



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

CALLERTON ACADEMY

Contents

The application form explained	Error! Bookmark not defined.
Application checklist	3
Declaration	5
The application form	Error! Bookmark not defined.
Section A – Applicant details and outline of school (use Excel spreadsheet)	6
Section B – Evidence of need for a new school in the area	7
B1 – Evidence of basic need	7
B2 – Need for good school places	21
Section C – Vision	30
Section D – Engagment with parents and the local community	34
Section E – Education plan: part 1	38
Section E – Education plan: part 2	39
E1 – Curriculum plan	39
E2 – Measuring pupil performance effectively and setting challenging expectations	60
E3 – Staffing	68
E4 – Community cohesion and integration	81
Section F – Capacity and capability	89
F1 – A strong track record	89
F2 – The necessary experience and credentials to deliver the school to opening	96
F3 – An effective governance structure	106
Section G – Financial viability	112
Section H – The proposed site (use Excel spreadsheet)	113
Annexes	114
CV template	115

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: [insert] 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 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 type="checkbox"/>

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – [school name] 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 type="checkbox"/>

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

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

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

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

Signed:

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

Print name:

Date:

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

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.

The postcode of the site earmarked by Newcastle upon Tyne city council for Callerton Academy is [REDACTED]

It is in the 'outer west' area of Newcastle upon Tyne, close to Kenton Bank Foot. The proposed site [see appendix] borders North Central and the Inner west areas.

As a result of the changing demographic profile of Newcastle upon Tyne, it has been established that there will be significant pressure for school places within the next 3 to 5 years. The local authority has identified the need for two new secondary schools to meet a combination of need from exiting demographic changes and longer term housing growth. Over the last 10 years the overall population of Newcastle has grown and is projected to continue to do so over the next 20 years according to national

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.

(ONS) and local (ORS) datasets. This is also the case for the school age population where there is a projected growth predicted to up to 2030.

- 0-4 population: ONS – slight decline; ORS – 3% growth
- 5-11 population: ONS – 5% growth; ORS – 12% growth
- 12-16 population: ONS – 19% growth; ORS – 21% growth

School Capacity & Pupil Projections

Current pupil population projections suggest growth over the next 5 years of at least 3,600 pupils. This equates to growth of around 2% in the primary sector (Reception to Year 6) and around 21% in the secondary sector (Years 7 to 11), excluding post16 provision). The growth is mostly as a result of larger cohorts moving through the school system.

No expansions of existing schools are currently planned, although secondary schools across the city have been asked to consider taking additional pupils to meet short-term need/shortfall in places prior to the new secondary schools being established. This is likely to be either temporary and/or relatively small in number and will not be sufficient to meet the future shortfall in secondary places.

A new Free school (Y5-Y11) is proposed and approved to pre-opening stage at Newcastle Great Park in the Gosforth Planning Area. It is intended to open in September 2021, although the identified site does not yet have outline planning approval which will include the S106 agreement to transfer the land to the local authority.

Please see appendix B1 showing pupils by ward by secondary school.

Estimates for year on year pupil growth

By 2030, the number of children and young people aged 0-18 in the city is forecast to increase by between 5,000 and 8,000 (8-13% depending on which data source is used). This growth will be greatest in the secondary age population.

In January 2018, there were 44,457 pupils aged 3-19 years in Newcastle schools - including 4,072 in independent schools and 127 in non-maintained special schools. Of the 38,825 pupils in state-funded mainstream schools, 59% were in first or primary schools and 41% were in middle or secondary schools.

The growth in the pupil population - particularly amongst primary aged pupils – has been due to:

- increasing birth rates
- inward migration
- new housing developments across the 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.

It is therefore as a result of this projected shortfall that Gosforth MAT, and indeed Newcastle upon Tyne City Council, have been exploring short and medium term solutions across the city (open space conversion, new build extensions, re-designation of current teaching areas, creative thinking around how we deliver the curriculum etc.) in order to deal with current and future short to medium term pressures. In the outer west of the city these possibilities have now been exhausted. Within 3 to 5 years, capacity will have been reached. As their preferred sponsor, we have therefore been approached by our Local Authority to bid for a new 11-16 school in the Outer West area of 1200 pupils [240 in each year group].

SECONDARY CAPACITY & PROJECTED GROWTH ACROSS PLANNING AREAS

Pupil Projections – The School Capacity Survey 2018 (SCAP):

Table 1 - Secondary Age Capacity & Projected Cohort Growth by 2024/25 (By School Planning Area):

School Planning Area (SPA)	*Total Secondary Capacity (as at Sept 2018)	Number on Roll (Jan Census 2018)	Unfilled Secondary Places	Projected Secondary Age Growth Between 2018 & 2024/25***	Surplus / Deficit Places by 2025 (if all in pupil growth numbers wanted a place within SPA)
GOSFORTH	1982	1955	27	482	-455
INNER EAST	2627	2581	46	473	-427
INNER WEST	3303**	3364**	-61	570	-631
NORTH CENTRAL	1710	1540	170	373	-203
OUTER EAST	1873	1616	257	567	-310
OUTER WEST	1830	1554	276	796	-520
TOTALS	13325	12610	715	3261	-2546

Sources: SCAP Capacity Figures July 2018 / SCAP Forecast Figures 2018 (using data from Local Pupil Projection Model (as at July 2018)

Notes: *Secondary figures exclude primary age Middle School pupils and primary age All Through School pupils.

** Excludes capacity for Discovery School as it closed in August 2018 (but includes NOR prior to closure as will still require alternative school places).

Capacity figures exclude 6th Form capacity and Special Schools.

***Projections do not include potential pupil yield from planned housing growth in each planning area.

****Figures for Forms of Entry are rounded.

Inward Migration and In Year Applications

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.

Alongside the increased number of pupils there have been some significant changes in the characteristics of Newcastle's population. Nationally, inward migration continues to be a significant and unpredictable factor in population trends and adds greater uncertainty when forecasting pupil numbers.

Inward migration and in year applications are also the result of the fact that pupils in Newcastle do not necessarily attend their nearest school, particularly at secondary age. This is caused and facilitated by:

- An urban environment with short distances and good transport links
- Parental choice increasing demand in the most popular schools regardless of whether or not there is local population growth
- Three Catholic secondary schools draw pupils from schools across the City and outside of the LA
- Popular three-tier provision in the Gosforth planning area and in Ponteland (Northumberland LA) that has a significant impact on the North Central and Outer West planning areas in Newcastle, [school reorganisation and associated disruptions in Ponteland is now certain leading to over capacity at the existing secondary school and a highly challenging situation where a Middle School which is an academy with 'Teaching' School' status is left with no feeder schools and nowhere for its students to progress to aged 13.]
- Changing popularity of schools caused by adverse Ofsted inspection judgements
- Differing admissions arrangements between schools, including in relation to faith-based criteria, feeder schools and sibling links

Area Based Needs Analysis

SCAP Pupil Projections Compared to Pupil Yield Estimates

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 Planning Area	Primary Age Pupils				Secondary Age Pupils			
	Number on Roll January 2018	SCAP Projection - change by 2022/23	Pupil Yield based on units built by		Number on Roll January 2018	SCAP Projection - change by 2024/25	Pupil Yield based on units built by	
			2023	2030			2025	2030
GOSFORTH	3537	294	410	776	1955	482	421	583
INNER EAST	3110	-9	<i>No major site</i>		2581	473	<i>No major site</i>	
INNER WEST	5802	90	163	389	3364	570	218	291
NORTH CENTRAL	2261	-144	105	340	1540	373	145	281
OUTER EAST	2767	117	<i>No major site</i>		1616	567	<i>No major site</i>	
OUTER WEST	4099	128	346	1020	1554	796	446	774
TOTALS	21576	476	1024	2525	12610	3261	1230	1929

Sources: Newcastle Pupil Yield Model – For Planned Housing up to 2030 (July 2018) / SCAP Forecast Figures 2018 (using data from the January School Census 2018 and the Local Pupil Projection Model - July 2018)

Notes: Primary figures include primary age middle school and all-through pupils - for comparison purposes with

The table above shows the SCAP pupil projections for primary (5 years) and secondary age (7 years) pupils alongside the additional estimated pupil yields from nearby SLR or other major developments (see 9.5) for both the SCAP timescales and until 2030.

ORS Population Growth Forecasts v Pupil Yields

The primary and secondary tables below demonstrate the expected surplus / deficit in school places resulting from forecast growth by School Planning Area a) assuming that any pupil growth is distributed across the areas in the same proportions as the HELAA and that children choose/attend schools in the same area as they reside; and b) using pupil yields for the large-scale housing sites.

Primary School Capacity, ORS Population Growth Forecasts and Pupil Yields to 2030 (By School 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 Planning Area	Primary place Capacity (Jan 2018)*	No on Roll (Jan 2018)*	Primary age unfilled Places (Jan 2018)	ORS forecast primary population growth 2018-30	ORS Net Surplus / Deficit (-) Places by 2030	Pupil yield forecast (SLR sites & Scotswood) by 2030	Pupil yield surplus/ deficit places by 2030
GOSFORTH	2655	2662	-7	238	-245	776	-783
INNER EAST	3216	3110	106	325	-219	-	
INNER WEST	6071	5802	269	429	-160	389	-120
NORTH CENTRAL	2459	2261	198	211	-13	340	-142
OUTER EAST	2989	2767	222	225	-3	-	
OUTER WEST	4617	4099	518	310	208	1020	-502
TOTALS**	22007	20701	1306	1738	-432	2525	-1547

Sources: SCAP Capacity Figures July 2018 (using data from the January School Census 2018) / Forecast Growth in School Age Population 2018-2030 (ORS Strategic Housing Market Assessment 2017) / Pupil yields by housing development for SLR sites and Scotswood

Notes: *Primary figures exclude middle school (deemed secondary) pupils. Capacity and pupils in All-Through School pupils are included in the relevant phase. Nursery and special school capacity not included.

**Capacity excludes expanded places where the increased cohort has not yet moved through all year groups.

Core Strategy Housing Growth & Impact on School Place Planning:

Between 2016 and 2030, major new housing developments (as part of Newcastle and Gateshead Core Strategy) are expected to create more than 9,000 additional new homes on Strategic Land Release (SLR) sites - with an estimated pupil yield of around 4,500 across the age ranges.

These developments are greenfield sites extending the conurbation at the Northern, North West and **Outer West** fringes of the city and are not currently serviced with local infrastructure, amenities or educational provision.

At the time these developments were initially proposed, there were available places in a number of the existing schools closest to these developments but this is increasingly not the case (particularly in the youngest year groups), and now will

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.

soon be filling up older year groups (over the next 5 years) as they travel through the system.

The nearest housing developments to the proposed secondary free school site are those planned for Callerton (Middle and Lower) and Newbiggin Dene (Outer West School Planning Area); and Kenton Bank Foot and Upper Callerton (North Central School Planning Area).

Impact of Planned Housing on the Pupil Population in the City:

Current pupil population projections suggest growth over the next 5 years of at least 3,600 pupils. This equates to growth of around 2% in the primary sector (Reception to Year 6) and around 21% in the secondary sector (Years 7 to 11), excluding post-16 provision). The growth is mostly as a result of larger cohorts moving through the school system

However, **the projection model does not currently take account of additional growth in the pupil population due to planned housing developments which will further impact on these increases.** Hence, the outputs from the model need to be considered alongside the Pupil Yield calculations to gain an overview of potential overall demand in school planning areas in coming years.

The table below shows the SCAP pupil projections for primary (5 years) and secondary age (7 years) pupils alongside the additional estimated pupil yields from nearby Strategic Land Release (SLR) or other major housing developments for both the SCAP timescales and until 2030.

Table 4 - SCAP Pupil Projections Alongside Pupil Yield Estimates Resulting from Housing Growth:

School Planning Area	Primary Age Pupils				Secondary Age Pupils			
	Number on Roll January 2018	SCAP Projection - change by 2022/23	Pupil Yield based on units built by		Number on Roll January 2018	SCAP Projection - change by 2024/25	Pupil Yield based on units built by	
			2023	2030			2025	2030
GOSFORTH	3537	294	410	776	1955	482	421	583
INNER EAST	3110	-9	<i>No major site</i>		2581	473	<i>No major site</i>	
INNER WEST	5802	90	163	389	3364	570	218	291
NORTH CENTRAL	2261	-144	105	340	1540	373	145	281
OUTER EAST	2767	117	<i>No major site</i>		1616	567	<i>No major site</i>	
OUTER WEST	4099	128	346	1020	1554	796	446	774

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.

TOTALS	21576	476	1024	2525	12610	3261	1230	1929
---------------	--------------	------------	-------------	-------------	--------------	-------------	-------------	-------------

Sources: Newcastle Pupil Yield Model – For Planned Housing up to 2030 (July 2018) / SCAP Forecast Figures 2018 (using data from the January School Census 2018 and the Local Pupil Projection Model - July 2018)

Notes: Primary figures include primary age middle school and all-through pupils - for comparison purposes with SCAP Forecast figures and Pupil Yield data. Secondary figures exclude post-16 provision and special schools are not included.

The data provided in the sections above clearly demonstrates there is going to be a significant shortfall in secondary school places over the next 7 years, and this gap in provision will only expand further as a result of inward migration and growth resulting from major housing developments up to 2030.

As can be seen in the secondary school capacity data overall (Table 1) and the pupil yield data above (Table 3), the Outer West of the City will be most impacted by this growth compared to all other School Planning Areas across the City.

IMPACT OF POPULATION GROWTH ON SCHOOL PLACES

By 2030, the number of children and young people aged 0-18 in the city will increase to 65,681 – a growth of over 5,000 children or 8.3%, with an average annual growth of 358 (Office of National Statistics population data and projections)¹.

During this period, the ONS-projected population growth will be greatest in the secondary age population, with a slight reduction in the primary age population between 2020 and 2030.

The estimated growth identified by ORS is substantially larger than that proposed by ONS, with a projected growth of 7,848 children and young people aged 0-18 (13%) between 2016 and 2030 - an average annual increase of 561. As with the ONS data, ORS are predicting a much greater increase in the secondary age population than the primary population over this period (21% compared to 12% respectively). Unlike the ONS projections, those by ORS show a continued increase in the primary age population between 2020 and 2030.

The table below summarises the differences between ONS and ORS 0-18 population estimates in Newcastle up to 2030. Note that this is based on 2016-2030 as ONS estimates below national level are not available for 2015.

Table 5 – Comparison of ORS & ONS Population Estimates to 2030:

¹ The ONS data referenced here is taken from the 2016 based Sub-National Population Projections (SNPP mid-year estimates) published in June 2018.

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.

Age Group	ONS Estimates (2016)			ORS Population Forecasts			ONS Change 2016-2030	ORS Change* 2016-2030
	2016	2020	2030	2016	2020	2030		
Aged 0 to 4	17078	17225	16892	17371	17853	17879	-186	508
Primary school age (5 to 11)	22729	24161	23866	22189	23684	24895	1137	2706
Secondary school age (12 to 16)	14227	15371	16958	14288	15281	17311	2731	3023
Aged 17 to 18	6632	6520	7965	6298	6580	7909	1333	1611
Total 0-18 age population*	60666	63278	65681	60146	63398	67994	5015	7848

Source: ONS Sub-National Population Projections (SNPP mid-year estimates 2016) compared to ORS Newcastle Forecast Population (August 2017).

The following tables show the total new housing planned in the next five years, 6-10 years and up to 2030, as outlined in the Housing and Economic Land Availability Assessment (HELAA) which has been attributed to the School Planning Area in which the planned housing is (mostly) located.

Residential Properties and Estimated Housing Growth across Newcastle (HELAA)

School Planning Area (SPA)	Current Residential Properties	Planned New Builds			Total in next 15 years
		in 'next 5 years'	in '6-10 years'	in '10-15 years'	
Gosforth	16967	1820	1513	734	4067
Inner East	26934	549	420	357	1326
Inner West	32688	1540	1842	1509	4891
North Central	16319	685	1074	558	2317
Outer East	18009	38	1372	222	1632
Outer West	22454	1202	2417	1734	5353
Total	133371	5834	8638	5114	19586

Sources: Current Residential Properties (Gazetteer) / Planned New Build Units (HELAA – Sept 2018)

Estimated Residential Properties by SPA as % of all Residential Properties 2013

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 Planning Areas (SPA)	Current Residential Properties	Planned New Builds 2018-30	New Builds as % of Current Residential Properties	Current Residential Properties + New Builds By SPA	Proportion of Total Residences City Wide
Gosforth	16967	3681	21.7%	20648	13.7%
Inner East	26934	1326	4.9%	28260	18.7%
Inner West	32688	4549	13.9%	37237	24.7%
North Central	16319	2017	12.4%	18336	12.1%
Outer East	18009	1542	8.6%	19551	13.0%
Outer West	22454	4474	19.9%	26928	17.8%
Grand Total	133371	17589	13.2%	150960	100.0%

Sources: Current Residential Properties (Gazetteer) / Planned New Build Units (HELAA – Sept 2018)

#See the map provided in the appendix B1 for how these developments impact upon the proposed school site.

The total number of units planned across these areas by 2030 is just under 4,400, with an estimated pupil yield overall of 2,132 pupils (44% being secondary aged children and young people).

The table below provides estimates of the growth in pupil numbers that might be expected from planned housing growth within each of the 6 school planning areas across Newcastle (using the ORS estimated forecasts for population growth in Newcastle up to 2030 against the planned housing outlined in the Housing and Economic Land Availability Assessment (HELAA):

SPA	2030 Forecast	Change 2015-30	2030 Forecast	Change 2015-30	2030 Forecast	Change 2015-30	2030 Forecast	Change 2015-30	2030 Forecast	Change 2015-30
	Aged 0-4		Aged 5-11		Aged 12-16		Aged 17-18		All 0-18 Years	
Gosforth	2445	109	3405	422	2368	434	1082	220	9300	1186
Inner East	3347	150	4660	579	3241	594	1481	301	12729	1624
Inner West	4410	197	6141	763	4270	763	1951	396	16772	2140
North Central	2172	97	3024	376	2103	386	961	195	8259	1054
Outer East	2316	104	3224	401	2242	411	1024	208	8806	1124
Outer West	3189	143	4441	552	3088	566	1411	287	12129	1547
Grand Total	17879	800 (+4.5%)	24895	3092 (+12.4%)	17311	3174 (+18.3%)	7909	1607 (+20.3%)	67994	8674 (+12.8%)

Source: ORS Gateshead & Newcastle upon Tyne Strategic Housing Market Assessment (August 2017) Proportioned across Current Residential Properties (Gazetteer) / Planned New Build Units (HELAA – Sept 2018)
 Note: Figures rounded to the nearest whole number.

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.

With the large numbers of pupils already making their way through the school system in Newcastle, expected population growth will have a significant impact upon the availability of school places in future years. This will only be further exacerbated by the significant housing growth planned across the city (both in Strategic Land Release (SLR) Sites and developments planned within the urban area of the city).

The DfE School Capacity data tables clearly show a shortfall of places needed in the Outer west of Newcastle upon Tyne – with 124 signalled already for 2021/22. With the closure of the Discovery Free School in 2018 and the building of new homes allied to major issues in the Ponteland Pyramid this is likely to be a significant under estimate.

The table below shows the projected housing growth up to 2030 and the estimated primary and secondary pupil yields for each of the Strategic Land Release (SLR) sites, and the major housing site at Scotswood, alongside the School Planning Areas that will be most affected:

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.

SLR and large-scale Housing Development	School Planning Area Most Impacted	Housing Planned to 2030	Estimated Pupil Yield to 2030	
			Primary	Secondary
NGP Expansion	Gosforth	580	151	110
NGP Cell A	Gosforth	800	207	156
NGP Cell D*	Gosforth	492	107	81
NGP Brunton Quarry	Gosforth	100	26	19
Hazlerigg	Gosforth	462	126	96
Wideopen	Gosforth	167	48	37
Dinnington	Gosforth	439	111	84
Kenton Bank Foot	North Central (& Outer West)	813	259	203
Upper Callerton	Outer West (& North Central)	892	242	184
West Middle Callerton	Outer West	550	148	112
East Middle Callerton	Outer West	590	159	122
Lower Callerton	Outer West	670	167	127
Throckley (all)	Outer West	653	166	124
Newburn	Outer West	600	138	105
Newbiggin Dene	North Central (& Outer West)	300	81	78
Scotswood*	Inner West	1800	389	291
TOTALS		9908	2,525	1,929

Sources: Newcastle Pupil Yield Model – For Planned SLR Housing Developments up to 2030 (July 2018)
 Note: *Cell D at NGP and Scotswood are not SLR Housing sites as they pre-date the Core Strategy. However they are large-scale housing developments which are likely to have a significant impact on school place need.

RATIONALE FOR PROPOSED SIZE OF NEW FREE SCHOOL

The size of current primary school cohorts across the city significantly exceed the secondary places available. The numbers of pupils in primary cohorts in the city (i.e. Newcastle excluding the schools in the Gosforth 3-tier schools) are shown in the table along with the year they will transfer into Year 7. The cohort size will exceed the current numbers of Year 7 places available from 2019/20. Although short-term arrangements to create limited additional places in other schools will alleviate this it will not provide sufficient secondary places without the creation of another school.

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.

January 2018 Census data by NCY – two-tier schools only

September in which cohort requires Y7 place	2024	2023	2022	2021	2020	2019	2018
Current NCY (January 2018)	YR	Y1	Y2	Y3	Y4	Y5	Y6
Cohort size	2685	2719	2789	2744	2641	2524	2345
No Y7 (transfer) places**	2399	2399	2399	2399	2399	2399	2399
Shortfall in Y7 places (if all pupils required a place)	-286	-320	-390	-345	-242	-125	54

Sources: SCAP Capacity Figures July 2018 / January School Census 2018

Note: Figures in the table do not include either the capacity or the numbers on roll in the Gosforth three tier provision, as the transfer years are different.

This data does not take into account any inward migration into the City over this period - either resulting from or additional to that created by the large housing developments planned. It purely reflects the current numbers in the system without any additional demand for places being created.

Year 7 cohorts from 2025 consist of children who are not yet in the school system. However, birth rate data and data supplied from Health about pre-school age cohorts in Newcastle show that the birth rate up to the latest available data remains fairly consistent around 3,300 (+/-40) per year.

School Planning Area	Year 7 Capacity (Sept 2017)	Number on Roll in Year 7 (Jan 2018)	Unfilled Year 7 Places (Jan 2018)	Year 6 cohort** (Jan 2018)	Reception cohort** (Jan 2018) Y7 2024
GOSFORTH***	396	406	-10	497	540
INNER EAST	535	539	-4	417	451
INNER WEST	665	649	16	748	828
NORTH CENTRAL	342	308	34	278	332
OUTER EAST	427	385	42	363	394
OUTER WEST	430	362	68	480	621
TOTALS	2795	2649	160	2783	3225

Sources: SCAP Capacity Figures July 2018 / School Census data January 2018

Notes: *January 2018 Y2 cohort (Y7 in 2022) is largest in city >100 pupils larger than 2017/18 R cohort; **Based on Reception 2017/18 and Y6 cohort in primary schools in each planning areas but may be feeder school to secondary in a different planning area; note that 3 catholic secondary schools also serve whole city; ***Gosforth has three tier schools so different intake years but included to demonstrate citywide places

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.

--

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.

Although Newcastle is not a named local authority in relation to the Wave 13 Free Schools, unfortunately, there has been a relative decline in Ofsted inspection outcomes in Newcastle secondary schools in the last two years to below the national average overall.

Of the 15 secondary schools, five are Outstanding (33%), five are Good (33%), three Require Improvement (20%) and two are Inadequate (13%). The secondary school judged to be Inadequate is in the process of academisation under a Directive Academy order.

Distance from Existing Secondary Schools To Proposed New School Site:

The table below shows the distance in miles to the proposed new school site from each of the existing secondary schools in the city. This is calculated by using the easting and northings location data and shows distance as the crow flies.

School	Distance in Miles	Ofsted Rating
Studio West School	0.95	Requires Improvement
Kenton School	1.56	Requires Improvement
Walbottle Campus	2.05	Good
St Cuthbert's RC High School	2.16	Outstanding
Excelsior Academy	2.23	Requires Improvement
Sacred Heart RC High School	2.29	Outstanding
Gosforth Academy	2.86	Outstanding
Discovery School	3.92	Closed
St Mary's Catholic School	4.03	Outstanding
Heaton Manor School	4.33	Inadequate
Benfield School	5.54	Good
Walker Riverside Academy	6.09	Good

Standards in Secondary Education across Newcastle:

Ofsted inspection outcomes in Newcastle secondary schools are below the national average overall. Of the 15 secondary schools, five are Outstanding (33%), five are Good (33%), three Require Improvement (20%) and two are Inadequate (13%). The secondary school judged to be Inadequate is in the process of academisation under a Directive Academy Order, with Gosforth Academy as the DfE preferred sponsor, and the Free School was closed by the DfE at the end of the 2018 academic year.

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.

Along with the LA we strongly believe that the proposed catchment [redacted] [see earlier map] is a pocket of seriously low standards.

School	Type	Age Range	No of pupils (Jan 18)	Latest Ofsted rating (overall)	Distance in miles from the proposed site
Discovery School	Free School	13-19	234	Inadequate	■
Excelsior Academy	Academy	3-19	1519	Requires Improvement	■
Gosforth Academy	Academy	13-19	1714	Outstanding	■
Gosforth Central Middle	Foundation	8-12	512	Good	■
Gosforth East Middle	Foundation	8-12	510	Good	■
Gosforth Junior High	Academy	8-12	665	Outstanding	■
Heaton Manor	Foundation	11-19	1775	Inadequate	■
Kenton School	Academy	11-19	1745	Requires Improvement	■
Sacred Heart RC High	Academy	11-19	1407	Outstanding	■
St Cuthbert's RC High	Academy	11-19	1117	Outstanding	■

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.

St Mary's Catholic School	Academy	11-19	1308	Outstanding	■
Studio West School	Studio School	11-19	215	Requires Improvement	■
Walbottle Campus	Community	11-19	1598	Good	■

2017 Key Stage 4 Performance Data – City Wide:

Outcomes for secondary school pupils vary widely across the city.

While attainment and progress in primary schools in Newcastle is above national averages, pupil progress slows down considerably through Key Stage 3 and Key Stage 4, leading to GCSE results that for ten years, have been broadly average but, in 2017, were well below the national average.

In 2017, pupils sat the reformed GCSEs in English Language, English Literature and Maths for the first time. Newcastle secondary schools generally performed disappointingly in these reformed GCSEs.

2017 Results	‘Standard’ pass in English and Maths	Strong pass in English and Maths	EBacc including Level 4 and above for Mathematics and English	EBacc including Level 5 and above for Mathematics and English	Attainment 8	Progress 8
Newcastle pupils	56%	35.4%	22.1%	19.6	43.3	0.23
National average	59.1%	39.6%	21.9%	19.7	44.6	-0.03

Newcastle pupils’ average Attainment 8 Score in 2016/17 was 43.3, below the national average (44.6) and below both previous years in Newcastle (48.6 in 2015/16 and 46.6 in 2014/15).

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.

Newcastle pupils’ average Progress 8 measure of -0.23 was below the national average. This means that students achieved, on average, one quarter of a GCSE grade worse per subject than those pupils nationally who had the same attainment at the end of Key Stage 2.

Key Stage 4 Outcomes for children with SEND were below the national averages for SEND pupils in all the areas reported on, including attainment and progress.

2017 Key Stage 4 Performance Data – By School Planning Area:

Looking at pupil performance at a School Planning Area level demonstrates that there are pockets of lower standards in some areas of the City – particularly in the Outer East and Outer West (when compared to our best performing pupils who are resident in the Gosforth School Planning Area).

School Planning Area	Attainment 8 Score	Progress 8 Score	Grade 5 or above in England and Maths GCSE	Entered for EBacc	Achieving EBacc at Grade 5 or Above
Gosforth	55.4	+0.6	59%	74%	42%
Outer West	40.1	-0.78	21.7%	27.9%	9.7%
National 2018	46.6	0	42%	38%	23%

Progress of Vulnerable and Disadvantaged Pupils:

The proportion of children eligible for and claiming free school meals in Newcastle (2018):

- In primary schools was 26.7% (up from 23.9% in 2017). The national average is 14.2%.
- In secondary schools was 24.3% (up from 21.4% in 2017). The national average is 13.3%.

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 attainment gap for disadvantaged pupils in Newcastle secondary schools is not closing rapidly enough and, disappointingly, widened in 2017. Progress from Key Stage 2 to Key Stage 4 in the 2016/17 cohort was significantly slower than in previous years. The progress of vulnerable and disadvantaged children across the city remains a key focus for improvement.

The table below demonstrates the attainment and progress made across disadvantaged cohorts resident in different parts of the City (according to School Planning Area):

*It is worth bearing in mind that although the **percentage** of disadvantaged at Gosforth Academy may look small we nonetheless teach **significant numbers** of students. [with PAN of 360 and actual year groups circa 400]

School Planning Area	Attainment 8 Score	Progress 8 Score	Grade 5 or above in England and Maths GCSE	Entered for EBacc	Achieving EBacc at Grade 5 or Above
Gosforth	39.9	-0.23#	28.9%	50.0%	23.7%
Inner East	37.5	-0.67	20.0%	36.7%	5.0%
North Central	33.1	-0.63	14.9%	21.4%	5.2%
Inner West	36.4	-0.31	19.9%	22.7%	9.2%
Outer West	33.3	-1.13	12.3%	15.4%	4.3%
Outer East	34.2	-0.61	22.1%	9.5%	4.7%

Disadvantaged pupils in Newcastle secondary schools continue to achieve on average, between a third and a half a grade worse per subject than all other pupils.

This was a ‘blip’. We have received commendations for our work helping disadvantaged students achieve *at the same level* as other students nationally.

In 2018 progress 8 at Gosforth Academy was -0.10 for pp students [with 53% of the cohort having made positive progress].

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.

We fully appreciate that in the south of England ‘outstanding’ schools achieve significantly more positive outcomes and are working with Jacqui Lomas [Principal for School Improvement at the Harris Federation] as well as with our partners in the Leadership Partner Schools Network to effect improvement. That said, north of the Humber, we are virtually unrivalled in our level of success here.

Common Issues Impacting on the Outer West Attainment 8 and Progress 8 As Identified By Ofsted

The Ofsted reports for Excelsior Academy, Kenton School, Studio West School and Walbottle Campus, all of whom are the closest schools in proximity to the proposed new school site, highlight several key common issues. The nature of these issues consequently serve to create a ‘pocket’ of low standards in the Outer West.

There are common issues around leadership, teaching and learning and attendance.

- The quality of teaching is inconsistent.
- Assessment information is not consistently used effectively to plan learning that meets pupils’ needs.
- Too many pupils have not made the progress of which they are capable, including disadvantaged pupils, those who have special educational needs and/or disabilities and the most able.
- Differences in achievement between disadvantaged pupils and others are not diminishing
- Most able pupils significantly and consistently underperform over time in their GCSE
- Leadership lacks rigour and actions toward improving standards and accelerate progress in each key stage is not quick enough.
- Pupil attendance is poor but in particular disadvantaged pupils are absent too often.

In terms of examination success and outcomes for students, Gosforth Academy is the most successful coeducational, non-faith school within Newcastle Local Authority. We have maintained our success at the same time as rapidly improving North Gosforth Academy [formerly Seaton Burn Community College] and Heaton Manor – the former now part of our MAT and the latter in the process of joining. Therefore whilst there is a clearly recognisable pocket of low standards in the Outer West, Gosforth MAT are

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.

ideally placed to address these issues through our education plan for the proposed new school.

Social Mobility & Levels of Deprivation:

The ward within which the proposed new secondary school would be created had a child poverty rate of 32.56% (Woolsington Ward). Other neighbouring wards (which would be most likely to provide a proportion of the pupil population at the proposed new free school) ranged between 17.05% (Westerhope) and 40.32% (Kenton – one of the highest percentages of children living in poverty across the City).

Absence and Persistent Absence:

The highest rates of absence and persistent absence recorded across the city in 2016/17 were for the secondary provision in the Outer West of the City, this was followed by one school in the Inner West and two in the Outer East. This is shown in the table below – where colour coding has been used to demonstrate those schools below the national average, slightly above the national average or well above the national average. (source: **Get Information About Schools 2016/17**)

School	Overall Absence Rate	Persistent Absence	Distance in miles from the proposed site
Walbottle Campus #	8.0%	24.6%	■
Discovery School	7.4%	23.1%	■
Walker Technology College	6.8%	21.2%	■
Benfield School	6.5%	20.4%	■
Kenton School #	5.9%	15.0%	■
St Mary's Catholic School	5.7%	14.7%	■
Heaton Manor	5.6%	14.7%	■
Excelsior Academy #	5.1%	14.3%	■
Gosforth Academy	5.2%	13.4%	■
Sacred Heart Catholic High School #	4.8%	12.3%	■

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.

St Cuthbert’s Catholic High School #	4.6%	9.2%	■
Gosforth Junior High Academy	3.7%	5.6%	■
Gosforth Central Middle School	3.5%	7.0%	■
Gosforth East Middle School	3.3%	5.2%	■
Walker Riverside Academy	No Data	No Data	■
Average Rate in England – State Funded Secondary Schools	5.4%	13.5%	

schools nearest to proposed site

It can be clearly seen that the existing local schools to the proposed Callerton Academy demonstrate a pocket of low standards. The local authority believe that revisiting recent and 2018 data would in fact qualify Newcastle upon Tyne as one of the DfE’s target areas. Of the three nearest schools Ofsted rates 2 as ‘requires improvement’ and the third has recently moved from ‘requires improvement’ to ‘good’ [although in 2017 it had a progress measure of -1.15 for all students]. The nearest ‘outstanding’ co-educational non faith school is Gosforth Academy at a distance of 4.5 miles.

Currently almost 1500 students [roughly half of these at secondary level] cross local authority boundaries and are educated within the Ponteland pyramid [within Northumberland LA]. This has been a pattern established over several decades due to extremely negative parental perceptions of many schools, both past and present, in the West of Newcastle. Newcastle local authority believe that this leaching is one cause of low educational achievement in the proposed catchment area for the new school and think that we will attract people from diverse backgrounds and communities.

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 demand from parents, existing 1st school head teachers and the community revealed at consultation events [organised by Newcastle City Council late 2017] is substantial as reflected in part D of the application.

Our curriculum will reflect the needs and aspirations of our community – creating a pathway of progression within our Multi academy trust to University and employment. We will set ambitious targets and embrace diversity. Our initial cohort will be in the top 10% of students from similar schools. We believe that Gosforth’s track record and reputation will enable the new school to knit together disparate communities and promote excellence – particularly benefitting those from disadvantaged.

Please also see supporting data in Appendix B

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

Callerton Academy will, as its central mission, focus on ensuring that young people in the rapidly expanding north Newcastle upon Tyne Outer West development enjoy access to a truly inspirational secondary education. An academy of 1200 students, from year 7 to year 11, it will mirror in its aspirations, standards and size our other MAT schools. 240 students will be admitted each year into year 7 until fully operational. The entry point segues with the two tier system embedded in the area, complementing the plans of the Gosforth Schools trust and Newcastle local authority.

We propose to open in 2021 for 240 students. Our gradual build up in numbers is related to the unique nature of the situation.

Our mission statement can be summarised in the words "Create your future!" which neatly encapsulates our purpose as a school: to educate, support and nurture all of our students so they can achieve their potential and fulfil their aspirations.

GOSFORTH FEDERATED ACADEMIES LTD

Gosforth Federated Academies Ltd is a MAT comprised of Gosforth Junior High Academy which provides education for pupils from years 5 to 8 and Gosforth Academy

C1 – Vision

which provides for pupils from years 9 to post 16. Both Gosforth Academy and Gosforth Junior High Academy were judged to be “Outstanding” by Ofsted in 2008 and 2011 respectively, and both schools’ outstanding status was maintained following Ofsted inspections in May 2015. Since then North Gosforth Academy [formerly Seaton Burn Community College - years 7 to 13] has joined our MAT and we expect Heaton Manor [years 7 – 13] to join in January 2019. Both are ‘making rapid progress’ to leave special measures. In pre-opening we also have Gosforth Great Park Academy which we expect to open in late 2021. No further MAT expansion is envisaged until all existing schools are fully operational and have achieved Ofsted ‘outstanding’ status.

Gosforth Federated Academies Ltd is recognised nationally as an outstanding and innovative organisation that provides bespoke training programmes for staff both within Gosforth Federated Academies Ltd and from other schools within Newcastle Local Authority. This includes an extensive range of professional development programmes for teaching staff and middle leaders and an Associate Senior Leadership programme. This helps to ensure that there is always capacity within the leadership structure to work supportively with other schools. This was demonstrated, when in September 2007, Gosforth Academy assumed the administration duties of Gosforth West Middle School, a school in Special Measures, in a hard federation agreement. Within the same academic year, Gosforth West Middle School was judged by Ofsted to be, “A good school” and in 2011, “An outstanding school”. Gosforth West Middle School (now Gosforth Junior High Academy and part of Gosforth Federated Academies Ltd.) remains an, “Outstanding” school (Ofsted 2015).

National accolades presented to Gosforth Federated Academies include commendations for our work helping disadvantaged students achieve *at the same level* as other students nationally and for being in the top 100 non selective state schools for E. Bacc. These nationally recognised achievements and strengths, along with a long track record of outstanding provision, help to provide significant advantages regarding professional development, leadership development and the recruitment and retention of some of the best teachers in the country.

We have many partner organisations – Newcastle Falcons [we host their Rugby Academy 6th formers], William Hulme’s Grammar School [ULT] who we assisted in their journey from the private to public sector, Northumbria University, the Universities of Newcastle, Durham, Sunderland and Edge Hill – for our extensive work in teacher training.

We have considerable experience of providing school improvement support. This has included Hugh Robinson’s NLE work at Haydon Bridge High School and in Gravesham, Kent at the federation comprising Meopham Community Academy, Chantry Community Academy and Istead Rise Primary School and at Erith School. Further evidence of our work in this area also includes assistance given to Gosforth West Middle School when it was placed into special measures. Our team made rapid

C1 – Vision

transformation with Ofsted rating it 'Good' within one year and now, as part of our federation it having 'outstanding'. Outcomes at these schools have seen rapid and sustained improvements. Most recently we have worked with North Gosforth Academy and Heaton Manor providing school to school support intensively to remedy deep seated problems and effect rapid improvement.

ETHOS

All Gosforth trust schools are dynamic and diverse – demonstrating a clear energy and purpose where all students are valued, regardless of their background or ability. We pride ourselves on our comprehensive intake and our inclusive approach.

We are determined to be an 'Outstanding' provider ensuring that the new school can also be described as 'a school in which nothing is merely ordinary and much is exemplary' (Ofsted). The main areas of excellence would be languages, the gifted and talented curriculum, social inclusion, and the development of teaching and learning.

- ⦿ Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the weaker members of society, regard for the environment and a kindness towards other people.
- ⦿ We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

VISION AND KEY FEATURES

Our vision is to foster the progress of our children as global citizens as well as members of the Gosforth MAT community. These core values will be communicated through a focussed assembly programme, outstanding teaching and learning and PHSE study. We retain a firm emphasis on academic progress and attainment at the school, focussing on high aspirations and a wide, varied and accurately targeted curriculum to create appropriate, closely tailored pathways for all pupils.

A praise code will deliver a clear discipline system as well as significant rewards for the majority of pupils who behave and work to the high standards that we will expect of them. This system of sanction and reward has equity at its core; it demands that all students will be treated in the same way, regardless of difference or background. Pastoral care will be exceptional, with dedicated teams of Pastoral Managers and Directors dealing quickly and effectively with issues of safeguarding and care for the whole child. Active community and parental involvement will be encouraged and a wide range of extra-curricular activities will be offered through activity weeks and school trips.

C1 – Vision

We want to produce aspirational, confident people who are active and reflective contributors to the communities, local and global, that they belong to. Our school will also be committed to academic attainment and social mobility. We aim for at least 70 per cent of students to pass at least 8 GCSEs [or equivalent with strong passes. A significant majority of students will also achieve the English Baccalaureate; we will encourage every student to progress to Sixth Form and undertake a sufficiently demanding course there to progress to a good university or career.

The school will aim, like the Academy, to achieve an ‘outstanding’ Ofsted judgement in all categories. Within the MAT we intend to host a Teaching School as well as all schools being a member of the Leadership Partner School Network. There are several key facets to our Academy as we envision it: that we contribute to the training of outstanding teachers; we commit ourselves to progression and excellence, and that we integrate effectively into a flourishing community.

We want to produce students who are kind, honest and socially conscious. We should also aim to encourage our pupils to become aspirational, confident people who are active and reflective contributors to the communities, both local and global, that they belong to. Pupils should be encouraged to lead others, through peer mentoring or an active involvement with school issues. In short, we want them to assist and lead one another in this process and to take their rightful place within society.

Through our curriculum we wish to support not only the career prospects of our students but also the wider regional and national economies. Through higher achievement, our students will be able to access successfully the many opportunities available. This will be combined with effective careers and enterprise education which is in line with the ‘Gatsby’ benchmarks. Students will be able to use their qualifications and their knowledge of opportunities [including Labour market Information] to contribute fully to the economy.

Section D – Engagement with parents and the local community

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

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

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

D1 – Successful engagement with parents and the local community

The proposed Callerton Academy will, as its central mission, focus on ensuring that young people in the Outer West of Newcastle enjoy access to a truly inspirational secondary academy. We have engaged with several stakeholders in the local community including parents to make them aware of our proposal and to collect their feedback, and the proposal has been met with particular interest and enthusiasm.

The proposed school addresses the issue of basic need caused by the rapidly rising demographic trends of Newcastle and specifically because of the extensive new housing developments of the Outer West outlined in Part B. Additionally the school will raise outcomes across the city for all students and 'close the gap' for the most disadvantaged providing a resource longer term to help improve educational achievement across the region. Again the local community are aware of and concerned by this increasing need so have engaged with consultation.

Working with the LA we have therefore successfully engaged with a cross section of the local community including disadvantaged groups and have been informed by feedback. It is consequently felt that in addition to having the full support of the LA who approached us, that our proposed new school also has the full support of the local community. Local secondary headteachers who we have canvassed are not concerned of potential impact – other than the headteacher of Walbottle Campus [Progress 8 -1.15 in 2018] who is concerned that the

D1 – Successful engagement with parents and the local community

parents of more able students may prefer Callerton Academy. Additionally we have spoken to the office of the RSC who are supportive.

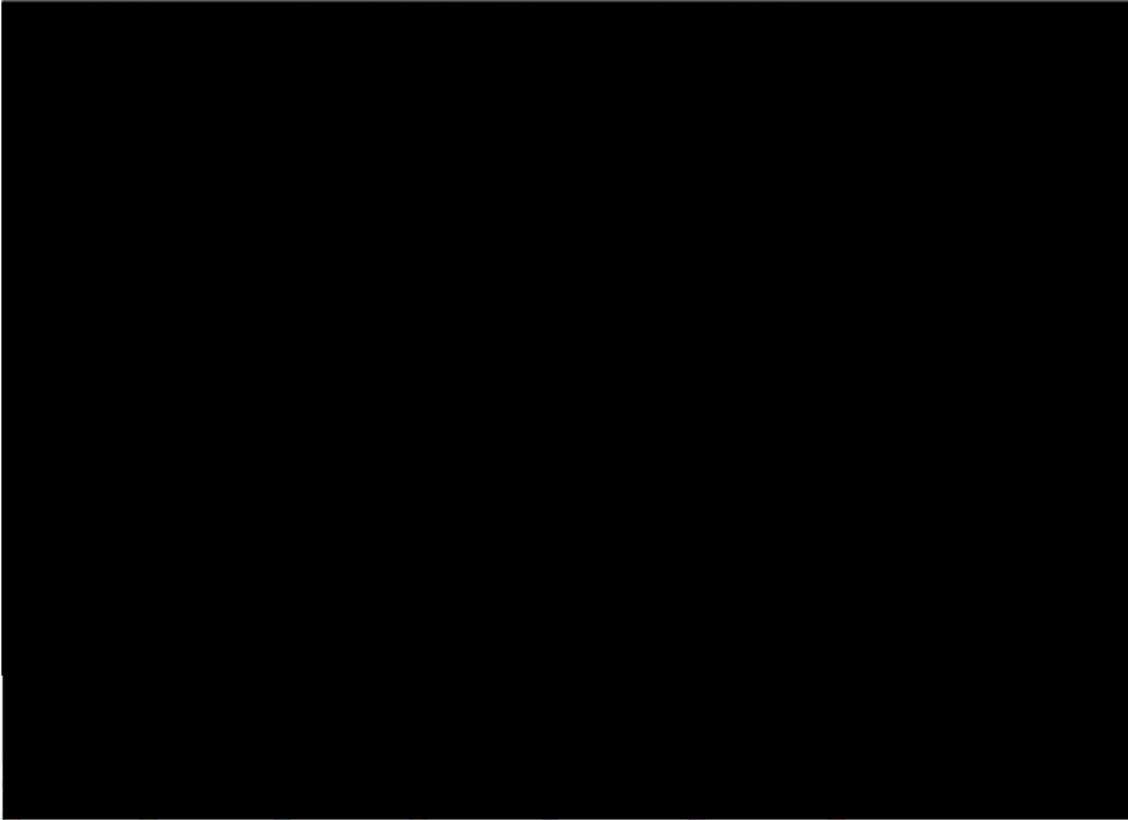
Consultation Information & Process

We have undertaken a range of consultation and information strategies to garner feedback and support for our proposed new school.

- Working with the LA we have undertaken an initial stakeholder consultation. See appendix D.
- We have visited and written to local head teachers to inform them of the proposal. They have in turn shared information with their parents requesting expressions of interest relating to potential primary- secondary transition opportunities.
- We have created a new page on the Gosforth Federated Academies MAT website requesting expressions of interest – to date over 240. Please see postcode of demand map.
- We are about to distribute 10000 leaflets to first schools and homes in the catchment informing parents and the wider community of our plans with an invitation to attend events at Community centres and first schools and to make contact via the MAT website.

D1 – Successful engagement with parents and the local community

Postcode of demand map



An initial consultation event was hosted at Simonside primary School.

Stakeholders who were specifically invited to the consultation event included:

- Parents of current Primary School pupils in the outer west
- Local residents
- Users of the Simonside Community Centre
- Managers of Bedeburn Short Breaks
- Local Ward and Council Members
- Head Teachers of all Newcastle schools
- Representatives of School Trusts
- Diocesan Directors of Education

This event launched a consultation window to gather views on the options being presented, and for stakeholders to ask questions or raise concerns. A Consultation Feedback Form was provided and copies were left at the school and the Community Centre for parents and users of the facilities to register their feedback.

Stakeholders were asked to complete questionnaires at the event or return directly to the school after the event or online via Let's Talk Newcastle by 15th December 2017.

D1 – Successful engagement with parents and the local community

Responses, questions and any concerns raised through the Feedback Forms were collated and analysed.

In response to the key question of whether they supported proposals for a new secondary for local children at the proposed location 93% agreed at this initial consultation. Since then we have received over 240 expressions of interest in actually having a place.

Timeline for Further Engagement

We anticipate that once the site is confirmed, parent commitment to the new school proposal will be even higher. We will therefore continue a program of engagement to ensure the school reaches capacity.

- Hold future, regular meetings to which members of the wider community will be invited (dates to be announced via text and on our website updated at least termly once approval is granted)
- Send Newsletters with updates (school termly)
- Action further press releases (in response to significant developments)
- Advertise on outer west notice boards and Sport at Gosforth Sports Centre
- Continue to promote and inform the community via Gosforth MAT website
- Continue to collect survey data
- Continue to report developments to all Heads of Gosforth Pyramid Schools at our monthly meetings (permanent agenda item) • Holding potential Parent evenings / days at our existing schools, which will showcase our outstanding practices around teaching, learning and pastoral provision.
- Continue to engage potential parents through social media as we do for our existing school.
- Build upon our previous successful engagement with primary schools the Outer West.
- Produce a high-quality prospectus and video portraying our proposed new school.

Section E – Education plan: part 1

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

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

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

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

In the Table E(a), please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time to full capacity. Please add additional rows/columns if appropriate.

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

Table E(a)							
Table E(a)	2021	2022	2023	2024	2025	2026	2027
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.

Table E1 – hours per week. NB actual lessons are 50 minute periods.			
Subject	Y7/8	Y9	Y10/11
English	4.16	3.33	9
Mathematics	4.16	3.33	3.33
Science	3.33	3.33	5
History	1.66	1.66	-
Geography	1.66	1.66	-
Chinese	2.5	1.66	-
Italian	#	2.5	-
Art	0.83	0.83	-
Music	0.83	0.83	-
Design Technology	0.83	0.83	-

Computing/ICT	1.25	1.25	-
RE	0.83	0.83	-
Drama	0.83	0.83	-
PE	1.66	1.66	1.66
PSHCE	0.83	0.83	1
Guidance/Reading	1.25	1.25	0.83
Option Subject 1 See list	-	-	2.91
Option Subject 2 See list	-	-	2.91
Option Subject 3 See list	-	-	2.91
Option Subject 4 See list	-	-	2.91

Options:

GCSE option subjects to be Chinese, Italian, History, Geography, Computing, Art, Music, Drama, Business Studies, Design Technology, Food and Nutrition, Religious Studies, PE.

Vocational pathways for those identified who would benefit (approximately 10% of the cohort):

Vocational options to be Business, ICT, Health and Social Care, Art and Design

Length of school day , including any enrichment time.	8.55 to 3.30 with potential sessions for enrichment activity before and after.
--	--

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

It is our intention in this Free School to replicate the curriculum and the approach to teaching and learning of The Gosforth Federated Academies Ltd. Gosforth Academy / Gosforth Junior High's curriculum has been rated as Outstanding in two consecutive Ofsted inspections. We intend to utilise the expertise of an extensive range of professionals currently working in federation within the new Free School; our staffing is designed and planned to build in significant additional capacity particularly in areas of leadership, teaching and learning and the core subjects.

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

Proposed curriculum

- Two week timetable
 - 7 period day
 - 64x50 minute periods
 - Period 7 on Tuesdays and Wednesdays reserved for extra-curricular enrichment, also with potential for intervention with targeted groups
 - No period 7 on Friday
 - Y7-9 follow common core curriculum, with full entitlement to National Curriculum. KS4 programmes of study (GCSE courses) start in Y9 in the E. Bacc subjects, and in Y10 for the other subjects.
 - Emphasis on English and Maths
 - Promotion of independent reading for literacy via dedicated lesson each week, co-ordinated with library engagement, assemblies, cross-curricular provision #2
 - Students' key stage 4 curriculum depends on ability/achievement to date, though all study common core of Mathematics, English Language, English Literature, Dual or Triple Science, PE and PSHCE
 - Rigorous use of data from several sources to identify KS4 pathway/curriculum offer
 - Aim is to give pathway which will maximise progression opportunities at 16
 - Academic E. Bacc pathway for all judged to be able to have potential (compulsory MFL, History/Geography plus two other subjects). At Gosforth Academy currently 75% of students follow this pathway. At Callerton Academy our target will be 70% with 50% achieving E.Bacc. Although this is our anticipated target we constantly monitor and adapt our pathways curriculum choices to ensure that students' best interests are paramount. This is always designed to enable progression.
 - Triple or Dual Science depending on aptitude
 - GCSE option subjects to be Chinese, Italian, History, Geography, Computing, Art, Music, Drama, Business Studies, Design Technology, Food and Nutrition, Religious Studies, PE
 - Vocational pathways for those identified who would benefit (approximately 10% of the cohort)
 - Vocational options to be Business, ICT, Health and Social Care, Art and Design
 - KS4 RE delivered via PSHCE programme, assemblies and through one curriculum day per year. This suspends normal timetable to allow for extended activities and the use of visiting speakers to challenge and motivate students to reflect upon faith issues and their significance for society.
 - Planned assembly programme with visiting speakers, co-ordinated with PSHCE programme
 - Careers education included in PSHCE programme, supported by assembly programme, cross-curricular provision, events (e.g. careers days); individual advice and guidance at key points (Y9, Y11)
- a) students have a generous allocation of English and Maths
- b) students get a flying start to Chinese with a generous allocation

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

c) they have experience of more than just one language before they opt for KS4 courses. We know from our current experience of language success [Gosforth Academy MFL value added in 2018 is +0.6 with consistently high attainment and progress over many years] that this is a proven methodology to introduce a 'new' language in year 9 and continue to GCSE in three years.

#2 For all students, no matter their abilities or interests, the development of their literacy skills is vital. We wish to do all we can to ensure that students pursue their own programme of independent reading as it is well recognised that those who read regularly and widely tend to be more academically successful. Wider reading can not only improve spelling, punctuation and grammar - essential for employability as well as success in school - but also enrich the lives of our students, allowing them to become better informed and filled with enthusiasm for the discoveries and revelations that reading can bring. For these reasons, we wish to devote some curriculum time to encourage reading, engaging students in constant dialogue about their choices and experiences.

Curriculum Rationale

Callerton Academy will draw the majority of its students from the new 'Outer West' housing development and the increasing birth rates of the area's existing homes.

We would expect this to produce students with characteristics similar to those of nearby existing schools with the likelihood of the area having increased affluence due to the nature of the housing development. Although there will be an allocation of social housing the majority of proposed new development will be sold at market rates.

Approximately 33% of students will be entitled to a free school meal and we expect approximately 14% of students to require intensive support in their development of English as an additional language. Although this percentage looks higher than our existing MAT schools because of school size actual numbers are in fact entirely comparable – hence our belief in our tried and tested curriculum pathways. For example in 2018 at Gosforth Academy 15% are entitled to free school meals and 16% are EAL.

[Numbers by year group size]	% FSM	Actual number of students	% EAL	Actual number of students
Gosforth Academy	15	60	16	79
Callerton Academy	33	34	14	64

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

With regard to curriculum it is our intention to replicate the successful and established elements of the curriculum of Gosforth Academy. We are determined to establish a curriculum which is academically rigorous and which prepares students brilliantly for university study and highly paid professional positions of employment. At the same time we will ensure that all students enjoy access, where appropriate, to very high quality vocational training.

Through ensuring that our academic provision is outstanding and through ensuring that all students enjoy access through partnership to superb vocational and apprenticeship based programmes we intend to provide a guarantee of excellence to all students regardless of ability. We will use Gosforth academy's current partnership arrangements with the North East Local Enterprise Partnership [who will allocate an Enterprise Advisor dedicated to Callerton Academy] and Business in the community to enhance vocational experiences in the curriculum and to provide the best possible progression opportunities for all students.

Through enjoying access to an outstanding curriculum within which teachers and those professionals supporting teaching provide outstanding learning opportunities all students will make great progress in their educational journey. Part of our confidence in making this statement comes from the proven impact of our work at Gosforth Academy / Gosforth Junior High Academy and at the schools in special measures that we have supported and that have joined our MAT. About 70% of students will have the opportunity to secure the E.Bacc qualification including those engaged in vocational programmes of study. Success at Key Stage 4 will have been built on a broad and balanced Key Stage 3 curriculum which has a particular focus on core skills.

The range of subjects studied in years 7 and 8 will be maintained in year 9, with key stage 4 options selected in the spring term. However, in year 9 the core and E. back. Subjects will have flexibility to streamline the KS3 subject content in order to induct and start a KS4 / GCSE programme of study early.

Whatever options choice students are on, that is why there is a clear focus on developing students' skills in both Maths and English. This is due to their importance not just as academic subjects in their own right, but also to the students' effectiveness as employees of the future; employers' organisations are rightly concerned that the young people who will work for them have excellent literacy and numeracy skills. With the E. Bacc at the core of the curriculum, we aim through rigour in KS4 to prepare students for progression into post-16 courses which will give them access to the finest university courses, as well as the wider skills they need to flourish. Through our curriculum we wish to support not only the career prospects of our students but also the wider regional and national economies.

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

Our curriculum offer will complement the local educational landscape by increasing the availability and provision of an approach which has been proven to succeed at Gosforth Academy, enabling even more students to access a curriculum which is geared to guaranteeing their successful progression at the end of KS4.

Curriculum Design

The curriculum is intended to:

- Be rich, varied and be designed to include, stretch and motivate all students
- Put the needs and interests of students first
- Provide smooth transitions between phases, integrating academic and vocational pathways
- Be enriched through partnership, offering a full programme of extension activities. These include NE LEP, Business in the community and our existing links with local employers [for example Sage and John Lewis] and training providers. In addition we will work with a range of music tutors, language teachers and sport coaches to ensure a vibrant extra-curricular offer.
- Develop core and functional literacy, numeracy and ICT skills through all subjects
- Provide 21st century resources and learning materials which will support independent learning in and out of school
- Be contextualised within the local and regional communities, yet international in outlook;
- Exceed statutory requirements
- Encourage enjoyment whilst safeguarding the learner at all times and in all activities
- Provide teaching strategies and a pace of learning planned to cater for individual needs
- Deliver a balanced attention to academic progress and welfare needs
- Ensure assessment which encourages high challenge, effective learning and helps students to make progress
- Facilitate teaching which is flexible, innovative, varied and challenging and constantly monitored for effectiveness
- Provide parents with the opportunities to support their children's learning
- Ensure interaction with the community in support of students' learning

The core skills of literacy, numeracy and ICT will be integrated and coordinated across all subject areas to ensure that students are able to improve their skills beyond national expectations. Schemes of work will be developed to ensure that these issues are implemented effectively and may be monitored during lessons.

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

Students with reading ages significantly below their chronological age will follow a reading recovery programme to enable them to be fluent readers. We would expect this to be less than 3% of students. A learning ethos which encourages independent learning, thinking skills and promotes personal development will be integrated in subject schemes of work. The work of an outstanding EAL specialist team will be pivotal in ensuring that all students, regardless of background, are able to achieve exceptional rates of progress.

Personal and social competencies will be taught by staff through the personal development programme covering all aspects of personal, social, health, citizenship, finance, emotional literacy and enterprise education, and through the behaviour for learning culture which the Academy will nurture in staff, students and families. The curriculum will encourage the study of local, national and international issues which will involve students looking outside their own community, to understand other cultures and develop a global perspective which will contribute to the further development of enterprise skills.

Lesson planning and schemes of work will follow best practice to ensure that lessons are accessible to all Academy students. Students with a special educational need will be supported to achieve their potential and to enjoy their education and graduate as competent and confident students of the Academy.

Information Learning Technology (ILT) systems will enable the innovative use of technology to support individualised learning programmes, and collaborative learning opportunities between sites and out of school hours.

ILT and Management Information Systems (MIS) will support the staff by providing student achievement and participation data. This will enable them to continually monitor students' individual progress and to modify learning programmes to meet students' needs as part of the student entitlement and reporting compact.

Parents and carers will be viewed as valued partners and co-educators. The Academy will develop opportunities to involve parents and carers in order that they may play a vital role in raising standards. The Academy will encourage and support them to further develop their skills and understanding. We will engage them in making their children's learning as effective as possible. This will come through traditional events such as review days and parents evenings, but also through harnessing opportunities of technology such as the parent portal on the VLE, where parents will be able to see their child's homework assignments for example.

An important role of the tutors will be to maintain effective home-school liaison.

There will be individual intervention for those with SEND and English as an Additional Language. While withdrawal from some lessons is a possibility for selected students

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

for limited time periods, we will maximise the opportunities for individual needs to be met in tailored intervention both before and after school and in tutor time. All interventions establish a baseline through initial assessment and impact is evaluated with further assessment/s as it progresses.

The Academy intends to work in partnership with a range of local businesses, education providers and agencies. The Gosforth Federated Academies already has links with dozens of business partners ranging from John Lewis and Debenhams to Sage and The Baltic. We have many links with all the regional Universities [Durham, Newcastle, Northumbria and Sunderland], the local NHS trust, as well as with the Coastguard, Police and Fire and Armed Services. All of these partners are keen to expand their work with us in this future venture. Existing work takes place in the form of our partners coming into school to work with students and also in the form of visits to the organisations. An example of an event held in school is a careers convention attended by a wide range of employers and educational organisations; an example of students experiencing the workplace is the weekly placement of Access for A level students at John Lewis. There are also employer / HE visits built into our curricular programmes in several subjects such as technology, art and business. These will be replicated at Callerton Academy.

The extended hours' programme will provide a range of activities with access to supervised areas including; sporting practice areas, performing arts, science, design and technology, library, resources and ICT areas as well as extra tutorial and pastoral support. Students will be able to attend a range of workshops at the beginning and end of the day in order to enhance their studies. Extension, or enrichment, activities will include options such as digital media, music, webcast radio, thinking skills, cultural studies, ecommerce, dance or design. In addition there will be activities relating to languages [for example Latin, Chinese, Russian and Arabic] and a range of fitness, sporting and leisure activities. Whilst not compulsory, our expectation is that a significant majority of students will be involved over their time at school.

The Curriculum Plan

Key Stage 3

The curriculum from Y7 – Y9 is continuous and coherent over the three years, the only difference in Y9 being the addition of Italian to enable a choice of MFL to be made in the options process. This is established and highly successful practice at Gosforth Academy – with our MFL results showing consistently impressive progress scores.

The Academy KS3 curriculum is designed to ensure that students maintain their progress and build their confidence through personal and social development, equipping students with the skills to make them successful lifelong learners. Continuity and progression during transition at the end of Y4 will be achieved through a variety of

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

strategies and by developing exemplary partnership working with the principal primary feeder schools.

To ensure English and maths provision is of the highest standard subject specialists will work closely with the primary schools to develop closer collaborative approaches to learning and early intervention for failing learners. This will include resources providing targeted support to prospective students who may underachieve in literacy or numeracy before transition. The monitoring, recording and sharing of information on each student's prior attainment, talents, strengths and weaknesses will be understood and can be built into learning and lesson plans. This will support the Academy's drive to maximise effective learning support for all students pre and post transition. As a result of these strategies and existing primary school practice, the students will join Year 7 understanding the Academy's expectations and ways of working. They will know some Academy staff, and peer mentors and be familiar with the Academy, easing parental and student fears around transition.

Development and consolidation of literacy, numeracy and ICT skills will be given the highest priority. There will be a strong emphasis at this stage on developing personal responsibility and self-confidence in life and learning. National curriculum requirements will be fully met or exceeded and students will be offered every opportunity to develop and demonstrate subject knowledge, understanding and skills.

Where required additional curriculum support will be given to students demonstrating particular learning needs which may include:

- Additional emphasis on Literacy and Numeracy to support catch-up
- Breakfast and/or after-school clubs for homework and to further support literacy and numeracy catch-up
- Language teaching where provided for EAL students which will continue to meet the needs of students as appropriate
- Higher Level Teaching Assistants, learning coaches and peer mentors will support the work of the teaching team

The aims of the Academy learning agenda will be supported by a personal development programme including PSHCE, RE and Citizenship.

A programme of individual advice, guidance and careers education will be introduced early in Key Stage 3 to prepare students for the decisions they will need to make.

We justify a 2 year KS3 and a 3 year KS4 in our E. Bacc subjects since, with the advent of the new linear GCSEs, reformed to be even more rigorous, it is essential that students have sufficient time to be prepared for these crucial examinations. By beginning KS4 in Year 9 in the E. Bacc subjects, teachers will have more scope to teach the subject content in depth, with the chance to extend students' knowledge

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

and understanding. Teachers will also have more time to build in more effective assessment structures, and thereby provide students with detailed personalised feedback – a strategy identified as one of the most effective interventions possible to boost achievement. Recent Ofsted criticism of a 3 year KS4 was of such with a 2 year KS3 across the board which narrowed the breadth of the curriculum – depriving students of, for example, music education in year 9 if not chosen as a GCSE. This is not our proposal – our earlier start in the January of year 9 is within only selected subjects. We see this as a sensible refocussing of subject coverage within a broad and balanced curriculum.

Key Stage 4

The Academy expectation is that the great majority of students who have undertaken the new Academy curriculum, with associated changes in teaching and learning styles, will achieve strong GCSE passes including English and Mathematics. A significant majority will secure the E.Bacc qualification. In 2018 at Gosforth Academy 55% achieved E. Bacc at 4+ and 42% at 5+. Our expectation is that Callerton academy will achieve 50% at 4+ and 35% at 5+.

At Key Stage 4, students will be able plan pathways to Post-16 at Gosforth Academy 6th Form, HE, FE, training and employment. Individualised learning pathways will be possible, from Foundation Stage or Levels 1 or Level 2 (GCSEs and BTECs) to Level 3 (A-Levels and BTECs). All students will study a common core curriculum plus options. Teaching time for each subject at Key Stage 4 will be planned to suit new qualifications including GCSEs, A-Levels and the prioritisation of subjects within the E.Bacc qualification. Where students have accelerated their pace of learning they may begin units of qualifications at Level 3.

Courses will be developed which offer exciting learning opportunities and effective routes to student success. Effective curriculum planning will ensure that academic and vocational pathways are both represented and valued for their contribution to the students' eventual progression from the Academy into education, training or employment. Curriculum planning will follow national guidelines regarding flexibilities within the 14-19 curriculum.

At Key Stage 4 the aim would be to broaden the curriculum and support vocational opportunities which reflects individual learning need and accelerated learning options as appropriate. This will be delivered by specialist subject teachers in these vocational areas, combined with partnership work with all kinds of appropriate and vetted providers – colleges, Business in the community, the NE LEP, with provision in line with the 'Gatsby' benchmarks.

As students mature during KS4 and assume autonomy for their learning programme they will be supported to take control of their learning by developing independent

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

learning techniques. A key element of learning to learn is the ability to develop study skills and a self-awareness of levels of skills. Underpinning this would be the development of staff skills in assessment for learning which will further enhance this work. The Academy will strive for excellence in all aspects of our work. The characteristics of excellence will be defined by:

- Demonstrating transformational pedagogy which has raised standards, encouraged student uptake of courses and led to successful pathways from the Academy into training, further education, higher education, employment or volunteering/gap year
- Teaching resources which have successfully helped staff towards better teaching and learning outcomes and personal attainment of additional accreditation and external course attendance
- Web based resources to support the broader education community to both recognise and emulate the success of the academy
- Student resources to aid learning, individualised programmes of learning and exemplar modules for sharing with the wider learning community
- Continual cycle of staff CPD

The KS4 curriculum will provide a full range of experiences and learning opportunities to develop independent learning and prepare students for studying outside the Academy. The personal skills required for employment and citizenship, such as teamwork, leadership, debating, listening and questioning skills, higher level writing, research and project management skills and problem solving techniques will be taught both explicitly and implicitly. These will be mapped across curriculum subjects. Graduate students of the Academy will be well-prepared for life as confident and competent citizens and employees making a positive contribution in their communities.

We have compelling evidence for the success of our curriculum model from our experience at Gosforth Academy. Since we the introduction of this model, we have seen a significant upward trend of improved KS4 outcomes due to an effective matching of students to courses in which they are able to demonstrate success. We have selected those vocational courses which have proved to be most popular with Gosforth Academy students so far, thus providing the best match for likely demand and expected demographic. They have also been selected as they are not courses which are too narrowly specialised, and they will be of relevance to a huge number of possible careers that students may wish to pursue. We have chosen our vocational options due to the practical benefits that our students will be able to draw from them. Business is valuable in preparing students for the world of work in almost any occupation or sector, as the generic skills such as communication and numeracy are applicable almost everywhere; whichever type of company or organisation they eventually work for, a vocational Business course will increase students'

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

employability and therefore life chances. Similar arguments apply to our choice of ICT, due to the central role that it plays in almost all aspects of the world of work in an economy such as the UK's; gaining expertise in a wide range of applications will enhance the prospects of students being able not only to progress but also to impress once they enter the workforce. Health and Social Care has been chosen as it is directly relevant to the work of the NHS, the UK's largest employer; with an ageing population, there is a huge demand for workers in this sector which can only grow in years to come. Lastly, in the modern economy that we wish the UK to develop, the role of creativity will be crucial to organisations' and individuals' success; a vocational course in Art and Design will enhance students' ability to use creativity alongside technology and therefore improve their prospects in a similar way to the other vocational courses we have decided to offer.

Learning Options

Students and parents will receive individual advice and guidance from Careers advisers and Personal Tutors/mentors about which options are best-suited to the student's personal interests, abilities and aspirations. Information will also be offered to students and parents before they choose, about the possible choices which will be available at the end of Key Stage 4 for further study post-16. In Year 11, students will be given advice and guidance on the range of study options available post-16 to help them make the best possible choices. Every students in y11 will have an interview [and necessary follow up] with a careers advisor from the local authority's Connexions service. Their intentions will be noted and tracked throughout y11 to ensure that they all have an appropriate destination. Vulnerable students may be accompanied on college visits, for example, by a member of the pastoral support staff. A thorough post-results check in August each year will ensure that students have actually been placed in an appropriate destination.

Extending and Enriching the Curriculum

This will take place before the school day and after the formal end of the school day. All students will be encouraged to participate in enrichment and extension activities at the end of the normal school day on every day except Friday. Each curriculum area will be required to put forward a range of curriculum opportunities designed to stretch or to consolidate learning. The evidence of our current success in this area suggests that about 75% of students will become actively involved throughout their school career. Music and performing arts will tie in with the powerful existing network of all the pyramid schools. This incorporates varied choirs, wind band, string group, fusion band, Ceilidh band, and rock school. One focus here is on inclusion of 'hard to reach' groups of students. Sports of all sorts will form a large part of the programme ranging from the traditional to other options such as tag rugby, handball, trampolining, Zumba and Pilates. STEM based activities including those increasing the participation of girls plus

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

links with the MFL department at Newcastle University will complement a wide variety of craft and more traditional clubs. Where possible we will ensure that activity is accredited – for example through the Duke of Edinburgh's award scheme, music examinations or at GCSE.

Extension activities will support curriculum pathways and help personalise programmes. Extension activities will stretch the more able, including additional programmes for very able students, additional study support options, booster sessions and the opportunity to use the Academy facilities to complete coursework, undertake research and use online resources.

Approach to Teaching and Learning

The Academy will establish, implement, monitor and develop key policies around pedagogy. At this stage several core principles have been established which will guide and influence further work in this area.

Whilst raising achievement will be the one purpose of the Academy, the School will work towards academic excellence and consistently high standards of Teaching and Learning will be the core activity to this. The Academy will constantly reference its development in these areas to the latest research and practical developments. The partnership with MAT schools and the leadership of the Executive Principal with the teaching and learning team will be the main driver for this work which will become manifest through initial training and induction and continuing professional development work for all staff.

The importance of agreed and consistent approaches to teaching and learning will be reflected in job descriptions and monitored as part of appraisal arrangements.

Support and guidance will be offered to all staff as they strive to achieve the highest standards in pedagogy. Teachers are the leaders of learning and they will be encouraged and supported to work in the vanguard of good practice.

The core principles concerning **learning** are:

- The Academy will recognise and draw on the latest thinking, research and practice regarding learning. It will adopt a pragmatic view and draw on a wide repertoire of approaches
- Focussed questioning, timely and regular feedback and appropriate challenge will be at the core of the drive for improved standards
- There will be planned progression for learners to move from teacher dependency to autonomous learning. This approach is central to the development of highly effective learners in Key Stages 4 and 5
- The Academy will not 'start again' with learners entering year 7. The skills they have acquired during the primary phase will be passported with them and the

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

transition will be smooth. This will be managed through close partnership with first schools and well established methods.

- The Learning Platform will be central to learning and be a means by which learners access knowledge, monitor progress and develop skills for lifelong learning. It is anticipated that all students will have high level of access to a 'terminal', be it a PC, a lap top or other hand held device
- Students will be supported in their learning by teachers and others who both enjoy their work and are passionate about their subject

Our vision for **learning** is that it should be:

- Incremental
- Co-operative
- Active
- Challenging
- collaborative

The core principles concerning **teaching** are:

- Teachers and others involved in teaching will be role models with a strong passion for learning
- There will be varied approaches to teaching and these will be carefully matched to learning requirements
- All staff members, whatever their core role, will be regarded as enablers of learning. Obviously, teachers form the core of leaders of learning but many other staff will have a part to play
- Teaching will adhere to our own expectations. That is, learning should challenge, build on existing knowledge, encourage reflection, combine both individual and collaborative approaches. This will become the 'Academy approach to teaching', supported by the appraisal process
- All teachers, at the point of the New School's opening, will be able to reach the diverse and high expectations required. In keeping with the spirit and purpose of an emotionally intelligent learning organisation there will be a programme of induction, support and development for all staff. However, all staff will be expected to aspire to the required approach, as recruitment and development continues beyond 2021.
- Whilst there is no prescribed teaching style favoured by the Academy, all staff will be supported to deliver consistently excellent lessons
- Excellent teaching, combined with high quality relationships and the expectations teachers have of learners, will be a key characteristic of the Academy

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

- All teachers will have a personal professional development plan and will be encouraged to use this in a reflective way to improve and develop their work

Teachers will be expected to be consistent in the application of the Academy's marking, literacy and numeracy policies and to encourage students to explore, explain and evaluate their work using recognised best practice techniques and assessment for learning methodology, including self and peer assessment.

Personal characteristics of students will be taken into consideration when planning lessons and teachers will be required to reflect individually and collectively on the methods and resources used within the classroom.

Academy Terms and Year

The Academy will operate the same pattern as other Newcastle schools for 2021/22 and beyond.

In our conversations with prospective and local parents, they made clear to us just how difficult it would be if term dates were different for children in the academy for families who had younger children in primary schools which followed the Newcastle upon Tyne City Council academic calendar. It was also felt to be the case that it was important to match Callerton Academy with the other schools in The Gosforth Federated Academies Trust as this would facilitate greater opportunities for student and professional partnership and exchange.

Organisation of pupils

It is our intention to ensure that Callerton Academy has, as its major focus, the development of academic excellence in all students. Consequently, it will be our intention to follow the academic structures and setting policies of The Gosforth Federated Academies Trust.

This will see students setted appropriately in all curriculum areas according to their ability in each specific subject. This is expected to be the norm at GCSE but we are currently evaluating the effectiveness of setting at KS3 in the light of overwhelming evidence that mixed ability grouping is more effective and will make final decisions based on individual subjects and our own conclusions. When setting takes place it will be effected using a range of data and careful consideration by subject leaders guided by MAT Directors of Performance, Curriculum, Teaching and learning. For example, a student could be in the top set for Italian but a much lower set for Mathematics. Group sizes will reflect the need for intensive support where students are struggling most and this will enable the academy to focus strongly on ensuring outstanding progress of less able students and those with SEND. Lower sets will be smaller in size, approximately 12 students, and will at all times be supported by the work of a HLTA. Setting, where appropriate, allows teachers to tailor their teaching

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

much more closely to students' abilities, though differentiation of course remains essential within setted classes, as it would with mixed ability groups. However, in a setted system there are additional opportunities for differentiation: the freedom to select particular content which may be appropriate for some sets but not others (for example, in English Literature, a more accessible text could be chosen for the least able and something with more stretch and challenge for the most able); the reduction of class sizes for less able students, together with the timetabling of in-class support for these classes. We believe that our highly effective behaviour management system will counteract the perceived issue of poorer behaviour in lower sets, and our rigorous focus on achievement means that meeting all students' targets is a priority, whichever set they may be in. In the first few years setting will potentially prove more problematic but we'll still attempt to band where possible.

A focus will be placed on intensive and very high quality provision for EAL. Students will receive intensive EAL provision for whatever period of time is appropriate. For some it could be as brief as one month, for others the involvement could last for three years. Students will be required to reach the equivalent of a Key Stage 2 Expected Standard in reading and writing to be judged ready to move into the rest of the curriculum and away from the intensive EAL provision. Intensive provision is only for those who are unable to successfully access the curriculum. It would involve withdrawal from non-core subjects that the student is unlikely to pursue successfully in future years. These will be selected by competence and ability as well as potentially by student preference. Parents will be fully involved in any decisions made.

For pastoral purposes students will be grouped in mixed ability form groups within in their own year group. These will be extremely important groups in terms of the development of friendships and for the promotion of PHSCE and the school's Behaviour Policy. PSHCE will be delivered through the tutorial period, through carefully planned cross-curricular initiatives and through three PSHE breakdown days over the course of KS4. They are: Character education enhancement, Faith in today's world and Relationships in Sex education.

Academy Day

The structure of the school day deliberately reflects the outstanding curriculum structures at Gosforth Academy. It ensures that extensive time is spent on core skills of literacy and numeracy whilst at the same time providing opportunities for the detailed study of a whole range of other subjects. There would also be timetabled opportunities for the doubling of lessons, particularly in practical subjects such as PE and areas such as Triple Science at Key Stage 4.

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

The Academy will have 7 x 50 minute teaching sessions. Tutor time will be a focused session delivered around a theme of the week linked with the curriculum and central to the personal development of students.

Meeting the needs of all pupils

Callerton Academy will, as a central part of its work, be totally committed to ensuring that all students regardless of need and ability make exceptional rates of progress in their time at the academy.

In keeping with our inclusive approach to achievement, our prioritised focus regarding achievement will be based on ensuring outstanding rates of progress for all including those with SEND and Pupil Premium. Exceptionally effective teaching / Quality First teaching will be supported by outstanding pastoral systems which utilise the expertise of a wide range of experts. This will include expertise in Family Support and Liaison.

The pastoral team, led by Assistant Principals, will establish highly effective links with all appropriate external agencies with initial priorities placed around those involved with Child Protection and safety. The approach will mirror the work in this area of Gosforth Academy / Gosforth Junior High Academy whose achievements in this area of its work Ofsted classified as being 'Outstanding' at their last inspections.

Students at the academy will be tightly setted by ability, ensuring through that setting structure the teaching is effectively differentiated and personalised. The quality of teachers' planning will be monitored on a weekly basis by the Senior Leadership Team; where practice is found not to be excellent then intensive support will be provided for that member of staff by the appropriate line manager. Setting by ability will also ensure that smaller groups are established where ability is weakest; all such groups will also be supported by the HLTA team.

Special and Additional Needs

The role of the SENCO

As the designated SENCO the post holder will lead on all aspects of provision for students with special educational needs. This will involve ensuring that all students with SEND can access the curriculum effectively and make good progress throughout the school through: developing and implementing appropriate assessment strategies; carrying out robust data analysis and self-evaluation processes; developing and monitoring effective and personalised intervention programmes; and leading review processes.

The SENCO will maintain the SEND register and manage our links with SEND professionals and agencies outside the school. They will also be responsible for exam access arrangements and the implementation of Education Health and Care Plans and Individual Learning Plans. A key element of the SENCO role will be

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

working alongside colleagues to secure the best possible experience and outcomes for students with SEND. In particular they will support and develop the work of LSAs and the HLTAs and will contribute regularly to CPD for both teaching and non-teaching colleagues in order to ensure that teaching and learning consistently reflects current best practice in this area,

SEND

The Academy teaching and learning policy will clearly state that it is the responsibility of all staff to ensure that lessons are planned to meet the needs of all students in the teaching group. The Academy programme for Continuous Professional Development will help staff to develop their skills to a very high level in order that they can meet this requirement effectively.

Need will be assessed initially on entry and with a referral system for teachers, support staff and parents used throughout the school. Careful attention will be paid to feeder school data.

Students that join the Academy with reading ages significantly behind their chronological age will be placed on an intensive reading recovery programme. This will be taught during time allocated to the integrated curriculum. It will be maintained until students have achieved the fluency necessary to enable them to progress through the normal curriculum.

Students with statements of Special Educational Needs or EHC plans will have their provision allocated through the SENCO with regards to the Academy policy for special educational needs. Students whose learning difficulties lead them to be placed on the SEND Register will have their particular needs disseminated to their teachers who will prepare their lessons so that the students make the best possible progress. Subject team leaders have the responsibility of ensuring that all Schemes of Work are modified to meet the needs of students with SEND.

Callerton Academy will seek to welcome learners with a range of physical disabilities. We will ensure that physical and educational access is open to wheelchair users and those with physical limitations. We will commit to working closely with the LA and other expert agencies to ensure that each student enjoys maximum support and to establish an understanding of the appropriateness of Callerton Academy in meeting each student's needs.

Arrangements for pupils with SEND and disabilities at Callerton Academy will follow The statutory Code of Practice and other guidance from the DfE

Gifted and Talented Learners

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

The Academy will designate leaders with spare responsibility for the progress of Gifted and Talented. Based on our current experience and predictions for the new school we estimate 8% of students being Gifted and Talented. Their responsibilities will include:

- the identification of G&T students
- the creation of the G&T register
- the oversight/co-ordination of provision for the G&T students
- monitoring and evaluation of their progress
- access to highly challenging experiences outside the normal academy day

The academy will refuse to place limitations on any student and will seek to recognise and immediately build upon any clear talent that emerges at any time. Callerton Academy will establish a key foundation of academic excellence through its innovative teaching and exemplary pastoral care. Students will be actively encouraged to aspire for future success with existing links to our regional Universities, Russell Group and Oxbridge being fully exploited.

Higher ability students will find themselves consistently challenged and stretched at the academy. They will be expected to assume the role of academy leaders, increasingly shaping the direction of our work both within and outside lessons.

Our curriculum, though broad, will be unashamedly academic. We are determined to show that, through outstanding teaching and outstanding systems and professionals which support that teaching, all students from whatever background are capable of achieving brilliant academic qualifications and attending the very best universities in the world.

Disadvantaged – Free school meals and Pupil Premium cohort

We are determined to show through the establishment of this free school that poverty and deprivation should in no way limit either the quality of a young person's educational experience or the levels of achievement to which those students are able to rise. We will build upon the existing best practice of The Gosforth Federated Academies Ltd where these students achieve *at the same level* as other students nationally. We were recognised for our existing success in this area by the Secretary of state for schools in 2014 and invited to work helping improve other schools.

There will be four main strands in addressing this issue: work by class teachers, department tracking and interventions, pastoral and support from senior staff and whole school academic interventions.

Whole school interventions will include assertive mentoring, Easter and Saturday school provision, specific small group teaching where appropriate, in class support by 6th Formers from Gosforth Academy, 1-1 peer mentoring.

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

Looked After Children

Nationally, Looked After Children are significantly disadvantaged when it comes to academic outcomes. Callerton Academy will focus on the specific challenges and barriers to learning and personal development faced by young people in care, in order to maximise their achievements. In line with current practice at Gosforth Federated Academies, each Looked After Child will be specifically monitored and supported by an experienced specified member of the pastoral team, who will provide exceptional pastoral care, as well as academic intervention. They will also liaise with key staff both in and out of school, including attendance officer, Social Care and the Police, as well as foster carers.

Other support for Looked After Children will mirror the support for Pupil Premium students, namely there will be four main strands: work by class teachers, department tracking and interventions, pastoral and support from senior staff and whole school academic interventions.

Whole school interventions will include assertive mentoring, Easter and Saturday school provision, specific small group teaching where appropriate, in class support by 6th Formers from Gosforth Academy, 1-1 peer mentoring and giving students early experience of success.

Transition

The Academy will work closely with its feeder schools to ensure a smooth transition for all. This will include making sure that appropriate information is available to staff and parents. The transition programme will begin early in the year preceding entry and the Academy will seek to secure the involvement of new parents using strategies including family interviews with the new intake; drop-in sessions at the local Community Centre and first schools; arranging text messaging regarding absence or lateness; visits to primary schools and a visible leadership presence at the school gates.

Transition into the Academy is always a challenging time for all students. To assist this transition a senior member of staff will assume specific responsibility to ensure effective transition plans are in place for all students, in particular those identified as vulnerable or with specific issues. Their role will to 'shadow' students and to ensure effective follow up and referral of relevant issues to the Principal, Assistant Principal, Year Leaders, other teaching staff and also regular communication with parents.

There are three main strands to a successful transition from a feeder school to a secondary school: teachers, pupils and parents. Excellent communication will accompany appropriate information being given at pertinent times. We will ensure that all students make a seamless step in their learning journey.

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

There are many theories about how best to teach and develop young people. Therefore, it is imperative we have close working relationships with each feeder school to ensure we are fully aware of the strategies and methods that our students have been exposed to. We will develop a detailed understanding of how effective these strategies have been for each individual. This will be achieved through termly liaison meetings where teachers across local schools are given opportunities to discuss and share planning, jointly moderate and share data about pupils. More sensitive information would be shared between SENCOs, Key Stage Leaders and senior staff before being disseminated if appropriate, as part of the preparation for transition.

Students are clearly the most important aspect of any school transition and to be effective this process must start early. We would begin by introducing younger pupils to the school building, inviting them to watch performances, take part in lesson experience mornings and attend events hosted by our students. Regular visits will allow them to become familiar with site and staff while linking these to highly positive experiences. Year on year these visits will increase, incorporating opportunities to use our specialist facilities such as the science lab, sports gym and ICT suite. As the point of transition nears, the Key Stage 3 Leader will visit each feeder school and prepare the pupils for a transition day. The transition day allows students to have a full day in their new school prior to the summer break, lowering anxiety and worry because the pupils know their teachers, classes and what to expect. Students will also begin working in their new books during their final half term at their feeder school. The books have multiple purposes; it allows new teachers to see exactly what pupils are capable of, provides students with familiar equipment and reminds them of the standard of their work prior to the summer break.

The final strand is the involvement of parents. It is hugely important that parents feel supported and at ease during the transition period; this will only happen if they are well informed. This will be done by providing tours of the school, hosting several parents' information evenings and providing documentation that explains simply each step of the transition process. Information will range from what stationery students require to pre and after school care. Any parents who have specific concerns will always have contact details for the Key Stage Leader, who will happily meet and discuss any worries with them.

Parents will be invited to meet senior staff in the autumn before their children move schools, given a tour with chances to observe lessons, talk to children and teachers and to question senior staff. Public open evenings will be arranged in October to showcase the work of the school and trust. Initially parents will be invited to our existing schools since we intend Callerton Academy to largely replicate the atmosphere, ethos and experience of these. As a larger family of schools, we fully expect that the three

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

schools, working together, will be able to move beyond 'outstanding', offering one of the best available educational experiences in the region.

Induction evenings for parents, allied to induction days for students in July before entry will take place. Students experience a comprehensive programme to induct them and help them settle in. Additionally baseline assessments [allied to close work with feeder schools] will enable student progress and momentum to be maintained across transition.

At transition senior staff and SENCO / learning support staff will visit feeder schools extensively to discuss relevant information – particularly supporting the transition of vulnerable students. This group will be further supported with initiatives such as a 'homework club' taking place in the half term before the move based at Callerton Academy, to enable these students to feel more known and at ease in their new school. We will copy our existing models of 'support friends' and 'peer mentors' comprised of older students who act as mentors. In the first few years proximity to the existing schools will enable us to utilise our existing students in these roles until all cohorts are full.

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

Academic targets

KS4

In 2018

	Gosforth Academy	Newcastle	National
4+ EM	79%	61%	64%
5+EM	59%	40%	42%

Our targets for Callerton Academy will be:

At least 70% achieve at 4+EM.

At least 50% achieve at 5+EM.

At least 50% achieve E.bacc [In Newcastle current entry stands at 41% with 38% achieving E.bacc – the same as the national Average in 2017]

Safeguarding

The ethos of staff in Gosforth Academy schools is that ‘safeguarding is everyone’s responsibility’. Parents’ questionnaires reveal that consistently 99% of parents feel that their child is very well looked after in our schools. There are many systems in place, including the use of CPOMS to log any concerns, Visigo to monitor ICT usage and Invenry [to track post-16 attendance].

We deal with cases of bullying effectively. All staff receive regular training in child protection and have a very good understanding of the procedures to follow if they encounter anything of concern. Senior members of staff work carefully with outside agencies, including the local authority to ensure that students at risk are well supported and can thrive. The governors ensure that appropriate policies relating to child protection, anti-bullying, health and safety and whistleblowing are in place and reviewed regularly. Safeguarding is regularly reviewed through a detailed annual audit.

Provision for mental health will be outstanding with our own MAT team of school counsellors, mental health champions, school nurse drop in sessions and mental health focus days. PHSCE and assembly programmes also contribute to raising awareness.

E2 – Measuring pupil performance effectively and setting challenging expectations

These robust systems and staff expertise would be transferred to Callerton Academy, taking sharp account of local needs when supporting students, their parents and the wider community.

Behaviour

The PRAISE Code (a detailed system of reward and sanctions) helps ensure the smooth running of lessons, without the disruption of poor behaviour. In the academic year ending 2017, 98.64% of lessons at Gosforth Academy/Gosforth Junior High Academy were not disrupted by poor behaviour resulting in a student needing to be removed from a lesson. The target this year is 99% and this is a target that would transfer to the Callerton Academy.

The percentage of permanent exclusions is low at Gosforth Academy and falling at North Gosforth Academy and Heaton Manor – where we provide school to school support prior to its joining the MAT. This is due to a vast array of pastoral interventions for those with challenging behaviours. This includes alternative provision in a tiny minority of cases. The target for Callerton Academy would also be 0% for permanent exclusions.

Attendance

The target for Callerton Academy would be 3% or lower authorised / unauthorised attendance, in line with the challenging targets set for Gosforth Federated Academies at present. Our 2017 figure was 95% which compares favourably with national figures. Persistent absenteeism and lateness will be addressed by a number of strategies including First day calling, appointment of full time MAT and individual school attendance officers and the implementation of our rewards system.

Global and Character Education

75% of students will by year 11 have been on a language exchange visit, completed work experience abroad or experienced an overseas educational trip.

100% will by year 11 have worked collaboratively with students in a school abroad – forging connections through the University of Southern Oregon's 'connecting classrooms' initiative or Simon Fraser University's Imaginative Education Research Group's global 'Learning in depth' project.

Gosforth Academy already has an Independent Learners Award at post-16 based on teacher recommendation following dialogue with students about criteria. We would

E2 – Measuring pupil performance effectively and setting challenging expectations

formulate success criteria in partnership with students, staff and parents and seek for 95% of all students to achieve this accolade by year 11.

NEETs

One of the most important targets set by us is that no student who is with us at the end of Year 11 will be classified as NEET. In 2018, 1 out of 370 of our Y11 leavers was NEET. This compares extremely favourably with national figures, and is due not only to our students' very good academic and vocational outcomes, but also to the priority we give to high quality Information, Advice and Guidance.

Line Management

The Principal, Vice Principal and Assistant Principals will have line management responsibilities for Subject Leaders and performance manage a number of identified support staff. They will co-ordinate the Academy's overall Performance Appraisal system and ensure those that work across a range of teams are well supported but not "over-managed"; this could include teaching as well as non-teaching staff.

The Academy will value contributions from all team members and achieve and maintain appropriate recognition for high quality staff development (e.g. Investors in People).

Furthermore, the Academy will expect all staff to fully involve themselves in appropriate training and development in order to maximise the experience for students. As such all staff, whatever their level, will be seen as leaders modelling the ethos and standards of the Academy.

The senior team will annually review specific responsibilities to best match experience and skills with the need for individual development.

Accountability and Appraisal

A key feature of the arrangements will be a very strong emphasis throughout the organisation on accountability and performance of the staff. This is regarded as the main 'tool' for driving up standards and achievement. Strong, robust and emotionally intelligent systems and approaches will be developed.

The appraisal cycle will be complementary to the development and planning cycle for the Academy and will comply with the statutory requirements. Both teaching and support staff will be included in the appraisal arrangements.

Appraisal reviews will be supported by Professional Development Portfolios stored and facilitated using the 'BlueSky' system. Targets will be linked to the Academy's priorities for improvement.

Support staff will have a bespoke transition and induction framework which recognises the importance of developing their professional attributes, professional knowledge and

E2 – Measuring pupil performance effectively and setting challenging expectations

understanding and professional skills. For all colleagues working in the Academy, Appraisal will be a key process. It will provide the context for regular discussion and review of areas of strength and areas for further professional development.

Department Leadership Calendar

Leaders of teaching and learning will use a common format to monitor their areas.

Driving improvement in teaching and learning

In addition to the monitoring and evaluation mentioned in this section CPD and Appraisal targets will be tailored to ensure that outstanding teaching becomes the norm with over 80% of observed lessons rated thus. Work will be overseen in this area by the relevant executive director / assistant principal and lead practitioners. We intend to utilise the IRIS system of lesson observation to give staff ownership of their own development and to facilitate peer review and coaching.

MAT role in ensuring consistency and driving up standards

The MAT Directors of Teaching and Learning, Curriculum and Performance will work closely with the CEO, headteachers, senior leadership teams, middle leaders and teachers to ensure standardisation of agreed MAT procedures and to drive improvement in outcomes for students. This will enable all schools to follow best practice and secure maximum achievement for all students.

We will rigorously monitor and continually evaluate whether our approaches for disadvantaged students are working effectively.

Approach to assessment and data tracking

Students will be set challenging targets at each key stage that will be on or above FFT top 20% estimates, with some targets set at the 5% level.

Each year group will have a reporting and assessment calendar that will detail progress points three times each year. This calendar is standard across the MAT to facilitate comparison and enhance partnership work.

Baseline assessment will be done via MidYis and specific departmental baseline tasks on entry and at the start of each academic year. These will be used in conjunction with previous external end of key stage results and transfer levels from feeder schools to ensure challenging targets are set for students from the very beginning of the school year. Regular progress data will be measured against these targets with swift intervention being used as and where appropriate.

Students will receive detailed information about their progress not only in their lessons but through a variety of other methods, including:

E2 – Measuring pupil performance effectively and setting challenging expectations

- The Assessment Point process. At three points during the year, each student will have a personalised conversation with each of their subject teachers in order to discuss their current position and levels of effort
- The student planner; Assessment Point information will be recorded in detail in the planner during the Assessment Point week
- Assessment Point summary reports which will provide a comprehensive summary of progress against targets and also include information regarding effort levels

Parents and carers will receive detailed information about their child's progress through a variety of communication methods, including:

- The student planner; Assessment Point information will be recorded in detail in the planner during the Assessment Point week. There will be space for a parent/carer comment at the end of each Assessment Point planner page
- Assessment Point summary reports; these will be sent home to parents/carers and provide a comprehensive summary of progress against targets and also include information regarding effort levels. We will expect all students to be operating at an effort of Good or Outstanding
- Extended summary reports; Parents and carers of students will receive an extended summary report at one point during the year. The extended summary reports will detail the same information as the usual summary reports but with the addition of Pastoral comments from the student's Form Tutor and Head of Year.

Parents and carers will have two formal opportunities to come into school and meet with the teachers of their child via the subject consultation evenings / review days. Details of these will also be sent out prior to each occasion. Parents will also be encouraged to utilise Parent View and the VLE to engage in their child's progress. We will encourage parental involvement in learning at every opportunity – for example with phone calls home, use of the PRAISE system, rewards postcards and workshops.

Subject teachers will be able to access background and prior attainment information for the students that they teach in order to personalise learning for all students. Throughout the year, subject teachers will assess regularly, with AFL and APP activities providing the foundations for the assessment of student performance and progress. Accurate and timely assessment will be used by all staff to enhance teaching and learning. All information will feed into the Assessment Point process that will be carried out with students. Information from each Assessment Point will be centralised and used to produce Summary Reports.

All departments, led by the Head of Department, will carry out regular standardisation and moderation of work and Assessment will be a regular topic for discussion in all departmental meetings. This will happen three times each year following the MAT

E2 – Measuring pupil performance effectively and setting challenging expectations

calendar. Data will be shared across the MAT with many departments using common assessments across the MAT so that all can benefit from best practice.

Subject leaders will also analyse the data that is produced following each Assessment Point and use this to identify strengths and areas for intervention.

Target setting and the review and analysis of progress against those targets will be a pivotal part of the academy's work. This process will be in line with the exceptional work of The Gosforth Federated Academies in this area. At the centre of that process are Subject and Year Group Leaders who will work in partnership with the appropriate Senior Leadership Team line manager to review each term the progress being made by individual students, teaching groups, all key student profile groups and whole year groups.

Where significant cohort weaknesses in progress are identified, the key subject or year group leader will prepare a report for the Principal within 2 weeks of those concerns emerging. That report will identify in detail the strategies which will be employed to successfully address those concerns. Progress against the measures identified in that report will be closely monitored by the attached member of the Senior Leadership Team with half termly updates presented to the Principal and governors.

Where weaknesses in progress are based around a smaller number of individual students it will be the responsibility of the Subject and Year Group Leader to establish an appropriate intervention plan in consultation with other linked professionals. This could include lead practitioners, Learning Mentors, HLTAs or members of the EAL team. Again progress will be monitored by the lead professionals involved in establishing the individual support plan.

Although rare we know that there are occasions when the progress of students will be limited by a professional ineffectiveness. At the centre of our response to this will be key middle leaders whose responsibility it will be to challenge and support the professionals in their teams, involving lead practitioners as appropriate to support them in that process. Middle leaders will also ensure that team members benefit from exceptional CPD opportunities including planning effective training days within the academy which match the needs of all professionals. We will have a developing teacher programme (if there is some cause for concern) and a teacher experiencing difficulties (for more serious concerns) process which leads in turn to standard competency procedures.

Whole school self-review

A department leadership calendar will feed into a whole school review cycle with subject and pastoral areas producing annual improvement plans. This, allied with analysis of data and a system of lesson observation and departmental review will feed into the whole school self-evaluation document. Alongside this the governing

E2 – Measuring pupil performance effectively and setting challenging expectations

body will examine data with the results of classroom data and the reports of line managers as well as by taking feedback from parental, student and staff surveys. They will be well trained and regularly updated, so that they are truly able to challenge and support the Principal in moving the school forward. They will have a particular focus on the methods used in measuring and tracking student progress prior to the production of KS2 / GCSE results in order to make sure they play a meaningful and effective monitoring role.

To provide school improvement support for ourselves we will follow our existing process of having a School Improvement Partner. We also use expert [Ofsted trained] consultants regularly to audit departments / areas as well as conducting yearly peer reviews with other schools in the Leadership Partner School Network and our partners at William Hulme's Grammar School in Manchester [ULT]. More recent links have been forged with the Harris Federation and we are keen to benefit from their expertise.

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

Having identified the curriculum for each year group, we have planned the staffing to deliver it on the following basis:

- The final teacher-pupil ratio for the school when full will be in line with national averages
- For each year of the school's operation we have calculated the number of classes required for each subject, and therefore the number of teacher periods needed
- The first appointment in any area will be the subject leader to ensure the most effective curriculum planning and delivery
- The Assistant Principal KS3 will be appointed from the outset in order to facilitate effective curriculum planning and delivery in KS3
- In the first year art would be delivered through second subject specialism linking with DT through graphics etc.

Leadership and Management

The development of all aspects of strategic performance will be the ultimate responsibility of the Executive Principal of The Gosforth Federated Academies Trust. The operational leadership will be the responsibility of the Principal who will be appointed ahead of opening in September 2021.

To deliver the vision for the Academy:

- Leadership should be genuinely distributed throughout the organisation with strong team work and a sense of cohesion

E3 – Staffing

- The staffing model must be capable of adapting to changes in strategic emphasis over time. Priorities, requiring strong leadership immediately on opening may be different to those of paramount importance in years to come

The core purpose of the leadership team is to:

- Play a significant role in ensuring the impressive performance of the academy and where possible that it exceeds all its targets for continuous improvement and becomes a model establishment for excellence
- Inspire, manage and lead staff and students to achieve their very best
- Establish a positive identity and ethos for the Academy
- Establish a culture that celebrates and promotes academic and wider achievement
- Work to translate the vision into agreed objectives and operational plans which will promote and sustain the Academy's improvement and which inspires challenges and motivates others to carry the Academy's vision forward
- Secure a collaborative Academy vision of excellence and equality that sets a high standard for every student and which takes into account the richness and diversity of the Academy's community

The specific responsibilities of the Vice Principal are to:

- Ensure very high quality systems for recruitment and performance management
- Deputise for the Principal as required
- Ensure a consistent Academy-wide focus on the raising of standards and on every student achieving their personal best
- Lead KS3 & 4 curriculum
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students
- Coordinate links with Partner schools
- Ensure high quality Performance Management
- Oversee recruitment and retention
- Ensure a sharp focus in Teaching and Learning is at the heart of our work

E3 – Staffing

The Assistant Principals are to:

- Promote students' well-being, self-esteem and personal development through the management and development of an effective pastoral system
- Ensure the Academy safeguards the personal well-being of all students through the implementation and management of effective policies
- Develop and implement the Academy's 'Extension and Enrichment' programme, including monitoring its impact upon student engagement and achievement
- Lead the promotion of high standards amongst students in attendance, conduct, punctuality and appearance, and support colleagues in developing strategies for improving areas that are hindering students' achievement

Additionally the Assistant Principal KS4 will line manage EAL and Special Needs provision (Learning Support) while the Assistant Principal KS3 will be the designated safeguarding lead and will line manage PSHCE and Enrichment provision.

Recruitment and retention

Gosforth Federated Academies does not experience any problems in the recruitment and retention of high quality staff. We regularly receive over 50 applications for any post advertised. Because of our extensive work in teacher training [hosting over 50 trainees across our schools annually] we are also able to 'talent spot' some exceptional young teachers. We attempt to advertise and recruit as early as possible to attract the very best. However, even with last minute and unexpected vacancies we have a relatively easy time recruiting great candidates. For example with the introduction of Mandarin we were concerned at what the field would look like. Having recruited initially two amazing teachers we were alarmed when one was 'poached' in the first term by an independent school offering unmissable inducements. Even at that late stage we were able to garner an impressive number and field of candidates and to recruit an outstanding practitioner. This was also the case with further Chinese recruitment later in the year. We attract from a national field.

We anticipate that many of the senior and middle leadership positions will be filled with stellar teachers currently employed in our existing schools – thus ensuring consistency of approach and a high guarantee of success.

Financial health and efficiency

Our finance and audit team, alongside timetable and curriculum planner regularly review key financial metrics to ensure optimum efficiency.

In the event of a need to make a reduction to 70% of expected income we would follow the following process:

E3 – Staffing

Because there would be fewer students and we have budgeted with a close eye on national ratios for adults / students, teachers / students it would not be difficult to make savings by having fewer teaching and support staff. The institution is simply 'grown' at a slower pace than in the 100% model with priority being given to core subjects. Where possible plans for the year previously would be copied with the leadership team remaining responsible for certain subject areas / special educational needs / EAL for longer. Responsibility points would be introduced more slowly to reflect the number of students, as would leadership posts / ranges of pay.

Amended plans would continue to support delivery of the education vision and plan although some teachers would need to teach a second subject or be employed part time.

For each area of cost:

Teaching

Slower growth of number of responsibility points, responsibility points at lower levels, some teachers part time, some teaching a second specialism. The fewest teachers needed to ensure curriculum remains unchanged.

Pupil support

The fewest support staff needed to ensure curriculum remains unchanged and students still get the needed level of support.

Pupil support staff would be expected to be flexible in their duties until staffing levels match demand.

Administration

Staffing would be required to be flexible in their approach to duties. We are confident that admin. could be covered with staff in post and duties will change as levels increase.

Premises staffing

Fewer students require fewer staff – for example roles of site manager / site assistant reduced.

Other staff costs

These automatically reduce when there are fewer staff.

E3 – Staffing							
	2021	2022	2023	2024	2025	2026	2027
Students on roll	240	480	720	960	1200	1200	1200
Leadership							
Principal	1	1	1	1	1	1	1
Vice Principal		1	1	1	1	1	1
Assistant Principal KS3	1	1	1	1	1	1	1
Assistant Principal KS4				1	1	1	1
Total Leadership	2	3	3	4	4	4	4
Curriculum TLRs							
English	1	1	2	2	3	3	3
Maths	1	1	2	2	3	3	3
Science	1	1	2	2	3	3	3
MFL	1	1	2	2	2	2	2
Hums	1	1	2	3	3	3	3
SEN/EAL	1	1	2	2	2	2	2
ICT	1	1	1	1	1	1	1
Design Technology	1	1	1	1	1	1	1
Visual Arts		1	1	1	1	1	1
Performing Arts	1	1	1	1	1	1	1
PE	1	1	2	2	2	2	2
Business/vocational				1	1	1	1
PSHCE/enrichment				1	1	1	1
Progress Leaders			1	2	2	2	2
Lead Practitioner			1	1	2	2	2
TLR total	9	11	20	24	28	28	28
Classroom Teachers							
MPR	4	11	15	23	31	31	31
UPR		4	6	8	10	10	10
Total Curriculum	14	26	41	55	69	69	69
plus leadership	16	29	44	59	73	73	73
Subject Specialisms							
	Eng	3 Eng	4 Eng	6 Eng	7 Eng	7 Eng	7 Eng
	Maths	3 Maths	4 Maths	6 Maths	7 Maths	7 Maths	7 Maths
	Sci	2 Sci	2 Sci	5 Sci	7 Sci	7 Sci	7 Sci
	Hums	3 Hums	3 Hums	4 Hums	7 Hums	7 Hums	7 Hums
		2 MFL	2 MFL	3 MFL	4 MFL	4 MFL	4 MFL

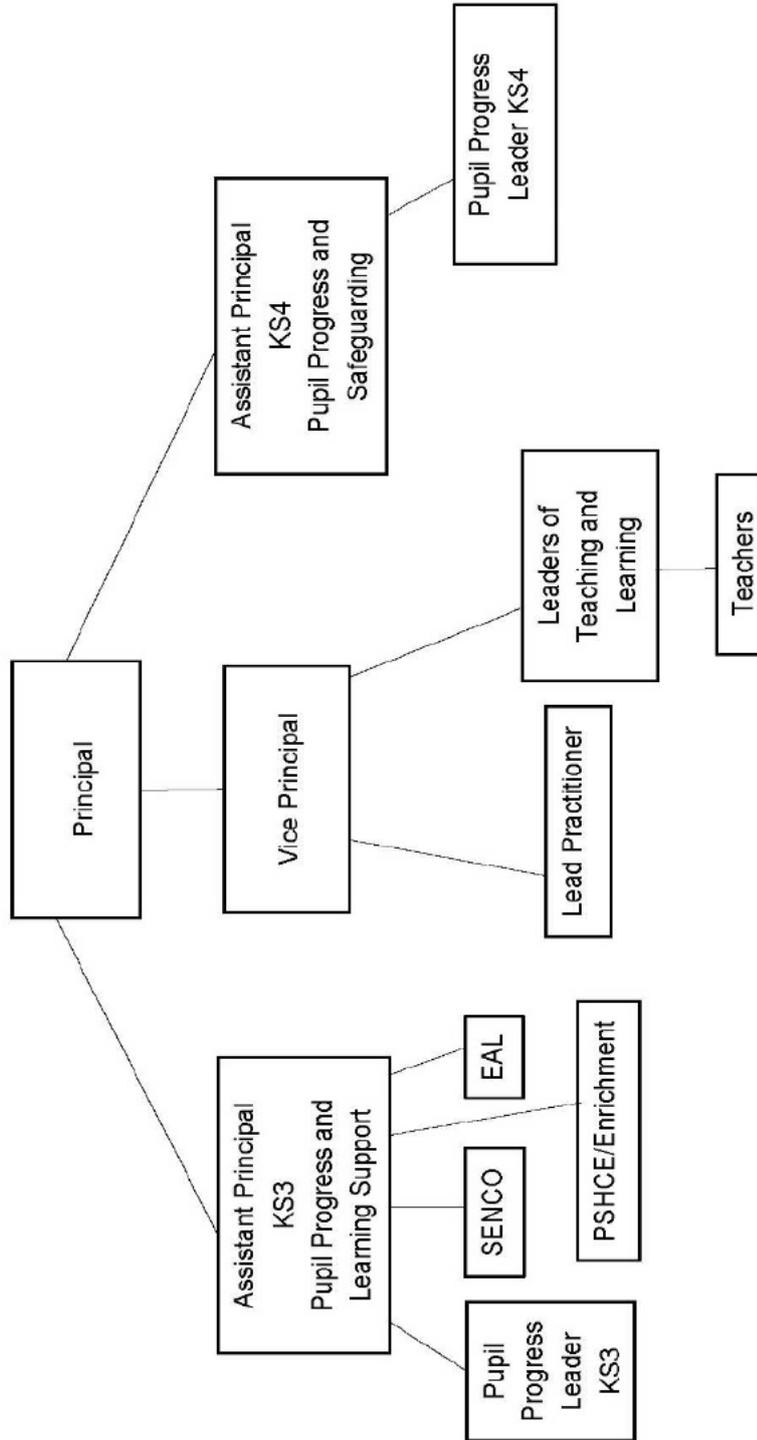
E3 – Staffing

		PE	2 PE	2 PE	2.5 PE	2.5 PE	2.5 PE
		PA	2 PA	2 PA	2 PA	2 PA	2 PA
			DT	DT	DT	DT	DT
			ICT	ICT	1.5 ICT	1.5 ICT	1.5 ICT
				Art	1.5 Art	1.5 Art	1.5 Art
					0.5 Bus	0.5 Bus	0.5 Bus

E3 – Staffing

2024 onwards

Executive Principal and MAT Directors



E3 – Staffing

The art curriculum for Year 7 in year 1 will be covered through teachers using second specialisms.

The leadership team will initially be responsible for a range of areas which will, as the school grows, move across to appointed specialists. A Vice Principal, focusing in particular on standards and curriculum development, will be appointed for year 2 alongside a Progress Leader for KS3 to support standards, progress and achievement. The Progress Leader for KS4 is appointed in year 4 as the first cohort embarks on KS4.

Year 1

- Principal leads Safeguarding, standards, monitoring and evaluation, performance management, curriculum development and partnerships.
- Assistant Principal leads, PSHCE/Enrichment and all Pupil Progress provision KS3
- SENCO leads EAL provision
- LTL DT leads Art (year 1 only)

Year2

- Vice Principal – teacher standards, curriculum and EAL provision

Year 3

- Assistant Principal KS3 leads PSHCE/Enrichment and all Pupil Progress Provision
- EAL

The final appointment is of a 2nd lead practitioner for teaching and learning. Our current experience suggests that this unique role has major impact in energising continuous professional development, adds capacity in driving improvement in teaching and learning and assists in dealing effectively with any underachieving teachers.

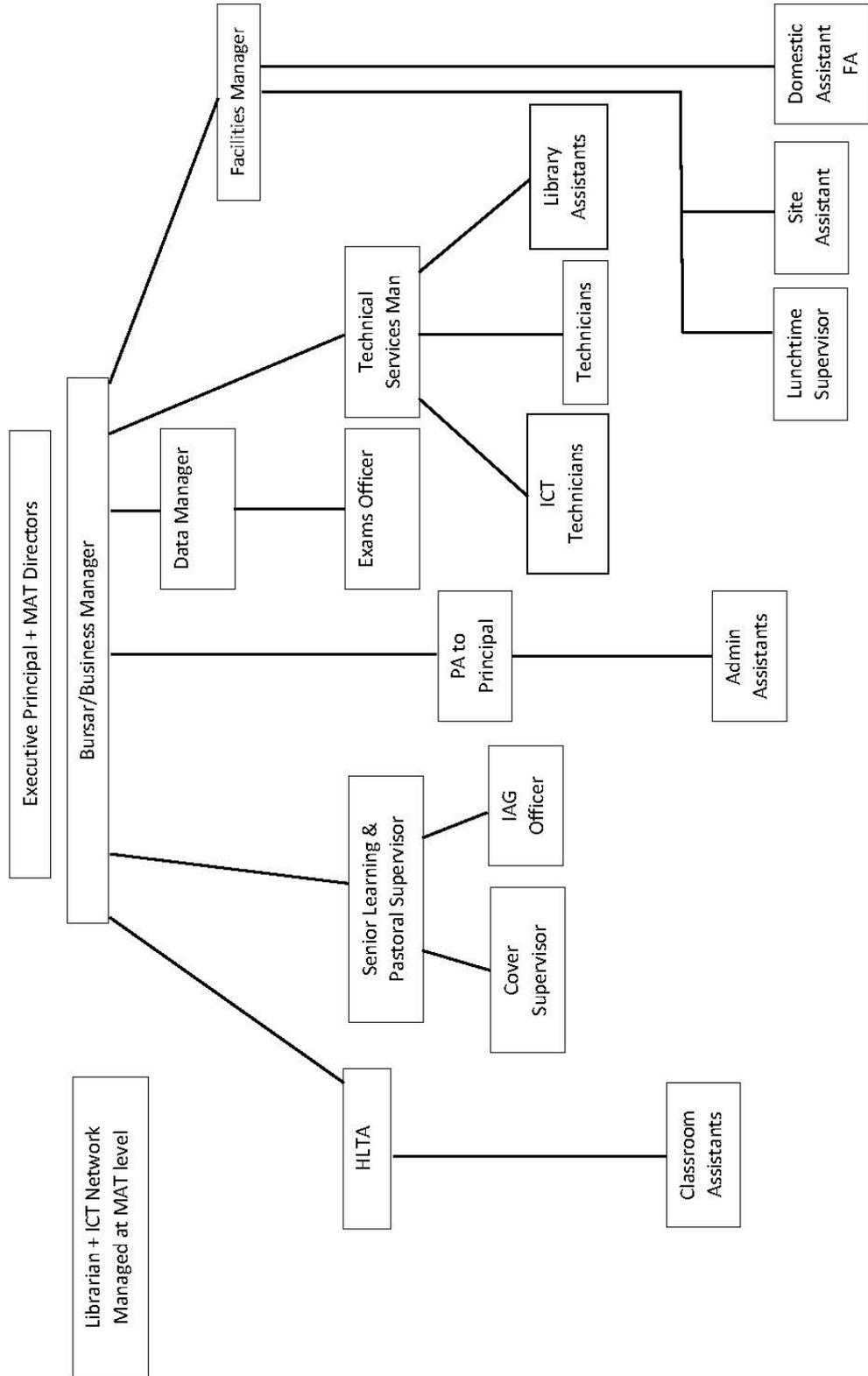
E3 – Staffing

	2021	2022	2023	2024	2025
Students on role	240	480	720	960	1200
	Education support staff				
ICT Technician N4	1	1	2	2	2
HLTA N6	1	2	2	2	2
Senior Learning & Pastoral Supervisor N6	1	2	3	4	5
Cover Supervisor N5	1	2	2	3	3
Technical Services Manager N6	1	1	1	1	1
Technician N4	0	2	4	6	6
Library Assistants N4	1	1	1.5	1.5	1.5
Classroom Assistants N3	1	3	6	8	9
IAG Officer N5	0	0	1	1	1
Lunch-time supervisor N2	4x0.2	6x0.2	8x0.2	8x0.3	10x0.3
	Administration and support staff				
Facilities Manager N7	1	1	1	1	1
Domestic Assistant/First Aid N2	0	1	1	1	1
Site Assistant N2	0	1	1	1	1
Bursar/Business Manager N9	1	1	1	1	1
PA to Principal N5	1	1	1	1	1
Examinations Officer N6	0	0	0	1	1
Data Manager N7	0.5	1	1	1	1
Admin Assistant /receptionist	1	1	2	3	3
Attendance officer N5	0	0.5	1	1	1

E3 – Staffing

Finance officer N5	0	1	1	1	1
HR officer N6	0	0	1	1	1
Exam assistant N5	0	0	0	0	0.5

CALLERTON ACADEMY
SUPPORT STAFF STRUCTURE



E3 – Staffing

Education support staff

Year 1 the following staff would be appointed from the opening of the academy:

ICT Technician (N4) 1 FTE

HLTA (N6) 1 FTE

Senior Learning & Pastoral Supervisor (N6) 1 FTE

Cover Supervisor (N5) 1 FTE

Technical Services Manager (N6) 1 FTE

Library Assistants (N4) 1 FTE

Classroom Assistants (N3) 1 FTE

Lunch-time supervisor (N2) (0.2FTE X 4)

Year 2 (In addition to staff in Year 1)

Senior Learning & Pastoral Supervisor (N6) 1 FTE

Classroom Assistants (N3) 2 FTE

Technician (N4) 2 FTE

Lunchtime Supervisors (N2) [0.2 FTE X 2]

HLTA (N6) 1FTE

Cover supervisor (N5) 1FTE

Year 3 (In addition to staff In Year 1&2)

ICT Technician (N4) 1 FTE

Senior Learning & Pastoral Supervisor (N6) 1 FTE

Cover Supervisor (N5) 1 FTE

Technician (N4) 1 FTE

Library Assistants (N4) 0.5 FTE

Classroom Assistants (N3) 3 FTE

IAG Officer N5) 1 FTE

Lunchtime Supervisors (N2) [0.2 FTE X 2]

Technician (N4) 2FTE

Year 4 (In addition to staff In Years 1,2&3)

Senior Learning & Pastoral Supervisor (N6) 1 FTE

E3 – Staffing

Technician (N4) 2 FTE

Classroom Assistants (N3) 2 FTE

Lunchtime Supervisors (N2) [0.2 FTE X 2]

Cover supervisor (N5) 1FTE

Year 5 (In addition to staff In Years 1,2,3&4)

Senior Learning & Pastoral Supervisor (N6) 1 FTE

Cover Supervisor (N5) 1 FTE

Technician (N4) 1 FTE

Classroom Assistants (N3) 3 FTE

Lunchtime Supervisors (N2) [0.2 FTE X 2]

It is anticipated that all education support staff will be appointed by the end of Year 5.

Admin support staff

Year 1 the following staff would be appointed from the opening of the academy:

Facilities Manager (N7) 1 FTE

Business Manager/Bursar (N9) 1 FTE

PA to Principal (N5) 1 FTE

Data Manager (N7) 0.5 FTE

Admin Assistant / Receptionist (N4) 1 FTE

Year 2 (In addition to staff in Year 1)

Site Assistant (N2) 1 FTE

Data Manager (N7) 0.5 FTE

Admin Assistant / Receptionist (N4) 0.4 FTE

Domestic Assistant (N2) 1 FTE

Attendance officer (N5) 0.5 FTE

Finance Officer (N5) 1 FTE

Year 3 (In addition to staff In Year 1&2)

Admin Assistant (N4) 1 FTE

Attendance Officer (N5) 0.5FTE

HR Officer (N6) 1 FTE

E3 – Staffing

Year 4 (In addition to staff In Years 1,2&3)

Admin Assistant (N4) 1 FTE

Year 5 (In addition to staff In Years 1,2,3&4)

It is anticipated that all admin/premises staff will be appointed by the end of Year 5.

Support staff structure narrative

This structure is based on Gosforth Federated Academies support staff structure which has over a number of years been developed to manage the changing demands of the schools. Posts which have been built into the structure from Year 1 are such that they will develop as the school grows to full capacity.

OTHER FUNCTIONS

In line with Gosforth Federated Academies many of the other functions would be contracted in i.e. catering, cleaning, attendance etc. It should be possible due to the current contract arrangements for these functions to benefit from economies of scale by adding to the current arrangements and therefore being in a preferential negotiation position.

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

At Callerton Academy students will be made aware of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and acceptance for those of different faiths and beliefs. Our ethos reflects these values and our trust was asked by the local authority to place this bid because inclusivity and community cohesion are completely integral to all our ways of working. At two of our existing schools we successfully integrate students with visual and hearing impairment and are used to running the most ethnically diverse schools in the North East, with the widest range of faiths [or none] and languages.

E4 – Integration and community cohesion

We will utilise students and staff from our existing schools to promote diversity across the trust. We promote positive relationships in school between students and between staff, students, their parents and the wider local community. We strongly believe students should not merely be taught such values but that they will be embedded into school life. We will strive to support our students to develop into confident, happy, successful young adults who have an empathy and understanding of those from all social strata.

Students will be encouraged to give their views and respect others via our well established character education programme. These will be cultivated in a number of ways: Student Council, weekly PSHE tutorials, in assemblies as well as through the broad and balanced curriculum, Safeguarding procedures (including the monitoring of the internet, identifying any concerns or patterns of usage) and Enrichment. Mutual respect and tolerance will be promoted including: anti bullying, disability, race/ethnic identity, religion/belief, gender reassignment, sexual orientation, sex (gender), age, marriage/civil partnership, being pregnant or having a child - and raising awareness of hate crimes related to these characteristics (Equality Act 2010). Students will understand how these characteristics are protected by law and are part of British Values (from 2011 Prevent Strategy). Additionally we will stress individual liberty, the rule of law, democracy, tolerance for those of different faiths and beliefs, mutual respect and awareness, acceptance and respect of all communities – thereby preparing them for life in modern Britain. Students will feel confident to support each other and to stand up to discrimination and challenge extremist attitudes. This awareness will underpin the academic curriculum and be delivered via each subject in a variety of traditional and innovative ways.

Staff will be trained through induction and ongoing CPD to be aware of and monitor changes in behaviour which may indicate a change in beliefs. They will be positive examples for modelling behaviour and setting standards of attitudes and behaviour in school which will promote equality for all and inclusive teaching – whilst celebrating diversity.

Students will be proactive in celebrating British Values, inclusivity and community cohesion through their social, moral, spiritual and cultural development. They will support others in an energetic and enjoyable spirit which will include things such as - the Shoe Box Appeal, Food Bank Appeal, Children in Need, St Oswald's Hospice, Save The Children, Cancer Support, Charity Week, Rugby [with the assistance of our partners at Newcastle Falcons] and sporting festivals. Students will be encouraged to act as volunteers both in school and in the wider community, as well as participating in whole school celebrations of many religious and cultural festivities such as Chinese New Year, Diwali, Eid, Christmas, World Book Day and Shakespeare Day.

E4 – Integration and community cohesion

These will provide opportunities to explore different religions and to understand people of other faiths and cultures by challenging stereotypes.

We believe that all children should be equally valued at our Academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We already have a range of agreed policies as a multi academy trust which will be adopted at Callerton Academy.

Callerton Academy will be completely committed to inclusion and part of the Academy's strategic planning will incorporate developing cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners and their families in ways that take in to account their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, demographic group, ethnicity, additional need, attainment and background. We will pay particular attention to the provision for and the achievement of different groups of learners:

- Students from families that are financially disadvantaged (PP - Pupil Premium)
- Students who arrive with below nationally expected ability in any area (LAPs)
- Boys or Girls
- Students from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Students who have English as an additional language (EAL)
- Students who have Special Educational Needs or a Disability (SEND)
- Students who are Gifted and Talented (G&T)
- Students who are Lesbian, Gay, Bisexual or Transgender (LGBT)
- Students who are Looked After Children (LAC)
- Young carers, sick children, children from families under stress

Callerton Academy and our multi academy trust welcome publishing our Public Sector Equality plan. In developing this plan we will continue to be able to identify and record the progress made towards achieving equality and tackling discrimination reaching better understanding of the challenges remaining. We will ensure effective implementation and scrutiny by all stakeholders so that we meet our obligations and continue to aspire to do more.

E4 – Integration and community cohesion

Compliance with the general equality duty may involve treating some people more favourably than others. The 8 protected characteristics are as follows: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. We will successfully meet the needs of our diverse population of students and draw upon the talents of the local community to ensure we continue to better represent the wider communities that we will serve.

In compiling equality information we will:

- Review the Academy's equality data, policies and practice and identified any gaps.
- Examine how our Academy engages with the protected groups, identifying where practice can be improved.

In line with legislative requirements we will review progress against our plan annually and review the entire plan and accompanying action plan on a four year cycle.

The roles and responsibilities related to the plan are outlined below:

Governors

- A named Governor will take the lead.

The Governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation.
- Monitoring progress towards the equality objectives and reporting annually.

The Principal will:

- Implement the Academy's stated equality objectives and ensure that access plans are written, and that they are readily available to governors, staff, pupils and parents.
- Ensure all staff know their responsibilities and receive training and support in carrying these out.
- Take appropriate action in cases of harassment and discrimination, including prejudice related incidents.
- Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the academy.

E4 – Integration and community cohesion

All staff within the Academy will:

- Advance equality in their work.
- Foster good relationships between groups and tackle any prejudice related incidents.
- Be able to recognise and tackle bias and stereotyping.
- Take up training and learning opportunities.

All Students in the Academy will:

- Follow the relevant policies and procedures.
- Engage with the curriculum in relation to improving equality.
 - Report any incidents of bullying, harassment or prejudice related incidents

We will seek to involve both parents and local communities in meaningful interactions to encourage positive relationships. This is why we will hope to include some sporting facilities that can be shared with the local community as well as a café. These should facilitate contact with those who might otherwise have no automatic contact with the school. We will seek to participate and engage with the local community building a sense of commonality around real life issues – for example hosting a Senior citizens Christmas party or encouraging lonely and isolated adults to meet regularly. We are determined that Callerton Academy will, from the outset, be seen as an accessible community asset. We will seek to establish mechanisms [such as transition arrangements] that enable dialogue with local residents, to support, initiate and contribute to local community activity and events. Performances and school events such as ceilidhs will be open to the whole community.

We are committed to exploring best practice in reaching communities traditionally deemed 'hard to reach'. We recognise that there are families who have little trust or confidence in schools and will continue to develop ways to tackle this and engage with them. We will do this utilising our pastoral staff and education welfare team as well as by close partnership work with outside agencies. We will develop relationships with stakeholders through visits to existing first schools, places of worship and community centres. Additionally we will seek to engage parents through varied means – for example: access to our website, virtual learning environment, through Parents forum, phone calls home, reward postcards, open days, review and parents days and evening events and their participation in our PRAISE code rewards and discipline systems.

E4 – Integration and community cohesion

We know that young people are the future of communities and their socio-economic success. This includes groups especially vulnerable to disengagement and anti-social behaviour. Callerton Academy will play a key role targeting the disadvantaged. For example our partnership with the Swire Chinese Language Foundation will enable disadvantaged students studying Chinese to take part in trips to China at little or no cost – we are already seeing the transformative effect of such life-changing opportunities upon our students at North Gosforth Academy.

Promoting British values at Callerton Academy

We will actively promote the following in our school:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

We intend to do this through:

- the PSHCE and General Studies/Critical Thinking programmes, through specific citizenship-focused lessons
- the wider curriculum, where we will map SMSC provision
- our assembly programme, which will include visiting speakers such as our local MP and NCS representatives
- events such as mock elections, a Year 10 RE/Citizenship day and ‘the Anne Frank exhibition’
- extra-curricular activities such as the debating society
- the behaviour and rewards system, which set out clear expectations of students
- the example set every day by our staff

Student Voice

Student Leadership is imperative for the continuous progression of the quality of teaching and learning that the Academy community engages with. It involves welcoming and providing the mechanisms for an increasing level of reflection where students work in partnership with their peers, staff and the wider school community to raise standards and aspirations for all.

Student Leadership aims to:

- ensure continuous progression of quality learning through providing platforms that increase opportunities for the Academy to engage as a community

E4 – Integration and community cohesion

- raise standards and aspirations for all through facilitating a positive dialogue between all students and staff
- challenge students and capture their unique insights into the Academy community through building them the mechanisms through which to gain recognition
- involve all students as active participants who can contribute to Academy improvement and make a positive difference for the community

The Academy vision is to produce confident students who are fit to take their place as ambitious, productive and positive citizens of 21st century Britain. Parents and the wider community will be encouraged to develop a trust in the Academy through open and honest dialogue and sustained engagement. This will be facilitated by the existence of a Parent Forum which will meet termly with governors and senior staff.

The Academy's drive for engagement with the community will be taken forward through a number of strategies to create active partnership with parents and the community. The Academy will encourage community participation by:

- The promotion of the role of the student as participant in Academy life
- Initiatives will be introduced to promote parental/carer support for their children's learning
- The Academy continuing to be a resource for the local community
- The importance of links to business and universities
- Academy students becoming 'sports coaches' and 'peer mentors', thus enabling them to offer community service in the feeder primary schools

The Global Dimension

It is the intention of the Academy that all students will develop an understanding and appreciation of the global perspective of life in the 21st century. We will apply our proven curriculum and methodology that has placed Gosforth Academy to be in the top 100 non selective state schools for E. Bacc. We support the maxim that 'If you can't see it, you can't be it!' and start with flags, festivals and food as a way of involving all in an appreciation of other cultures. Global ideas and events will be made manifest throughout the curriculum so that all students will be involved with and encounter experiences which enhance their knowledge and understanding of the world. This approach is supported by the evidence of our current success, ratified by the British Council's 'International Schools Award', exam results for languages, and the plethora of links, foreign trips and exchanges we have with schools across the world. Perhaps the most distinctive feature of the proposed new school is its focus on languages. Virtually all other schools in the North East have only a small offer of MFL and poor achievement / low E. Bacc results – compared to our existing track record placing us in the top 100 non selective state schools. In the last five years

E4 – Integration and community cohesion

only one of the 14 secondary schools in a 10 mile radius has matched our E. Bacc percentage [49% in 2018]. The average across the other 13 schools was a mere 21% below the national average of 23%. In most years we send about 15 students to study MFL at Oxbridge / Russell group universities. The expansion of the Gosforth Federated Academies Trust would enable us to at least double this figure and to increase the breadth of languages offered within the curriculum and for enrichment. We work closely with the University of Newcastle's MFL department with students benefitting from regular visits and access to their facilities. They are very keen to develop this further with the opening of the new school.

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

Within Gosforth Federated Academies Ltd, we have a proven team of senior staff with expertise in all areas necessary for the setting up and running of a new school. In 2005, the senior leadership team of Gosforth High School (now Gosforth Academy) was asked by the Local Authority to work very closely with Gosforth West Middle School (now Gosforth Junior High Academy), as at this particular time, Gosforth West Middle School was in “Special Measures”. Following significant leadership and managerial input from Gosforth High School, Gosforth West Middle School was taken out of “Special Measures” within 6 months and judged by Ofsted to be to be a “Good” school.

F1 – A strong track record

In 2007, the two schools formed a hard federation and acquired academy status in 2010.

In 2009 work began to build a brand new school for Gosforth Junior High Academy. A member of the senior staff team was seconded, as project manager, to oversee the building programme. Kathryn Thomas is now a trustee and will be available to offer guidance and oversight to the project team. In September 2011 Gosforth Junior High Academy moved into its brand new premises and was judged by Ofsted to be “Outstanding”. Governance and senior leadership of Gosforth Federated Academies is judged by Ofsted to be “Outstanding”.

Subsequently, Gosforth Federated Academies established a sport centre, **Sport @ Gosforth**, to further support the community. This is now a thriving enterprise with over 700 members.

In January 2018 North Gosforth Academy [formerly Seaton Burn College] joined the MAT and Heaton Manor is in the process of joining with target date of January 2019. This follows extensive school to school support since January and September 2017 respectively and rapid improvements in results and their journeys out of ‘special measures’. Support has covered nearly all aspects of operation; ranging from management systems and support staff functions, staffing re-structures, building refurbishments, bid writing as well as root and branch changes to teaching and learning, monitoring and evaluation and pastoral systems. Please see HMI monitoring visit reports:

<https://files.api.ofsted.gov.uk/v1/file/2744581>

<http://www.heatonmanor.net/media/1236926/Heaton-Manor-School-Monitoring-Inspection-4th5th-July-2018.pdf>

It was following acceptance of our bid to open Gosforth Great Park Academy that trustees and the executive team began to realise our potential to transform educational experiences for children beyond the initial two schools. As a member of the Leadership Partner Schools network [one of the few survivors after the end of specialist schools] we already had considerable experience of nurturing school leadership and succession planning. These models were thoroughly tested with school to school support to Seaton Burn College and Heaton Manor – revealing the sustainability and huge potential for further growth. That said, trustees are keen for the MAT to be geographically tightly knit; to enable close partnerships and ease of access for staff working across schools as well as a thorough knowledge of the communities we serve. Our current ambition and expectation is that MAT schools will be within a five mile radius of the MAT headquarters – which we expect to base initially at North Gosforth Academy.

Across the existing MAT we usually host fifty plus trainee teachers each year – working in partnership with Durham University, Newcastle University, Northumbria University and Sunderland University as well as other providers. This is highly beneficial in enabling us to identify, nurture and employ the highest quality teaching staff available regionally – something that will prove invaluable in staffing our new schools with the

F1 – A strong track record

best teachers and future leaders. We intend as the MAT grows for one school to have Teaching School status. Already we have integrated the provision of Initial Teacher Training and Newly Qualified Teacher programmes across the MAT as well as harmonizing CPD and ensuring that subject departments across the MAT work together to maximise outcomes and reduce staff workload, as well as benefitting from the opportunities afforded by pooling information from assessment and data.

As part of plans for the future development of the MAT we are already in the process of building a centralised 'pre-Pupil Referral Unit' to act in a therapeutic and positive way; enabling swift, effective re-integration into schools of potentially problematic students. Reciprocal arrangements are already in place across the MAT to enhance discipline and pastoral inputs. Linked to this has been the addition of Jeff Lough to Trustees – a recently retired Pupil Referral Unit headteacher. This is a typical example of the thinking ahead entrenched in our governance; to seek out appropriate and high calibre expertise well in advance of need.

We have considerable capacity to effectively ensure that the proposed new school does not negatively impact on current provision. This is as a result of our unique model of distributed leadership amongst the senior leadership team allied to our in house leadership development programme which actively seeks out and develops the next generation of school managers and leaders. This was formerly offered regionally. It was delivered by us -working in partnership with the National College and Northumbria University. We are confident that our current and future cohorts of associate leaders will amply enable us to both be involved in the creation of a new school and keep forward momentum in the existing federation schools.

Gosforth Federated Academies Ltd, as a hard federation of two schools, has delivered balanced and surplus budgets since and before conversion. We pride ourselves in providing accurate information and in meeting all deadlines imposed by the EFA. We have submitted audited accounts each year in line with Companies House requirements. The annual full audit reports and quarterly financial procedures reports are very 'clean' and the external audit recognises that very sound financial management is in place.

In terms of examination success and outcomes for students, Gosforth Academy is the most successful coeducational, non-faith school within Newcastle Local Authority. We have maintained our success at the same time as rapidly improving North Gosforth Academy [formerly Seaton Burn Community College] and Heaton Manor – the former now part of our MAT and the latter in the process of joining.

F1 – A strong track record

North Gosforth Academy

	2016	2017	2018 (unvalidated)
Progress 8	-0.5	-0.4	-0.68
Attainment 8	46.2	40	41.4
Progress 8 disadvantaged	-0.79	-0.6	-1
% of cohort disadvantaged	36%	25%	25%

	2016	2017	2018
Local Authority Average P8		-0.23	
Local Authority Average for disadvantaged P8			
National Average P8		0	0
National Average Disadvantaged P8		-0.44	-0.38

The P8 for 2018 is expected to improve post validation due to a number of successful remarks and the initial missing out completely of one vocational qualification. The cohort consisted of only 63 students – thus each student can have a disproportionate effect on data. Last year 4 students were placed in alternative provision to avoid permanent exclusion. 2 further students had significant mental and physical health problems that impacted negatively on their achievement. [This is 10% of the cohort] The picture for the current y11 is much stronger – predicted to be -0.02.

F1 – A strong track record**Heaton Manor School**

	2016	2017	2018
Local Authority Average P8	-0.07	-0.23	-0.22
Local Authority Average for disadvantaged P8	-0.32	-0.62	
National Average P8	0.00	0	0
National Average Disadvantaged P8		-0.44	-0.38
% of cohort Local Authority Average disadvantaged	40	40	
% of cohort National Average disadvantaged	28%	27%	

There have been significant improvements in several areas of the school since the last inspection reflected in the 2018 outcomes. This includes massive improvements in the quality of teaching and learning, leadership and management, personal development, behaviour and welfare. Progress 8 is up by a quarter of a grade. Attainment 8 is up 3.5 points. Students entered for E. back is up from 50% to 68%.

F1 – A strong track record

Gosforth Academy

	2016	2017	2018
Progress 8	+0.41	+0.24	+0.6
Attainment 8	55.2	52	55
Progress 8 disadvantaged	+0.02	-0.59	-0.1
% of cohort disadvantaged	24%	20%	16%

	2016	2017	2018
Local Authority Average P8	-0.07	-0.23	-0.22
Local Authority Average for disadvantaged P8	-0.32	-0.62	
National Average P8	0.00	0	0
National Average Disadvantaged P8		-0.44	-0.38
% of cohort Local Authority Average disadvantaged	40	40	
% of cohort National Average disadvantaged	28%	27%	

F1 – A strong track record

We have received commendations for our work helping disadvantaged students achieve *at the same level* as other students nationally. In 2018 at Gosforth Academy we anticipate verification of progress 8 being -0.09 for pp students [with 53% of the cohort having made positive progress]. We fully appreciate that in the south of England ‘outstanding’ schools achieve significantly more positive outcomes and are working with Jacqui Lomas [Principal for School Improvement at the Harris Federation] as well as with our partners in the Leadership Partner Schools Network to effect improvement.

We intend to follow the Harris model of using our outstanding subject leaders to establish new departments and new subject heads quickly. They will help with curricular materials, specification and exam board choices, quality assure teaching and learning and model appropriate management behaviours. We intend to pursue with Jacqui Lomas’ help, exploration into what innovative strategies or new interventions could further enhance our work with the poorest pupils; knowing that Harris academies consistently outperform other academies and state funded schools in raising standards for disadvantaged students. We are seeking a memorandum of understanding with Jacqui Lomas to demonstrate a long term commitment to the project.

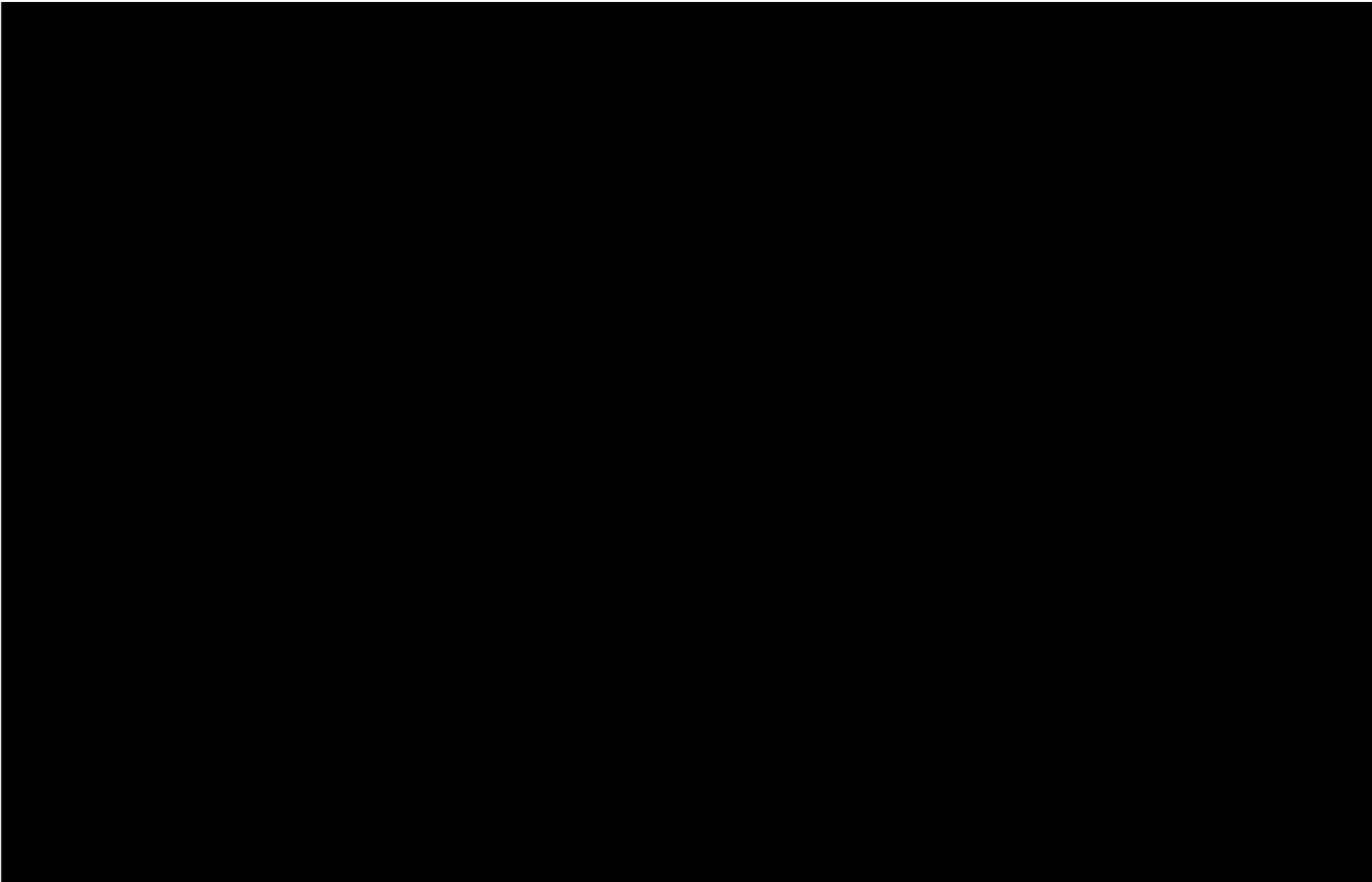
North of the Humber, we are virtually unrivalled in our level of success with the poorest pupils.

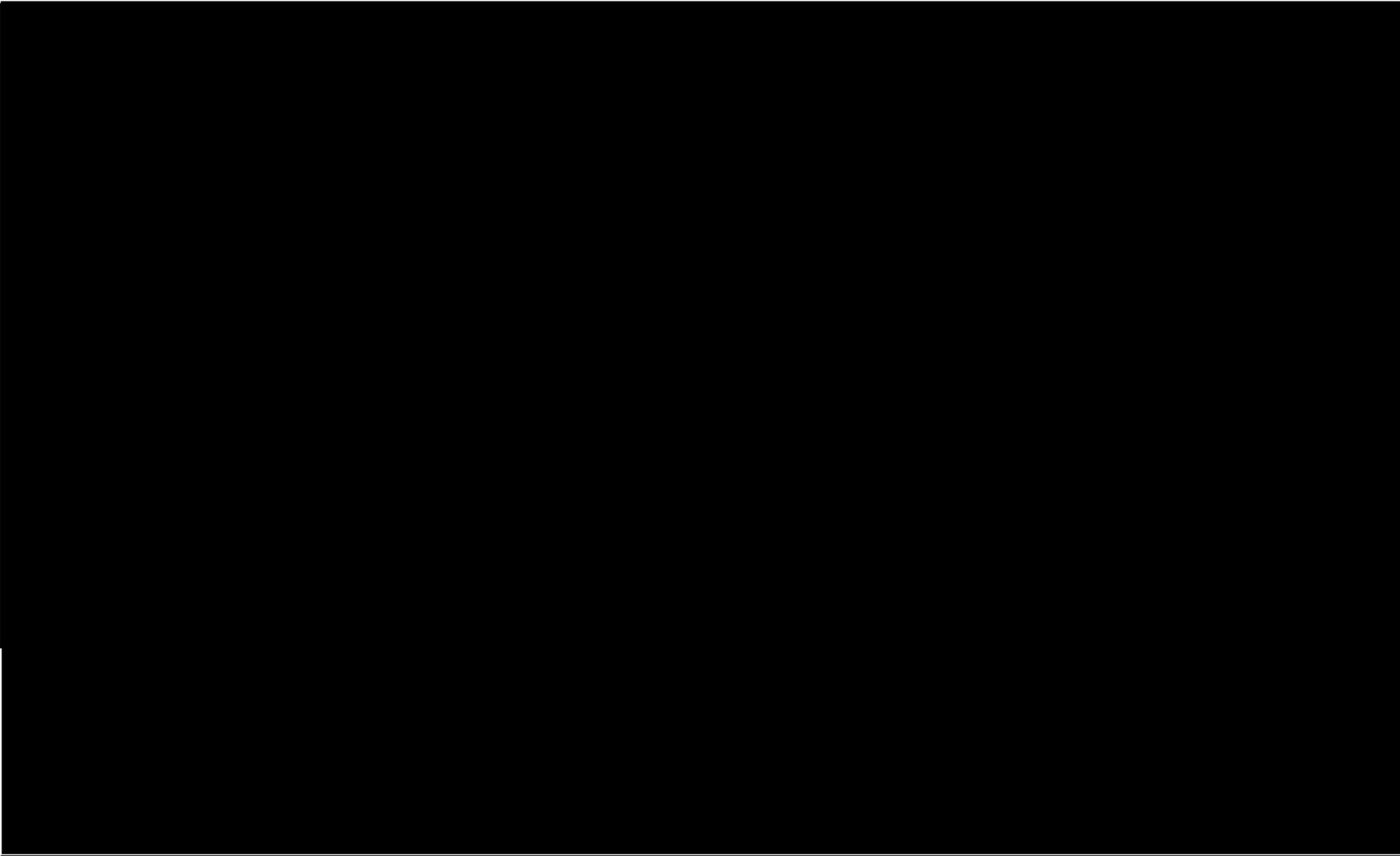
F2 – The necessary experience and credentials to deliver the school to opening

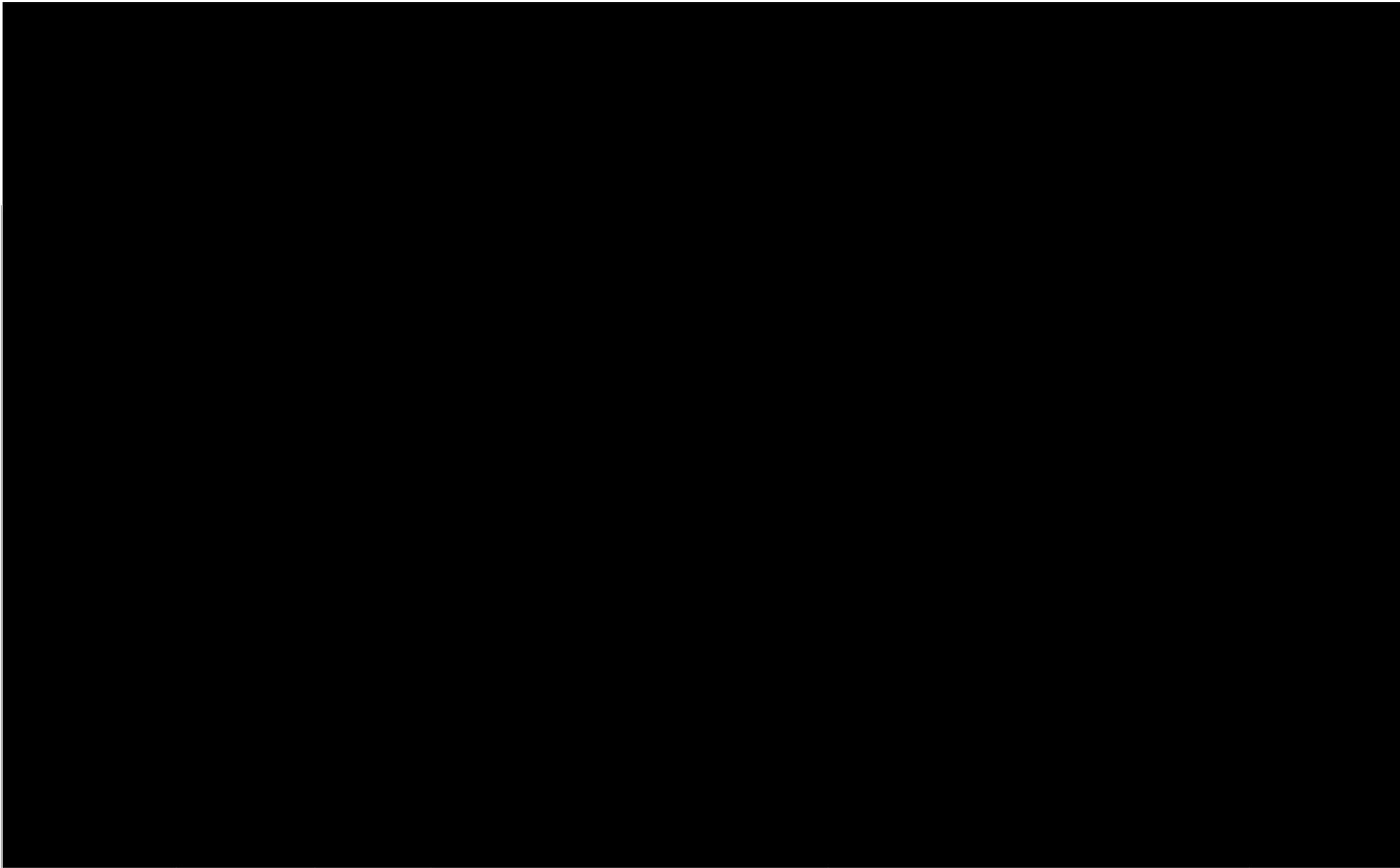
F2(a) – Skills and experience of your team

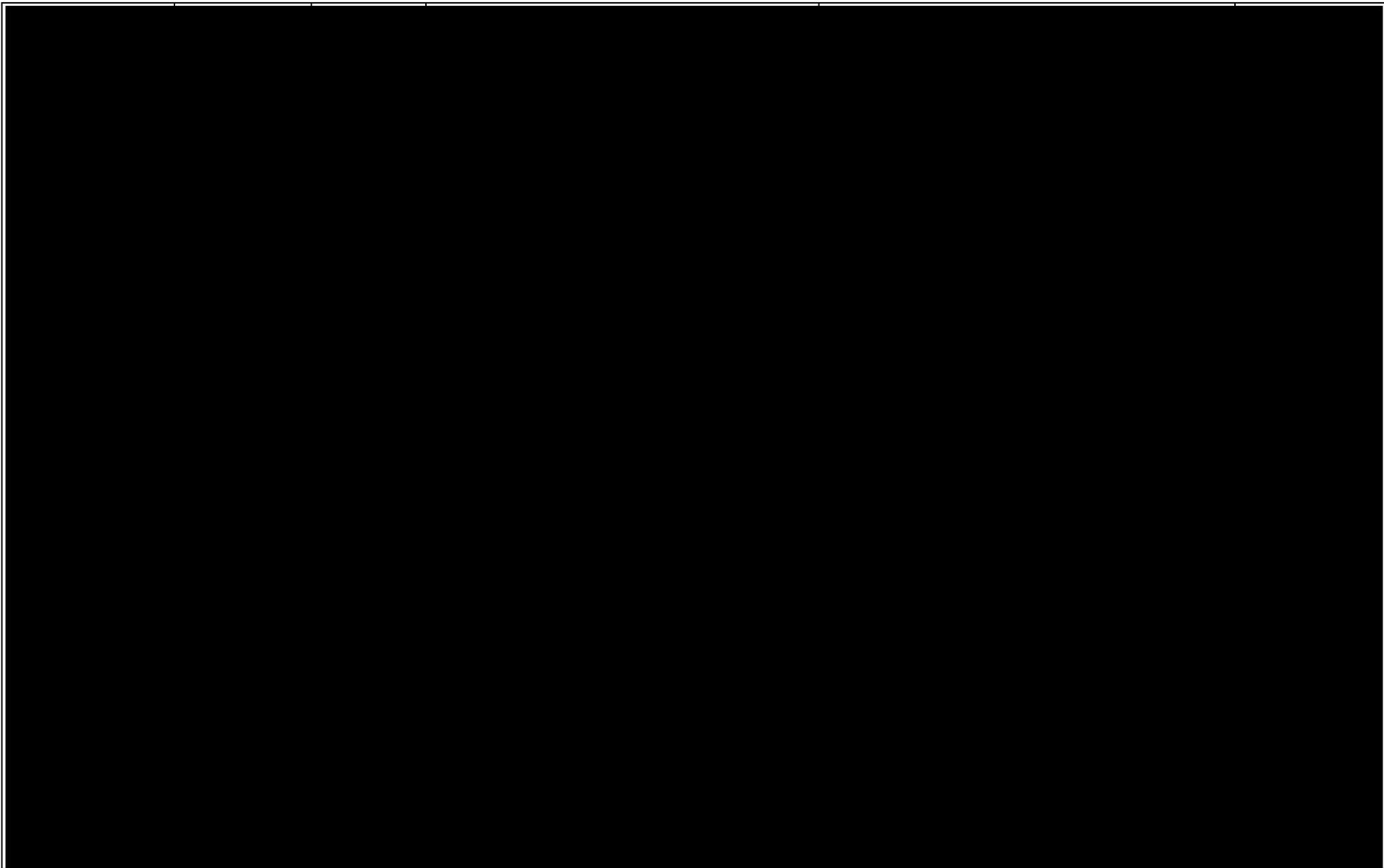
All applicants will need to complete this section, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

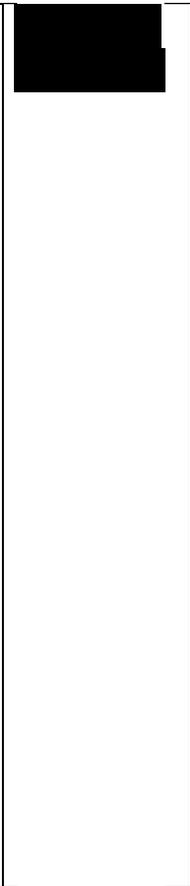
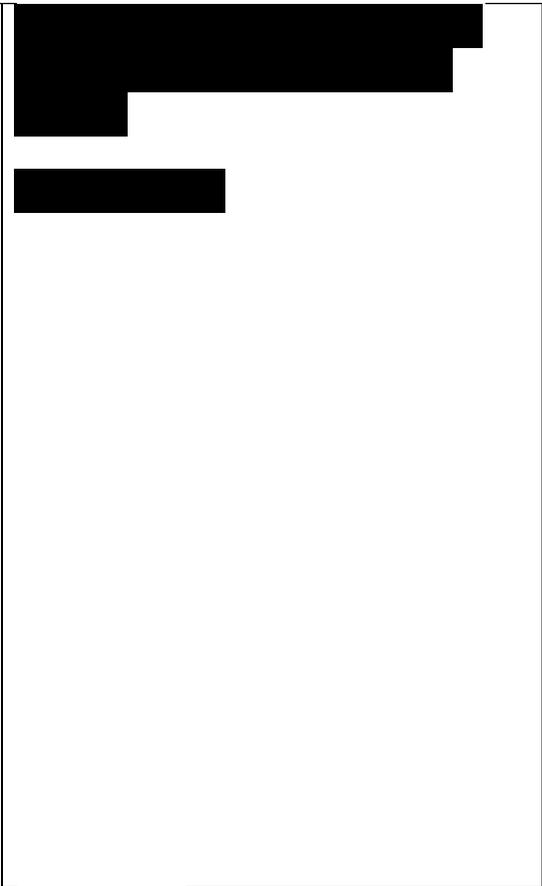
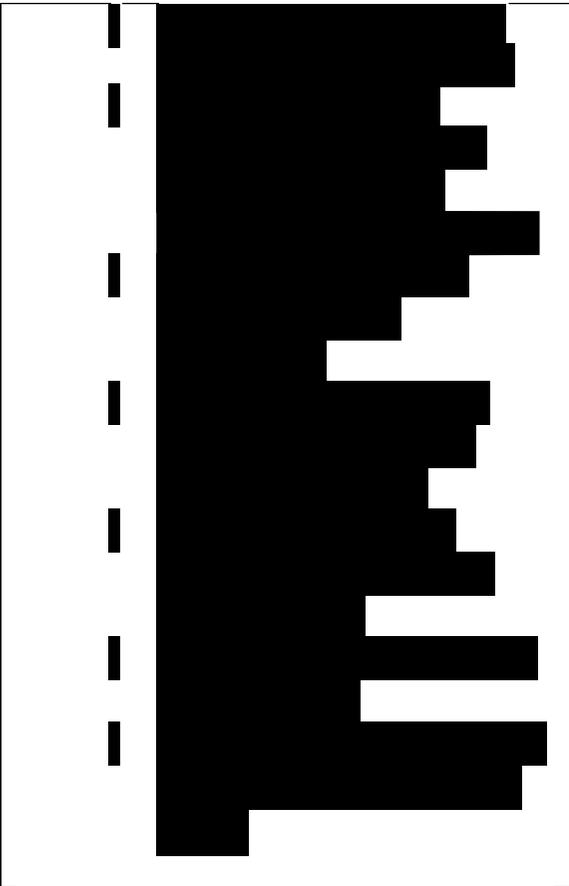
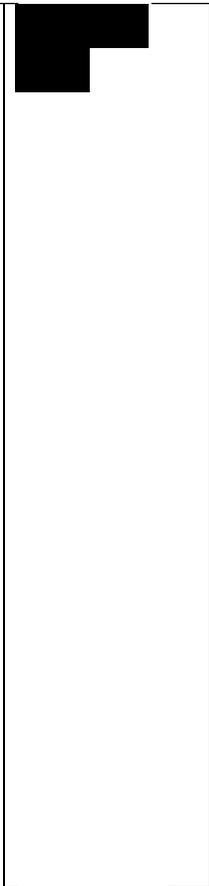
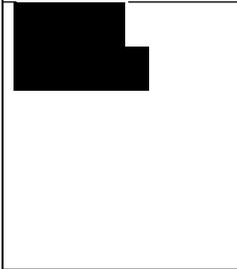
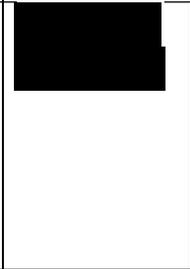
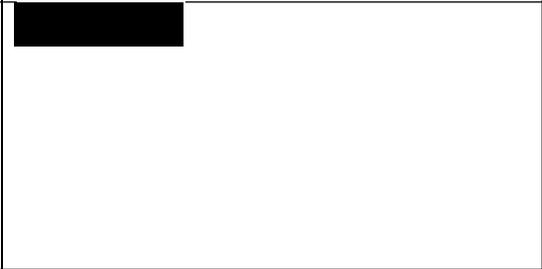
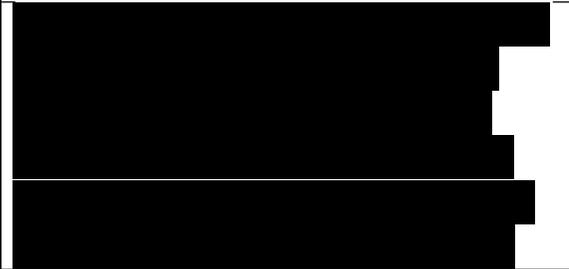
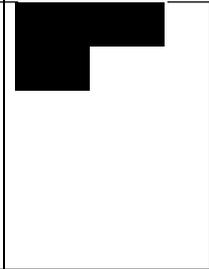
- Complete Table F2(a);
- Include CVs of individuals as appendices at the end of this application form (please note they do not count towards the page limit);
- Provide a short commentary on your plans in box F2(a); and
- Refer to Section F of the [how to apply guide](#) for what should be included in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

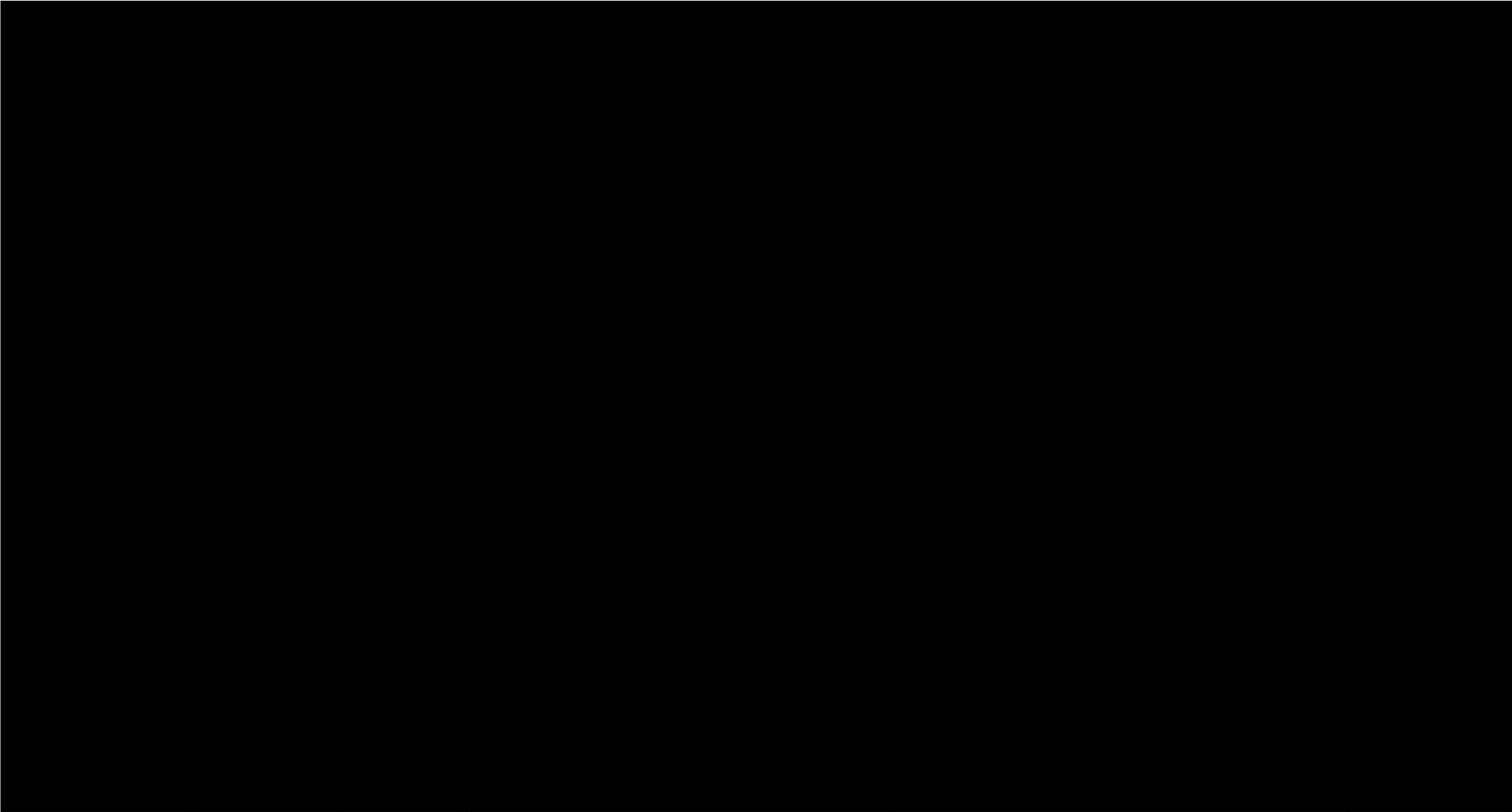


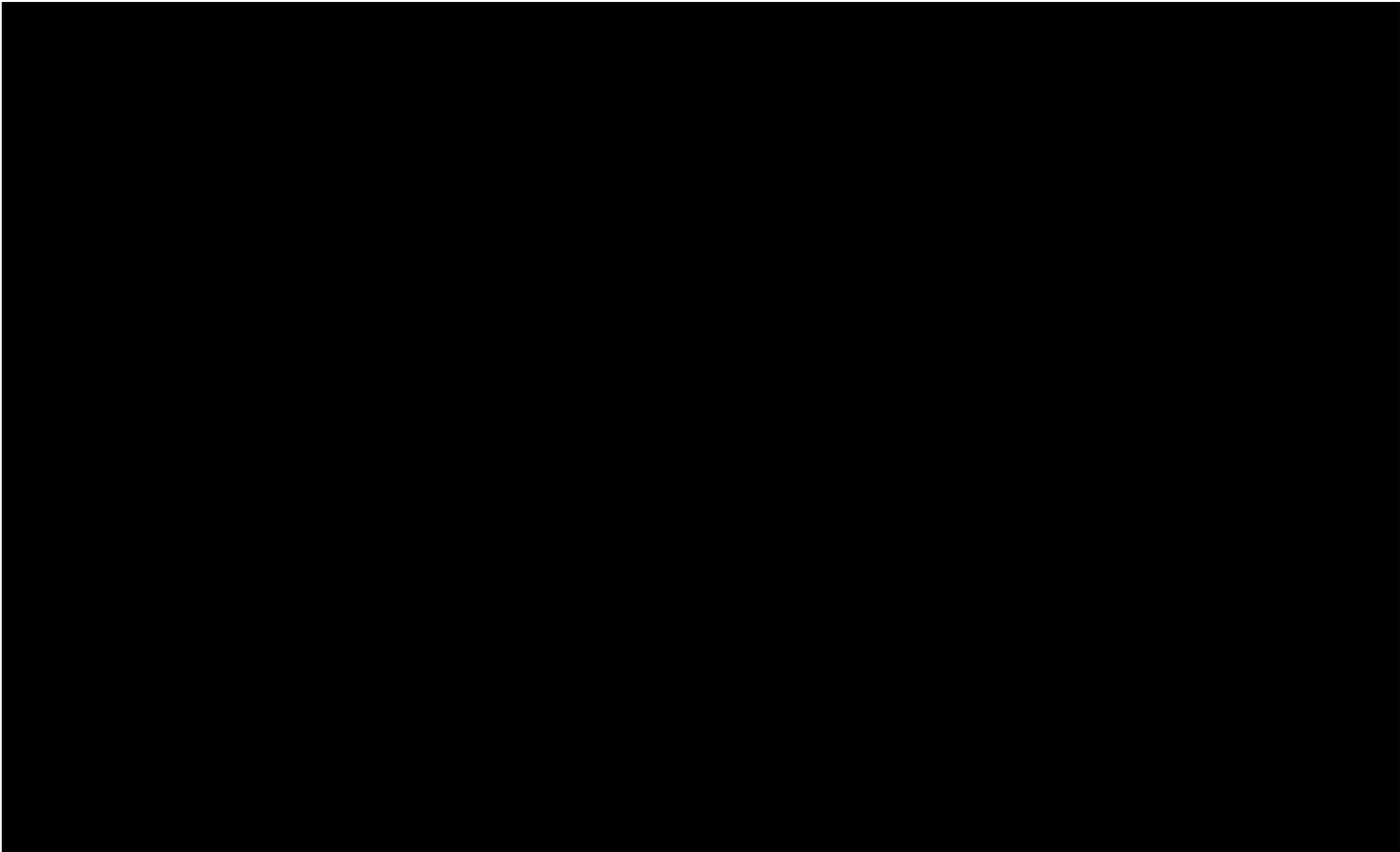










F2(a) – Skills and experience of your team

All the above individuals [other than those marked #] have worked at Gosforth Academy [rated 'outstanding' by Ofsted] over the last five years. All have had considerable former experience in running highly successful departments, faculties and in pastoral posts – both at Gosforth and other highly successful schools. All are currently employed / unpaid trustees / governors.

Additionally we are currently appointing a MAT finance director and would intend to appoint another person at the same time as principal designate to work with the team on both Callerton and Great Park Academy pre and post opening.

We have included CVs of our associate leaders – these act as a 'shadow' senior team, each responsible for a major school activity and acting as backfill for senior leaders. They can be called upon at any time to give additional assistance to the core / supplementary team members listed.

F2(b) – Skills gap analysis

We are entirely confident there is no skills gap having carried out extensive consultation with LA, existing Free Schools and NSN. We will continue to work closely with our contacts here 'from scratch', however, and if needed would seek advice and guidance from an appropriate consultant. Across the MAT we have teams of people with considerable expertise needed in both the preopening phase and once fully operational.

The core team already meet weekly with action and information disbursed and reviewed at subsequent meetings.

We are skilled at recruiting at the time pertinent to increase capacity. [REDACTED] as Director of Projects will lead and will [along with [REDACTED]] mentor the Principal we appoint as they grow into their role. [REDACTED] will be able to dedicate 3 days each week during the preparatory stages [also working on the Gosforth Great Park Academy] and this will remain in place once the schools are opened as appropriate. She will be amply supported by the MAT executive team as well as MAT subject leaders, lead practitioners and specialist support services – including the MAT Director of Human Resources and our central finance team. Once operational we will use our existing academies [all geographically close by] to provide support and guidance to new teachers and leaders of learning in individual subjects and pastoral leaders.

Our current and future cohorts of associate leaders will amply enable us to both be involved in the creation of a new school and keep forward momentum in the existing federation schools.

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

The Gosforth Federated Academies Ltd enjoys an excellent track record regarding its ability to appoint outstanding senior staff; including Principals.

We will advertise the position of Principal Designate early in the autumn term of 2020. We would seek to make an appointment from January 2021, giving the successful candidate the opportunity to work alongside the Executive Principal and other senior colleagues prior to the academy opening. We would expect the person to be either an existing headteacher or senior leader with NPQH or a similar post-graduate qualification with experience of working in varied settings and schools.

We are confident that the position will be of interest to a wide range of highly successful educational leaders. We also believe that we can ensure that this position is extremely attractive because of the nature of the challenge involved.

We also know from our work as a Leadership Partner School that we enjoy an excellent reputation with leaders across the country. We have been involved in the delivery of leadership programmes with the National College including NPQH. This gives us valuable exposure to a wide range of potential applicants.

Though it will be our intention to seek out the very best applicants at a national level we also know that exceptionally strong applications will be made for this post by very senior colleagues currently working within the federation.

If we are able to make an appointment of a Principal Designate one term ahead of opening then that colleague will be able to work in partnership with the Executive Principal on finalising all aspects of educational provision at the new academy. This will include fine tuning the curriculum, systems for monitoring and assessment, the Behaviour Policy and the continuing development of the staffing profile though a number of key appointments will already have been made at that stage.

In the unlikely event that the first round of recruitment proves unsuccessful we would second one of the existing heads of school temporarily while re-advertising.

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

The agreed Governance Structure of the GFA MAT is still developing to accommodate the growth of the MAT and the inclusion of North Gosforth Academy from 1st January 2018 and the proposed inclusion of Heaton Manor School from 1st January 2019. In order to grow good governance our developing model is to have an Advisory Group in the new schools until such time as the Board of Trustees feel it is appropriate to have a Local Governing Body. The LGB will operate with an agreed scheme of delegation. The Advisory Group will concentrate on performance matters, pupil performance, attendance and behaviour and staff performance. The higher level functions will remain in the remit of Trustees; this is important in a developing MAT to ensure continuity, a degree of commonality of approach and sound overall management to effect economies of scale to the benefit of all our schools.

We are confident that we have the experience to manage growth, to assure continued and future success of all our schools. There remain vacancies at each level since we are determined to add appropriate and varied expertise as needed with the highest calibre of individuals possible.

New schools [and schools joining the trust categorised 3 or 4 by Ofsted] have an advisory committee. At the point of achieving a 1 or 2 Ofsted judgement Trustees will determine whether to replace with a LGB or what additional autonomy to grant the Advisory group. They will use the ‘decision planner’ included later to do so.

MAT members, trustees and governors will adopt The National Governance Association’s code of conduct and the recommendations of the Department for Education’s Governor’s handbook. This should mitigate the potential for any conflicts of interest. Financial transactions will not take place between any member, trustee or governor [or connected party or business] and the academy and we will fully comply with the principles detailed in the Academies Financial Handbook – checked regularly by internal and external audit.

Challenge for members, trustees and governors will be provided both by external inspection, meetings with the Regional schools commissioner and Department for Education and annual report of an independent MAT Improvement partner [to be appointed].

F3 – An effective governance structure

Members, trustees and governors will adhere strictly to the Nolan Principles' and all will receive regular and appropriate training as to the purpose of governance.

Current MAT Governance Structure:

MEMBERS GFA Ltd

(Maximum 5)

TRUSTEES GFA Ltd

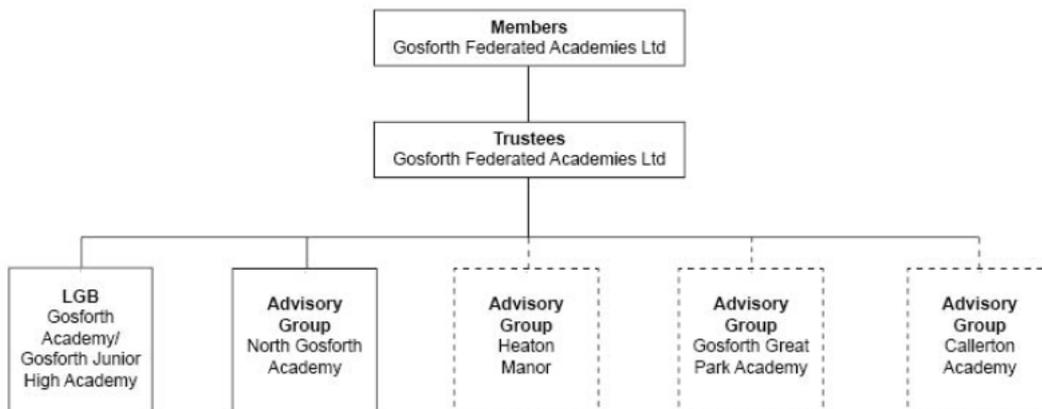
(Maximum 9)

LOCAL Governing Body Gosforth Academy / Gosforth Junior High Academy

[10 members]

Advisory Group North Gosforth Academy

[7 members]



It can be clearly seen from CVs that the right skill set and vision exists for the future evolution of the MAT. Members and trustees are dynamic but work at measured pace to ensure sustainable success. There is a staged approach with the addition of new people to ensure the optimum make up of governance at all levels as required.

Annually [see later sample decision planner] Trustees will review individual school's autonomy. The scheme of delegation will be tailored by trustees to reflect each school's individual circumstances and ensure sustained educational excellence. Callerton Academy's advisory group will focus entirely on educational performance, inclusion and community cohesion initially.

F3 – An effective governance structure

Gosforth Multi Academy Trust Governance Responsibilities

Members

Holding the Trustees to account / statutory and other duties

Equivalent of shareholders

Company law rights

Rights under the Articles of Association

Challenge and scrutiny

“Pillars of the community”

DfE policy

Trustees

Ultimate responsibility for the whole MAT

Company law directors

Charity law trustees

Ultimate responsibility for the MAT

Powers of delegation

“Captains of industry”

DfE policy

Committees for each LGB or advisory group

- **Pupil disciplinary sub group**
- **Salaries and performance**
- **Finance and audit**

Delegated authority for tasks and functions from the Trustees (MAT)

Local Governing Bodies

Delegated authority for tasks and functions from the Trustees (Academy)

CEO / Executive

Executive functions

What does ultimate responsibility mean?

F3 – An effective governance structure

Strategic direction, resourcing, management and administration

Safeguarding the assets

Complying with Articles, Funding Agreements and Handbooks

Complying with general law (e.g. health and safety)

Financial controls and financial management

Setting standards of conduct and values

Identifying, quantifying and systems to minimise risks

Dealing with regulators

Committees

Delegated powers and functions

Terms of reference

Majority of Trustees

Reporting and monitoring

LGBs

Committees

No Trustee majority requirement

Delegated powers and functions

Terms of reference

Unless specifically determined, not a decision making body

What does an LGB look like?

Sub committee of Trustees (usually) constituted as follows:

The Head of Academy

Trustees can agree to elect to have Parent Local Governor representation

Two Staff Local Governors (one teaching, one support)

Foundation Local Governors (if applicable)

Balance appointed by the Trustees

What does an LGB do?

Prime function – ‘critical friend’ to:

F3 – An effective governance structure

- Monitor
- Encourage and
- Challenge the performance and management of the Academy

To be the 'eyes and ears' of the Trustees on the ground

To hold the Head of Academy and senior staff to account for the quality of:

- Educational performance and and extra-curricular provision
- Operational effectiveness and budgetary efficiency
- Pastoral care, safeguarding, health and safety and premises

What does an Advisory Group do?

- The Advisory Group acts as critical friend to the Head of School on matters of performance; education, behaviour, attendance and staff performance.
- North Gosforth Academy Advisory Group have no delegated powers. All decisions are made at Trustee level.

CEO / Executive

Trustees should delegate executive powers

CEO - professional leadership, strategic management and direction

Finance Director - day-to-day, budget, effective systems, accounts

Accounting officer

Regularity - money spent for purpose intended

Propriety - expenditure/ receipts dealt with properly, standards of conduct/ behaviour, corporate governance

Value - economic, efficient and effective use

Keeping proper financial records/ accounts

Delegation

Ultimate responsibility = necessary delegation

Delegation of power is NOT a shedding of responsibility

Reserved powers

Exercise supervision

Allocation of roles to be determined by the Trustees (avoid overlap / duplication)

- How?
- Is it fit for purpose?

F3 – An effective governance structure

Obligation to review annually

Training embedded

Please see Appendix F for Decision planner and meeting schedule.

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

Included in the MAT core charge are IT, Advisory services, employee services and contracts.

We base financial planning on staffing required to provide a broad, relevant curriculum with support for the demographic pattern of students [many of whom are overcoming significant educational barriers] delivering great educational outcomes. Staffing costs arise from our detailed modelling of the curriculum plan and our experience of current costings and roles.

We have a strategic financial plan for the longer term (3-5 years) which deploys staff effectively and efficiently, linked to our long-term plan. We will ensure robust challenge from financially skilled governors, the MAT CEO and headteachers, have skilled staff responsible for managing finances and have transparent financial systems and processes that encourage constructive challenge within and between schools. This will be strengthened in January 2019 with the appointment of a MAT Finance Director.

Section H – The proposed site (use Excel spreadsheet)

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

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

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

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

Annexes

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

- Provide CVs of key individuals named in Table F2(a) and any letters of support and maps; and
- Note that any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.

CV template

CV template		
1	Name	
2	Area of expertise (e.g. education, finance, HR, etc.)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5	Brief comments on why your previous experience is relevant to the new school	
6	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
7	Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.	



Department
for Education

© Crown copyright 2016

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

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

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

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00177-2016



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



Like us on Facebook:
facebook.com/educationgovuk