA** = Bluecoat Wollaton Academy | **BBA** = Bluecoat Beechdale Academy | **NES** = Nottingham Emmanuel School

Archway Learning Trust KPI 2018-19 Trust Context Overview at 02/10/2018

		England Secondary	BAA	BWA	BBA	NES
Summary	All Pupils	946	968	773	799	926
Gender	Male		568	409	459	496
		50.2%	59%	53%	57%	54%
	Female		400	364	340	430
		49.8%	41%	47%	43%	46%
Pupil Premium	PP Yes		360	321	501	364
		27.3%	37%	42%	63%	39%
	PP No		608	452	298	562
		72.7%	63%	58%	37%	61%
EAL	1st Lang Not English	16.2%	414	251	189	161
			43%	32%	24%	17%
	1st Lang English	84.1%	554	522	610	765
			57%	68%	76%	83%
SEN	Statement / EHC	1.7%	25	9	6	5
			3%	1%	1%	1%
	Support	10.7%	181	131	189	124
			19%	17%	24%	13%
FSM Eligible (Current)	FSM Yes		223	208	343	145
		13.8%	23%	27%	43%	16%
	FSM No		745	565	456	781
		86.2%	77%	73%	57%	84%

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

Experience of Similar Cohorts:

The 2016/17 IDSR context pages for the secondary sites demonstrate that the Archway Learning Trust Bluecoat academies are all in the highest quintile for SEN and deprivation. The academies are either in the highest or second-highest quintiles for FSM and EAL. The proposed free school, Bluecoat Trent Academy, is geographically close to the existing Bluecoat academies and within the same city. It is reasonable to assume that the intake cohort will be very similar to those that the existing academies have demonstrable skill and effectiveness in working with.

Archway Learning Trust is an inclusive organisation and also one that proudly celebrates the diversity of its community members. The table below shows the ethnicity distribution of the current Archway Learning Trust secondary cohorts.

		England	BAA	BWA	BBA	NES
		Secondary				
Ethnicity	Whi. British		208	232	421	419
		69.5%	21%	30%	53%	45%
	Whi. Other		27	42	49	54
		5.6%	3%	5%	6%	6%
	Pakistani		282	153	57	105
		4.2%	29%	20%	7%	11%
	Indian		33	37	8	31
		2.9%	3%	5%	1%	3%
	Asian Other		52	46	19	18
		3.6%	5%	6%	2%	2%
	Blk. Caribbean		67	45	45	23
		1.3%	7%	6%	6%	2%
	Blk. African		124	77	71	95
	3.6%	13%	10%	9%	10%	
Blk. Other		22	17	23	22	
	0.7%	2%	2%	3%	2%	
Mixed		100	81	91	130	
	5.0%	10%	10%	11%	14%	
Other		53	43	15	29	
	2.1%	5%	6%	2%	3%	

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

Anticipated Bluecoat Trent Cohort:

The proposed site for Bluecoat Trent Academy is geographically closest to The Bluecoat Aspley Academy (BAA) site. Despite Bluecoat Aspley Academy being a Christian Faith school, the vast majority of its successful applicants and admissions qualify through the geographical proximity element of the admissions criteria.

The Nottingham Emmanuel School (NES) is approximately six miles by land transport away from the Bluecoat Trent Academy site which may account for the different demographic in that school. Based on the location of Bluecoat Trent Academy and the proximity to Bluecoat Aspley Academy as well as our knowledge of the local community, we anticipate drawing a cohort with the following characteristics:

		England Secondary	Bluecoat Aspley Academy 11-16 3-Year Average	Bluecoat Trent Academy
Summary	All Pupils	946	931	1200
Gender	Male		516	660
		50.2%	55%	55%
	Female		414	540
		49.8%	45%	45%
Pupil Premium	PP Yes		380	492
		27.3%	41%	41%
	PP No		551	708
		72.7%	59%	59%
EAL	1st Lang Not English	16.2%	43%	43%
	1st Lang English	84.1%	57%	57%
SEN	Statement / EHC		19	24
		1.7%	2%	2%
	Support		218	276
		10.7%	23%	23%
FSM Eligible (Current)	FSM Yes		169	216
		13.8%	18%	18%
	FSM No		762	984
		86.2%	82%	82%

The proposed curriculum plan is based on the very successful plan used in the outstanding (Ofsted-rated 2018) Bluecoat Wollaton Academy and similar to the typical delivery across all Bluecoat academies within Archway Learning Trust which, as demonstrated above, have similar cohort contexts.

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

Inclusion

EAL Provision

The Trust has an EAL co-ordinator who is able to work with teams in each of the academies. Therefore provision is available for the range of needs, e.g. new arrivals will have a base to start in and support to help engage with the curriculum, Qualified staff will be able to support in lessons and provide guidance for teachers to ensure that our EAL learners are able to make significant progress. Our EAL learners consistently make better progress than non EAL students in all historic data (see section E4).

SEND Provision:

Our inclusive nature at Archway Learning Trust is reflected in all of the SEN departments in our Academies. The curriculum is matched to the needs of the child, rather than the other way around. All students will be part of the life of Bluecoat Trent Academy (BTA) including form times, assemblies and mainstream timetabled lessons where appropriate. For some students, e.g. those with an EHCP or significant needs, some lessons will be taught on a one to one basis from staff within the SEN department. For example, during Key Stage 4, we have the GCSE route and the Foundation Learning route. During the Options process there is close liaison with the curriculum team, the SEN department and parents to ensure that each student's curriculum provides the right balance of support and challenge and prepares them for their next stage in education. At Bluecoat Aspley Academy a Year 12 Foundation Learning route is also available to prepare some of our young people for their next stage in college or employment.

Disadvantaged Student Provision:

For disadvantaged students, our Pupil Premium strategy focuses around academic and pastoral support for all students. A focus on literacy intervention and reading skills is at the forefront and this is measured and used by all staff across the Academy. Our safeguarding practice and non-teaching Year Leaders mean that students are supported throughout their time at the Academy. The aim with our pastoral strategies is to work alongside the students and their families towards removing any barriers they face in order for them to more fully focus on their academic success and post-16 progression. The pastoral strategies can include extremes such as supporting families with visas to remain in the country, securing housing and accommodation and connecting with agencies in relation to mental and physical health issues. Other strategies can include parenting guidance and support as well as aiding with free school meal eligibility, bus pass applications and, on occasions, ensuring students have the correct uniform and equipment so as to be fully prepared for full engagement and learning.

Alternative Provision:

Archway Learning Trust has its own KS3 and KS4 Alternative Provision offer in a bespoke setting. A very small number of students (approximately 25 out of the 3500 KS3 and KS4 students attending Archway Learning Trust Academies, and a limited amount of places are offered to other local schools

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at a cost) that have not responded to the mainstream support and interventions, can attend the Alternative Provision, known as “Aspire”. At KS3, the goal is to support the students with intensive input to prepare them to return to the mainstream setting. If this is unsuccessful, a small minority of students may progress into the KS4 Alternative Provision. There are high expectations in the Alternative Provision and students continue to study core subjects with the expectation they will gain qualifications.

Values-Based Education:

Archway Learning Trust is passionate about inclusion in all of its guises. Despite being a Christian Faith Trust, the pupil cohorts at the Christian Faith schools (which have high proportions of World Faith students) and the sponsorship of Bluecoat Beechdale Academy (which is not a faith-based academy) demonstrates the commitment to providing academic excellence for all children in the city – irrespective of their religious background. The table below shows the distribution of religious backgrounds within the existing Bluecoat academies:

	BAA	BWA	BBA	Total
Christian	29.5%	25.6%	27.1%	27.6%
Muslim	28.7%	20.6%	10.8%	20.9%
Sikh	2.6%	2.6%	0.9%	2.1%
Hindu	1.8%	0.7%	0.6%	1.1%
Buddhist	0.2%	0.0%	0.0%	0.1%
Jewish	0.1%	0.0%	0.0%	0.0%
Other Religion	1.8%	3.7%	3.1%	2.8%
Refused	0.2%	0.3%	1.0%	0.5%
No Religion	13.4%	9.4%	50.3%	22.9%
Not Recorded	21.6%	37.1%	6.3%	22.1%

Whilst it is evident that those reporting to be of Christian faith are a significant group, it is also clear that other faiths and those with no designated or reported faith make up the majority of the pupils served by the Trust.

A significant difference between the Bluecoat Trent Academy and the Bluecoat Wollaton Academy is the Christian Faith element. As with Bluecoat Beechdale Academy, Bluecoat Trent Academy will not be a faith school. As a consequence, the compulsory entry for RE GCSE at the end of KS4 that exists for Bluecoat Wollaton Academy and Bluecoat Aspley Academy students is not to be replicated at Bluecoat Trent Academy. Religious Education will take place through the PSHCE curriculum and all students at Bluecoat Trent Academy are expected to be entered for a GCSE in Citizenship Studies (AQA).

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To prepare students adequately for life in Modern Britain, an awareness, understanding and respect for the wide range of religions within our society and community is desirable. This moral and social guidance (gained on other sites from the RE qualification) is to be delivered at BTA through the PSHCE provision which the whole academy receives for 1 hour per week alongside the assemblies, tutor periods and general guidance students acquire through immersion in the culture and ethos of the academy.

Should particular parents/carers specify a desire for their children to be removed for the Religious Education aspects of the PSHCE delivery, alternative study arrangements will be made for students during these specific sessions. For example, supervised independent study or further interventions could take place during these times. It is perhaps noteworthy that at Bluecoat Beechdale Academy, currently the only secondary academy in the Trust that is not a Christian faith school, there are no such instances of families opting out of the Religious Education aspects of the PSHCE.

The specific PSHCE time would be delivered on an ongoing 'scrolling' basis; advancing through the timetable by one period per week to ensure equitable 'lost' curriculum time across all timetabled subjects. This model works successfully at Bluecoat Beechdale Academy and allows the whole academy to have PSHCE at the same time; facilitating maximum benefit of any booked external guest speakers as well as allowing total control over the staffing of sessions since all staff are available. For the vast majority of time, Tutors deliver the PSHCE for consistency. However, rearrangements could take place if specific expertise was sought. Archway Learning Trust has considerable experience of transferring the values-based education and curriculum plan from a faith to a non-faith academy as per the successful sponsorship of Bluecoat Beechdale Academy since April 2014.

The PSHCE curriculum has been developed over a number of years, taking input from our knowledge and experience of the city and local communities as well as engaging with external expertise. Archway Learning Trust can demonstrate huge success in working with a large number of students from disadvantaged and challenging backgrounds. This wealth of experience has been used to enhance the PSHCE provision to include:

- Transition to Secondary School and post-16 EET
- Personal Hygiene, Physical wellbeing, health and safety
- Global and local citizenship
- Careers guidance
- Healthy relationships and sexual health
- Emotional and Mental Health
- E-safety and measures to protect against cyberbullying and inappropriate social media use
- Drugs/Alcohol Awareness, Knife Crime, Dangers of Gang Membership

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Citizenship guidance is a key feature of the KS3 PSHCE delivery and is also delivered through assemblies, use of guest speakers, tutor activities such as the 'Knowledge Organisers' and through the day-to-day role modelling by staff. In KS4, the citizenship guidance will continue with the added rigour of being entered for the [AQA] GCSE in Citizenship Studies. For this particular course, the key learning areas are:

- Citizenship skills, processes and methods
- Life in Modern Britain
- Rights and Responsibilities
- Politics and participation
- Active citizenship

Teaching and Learning

In addition to building on the most successful academic elements of the curriculum plan from Bluecoat Wollaton Academy and the other Bluecoat sites, the approach to teaching and learning also has its basis in the outstanding Bluecoat Wollaton Academy. Archway Learning Trust has experience of transferring these strategies to other local Bluecoat academies. As a new academy, BTA would be able to establish the desired culture, ethos and approach even prior to opening through communication with prospective parents and students, as well the opportunities for staff to engage with transferable Continuous Professional Development (CPL) at the existing Archway academies.

The approach to Teaching and Learning shared from Bluecoat Wollaton Academy includes the following aspects:

- Academic rigour and high aspiration for all. The Archway academies have tremendous experience and success in encouraging students from deprived backgrounds, those entitled to pupil premium funding and also students with challenges associated with EAL or SEN status. The Trust has centrally led but locally based teams to ensure high quality provision for these key groups. Students arriving with lower than expected literacy and/or numeracy levels are also catered for through academic coaching. Individual KS3 timetables can be adjusted to provide additional timetabled times for intervention.
- In order to align with initiatives across all Archway Learning Trust Secondary education sites, it is proposed that Bluecoat Trent Academy adopts the same Thursday afternoon arrangements, meaning:
 - Teaching staff will receive an additional hour per week of CPL through directed time. This will coincide with CPL activities on all ALT sites which will allow greater opportunity for partnership working

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- As per the Bluecoat Academy model, Year 7 students must remain for enrichment activities from 2pm to 3pm. Other year groups may elect to stay to participate in the enrichment programme.
- Archway Learning Trust benefits from a centralised school improvement team including trust-wide leadership and oversight for core subjects. These individuals are experienced and successful subject leaders who engage with national developments in their subject area to disseminate across the Trust. These roles also include a quality assurance element to ensure that high quality teaching and learning is established and developed in each of the academies.
- The 'Knowledge Curriculum' includes the use of 'Knowledge Organiser' booklets provided to students and shared with parents; holding the key information required by the students for each of their subjects in each half-term. This document forms the basis of some of their homework tasks and contributes to the 'Spaced Retrieval' low-stakes testing features of typical lessons which have been shown to improve retention of fundamental knowledge.
- The access to high-quality academic GCSE subjects is balanced with access to equally high quality vocational options. These include exploring BTEC delivery of arts and technology subjects as well as more traditional vocational subjects such as Hair and Beauty, Childcare, Construction, Health and Social Care and Business Studies. As with the existing Bluecoat academies, this offer is constantly reviewed with the aim of maximising the breadth of offer to engage students whilst maintaining successful outcomes. The range of qualifications offered is also informed by the local employment needs and opportunities. For example, the Derby and Nottingham Metro Strategy (further details below and via <http://www.nottinghamcity.gov.uk/metro>) has shared research showing strong current and future demand for higher level skills in key employment areas within our region include:
 - People: health, social care, education, retail, hospitality
 - Technical: manufacturing, advanced engineering, IT, financial, electricians
 - Creative: digital media, creative arts, music
- Great consideration is given to the successful transition of students into the academy at KS3 and also on to post-16 education, employment or training. The geographical situation of BTA would enable the established links between Archway Learning Trust and local city/county primary schools to be of huge benefit. Archway Learning Trust already has excellent relationships with its multiple feeder primary schools. BTA will build on these successful relationships. Bluecoat Wollaton Academy is extremely successful as an 11-16 academy. Indeed, one of the successful aspects is the transition of students into high-quality post-16 provision and the low number of students becoming NEET. The most recently published EET statistic for Bluecoat Academy is 93% which compares favourably to the 88% statistic for the city. In particular, it is proposed that students at BTA would receive the same guidance and access to the successful Trust Sixth Form provision.

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Enrichment Offer

Archway Learning Trust and the proposed Bluecoat Trent Academy serve an area of high deprivation. To address some of the associated deficits of cultural capital of the students, 'Enrichment' is a high priority at the Archway Learning Trust sites.

'Weekly' enrichment opportunities

As per the model at other Archway sites, there is to be an extensive provision of enrichment activities throughout the typical academy week. These sessions run before the academy day begins, at lunchtime and after the timetabled academy day. To ensure students engage in this programme and develop the interest and commitment to continue attending in future years, an enrichment programme is compulsory for Year 7 students and forms one hour of their timetabled week. The enrichment offer includes sporting and performance activities but covers more diverse endeavours such as community and voluntary projects, cultural experiences and learning beyond the scope of the national curriculum or qualification specifications.

Enrichment through trips and visits

Archway Learning Trust is committed to ensuring students have access to a range of opportunities to enrich their personal and educational development; to gain the cultural capital to fully access the curriculum offer, to discover and explore their passions and to thrive in their adult lives. To illustrate the commitment to this, the tables below indicate the scale of provision of enrichment trips and activities (beyond the scope of the weekly provision) for Bluecoat Beechdale Academy for 2017/18:

Key Stage	Number of Trips	Total Number of Student Places on the Trip
KS3 only	22	886
KS4 only	60	1049
KS3 and 4	24	700
Total	106	2635

During 2017/18 there were approximately 700 students on roll at this academy, indicating that many students participated in multiple trips.

Bluecoat Trent Academy would replicate this offer and build on the existing relationships with external providers.

Examples of the wide variety of events and trips that students have access to can be found in **Appendix E1.3**.

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Enrichment through partnerships

The enrichment offer also includes partnerships with local universities and businesses to support the careers instruction and aspiration development of students. The importance of the enrichment offer is illustrated by the creation of an Enrichment Coordinator role as at Bluecoat Beechdale Academy and the other Archway Learning secondary academies. For further information, please see the **Appendix E1.1, E1.2 and E1.3** including details of the external funding secured during a typical year by one academy; partner organisations and examples of the enrichment opportunities offered and undertaken.

Nottingham City Council has shared with local school and academy leaders information from the CBI that Nottingham is the fastest growing location in the UK outside of London for high growth business. The Derby and Nottingham Metro Strategy was launched in April 2017 and is focused on the work of the two councils to jointly enhance the two adjacent cities by developing enterprise opportunity and providing a talented workforce to meet the expected demands of the business sector. Research feeding into the project indicates that the largest employing sectors are likely to include health and social care, professional/scientific/technical, ICT and construction. The curriculum offer already in place at Archway Learning Trust and proposed for Bluecoat Trent Academy would support this significant local initiative and prepare the students to benefit fully from the development of the area.

Progression from KS4

Students at Bluecoat Trent Academy will be well prepared for their transition into post 16 education and beyond, supported through a comprehensive programme of support throughout their secondary education. By nature of its position in the centre of Nottingham, students benefit from a broad range of Post 16 options and providers which include:

- A large FE college - Nottingham College
- A number of School Sixth Forms - including two within the Archway Learning Trust
- A large Sixth Form college - Bilborough College

Of the above, Nottingham College has the broadest curriculum, offering a range of level 2 and 3 courses including, A levels, Applied General and Technical qualifications as well as apprenticeship opportunities. This diversity of choice ensures students are able to choose the type of provider that best suits their individual learning needs. Providers from across the city will be invited to come and speak to the Year 10 and 11 cohorts about their curriculum offer and unique delivery model.

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Careers guidance within the Bluecoat Trent Academy

In school, students will be supported in their choice of career pathway, provider and course through a range of activities and guidance, to include:

- 1:1 careers interviews
- Destination tracking and support from form tutors and year leaders
- Attendance to careers and apprenticeship fairs
- Speakers from industry - with a particular focus on the local economy and skills shortages
- Work experience in Year 10

Partnerships with external organisations

In addition to this support offered within the new school, the school and its students will engage with a range of external providers in support of students making an informed decision about their chosen post 16 pathway, ensuring that all students show high levels of aspiration in their choices, regardless of background. This support will be sought from agencies including:

- Nottingham Trent University
- Nottingham University
- DANCOP (a collaborative network between universities and colleges across Derbyshire and Nottinghamshire that exists to provide targeted higher education outreach programmes to secondary schools and colleges across the two counties. Part of the National Collaborative Outreach Programme focused on specific target wards where they aim to inspire and inform about higher education and the opportunities it brings)
- Aim Higher
- The National Apprenticeship Service and Nottingham Apprenticeship Hub

Activities menus from each of these providers are included as **Appendix E1:3**.

The new school will also benefit from the existing expertise of The Archway Learning Trust. This includes the Trust careers advisor (0.33 FTE) meeting 1:1 with each year 10 and 11 student in addition to providing support, guidance and careers activities for completion during form time. The Trust also has two successful Sixth Form centres linked to Bluecoat Aspley Academy and The Nottingham Emmanuel School. In addition to providing progression opportunities for the students of Bluecoat Trent Academy, the two Heads of Sixth Form will also support the pastoral team of the new school in their delivery of appropriate Information, Advice and Guidance to students around their post 16 choices.

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

Curriculum led financial planning

Curriculum-led financial planning has informed the curriculum plan at Bluecoat Wollaton Academy and the other Trust Academies. The modelling and recent experience indicate and confirm the affordability of the offer alongside strong academic outcomes for students. The same modelling process has been applied to the proposed curriculum offer for Bluecoat Trent Academy. We can have confidence in the affordability, deliverability and successful outcomes as a result. The geographical proximity to the Bluecoat academies aids the affordability whilst maintaining quality provision. Until financially viable for BTA to make substantive appointments, teaching hours can be 'bought' back at an hourly rate from the 'pool' of high-quality teaching staff already employed by the Trust at the other four good or outstanding local secondary academies. This is a model previously employed to great benefit when growing the student numbers at the nearby sponsored Bluecoat Beechdale Academy. Since sponsorship in April 2014, student numbers at this site have doubled alongside quadrupling outcomes (equivalent statistic to 5+ACEM) in the same period. Further details of this are to be found in section E3.

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

Included in this section are the targets for Bluecoat Trent Academy, as well as guidelines and policies that are set within the Trust to allow for analysis and intervention to ensure that they are achieved.

Achievement Targets

Attainment	All			Disadvantaged		EAL		SEN	
	BTA	National 2017	N'ham 2018	BTA	National 2017	BTA	National 2017	SEN	National 2017
P8	0.5	0	-0.22	0.2	-0.4	0.5	0.5	0	-0.59
A8	52	46.3	42.1	48	37	52	46.8	40	27.1
4+ E&M	75%	64%	54%	67%	44.30%	72%	62.50%	50%	25%
5+ E&M	56%	43%	32%	48%	24.50%	55%	42.80%	40%	12.80%
EBacc at 5+	20%	18%	10%	20%	10%	20%	24%	15%	5

E2 – Measuring pupil performance effectively and setting challenging expectations

The targets (both for achievement above and further targets below) have been derived from our current results at Bluecoat Wollaton Academy and are realistic based upon past performance and national statistics. It is worth noting that the targets for all focus groups are above the national figure for all students.

The EBacc targets are set around the current national figures, i.e. 18% of students achieving EBacc at 5+. These targets have been consciously set in relation to Bluecoat Trent Academy's cohort of students.

Further Targets

Please note the targets below link to section E1 in relation to our PSHCE and enrichment provision.

	BTA	National
Attendance	96%	94.6%
PA Attendance	8%	13.5%
Permanent Exclusions	0	0.03
Fixed Term Exclusions	8%	9.4%
Rewards & negative points	100:1 ratio	
PSHCE	100% of cohort engagement	
Enrichment Involvement	100% of students (including disadvantaged students) attending at least one weekly activity 50% of students taking part in Duke of Edinburgh are disadvantaged students	

Quality of Teaching and Learning

As a Trust we have a continuous drive on improving the standards in teaching. The Quality Assurance (QA) schedule is extremely important to ensure that standards are being met and indeed superseded. Academies follow a similar pro forma on QA as set out below:

Key Terms

QA: Quality Assurance

AIP/FIP: Academy/Faculty Improvement Plans

SLT: Senior Leadership Team

E2 – Measuring pupil performance effectively and setting challenging expectations

HOF: Heads of Faculty/Subject Leaders

Buddies: Heads of Faculty/Subject are split into triads to support and to provide challenge.

SAF: Specific Academy focus, such as Behaviour for Learning, progress of disadvantaged learners, feedback

BlueSky: Software used to record QA findings

QA guidance for Academies

Lesson visits

Pre-lesson visit

- Email staff the week before you want to do the lesson visit to organise the class that staff want to be seen with.
- Staff must be seen with each key stage that they teach. If they only teach KS4, they must be seen with different 3 groups.
- Before the lesson visit staff will send what their target is for the year.
- Staff will need to provide you with a seating plan. No lesson plans needed.

Lesson visits will include

- 3 lesson visits per year (1 x SLT and 2x HOF) and they last 25-30 minutes.
- The lesson visit should include looking at students' books and this informs part of the TS6 judgement and means that staff have had 3 work samples across the year.
- The lesson visit should also include looking the data for the class as part of the TS2 judgement and this allows judgements over time.
- Please include student voice on consistency of practice e.g. are expectations always this high? Is this a usual lesson?

Post lesson visit

- After the lesson visit you will give feedback on the staffs target area. It is not the only focus, but will allow them to show evidence for their action research.
- Staff during feedback should be given time to discuss things that they feel were not seen during the lesson e.g. differentiation

Consistency

Lesson visits must be conducted by trained staff. All staff must do at least one lesson visit with Assistant Principal for Teaching and Learning per year to ensure consistency.

Lesson walks

- Recorded lesson walks will focus on XXX this year. The proforma we are using is on Bluesky. HOF can also do walks when they want to. It is important that walks are not focussing on individual staff but a theme e.g behaviour in year 10, differentiation in KS4, challenge in KS3. The area that a HOF will focus on will be a focus of the FIP and will drive forward areas of development.

E2 – Measuring pupil performance effectively and setting challenging expectations

- Some lesson walks will be completed by SLT, HOF and buddies.
- The feedback of findings to staff during CPL time on a Thursday afternoon and sharing good practice.

The Academy still has an open door policy. Any drop-ins during the year to look at themes are looking at specific areas.

Work scrutiny

- For individual staff this is part of the lesson visit under TS6. If there is an issue with frequency or quality of feedback for a member of staff it is indicated under TS6 during a lesson walk.
- Work scrutiny on the calendar is looking at departmental themes. On Bluesky the information is recorded as a team, not as individuals. Heads of subject can do extra work scrutiny if they want to, but again it is looking at themes and not individuals e.g. presentation in year 10 boys books. This will feed into the priorities in the FIP.
- Sharing the findings from the work scrutiny is important and this should feed into departmental CPL on a Thursday afternoon.

Student voice

- Student voice is completed using a questionnaire to all students through survey monkey.
- After the questionnaire there are follow up points when a selection of students can be spoken to and areas of development that have arisen can be addressed. Again findings from the student's voice will be added to the FIP.
- Share key findings with the faculty and this should feed into CPL on a Thursday afternoon.

The timings for QA

Term	QA type	Conducted by
Autumn 1	Student voice baseline: KS3/KS4/KS5 questionnaire (HOF to use as a baseline)	SLT
	Lesson walks (SAF focus/KS4)	SLT
	Lesson visits (Ensure that new staff are seen first)	HOF (1 joint with a buddy, 1 with AP)
Look at FIP and update from QA and data. Share with triad at teaching and learning meeting.		
CPL needed built into Subject Pedagogy sessions to address findings.		

E2 – Measuring pupil performance effectively and setting challenging expectations

Autumn 2	Lesson visits (half the staff)	SLT
	Student voice: KS3/KS4/KS5 questionnaire (Buddies follow up the lines of enquiry)	Buddies
	Lesson walks (SAF focus KS4)	HOF
	Work scrutiny (KS3/KS4) (Picks up lines of enquiry)	Departmental
<p>Look at FIP and update from QA and data. Share with triad at teaching and learning meeting.</p> <p>CPL needed built into Subject Pedagogy sessions.</p>		

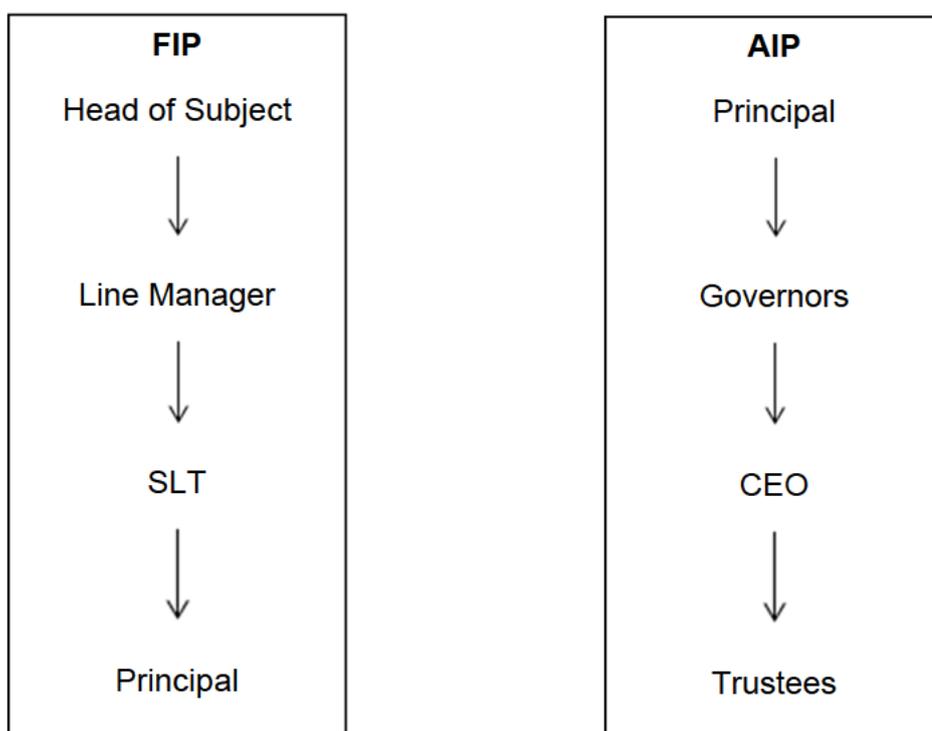
Spring 1	Lesson visits	HOF (1 joint with a buddy)
	Lesson walks (SAF focus/KS3)	SLT
	Work scrutiny KS3/KS4 (Picks up line of enquiry from last time, put actions in to correct any areas that still need addressing)	HOF and buddies
<p>Look at FIP and update from QA and data. Share with triad at teaching and learning meeting.</p> <p>CPL needed built into Subject Pedagogy sessions.</p>		

Spring 2	Lesson visits (half of the staff)	SLT
	Student voice: KS3/KS4/KS5 questionnaire (SLT follow up lines of enquiry)	SLT
	Lesson walks (SAF focus/KS3)	HOF
	Work scrutiny (KS3/KS4) Pick up lines of enquiry and sees if they have been actioned	SLT
<p>Look at FIP and update from QA and data. Share with triad</p>		

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Summer 1	KS3/KS4/KS5 questionnaire (Have areas of development been actioned) Late Summer 1	HOF
	Lesson walks (SAF focus on concern areas)	HOF + SLT
<p>Look at FIP and update from QA and data. Share with triad at teaching and learning meeting.</p> <p>CPL needed built into Subject Pedagogy sessions.</p>		
Summer 2	HOF put in place actions needed to improve developments for next year.	

All FIPs/AIPs are discussed in line management, alongside the data for each subject and this is then supported/challenged by staff indicated below:



The data team support the dissemination of data to support each element of the process above and also the Trust IT team have developed new procedures to allow all QA to be easily analysed and therefore actioned.

E2 – Measuring pupil performance effectively and setting challenging expectations

Teaching and Learning Targets

% of Teachers meeting or exceeding teaching standards	95%
% of lesson visits meeting or exceeding Academy targets	95%
% of learning walks meeting or exceeding Academy targets	95%
% of staff meeting expected standards of assessment	98%

The Trust has high expectations for teaching and learning targets. Where standards have not been met, the teaching and learning team oversee a bespoke program of support.

Trust Targets

- Allow more children to benefit from the educational excellence of the Trust
- Hold all educators at every level in the Trust to account
- All schools to be good or outstanding
- Recruiting, development and retaining the highest quality staff for our Trust with a retention at 90%
- Outcomes to demonstrate improvements on the previous year
- All significant groups to perform above national average
- Celebrate achievement across the Trust which includes staff and student awards
- Focus on the wellbeing of staff which includes an active Trust wellbeing committee and relevant support for staff, e.g. wellness guidance and appropriate activities
- Financial efficiency which is driven by our Key Performance Indicators (KPIs), including class sizes, contact ratios and cost per teaching period.

Target Analysis

The Trust has the following structure and procedures in place to ensure that targets are met both for the Trust and for each Academy. These will be applicable for Bluecoat Trent Academy.

- Central Team – The Trust central team is in place to ensure that support is given to all Academies. The Trust team includes leads for maths, English and science, as well as a data lead who works alongside the Data Officer. The data team is able to disseminate information to the Trust, as well as each Academy. Each core lead is able to act upon the core areas and support relevant Academies, as well as to share good practice. Academy Principals and core leads also have fortnightly meetings with the heads of core subjects, so that discussions are triangulated and meeting time is used efficiently. Our Trust leaders for SEN and EAL are also able to work with all academies to ensure that the provision across the Trust continues to be successful and sought after. Trust staff are able to share good practice, as well as provide CPL, support and guidance on their specialisms. Other roles within the central team include finance, buildings, corporate services,

E2 – Measuring pupil performance effectively and setting challenging expectations

facilities management, Health and Safety, IT, Data Protection and Safeguarding. Each team supports and works alongside each Academy (See E3 for more detail on Trust roles).

- KPI Sheets – are produced by the Trust data team. These are then shared to Trustees, governors, principals and senior leaders so that they can be acted upon, challenged and supported in the correct ways. Further meetings then follow to ensure that interventions have taken place, impact has been shown and this is then shown on the updated KPI sheets that follow.
- Principal meetings – bi weekly meetings take place to ensure that sufficient challenge and support are in place, as well as planning and acting upon Trust issues.
- CEO presence - our CEO is present at all sites throughout the week, therefore being able to feel and see what is happening at each Academy. Fortnightly principals meetings also take place to ensure that support and challenge is in place.
- Governance:
 - Chairs' reference group – this allows the Chair of Trustees to meet with the Chair of governors from each Academy to allow for a forum of discussion amongst governing bodies.
 - Annual conference for governors - during this conference, governors meet with other Academy governors, alongside Trustees, the CEO, Principals and Vice Principals to ensure that all roles are able to work alongside each other.
 - NGA - The trust works alongside the National Governors' Association and is able to use this for training, support and advice for governance.
 - Training of governors, specific roles and links with departments – each governing body allocates specific roles who meet with the necessary staff in order to offer challenge and support where necessary.
- Peer reviews – all Academies within the Trust take part in regular peer reviews. This allows a lead reviewer to meet with a Principal to discuss lines of enquiry which are then observed, reviewed and discussed. After a peer review a report is issued to the Principal on strengths and areas for development which the Academy should focus on.
- Ofsted – our CEO and Principal of Bluecoat Wollaton Academy are current Ofsted inspectors. Ofsted updates and training are therefore incorporated into Principal's meetings to ensure that everyone is fully informed.
- External Advisors – The Trust welcomes external advisors into the Academies in order to seek advice and feedback on current practices so that these are continuously reviewed and updated.

Assessments

In order to ensure that the highest expectations are tracked within Bluecoat Trent Academy it will follow the Archway Learning Trust (ALT) assessment, target setting and behaviour policy. These are in place to allow benchmarking and analysis across the Trust. Following close analysis the central team working alongside each Academy will act upon the data to ensure priorities areas are addressed.

As part of ALT there is a common assessment framework (CAF) for secondaries to follow. This aims to ensure in-year assessment is robust, offering further opportunities for trust-wide collaboration, moderation and comparability as we work together towards common goals to achieve the best for our

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students. The framework consists of internal and external assessments to allow for an overall view of progress of each of our students. This includes:

- ALT 'Internal' Formal Assessments
- GL 'External' Assessments
- Common ALT assessment schedule
- Common Benchmark, Current and Projected Grade Types for KS4

The **ALT 'Internal' Formal Assessments** are:

- CAF Formal assessments are exam-style assessments, typically administered twice a year in accordance with a common ALT assessment schedule.
- Where subjects are following the same curriculum (KS3) or exam board (KS4) then a common assessment will be administered.
- Where this commonality does not/cannot/should not exist then a comparable assessment will be administered.

The **GL 'External' Assessments**

- GL Assessments allow us to monitor progress against externally standardised outcomes based on a large sample (representative of national).
- The reading test (NGRT – New Group Reading Test) and Cogitative Ability Tests (CAT4) have been incorporated into the proposed ALT CAF.
- The GL Assessments Complete Digital Solution provides a wider range of assessments than those included in the CAF and academies may opt locally to administer and utilise these additional resources. GL Progress Tests in English, maths and science will be completed at the end of Yr. 9.

Each Academy has their own assessment calendar which stipulates when assessments take place, as well as data snapshots taken for each year group. These are then fed into Academy and Trust KPI updates that are prepared by the Trust Data team.

A sample of the **Assessment calendar** is below. All academies have the same amount of data snapshots within the academic year.

Key Terms:

CAF: Common Assessment Framework

ATL: Attitude to Learning

Proj: Projected Grades

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BWA

	7	8	9	10	11
Aut	12/10/2018 ATL	07/11/2018 CAF, ATL		19/12/2018 CAF, Proj, ATL	05/10/2018 Proj, ATL 05/12/2018 CAF, Proj, ATL
Spr	13/02/2019 CAF, ATL	03/04/2019 CAF, ATL	13/02/2019 CAF, ATL		13/03/2019 CAF, Proj, ATL
Sum	05/06/2019 CAF, ATL		10/07/2018 CAF, ATL	10/07/2018 CAF, Proj,ATL	10/05/2019 Proj

Data Snapshot Review

At the end of each snapshot the data managers at each Academy provide an overview, with support from the Trust Data Manager, to SLT, Directors of Achievement and all Subject Leads. This is also shared and discussed at governor and Trustee level during regular meetings. Our governors, also meet with their links within the Academies on a regular basis to provide support and challenge on the data that they are presented with. During meetings this data is analysed and feedback around impact and intervention is shared.

All academies have fortnightly SLT meetings where progress is continuously monitored by viewing our live data system. The snapshots provide data to be able to analyse how much impact the interventions and classroom practice are making and therefore the cycle begins again. The MAT Assistant Principals for English, maths and science also are able to look at this data for all Academies in the Trust. These teams are then able to analyse the data and act upon this. Each snapshot has the relevant information for the team, broken down into the different groups, e.g. disadvantaged, gender, prior attainment, so that specific areas can be acted upon when needed. Subject leads update their improvement plans according to their findings and intervention is planned accordingly and supported by the Achievement team. All staff has access to their data on a day to day basis, via Go4Schools (Trust data system), so that they are always aware of the progress of each of their groups. This is one system that covers registers, behaviour, attendance, achievement, homework and progress. Being a Go4Schools hub also ensures that the Trust is part of the developments of the system.

A real focus during the monitoring process is for progress of our disadvantaged students. Following a data snapshot the following strategies are implemented:

- Local SLT analyse the performance of our disadvantaged students and how this marries with other key foci, for example, prior attainment, reading competency, to therefore look at interventions moving forward.
- Our Director of Achievement will liaise with subject leaders in regards to interventions and will prioritise our disadvantaged students when doing so. External support, e.g. Nottingham University mentoring and workshops would be offered to our disadvantaged students before others.

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- During Teaching and Learning meetings, the team is able to share the interventions, as well as strategies to focus on in all subject lessons, e.g. revision models and techniques, literacy support, etc.
- Our non-teaching year leaders will also track the attendance, attitude to learning and behaviour points for their year group and will prioritise our disadvantaged students.

Data Collection

Data is collected in a consistent way across the Trust which is detailed below:

Common Benchmark, Current and Projected Grade Types for KS4

Grade	Description
Benchmark	The minimum expected grade based on students' prior attainment at key stage 2 informed by the latest national Attainment 8 estimates (CAT Indicative grade where no key stage 2 prior attainment is available)
Current Grade	The grade obtained in the most recent formal assessment in accordance with the trust common assessment schedule
Projected Grade	The current grade + the Teacher Assessed anticipated impact of 'Wave One' intervention

Teacher Projected Grades are collected at each formal assessment point for Year 11 and collated/reported trust-wide.

Target Setting

In regards to target setting ALT is committed to setting aspirational attainment and progress expectations for individual students, groups of students, teachers, subject areas and each Academy as a whole in order to secure the highest possible outcomes. Targets are set consistently amongst all Academies, which will be used within Bluecoat Trent Academy as well. The targets are aspirational and are reviewed alongside national data to ensure that these predict success for our students which therefore helps to drive continuous improvement across the Trust. The methods of doing so come back to Senior Leadership teams, Principals, governors and trustees to ensure the process is understood and challenged by all.

Setting expectations for benchmarking student outcomes

At Key Stage 3 (KS3):

- a Baseline for each student is derived from their Key Stage 2 (KS2) Scaled Score, standardised across the trust, around a mean of 100;

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- for students without prior KS2 data, Cognitive Ability Tests (CAT4), taken early in the first term (or as soon as students join the trust), provide a retrospective KS2 Scaled Score; this is used instead;
- standardised data from Common/Comparable and GL Assessments is used to establish if a student is 'in line', 'above', 'below' expectation based on their KS3 Baseline;
- progress reporting indicates whether they are 'in line', 'above', 'below' expectation (where students achieve subject standardised scores within ± 4 points of their KS3 baseline, progress is considered 'in line');

Please note that we have an active relationship with our feeder schools. Each primary is visited (with our large feeder schools having regular visits) and our SLT meet with teachers of our Year 6 students. Information is gathered on our cohorts, as well as progress for our focus groups, e.g. EAL and disadvantaged, so that we have a full picture when the students arrive and when looking at our benchmarks for KS3.

At Key Stage 4 (KS4):

- for Year 10 and 11, a Benchmark grade is calculated for each of a student's courses. The Benchmark grade is the minimum expected grade based on students' prior attainment at KS2, informed by the latest national Attainment 8 estimates;
- for students without prior KS2 data, the CAT4 indicative grade is used instead. These are generally taken early in the spring term of year 8 prior to options being selected;
- raw data, from Common/Comparable and GL Assessments, is converted to a Current grade, using ALT agreed grade boundaries (informed, where possible, by published exam board grade boundaries);
- progress reporting indicates a residual, comparing Current grades with Benchmark grades and calculating the percentage \geq Benchmark;
- Year 9 follow the same procedure as at KS3 with standardised data from Common/Comparable and GL Assessments used to establish if a student is 'in line', 'above', 'below' expectation based on their KS3 Baseline (as attributing grades at this early point, with so little of the course covered is unlikely to be sufficiently robust);
- progress reporting indicates whether they are 'in line', 'above', 'below' expectation (where students achieve subject standardised scores within ± 4 points of their KS3 baseline, progress is considered 'in line');

All Academies also collect Attitude to Learning Grades (ATL) which are then used alongside many other types of data, e.g. GL assessment results, projections, attendance and negative and positive points to ensure that intervention is not just around academia but around the 'whole' child.

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In regards to behaviour, all academies follow the ALT behaviour policy. It is worth noting that Bluecoat Academy has not permanently excluded any children for over 5 years. ALT is passionate about the wellbeing of the young people that we serve and therefore all year leaders across the Trust are non-teaching year leaders who can allocate their time wholly to caring for the students in their year group. We also have two advanced safeguarding leads across the Trust who not only provide CPL for our staff, but for Designated Safeguarding Lead training across the city.

Similar commitments from students, staff and parents are adhered to by all Academies, as well as rewards and sanctions. Academies are able to support others in terms of pastoral issues and this is a real strength of working within a Trust. The trust has alternative provisions for KS3 and KS4 and all academies have had a reduction in exclusions, with the majority of academies having no permanent exclusions. 2017/2018 was the first year of running the 6 GCSE programme in our Alternative Provision. This confirmed that the Trust is doing the 'right thing'. Every student attained GCSE maths and English Lang/Lit, some as high as a 4/C equivalent. Every student entered for science attained the qualification. 90% of students attained a GCSE equivalent in IT and every student has a positive destination for Post 16. The Trust has spoken at DfE conferences and regularly liaises with the RSC in terms of our pastoral care and the provision that we have available for all of our students, including those at risk of exclusion and those with special educational needs.

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.

E3 – Staffing

The staffing structure is developed by modelling on our existing Academy – Bluecoat Wollaton Academy. The curriculum is also developed on the model used by Bluecoat Wollaton Academy. Although Bluecoat Trent Academy (BTA) is planned to be a larger school than Bluecoat Wollaton the staffing structure is still relevant, however has been expanded in areas where it is deemed necessary to ensure capacity due to the increased number of students at the Academy. A curriculum financial plan has been used to ensure that the staffing proposed meets the needs of the curriculum and represents value for money.

E3 – Staffing

We recognise that there are additional challenges to overcome to grow the staffing complement of BTA over the 5 years of growth. The key challenges are:

We recognise that there are additional challenges to overcome to grow the staffing complement of BTA over the 5 years of growth. The key challenges are:

Challenge	Strategies to mitigate the challenge
BTA is a large school – will need to recruit large numbers of staff each year as the school grows for 5 years.	<ul style="list-style-type: none"> • Use of existing expertise in recruiting large numbers (see recruitment statistics over last 5 years in table under the heading “Recruitment required at BTA” below). • Access to our successful SCITT trainees to recruit the best NQTs.
Years 1 and 2 - Ensuring adequate specialist skills and are in post whilst student numbers relatively low and income streams are lower.	<ul style="list-style-type: none"> • Enhanced access to Archway specialists over and above the core offer in year 1 and 2 – see table below under the heading “Benefits of ALT as a source of talent and support” below.
Small subjects may not require FT staff in the first few years of opening.	<ul style="list-style-type: none"> • Employment of part time staff • Use of subject specific staff from other academies – see table under “Benefits of ALT as a source of talent and support” below.
Ensuring the capacity for leadership	<ul style="list-style-type: none"> • Clear recruitment plan to the leadership team of BTA – see organograms under “BTA Staffing Structure” below. See also section F2. • Use of Trust staff to provide leadership in areas where there is no dedicated posts at BTA – see table under “Benefits of ALT as a source of talent and support” below.
Balancing the staffing complement with the right mix of experienced teaching practitioners and NQTs.	<ul style="list-style-type: none"> • Use of traditional methods of recruitment to attract experienced practitioners. • Internally recruited posts from within the Trust which will then be backfilled with younger staff.
Onboarding and inducting new staff into the Trust and Academy ethos and vision particularly in Year 1 and Year 2 when all staff are relatively new.	<ul style="list-style-type: none"> • The Principal at BTA will be recruited from an internal pool of candidates within the Trust that will be able to embed the Trust vision and ethos from the outset. • Use of Trust staff for leadership support in Year 1 and 2 see table under “Benefits of ALT as a source of talent and support” below. • Recruiting internally from existing Trust staff and backfilling posts at source Academy.

E3 – Staffing

Support staff challenges:

- New buildings – staff competent to ensure Building Operational Manuals are adhered to, adequate maintenance schedules and health and safety regimes.
- IT infrastructure – staff competent to ensure adequate security and reliability.
- Adequate expertise to ensure regularity

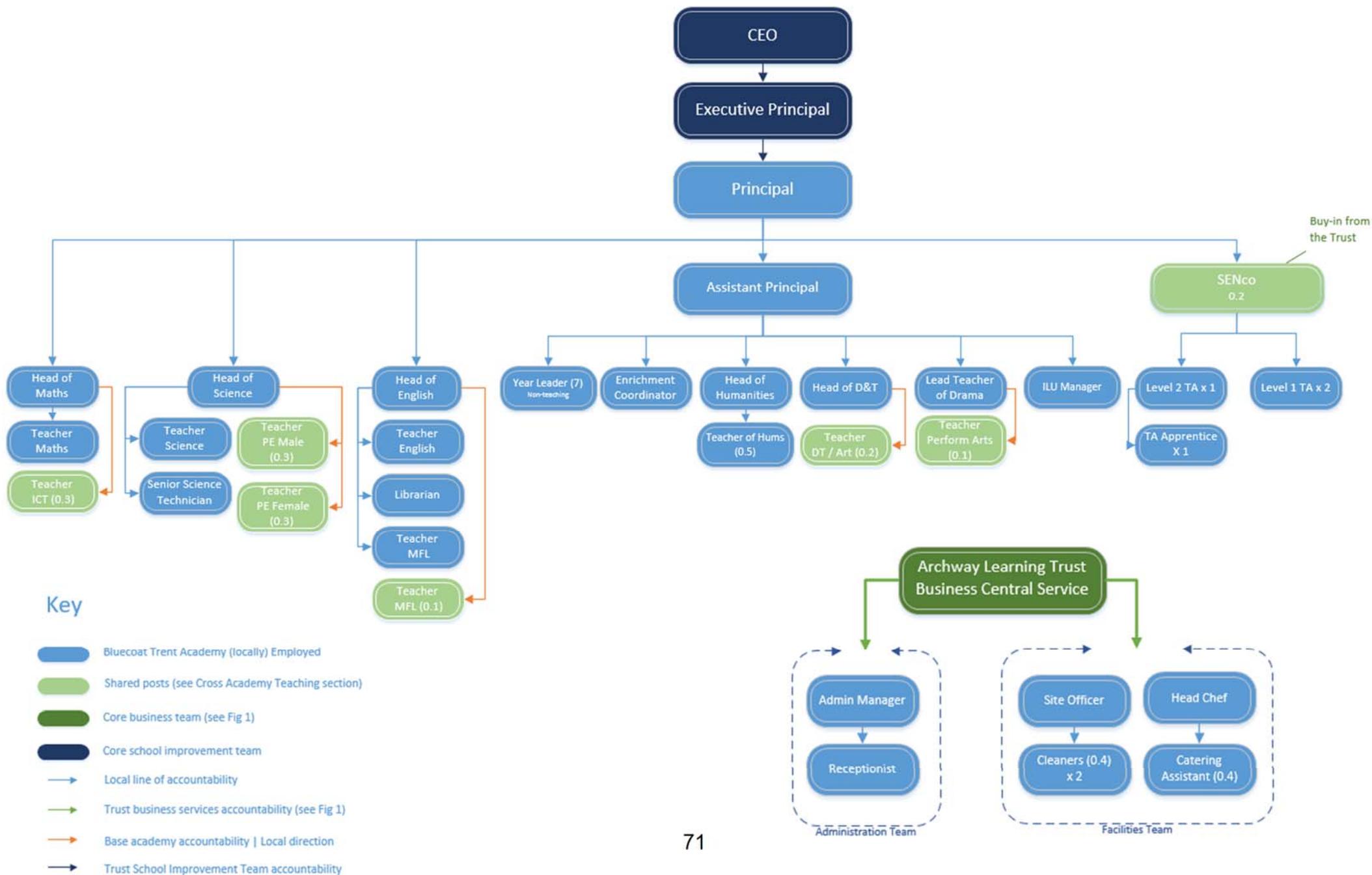
The Trust wide model will be applied to BTA which will provide for day to day operational staff at BTA however leadership will be provided from the central Trust team – see diagram detailing relationship between Central Trust staff and BTA under “Archway Learning Trust - Core Offer” below.

We will explain how we plan to overcome these challenges in more detail throughout this section.

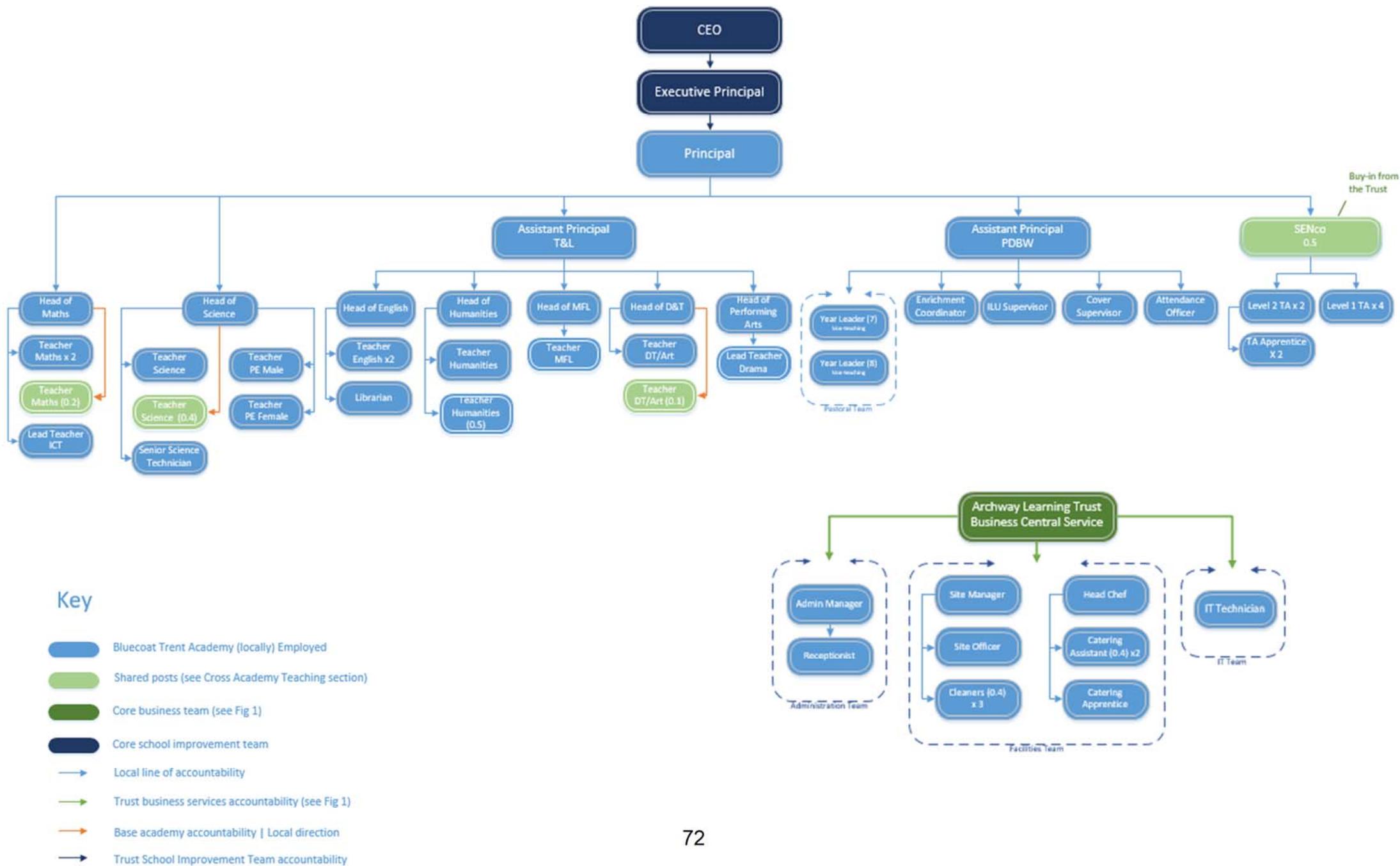
Bluecoat Trent Academy (BTA) staffing structure

The planned structure and its growth over 5 years at BTA is depicted in the organograms below.

Organogram showing staffing structure & lines of accountability in Year 1 (2021/2022)



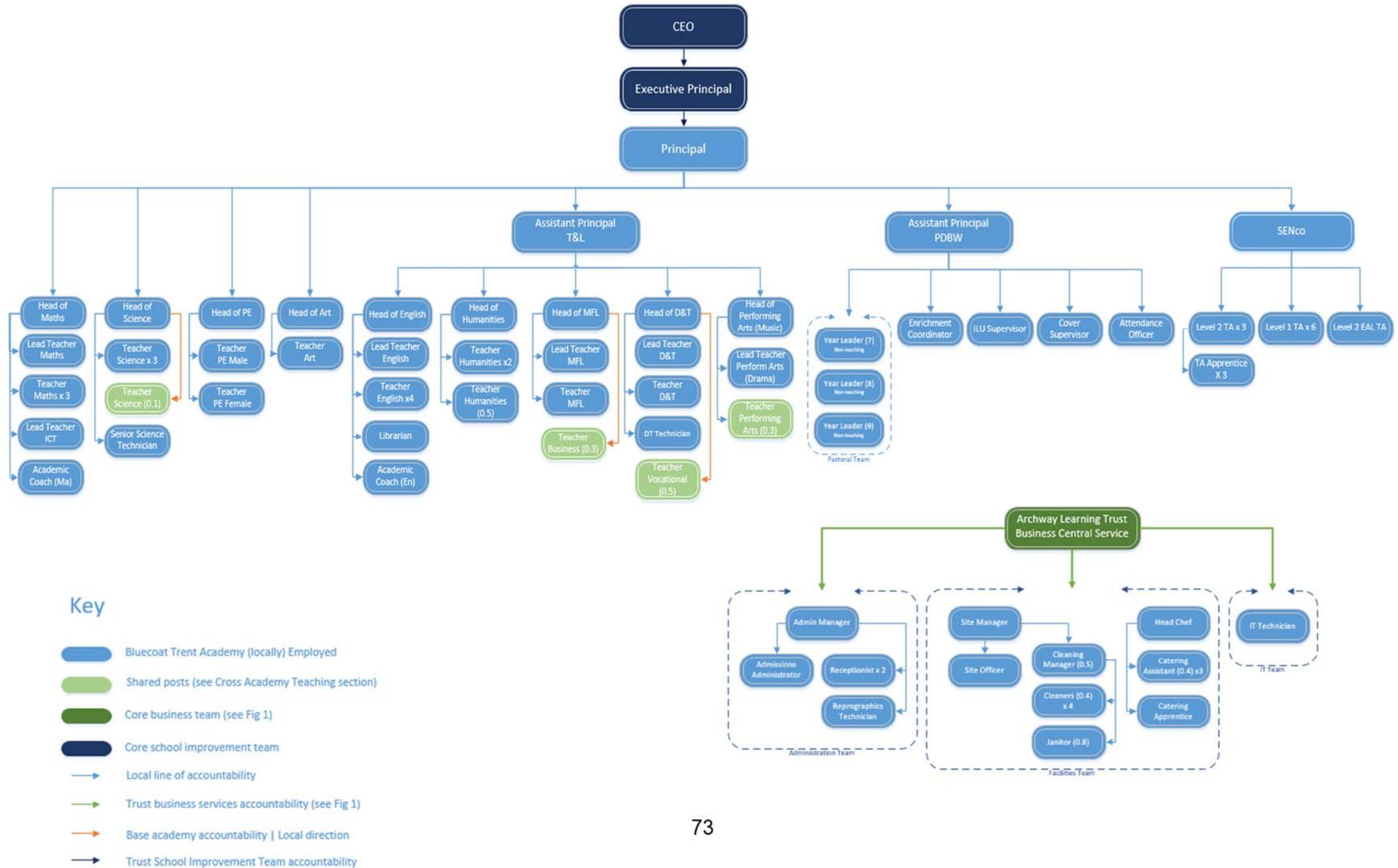
Organogram showing staffing structure & lines of accountability in Year 2 (2022/2023)



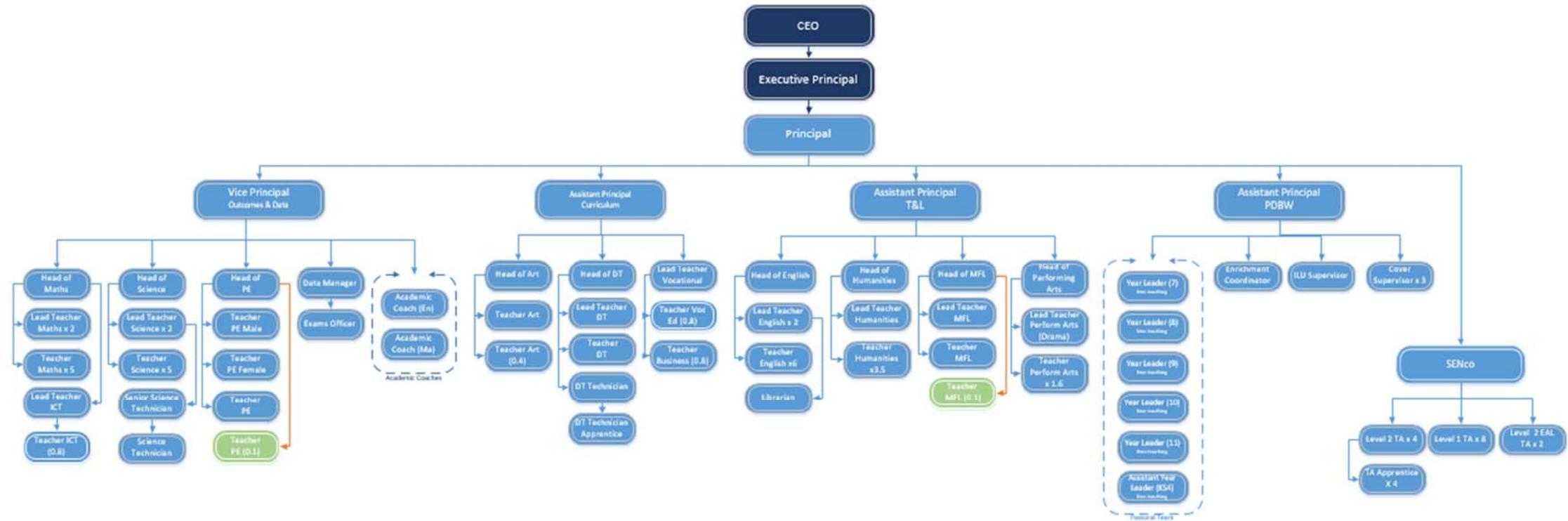
Key

- Bluecoat Trent Academy (locally) Employed
- Shared posts (see Cross Academy Teaching section)
- Core business team (see Fig 1)
- Core school improvement team
- Local line of accountability
- Trust business services accountability (see Fig 1)
- Base academy accountability | Local direction
- Trust School Improvement Team accountability

Organogram showing staffing structure & lines of accountability in Year 3 (2023/2024)

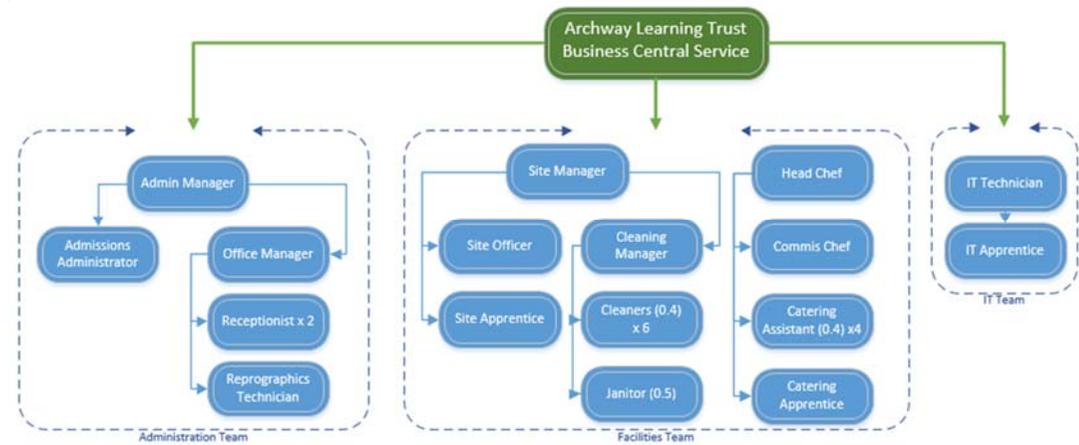


Organogram showing staffing structure & lines of accountability in Year 5 (2025/2026)



Key

- Bluecoat Trent Academy (locally) Employed
- Shared posts (see Cross Academy Teaching section)
- Core business team (see Fig 1)
- Core school improvement team
- Local line of accountability
- Trust business services accountability (see Fig 1)
- Base academy accountability | Local direction
- Trust School Improvement Team accountability



E3 – Staffing

Staffing numbers at BTA (FTEs):

Post	Year 1	Year 2	Year 3	Year 4	Year 5
Leadership:					
Principal	1.0	1.0	1.0	1.0	1.0
Vice Principal				1.0	1.0
Assistant Principal	1.0	2.0	2.0	2.0	3.0
SENCO	0.2	0.5	1.0	1.0	1.0
Teaching Staff:					
Heads of Department	5.0	7.0	9.0	9.0	9.0
Lead Teachers	1.0	2.0	6.0	12.0	12.0
Teachers	4.5	11.5	17.5	17.9	29.3
Shared teaching posts	1.3	0.7	0.9	2.4	0.3
Pastoral:					
Year Leaders	1.0	2.0	3.0	4.0	5.0
Assistant Year Leaders					1.0
Behaviour TAs	1.0	2.0	3.0	4.0	5.0
ILU Supervisor	1.0	1.0	1.0	1.0	1.0
Classroom support and Student facing roles:					
Teaching Assistants	2.0	4.0	7.0	8.0	11.0
TA Apprentice	1.0	2.0	3.0	4.0	5.0
Cover Supervisors		1.0	1.0	2.0	3.0
Academic Coach			2.0	2.0	2.0
Enrichment Coordinator	1.0	1.0	1.0	1.0	1.0
Administrative Support:					
Administration staff	2.0	3.0	5.0	7.0	8.0
Data Manager				1.0	1.0
Exams Officer					1.0
Facilities:					
Site team	1.0	2.0	2.0	3.0	4.0
Cleaning Team	0.8	1.2	2.1	4.1	4.1
Catering team	1.4	2.8	3.2	4.6	5.0
Other:					
Librarian	1.0	1.0	1.0	1.0	1.0
Reprographics			1.0	1.0	1.0
IT		1.0	1.0	2.0	2.0
Departmental technicians	1.0	1.0	2.0	3.0	4.0

E3 – Staffing

Leadership

The leadership structure of Bluecoat Trent Academy (BTA) has been modelled on the Bluecoat Wollaton Academy model and will consist of one Principal, a Vice –Principal and three Assistant Principals. This represents 1 additional Assistant Principal to cater for the larger student numbers planned at BTA. Leadership capacity will be grown over the 5 year period. Further support will be provided from an Executive Principal employed at Archway Learning Trust who holds line management responsibility of the BTA Principal and is responsible for 3 secondary academies. The CEO will also provide support particular in Year 1 (see section “The benefits of Archway Learning Trust as a source of talent and support and Archway Learning Trust - Core Offer” below for time commitment). A full time SENCO will be recruited for the school in Year 3 who will be supported by the Trust-wide SEN lead. It is envisaged that in Year 1 the Archway SEN Lead will provide support to BTA - 0.2FTE and 0.5FTE in Year 2. The substantive work currently carried out by the MAT wide lead will be backfilled by allocating additional development and temporary responsibilities to the already existing strong team of SENCOs across the Trust.

Core Subjects

Core subject teams (Maths, English Science) will be managed by a Head of Department and two Lead teachers. Recruitment to these teams will be done by appointing the experienced Heads of Department in Year 1. The Lead teachers will be recruited to in Years 3 and Year 4. The teaching complement grows in line with the growth of students and the planned curriculum (see table above).

Other subjects

Humanities and DT will be managed by a Head of Department and 1 Lead Teacher. Recruitment to these teams will be done by appointing the Head of Department in Year 1 and a Lead Teacher in Year 3. The PE department in Years 1 will be staffed by sharing 0.3 female and 0.3 male from elsewhere in the Trust (please see below how staff are redeployed across academies in Archway Learning Trust). In Year 2 the challenge is reversed as two 0.8 FTE PE are required. Recruitment will be to two full time post and the excess capacity for this one year will be redeployed to other academies in the Trust. Leadership of PE will be provided by a PE expert from another Academy in Year 1 and 2 as an additional responsibility to an existing role. A full time Head of Department for PE will be employed in Year 3.

Growth for other smaller subjects provided for by the curriculum can be seen in the table above.

Student facing support staff

We have modelled the need for classroom support staff as follows: for each year group of 240 students we will recruit 1 x L2 TA, 2 x L1 TA and 1 x TA apprentice. Of these TAs at least one will be dedicated to managing behaviour. Full time year leaders will be employed to ensure the pastoral care of each year group. By Year 2 we envisage the use of cover supervisors to ensure that any supply teaching costs are kept to a minimum and by Year 3 as the first year group enters Year 9 we will introduce English and Maths Academic Coaches. An ILU supervisor will ensure that there is a mechanism to temporarily remove students from the classroom when required. Our emphasis on inclusion is thereby supported by these posts, in particular the Behavioural TAs and the ILU Supervisor.

E3 – Staffing

As we envisage a high percentage of EAL students within the cohorts for BTA, two full time EAL TAs will be recruited – one in Year 3 and one in Year 5. There will be support for these potholders from the Trustwide Lead for EAL who in the first 2 years will dedicate 3 hours per week to delivering support to EAL students.

Bluecoat Trent Academy (BTA) will run an extensive enrichment programme for students. To enable this a full time enrichment coordinator will be recruited from Year 1.

Administration

The Bluecoat Trent Academy (BTA) will be supported with its dedicated office team as detailed above. The organogram shows the line management structure. The Administrative Manager at BTA will provide a service to the Principal and staff at BTA however will be accountable to and line managed by the Corporate Services Manager at Archway Learning Trust. The latter will ensure that the service level agreement between Archway Learning Trust and Bluecoat Trent Academy (BTA) is delivered and will regularly produce KPI data to the Principal of BTA. This will ensure BTA will be supported by a robust administrative service that capitalises on best practice and is consistently applied across the Trust.

Premises

BTA will be supported by a dedicated facilities team as detailed in the table above, including a Site Manager who will provide management of the day to day site operation function at the academy. The specialist technical support, developments of work plans and strategies for this post as well as the line management will be provided from the Central Trust team – Operations Business Partner and the Resources Director – please see tables within the “The Benefits of Archway as a Source of Talent and Support” and “Archway Learning Trust – Core Offer”.

IT

BTA will be supported by a full time IT technician and IT apprentice to support staff on the ground with IT queries and local IT equipment. Network infrastructure, network security will be managed by the central team as part of the Core Offer. Full line management of the local staff will be provided by the central team as set out in the tables within the “The Benefits of Archway as a Source of Talent and Support” and “Archway Learning Trust – Core Offer”.

Recruitment

The Trust will run competitive recruitment process to ensure the staffing model is filled.

Track record

Archway Learning Trust has a strong track record of growth both in terms of setting up new Academies and in terms of substantial student growth in existing academies.

In January 2015 the Trust opened a new school – the Bluecoat Primary Academy. This is a 2 form entry Primary which at today’s date is in its 5th year of growth. The staffing base at this school has been

E3 – Staffing

recruited to and grown from scratch. Appointment of a Principal and other senior leaders, classroom teachers and support staff as well as a team of other support within administration and facilities. The recruitment strategies used and detailed below have been successful in ensuring a full teaching and classroom support complement at all times. In growing its staffing base the Trust was able to demonstrate best value by providing staffing to support the Bluecoat Primary Academy in non-teaching areas, for example:

- Facilities – site teams at a neighbouring school provided support to ensure basic functions such opening and closing the school were performed, whilst the central Trust team provided the maintenance and health and safety expertise. In year 5 a dedicated Site Officer was recruited.
- IT – basic technical support has been and continues to be provided by the technician from a neighbouring school. More complex aspects of IT are managed by the Trust IT team. There are no plans to recruit dedicated support.

In April 2014, Archway Learning Trust (ALT) sponsored the Bluecoat Beechdale Academy. At the time of joining the Trust, Bluecoat Beechdale Academy was well under subscribed and the number on roll amounted to 437 students. Over 4 years the Academy has been grown to 779 and expects to be at full capacity by Year 5 (900 students). As with the primary school above this growth has been supported by the recruitment strategies detailed below which have been successful. Careful curriculum planning and a coordinated timetabling approach across all our secondary academies has ensured that staff recruited are deployed to their full potential.

In 2002 the Local Authority asked Bluecoat Academy to take on a failing school – now Bluecoat Wollaton Academy. The school was closed and a new school opened on the premises. Staff required at the school were recruited successfully as the school admitted a new year group each year and the numbers grew to full capacity of 750 students. As detailed in section F1 this new school delivered strong outcomes with its first set of data.

Numbers recruited to the Trust

As a Trust we are well versed in recruiting large number annually. The table below shows the recruitment numbers each year by type of post for the last 5 academic years, compared to the additional recruitment required for Bluecoat Trent Academy (BTA):

Headcount
Actual recruitment numbers to the Trust/(Recruitment needs at the Trust):

POST	2014/15	2015/16	2016/17	2017/18	2018/19 ^{*1}
Teaching	56 (57)	50 (52)	39 (41)	56 (56)	45 (45)
Classroom Support	41 (41)	36 (36)	26 (26)	46 (46)	26 (26)
Support	65 (66)	45 (48)	52 (52)	59 (60)	15 (16)
TOTAL	162	131	117	161	86

^{*1} September starters only recorded in 2018/19 actual recruitment numbers

E3 – Staffing

Recruitment required at Bluecoat Trent Academy (BTA) (BTA):

POST	Year 1	Year 2	Year 3	Year 4	Year 5
Teaching	16	10	15	11	5
Classroom Support	6	7	6	7	6
Support	9	5	7	8	11
TOTAL	31	22	28	26	22

Maximum % Increase in recruitment numbers as a result of opening Bluecoat Trent Academy (BTA) compared to Trust recruitment statistics

POST	2014/15	2015/16	2016/17	2017/18
Teaching	28.57%	32.00%	41.03%	28.57%
Classroom Support	17.07%	19.44%	26.92%	15.22%
Support	16.92%	24.44%	21.15%	18.64%
TOTAL	19.14%	23.66%	26.50%	19.25%

It should be noted that the data above is based on the position as at 31st August each year. Any unfilled posts shown were either covered by long term supply or in the case of non-classroom facing support posts recruited to during the year.

Our current Bluecoat academies already have a strong local reputation and the Bluecoat brand is viewed locally as an “Employer of Choice” by prospective staff. By extending the Bluecoat brand to Bluecoat Trent Academy (BTA) this reputation will be transferred to the new school.

Bluecoat SCITT

The Trust currently operates a SCITT which will be used to identify talented practitioners enabling the Trust to fill teaching positions early on – normally by January for the following September. A recruitment event is run for the SCITT is run annually in November. As can be seen from the table below Bluecoat SCITT trains a substantial pool of teachers annually. To ensure standards are maintained at required levels the Trust will manage the right balance between experienced practitioners and NQTs. To achieve this posts at the new school will be offered out across the Trust and where needed will be backfilled by recruits from the SCITT.

The numbers recruited to the Bluecoat SCITT for teacher training are as follows:

	2014/15	2015/16	2016/17	2017/18	2018/19
SCITT	27	31	36	34	30

E3 – Staffing

Whilst ensuring the NQTs exiting the Bluecoat SCITT are secured employment offers as early in the year as possible, we contribute more widely to the system. The Bluecoat SCITT contributes more widely to the system leadership and provide additional capacity across a wider area.

The Trust also has a presence at other local SCITTs and University events to ensure we market the Trust as an employer of choice in the locality and ensure we recruit the best talent as early as possible in the year. The Trust has entered into a partnership with Nottingham Trent University which has a full Teacher training programme available and is a partner in this free school application. This close partnership will allow the Trust to identify further recruits to key posts at the new school. This partnership will allow the Trust to retain the best practitioners in the Trust and the City.

Other strategies employed

Being part of a large Trust allows us to take educated predictions of teaching turnover and over recruit early on in the academic year to core subjects – English, Maths and Science. In this way staff are appointed but are informed of the exact Academy to which they are assigned at a later date in the year. This strategy has been very effective and as we grow our prediction as a Trust has been very accurate. Bluecoat Trent Academy (BTA) will be able to benefit from this strategy alongside our other academies.

Support posts are effectively enhanced by the employment of apprentices. At BTA we plan to recruit apprentices in facilities management, catering, IT and classroom support. In this way BTA will be able to grow its own talented support staff to help fill the required recruitment needs.

To ensure we remain competitive when recruiting the Trust has applied national pay awards to all points on the teaching pay spine (not limiting to the minima and maxima as prescribed by the STPCD). Our pay policy has been set to provide us flexibility on pay portability – as such we reserve the right to employ staff at points higher than their previous employment if we encounter difficulties in recruiting once all initiatives described have been carried out.

In a profession that is almost three quarters female we aim to address that fact that around 6,000 women aged 30-39 leave teaching altogether and that relatively few of them who leave to care for their family will subsequently return. As a Trust we are open to flexible and part time working to ensure we maximise the pool of candidates for hard to fill specialisms.

ALT acknowledges that around a third of the approx. 45,000 teachers who enter state school teaching every year are in fact ex-teachers coming back into the profession – either from independent schools, or from a range of other jobs within the private and public sector in the UK and abroad. Supportive of applications that come from a profession outside of teaching to bring a healthy mix of career teachers and those who bring outside skills and experience to the classroom can benefit the whole school.

Methods of recruitment

The Trust has invested in an online recruitment tool which facilitates the application process for candidates. This will encourage any passive applicants to apply increasing the response rate on ALT's adverts. Whilst still recruiting via the traditional routes, our recruiting campaigns will be widened in

E3 – Staffing

scope to use social media to enhance response rate e.g. facebook, Instagram, Linked-In and Twitter campaigns will be utilised.

Recruitment via traditional recruiting routes and media such as TES can be costly. As a Trust we negotiate a Trustwide recruitment contract which provides access to unlimited numbers of adverts for a set pre agreed contract price. This contract will be further discussed with the TES to ensure all needs of the BTA are met – Leadership, middle management and classroom teaching posts. Similar contracts are negotiated with other recruiters such as E-teach, Total Jobs and Indeed. These contracts will be renegotiated to ensure they cover BTA recruitment needs for support staff as well.

Our website will be developed further to ensure it markets Archway Learning Trust and Bluecoat Trent Academy (BTA) as a desired place to work. All vacancies at BTA will be advertised on its website but also on the Archway Learning Trust (ALT) website. Case studies showcasing our current staff will be portrayed on video providing information to prospective applicants why they would want to work at Bluecoat Trent Academy (BTA), the development opportunities available to them at the new school and across the Trust and the benefits available to all staff at BTA and ALT.

Retention

The Trust has a strong retention record which is supported by the Trust's strong ethos and values.

CPL across the Trust

This is further supported by clear career pathways for staff underpinned by a well-developed CPL package available to all staff. This ranges from NPQ qualifications for Headteachers, through to Middle Leader qualifications and a wide array of development topics for all staff. All teaching and classroom/student facing support posts are providing with an additional hour every Thursday afternoon for CPL (see also F1 for more detail). The 2018/19 CPL brochure for staff is available to view at <https://www.archwaytrust.co.uk/staff/staff-professional-development> to provide an example of the CPL available to our teaching staff. The annual Archway Festival of Learning provides all staff an opportunity to network, share best practice and listen to nationally acclaimed speakers. A similar Festival for Behaviour is held bi-annually focusing on pastoral elements of student development. CPL for support staff is also strong with courses ranging from mandatory health and safety courses, through to skill based courses and professional qualifications. There are clear career pathways for support staff and teaching staff alike.

Detailed below are the numbers of staff across Archway Learning Trust currently participating in senior and middle leadership training:

Training programme	Staff numbers
National Professional Qualification for Executive Leadership (NPQEL)	1
National Professional Qualification for Headship (NPQH)	5
National Professional Qualification for Senior Leadership (NPQSL)	15
National Professional Qualification for Middle Leadership (NPQML)	22
Masters Qualifications	6

E3 – Staffing

Staff at Bluecoat Trent Academy (BTA) will be offered the same CPL opportunities as all staff across the Trust.

Career paths and other opportunities for staff development

Our Trust is a local Trust with academies within 3-4 miles of each other. This allows us to ensure career pathways for staff are maximised across the Trust. Staff are encouraged to take on developmental duties at other sites as well as taking on MAT wide responsibilities alongside their roles to ensure development. These opportunities range from cross-Academy teaching, cross-Academy school improvement, sharing best practice and taking on specific responsibilities. Many staff are seconded from one Academy to another allowing them to experience new environments and take on particular challenges.

A programme of Associate Assistant Principals has been introduced. This program offers middle leaders the opportunity to take on a leadership responsibility at an Academy in return for an honorarium at the end of the year if successful. This allows these aspirational individuals to shadow existing SLT members and develop their own leadership skills. This provides the Trust with sustainable continued capacity in an affordable manner.

Terms and Conditions and Staff Benefits

The Trust offers all staff an enhanced benefits package which is widely used and appreciated by staff. The Trust runs a well supported well-being committee. This is organised across the Trust however each Academy then takes the initiatives to roll out locally in addition to other local ideas.

As a policy the Trust follows the terms and conditions set out in the national “Burgundy Book” for teaching staff and “Green Book” for support staff. These terms and conditions will be applied to Bluecoat Trent Academy (BTA). National pay awards are implemented across the Trust and the suggested increase to the minimum and maximums on the teaching spine are enhanced and applied to all pay points across the range. The Trust operates a well established suit of flexible working and family friendly policies to support staff with childcare or other carer responsibilities.

The Trust reserves the right not to enforce pay portability. This allows the Trust and will allow BTA to enhance pay when recruiting to difficult to fill posts. Relocation packages are offered to candidates moving into the area.

Wellbeing

Work related stress is addressed with a culture of openness and mental health awareness liaising with Unions to provide the best possible support mechanisms to reduce stress. An online and telephone counselling service is available to all employees. Awareness of mental health issues is promoted further by participating in mental health awareness week. Staff have access to all sports facilities across the Trust estate. The Trust takes an active part in Mental health Awareness week.

In addition to mental health, the Trust support staff with their physical health and offers all staff an annual, fully funded flu vaccination. There are many sports activities available for staff to participate in such as staff football teams, netball teams, a variety of classes from pilates , spin and similar.

E3 – Staffing

Through its ethos and values the Trust ensures all staff feel valued which translates to staff retention rates being better than average. The Trust runs a wellbeing committee which brings staff from all schools together to discuss initiatives and implement action plans that can improve the wellbeing of staff. Through collaborative working across the Trust, workload and staff wellbeing are carefully considered. By working together such as sharing resources, joint lesson planning, sharing of best practice, workloads across the Trust have been reduced. This in turn has improved the wellbeing of all staff.

The Trust conducts a Kirkland Rowell survey of all its students, parents and staff every 2 years. The last survey was carried out in March 2017. Staff across the Trust indicated that they were most happy with the school's policy and procedures on student discipline and the Trust's moral values underpinning all activity across the Trust. Key priorities for staff were the availability of resources and facilities. We are currently undergoing a building project at Bluecoat Aspley Academy under the Priority Buildings for Schools programme. Once completed all the estates across the Trust will be under 15 years of age and providing a welcoming, clean and modern environment for both students and staff to work in.

Celebrating Success

The Trust focuses on celebration of good practice and achievement of its staff. Annually the Trust holds a Staff Awards celebrations that brings together all staff from across the Trust to celebrate the outstanding achievements of our staff. You can see more about our staff awards event by visiting: <https://www.archwaytrust.co.uk/staff/archway-awards>.

The benefits of Archway Learning Trust as a source of talent and support

The Trust will further support the staffing needs to BTA where appropriate by sharing staff or redeploying staff from existing academies as appropriate. Trust wide staff will support the new staffing base to integrate the new staff into the Trust ethos, policies, procedures, curriculum and practices. The table below details the additional support over and above the Core Offer that MAT wide staff will provide to BTA in Year 1 and 2 of opening.

E3 – Staffing

School Improvement Team:	FTE employed by Trust	Additional time to be dedicated to BTA in Year 1 and 2 over and above the Core Offer detailed below
CEO	1.0	0.1
Executive Principal	1.0	0.1
Director of Teaching and Learning	1.0	0.1
Science Lead	1.0	0.2
Maths Lead	1.0	0.2
English Lead	1.0	0.2
Arts Lead	1.0	0.2
SEN Lead	1.0	0.2 (Yr1) and 0.5 (Yr2)
EAL Lead	1.0	0.0
Safeguarding Lead	1.0	0.1
Alternative Provision Lead	1.0	0.1
Careers Lead	1.0	0.0
Business Services Team:	FTE employed by Trust	FTE to be dedicated to BTA
COO	1.0	0.1
Finance *1	8.6	0.3
HR	5.0	0.3
Facilities/Health and Safety	5.0	0.3
IT	5.0	0.3
Data	0.4	0.1 (Yr 1 – 4)
Corporate Services	1.0	0.05 (Yr 1 only – first 2 terms)
Governance Services	1.0	0.00

Archway Learning Trust broadly follows an 80/20 model when balancing Trust directive vs local autonomy. The Trust has set up structures, processes, approaches to pedagogy, approaches to quality assurance frameworks. All of these are tightly managed by the Trust. Simultaneously the Trust recognises that each Academy has a separate identity and fosters creativity and innovation. No two schools within Archway Learning Trust are the same and each school responds uniquely to the unique needs of their community.

This model ensures staff are supported at all times, accountability is strong whilst allowing staff the freedom to develop and be creative. We support cross-Academy work and the sharing of best practice. To facilitate this all subjects leads meet on a regularly (normally twice every term) basis to share experiences and best practice allowing each member to learn from their colleagues. This model is replicated within business services and similar meetings are held by office teams, catering teams, estates teams and IT teams across the Trust.

E3 – Staffing

In addition to the time dedicated to BTA by the Trust central teams we envisage the following support being provided by teachers in delivering the timetable. This support will be provided by utilising capacity existent across the Trust. Full details of how we share staffing resource across the Trust is provided within the Value for Money section below however we use internal benchmarking, based on the financially led curriculum plans, to ensure all academies within the Trust deliver a value for money curriculum and deploy staff efficiently. The table below shows the intended staff sharing arrangements at BTA over the first 5 years from opening.

Subject	Year 1	Year 2	Year 3	Year 4	Year 5
English			(0.1) ^{*3}	0.4	
Maths		0.2	(0.2) ^{*3}	0.4	(0.1) ^{*3}
Science		0.4	0.1		(0.1) ^{*3}
Humanities					
MFL	0.1	(0.2) ^{*3}	(0.6) ^{*3}	(0.1) ^{*3}	0.1
PE	0.6 ^{*1}	(0.4) ^{*2}		0.3	0.1
Music/Drama	0.1	(0.2) ^{*3}	0.3	(0.1) ^{*3}	
DT/Arts	0.2	0.1	(0.4) ^{*3}	0.1	
Vocational			0.5	0.2	
IT	0.3	(0.1) ^{*3}		0.4	
Business			0.3	0.6	

*1 – 0.3 female PE and 0.3 male PE

*2 – in year 2 the need is 1 x 0.8 female and 1 x 0.8 male PE teacher. We have assume that 2 x FT post will be recruited so there will be 0.4 FTE that could be used elsewhere in the Trust. For the budget we have been prudent and budgeted a FT post.

*3 – where amounts in brackets denotes spare capacity that could be moved elsewhere in the Trust. For prudence the budget has not factored in any reimbursed cost from other academies.

The Trust provides full support to academies to ensure full compliance with OFSTED and other regulatory bodies. The improvement offer is well articulated (see **Appendix E3.1**) detailing the MAT strategy for school improvement and for business services in **Appendix E3.2**). Where necessary the Trust procures external consultants to provide further quality assurance. Additionally the MAT is externally facing and works well with other MATs, for example Greenwood Academies Trust (see letter of support in Section D) in the area to ensure continuous improvement and sharing best practice across a wider environment – both within the educational school improvement offer and across business services.

E3 – Staffing

Archway Learning Trust – Core Offer

The Trust charges a partnership contribution of 5% to all academies within the Trust (see amounts budget spreadsheet in section G). In return it provides a Core Offer of services – both educational and business services (see **Appendix E3.3 and E3.4** for full list of services).

This consists of:

School Improvement Team:	FTE employed by Trust	FTE to be dedicated to BTA post opening
CEO	1.0	0.1
Executive Principal	1.0	0.2
Science Lead	1.0	0.2
Maths Lead	1.0	0.2
English Lead	1.0	0.2
Arts Lead	1.0	0.2
SEN Lead	1.0	0.2
EAL Lead	1.0	0.2
Safeguarding Lead	1.0	0.2
Alternative Provision Lead	1.0	0.2
Careers Lead	1.0	0.2
Business Services Team:	FTE employed by Trust	FTE to be dedicated to BTA
COO	1.0	0.1
Finance ^{*1, *2}	8.6	0.3
HR ^{*2}	5.0	0.3
Facilities/Health and Safety	5.0	0.3
IT ^{*3}	5.0	0.3
Data ^{*4}	0.4	0.0
Corporate Services	1.0	0.05
Governance Services	1.0	0.15

*1 – In addition to the dedicated support a full service – managing procurement, bank account, invoice processing and payment, payroll processing, income is provided; finances are managed centrally so this team manages the internal control environment, matters of regularity, audits,

*2 – there are no finance or HR staff planned at BTA directly

*3 – BTA Network and IT security will be managed as part of the wider area network across the Trust.

*4 – All standard KPI templates, guidance and data collection methodology will be provided by the Trust.

E3 – Staffing

A full careers service to BTA will be provided by the Trust. This will be targeted at Year 10 and 11 students and the Trust will provide 0.33FTE to support the new school. This provision from the Trust is part of the service that the Trust provides as part of the contribution that the Trust charges to each school.

The new proposed free school will employ a Data Officer who will be responsible for collating data and providing relevant analysis. Trustwide reporting templates and KPIs will be applied to the new proposed free school. The dedicated school Data Officer will be supported by the Trust wide Data Lead who will develop and run any data needs until a data officer is employed.

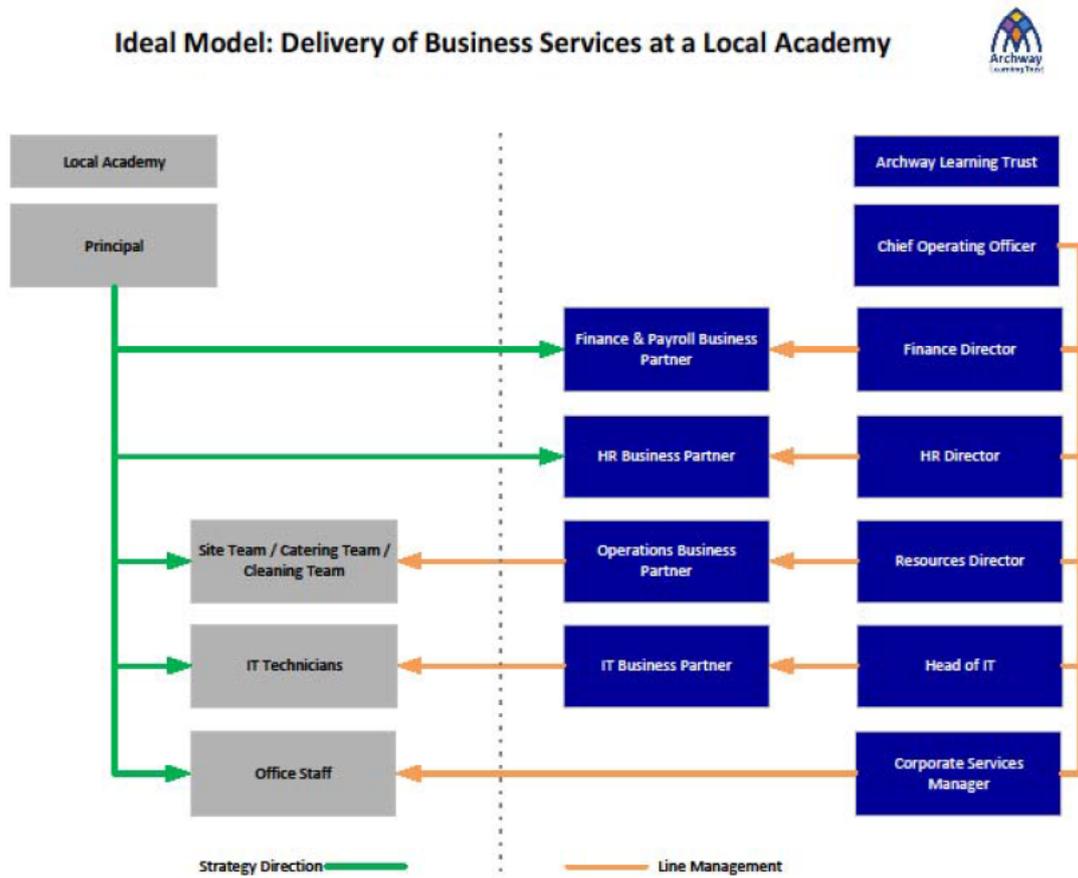
All key business functions will be managed from the Trust wide Team as part of the service provided from the Contribution funds charged to each school:

- Finance: a full financial service both financial management and accounting will be provided. The Trust has a central finance team who process all invoices, manage the Trust bank accounts and ensure a sleek procurement process. Financial business partners are deployed to the academies (1 business Partner per 3 academies) to support Principals with their budgets, local financial management, prudence and regularity matters.
- HR: a full HR service – the central HR team provide a fully comprehensive HR service including recruiting campaigns. Local teams will manage the recruitment process locally once candidates are shortlisted through to appointment. All functions pre shortlist and post appointment will be carried out by the central HR team. Dedicated HR Business Partners support Academy Principals with local HR issues and case management (one business partner per three academies).
- Corporate Services: Local office teams are fully supported by the Trust Corporate Services Director who provides full line management of the local teams ensuring consistency and best practice in terms of admissions, attendance, and census returns.
- Facilities Management: The Resources Director at the Trust provides a full line management service to local site teams. This ensures efficiencies in procurement of all building related matters and facility contracts. Contracts are procured on a Trust wide basis ensuring value for money.
- Health and Safety: A full health and safety service is provided to the academies including instruction and templates for compliance checks and a full QA process is invoked to ensure each academy is compliant with all health and safety standards.
- Data Protection: The Trust has a Trust wide DPO who will provide all the necessary guidance and advice on all data and GDPR related matters. Any breaches are fully investigated at Trust level and full support is provided to the academy to bring about corrective action.
- IT: The Trust maintains a Trust wide network which links all academies within the Trust on one system. This enables the Trust to manage all networking and security aspects for each academy. The Trust IT team also provide a full line management service to local technicians employed.

E3 – Staffing

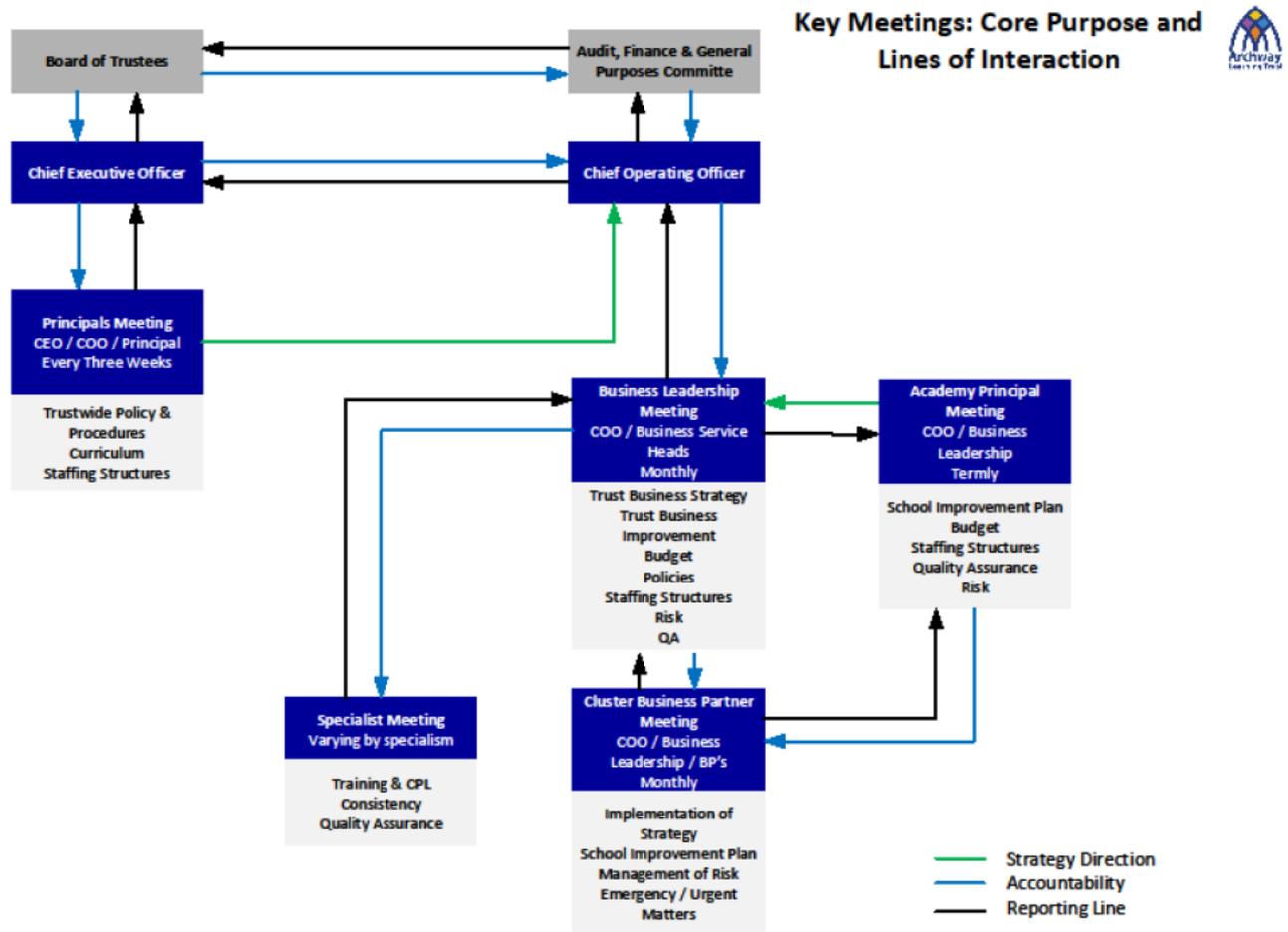
The Principal at BTA will be accountable for the educational outcomes as well as the regulatory compliance in relation to finance, HR, health and safety, GDPR, etc. The Principal will however, be fully supported by the support staff team – both local to his Academy and central. The business support function, although internal, has been set in a similar way to an external contract. There are dedicated local staff in the BTA office, managing the site and the day to day needs of IT. These staff are accountable to the central team. The Principal at BTA will manage via the SLA and in liaison with the COO and the Heads of Service will ensure agreed service levels. The COO is held to account by the CEO.

The following diagram shows how the central team is structured in relation to BTA:



E3 – Staffing

Full accountability and communication lines are depicted as follows:



Value for money

The Trust uses a curriculum financial planning tool across all its academies to regularly review key financial health metric such as teacher contact ratio; class sizes and teacher costs. These metrics are benchmarked across the Academies in our Trust. The model has been applied to BTA and has been used in developing the staffing structure and the budget.

All the staff recruited for BTA will be employed by Archway Learning Trust. Archway standard employment contracts contain a mobility within them enabling us to move teaching and other staff around the Trust and provide for cross Academy working. The Trust recognises national terms and condition and recognises national salary awards to the teaching pay spines and the NJC support pay spine.

Timetabling at each Academy within the Trust is monitored and coordinated centrally. Capacity and shortages of staff at each Academy are identified and a coordinated plan is devised to use spare capacity at one academy to cover shortages at other academies. Recruiting is only carried out where

E3 – Staffing

there is a need across the Trust rather than individually at each Academy. The close proximity of our Academies allows this to be done efficiently whilst maintaining staff morale.

Where necessary, some staff are deployed across more than one school to ensure that a high quality teaching complement is present for all subjects at an affordable cost. It is envisaged that during the set up years of BTA, staff from other academies in the Trust will be deployed to BTA to fill any staffing gaps on the timetable. Once the school is at full capacity it is planned that it will have a full staffing complement.

The Trust that this process is facilitated by maintaining the same school day across all schools in the Trust.

Value for Money staffing structures are currently monitored each term. We are however currently rolling out new systems to enable real time monitoring of staffing complements and key staffing KPI – classroom sizes, contact ratios, costs per teaching period. To enable this the Trust has invested in building a data warehouse which draws data from the MIS system, the financial system and the HR database and utilising Power BI technology produced real time dashboards for Academy leadership, Trust Leadership, Local Governing Bodies and the Trust Board. This work is currently in progress however a prototype dashboard for student attainment and progress, Finance and HR is included in **Appendix E3.5**.

Accountability of shared posts

Cross Academy Teaching

All teaching staff are allocated one base Academy. Their line management is carried out by their base Academy. Staff from other academies across the Trust that deliver teaching periods at BTA would be responsible for the classes that they teach. Their performance at BTA would be monitored via BTA's programme of lesson observations and analysis of class attainment data. Any performance headlines would be fed back to the Principal at that staff members base Academy and incorporated into the performance management process. Heads of Subject at BTA will closely monitor the class attainment and student progress. There is further monitoring and benchmarking of attainment data carried out by the Core Trust Leads for English, Maths and Science.

Additional Responsibilities assigned to staff in other academies within the Trust

There are situations where a post holder at an Academy is awarded a TLR for carrying out a MAT-wide duty across the Trust. For example a science teacher at Bluecoat Aspley Academy has been appointed as a Trust –wide STEM coordinator. This teacher is held to account for his teaching at his base Academy. Accountability for the additional Trust-wide role is to a senior leader within the Trust team. In addition the post holder is required to formally present back on progress in this role to the Archway Leadership Team.

E3 – Staffing

Archway Learning Trust Staff

The central Trust team employed by Archway Learning Trust has its own line management structure. The various leads are held to account by the CEO and COO. The COO is held to account by the CEO and the Audit, Finance and General Purposes Committee. The CEO is held to account by the Chair of Trustees and the Trust Board.

Contingency

We are confident in our ability to reach our PAN as evidenced in section B1, figure 3 which demonstrates that for the last 3 years there have been in excess of 1000 applications for the 330 Year 7 places at Bluecoat Academy. In the future these students, who would previously be unable to benefit from a place in one of our trust schools, will now be offered places at BTA. The staffing structure at BTA is being grown in a measured way with Trustwide staff being deployed to provide support, allowing the school to grow before full time commitments to staffing are made. In the unlikely event that BTA does not fully recruit students to planned capacity, it is protected from financial risk. This is shown in the staffing organograms above. Staff in smaller subjects are shared across the Trust if the need for these staff was not required the staff can easily be deployed elsewhere across the Trust. This enables the most efficient deployment of staff across the Trust and avoids the need for any complex and expensive processes. In the set-up years as BTA grows in size it is assumed that we will not employ all required staff. Instead in the initial stages of growth Trust wide staff will be deployed to ensure support is present at the academy without the risk of over staffing.

A second plan has been prepared to reflect the costs against a 70% recruitment. At this level we would be expecting to recruit 168 students per annum. This would represent a curriculum based on 6 forms of entry.

The [REDACTED]

[REDACTED]							
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[REDACTED]							

These required savings will be realised by a combination of reduced headcount, reductions in the levels of leadership required and other savings as depicted below:

E3 – Staffing

- Although a substantial portion of premises costs are fixed regardless of student numbers the remaining costs would be reduced such as general maintenance, facility resources and similar.
- Other staffing costs would reduce. The main budget at full capacity factored in salary uplifts. These as well as recruitment costs and on boarding costs would fall as fewer staff were required.
- Substantial savings would be made in educational resource costs as economies of scale would still be realised as the school grew however the amount of resources required would fall by at least 30%. Additional savings will be realised in respect of IT resources as the amount of licenses and other IT resources such as security software, broadband width and similar required will be reduced.
- Smaller savings will be made in respect of RPA with reduced student numbers.
- There will be a reduced contribution to the MAT as income is reduced.
- There will be a small offset to the above savings in respect of the contribution that catering income less expenses makes to the cost of catering salaries. This is due to a reduction in the number of meals sold. As a Trust we are committed to the wellbeing of our students and subsidise the catering provision to ensure that all students can access a hot meal at least once per day. We also offer our free school meal students an additional free breakfast.

The 3% contingency planned within the budget at full capacity would also be utilised in the rare event that we were unable to recruit to full capacity.

E4 – Integration and community cohesion

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

Bluecoat Trent Academy will be based on the values and ethos of the outstanding Bluecoat Wollaton. This school will have no overt faith designation but the values of respect, belief, inclusion, collaboration and excellence will be at the heart of all of its activities as they are at Bluecoat Wollaton. As the recent Ofsted report commented we feel this is an area of real strength:

“Inclusivity is at the heart of every aspect of the school’s work. There is a culture of acceptance and integration of every pupil.....”

“Pupils ‘spiritual, moral, social and cultural awareness is strong. When inspectors observed the school’s assembly, it was clear that pupils have a deep sense of belonging to the school community with an intrinsic respect for others.”

E4 – Integration and community cohesion

“Leaders provide pupils with rich opportunities to develop their spiritual, moral, social and cultural understanding and to explore British values.” Ofsted May 2018

Safeguarding and Prevent

Archway Learning Trust has appointed a Senior Safeguarding Advisor (SSA) to oversee the safeguarding policies and procedures including Prevent, FGM and Private Fostering Arrangements. The SSA is responsible for Quality Assuring training delivered across Archway Learning Trust (ALT) with regard to all mandatory training delivered by the local Designated Safeguarding Leads (DSLs). The SSA will ensure that Bluecoat Trent Academy has a robust safeguarding team including the Designated Safeguarding Lead, as well as Deputy Designated Leads. The SSA is qualified to deliver Train the Trainer programmes in Safeguarding, Prevent and FGM. This allows the Trust to certificate DSLs and DDSLs in these mandatory areas and their training practices are regularly reviewed, observed and supported by the SSA. Bluecoat Trent Academy staff will be regularly and fully trained in Prevent and all safeguarding responsibilities.

The Local Authority runs three Safeguarding Network meetings per year. For a DSL to retain their certificate, they must attend two out of the three networks. The SSA ensures that there is a cycle of attendance and information is cascaded to the other DSLs who haven't attended that particular network. DSLs across the Trust also have some areas of particular expertise. For example, we ensure that there is a specialist DSL in Learning Support who has further training on Safeguarding young people with disabilities or Special Educational Needs; this is vital to ensure that our most vulnerable students are protected and safeguarded. Nottingham City has 12 trained Advanced Designated Safeguarding Leads (ADSLs). 3 of these are colleagues currently within the Archway Learning Trust (ALT). This means that they are offered advanced training in safeguarding, prevent, FGM and more recently mental health first aid. This has ensured that Archway Learning Trust is at the very forefront of new initiatives and training programmes. It also offers excellent opportunities to build robust relationships with LADOs (Local Authority Designated Officers) and Service Managers within Social Care. Due to the expertise in this area at ALT, ADSLs are regularly invited into other schools to audit their safeguarding procedures, which offers an excellent opportunity for their own self-reflection.

ALT has a close relationship with the PREVENT team at Nottinghamshire Police. They regularly meet with the SSA and do joint delivery of training to ensure the training being delivered by ALT staff is refreshed, relevant and of an exemplary standard. Due to the exemplary quality of the training, staff from ALT have been asked on many occasions to support other schools across the city with Prevent and FGM training.

The SSA works closely with the DSLs across the Trust to ensure that the training is relevant to their cohort of students. This is done by analysing referrals and concerns at each local campus, and training being delivered to meet whatever the current concerns are. This is done through a purpose designed platform called Bluecoat Protect. Policies and procedures are adjusted to reflect local landscape. An example of this was the increase in the recorded numbers of students who were victims of Domestic

E4 – Integration and community cohesion

Violence at one school and the impact this was having on attendance. As a consequence of Bluecoat Protect the Attendance Team was restructured, and a Domestic Abuse Specialist was appointed as the Attendance Manager. The impact of that work has been rapid and successful. This specialist member of staff is often called on to consult on cases from across the Trust.

Due to the strong community links ALT enjoys, and the many external agencies that support enrichment activities, we have devised training materials which directly address safeguarding for external agencies. This includes very specific procedures for reporting safeguarding concerns and having direct mobile numbers for appropriate members of staff if there is a safeguarding concern that needs to be discussed. The SSA and HR Director have worked closely together to ensure that all volunteers and casual staff have this information and understand the signs and indicators of abuse and neglect. We have also ensured that all external agencies working with us have a copy of Keeping Children Safe in Education 2018.

ALT understands the value in engaging parents in the endeavour to keep children safe. Technology and risks are forever evolving. ALT believes that offering parents the opportunity to learn strategies to keep their children safe is the vehicle for the most robust safeguarding. Weekend parenting courses are facilitated by ALT staff and courses at secondary include e-safety, CSE and boundary setting. These courses have had excellent uptake by parents from across the Trust and feedback was overwhelmingly positive. Further courses around budgeting and healthy eating are currently being planned. At the primary, workshops are offered at parents' evening with question and answer sessions around some of the biggest risks such as online gaming. Feedback from these events has been excellent.

The nature of all these safeguarding strategies is that of sustainable growth. To build capacity within each local school with the support of a centralised Trust colleague, who can offer supervision and Quality Assurance. This model of safeguarding management will support Bluecoat Trent Academy in being a safe and cohesive environment.

Citizenship and PSHCE

Students will be encouraged to be ambitious about their future no matter what their background. This ethos will be re-enforced through the teaching of citizenship and British values through a discrete Citizenship GCSE course. This course following the AQA specification will cover topics such as:

Theme 1 – Citizenship skills, processes and methods

Theme 2 – Life in modern Britain

Theme 3 – Rights and responsibilities

Theme 4 – Politics and participation

Theme 5 – Active Citizenship

E4 – Integration and community cohesion

This course will allow student to fully develop their understanding of what it means to be a citizen in modern Britain. Staff will receive training on Prevent annually to ensure they are fully aware of their responsibilities in this area. This will form part of the CPL entitlement for all staff at Bluecoat Trent Academy.

The GCSE Citizenship course will address all of the issues above in a systematic way through weekly lessons at Key Stage 4. At Key Stage 3 these issues will be approached through PSHCE lesson. This teaching will develop an explicit understanding of duties such as Prevent so that staff and students can be aware of possible radicalisation threats and educated about how to deal with them. The PSHCE curriculum will include the teaching of health and wellbeing, relationships and living in the wider world. It will contribute to Bluecoat Trent Academy fulfilling the statutory responsibility to support students' spiritual, moral, cultural, mental (SMSC) development and prepare them for the opportunities, responsibilities and experiences of life. This will also be addressed with the teaching of RS across all Key Stages.

Every day students will see values of being a good citizen modelled by staff and older students leading younger ones, taking part in fund raising for those more vulnerable members of the community, holding mock elections and being taught how to debate their views in a mature and responsible way, being challenged to think about how their future could make a better society and what their role in that better society might be.

In addition to the teaching of PSHCE and Citizenship, daily tutor time activities will fill any gaps in understanding of community relationships and self-awareness through a comprehensive tutor programme. Regular assemblies will include speakers from many walks of life to motivate and inspire the students. These speakers will take at least one assembly every week so that all year groups have access to these motivational talks from role models in industry, sport and civic life. Nottingham Trent University will contribute to this programme of speakers. They will also provide mentors to build confidence and a long-term aspiration for education. These mentors will work in every year group in the school.

At Key Stage 3 they will spend half a day a week meeting small groups of students, describing student life, giving advice on course choices and possible career paths. These sessions will be a combination of PSHCE time, after school/lunchtime and lesson time. At Key Stage 4 there will be one to one support for students. Mentors will give one day a week to support students. Students will have weekly appointments rotating across all their lessons so as not to fall behind in any lessons. Students will be given help with their studies, organisation for learning, support for home work and role modelling for further study.

Specific courses for future possible study will be identified with visits to the university being organised and master classes held at the university to inspire students to apply. NTU and the school will select the students to receive the support based on their levels of disadvantage, attendance and behaviour. Where appropriate NTU will apply lower offers to help progression routes into NTU. As partners in this bid NTU will be providing these mentors as part of their wider contribution to Nottingham City and

E4 – Integration and community cohesion

fulfilling their desire to support those with multiple issues break the cycle of disadvantage in Nottingham City. There will be no costs to the free school for this work. This work with NTU will be underpinned by our careers advice and guidance. Every student will be supported in developing their own career plan through regular meetings with our MAT careers advisers. This will also help students to think about their contribution to life in modern Britain.

Enrichment

In addition to the Citizenship course, the PSHE programme and mentoring, students will be further engaged with their community through the well-developed enrichment programme which will be central to offering students different perspectives on the world including trips abroad, Duke of Edinburgh awards, sporting teams, and opportunities to try new things such as take up a musical instrument. The Trust has recently invested in a MAT wide Arts Co-ordinator who will play a pivotal role in organising drama productions, art exhibitions, and whole MAT celebrations. The free school will benefit from this expertise. The current links we have with community organisations will be set up at the new free school. This is a list of some of the links we have and the organisations that support us with our extensive enrichment programme; Notts County, Nottingham Forest, Nottinghamshire Cricket Club, Leicester County Cricket Club, F1 Karting, High 5 Nutrition, Up & Running Nottingham, National Ice Centre, Active Works UK, Nottingham Hoods, Sytner Nottingham, Mini Nottingham, Kerry's Fresh, Events UK, Softball England, UK athletics, UK Cycling, Zenith Sports, Virgin Active, Nike, Speedo.

Community cohesion has always been strength at all the schools in Archway Learning Trust as is evidenced by the comments above from the recent Ofsted inspections.

Community outreach and EAL expertise

There are many communities who attend the Trust School which will be closest geographically to the new free school. These communities are made up of recent Syrian refugees, the local Muslim community groups, Black African communities and white British communities. All these communities come from diverse financial backgrounds. There are issues for the Syrian refugees specifically with English as an additional language. For some of our black African students they have already been in one European country (in Nottingham this is usually Italy) and speak Italian but not fluent English. For our Muslim communities there are often language issues around second and third generation speakers of English. The English spoken can often sound fluent but these students struggle to read English as it is not read or in some cases spoken at home. A number of our white British boys in particular have poor literacy levels and will need bespoke approaches to engage them in reading. This is why the knowledge curriculum is so important in making up gaps in learning for these learners. Bluecoat Trent Academy will welcome all families into the school. Bluecoat Wollaton enjoys positive relationship with a number of community groups including the local church, mosque, local councillors and local community groups such as a weekly coffee morning for elderly residents. We anticipate replicating

E4 – Integration and community cohesion

these relationships and community outreach activities at Bluecoat Trent Academy. In addition regular parents' evenings, welcome evenings, information evenings and transition work will all play a pivotal part in helping every part of our community feel a part of the Bluecoat Trent Academy.

There is a well-developed EAL provision in the Trust to support these learners with a variety of needs. There is a base for those who cannot speak English at all on entry into the country which is currently housed at Bluecoat Aspley. This provides intensive quality first English teaching to allow student to access the curriculum and engage with their peers. There is also help and support provided for parents and carers to ensure they can support their children. This is done by a number of staff within the Trust where advice and guidance is provided on a practical level in applying for benefits and financial support. Specific tutor evenings are held where the expectations of learning, especially in literacy and numeracy strategies, are explained.

Staff are experienced in home visits for the harder to reach parents and work tenaciously to engage all parents.

The next level of support goes into specialist training for key teaching assistants who support students with improved English in class so that they can access all courses. The next level of support goes into EAL training for all staff so that they can recognise and provide help for speakers of specific languages in their classrooms. Staff are also given teaching aids and routines to help those with English as a second or third language. Regular parent meetings help these communities to feel valued and supported at school. For some parents these meetings take place every week for others after the initial settling in period they may be once every half term. The values of equality are regularly repeated throughout the school through its vision of quality first education for all no matter what their background.

Admissions

To emphasise the above, the admission policy will be a simple one based on distance from the new free school with siblings being used as a tie break in cases where the distances are identical. This transparent and simple admissions code will allow us to meet the needs in the area where the free school is being built and help us to develop links with all those students in this area. As this is an area of significant deprivation (as stated in section C) this will also allow the school be at the centre of raising aspirations and truly transforming the life chances of young people.

Conclusion

Bluecoat Wollaton has a long history of successful community cohesion as do all the schools within Archway Learning Trust. The work with local community groups in providing Christmas hampers for vulnerable local residents, holding coffee mornings for elderly residents, playing sports, raising

E4 – Integration and community cohesion

money for charity, hosting a community fun run are just some of the ways that Wollaton Park reaches out to its local community.

A host of local community groups work alongside the school to educate children including the police, the Local Authority, local MPs, Social Care, Youth Offending teams, Children and Mental Health teams, local primaries, local churches and mosques, the universities in Nottingham and parents who volunteer to listen to children read or help with visits. The school at Wollaton Park is regularly open to the public for open evenings, sports events, drama performances and charity events. Community cohesion and partnership working will be enhanced at Bluecoat Trent Academy by the experience of members of the core team who have governor roles in the Trust currently and will also take up those roles in the governance of the new free school. These skills are outlined in section F2a.

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

Educational Excellence

All academies within ALT are ‘Good’ or ‘Outstanding’. Bluecoat Wollaton Academy (BWA) achieved their ‘Outstanding’ in May 2018 which is the Academy that our application is based upon. They provide excellence across the curriculum and are outstanding in all areas. Our other ALT secondaries are good schools and some quotes below from the most recent Ofsted inspections highlight strengths from all academies.

[Please note: Before October 2017 BAA and BWA were Bluecoat Academy. Bluecoat Aspley Academy (BAA) achieved their ‘Good’ in May 2018, which was inspected at the same time as BWA. The inspections in May were the first inspections for the Academies as two separate Academies].

The comments below give a flavour of the remarkable things that inspectors have said about each academy.

“The school’s work to promote pupils’ personal development and welfare is outstanding. The efforts of staff to break down barriers to pupils’ learning and provide high-quality support are exemplary. Some pupils who would otherwise find learning difficult thrive in the school”.

[Bluecoat Aspley Academy Ofsted Report June 2018](#)

“Inclusivity is at the heart of every aspect of the school’s work. There is a culture of acceptance and integration of every pupil. Many pupils explained to inspectors that, ‘Everyone is embraced for who they are’”.

[Bluecoat Wollaton Academy Ofsted Report June 2018](#)

“The strong culture of care and support within the school is palpable and much hard work, effort and skill is employed to ensure that pupils are well supported and safe”.

[Nottingham Emmanuel School April 2016](#)

“All pupils are being well prepared for [the] next stage of their education, training and employment, because the school ensures that they leave with the skills they need to prosper”

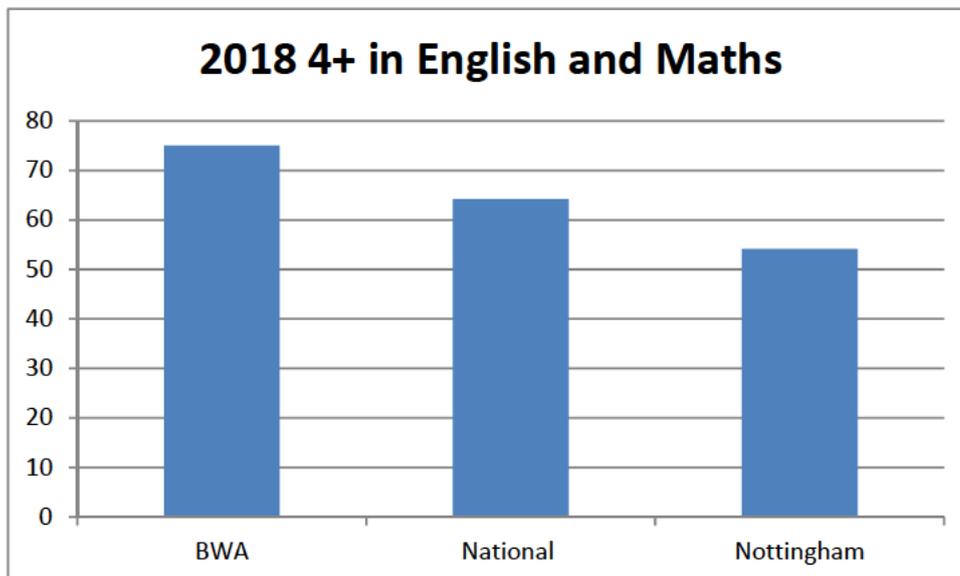
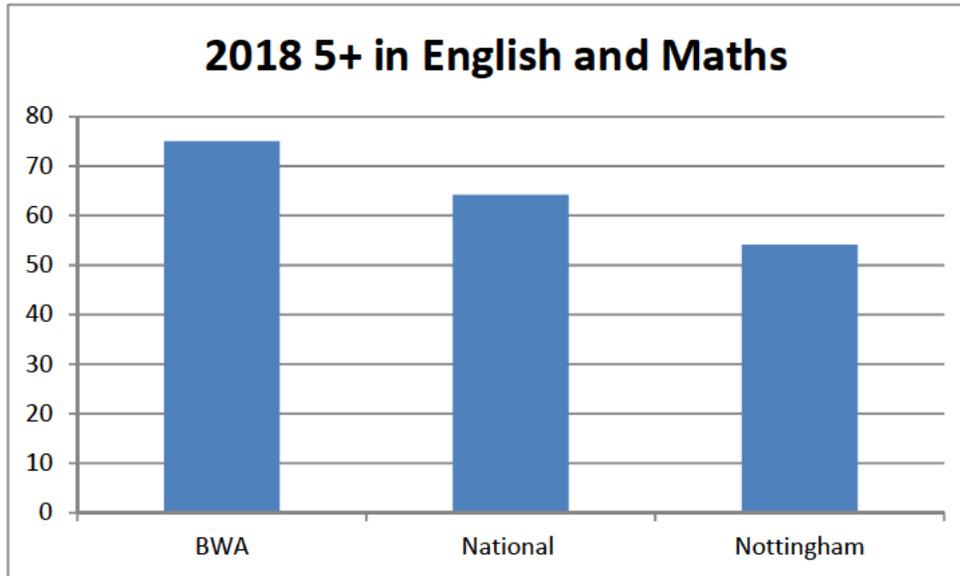
[Bluecoat Beechdale Academy February 2017](#)

Summer 2018 Results

Initial results for BWA Summer 2018 show a progress 8 score of 0.51 (following the DfE Performance Checking Tables). This would mean that the Academy is achieving ‘Above Average’. The percentage of students achieving a Level 5 or above in English and Maths was 56%, with 48% for disadvantaged students (with Nottingham on 32.4% and national figures at 42.8%) and those achieving Level 4 or

F1 – A strong track record

above at 75%, with disadvantaged students getting 67% (with Nottingham on 54.1% and national figures at 64.2%). Results for our disadvantaged students at Bluecoat Wollaton show a progress 8 score of 0.2 and as shown above, results for our disadvantaged students are above both the National and Nottingham figures for all students. These results and improvements at Bluecoat Wollaton have been under the headship of Stuart Anderson, Principal of Bluecoat Wollaton.



Historic data shows that Bluecoat Academy (BCA) have been significantly above national in a large number of measures, as well as the results for Summer 2018 in the table below. Please note the separation of schools from October 2017. It is worth noting the indicative Nottingham P8 for 2017/2018 score sits at -0.22.

F1 – A strong track record

		Validated				Unvalidated 2017-2018			Trend
		2015-16		2016-17		BAA	BWA	'BCA'	
Indicator	Student Group	BCA	Eng	BCA	Eng				
P8	All	-0.01	-0.03	0.15	-0.03	-0.03	0.51	0.20	↑→
	Dis	-0.15	-0.32	0.09	-0.4	-0.21	0.27	-0.03	↑→
A8	All	50.8	49.9	47.6	44.6	45.1	51.8	47.9	↑↑
	Dis	48.1	41	43	37	40.6	48.1	43.4	↑
	Low PA	31.4	28.6	23.2	22.5	27.5	20.7	26.1	↑
	Mid PA	49.3	49	43.6	41	40.3	43.4	41.4	
	High PA	64.5	64.3	61.4	60.5	62.5	60.8	61.5	↑
% of grade C or better in E&M	All	60%	63%	70%	64%	59%	75%	66%	→
	Dis	53%	43%	59%	44%	51%	67%	57%	↑→
	Low PA	9%	11%	11%	10%	10%	13%	11%	↑→
	Mid PA	56%	63%	66%	55%	51%	53%	52%	↑
	High PA	94%	96%	97%	93%	98%	96%	97%	↑↑
% of strong pass (5-9) in E&M	All			45%	40%	36%	56%	44%	↑→
	Dis			34%	25%	29%	48%	36%	↑↑

Please note the continuous trends of improvement alongside the significantly above national figures.

Following the release of DfE Performance Checking Tables on 27/9/18, Bluecoat Wollaton's Progress 8 score is 0.51, with a Progress 8 score for English sitting at 0.85 which is outstanding.

It is also worth noting that Bluecoat Academy's attendance has consistently been above 96% with Bluecoat Wollaton Academy ending 2017/2018 on 97%. As well as this, there have been no Permanent Exclusions at Bluecoat Academy for over 5 years. The hard work and determination, as well as innovative practices at the Academy and our Alternative provision settings have meant that this has been possible. This is above the Nottingham and national averages. Exclusions are also high in the city of Nottingham (98 in 2017/2018) which does not reflect the practice of Bluecoat Academy, Bluecoat Wollaton and Bluecoat Aspley, as well as the Trust as a whole. Sian Hampton (CEO), Cath Rowell (Principal of Bluecoat Aspley Academy), and Lee Miveld (Trust Behaviour

F1 – A strong track record

Support) have been pivotal in the development and success (see E2) of our Alternative Provision within the Trust.

Please see **Appendix F1.1, Inclusion and Exclusion in Nottingham.**

Bluecoat Academy has also had strong EET figures, i.e. 96% for 2015, above national average.

Summer 2017

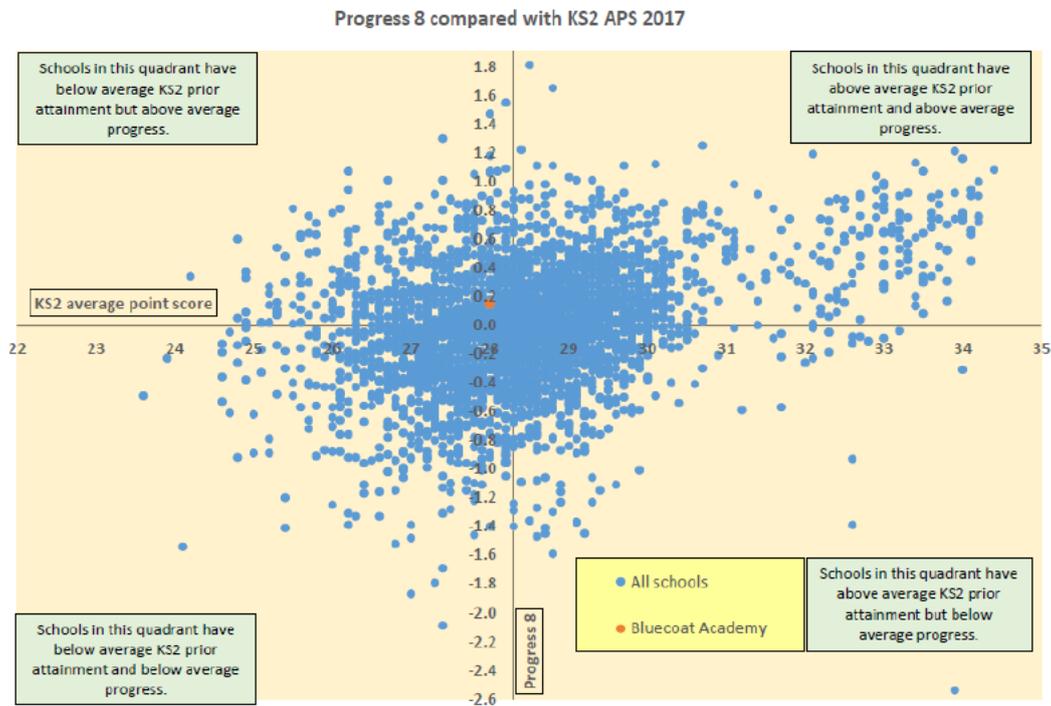
As the Summer 2018 results are not validated, it is also worth noting the achievements for Bluecoat Academy from 2017.

KS4 PERFORMANCE DATA		Bluecoat Academy	Progress	Bluecoat Academy
Attainment				
Attainment 8 (46.3)		47.6	Progress 8 (0)	0.15
English Baccalaureate 5+/C+ (21.3%)		11%	Progress 8 significance	Sig+
English Baccalaureate 4+/C+ (23.7%)		13%	Progress 8 English	0.43
9-5 in En & Ma (42.6%)		45%	Progress 8 English sig	Sig+
9-4 in En & Ma (63.9%)		70%	Progress 8 Mathematics	0.19
9-5 English (Ebacc) (60.5%)		69%	Progress 8 Maths sig	Sig+
9-4 English (Ebacc) (75.5%)		81%	Progress 8 Ebacc	0.23
9-5 Mathematics (EBacc) (48.6%)		51%	Progress 8 Ebacc sig	Sig+
9-4 Mathematics (EBacc) (69.2%)		76%	Progress 8 Open	-0.15
			Progress 8 Open sig	Average
Absence		School		School
% overall absence aut spr 2016-17 (5%)		3.7	% persistent abs (12.3%)	7.3

The majority of Progress scores were significantly above average.

F1 – A strong track record

SSAT Educational Outcomes 2017



Students arrived to Bluecoat Academy below the national average, but left the Academy with results above the National Average. This is a consistent trend for Bluecoat Academy and the now BAA and BWA academies.

The IDSR for 2017 also states that in the majority of elements of the P8 elements, Bluecoat Academy were significantly above average. This also illustrates that our disadvantaged students do as well as all students nationally, as well as all Prior Attainment groups – see Inclusion section.

Attainment

The attainment 8 scores for the majority of academies display an improvement in the outcomes in 2018, with the exception of Nottingham Emmanuel School which joined the Trust in January 2018.

Nottingham Emmanuel School

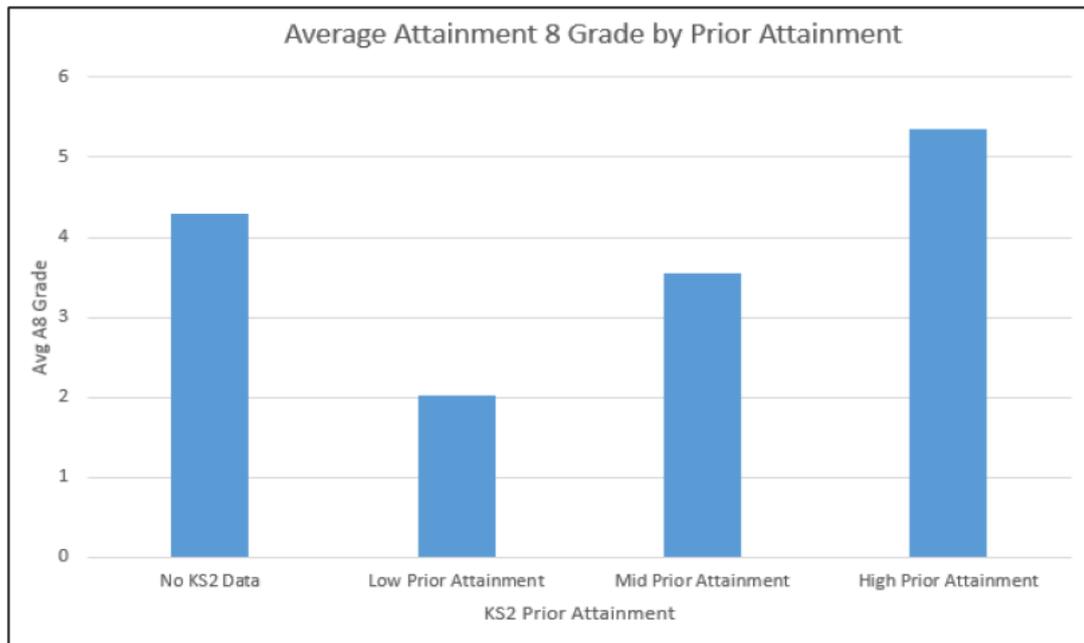
This is a newly joined Academy, with improvement strategies which are now in place. The Trust had been working with Nottingham Emmanuel for 5 ½ months before the Summer examinations for Year 11.

It is worth noting for Nottingham Emmanuel School:

- No Key Stage 2 results for 17.1% of students in the Year 11 cohort.

F1 – A strong track record

	Current Year 11 cohort	Average across other year groups (7-10)
Percentage of students have no KS2 data	17.1%	6.0%



- Student mobility - In 2018, the Progress 8 score for the whole cohort was around -0.3. The Progress 8 score for students who had spent all 5 years at Emmanuel was higher than this, but the score for students who joined in Year 8 or 9 was -1.06 and -0.86 respectively.
- Prior Attainment Significantly below average - Whilst prior achievement need not be a barrier to student progress, the quality of teaching and leadership must be particularly strong and responsive, which was a concern in previous years, in order to fill gaps in learning and therefore ensure that students do indeed make good progress.
- Curriculum - Curriculum decisions had been taken in 2014-15, which meant that there were fewer vocational, non-GCSE routes for students in the 2018 cohort, whose prior attainment suggested that they needed these options. This problem was rectified from the following year onwards, offering the 2019, 2020 and 2021 cohorts a more suitable curriculum.

F1 – A strong track record

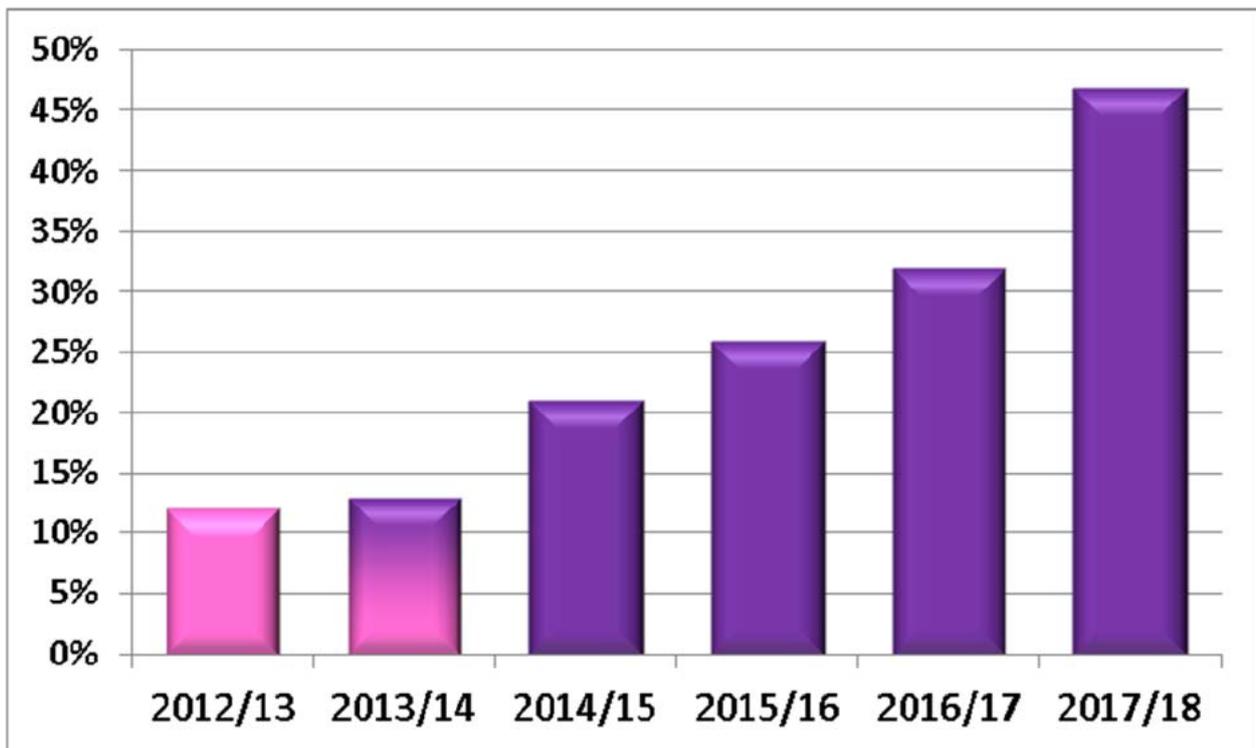
The projections for 2018/2019 already show an improvement with the following:

	2017/2018 Actuals	2018/2019 Projections
Progress 8	-0.42	0.1
Attainment 8	41	48
5+ E&M	27%	41%
4+ E&M	53%	63%

*Please see below for strategies that are now in place at all Trust Academies.

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy's achievement and attainment figures have been increasing year on year since the Trust sponsored Hadden Park High School. This is illustrated in the graph below, with specific numbers in the following table.



F1 – A strong track record

	2014	2015	2016	2017	2018
5+ A*- C [Grade 4+] (inc. E & M)	12.6%	20.9%	26.2%	31.0%	47%
Basics (Eng + Ma)	23.3%	26.4%	26.2%	31.8%	49%

The attainment figures have been achieved through:

- Joint English and Maths outcomes having improved significantly over the past year with the joint 4+ measure almost doubling in two years from 26% to 49%.
- Maths A8 increased by almost a full grade from 3.1 to 3.9.
- The Ebacc A8 also increased by the same amount from 3.0 to 3.8 reflecting improvements in Science and History results.

It is worth noting that 16% of students in the Year 11 cohort at Bluecoat Beechdale did not have Key Stage 2 results and therefore are not included in the progress 8 measure. For a cohort of 79 students, this had a significant impact on the Progress 8 figures.

Bluecoat Primary Academy

Bluecoat Primary Academy opened mid-year in January 2015 in response to LA needs for additional school places at Key Stage 1. Many students in joined in Year 1 had not been in education

The school has a good reputation and parents speak positively about the school. Admissions to the school have risen each year and the school is currently full in all year groups. The Nursery and main school were both oversubscribed for September 2018 admissions.

The percentage of students achieving the expected standard in the Phonics screening check has been well above national averages for the last two years. Outcomes for students at the end of Key Stage 1 are good - roughly in line with National averages and with increasing numbers of students achieving the greater depth standard.

F1 – A strong track record

Moving Forward

Trust Support for Senior Leaders

Each Academy in the Trust has support from the Central core team, as specified in Section E3, which includes our business services and educational support.

Teacher CPL

All academies within the Trust follow a Thursday afternoon CPL programme, as highlighted within section E3. Therefore this allows staff to work together in a variety of ways which are included in our CPL offer booklet. Thursday afternoon CPL is split into different categories that include:

- Trust CPL
- local subject meetings
- local subject resource development meetings
- local CPL
- 6th form T&L
- local whole school teachmeets

The Trust Director of Teaching and Learning works closely with the Assistant Principals for Teaching and Learning on each site to ensure that Trust initiatives and support are clear, as well as support for local teaching and learning strategies.

An overview of the types of CPL offered throughout the year include:

- NQT
- RQT
- Mentor Training
- Coaching and Mentoring
- Data Training
- Action Research and Masters Qualifications
- Literacy and Oracy Training
- Behaviour for Learning
- Providing challenge with the classroom
- Subject specific meetings
- SEND specific training
- New Staff Induction
- Leadership Programmes and Courses including NPQML, NPQSL and NPQH

F1 – A strong track record

Pastoral Support

All academies have now moved to non-teaching year leaders and therefore our students have access to continuous support from the pastoral team. This has been in place at the Bluecoat Academies which has resulted in, with other contributions as well, to fewer fixed term exclusions and no permanent exclusions. The behaviour support team also offers support locally within the academies as well as through the alternative provision offer. The Trust supports a Key Stage 3 and Key Stage 4 alternative provision curriculum for students. This provision is not an independent school in its own right, however all Trust schools are able to use this provision as the needs arise.

Teaching and Learning Framework

All academies have a focus on interleaving and spaced retrieval to ensure that students are fully prepared for their examinations. This is incorporated into the Common Assessment Framework which runs across the Trust.

Literacy is also another focus within the Trust. Our students enter their secondary education with lower than national levels of literacy. 61% of students achieve the expected progress in Reading, Writing and Maths at the end of Key Stage 2. This is below national average and Nottingham City are ranked 111th out of 150. Therefore, our efforts must go into improving the literacy levels of our students during their secondary education. All academies work along the premise of 'Read it, speak it, write it'. Academies share different practices across the Trust. An example of this is at Bluecoat Aspley Academy:

The poster is titled 'believe in yourself, in others, in God' and 'Bluecoat Aspley Academy'. It is divided into several sections:

- Reading:** Includes 'Reading for Meaning' with a diagram of 'Surface Meaning' (explicit) and 'Underlying Meaning' (implicit). It lists 'Active reading' strategies: highlight key words as you read, annotate with your ideas, and decode new words. It also includes 'Skimming' (Scanning, Inferring).
- Speaking:** Features 'Sentence Starters' for 'Adding to Idea', 'Expressing an Opinion', 'Illustrating / Explaining', 'Debating', and 'Reasoning'. Below this is the 'Oracy Framework' with icons for Social, Physical, Cognitive, and Linguistic skills.
- Writing:** Includes 'Self Regulation' with a 'Have you used a...' checklist (punctuation, paragraphs, repetition, missing words) and a 'Proof Reading' checklist. It also has sections for 'Form', 'Audience', and 'Purpose' questions, and 'Academic Writing' tips like 'Always plan', 'Reject your first idea', 'Depersonalise', 'Support ideas with evidence', 'Vary sentence lengths and starters', and 'Use key words from the task'.

28% of the cohort at Bluecoat Aspley was below their reading expectations in September. Within one term 98% of the cohort was in line or above expectations in English. Literacy intervention, as well as phonics means that students are able to make significant progress in a short space of time.

F1 – A strong track record

Data Systems

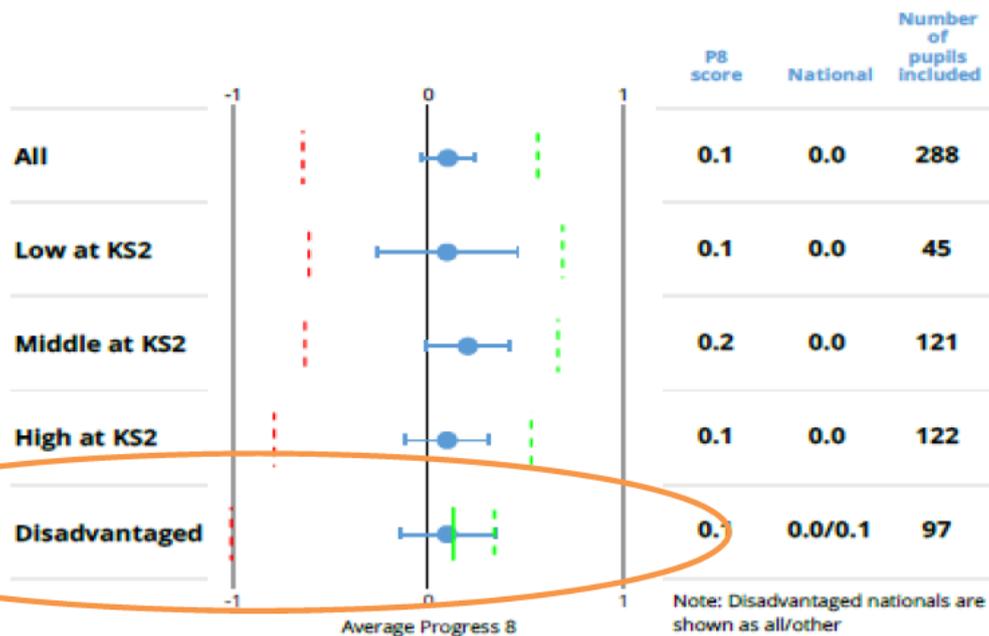
All academies, primary and secondary, in the Trust now use the same data system, i.e. Go4Schools. Nottingham Emmanuel School adopted this system in September 2018. This system allows for attainment, behaviour, attendance, attitudes to learning and homework to be stored in one place and therefore to be manipulated, analysed and acted upon. The data is live and therefore staff can use this to aid interventions or support throughout the day. For example, if a student receives a negative point in their lesson (for unacceptable behaviour) the non-teaching year leader is informed immediately. If needed they can visit the lesson straight away. Behaviour and attendance data are looked at weekly and therefore can be acted upon in the following week. There are no surprises when half termly reports are then produced!

Inclusion

Disadvantaged

Overall Progress 8

--- Bottom 10% --- Top 10% --- Other national



Significantly below national and in bottom 10%

Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

As you can see from the table the results for Bluecoat Academy in 2017 were above national for all students, as well as our low prior attainers, middle prior attainers, high prior attainers and our disadvantaged students. Our disadvantaged students made more progress than all students

F1 – A strong track record

nationally. This bucks the trend for Nottingham City where the gap between disadvantaged and non-disadvantaged students increases from KS2 to KS4.

It is also worth noting that within the context of Nottingham City, Bluecoat Academy was a very successful Academy, with continuous results above the national average. During 2016/2017 the average Progress 8 score for Nottingham was -0.3 with figures for 2017/2018 at -0.22. Also, the Pupil Premium gap in Nottingham for 2016/2017 was -0.57, with PP students scoring a P8 score of -0.61 and non PP on -0.04. All secondary Academies within the Trust have gaps less than that of Nottingham City, for example Bluecoat Beechdale Academy's PP gap for 2017/2018 was 0.2.

Quotes from Ofsted inspections are included below, highlighting the impact of our pupil premium strategies:

- *“Disadvantaged pupils make outstanding progress as a result of the targeted support they receive”.*
[Bluecoat Wollaton Academy Ofsted Report June 2018](#)
- *“The progress of disadvantaged pupils is typically good. Their progress matched the national average for all pupils in 2017.”*
[Bluecoat Aspley Academy Ofsted Report June 2018](#)
- *“Leaders, with the support and challenge of governors, make good use of the extra funding available to them. Additional funding, to support disadvantaged pupils and those who join the school with attainment below average, is used effectively to remove the barriers that can stop these pupils from doing well. For example, there has been a drive to improve pupils' reading, writing and speaking skills. This is ensuring that pupils make the most of their time at school and are well prepared for the next stage in their education, work or training.”*
- *“Leaders have ensured that the small number of the most able disadvantaged pupils at the school are benefiting from work with universities and businesses to raise their aspirations. Partly because of this, the numbers choosing to progress to higher-level qualifications when they leave school are increasing. Additional funding also helps leaders to provide extra-curricular activities, which broaden pupils' horizons and enable them to consider different options for their futures.”*
- *“Most disadvantaged pupils are now making good progress. This is a considerable improvement on the performance of this group in the past.”*
[Bluecoat Beechdale Academy February 2017](#)
- *“The achievement of disadvantaged pupils is improving. Governors are aware of the progress being made by this group of pupils and the impact that pupil premium funding is having.”*
[Nottingham Emmanuel School April 2016](#)

Our Pupil Premium strategy for narrowing the gap focuses on:

- Improve levels of attainment and progress and close any attainment gaps
- Enable them to have full access to our curriculum and extra-curricular provision
- Enable them to have full access to pastoral support
- Raise their confidence and self-belief, enabling them to become confident learners and a valued part of the school community

F1 – A strong track record

A strong focus on literacy levels, as well as pastoral support ensures that our disadvantaged students make significant progress. All decisions on how to use pupil premium money is done in conjunction with the Education Endowment Foundation (EEF) Teacher Toolkit, to ensure that financially viable and impactful methods are chosen. For example, full time year leaders and safeguarding leads allow for behaviour intervention, meta-cognition and self- regulation, as well as social and emotional learning. A focus on literacy with phonics groups, literacy co-ordinators and accelerated reader packages allows for reading comprehension strategies. Each of these rate highly on the [EEF Toolkit](#) and has shown impact within the Academy, i.e. no permanent exclusions, higher rates of rewards, as well as improved reading competencies across each year group.

SEN

The Bluecoat Academies have high proportions of students with SEN support. Bluecoat Aspley Academy and Bluecoat Primary Academy also have specialist Autistic Resource Centres. The academies have a strong reputation within the local authority and therefore focus provision places are allocated within these Academies. There are two schools within the city that provide focus provision places with Bluecoat Aspley Academy having more places allocated, with those places being for students with more complex needs.

The progress of Bluecoat Academy students with SEN support is higher than that of students with SEN support nationally, with a progress 8 figure of 0.03 and a national figure of -0.03 in 2017.

Ofsted Reports:

[Bluecoat Wollaton Academy Ofsted Report June 2018](#)

- *Pupils who have special educational needs (SEN) and/or disabilities make strong progress. They are exceptionally well supported.*
- *Teachers work well with adults who support pupils who have SEN and/or disabilities. Teaching assistants help pupils with specific learning difficulties to make strong progress in developing their knowledge, skills and understanding. They ask searching questions and encourage positive engagement from the pupils, which contributes to their excellent progress.*

[Bluecoat Aspley Academy Ofsted Report June 2018](#)

- *Leaders provide pupils who have special educational needs (SEN) and/or disabilities with valuable support. This is also true for pupils who attend the special resource provision. These groups of pupils make good progress over time.*
- *Leaders spend the extra funding they receive to help different groups of pupils very wisely. Pupils who have SEN and/or disabilities make good progress, including those who attend the specialist resource provision. Effective use of funding has also accelerated disadvantaged pupils' progress. For example, in 2017, progress was more rapid for pupils in this group who left the school compared with those who left in 2016.*

F1 – A strong track record

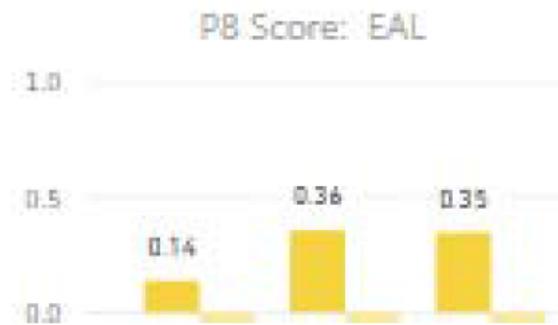
- *Teaching assistants are effective in supporting the needs of pupils who require extra help. For example, teaching assistants used their skills well to support pupils' learning in Spanish. This increased pupils' confidence in writing their own grammatically correct sentences. Teaching assistants provide pupils who have SEN and/or disabilities with the extra support they need to make good progress.*

Bluecoat Beechdale Academy February 2017

- *Leaders make appropriate use of additional funding to support pupils who have special educational needs and/or disabilities. The achievement of this group of pupils is now improving. Leaders have ensured that teaching assistants, who support pupils who require additional help, have appropriate expertise.*

EAL

Progress 8 scores are consistently the highest within each of the Academies in ALT.



The table above represents the 2016/2017/2018 P8 figures for all EAL students in the Trust. The national figure for progress 8 for EAL students in 2017 was -0.03. The overall figure for all academies is significantly above this at 0.35, with some as high as 0.55 at Bluecoat Beechdale Academy and 0.37 at Bluecoat Academy. 2018's P8 figure for EAL students in the Trust is 0.35, i.e. again well above national average.

Ofsted Quote:

- *The high proportion of pupils who speak English as an additional language make faster progress than other pupils in the school.*

Bluecoat Aspley Academy Ofsted Report June 2018

Alternative Provision

Results from our alternative provision students were the best in 2018 than they have ever been, demonstrating that these young people can achieve when the right support is put in place. The students follow a 6 GCSE programme and the results demonstrate that the Trust is doing the 'right thing'. 100% of students were entered and attained GCSE maths and English Lang/Lit compared to 40.1% entries nationally (2016/2017 figures). 10% of the cohort achieved 4/C equivalents, with the

F1 – A strong track record

national and local figure for this is 4.3% and 3.0%. Every student entered for science attained the qualification, which is higher than the 2016/2017 national figures of 84%. 90% of students attained a GCSE equivalent in IT and every student has a positive destination for Post 16. Individual success stories include two students from Bluecoat Aspley Academy having reintegrated from the Alternative Provision back into mainstream and attained 10 GCSE grades 7-4 and now attend the Sixth Form. The Trust has been approached to be a case study on alternative provision for the Regional Education Summit that brings together the key strategic partners: Ofsted Regional Directors, the RSC, Directors of Children's Services, LA Education Directors, Teaching School Council regional representatives, diocesan directors, and representatives from MATs and TSAs. Each year they identify a small number of priorities that they think can be supported effectively by their strategic conversations and the more joined up approach that might result. In this year's list is 'inclusion, exclusion and off-rolling', as they observe a worrying trend in some quarters.

Progression from Key Stage 4

We consistently retain 60-70% of students from Bluecoat Aspley and Bluecoat Wollaton into the Bluecoat Sixth form Academy. For those who don't progress into sixth form they are supported as set out E1. This contributes to the EET figure for Bluecoat Academy (2016 figures published in October 2018, i.e. Bluecoat Aspley and Bluecoat Wollaton was Bluecoat Academy) being above that of the Nottingham average. Bluecoat's EET is 93%, 5% above the local authority figure of 88%. The Academy is consistently above the local average.

Previous Experience within the Trust

Hadden Park High

The Trust has significant experience in working with Academies who are underperforming and show progress within a short space of time. Less than three years after being sponsored by the Trust, Bluecoat Beechdale, formally known as Hadden Park High School received a 'good' grading in its Ofsted report. This was a radical change from the last Ofsted inspection which Hadden Park High School received in November 2013. The 2013 report described the school as inadequate and in need of special measures. Weaknesses in the school ranged from outcomes, teaching and learning to leadership and management.

This is in stark contrast with the good judgments received for teaching and learning, leadership, outcomes and overall effectiveness in February 2017, under the headship of Carl Elder. Examples of the many positive aspects highlighted in the 2017 report include:

"All pupils are being well prepared for [the] next stage of their education, training and employment, because the school ensures that they leave with the skills they need to prosper"

F1 – A strong track record

“Teachers have good subject knowledge, which they use to enthuse pupils. They have high expectations of what pupils can achieve and work hard to ensure that pupils share these aspirations.”

“Extra-curricular opportunities are extensive and exemplary.”

“The school has a clear behaviour policy, which sets high standards for pupils’ conduct.”

Margaret Glen-Bott

In 2002, Bluecoat Academy was approached by the Local Authority to take over the running of what it then deemed to be a failing school, Margaret Glenn-Bott School. Bluecoat was asked to take on this role due to its track record of high examination results and strong Christian ethos, leading to fewer than national exclusions and high success rates for remaining in education and training and proceeding to university.

During its final year in existence, Margaret Glen-Bott was supported by Bluecoat through the provision of staff development and support. Both Maths and English subjects were targeted with support from Bluecoat staff and there was a rise in results in the year of closure, no small success given the context of the school.

Bluecoat took over the Margaret Glen-Bott School in 2004, opening it as a second Bluecoat Campus. Local residents immediately talked of students’ improved attitudes, better discipline and higher standards. In 2003, Margaret Glen-Bott’s final year, 16% of students gained 5+ A*-C grades. By 2008, the results at this second site were above national averages at 65% 5+ A*-C. This Academy is now our Bluecoat Wollaton Academy which is ‘Outstanding’, with results that are above average. Our CEO Sian Hampton was critical in the move from Margaret Glen-Bott, to Bluecoat Academy and the now Bluecoat Wollaton Academy.

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.

				[REDACTED]	
<p>[REDACTED]</p> <p>Annex F2.3</p>	Nottingham	Yes	<p>COO, pre-opening team member and will have oversight of all operational factors including HR, Facilities, Finance and IT once new school is opened. Maria will have responsibility for the finance aspect of the free school as well as having oversight of all other core teams. Maria has experience of multimillion new build projects including the current Priority Building Project at Aspley, Building Schools for the Future at Wollaton (£15million) and</p>	[REDACTED]	5 hours

			the new primary (£5.3 million) build.	[REDACTED]	
Annex F2.4	Nottingham	Yes	Principal of nearby Trust school, Bluecoat Beechdale Academy, member of pre-opening team.	[REDACTED]	2 hours

Annex F2.5	Nottinghamshire	Yes	Principal of nearby Trust School, Bluecoat Aspley and member of pre-opening team.		2 hours

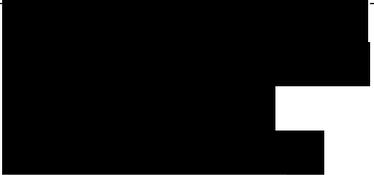
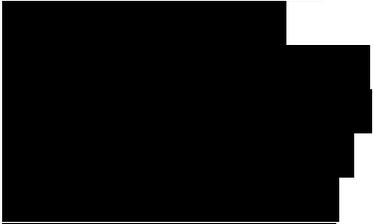
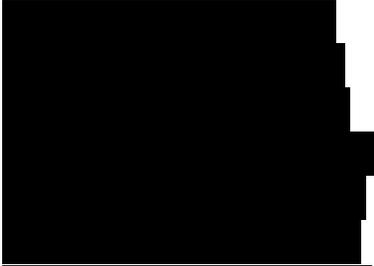
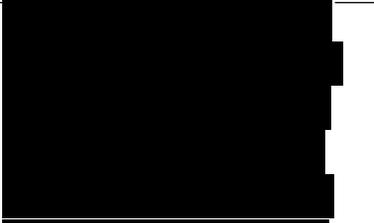
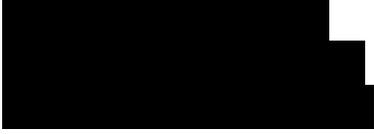
				[REDACTED]	
<p>[REDACTED]</p> <p>Annex F2.7</p>	<p>Nottingham</p>	<p>Yes</p>	<p>Director of Resources and member of pre-opening team. Angela has been pivotal to the new building programmes across the trust and has worked with Maria on the current Priority Building Project at Aspley, Building Schools for the Future at Wollaton [REDACTED] and the new primary [REDACTED] build.</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>3 hours</p>

				[REDACTED]	
[REDACTED] Annex F2.8	Nottingham	Yes	HR Director and member of pre-opening team	[REDACTED]	3 hours
[REDACTED] Annex F2.9	Nottingham	Yes	Principal of outstanding school, Bluecoat Wollaton, within the Trust and	[REDACTED]	3 hours

			member of pre-opening team.	[REDACTED]	
[REDACTED]	Nottingham	Yes	Current Local Governing Board member and member of the core pre-opening group to advise on community cohesion.	[REDACTED]	1 hour

			Body once school is established.	[REDACTED]	
Annex F2.13	Nottingham	No	Current Local Governing Board member and member of Local Governing Body once school is established.	[REDACTED]	1 hour

			Trust, working across the Trust.	<p>[Redacted]</p> <p>[Redacted] their needs met.</p>	
<p>[Redacted]</p> <p>Annex F2.16</p>	Nottingham	No	Director of Alternative Provision, working across the Trust.	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	3 hours

 Annex F2.17	Nottingham	No	ADSL for Archway Learning Trust, working across the Trust.	   	3 hours
 Annex F2.18	Nottingham	No	EAL Lead for Archway Learning Trust, working across the Trust.	 	3 hours

				<p>[Redacted]</p> <p>[Redacted] their</p> <p>needs met.</p>	
<p>[Redacted]</p> <p>Annex F2.21</p>	<p>Nottinghamshire</p>	<p>No</p>	<p>Vice Principal and English Lead for Archway Learning Trust</p>	<p>[Redacted]</p> <p>[Redacted]</p>	<p>5 hours</p>

F2(a) – Skills and experience of your team

This is a highly skilled team with experience of opening new buildings, leading outstanding schools, curriculum innovation, and social mobility, safeguarding SEN, leadership and management and strong governance. There is financial expertise at executive and governance level, HR expertise and educational expertise. Governance representation is strong with support from our partner Nottingham Trent University. The successful implementation of projects such as Building Schools for the Future (£15 million) and the new Primary (5.3million) building demonstrate our understanding of how new builds should take place and our capacity to undertake this on this type of project.

The Core education team has a track record of driving up standards across the Trust most recently at Bluecoat Beechdale (see section F1). Part of the rationale for all improvement work is that staff are trained to be able to sustain improvements. Now that the improvements are underway at Bluecoat Beechdale the core MAT staff have capacity to undertake a new project such as the setting up and delivery of an outstanding free school.

Pre-opening team

This team will be co-ordinated in the first instance by the Trust CEO. They will meet weekly to plan the building work and to oversee the appointment of the Executive Principal. Once in post the Executive Principal will put in place the educational and staffing plans to deliver the curriculum excellence outlined in this bid. The Executive Principal will be supported by a group of Governors chosen for their particular skills in education, community cohesion, finance and business, outreach and enrichment. This daily work of teaching and learning, standards, behaviour and inclusion as well as outcomes will be quality assured and supported once the free school is open by the core education team working across the Trust in addition to the Principal and the Executive Principal.

Post-opening team

This team will be led by the Principal Designate with oversight and quality assurance by the Executive Principal. It will involve all the core education staff who will be able to support as necessary as the school grows year on year. Additional capacity for this work will come from the Executive Principal and Principal Designate posts as well as a reduced need to support Bluecoat Beechdale. The core support function will achieve capacity through additional staff where necessary and scaling up current functions. These teams will meet frequently as described in section F3.

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.

Table F2(b) – Skills gap analysis

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
Land acquisition	Pre-opening team	Work alongside the LA/ DfE

[Add more lines as appropriate]

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

It is intended that the Executive Principal will be the current leader of the outstanding school in the Trust to better align the value and standards across the existing outstanding school with the new free school. On confirmation of the successful free school bid the head of the new free school will be appointed with support from the Executive Principal and the Trust Board. It is anticipated that this appointment will be made from the pool of talented leaders currently working within the Trust. If a suitable candidate is not found, then an external appointment will be sought.

Recruitment to the posts of EP and Principal Designate will be undertaken at the point of the outcomes of the bidding process in 2019. The EP posts will be advertised to the current strong leaders within the Trust. EP candidates will need to demonstrate a strong track record of over three years successful school improvement in outcomes, attendance, and inclusion and Post 16 progression pathways through their NEET figures. They will undertake a two-day interview process where their skills will be assessed across a range of areas such as communication, leadership ability, team building, parental engaged, teaching and learning and driving up outcomes. They will be assessed by Trustees, staff members, students and local governors.

Once this EP post has been successfully appointed then the EP will play a pivotal role in appointing the Principal Designate of the new school. Where possible again this post will be internally sought to ensure the ethos and values of the Trust are in full alignment with the candidate applying for the role. Currently there are five potential candidates for this post within the Trust. Where this is not possible a rigorous selection process will seek to test candidate's values against those of the Trust. This process will be undertaken by the CEO, EP, with Trustee and LGB input.

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

The EP role will focus on the strategic direction of Bluecoat Trent Academy and will oversee quality assurance for Bluecoat Trent Academy including outcomes, finance, governance and external stakeholder relationships. The Principal will hold day to day responsibilities for staffing, safeguarding, curriculum delivery to include outcomes and student welfare. (See **Appendix F2b:1** and **F2b.1b**, job description for EP and Principal Designate).

Timeframes for the recruitment process:

Spring 2019 outcomes of wave 13 known.

Pre-opening phase of free school co-ordinated by CEO with pre-opening team.

Summer 2019 EP post appointed.

Spring 2019 Principal Designate appointed.

September 2019 EP will take control of pre-opening team.

Although we intend to recruit internally we have a successful record in teacher recruitment to the Trust. Having a SCITT as part of the Trust allows for a continuous through-put of new staff. In addition, we invest heavily in training our staff so that every Thursday afternoon across the Trust staff finish early to receive training and to undertake action research projects to develop outstanding pedagogy. There is a CPL offer for all staff within the Trust at whatever level which allows for the development of future leaders (see our CPL offer at <https://www.archwaytrust.co.uk/staff/staff-professional-development>). Staff undertake NPQs for middle leaders, senior leaders, headship and executive headship. This investment in staff and their development has meant that we both recruit and retain the best possible staff. Our good local reputation also makes us an employer of choice. We have excellent relationships with the trade unions and staff like working at Archway Learning Trust. Due to the size of the trust we are also able to provide opportunities to move around the Trust so that highly skilled staff members are not waiting for someone to leave to receive promotion (see section E3 for further details on staff recruitment and retention).

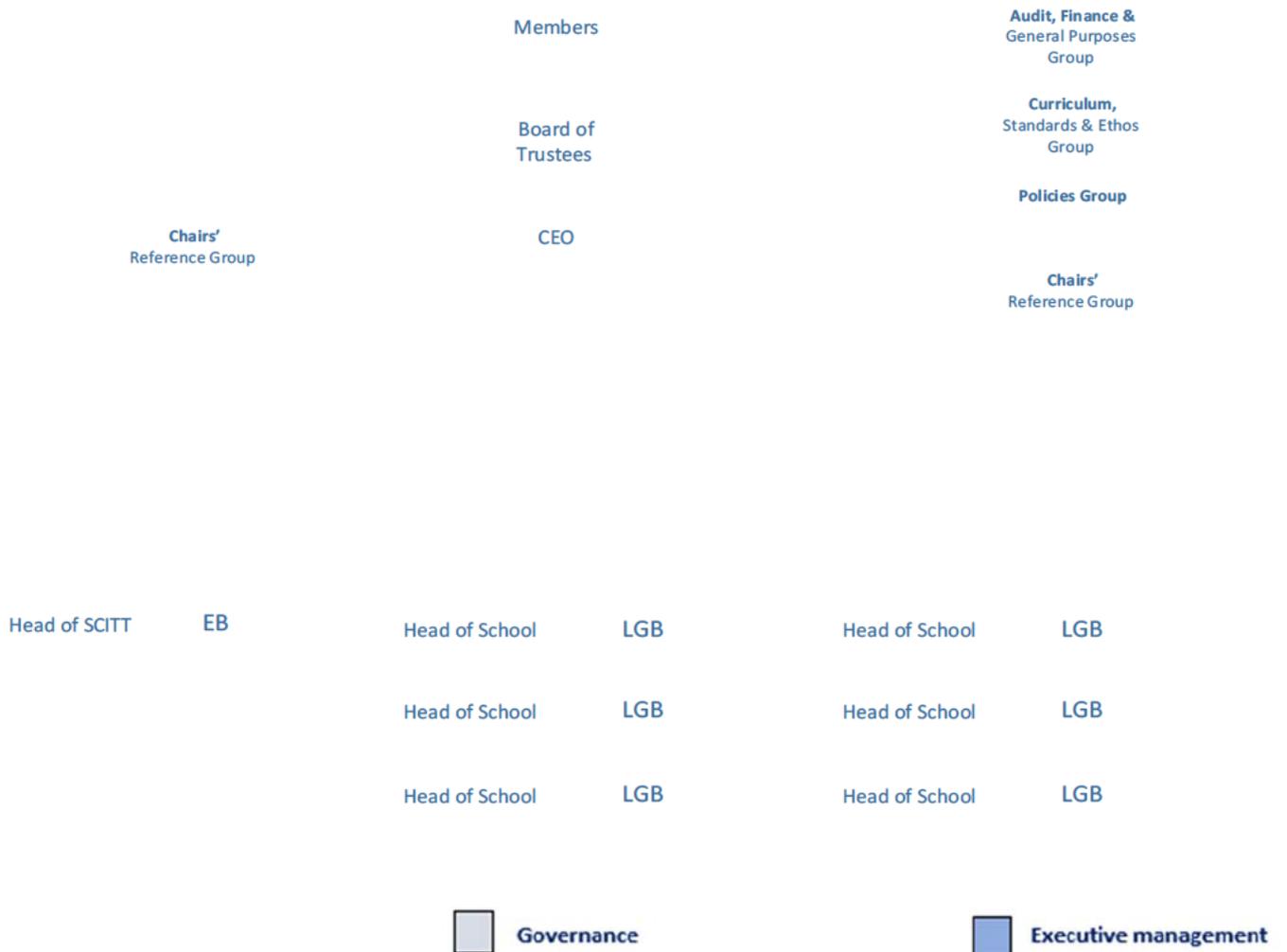
F3 – An effective governance structure

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

Archway Learning Trust Leadership Structure



F3 – An effective governance structure

The Governance structure has been amended for the free school bid to include the first of what we expect to be a number of Executive Principal posts. It is anticipated that these Executive Principal posts will oversee two or three schools depending on their level of complexity and size. These Executive Principals (EPs) will wherever possible come from within the existing Trust to ensure a continuity of ethos and culture. They will be experienced leaders within the Trust who have a strong track record of school improvement and who believe in the values of inclusion, educational excellence for all and understand the need for secure Post 16 pathways into further training or employment.

Currently there are three potential applicants for this post within the trust. These EPs will be able to train up and develop the next generation of school principals behind them having recent experience of this role and having demonstrated success in school improvement. This will build a constant through-put of new leadership talent building at all levels in the Trust structure.

As the success of the current schools within the MAT grows there will need to be a scalable approach to school leadership creating the best leaders and training the next generation of leaders to allow for a continuing capacity for growth and leadership expertise. The Executive Principal will support the new Principal of the free school through the all-important pre-opening phase of the free school and then continue to work alongside the Principal to deliver outstanding outcomes in the free school. The EP will monitor standards, outcomes, support with recruitment and curriculum led financial planning. The EP will meet with the Principal once a week and the CEO once a week. They will meet with the SLT on a two weekly basis and report to the Trust Board through the Principals' Reference Group. The Principals' reference Group meets with the CEO every two weeks and feeds directly into MAT improvement through the CEO and regular meetings with the Board. The diagram above demonstrates how this will sit within the MAT structure. It will have no impact on the current schemes of delegation which remain based on a robust assessment of the strengths of each school and keep control firmly of standards, finance and pay at Trust level.

Each hub will be geographically based and operate in a mutually supportive group. The EP will have oversight of the hub and will have a key responsibility to drive up standards and increase levels of progress for students. These hubs will share best practice locally on a regular basis whilst coming together as a whole MAT on a twice annual basis. LGBs in the hubs will be held to account by the Trust Board through the Chairs' Reference Group and the work of the EP referring to the Principals' Reference Group and the CEO.

The Chair of the Institute of Education at Nottingham Trent University will be both a trustee and a new governor at a local level to facilitate a genuine partnership approach to building and growing the success of the new free school. Any potential conflicts of interest which could arise from combining these roles will be addressed through robust monitoring at Board level, clarity of roles and purpose and an unambiguous need for every decision taken at Local Governing Board level and at Trustee level will be assessed through declarations of interest. Where an interest is identified then that person would be removed from decision making or discussing that area of work.

Governor experience from other local governing bodies will also be used to build a new Local Governing Body that will hold the leadership of the new free school to account and in turn be help to

F3 – An effective governance structure

account through the scheme of delegation by the Trust Board. In addition, new Governors will be sought to complement the skills already identified in F2 of educational expertise, finance, outreach and community cohesion. We will endeavour to recruit two new governors with expertise in HR and legal matters through using Academy Ambassadors, links we have built through the NGA as well as local contacts. The Local Governing Body will meet five times a year to hold local leaders to account. They will report to the Trust Board through the Chairs' reference Group which meets every half term. Through this mechanism they will be kept informed about Trust activity as well as discussing their priority for improvement with the Trust Chair. It is anticipated that the EPs will attend all LGB meetings to provide an additional layer of monitoring back to the Trust Board and communication to the LGBs.

Routine and regular monitoring by the CEO and the team of educationalists described in section F2 will monitor progress the educational standards whilst the core support team led by the COO will oversee the operational infrastructure of services and maintenance for the new school.

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

Please see Section G - Financial Template.

As can be seen in the financial template the financial viability of Bluecoat Trent Academy is very strong. There is a real shortage of places across Nottingham City as demonstrated in section B. We have worked closely with the LA to identify possible locations for Bluecoat Trent Academy (detailed in section H). All of these proposed options for location are within the area of most need for the LA. The Bluecoat schools within Archway Learning Trust have a strong local reputation within the City and as such are heavily oversubscribed – see section B for full details. Based on this we are confident that the school will recruit the planned 240 places each year.

In the rare event that this is not possible the contingency plans show that the proposed academy could

Assumptions

The assumptions used in preparing the financial template are detailed below.

Income

- [REDACTED]
- [REDACTED]

G1 – Additional commentary on financial viability

[Redacted]

Staffing salaries

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Other costs

- A [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Section H – The proposed site (use Excel spreadsheet)

This section will need to be completed by **all** applicants. If you are applying for more than one

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.

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.

Pages 145 - 181 contain staff CVs and have been redacted



Department
for Education

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