



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

MANOR DRIVE SECONDARY ACADEMY

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The application form explained

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

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

Submitting Sections A to H

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

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

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

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

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

Electronic files must:

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

Application forms should:

- be no longer than 100 pages;
- be formatted for printing on A4 paper;
- be completed in Arial 12-point font;

- include page numbers;
- be in Word and Excel files – not PDF;
- not include any comments or tracked changes; and
- not include photographs, images or logos (other than any map(s), if relevant).

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

Submitting Section I

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

Data protection

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

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

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

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

Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	<input 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 type="checkbox"/>
Section B – evidence of need for a new school in the area	<input type="checkbox"/>
Section C – vision	<input type="checkbox"/>
Section D – engagement with parents and the local community	<input type="checkbox"/>
Section E – education plan	<input type="checkbox"/>
Section F – capacity and capability	<input type="checkbox"/>
Section G – financial viability (including the financial template where appropriate)	<input type="checkbox"/>
Section H – the proposed site (Excel, do convert this file into a PDF)	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input type="checkbox"/>
4. Have you fully completed the appropriate financial template where necessary?	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input type="checkbox"/>
6. 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: [Manor Drive Secondary Academy] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gov.uk before the advertised deadline?</p> <p>Please send sections A, B and H as a separate attachment in Excel format.</p> <p>Your email should not exceed 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?</p> <p>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 – [Manor Drive Secondary Academy] with:</p> <ul style="list-style-type: none"> • a copy of Section A1 (tab 1 of the Excel template); • copies of the Section I: suitability and declarations form and passport sized photo for each member, director, and principal designate that has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to due.diligence@education.gov.uk before the advertised deadline? 	<input type="checkbox"/>

Declaration

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

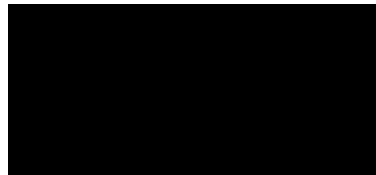
I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies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

Print name: Mr D G McLaren

Date: 2 November 2018

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

The application form

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

Section	Where you should provide the information	Information required of different applicants
A1 – Tell us who you are	Excel spreadsheet	All applicant groups must complete this section in full.
A2 – Your chosen school		All applicant groups must complete this section in full.
B1 – Evidence of basic need	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> • 16-19 provision (including a secondary school with a sixth form). • a nursery.
B2 – Need for good school places	Word form	If your proposal is not in a targeted local authority district, you will need to complete this section.
C – Vision	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> • you already have open schools. • you are proposing a primary or all-through school.
D – Engagement with parents and the local community	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> • a nursery. • a designated faith school, a school registered with a religious ethos or a school with a distinctive educational philosophy or world view.

E1 – Curriculum plan	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
E2 – Measuring pupil performance effectively and setting challenging expectations	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
E3 – Staffing	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing. Additional information is required if: <ul style="list-style-type: none"> • your application includes a nursery. • you do not currently run any state-funded schools.
E4 – Integration and community cohesion	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> • you are applying to open a school with a religious character.
F1 – A strong track record	Word form	This section is only relevant to those applicants with at least one open state funded school.
F2 – The necessary experience and credentials to deliver the school to opening	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying to establish a faith designated free school.

F3 – An effective governance structure	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying for more than one school.
G – Financial viability	Financial template	If you have previously opened a free school, we will use data that we already hold to assess this section. If you have not previously opened a free school, you must complete this section in full. Additional information is required if your proposal includes a nursery.
H – The proposed site	Excel spreadsheet	All applicant groups must complete this section in full.
I – Suitability of applicants and due diligence checks	Section I Suitability and Declarations form	This section is relevant to all applicant groups.

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

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

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

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

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

As a result, to be approvable all applications must:

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

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

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

B1 – Evidence of basic need

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

There is a clear basic need justification for a 6FE 11-16 secondary free school in the Peterborough local authority area given the projected shortfall of secondary school places across the city by 2021/22, see Table 1 below. By 2021/22, there will be a shortage of 21 places in Year 7 across the city, rising to 169, the equivalent of 6FE, by 2025/26 at the end of the seven year horizon period. There will be a city-wide shortage of places across all Year 7-11 Year Groups by 2024/25.

The latest SCAP forecast data from Peterborough City Council (summer 2018), shows that the city will experience a critical shortfall of secondary school places in both Years 7 and 8 by 2021/22. This is despite completed and future work in the city's capital programme to expand secondary provision by 8 forms of entry across the city in the period 2017/18-2019/20.

In addition to the forecast demographic pressure on secondary school places, continued urban expansion is both ongoing and planned (Peterborough City Council Local Plan 2018 (see Appendix 1); Peterborough Housing Development Report 2018 (see Appendix 2)). Thus, whilst the new secondary school will provide vital mitigation to the city-wide basic need for secondary place capacity and ensure the local authority can meet its statutory responsibility to provide sufficient school places, it will also take pupils from the urban extensions at Paston Reserve and Norwood.

Therefore, Manor Drive Secondary Academy is proposed as a 6FE, 11 to 16 free school to be built adjacent to Manor Drive Primary Academy which was approved under Wave 12 of the free school programme. Peterborough City Council has specifically identified a site, within their ownership, at Paston Reserve, PE4 7AT for both schools. The schools will ultimately serve students coming from the new housing developments in Paston Reserve and Norwood and the wider Peterborough area. It is proposed that the secondary school would be built with the potential to expand to 8FE with a Sixth Form at a future date.

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.

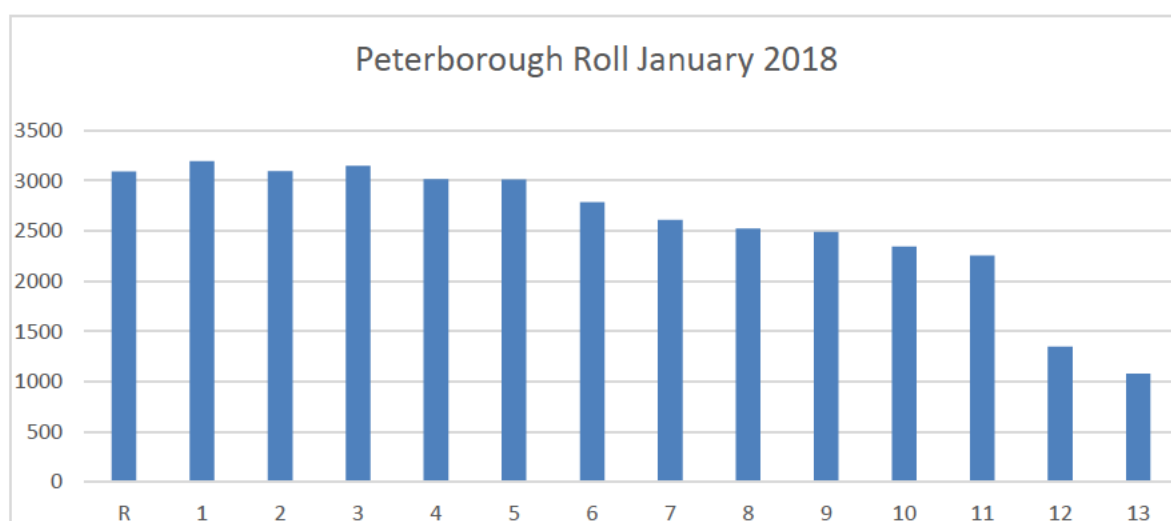
Table 1: Secondary Forecast - SCAP 2018, Peterborough City Council. (NB. The city is a single planning area for SCAP purposes)

Acad. Year	Capacity by Year Group	Diff'ce between Capacity and Y7	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	11-15	Overall total
2017/18	2889	281	2608	2524	2488	2342	2251	1346	1080	12213	14639
2018/19	3039	216	2823	2621	2510	2554	2280	1381	1093	12788	15262
2019/20	3129	184	2945	2845	2618	2581	2497	1477	1159	13486	16122
2020/21	3129	28	3101	2972	2847	2700	2524	1614	1264	14144	17022
2021/22	3129	-21	3150	3134	2980	2935	2660	1621	1386	14859	17866
2022/23	3129	-78	3207	3199	3158	3084	2911	1844	1401	15559	18805
2023/24	3129	-147	3276	3210	3179	3218	3016	1992	1611	15899	19502
2024/25	3129	-156	3285	3278	3187	3236	3147	2048	1720	16133	19901
2025/26	3129	-169	3298	3287	3255	3244	3166	2055	1765	16250	20070

Note : the increase in capacity from 3,039 in 2018 to 3,129 in 2019 is a consequence of the local authority's planned expansion of Ken Stimpson Community School by 2 forms of entry and Hampton Gardens increasing its PAN by 1 form of entry.

Confirming the demographic pressures, Chart 1 below shows the profile of the current school age population in Peterborough. This illustrates the ongoing demand for capacity in primary schools and indicates that the higher numbers in Years 5 and below will feed through to Year 7 in the next two to three years.

Chart 1: School Census data, January 2018



The very significant growth in primary school-aged children in Peterborough in recent years is now putting significant basic need pressure on the city's secondary schools, with 58 more pupils in Year 7 in January 2018 (2,608) as against the previous year (2,550). In addition to the major expansion projects recently completed and funded by

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 local authority at several secondary schools across the city, and a further planned expansion for Ken Stimpson Community School from September 2019, SCAP data shows that further basic need capacity is critical.

From a DfE perspective, considering acute basic need and financial viability, this free school proposal minimises the risk to the local authority from not being able to meet its statutory obligations. The proposal focuses on mitigating demographic basic need which is clearly building in the city and will be critical at the proposed opening date.

In addition to the fundamental demographic pressures, 389 dwellings have been completed since 2009 at the Paston Reserve urban extension to the city, where the school will be located. Planning permission has been granted for 945 dwellings in total at this location (Housing Development Report 2018). 506 permissions are therefore outstanding to date. The developer, Keepmoat, began phase 2 of the build-out in late 2017 and has provided a trajectory to the City Council for further development at Paston Reserve from 2018-2024, which shows a further 457 dwellings to be built over the seven year horizon. The secondary pupil yield for this period from Paston Reserve is projected in Table 2.

Table 2: Peterborough CC Pupil Yield Forecast –
Paston Reserve (2018 build data/pupil yield model)

Academic Year	Paston Reserve Pupil Yield Y7	Paston Reserve Yield Y7-Y11
2018/19	5	14
2019/20	8	21
2020/21	11	30
2021/22	15	42
2022/23	19	58
2023/24	20	73
2024/25	25	92

This housing development, already underway, is forecast to yield a further 1FE in Year7 by the school's opening year in 2022/23, a further 58 places across all Year Groups. This is over and above the current basic need forecasts. Therefore the school would open for the academic year 2022/23 with 4FE in Year 7, ie 3FE driven by city-wide basic need from demographic pressure (Table 1) plus a further 19 places, an additional 1FE (Table 2), from the Paston Reserve housing development. The following

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

year, 5FE will be required in Year 7 and 6FE in the third year (see again Table 1 for 2023/24 and 2024/25).

Immediately adjacent to Paston Reserve is another urban extension known as Norwood. This is outlined in Peterborough City Council's Local Plan (submitted 2018). The Planning Department is presently engaging with the landowners at Norwood regarding permission for the 2,000 dwellings allocated to the site. Should the development go ahead, the projected secondary pupil yield will be in the region of 490. The Manor Drive Secondary School would be the nearest secondary school for this development. The Four Cs understand that the pupil yield from the Norwood development cannot be taken into consideration in terms of initial basic need, but consider it important context for a new school given the likelihood of what is a further major local housing development within the seven year horizon. For this reason, our plans for the 6FE at Manor Drive Secondary School would allow for an expansion to accommodate an 8FE and potentially a Sixth Form if this was needed in due course.

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.

Peterborough, District Code E06000031 is listed in Section G as a targeted Local Authority district as having the lowest standards and lowest capacity to improve.

Further evidence is provided from 2018 GCSE basics data for Peterborough Schools.

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.

Peterborough City Council - School Standards and Effectiveness

			Att 8									
				English & Maths								
			Total Cohort	Est Ave Att 8	4 - 9		5 - 9		Disadvantaged 4 - 9		Disadvantaged 5 - 9	
School Name	LA	No.	ALL	No.	%	No.	%	No.	%	No.	%	
Arthur Mellows Village College	PBO	262	51.1	204	77.9	137	52.3	21	56.8	10	27.0	
City of Peterborough Academy	PBO	105	33.4	38	35%	19	17	12	31	3	8	
GPU TC	PBO	59	33	21	36	13	22	2	20	1	10	
Hampton College	PBO	172	46.0	109	63.3	73	42.4	14	36	10	26	
Jack Hunt	PBO	288	41.9	151	52	83	29	37	37	16	16	
Ken Stimpson	PBO	124	43.2	78	62.9	46	37.1	19	54.3	10	28.6	
Nene Park Academy	PBO	169	39.5	86	51	46	27	13	30	4	9	
Ormiston Bushfield Academy	PBO	136	44.2	82	60	44	32	20	41	10	20	
PPRS	PBO											
Queen Katharine Academy	PBO	144	33.4	45	31.3	26	18.1	17	29.3	9	15.5	
St John Fisher	PBO	107	35.5	38	37.3	18	17.6	10	26.3	3	7.9	
Stanground Academy	PBO	200	41.1	112	56	69	35	10	26	5	13	
The King's School	PBO	148	65.8	141	95	123	83	10	83	9	75	
Thomas Deacon Academy	PBO	312	41.1	165	53	114	37	49	45	36	33	
Peterborough Provisional		2226		1270	57.1	811	36.4					
Equivalent Schools 2017					55.7							
Equivalent Schools 2018		2062		1211	58.7							

This shows that students performance at Arthur Mellows Village College (AMVC) far outstrips the performance of students in all but one (selective) Peterborough school. AMVC is the founding school of the Four Cs MAT, was graded outstanding by OFSTED in its last two inspections. AMVC is in its third year of Teaching School status, leads CPD, DfE initiatives, provides StSS and manages the SCITT for the Peterborough Alliance of schools.

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.

Peterborough City Council are supporting the Four Cs with this application because it recognises that it is the only MAT operating in the area with a leadership with a proven track record of success and school improvement.

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

Curiosity, Confidence, Courage and Constancy

“There are no heights that cannot be scaled, as we strive to fulfil student potential.”

The Four Cs MAT originated in 2016 when Arthur Mellows Village College and Fulbridge Academy, both outstanding institutions, came together with a common interest in improving standards for all students in Peterborough, providing a high quality education for all and encouraging students in the wider local community to achieve their potential.

The drive and commitment to improve outcomes for young people is led by Mike Sandeman, Head of College at Arthur Mellows Village College and CEO of the Four Cs MAT. The Four Cs MAT recognises that the overall quality of education across Peterborough currently and historically has not been of a high enough standard to enable all young people to achieve their potential. All of the schools under his leadership have thrived, improved Ofsted ratings and student achievement. The senior team are skilled leaders and have a track record of inspiring professionals to strive and achieve the very best outcomes for young people. The introduction of elements of school improvement such as Teaching School status and the development of Teach East (SCITT) go beyond the scope of the MAT and positively affect the performance of Peterborough overall. The Four Cs MAT vision is already having a positive impact

C1 – Vision

on the education of young people in Peterborough and Manor Drive Secondary Academy can only further enhance that.

BACKGROUND

Manor Drive Secondary Academy is proposed as a 6FE, 11 to 16 free school to be built adjacent to Manor Drive Primary Academy which was approved under Wave 12 of the free school program. Peterborough City Council have identified a site at Paston Reserve, PE4 7AT for both schools. The schools will serve students coming from the new housing developments in Paston Reserve and Norwood Wards and the wider Peterborough area. This application builds on the outstanding reputation of two schools: Arthur Mellows Village College (AMVC) (Secondary; 11-19; 1600 pupils on roll; rated “Outstanding” by Ofsted in 2014) and the Fulbridge Academy (Primary; 4-11; 800 pupils on roll; rated “Outstanding” by Ofsted in 2012).

Manor Drive Secondary Academy, which will open in September 2022, will have at capacity 900 pupils. It will open with 4FE in Year 7 (120 pupils) in its first year of operation (2022/23), increase to 5FE (150 pupils) in Year 7 in its second year (2023/24) and to its full 6FE (180 pupils) in 2024/25. We set out in Section E the rationale for this phased growth and the clear educational and implementation benefits that arise from it.

The Regional Schools Commissioner for the East of England has approved the expansion of the MAT to sponsor two new build projects currently known as Manor Drive Primary (the focus of an earlier Free School application submitted in September 2016 via Wave 12, later approved and set to open September 2021) and Secondary Schools¹ (the focus this application) to open in September 2022.

We believe that it is important to see both schools as complementary elements of the Trust’s vision and of its commitment to provide an outstanding education from entry to nursery to appropriate progression at the ages of 16. Therefore establishing continuity of leadership and ethos is central to our goal of helping to improve the life chances of the young people of Peterborough and of spreading excellent educational practice and outcomes more widely across our diverse and rapidly growing city.

At the heart of our partnership is the principle that AMVC and Fulbridge will build on their history of successfully teaching with innovative approaches to encourage learning

¹ The RSC has also agreed that the DfE will consider further projects for the Trust on a case-by-case basis.

C1 – Vision

in ways that are tailored to the pupil intakes of the new schools. Through this partnership, we aim to ensure that:

- the MAT will replicate the outstanding achievements of students currently taught at both AMVC and the Fulbridge Academy, guided by and tailored to the specific needs of the local community in and around Paston Reserve;
- every child in the proposed new schools will fulfil their potential, based on our proven track records of delivering high standards and the tried and tested approaches that we have refined over a number of years to achieve these results; and
- the Trust will fully realise the benefits of the partnership between AMVC and Fulbridge (for example, in supporting more effective transition between primary and secondary phases, as well as the wider benefits of being part of a MAT).

THE NEED FOR THE NEW SECONDARY SCHOOL

We set out in detail in Section B why a new secondary school is urgently needed in the Paston area for the following reasons:

- To address the basic need for Year 7 places across the Local Authority which becomes critical from 2022 onwards;
- To meet the need for places driven by the new housing development at Paston Reserve (this creates an additional need in the immediate vicinity for a further 200+ secondary school places across all Year Groups by the time the school reaches capacity); and
- To improve the unsatisfactory standards of attainment in local schools, particularly at the end of Key Stage 4

Arthur Mellows has long been established as a centre of academic excellence within a City that is ranked year after year as one of the worst performing Local Authorities in the country for educational standards at both KS2 and KS4. Our school has built its outstanding reputation on instilling and establishing an ethos of academic achievement within a broad, balanced and traditional curriculum. We believe that we can spread this academic culture beyond the walls of our current school and see the proposed new secondary school as a huge opportunity to help ensure that outcomes for Peterborough pupils are improved.

The data for 2017 below clearly demonstrates the College's high performance compared to students nationally.

2017	AMVC	LA	National
Progress 8	0.12	-0.07	0
Attainment 8	49.3	42.1	44.6
Basics (9-5)	50%	35%	40%
Basics (9-4)	72%	54%	64%

C1 – Vision

There is a significant difference in outcomes between Arthur Mellows and the Local Authority, demonstrating that those young people taught within the Four C's MAT have a far greater prospect of academic success than most others in the City.

As we note in Section D1, we expect the intake for the proposed new school to be more ethnically diverse (and potentially more socio-economically disadvantaged) than our intake at AMVC, with higher levels of EAL. In addition to the school level data that we cite, 2011 Census data highlights the high levels of EAL across the whole population of the City (which has grown materially since the 2001 Census), with 16.3% of households not having English as a main language (10 percentage points higher than the figures for East of England and England more generally).

With this in mind, our collaboration with Fulbridge Academy, within the MAT, is fundamental to the approach we intend to adopt – we will complement the models of learning from AMVC that have proven success with pupils from disadvantaged backgrounds with lessons from Fulbridge's successful practice of supporting students who have EAL at primary age.

It is important to note that Arthur Mellows does have an impressive record of success in supporting pupils who qualify for Pupil Premium, Looked After Children and children with Special Educational Needs. Indeed the groups of pupils who make the best progress at Arthur Mellows are those who were mid or lower prior attainers, suggesting that the challenging academic standards and curriculum at Arthur Mellows is not only accessible to these students, but encourages them to flourish. That said, as we set out in Section D, much consideration has been given to how and where we may need to adapt our approach to ensure the immediate and sustained success of the new school.

Current data clearly demonstrates a faster narrowing of the gap between disadvantaged students and non-disadvantaged students at Arthur Mellows than that nationally and within the LA for both Progress 8 and Attainment 8.

2017	Disadvantaged P8	Non-Disadvantaged P8	Gap
AMVC	-0.28	0.20	0.48
National	-0.40	0.11	0.51
LA	-0.44	0.09	0.53

2017	Disadvantaged A8	Non-Disadvantaged A8	Gap
AMVC	40.48	50.94	10.46
National	37.00	49.80	12.80
LA	33.40	45.80	12.40

Recognising the that Manor Drive Secondary School is likely to have a larger proportion of disadvantaged students than Arthur Mellows, further evidence of the impact that the 4Cs MAT has on performance with Disadvantaged students is highlighted in the results of Fulbridge Academy, with excellent progress for both 'All students' and 'disadvantaged students'.

C1 – Vision

2017	Fulbridge Academy All students	Fulbridge Academy Disadvantaged	National non-Disadvantaged
Reading Progress	2.4	2.5	0.3
Writing Progress	1.8	1.2	0.2
Maths Progress	5.7	5.7	0.3

VISION

At the 4Cs MAT we aim to ignite students' imagination and their active, willing and enthusiastic engagement in their learning.

Our vision is to: ensure that every student succeeds; build on what learners already know; make learning vivid and real; make learning an enjoyable experience and enrich the learning experience that we offer.

The Trust's approach is to encourage students to explore the wealth of human understanding through active engagement in the different ways in which we make sense of our world: through knowledge, intellectual, moral, spiritual, aesthetic, social, emotional and physical experiences. As well as through language, mathematics, science, humanities, the arts and religion.

'Creative Thinking' is at the heart of the Trust's approach to learning. We aspire for the students to explore, negotiate, discover and experiment. We want them to speculate, empathise, reflect, collaborate, cooperate and persevere. Students need to develop initiative, independent learning and demonstrate leadership, teamwork, flexibility, integrity and imagination.

The Trust seeks to instill curiosity, confidence, courage and constancy in all of its students.

To facilitate this aspiration, the most important gift we can provide is that of confidence.

By creating a through school in the same location, students will share far more than just a common site; they will share a vision, outstanding practice and the support of the Four Cs MAT. Manor Drive Secondary Academy will build on the creativity of Fulbridge's curriculum and their expertise with children from more challenging backgrounds. Combined with Arthur Mellows' ethos and approach to academic excellence built on traditional British Values we will be able to take the best from both centres of excellence and develop a coherent and tailor-made approach to the new schools that meets the specific needs of their intakes. Through the MAT, we can offer high quality teachers with more experience and subject specialism, a factor highlighted by The Sutton Trust as essential in more disadvantaged schools and geographical social mobility spots.

C1 – Vision

Due to the nature of the cohort, an essential element is the strategy in place to support disadvantaged pupils. This will focus on both academic and pastoral interventions, with key importance placed on parental engagement. To start, a Pupil Premium intervention co-ordinator will be employed to analyse student performance, to identify underachievement and target intervention strategies. This role has been created with the specific purpose of closing the attainment gap for disadvantaged students. By monitoring individual performance, areas of underperformance will be quickly identified and one to one support implemented. As the school grows, this will be broadened to include targeted intervention teachers to support in core subjects, eventually incorporating tailored KS4 revision sessions. This targeted support will allow disadvantaged students to access specialist teachers other institutions cannot offer. By developing skills and understanding in the core subjects through individual support and small group teaching, the gap can be successfully bridged. Breakfast and after school homework clubs will provide academic framework, whilst a Behaviour and Attendance support programme will give pastoral support to individuals. Underachievement in disadvantaged students often stems from low attendance and/or poor behaviour; this individual mentoring programme will address such issues, improve student's lifeskills and ultimately lead to academic success. Additional support at key transition points is essential, with a focus on encouraging realistic but aspirational choices, ensuring disadvantaged pupils face no barriers in fulfilling their potential. A range of events will be designed to encourage parents of pupil premium students to play a more active role in their child's education and success. This engagement will support with behaviour, academia and ambitious career choices. We believe this parental involvement will support the schools ethos and sense of community, and allow the strong work ethic to continue on the home setting.

A key part of our vision is that we will improve the experience of transition for students between KS2/3. We believe that offering an all-through education is central to helping children to develop in a safe, caring and stimulating environment and see our provision as representing best practice: nursery, primary, secondary on the same site, understanding the needs and learning journeys of young people and communicating effectively across Key Stages.

We believe that high standards of behaviour from day one will be vital to ensuring that our vision for success is bought into and established. By opening the school with a smaller PAN and implementing traditional values of respect, tolerance and academic aspiration, the new school can foster aspiration across the cohort. The initial four form entry not only meets forecast demand but creates an opportunity to establish the vision of the school. The creative and aspirational ethos will be embedded through this cohort; developing a sense of community and the smaller number means academic and behaviour expectations will be quickly instilled. Traditional British values underpin this ethos and in the initial years, as we move towards six form entry and a full PAN, these can be fully developed. Assemblies, weekly form group discussions and local aspirational speakers will support this. In year admissions would only damage this

C1 – Vision

process, and undermine the culture we aim to achieve. As we set out in Section D, we will replicate the curriculum from Arthur Mellows as far as is possible within a smaller student body, using a model that we know works for students of all abilities and backgrounds.

At Arthur Mellows we believe in setting children by academic ability to ensure that the quality first teaching on which our success is based is always pitched at the right level for pupils. We take great pride in helping our “A” and Gifted & Talented students to flourish, as well as helping to support those with SEN to achieve qualifications that will enable them to go on to achieve later in life. We would replicate this model of ability setting by subject so that we can ensure that the academic culture is established and that pupils are always appropriately challenged and stretched. This may be more challenging in years one and two of the school’s life, but it is a fundamental part of our ethos and we will ensure it happens appropriately and sensitively.

We would offer an extended school day to pupils, with care beginning at 8.00 am with offerings of brain gyms, physical activity and a breakfast club, and carrying through until 4.30 pm through a homework club, as well as a substantial range of extra-curricular activities, both academic and sporting. This is something that we are particularly excited about as it allows us to offer an element of educational experience that has always been difficult to supply at Arthur Mellows due to the reliance on buses to transport pupils from long distances away. The new school would be the hub of the community, offering extended activities to pupils but also being widely available to the area as a whole, playing an integral part in establishing a positive community feel to what will be a brand new neighbourhood.

Our position as a Teaching School will also be important in ensuring that the new school is providing an outstanding education right from the first day, using our Teaching Alliance, SLEs and the experience within the MAT, we believe we have the resources, talent and drive to ensure the new school is successful. As the lead school in the SCITT, we have fantastic access to talented new teachers, as well as the outstanding practitioners already within our current school.

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

We have identified the local community as the region depicted in Figure D1. This area is centred on the Paston Ward (Paston Reserve) of Peterborough where the Peterborough City Council have secured a site to build our school. This will be next to Manor Drive Primary Academy that will open in September 2021 following a successful application to Wave 12 of the Free School program. The catchment identified also expands slightly towards the north and central areas of the city in line with the interest we have received from parents in those areas as a result of the shortage of school places and the variable standards in adjacent schools.

D1 – Successful engagement with parents and the local community

■■■■



■■■■ have proposed an opening date of September 2022 for Manor Drive Secondary Academy to coincide with the demand for school places generated by the phased building plan of the developers (Keepmoat) at Paston Reserve.

We have conducted three separate surveys of major stakeholders;

We began by surveying our existing parents at both AMVC and Fulbridge to ask for their views on our proposals for the new school;

- 98.6% of 415 respondents said that AMVC provided good or better educational experiences for students.
- 92.1% of 415 respondents said that they would want to send their children to a school run by the AMVC/Fulbridge partnership rather than choosing one of the other schools in the area.

We have also conducted two separate surveys by visiting the housing development at Paston Reserve to gauge community support for our application. This was a door to

D1 – Successful engagement with parents and the local community

door survey conducted in December 2016 and revisited in September 2018 (see Appendix 3) followed up by an invitation to attend an information evening to give an update to prospective parents and answer any questions.

99.4% of 62 respondents were in support of this application (not all had children of school age but recognised the importance of having a good school in their locality).

To provide addition and up to date information we have also published our plans and vision in the following ways:

- A web page for the school (and supporting social media links).
- Printed promotional materials (marketing collateral and answers to FAQs) to be included in the Welcome Pack to new and prospective home owners.
- Identified local venues for community events and “drop in” sessions to provide face to face communication.

Given our strong reputation, word of mouth has also played an important part in disseminating information and interest.

We recognise that it is important for us to engage successfully with a cross section of the local community throughout the application and pre-opening process, and this will continue to be one of our priorities. To build on our existing links with the local community, although the school will not have a specific faith ethos, we also intend to engage with the key leaders from religious and other community groups. Due to the high levels of EAL among the whole population, we are also mindful of the need to have in place at an early stage a range of possible solutions to communication issues. This may include allocating some of our demand budget to translation services for the most prevalent community languages.

We will also engage with the local community and potential parents online, setting up a dedicated website for the school (alongside separate, but closely linked websites for the Manor Drive Primary Academy on the same site and for our Four Cs MAT). All our marketing collateral will make reference to the school’s website in order to generate as much traffic as possible to the school and our other websites. Due to the potential language challenges we might face, we plan to add a ‘Google Translate’ toolbar to the top navigation to allow for translation.

We are also setting up a Twitter account for the school as well as using Fulbridge and AMVC’s current website to raise awareness of the new schools. We will monitor closely the levels of engagement with our websites and social media activities and if there is a lack of social media engagement, we will look to boost our in-person engagement on the ground by, for example, visiting local nurseries, playgroups, places of worship and community centres.

D1 – Successful engagement with parents and the local community

In our “on the ground” engagement, we will aim to engage with as many parents as possible in a wide variety of settings, including those, such as children’s centres, local nurseries and support groups which may be predominantly accessed by lower-income families and those who require additional support. We are committed to ensuring that families from all backgrounds, including the hardest to reach, are aware of our proposed school and have the opportunity to support our application.

We would use the pre-opening phase for the school to engage at a more detailed level with the local community as the new community moves into the new development and we “get to know” each other. This would allow us to communicate with prospective parents in detail about the approach which has underpinned our success at AMVC to gain an understanding of the local population and their views of this approach, and - where appropriate – to tailor our approach to best meet local needs (this may include, for example, responding to a slightly different make-up of the heritage of our pupils with EAL). We will also work closely with the leadership at Manor Drive Primary School to learn from their expertise and experience.

Engagement with local schools has already begun via the Peterborough Schools Partnership and Headteacher and Local Authority Cluster meetings. There will inevitably be some anxiety about the prospect of the Four Cs opening a Primary school that will be popular with families because of the outstanding reputation of its parent school compared to other schools in the area. This will be overcome by developing positive relationships and sharing good practice across schools in the locality that will raise standards for all children in the area. This aspiration aligns with AMVC Teaching School’s aims and objectives to use Specialist Leaders in Education to support Peterborough schools. We have already forged excellent relationships with the leadership and Governance at Ken Stimpson Community School (Ofsted Good 2018) as a result of this application who have undertaken to join the Four Cs MAT in September 2019. The catchment of Ken Stimpson Community School is almost identical to that that we will serve at Manor Drive Secondary Academy and their input, experience and insight will be invaluable to success at Manor Drive Secondary Academy.

D1 – Successful engagement with parents and the local community

Activity	Timescale
Survey parents of AMVC to gauge support for a new Secondary school to be opened in September 2022.	Dec 2016
Survey parents of Fulbridge Academy to gauge support for a new Primary school to be opened in September 2018.	September / October 2016
Introduce a web page on to the AMVC/Fulbridge/Four Cs websites to publicise Paston Reserve Secondary Academy to include supporting social media links.	October 2018
Produce printed promotional material to be included in Welcome Pack for new and prospective homeowners. This will also be distributed via local newsletters, nurseries, playgroups, community centres and supermarkets.	October 2018
Conduct house to house deliveries of updated promotional materials to keep residents informed.	December 2016 and revisited September 2018
Identify and conduct drop in sessions and meetings at local venues.	November 2016 – September 2018
Set up a dedicated website for Paston Reserve Secondary Academy with links to the Fulbridge Academy and AMVC websites, to include Google translate to overcome potential language challenges.	December 2018
Set up Twitter account for Paston Reserve Primary School to provide local community with updates.	December 2018

This is an indicative timetable; we may choose to bring forward these dates in line with NSN guidance (we will also benefit from wider support via the NSN Development Fund) and local feedback.

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)							
	2022	2023	2024	2025	2026	2027	2028
Year 7	120	150	180	180	180	180	180
Year 8		120	150	180	180	180	180
Year 9			120	150	180	180	180
Year 10				120	150	180	180
Year 11					120	150	180
Year 12							
Year 13							
Totals	120	270	450	630	810	870	900

E1.1 Rationale for growth trajectory and initial 4 Form Entry/120 student intake

We propose to open Manor Drive Secondary with an initial intake of 120 Year 7 students (ie 4 forms of entry), rather than the 180 students (or 6 forms of entry) that the school will ultimately accommodate in each Year Group. We believe very strongly that this sequenced growth will be the key factor in setting the best possible conditions for success for Manor Drive Secondary.

There are a number of clear educational and implementation benefits underpinning our proposed phased growth. Due to the location of our proposed site, the nature of the student intake will be potentially more “challenging” than the current intake at AMVC, and the benefits of embedding the AMVC/Four Cs values and ethos fully and from the outset to a smaller group of students is vital to the long term success of the school. By making the school a 4 form entry in its initial year, this will allow us to reach our targeted capacity based on predicted levels of need in the local area, and reduce the number of potential in-year admissions as the school establishes itself.

Although we are aware that the latter cannot be completely avoided, reducing the percentage of in-year admissions will be beneficial to all of the schools in the locality. If Manor Drive were to open with an initial 6 form entry, and successfully fill all of its places, this would also cause a considerable increase to the level of in-year admissions to neighbouring schools, the high level of which is one of the key factors which previously made the local Voyager Academy (now known as Queen Katharine Academy) struggle.

Having a lower initial student intake when opening a new school before moving to full capacity has proven successful within Peterborough. We set out below two examples of new schools taking this approach, and the OFSTED results they have achieved:

- **Hampton College - Opened in 2005**
 - First OFSTED inspection 2007 (291 students on roll in years 7/8/9). Result of the inspection was “Outstanding”.
 - OFSTED 2010 (676 students on roll in years 7-11). Result of the inspection was “Outstanding”.
 - OFSTED 2013 (893 students on roll in years 7-12, with 135 of them being in sixth form). Result of the inspection was “Good”.

- **City of Peterborough Academy- Opened in 2013**
 - OFSTED inspection 2015 (223 students on roll in years 7/8). Result of the inspection was Outstanding.

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			
Key Stage 3 – 3 Year Curriculum, Years 7/8/9			
Subject/activity	Lessons per week (50 mins)	Compulsory/ voluntary	Comments
English	4.5	Mandatory	
Maths	3.5	Mandatory	
Science	3.5	Mandatory	
French	3	Mandatory	
History	1.5	Mandatory	
Geography	1.5	Mandatory	
RE / Citizenship	0.5	Mandatory	
PE	2	Mandatory	
ICT	1.5	Mandatory	
Music	1	Mandatory	
Technology	3	Mandatory	
Art	1.5	Mandatory	
Drama	1	Mandatory	
Life Skills	0.5	Mandatory	
Intervention	1.5	Targeted	These lessons can be used as additional Maths, English or Science lessons if intervention is not needed.

The proposed KS3 curriculum is very similar to the current curriculum in place at Arthur Mellows, which has a proven track record of successfully embedding knowledge and allowing all ranges of students (including students eligible for the Pupil Premium) to achieve success at KS4.

As we have stated previously, we expect that a key difference in the student intake between Manor Drive and Arthur Mellows will be the higher proportion of Pupil Premium and EAL students at the new school. We will therefore make some amendments to the AMVC curriculum to ensure that support for all of these groups is embedded and operational from the earliest stages of the school opening.

The current Arthur Mellows KS3 curriculum, which would form the basis of the new school's curriculum and on which the timetable above is based, allows for a number of intervention strategies to be put in place to narrow the attainment gap of Pupil Premium students, with AMVC 2018 results showing Pupil Premium students performing above national averages for all students in both English and Maths (English 4 – 9 was 74.1% and Maths 81.5%, which is significantly above this year's national averages of 62% and 59.9% respectively).

To meet the demands of students with a lower KS2 intake score and a higher proportion of EAL students, we have proposed an increase in the number of allocated lessons for English from our level at AMVC, of one lesson per week, which has been accommodated by merging Dance into the PE department.

This strategy is adopted by many PE departments within which our staff have worked and which we have observed in other schools, as the majority of PE teachers have Dance training within their initial teacher training. We believe strongly in the need to embed key English skills within KS3, as this will be the basis of learning for all subjects.

There has been funding allocated to 1.5 lessons a week of intervention, which will be identified by the HOY and HOD, alongside the Pupil Premium and intervention teacher who is appointed from year 1. Where intervention is not necessary these lessons will be reallocated to either Maths, English or Science.

Table E1			
Key Stage 4			
Subject/activity	Lessons per week (50 min)	Compulsory/ voluntary	Comments
Business Studies	3	Voluntary (Btec)	
Intervention	3	Targeted	
Health and Social	3	Voluntary (Btec / V-Cert)	
Media Studies	3	Voluntary (Btec)	
Art	3	Voluntary (GCSE)	
Dance	3	Voluntary (Btec)	
Drama	3	Voluntary (GCSE / Btec)	
Music	3	Voluntary (GCSE)	
Geography	3	Voluntary (GCSE)	
History	3	Voluntary (GCSE)	
IT	3	Voluntary (GCSE)	
Technology	3	Voluntary (GCSE)	
French	3	Voluntary (GCSE)	
PE Core	1.5	Mandatory	
PE	3	Voluntary (GCSE / Btec)	
English	4.5	Mandatory (GCSE)	
Maths	5.5	Mandatory (GCSE)	
Science	5	Mandatory (GCSE)	
Life skills	0.5	Mandatory	
RE	1	Mandatory (GCSE)	

The proposed KS4 curriculum mirrors the successful model currently in place at Arthur Mellows. Students at Manor Drive will be given the opportunity to study a broad curriculum, with the option blocks allowing for either a more traditional EBacc route or a vocational route. All students will have to follow the core subjects at GCSE, which will allow them to apply successfully for apprenticeships, college, or Sixth Form places as part of their post-16 education (whether at Manor Drive, AMVC or elsewhere).

The voluntary (option) subjects will be offered to the students in a range of GCSE or Btec options, depending on the specifications and DfE accreditation in 2025/26, when the Trust/school will make the decision on these options (based on the recommendations of the relevant Heads of Department). These will be tailored to the individual needs of the Manor Drive pupils, which will be analysed by staff in the initial KS3 years.

The courses that we would expect to offer based on current exam board specifications are stated in the above table. The range of options for both GCSE and vocational

pathways have been factored into the staffing budget, based on the proportion of the Arthur Mellows KS4 cohort who currently study those subjects. In order to ensure that the staff at Manor Drive are fully prepared to teach either the vocational or GCSE options, they will work closely with other schools in the Greater Peterborough Teaching School Alliance (based at AMVC), to share practice and resources. The Greater Peterborough Teaching School Alliance will also offer subject specific training, which has been factored into the Manor Drive CPD budget.

Length of school day, including any enrichment time.	<i>Current AMVC Day</i>	
	Time	Activity
	8.45 am	Registration
	9.00 am	P1
	9.50 am	P2
	10.40 am	Break
	10.55 am	P3
	11.45 am	P4
	12.35 pm	Lunch Break
	1.25 pm	P5
	2.15 pm	P6
	3.05 pm	End of the school day
	NB: After school clubs are generally run on Tuesdays after school as the majority of students are bussed in and need to use the late bus.	
	<i>Proposed Manor Drive Day</i>	
Time	Activity	
8.00 am	Breakfast Club (Voluntary)	
8.30 am	Registration	
9.00 am	P1	
9.50 am	P2	
10.40 am	Break	
10.55 am	P3	
11.45 am	P4	

12.35 pm	Lunch Break
1.25 pm	P5
2.15 pm	P6
3.05 pm	After school wrap around care (extra-curricular opportunities) (Voluntary)
4.30 pm	End of the school day

Key differences:

- Breakfast club offered every day at Manor Drive to give opportunities to all students, but also because we are expecting a greater proportion of Pupil Premium students to be on roll than at AMVC. The breakfast club will not only allow students to have a good breakfast before they start their academic studies, but also offer support with organisation and time to complete any unfinished homework.
- Longer registration period, in an attempt to incorporate a student mentoring programme, additional Citizenship / PSHE lessons, and build a strong relationship between the form tutors and students.
- Wrap around care every evening after school to offer all students the extra-curricular opportunities and support with homework that they may not receive at home.

Staff contracts will make provision for these changes to the school day.

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

E1.1.1 - Pupil Characteristics

Figure E1(c): Pupil Characteristics of AMVC compared to schools near the proposed site

	% Pupils whose first language is not English	% Pupils eligible for FSM at any time in the past 6 years	% Pupils with SEND statement or EHC plan
Ken Stimpson	15.6	34.9	1.1
St John Fisher	71.3	34.3	2
Thomas Deacon Academy	47.4	36.2	1.1
Queen Katharine Academy	58.7	41.8	1.3
Arthur Mellows Village College	4.8	16.2	2.4
National Average	16.1	29.1	4.3

Taken from <https://www.compare-school-performance.service.gov.uk> - all figures for school year 2016/17

Primary (All within a 1 mile radius of the proposed school site)

	% Pupils whose first language is not English	% Pupils eligible for FSM at any time in the past 6 years	% Pupils with SEND statement or EHC plan
Fulbridge Academy	81.1%	29.1%	1%
Discovery	39.8%	30.2%	1.4%
Paston Ridings	44.9%	43.1%	1.2%
Gunthorpe	19.1%	37.2%	1%
All Saints CofE	87.9%	23.8%	2.1%
Welland Academy	52.1%	48.2%	1.1%
Dogsthorpe Academy	56.2%	40.7%	0.6%
National averages	20.8%	24.9%	2.9%

Taken from <https://www.compare-school-performance.service.gov.uk> - all figures for school year 2016/17

Based on our local knowledge and the above data, we would expect to see at Manor Drive a similar proportion of students with eligibility for FSM, and students with EAL to those in local schools analysed above, which are all in surrounding areas to the proposed site, and are all above national averages for both proportions of FSM and EAL students. Based on the above data we are predicting a cohort with 39% EAL and 33% Pupil Premium, however as the school will be serving a new housing development, these are only assumptions of what the student intake will look like and we will pay close attention during our engagement to the local community to the actual levels that emerge during consultation and admissions processes.

We recognise that, as the table above shows, the current cohort for Arthur Mellows has significantly fewer students who are eligible for FSM and students with EAL than the local schools listed. This is due to Arthur Mellows being located in a village, and its catchment areas being predominantly on the outskirts of the City (NB - Arthur Mellows does have a higher proportion of students with SEND or EHC plans, who achieve well throughout all Key Stages).

However, as we set out below, key performance data from the 2017/18 Arthur Mellows cohort shows that the current approach to the curriculum at Arthur Mellows leads to successful outcomes for students from a range of abilities and backgrounds:

	Progress 8 score in English
KS2 Lower Attaining Students	0.39
KS2 Middle Attaining Students	0.05
Pupil Premium Students	-0.47
EAL	1.36
SEN Students	0.08
Whole AMVC cohort	0.12

We are aware that the student intake will be significantly different to that at Arthur Mellows, therefore the curriculum has been adapted to suit this. Research has been used to identify the most successful intervention strategies, and close links and training will take place with Fulbridge Academy who currently have a very successful record of closing the gap.

Beyond this, in order to successfully translate our approach to a cohort with higher levels of pupils with EAL, we would:

- conduct a baseline assessment of students' ability, to identify strengths and learning difficulties;
- direct higher level learning support from qualified teachers in core subjects to rapidly improve literacy and numeracy skills to facilitate access to the broader curriculum and provide a bespoke curriculum focusing on core subjects;
- offer systematic and intensive monitoring with review to ensure students make accelerated progress towards learning targets;

- employ an intervention teacher from the first year of opening to work with underachieving students, in particular Pupil Premium and EAL students;
- include intervention lessons into the KS3 and KS4 timetable.

In addition, we will implement a number of specific approaches to support particular “pupil groups”. For example:

- *Pupils with SEND:*
 - o Manor Drive will open in year one with two Teaching Assistants (TA), one Intervention Teacher, and a full time SENCO, who will work closely between this team and the whole staff to provide support for students with SEND at Manor Drive. The SENCO will oversee all SEN support needs at Manor Drive, being responsible for both the devolved and high needs budget allocations and reporting, the training, deployment and monitoring of the TAs and reviewing of their placement and effectiveness on improving student outcomes regularly.
 - o Manor Drive will have a designated SEN base, where the Intervention Teacher will work with small groups of students, on all elements of support including programmes known to significantly boost reading comprehension, academic tutoring to enhance subject specific skills, literacy and numeracy packages. They will also oversee any student welfare issues including being an advocate for ensuring good quality mental health provision across a range of groups.
 - o The TA’s role will primarily be a bespoke role dependent on the needs of students with SEND, both with EHCPs and high needs funding and those on SEN support. They will mainly be based in the classroom working alongside teachers where they can have the most impact on outcomes. Under teacher direction differentiated materials and small group work will be instigated, with at times specific time limited intensive catch up programmes outside the whole class group.
 - o In addition to this, TAs will be expected to equip themselves and keep up to date on strategies for a range of high incidence SEN. They will undertake specific more intensive training in at least one key area. Considering the likely intake at Manor Drive it is predicted that one TA will need to have skills in delivering speech and language interventions and dyslexia, one Autism and ADHD. Within directed time outside of the classroom a range of social skill and personal development sessions will run including activities to support fine and gross motor skill development. All classroom teachers will receive SEND specific training via the Greater Peterborough Teaching School Alliance, in order to be compliant with the revised SEN COP 2014 and the focus on teachers meeting the needs of all those in their classroom including those with SEND. Teachers will be trained and supported in reporting their

provisions under 'Assess Plan Do Review' cycles to parents within a whole school ethos of coproduction.

- *Gifted and Talented*

- The G&T register at Manor Drive will be a live document which is amended annually, being refined as students progress through the school. The top 5% of each Year Group, based on their KS2 SATs results, will remain on the register until their GCSEs. Other students will be nominated by departments as they progress through the school.
- In year one the Assistant Principal will act as the Gifted and Talented coordinator for the school. All faculties will also have a G&T coordinator with responsibility for collating the departmental register, the development of their enrichment programme and developing teaching material appropriate to the more able child.
- An extensive G&T enrichment programme will be put in place, offering extra-curricular activities both in and outside school. After-school clubs will be advertised via the website. Other activities may involve time off the normal timetable, such as the G&T Poetry Day in English or the Forensic Science Day. Additionally, activities may involve taking students out of school, to universities or sites of special interest. All students will be monitored to ensure that they continue to make good progress. The KS4 curriculum will be structured so that G&T students can follow an academic programme, such as the EBacc and separate sciences.

- Pupil Premium

As part of our decision making for the support that we will put in place for Pupil Premium students at Manor Drive, we have conducted research and worked closely with one of our partnership schools Fulbridge Academy. Below are the Fulbridge KS2 results from 2017 which show the success that they have in narrowing the gap:

Attainment & progress

Pupils		Attainment					Progress			
		FSM6		Not FSM6		Gap	FSM6		Not FSM6	Gap
		Average Scaled Score (Re, Ma) ✓		Average Scaled Score (Re, Ma) ✓			Average Scaled Score (Re, Ma) ✓			
Summary	All Pupils	39	49	105.5	107.1	-1.6	4.1	4.1	0	
Gender	Male	21	23	106	105.8	0.2	4.2	4.1	0.1	
	Female	18	26	104.8	108.2	-3.4	4.1	4.1	0	
Prior Attainment	Higher attainers	8	11	109.8	112.4	-2.6	0.4	2.1	-1.7	
	Middle attainers	11	16	108.3	109.7	-1.4	4.5	5.2	-0.7	
	Lower attainers	17	21	102	101.8	0.2	5.7	4.3	1.4	
SEN Group	SEN Support	3	4	96.5	91	5.5	7.1	-2.5	9.6	
	EHC Plan	-	1	-	-	-	-	1.8	-	
	No SEN	36	44	106.2	107.8	-1.6	3.9	4.7	-0.8	
Ethnic Group	White	17	13	103.3	106.4	-3.1	5.4	3.3	2.1	
	Not White	22	36	107.1	107.3	-0.2	3.4	4.4	-1	

The table shows attainment and progress for FSM6 and non-FSM6 pupils. The "Gap" column is the difference between FSM6 and non-FSM6 students.

The principles of the Fulbridge model are based on research taken by the NFER and follow seven points for raising the progress and attainment of disadvantaged pupils:

- A whole school ethos of attainment for all children' not just those identified as Pupil Premium.
- Addressing behaviour and attendance.
- High quality teaching for all.
- Meeting individual learning needs through an inclusive experience for all.
- Deploying staff effectively to support all children.
- Data driven evidence to justify pupil premium expenditure.
- Clear, responsive leadership.

Below sets out how we would address the seven points at Manor Drive:

A whole school ethos of attainment for all children' not just those identified as Pupil Premium.

- Reduced student intake from year 1 to set expectations of students and create a positive ethos for all.
- Headteacher and Assistant Headteacher teaching 1FTE between them in year 1 to embed the expectations and ethos of the school.
- Extended school time to allow for before school and after school provisions. Sutton Trust research states that 2+ months progress can be seen with disadvantaged pupils as a result of this. Sports participation can result in 2+ months progress and homework clubs 5+ months.

Addressing behaviour and attendance.

- Staffing structure in year 1 including a Head of Year, 1 FTE pastoral, 1 FTE intervention teacher and 1 FTE SENCO to enforce the behaviour and attendance policy which is outlined in section E2.

High quality teaching for all.

- Teaching staff salaries budgeted at M6 to allow for quality and experience when interviewing candidates.
- High quality CPD through the Four Cs MAT and Greater Peterborough Teaching School Alliance.
- Use of AMVC assessment and feedback policy. Sutton Trust research states that 8 months progress in disadvantaged pupils can be seen from quality feedback in lessons.

Meeting individual learning needs through an inclusive experience for all

- Inclusive and accessible curriculum designed allowing all students to experience a broad education. Please see the curriculum model and rational.
- 1 additional class per year group allowing maximum class sizes of 25. Sutton Trust research shows that reduced class sizes can result in 3+ months additional progress.
- Intervention lessons included within the curriculum. Sutton Trust research shows that this could result in 5+ months for specific language intervention, or 4+ months for small group intervention.

Deploying staff effectively to support all children.

- Where possible and appropriate full time staff will be based at Manor Drive to maintain consistency of teaching and embed the ethos of the school.
- Clear roles and line management structures to deploy teaching staff and non teaching staff effectively.

Data driven evidence to justify pupil premium expenditure.

- All staff will receive SISRA Analytics training and will understand the importance of individual class data analysis.
- Pupil Premium expenditure is justified by relevant research, please see the below table outlining the expenditure.









Clear, responsive leadership.

- Clear roles for leadership staff are outlined in section E.

Below is the support that will be put in place for Pupil Premium pupils at Manor Drive in the first three years, based on the funding in each year.

Research from the Sutton Trust has been used to justify the expenditure based on the impact on student progress.

Year	PP Funding	Activity	Cost Breakdown	Sutton Trust Research Impact
2022	██████	<ul style="list-style-type: none"> - Pupil Premium Curriculum Support Fund - Pupil Premium Disadvantaged Fund - Pupil Premium Intervention Teacher (1 x FTE) - Curriculum/Pastoral Support - Breakfast Club for Key Stage 3 Pupil Premium Students - Enrichment Activities for Key Stage 3 - Resources 	<ul style="list-style-type: none"> ██████ ██████ ██████ ██████ ██████ ██████ ██████ 	<p>Small group intervention impact on disadvantaged pupil progress = 4+ months</p> <p>Targeted language intervention = 5+ months</p> <p>Other research justification is included in the above text</p>
2023	██████	<ul style="list-style-type: none"> - Pupil Premium Curriculum Support Fund - Pupil Premium Disadvantaged Fund - Pupil Premium Intervention Teacher (1 x FTE) - Curriculum/Pastoral Support - Breakfast Club for Key Stage 3 Pupil Premium Students - Enrichment Activities for Key Stage 3 - Staff Training and INSET - Resources - Targeted Intervention in English (0.75 x FTE) 	<ul style="list-style-type: none"> ██████ ██████ ██████ ██████ ██████ ██████ ██████ ██████ ██████ ██████ 	
2024	██████	<ul style="list-style-type: none"> - Pupil Premium Curriculum Support Fund - Pupil Premium Disadvantaged Fund 	<ul style="list-style-type: none"> ██████ ██████ 	

		<ul style="list-style-type: none"> - Pupil Premium Intervention Teacher (1 x FTE) - Curriculum/Pastoral Support - Breakfast Club for Key Stage 3 Pupil Premium Students - Enrichment Activities for Key Stage 3 - Staff Training and INSET - Resources - Targeted Intervention in English (1 x FTE) - Targeted Intervention in Mathematics (0.75 x FTE) 	       	
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E1.2 - Responding To Possible Differences In Pupil Intake From Our Current School

In order to accommodate the potential difference in the needs of the cohorts at Arthur Mellows and the new school, we have factored the following into the timetable:

(a) School Day

Periods and lesson structure will remain the same as at Arthur Mellows, as this is a proven and successful curriculum approach that has consistently produced above National and Regional Averages for all ability levels of students.

However, to provide additional support to our expected cohort, the school day will have additional supervised time before school, after school and at lunch times, in order to offer students opportunities and support which they may not receive at home. Examples of these are:

- Sporting clubs – the intention of these is to give students the opportunity to learn vital life skills, such as working within a team, how to communicate effectively, the respect and etiquette required within a sporting situation, and how to maintain a healthy lifestyle.
- Academically, there will be a mixture of subject-specific revision sessions, and supervised homework clubs, giving students the opportunity to work in a quiet environment with technology and support that they may not receive at home.

Provision for this will be included in staff contracts (staff will teach a maximum of 52 rather than 54 lessons) and has been reflected in our pay calculations in the financial template that we have prepared. Each academic year staffing has been calculated by rounding up to the nearest 0.5 to account for additional time commitments and TLR responsibilities. This is shown in the table below:

Year	2022	2023	2024	2025	2026	2027	2028
Staffing required	5.5	12.7	20.8	30.1	39.2	40.2	41.1
Staff Allocated	6.5	13.5	22.5	33.5	42	42.5	43
Difference	1	0.8	1.7	3.4	2.8	2.3	1.9
Number of free periods (used for TLR and additional responsibilities)	53	42	90	178	146	118	97

(b) Curriculum

KS3:

- The curriculum will mirror that of the AMVC curriculum, as this has a proven record of success over a prolonged period of time.
- KS3 teaching demand has been calculated on the basis of each class having a maximum of 25 students (rather than 29 - 30 at AMVC). This is to give students more individual classroom opportunities, to manage what may be different behavioural challenges at the new school, and to offer greater opportunity for support to students with EAL.
- Each Year Group will have one additional teaching group to the amount of Form Group entries, to allow for the smaller class sizes (ie 6 teaching groups for 5 forms of entry).
- Each year the initial form of entry will increase by one, in order to gradually build pupil numbers as we embed the ethos and values and ensure that approaches are tailored closely to the needs of the intake.
- Dance will be taught as part of the PE curriculum, to allow for one extra English lesson per week. This will be important for all students' key skills, but in particular the higher proportion of EAL students.
- 1.5 lessons a week have been allocated to specific intervention, with a particular focus on Maths and English.

KS4:

- The options are based on what is currently offered at AMVC in order to give a credible indicative assessment of staffing levels and projected budgets. The current

model in place has a high level of success for all students, with positive progress 8 score of 0.12 in 2016/17.

- The range of GCSE and vocational subjects offered will be further analysed closer to the first year of the school having a KS4 intake, to accurately assess the needs of the students on roll and the specifications available at the time. The main indicator which would lead to the decision in 2024 would be the quality and assessment criteria for each exam board.
- Vocational subjects are becoming far more difficult for students to access, and if this continues, the traditional GCSE may be better suited to our intake. With high levels of teaching and learning in KS3, students will be well prepared to sit the more traditional GCSE options. The decision will be primarily taken by Faculty Heads of Department, who will be appointed in 2023 and work closely with Heads of Department from Arthur Mellows.
- It is likely that the curriculum will involve the inclusion of a greater proportion of vocational subjects/qualifications than we currently offer at AMVC. However, we will ensure that we have the teaching capacity to deliver the vocational curriculum required and provide for INSET, curriculum development and resource planning ahead of time to prepare for the new specifications. This will take place via the Greater Peterborough Teaching School CPD programme, which will use the expertise within 10 Peterborough schools who already offer a variety of Vocational and GCSE courses.
- Teaching demand has been calculated by analysing the percentage of AMVC students who have taken a subject at KS4, and applying this figure to the cohort size for the new school. These figures have been rounded up to the nearest number divisible by the hours needed per week in that subject. This will allow for additional students if more opt to take the subject, or allow for smaller class sizes.
- All KS4 teaching demand has been calculated on the basis of each class having a maximum of 25 students.

E1.3 - Ensuring Consistency In Teaching And Learning

In addition to the approaches to delivering a broad and balanced curriculum that is tailored to the needs of each school, we have identified a number of further actions that will support us in delivering consistent teaching and learning across our schools:

a) Common CPD

Both schools will be a part of the Greater Peterborough Teaching School Alliance. This is headed by Arthur Mellows as the lead teaching school, and will link the schools closely in their approach to CPD, SCITT and the use of SLEs.

Both Arthur Mellows and the new school will use the same CPD programme implemented by the Greater Peterborough Teaching School Alliance. This will involve

staff from the new school attending CPD sessions in numerous schools within the alliance, sharing practice at subject networking meetings, and giving staff the opportunity to lead sessions in their areas of specialism.

The new school will, however, have its own internal CPD structure, which will be different to that at Arthur Mellows. This is due to the predicted difference in student intake, and the training demands the staff at Manor Drive will require to get the most out of these students. This will be coordinated by the Assistant Principal, and any additional cost for training has been factored into the school's overall budget.

b) Use of the SCITT

The current teacher training programme for the local area is led by Arthur Mellows, and will help us to make sure there is consistency in the approach of any NQTs in the new school towards teaching and learning. Not all new staff will be recruited from this Teach East training programme, but this will be a good avenue to recruit new staff if our approach to staffing the new school works in line with the plans in (d) below.

c) Use of SLEs

The Greater Peterborough Teaching Alliance will have a bank of experienced SLEs who will be available to assist in the early stages of opening of the new school. Again, as this is led by Arthur Mellows, this will allow us to check for consistency in approaches towards teaching and learning, on both a whole-school and individual Department basis. The SLEs will initially be used to establish the main curriculum, and again when the initial KS4 curriculum is developed. This will involve the SLEs working directly with Heads of Department and Faculties at the Manor Drive, as well as Manor Drive staff visiting Alliance Schools to gain information on the practices used within Peterborough. Although the initial thought is to use the SLE process formally for the establishment of the curriculum, because Manor Drive is a member of the Greater Peterborough Teaching School Alliance, they will be able to meet with other Alliance schools on an informal basis to share practices and resources more frequently. The cost implications of Manor Drive using SLEs have been factored into the budget.

d) Staffing

In year one, we will have in place 6.5 FTE members of teaching staff at Manor Drive. Our expectation – subject to compliant and transparent recruitment processes – would be to seek in the first instance to appoint these teachers from experienced staff currently working at Arthur Mellows. Using staff currently working at Arthur Mellows will allow us to transfer the knowledge and expectations currently in place at Arthur Mellows to the new school.

e) Assessment for Learning (AFL)

The current Arthur Mellows Assistant Headteacher responsible for data will have a significant role in helping the new school to implement AFL and monitoring systems

to make sure they are in line with the robust model currently in place at Arthur Mellows. This support will be via the SLE system, and informal visits to give any support and training needed to the Assistant Principal at the Manor Drive.

Overall responsibility for data analysis at the Manor Drive will be the responsibility of the Assistant Principal, but Heads of Department and Heads of Year will also be responsible for collating and analysing data within their areas of responsibility. Individual classroom teachers will all be given training on how to use the school's monitoring systems, and be responsible for AFL within their classrooms. The Assistant Principal will have administrative support (costed in the staffing model), to assist with some of the collation of data.

AFL will underpin high standards of teaching at the new school and will be used to inform lesson planning, differentiated by task, resource and support to meet the needs of children. Assessments will be recorded within subject areas to evidence where teaching and learning is strong and where improvement is needed. Summative assessment points (student monitoring) will occur each term to track student performance and this will be reported to parents and for the basis of progress review data for senior management analysis. Staff will have two formal lesson observations throughout the year, which will be reviewed and discussed as part of their Quality Monitoring.

Within the Quality Monitoring process there will also be a termly book scrutiny, to make sure there is consistency between departments and the school policies are being followed. Quality Monitoring will contribute to one area of individual staff member's Performance Management targets. In addition to the formal lesson observations and book scrutiny, Senior Management and Heads of Departments will be expected to make regular learning walks to support staff and maintain high standards of teaching and learning. Any issues will be discussed at line weekly line management meetings which will take place between Heads of Department and a member of Senior Management. The overall quality of teaching and learning will be reported to the Trust Board on a termly basis alongside academic achievements, predicted grades and behaviour.

f) Additional support from Arthur Mellows staff

There will be a number of further links between the staff at the new school and at Arthur Mellows staff that will help us to have consistency in teaching and learning and to develop a robust curriculum. In years 1 and 2 of the school's life, there is not sufficient funding in the budget to appoint subject specific Heads of Department.

Although we expect the staff we recruit to teach these subjects to be experienced, they will need subject specific support when setting up the initial curriculum at the new school. The initial support will come from Arthur Mellows subject Heads of Department (and from SLEs as above). This will continue in year 3 when subject Heads of

Department are appointed to set up the KS4 curriculum, as sharing resources and curriculum ideas will be essential in making sure that the new school has a successful first set of GCSE results.

As the initial Senior Management Team at Manor Drive will include a Headteacher and Assistant Principal, it is vital that they receive support from the Arthur Mellows Senior Management Team (SMT). As mentioned above the Arthur Mellows Assistant Headteacher responsible for data will play a key role in supporting AFL and monitoring consistency between the two schools. In addition, there will be a full time SENCO appointed in year 1, and the Arthur Mellows SENCO will support them via a number of SLE days, as this is a recognised area of strength at Arthur Mellows.

Given the initially small pupil numbers at the new school, it will also be vital for the schools to work together to offer cross-school extra-curricular opportunities. The new school could, for example, struggle to put on school performances or play in competitive sporting fixtures with a reduced student intake, and therefore we will offer the opportunity to link with Arthur Mellows on these fronts, which will also give the students access to additional specialist staff and facilities.

E1.4 - Systems For Monitoring Quality Of Teaching And Learning

At Arthur Mellows Village College we have embedded a system which has two points of formal observations for staff. In the Autumn Term we run Department Led Observations where Line Managers (where possible Subject Leaders) will observe their teams for half a lesson by negotiation. SMT are expected to Observe Line Managers and Peer Observe allocated subject areas and offer support where needed. This is recorded on formal observation sheets, the data collated and reported back to staff. Areas of particular focus may change from one cycle to the next based on Teaching and Learning Foci, however, the general practice is that Ofsted criteria are applied where possible.

In the Summer term, a full lesson observation takes place which is linked directly to Performance Management. A Good or Outstanding Grading is an implicit part of Pay Progression for staff. This observation is again directed by SMT, Line Managers and Subject Leaders.

During both Observations, the same criteria are applied and the Quality of Marking and Assessment is carefully considered. We also check data against expected levels of progress and look for evidence of this from the pupils' books. This will be coordinated by the Assistant Principal, and led by Heads of Department and Faculties. Once the data has been collated this will be discussed at line management meetings, and the overall Performance Management decision decided by the SMT and Trust Board. Work scrutinies also take place at key points across the academic year – In particular the Spring Term and SMT work closely with Subject Leaders to ensure

moderation and consistency is applied. We have a whole school focus on the teaching of Literacy skills through our marking.

We intend to embed the same processes and rigour at the new school by ensuring that the same SMT conduct the relevant staff training and that the paperwork and approaches are consistent with our successful ones. The relevant practices and paperwork for both Quality Monitoring and Performance Management will be embedded in the Trust structure.

All staff at AMVC receive written and oral feedback on their teaching and are offered the opportunity to peer observe where requested. The quality of our teachers is outstanding as graded by Ofsted and within our own monitoring, we would seek to emulate this model again and offer training and support to develop this quality in the new school.

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

E2.1 – Principles of Assessment

At Manor Drive we will look to embed a similar strategy for assessment that has been successful in producing student outcomes at Arthur Mellows. At Arthur Mellows we believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher to monitor progress over time and plan the next stage of an individual's or group's learning. Arthur Mellows is firmly committed to ensuring that all students make very good progress from their respective starting points when they join the College – this same commitment will apply to the new school.

Our recent performance data demonstrates how this commitment works in practice. For example in 2017, at KS4, students with lower prior attainment achieved a

E2 – Measuring pupil performance effectively and setting challenging expectations

Progress 8 score of 0.16 and middle prior attainers achieved a score of 0.17. We will make the same commitment to achieve similar levels of progress at the new school and this proven success with middle and lower prior attainers at KS2 will be particularly important for the new school, where we expect to see a higher proportion of learners in these “groups” than at AMVC. As a result, we will use the same models for assessing students and setting targets in the new school to give the best possible chance of replicating this success.

The aims of assessment at Arthur Mellows, which we will embed in the new school, are to:

- encourage positive achievement and personalised learning for students;
- stimulate dialogue between stakeholders, in particular staff, students and parents;
- be able to track student progress, benchmarked against prior data and then to act upon findings;
- improve standards of attainment for all students;
- ensure a consistent framework within which the College and individual departments / faculties can continue the systematic development of formative and summative assessment.

When monitoring or assessing students’ work, as at AMVC, we will expect staff at the new school to give an indication of the level / grade of attainment and to indicate how to access the higher level / grade. The key features of this approach are as follows:

- Feedback is linked to success criteria, it is specific and meaningful and based on what the student can do to improve (for example, a student may be given clear advice on what they need to do in Maths to access the next level – ‘you have a good understanding of solving quadratic equations but need to improve your ability to apply these in a context, and solve the problem’);
- Students are given the opportunity to act on the feedback given and are able to develop strategies to improve;
- Marking - where relevant - includes a literacy element;
- Evidence of marking and assessment of students’ work takes place on a regular basis, as agreed by faculties/departments. This varies depending on the amount of contact time for departments but is not less than half termly;
- All subject areas use either the assessment stamp or an equivalent recording method, such as record sheet, blog or audio feedback;
- Assessments are kept centrally, either in a separate assessment book or folder, so that progress over time is evident and easily monitored by Heads of Departments and/or the SMT;
- Marking is dated for monitoring purposes by the Head of Department

E2 – Measuring pupil performance effectively and setting challenging expectations

E2.2 – Implementing Principles of Assessment

Initially, we will use the following approach to assessment of learning in the new school, which has been refined over a number of years at AMVC, though the precise approach would be subject to sign off by the CEO/Trust Board depending on any changes in the intervening period to assessment requirements from the DfE. In summary, our proposed approach would be as follows:

- Over the course of the academic year, a minimum of 3 assessment of learning opportunities are identified and timetabled – normally at the end of a unit of work when moderation can take place. These could include: tests, presentations, extended writing, practical work;
- Heads of Department / Faculties identify consistent assessment opportunities across a cohort, through moderation of projects or extended pieces of work, learning walks and book scrutiny;
- Agreed assessment criteria are used for each of the Assessment of Learning opportunities;
- Quality monitoring of lessons (formal lesson observations) are used to support the process of performance management and holding teachers to account, but far more importantly they are used to allow for areas of outstanding practice to be observed, and shared with other teachers from all departments. This sharing of outstanding practice is done through allowing staff to work with one another but is also built into INSET days where staff have the chance to either discuss ideas or observe a dummy lesson from these individuals;
- All teachers centrally record marks / grades from the assessment points at key monitoring points throughout the year;
- Following each formal monitoring point, Heads of Department / Faculties analyse the data on SISRA Analytics (Service for Improved Schools Results Analysis²) to identify strengths and any underperformance of individuals/groups. This is then discussed at department meetings, best practice is shared and intervention strategies put in place to accelerate progress. It is also monitored and addressed through line management meetings with SMT, with the focus on praising areas of strength and recognising why it is so good, but also seeking intervention proposals for areas of weakness;
- Following the summer examinations results, a review of performance at Key Stage 4 is carried out. This review involves the head of department and in some

² <https://www.sisra.com/analytics/>

E2 – Measuring pupil performance effectively and setting challenging expectations

cases other department members, member of SMT who oversees school performance and the Headteacher.

Whilst a new school with only Year 7 initially will have no formal examination results it will be imperative to ensure the practices outlined above are reciprocated in the new school in line with the students at the school. Accountability early on will focus much more greatly on the performance of students in KS3. Performance management will be based around these classes and a system of ensuring these are rigorous but realistic will be used by ensuring the appropriate member of SMT from Arthur Mellows works closely with the Headteacher of the new school in setting up the performance management cycle. This in turn would be challenged by the CEO to ensure it is fit for purpose.

Exam reviews and mid-year monitoring would also take on a different form but formal exam reviews would be carried out based on the Year Groups at the school involving the Headteacher of the new school and possibly a supporting member of SMT from Arthur Mellows. Based on these reviews the CEO would need to be kept informed on the progress of individual subject areas through the whole school exam report produced by the Headteacher and formal review.

Whilst a formal review at the end of the year will take place, the CEO will need to be kept informed much more regularly and would be based on most up to date monitoring information from different sources. This would likely take place termly and more often if concerns were raised. This would however, be on top of the information that would need to be tracked carefully including reporting on attendance, behaviour, exclusions and lesson observations to name some areas.

As the year progresses a number of formal meetings will be required to support and challenge the new school by the CEO. The table below gives an overview as to when some of these key reviews would take place.

Half Term	
1	Exam review meetings Performance management targets reviewed and set
2	Review of un-amended Raise online data Review of subject monitoring data at departmental and whole school level Pastoral / Safeguarding report
3	Interim exam / subject reviews Performance management midyear reviews Review of lesson observations
4	Review of amended Raise online Review of subject monitoring data at departmental and whole school level

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	Pastoral and safeguarding report
5	
6	Review of subject monitoring data at departmental and whole school level Pastoral and safeguarding report Review of lesson observations

We will also replicate the assessment good practice from Arthur Mellows. Below shows the impact on teachers, students and the outcomes the assessment procedure will have:

Teacher	Student	Outcomes
Enables the teacher to adjust teaching to take account of assessment information and to focus on how students learn	Enables the active involvement of students in their own learning	Raises standards and allows students to be successful by empowering students to understand assessment methods and know how/when to make improvements
Provides information for future planning for individual students and cohorts.	Promotes student progress through a shared understanding of the learning processes and the routes to improvement	Marking and feedback facilitates learning and progress, leading to improved standards of attainment for all students
Promotes intervention and links judgments to targets.	Enables continuous reflection on what students know now and what they need to know next (feedback)	Marking for literacy is applied across the College
Formative and summative assessment is integrated into department / faculty schemes of work		Students and staff feel confident in the accuracy and process of setting targets for continual progress.
Teachers are assessing and monitoring students' work on a regular basis, again this is relative to the amount of contact time		Assessment is rigorous, leading to accurate monitoring of progress

E2 – Measuring pupil performance effectively and setting challenging expectations

per fortnight but is typically once a fortnightly cycle at KS4 in all areas and once a fortnight at KS3 in core subjects. Foundation subjects in KS3 is specific to each subject		and early intervention procedures
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Assessment is monitored within the school; by the Senior Management Team and middle management through lesson observations, book scrutiny (one of these will take place termly) and equally importantly, through student voice as a part of the student council (half-termly). We believe that it would be relatively straightforward to replicate systems of good practice like these in the new school. Indeed, they would be embedded from day one to set the right expectations amongst both students and staff about the quality of work expected of all parties.

Whilst this process works effectively with Arthur Mellows Village College there will need to be a clear system in place to ensure it is replicated and reviewed effectively within the new school to ensure it allows for the same levels of success. This again would be similar to how this carried out at Arthur Mellows but would also be overseen by the CEO and Trust Board.

E2.2.1 –Testing Baseline

As at AMVC, we will use scaled scores from Key Stage 2 to work out students' target grades. Individual departments will run their own initial baseline testing to set students on their ability level. Discussions between the HOD and Assistant Principal responsible for data will take place to determine individual flightpaths for each subject. The results of these tests along with guidance are shared with parents at each formal monitoring point enabling them to appreciate the impact that these may have to an individual's attainment/progress. We think it is particularly important for this additional information to be shared with staff at the new school and used to help inform their planning and understanding of students.

It is important for individual subjects to have a clear understanding of the baseline ability of students within their individual subjects. Although Manor Drive will predominantly receive its intake from Manor Drive primary, there will be a number of other feeder schools resulting in different levels of educational backgrounds for the new Year 7 intake.

Having a clear understanding of what students have been taught at KS2 will allow teachers at Manor Drive to set appropriate tasks to challenge and stretch all students.

E2 – Measuring pupil performance effectively and setting challenging expectations

E2.3 - Formal Whole-School Assessment Points (“Monitoring Points”)

In addition, we will use the same approach to “monitoring points” that we have in place at the College. Monitoring points are a data collection of information from subject teachers and are used to inform the College and parents about the progress and attitudes of students in lessons. They are centrally created and collated by the Data Services Team and are issued at appropriate (termly) times throughout the year according to the College calendar as approved by the Senior Management Team and include information which is sent to parents as an “Information Report” on each pupil’s:

- Attendance.
- Achievement, Behaviour and Conduct points.
- Target for each subject.
- Attainment for each subject.
- Attitude to Learning for each subject.
- Homework for each subject.
- End of year exam result for Key Stage 3 students.
- Written Form Tutor comment as a part of one of the monitoring points for Key Stage 3/4 students.

A clear explanation of the information contained in the Information Report is made available to Parents/Carers at the time of reporting. The above information is collected within the College’s MIS (SIMS) and on completion the information is sent electronically to all parents (paper copy where this not possible). The attainment data is imported into a web based data analysis package (SISRA) to allow for easy analysis of the data and comparisons against targets.

This analysis takes place termly at SMT and Departmental levels and follows the same format across all areas, breaking the information down to look at the whole cohort and specific groups of students (for example, gender, Pupil Premium and prior attainment). We intend to put in place both of these IT systems within the new school to allow for cross-school analysis to take place and ensure the high standards of attainment/progress achieved at Arthur Mellows are reciprocated in the new school. The role of monitoring standards at Trust level will be a responsibility of the CEO who will hold the Headteacher to account for the performance of students. The CEO will meet with each Headteacher at least half-termly to review progress against targets and to provide support if necessary. The role of the MAT Board in holding the CEO and staff to account is described in more detail in Section F.

In addition to looking at the attainment data of students, the information regarding behaviour and homework is analysed within departments and by Heads of Year to identify possible concerns and flag up where appropriate intervention is required in response to this information. Line management meetings between the SMT and both

E2 – Measuring pupil performance effectively and setting challenging expectations

subject and pastoral teams focus on the analysis of these monitoring points to ensure that they are followed up with actions to support and challenge students accordingly. Again this is a model on which impact and improvement is based and would be a feature of the data analysis within the new school.

E2.3.1 - Assessing in a 'Life After Levels'

From September 2017 a consistent system has been implemented across KS3 and KS4. Students are set targets using GCSE grades in the 9-1 format, which allows all stakeholders to see the progress towards the outcomes that students will leave Year 11 with. This allows for transparency with students and parents in terms of the likely outcome by the end of GCSE and not have the confusion that surrounds the change in systems between Key Stage 3 and Key Stage 4 of old.

The new flightpaths have been designed around the implementation of new GCSEs, which have been examined for the 2017/18 Year 11 cohort in most subjects following the government reforms.

Obviously the idea of assessing students against these GCSE grades is only a small part of the work behind the new system. The real focus of the system will be the way in which these judgements of attainment are made and how this will allow students to see where, and how they can improve in order to aspire to a higher end of year and ultimately GCSE outcome. This is a system that Arthur Mellows has invested a lot of time and expertise in, and again it would be easily transferable to the new school to allow for a consistent system of target setting and tracking in both schools.

E2.4 - Target Setting

We will implement the principles of our current approach to target setting in the new school. At the start of each academic year students are set aspirational targets to work towards. At Key Stages 3 and 4 these are based upon a progress measure using KS2 information as the baseline, although this information is cross-referenced against baseline assessments carried out by departments. This method of target setting has proven successful in raising aspiration amongst students, especially those within lower and middle prior attaining bands and provided a basis for successful outcomes.

A bespoke model for each department allows targets to be set against a fixed outcome based upon KS2 scaled scores, but one that factors in the different rates of progress in subjects, where these may have not been studied in as much depth as core subjects like English and Maths. This allows targets in Years 7 and 8 to reflect the likely lower starting point in some subjects but with this recognition would come a push for more accelerated progress.

E2 – Measuring pupil performance effectively and setting challenging expectations

At Key Stage 4 FFT-Aspire benchmarks are used to help set aspirational targets for all students in all subject areas. Targets based on the 50th, 20th and 5th percentile are all looked at within the College and individual department areas use these to ensure that they are tracking progress for all students from all backgrounds against these. In the main, the 20th percentile benchmarks are used to base targets upon for the end of GCSE.

In cases where progress has been rapid at Key Stage 3 these Key Stage 4 targets may be increased on an individual basis to ensure that stretch and aspiration is always the essence of the process. In cases where students have not made the appropriate progress at Key Stage 3, targets are not adjusted down (unless there are exceptional circumstances) as that would understate the predicted potential from KS2 results of said student. Instead, appropriate intervention strategies would be built in to the Key Stage 4 curriculum at the appropriate times to enable students to narrow the gap that occurred in Key Stage 3 between their target and performance outcome.

Based on the above tenets, through a robust system of target setting and assessment at individual student level, accompanied by high quality teaching and learning the targeted, whole school outcomes will be aspirational in their nature. At KS4 the performance of students achieving a grade 5 or above in both Maths and English will be targeted to achieve above the national figure (difficult to quantify since there is no historical data to indicate what this is likely to be).

However, with an expected intake of students below national in terms of prior attainment and a potentially significant proportion of disadvantaged students, this would be a real success. Progress 8 will be a key measure and the school will be targeting to go above the national score of zero for all students as well as for the sub group of disadvantaged students. The target for the school will be to achieve a score of +0.1.

Targets for attendance will also be challenging and aimed at ensuring that the school is viewed by all members of the community as a place where children thrive. We will set the attendance target at 97.5% for whole school attendance and replicate the approaches to tackling persistent non-attenders already in place at Arthur Mellows. This will mean that communication is opened with families where attendance drops below 97% at any time, other than for planned medical procedures / issues. We will support families through close monitoring of attendance and work with Peterborough City Council Attendance Service to identify and address any children who are missing their education.

E2 – Measuring pupil performance effectively and setting challenging expectations

Other key targets for the school, particularly in the first few years will relate to establishing the positive, academic ethos of Manor Drive, in the image of Arthur Mellows. As we are keen for families to see the school as the centre of the community, we will set targets that 75% of students will engage with the pre and post-school provision offered, with the breakfast and extra-curricular activities being marketed to families as an integral part of the school day, as well as hopefully a benefit to their busy family lives.

E2.5 - Attendance And Behaviour Management And Targets

At Arthur Mellows we recognise the central importance of attendance in ensuring that young people can access the very best education and opportunities. We set a college target of 97% attendance, recognising that there will be occasions that students simply cannot be in school, but expecting that these will be reduced to the minimum and challenging ourselves to out-perform the national average figure. These principles will underpin our approach at the new school, for which we would expect to set a similar target.

We have recently made improving attendance a significant area of focus, shifting our target upwards and taking action earlier to support families whose children are missing too much of their education. We send a letter home to parents if attendance drops below 93%, highlighting the significant impact this poor attendance will be having on their child's education. Parents are invited in at this stage to meet with the attendance officer and to implement a plan to support improving attendance. A failure to improve attendance, without justifiable cause, is then passed to Peterborough City Council Attendance Service for fines / prosecution as appropriate.

The context of the new school will make no difference to the high expectations we will have for attendance, and with the vision for the school to be the hub of the community, communicating this to families and instilling the central importance of good attendance will be highly achievable. We expect to mirror the target, procedure and staffing structure within the new school.

Arthur Mellows also has extremely high expectations of behaviour and has rigorous systems in place to address any behaviour that falls short of expected standards.

The behavioural code of conduct is simple and understood by all, featuring a "Three Warning" system, giving students an opportunity to rectify their behaviour, with the sanction of an "exit" to the Silent Study room for the remainder of the lesson if behaviour does not improve. Students are then reintegrated into lessons following a re-entry agreement that focuses on the Code of Conduct and support for the student. This system works extremely well and the Silent Study room is an effective sanction,

E2 – Measuring pupil performance effectively and setting challenging expectations

as evidenced by its being used on average less than 10 times per day, in a school of 1600+ pupils, each of whom have 6 lessons per day.

The clearly understood behaviour systems lead to purposeful learning environments, leading Ofsted to reflect that “Students behaviour is excellent, both in lessons and around the Academy” and also that “students are keen to learn; their excellent relationships with their teachers mean the atmosphere within lessons is purposeful and positive.” We passionately believe that promoting positive learning behaviours and establishing a “can do” academic culture in school is the most important element to ensuring that behaviour is good and learning takes place.

The simplicity of the behaviour system is its strength and by retaining an “exit” room we enable our teachers to remain first and foremost as academic guides and supports to students, with a pastoral team working alongside them to ensure behaviour standards are high and that pupils respect the school and the classroom as places of learning first and foremost.

Arthur Mellows has an incredibly focused and detailed system for monitoring behaviour across all Year Groups in the school. All behaviours: positive, negative and for information only are inputted into SIMS and reports are exported from there into bespoke documents that facilitate/inform termly analysis and reflection by SMT of pupil behaviour by age, gender, SEN, Pupil Premium, subject and myriad other factors. By being aware of the true picture of behaviour in the school, we can therefore ensure that we are identifying and targeting any key groups in the school early, ensuring that behaviour remains positive and academically focused. These systems would be replicated within the new school, as full knowledge of behaviour will be vital in establishing and maintaining the ethos of the school with strategic intervention where necessary.

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

E3.1 Proposed Staffing Structure/Build-Up

The three tables below (Figures E3.1 to E3.3) set out the proposed staffing structure for the new school.

Staffing levels for the new school will grow incrementally as the school grows to capacity over the first eight years. Pre- and post-opening grant funding will be used to provide experience and expertise in key roles at senior leadership, middle leadership, student support and Special Educational Needs from the earliest stages of the school's life. Together with capacity provided by the MAT team, this will enable us to embed the essential elements of our school model – the culture and ethos, curriculum, teacher preparation and approach to assessment – before the school opens, giving us the best possible chance of creating the culture of excellence and achievement.

To further support the staffing of both schools we will utilise our local SCITT course. We currently use this route at AMVC as a means of building staff capacity and have had a number of successful trainees complete the course and go on to become full-time members of staff. We aim to continue this relationship as a means of supporting recruitment and retention for the new school, after focusing in the first few years of opening on recruiting experienced staff to establish and embed the new school's curriculum. The SCITT will also be used as a primary method of replacing any current Arthur Mellows staff that make the move to the new school.

E3.1.1 SMT staffing and build up

Figure E3.1: SMT staffing levels (FTE)

Post	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Executive Headteacher	0.4	0.3	0.3	0.2	0.2	0.2	0.2	0.2
Headteacher	1	1	1	1	1	1	1	1
Deputy Head	0	0	0	1	1	1	1	1
Assistant Principal	1	1	2	2	3	3	3	3

In the first year of opening, both the Headteacher and the Assistant Principal will have a significant teaching allocation, totalling 1.0 FTE between the two roles. This will allow them to embed the Four Cs values, standards and ethos at the new school. Roles and responsibilities of the SMT / HOY:

E3 – Staffing

Year 1 (2019/20)

Executive Headteacher

The Executive Headteacher will oversee the systems and structures which are in place at Manor Drive, and support the Headteacher with Quality Assurance of these processes and the review structure which has been included in E2.

Headteacher

The Headteacher will have a significant input into the strategic development of Manor Drive and creating the ethos of the school. They will be responsible for evaluating the schools performance, identifying key priorities and reporting to the Executive Headteacher and Governing board.

The Headteacher will be responsible for the design and implementation of the curriculum, and the budget required to resource this appropriately. The Headteacher will also act as the safeguarding lead in year 1, and implement the school's behaviour management system.

Assistant Principal

The Assistant Principal will be responsible for overseeing the quality of teaching and learning at Manor Drive, including performance management, quality monitoring and CPD / Inset. Within this the Assistant Principal will act as Professional Tutor overseeing ITT / NQTs if appointed.

The Assistant Principal will be responsible for the school's data system using it to identify individual support put in place for students (including PP / G and T / Disadvantaged).

The Assistant Principal will work closely with the Head of Year who will coordinate individual academic and pastoral support for students alongside the intervention teacher, SENCO, HOD and pastoral staff.

The Assistant Principal will report directly to the Headteacher.

Head of Year

Head of Year will be responsible for analysing the student data with the Assistant Principal and putting in specific intervention where needed. They will liaise with subject HOD based on pupil progress and behaviour. The Head of Year will play a key role in supporting the Headteacher with the behaviour of students in year 1 and embedding the ethos and expectations of Manor Drive. The Head of Year will line manage the pastoral / inclusion staff.

E3 – Staffing

Mental health is a growing issue in the area; therefore, each Head of Year and pastoral staff member will have specific training to support this, along with having access to the counselling service already in place at Arthur Mellows.

Although the school will operate with only two full-time SMT members in the first two years of opening, it will be supported by the senior management at AMVC to address any skills gaps for the incumbent Headteacher and Assistant Principal positions.

The proposed Headteacher (designate (ie the Principal Designate)) for Manor Drive Academy is Jo Sludds. She has worked closely with Mike Sandeman (Head of College at AMVC/Executive Principal and CEO of the Four Cs MAT) for the past eight years. During this time, Ms Sludds has been Head of Year, Head of Sixth Form and Assistant Headteacher with responsibility for academic monitoring, pastoral support, student behaviour and safeguarding.

Ms Sludds is a very experienced senior leader and has played a major part in establishing and maintaining the ethos and standards at AMVC. Capacity has already been increased within the Senior Management Team at AMVC to allow Mr Sandeman to provide up to two days per week to support Ms Sludds in the pre-opening period and the first two years of opening of the new school. Other specialist staff from AMVC will provide support with the curriculum, finance, admissions, personnel and recruitment. Higher level administrative advice and guidance will be provided by Debbie Sanderson and Sarah Cooper who are both senior administrators currently working at AMVC.

To confirm that we have the very best Headteacher we would also intend to run a national advert for the Headteacher position in September 2020. Jo Sludds would apply for this position and would be a very strong candidate for the role.

As Figure E3.1 shows, the SMT of the new school will grow in size and experience as student numbers increase and the accompanying budget permits.

E3.1.2 - Teaching staff and support staff staffing and build up

We will open with 6.5 FTE teachers in the first year at the new school. We have planned at this level as it is important to have a core group of high quality teachers permanently on site at the school in its early years, so that we can effectively and rapidly build the school's ethos, and make strong links with the adjacent primary school for which we have bid in Wave 12.

All teaching salaries have been calculated on the M6 scale as we believe that it is important to have in place experienced members of staff to build each Department at the school and to develop individual departmental plans that are challenging to the students and sustainable as the school grows. Prior experience and demonstrable success in both of these areas will be key criteria for being appointed to these roles.

E3 – Staffing

In the first year of opening, we will appoint both a full time SENCO and “intervention teacher”. This will provide additional specialist capacity to support what we expect to be a higher proportion of Pupil Premium, EAL, and SEN students than we currently have at AMVC. The SENCO will have a reduced teaching time of 0.6 FTE, but ideally teach a core subject, whereas the intervention teacher will only work within intervention, for example additional targeted lessons for pupils not reaching their predicted levels of progress in the core subjects.

Figure E3.2 sets out the staffing levels required to deliver our proposed curriculum at Manor Drive. The rationale for the projected levels of FTE is based on 1 FTE representing a teacher teaching 21 hours per week.

The teaching demand and resulting staffing levels have taken into account a number of key determinants:

KS3

- Calculated by the number of classes needed in each subject multiplied by the weekly hours designated to that subject.
- Each class size is based on a maximum of 25 students.
- All staffing requirements are rounded up to the nearest 0.5 FTE, to allow for additional extra-curricular responsibilities to be factored into staff contracts. (Shown in E1.1)

KS4

- Subject class numbers have been calculated based on the KS4 % uptake at Arthur Mellows. This has allowed us to calculate an accurate staffing requirement for each subject, and allows for flexibility depending on which assessment method is chosen in that subject.
- Each individual subject teacher requirement was rounded up to the nearest weekly hourly allocation. This will give scope for a greater number of students to choose this option, or for smaller class sizes.
- Each class size is based on a maximum of 25 students.

	2022	2023	2024	2025	2026	2027	2028	2029
Pupils KS3	120	270	450	510	540	540	540	540
Pupils KS4				120	270	330	360	360
Teaching Staff								
Expressive Arts	1	1.5	2.5	3.5	4.5	4.5	4.5	4.5
English	0.5*	2	3.5	4.5	6.5	6.5	6.5	6.5
Humanities	1	2.5	4	5.5	7	7	7.5	7.5
Science	1	1.5	2.5	4.5	5.5	6	6	6
Maths	1	1.5	2.5	4.5	6	6	6	6
MFL	1	1.5	2.5	3	3	3	3	3
ICT / Technology	1	2	3.5	4	5	5	5	5

PE	0 (AP)	1	1.5	2.5	3	3	3	3
Business Studies				0.5	0.5	0.5	0.5	0.5
Health and Social				0.5	0.5	0.5	0.5	0.5
Media				0.5	0.5	0.5	0.5	0.5
Total	6.5	13.5	22.5	33.5	42	42.5	43	43
TLRs								
HOD	3	8	17	17	17	17	17	17
HOY	1	2	3	4	5	5	5	5
SENCO	1	1	1	1	1	1	1	1
Education Support Staff								
Teaching Assistant	2	4	5	8	10	10	10	10
Technician (Including ICT)	1	1	2	4	4	6	6	6
Intervention	1	1	1	2	2	2	2	2
Cover Supervisors	1	1	1.5	1.5	2.5	3	3	3
Librarian	0.5	0.5	0.5	1	1	1	1	1
Inclusion / Pastoral	1	1	1.5	1.5	2.5	3	3	3
Support Staff								
Admin	0.5	1.5	2.5	3	4	6	6	6
Site Team / Site Manager	0.5	1	1.5	2	3.5	5	5	5
Cleaners	2	2	3	4	8	8	8	8
Finance Assistant / Officer	0.5	0.5	0.5	1	2	2	2	2

E3.1.3 – TLRs

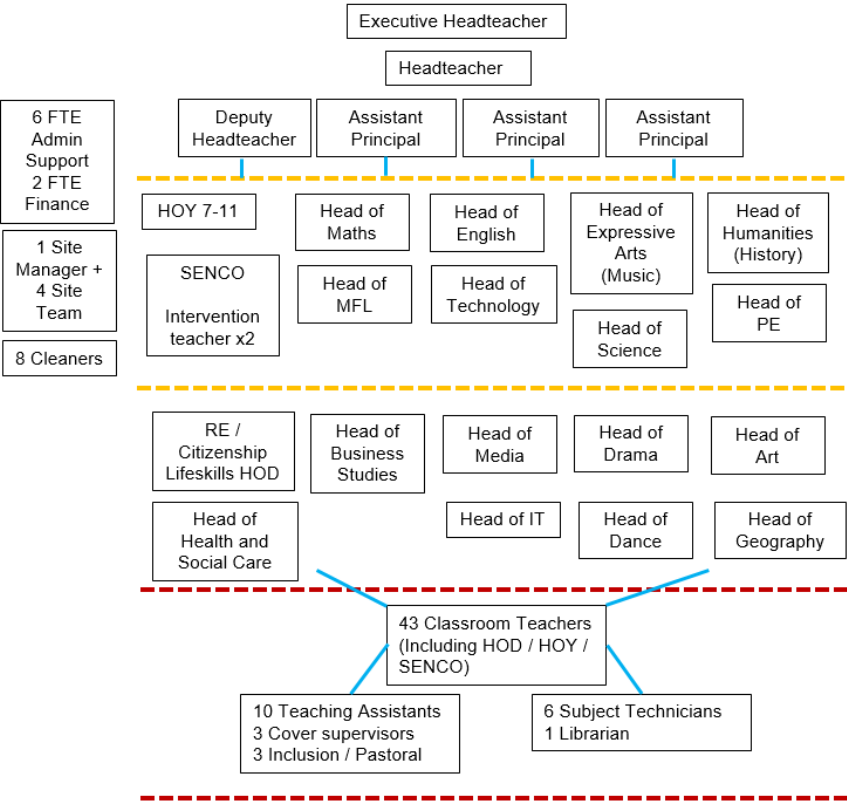
We will employ one Head of Year (HOY) per Year Group. This will come from the current teaching staff, or any new appointments. Both Heads of Year and Heads of Department will have a reduced teaching timetable, which has been factored in the staffing and budget plan (see E1.2). The Heads of Year will have a reduced timetable by 4 lessons per week, in comparison to the Heads of Department who will be reduced by 2 lessons per week. The additional increase to the Heads of Year is due to the “firefighting” nature of the role and our focus on ensuring that the vision and ethos is implemented fully from day one and at all times, and to provide capacity to address any increased behavioural and pastoral inputs resulting from a different cohort at Manor Drive to that at AMVC.

The SENCO will be a teaching member of staff, but will oversee the SEN department including the TAs and the intervention teacher. The SENCO and the intervention teacher have both been included as full time roles from year one, to accommodate the predicted high student intake of SEN, EAL, and PP students. The deployment of Teaching Assistants will be the responsibility of the SENCO at Manor Drive. Deployment of staff will be transparent and accessible by all staff across the school and determined by the needs of the students in each Year Group, in tandem with the knowledge and expertise of the classroom teachers. Students with EHC Plans including high needs funding will have individual provision maps regularly reviewed in line with the New CoP identifying

any additional support or intervention and will work in small groups in the SEN base, with either the Intervention Teacher or a specialist Teaching Assistant.

E3.1.4 – ORGANAGRAM

The figure below sets out the leadership model and management accountability for this staffing structure when the school is at capacity.



E3.2 - Sharing Expertise Between Our Schools

A key factor in the schools success will be the links between the Manor Drive Primary and Manor Drive Secondary. The proposal is for both schools to be on the same site, which will allow the schools to work as a through school. This will have a number of benefits, including:

- Staff will share practices and CPD allowing students to receive a consistent approach to their education
- Secondary staff and Heads of Year will be able to manage the transition, preventing the dip in learning that usually occurs in year 7
- Where possible facilities can be shared to reduce costs
- Where possible support staff can be shared to reduce costs (this has not been factored into the financial budget as it was necessary to show that each school can financially run independently).

As we have noted earlier in this section, in the first year of the school's life we plan to employ 6.5 full-time members of teaching staff, in addition to the Headteacher and Assistant Principal. Our intention is that we will recruit these from current Arthur Mellows staff, who are already experienced teachers and have some form of responsibility within the College. This has been accounted for in the staffing budget by estimating staffing costs at M6.

Employing experienced members of staff will help us to ensure that the new school's curriculum reflects the successful teaching and learning which currently takes place at Arthur Mellows. This is also an opportunity for staff at Arthur Mellows to progress in their careers, by taking on new responsibilities and developing/implementing a new curriculum.

As Arthur Mellows already has an established curriculum and staffing structure, we can recruit from its SCITT programme to replace the staff that make the transition to the new school. Any future appointments at Arthur Mellows will be under the new MAT contract, which will allow for movement of staff between schools if necessary.

In order to make sure there is capacity for a strong SMT at both Arthur Mellows and the new school, Arthur Mellows has currently appointed three Associate Members to SMT. This has given the current Arthur Mellows SMT additional depth, and is giving the four Arthur Mellows staff the experience to step into full-time Assistant Principal roles at either of the MAT secondary schools in 2022 and providing time to prepare other staff to move up into these roles in turn (or alternatively for us to be aware at an early stage of the possible need to recruit externally).

Arthur Mellows is now the main teaching school in the Greater Peterborough Teaching School Alliance, and as a part of this is currently recruiting SLEs. This will give a number of Arthur Mellows staff further experience of supporting schools within their areas of specialism, which will be beneficial when they are used to support with the creation of the new curriculum at Manor Drive. In the first three years at the new school, there will only be Heads of Department in the key subjects and faculties, therefore the intention is to use Arthur Mellows SLEs to assist with the creation and the delivery of the new curriculum.

E3.3 - Contingency Plans

We understand that during the process of establishing Free Schools, there are multiple pressures that can have an adverse effect on pupil recruitment. We will put in place comprehensive marketing plans during the pre-opening phase in order to mitigate against this; however, we will also ensure that we continually monitor our financial plans so that we can ensure that the school is viable with a smaller than anticipated cohort.

In producing these financial plans, our first priority will be ensuring that we maintain the integrity of the educational vision laid out in this application. In order to do so, any variable costs that are dependent on pupil numbers, for example, educational resources, will be the first costs to be reduced.

If student numbers are reduced by, say, 30%, we recognise that there will need to be adaptations to the staffing structure we have proposed. The level of these staff reductions would vary depending on the stage at which student intake has reduced (ie in some years the gap between 100% and 70% recruitment could be filled by a lower level of FTE reductions).

Due to the initial plan of sharing staff throughout the MAT, any reductions in staffing and recruitment at the Manor Drive should be accommodated relatively easily, as these staff currently already have contracts at Arthur Mellows, which will allow for staff to be easily transferred between the two sites to accommodate staffing requirements, for example if additional capacity in English were required, this could be staffed in the first instance from the MAT. Any staffing changes must still allow the students to still receive the desired teaching and learning set out in elsewhere in section E, in line with the vision we set out in Section C.

We set out below some key principles which we would not change (unless as a very last resort), and the table sets out indicative changes that we would seek to make in case of a reduced pupil intake:

Remain constant where possible

- As many full-time on site members of staff as possible, to maintain the consistency of teaching and the delivery of the school's curriculum, ethos and values.
- KS3/4 class sizes remain at a maximum of 25, in order to maintain the individual support that students may need.

Change with 70% intake

- Reduced FTE of class teachers (each FTE not recruited would save £44,066).
- Reduced provision for any cost depending on pupil numbers. Below are some worked examples based on all year groups only reaching 70% of capacity.

Year	Income 70% Capacity	Total expenditure at full capacity	Indicative difference	Potential changes needed to “balance the books”
2022	£680,459	£972,084	-£291,625	<p>- At 70% capacity in year one this would reduce student numbers to 84 (which could now go into 3 forms of entry). This would reduce the staffing need from 6.5 to 5.0 FTE, saving £66,099.</p> <p>- Further savings to services based on pupil reduction (pupil reduction 36 / savings £53,208)</p>
2023	£1,259,593	£1,799,419	-£539,826	<p>- Staff numbers are reduced from 13.5 to 12.5, saving £44,066.</p> <p>- Further savings to services based on pupil reduction (pupil reduction 81 / savings £120,447)</p>
2024	£1,955,910	£2,794,157	-£838,247	<p>- Staff numbers are reduced from 22.5 to 20.5, saving £110,165.</p> <p>- Further savings to services based on pupil reduction (pupil reduction 135 / savings £200,745)</p>

As the marketing budget would be protected, and this marketing work supported by the Trust’s Executive Team, whenever pupil numbers were low in either school, we would work hard to ensure that this situation did not continue for more than the first year. Should more substantial changes be required, these would be made in consultation with the Headteacher and the LGC of the school.

As a MAT, we will be in the position to provide flexible and ongoing support to any of our schools that are undergoing difficulties in pupil recruitment. In the first instance this might involve more substantial support from the Executive Team; should the situation persist, this might include developing a leadership or business management structure that provides efficiencies across a cluster of schools in the Trust.

To guard against the possibility of a lack of recruitment and as previously stated, we will make use of the local SCITT course; this is a valuable asset to Peterborough and is another way of ensuring that we attract high-quality trainees to the area and to the schools.

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

E4.1 - Meeting The Needs Of All Pupils And Parents And Establishing A School Welcoming To All Faiths / World Views And None

We wish to create an excellent school that is welcoming to pupils and parents of all faiths, backgrounds and cultures. The school will be built upon the core British values of: democracy; the rule of law; individual liberty and mutual respect. We will consult with the local community and ensure that all faiths and beliefs represented are being regarded and that we understand the cultural and religious sensibilities within our cohort and community.

We anticipate, based on the location and housing mix within the projected catchment, that there will be a different demographic make up to the student and community body at Manor Drive Academy. Taking the local area averages as a guide, we estimate EAL rates of approximately 39% and Pupil Premium proportion to be around 33%. We appreciate that this high number of children and families from non-English speaking (as a first language) backgrounds will need us to be proactive in our community engagement, in order to ensure that the school is seen as welcoming and supportive to families for whom English may not be easy. We lay out below some of our strategies already used within the MAT as well as planned elements unique to Manor Drive in the following paragraphs. Recognising the potential barriers to education facing some children and families from EAL or Pupil Premium backgrounds and ensuring the inclusive and open, community-centred nature of our school are challenges that we have planned and prepared for and are at the forefront of our thinking.

Both Arthur Mellows and Fulbridge have long standing experience of engaging successfully with their respective local communities. For this new school (and for the linked primary), we will draw on the model at Fulbridge of termly “open days” whereby the school is open for visitors of the local area, parents and invited guests to come and tour the school and see children learning as well as seeing all the hard work the children have produced. We will be doing the same in the new school to make this an integral part of the local area from the outset. The community engagement element of our bid is vital to the successful launch and growth of the school and our planned community outreach work includes:

- Hosting evenings / events that celebrate the diverse cultures within our school;

E4 – Integration and community cohesion

- Making the school available to community organisations for lettings and meetings outside of school hours;
- Making use of volunteers from within areas of the community where language is a barrier, allowing communication with us to take place in a family's first language in order to allow more successful integration. We would, however, encourage the use of English as the first language within the school wherever possible and as a key community focus;
- Encouraging widespread use of the school's sporting facilities, outside of school hours;
- Fostering links with key local businesses;
- Inviting engagement from local places of religious worship, whilst maintaining the non-denominational identity of the school.

We also recognise that we have a duty to prepare our students for life in modern Britain - and to keep them safe - and keep at the forefront of our minds as a MAT the Ofsted guidance concerning tolerance and respect. Beyond this, we will draw on the particular good practice from Fulbridge in demonstrating how a school values the diverse ethnic backgrounds of all pupils and families by undertaking a variety of events and lessons to celebrate them. In our experience as a MAT, we have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. We will develop this ethos in the new school and continue to ensure that all learners, regardless of their background, aspire to achieve their potential.

We will ensure that through each school's vision, core values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. Our rigorous and inspiring primary and secondary curricula will also support these aims and help us to ensure that all students are empowered with the knowledge and vocabulary they need to flourish at the heart of modern British society.

E4.2 - A Broad And Balanced Curriculum

E4.2.1. PSHE

We believe that the personal development of young people is essential to their health, safety and achievement as individuals within society. Our "Lifeskills" programme, based on the Cambridge and Peterborough Frameworks for Personal development, incorporates the key aspects which allow students to become safe, healthy, tolerant and economically aware.

The majority of sex and drugs education at Arthur Mellows is delivered through the Lifeskills curriculum, by a team of dedicated teachers, and the programme is further enhanced by enrichment time with specialist health professionals. We consider it essential that students are given appropriate information, in a safe and caring

E4 – Integration and community cohesion

environment, alongside the opportunity to ask questions and to discuss the important biological, personal and moral issues. We also have the HYPA team at Arthur Mellows once per week, supporting young people with their health and life choices, something we would replicate at the new school once pupils were of an appropriate age.

The Lifeskills programme is currently delivered through a combination of tutorial time activity, dedicated curriculum time for Lifeskills, collapsed timetable time and further school and community based opportunities. We will adopt the same approach in the new school.

We are also clear that PSHE can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing.

Students have responded particularly positively to the lessons and subsequent initiatives implemented in areas of anti-bullying, E-safety (where we also run awareness classes for parents – something we would replicate in the new school) and cycle safety. Knowing that we have a curriculum and delivery model that produces well rounded and considerate citizens gives us full confidence that we would be able to develop the education of the ‘whole child’ in the new school.

Through PSHE, we also address such specific issues as the Fundamental British values, extremism (or the vocal or active opposition to these values) and an understanding of the importance of identifying and combatting discrimination, something which we would again incorporate into our Lifeskills sessions at the new school.

E4.2.2 – PREVENT

At Arthur Mellows and Fulbridge, we recognise that any attempt to counter extremism and prevent radicalisation cannot be achieved by one organisation alone but relies on sharing information and productive partnership working. In upholding the Prevent duty, we have a well-established way of working with a number of partners that we will use as the blueprint for the new school. These partners include: The Education Child Protection Service; The Police and PCSOs; The Locality Team; Social Care; Community and religious leaders; Parents and the wider community; and Other educational organisations.

Arthur Mellows has played a leading role in helping to ensure that the awareness of Prevent is widespread and its messages understood, both within the school and across initial teacher training through the SCITT. We are fully aware of each school’s responsibility under the Prevent Duty 2015 and recognise that these responsibilities to prevent and protect children from extremism fit within the duty of child protection and safeguarding.

E4 – Integration and community cohesion

We recognise the vital role schools have to play in ensuring that young people are not lured into extremism and work closely with other agencies such as the Police and Channel to ensure that any concerns we may have are properly investigated. We have two senior managers who are WRAP (“Workshop to Raise Awareness of Prevent”) trained and also have a Governor who delivers WRAP training for the NHS and who will be training all governors and pastoral staff at AMVC this academic year. We expect the new school to benefit from a similar level of training.

A key element of the way Prevent has been discussed at Arthur Mellows has been awareness of radicalisation and extremism amongst many areas of society; that this is not a problem isolated to one area of the community or one religious group. We would mirror this approach at the new school, ensuring that students, staff and parents of all faiths and backgrounds understood the warning signs of potential extremist behaviour. The new school, like Arthur Mellows would be built on and promote the fundamental British values of: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

E4.2.3 – SMSC

Citizenship lessons are one of our key means of promoting SMSC and promoting British Values. The RE Department in the new school will be guided by the same aims and approaches that we have used at AMVC. We expect to enable students to gain knowledge and understanding of the six Major World Religions, with particular emphasis on Christianity. We also aim to develop students’ ability to respond to, reflect on, investigate and evaluate the information they learn.

All these skills are central to RE as they enable students to formulate balanced arguments, considering different points of view. Students are encouraged to develop their own opinions and awareness of issues, but also to listen to and empathise with others. This understanding of others and these skills of communication are invaluable to students as they look to their next steps, whether in work or in further education.

At the heart of our work on SMSC is charity work and global awareness. Young people often have a strong moral sense that we in Britain have a duty to help support those less fortunate than ourselves and we have fostered links across the world with schools in Kenya and Chernobyl, as well as taking part in the World Challenge programme in locations such as Swaziland, Venezuela and India. At the new school we would mirror this global outlook, creating young people with an awareness of the cultural world around them. At Arthur Mellows we also fundraise and support many local charities and would incorporate this sense of local identity within the student population at the new school too.

E4 – Integration and community cohesion

E4.2.4 – Safeguarding

Within our MAT we take our safeguarding responsibility very seriously and are rigorous in our procedures. We have seven members of staff who are Child Protection trained to Designated Person level at Arthur Mellows, far more than is required by legislation, and we would mirror this approach of ensuring staff are Child Protection trained to this level in the new school. The Headteacher and Assistant Principal, as well as the lead pastoral member of staff, would all be DP trained before the opening of the school in September 2022. We have a breadth of knowledge and experience in safeguarding work as a MAT, meaning we are very well prepared to meet the challenges of opening the new school.

We will have a lead SENCo and Single Points of Contact (SPoCs) for both secondary schools who will be supported by colleagues in the schools themselves. This is included in the top slice section of the financial budget. In addition, in line with the Education Act 2002, the school will ensure that all aspects of: recruitment, training, point of contact, partnership, pupil voice and quality assurance are rigorously checked and compliant.

Staff at the new school will all understand, recognise and be able to articulate their safeguarding responsibilities, including Prevent, and will be trained annually in child protection issues. Any updates to DfE policy or recommendations will be shared with staff, who, as at Arthur Mellows, will sign to confirm they have read and received these documents. New staff will be trained upon entry to the school in safeguarding, regardless of the time of year they join us.

As a large and successful secondary school, supported by our work across the city through our SCITT, Arthur Mellows has forged valuable and close relationships with senior colleagues across the city, including Peterborough’s safeguarding lead, Gaynor Mansell, and the Head of the PRU, Claire George. These links ensure that we can access the very best training for staff and for trainees on our SCITT, and we play a leading role in the city in ensuring that the initial teacher training for safeguarding is of a high standard. These links will also be of huge value to the new school, as will the work we have led through the SCITT, ensuring we will play a leading role in the development of education in the city.

E4.2.5 – Welfare

Student Voice

At Arthur Mellows, we value the contribution that students make to the education they receive. Similarly, we know that they value the opportunity to have a say in the education we provide. The Student Council is often the channel for good observations and ideas. It also, frequently, gives us groups of students who wish to be involved in student research. We would establish a student council within the first few weeks of opening, to ensure that student voice is given a high priority right from the start of our

E4 – Integration and community cohesion

new venture. Our achievement of Fair Trade Status and Healthy Schools Status at Arthur Mellows, for example, together with the variation of Key Stage 4 uniform we have introduced, were all pioneered by the student body. We expect student voice – via the same vehicles – to play a similar role in the new school.

Against Bullying

Our students have been a vital voice in reviewing our Anti-Bullying policy and this will be a guiding principle for the new school. Through this policy, students are encouraged to develop a positive attitude towards themselves and others and also to identify sources of personal support.

We believe that everyone should have the same basic rights of freedom from all forms of harassment. These rights are embodied in our disciplinary code of conduct that we will put in place in the new school. As such, we believe bullying is not an acceptable part of school life, nor an inevitable part of growing up. We seek to ensure that victims of bullying are given support while aggressors are helped to see the error of their ways. Students are in no doubt as to the outcome of involvement in bullying: they can expect to be dealt with seriously and for their parents to be informed and involved. As our most recent (2014) Ofsted report noted: 'Parents agree that students are well cared for and that the academy keeps them safe'. This focus on care and pupil safety is central to our vision for the new school.

Discipline

In all of our schools we strive to create a happy and orderly atmosphere in which meaningful work can effectively take place – this is a founding principle for the new school. We expect and demand high standards of behaviour. Our code of behaviour is guided by common sense and good manners: courtesy and consideration for others are always required. Students are reminded in morning assemblies and during tutorial time of what the College expects. Self-discipline remains the most effective way of creating the right College atmosphere.

There are, however, measures taken in cases of misbehaviour. These can range from an informal rebuke to exclusion. For low-level misbehaviour a student can be sent to a supervised study area. Lunchtime and after school detentions are also used. The new school's behaviour protocols would replicate those at AMVC.

Our view is that when problems arise the care, concern and support of the parents is most important. An effective partnership between staff and parents ensures the continued maintenance of the kind of school environment that we all seek.

A Healthy, Safe Environment

In a school environment where there are lots of people, staff and students share a responsibility to ensure that everyone is as safe as possible. All our staff will follow a detailed code which includes understanding the safety procedures of their school as

E4 – Integration and community cohesion

well as supervising classrooms, corridors and break and lunchtime areas. These are practices which are well rehearsed and highly effective at Arthur Mellows and would be replicated at 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

This application to open a new 11-16 secondary school in Peterborough builds on the outstanding reputation of two schools; Arthur Mellows Village College (Secondary; 11-19; 1600 pupils on roll; rated “Outstanding” by Ofsted in 2014) and the Fulbridge Academy (Primary; 4-11; 800 pupils on roll; rated “Outstanding” by Ofsted in 2012). It also builds on the successful application made under Wave 12 of the Free School program to open Manor Drive Primary School in September 2021. The proposed secondary school would be built on the same site, adjacent to the Primary School and

F1 – A strong track record

would share not only the same facilities and services but also the same ethos, standards and high expectations.

Arthur Mellows Village College (AMVC) is an approved Academy Sponsor (change of status awarded 23 May 2016). In September 2016 AMVC was awarded Teaching School status and in May 2017 the Teach East SCITT based at AMVC was graded Good by Ofsted. In April 2017 AMVC and Fulbridge joined together to form the Four Cs (Curiosity, Confidence, Courage and Constancy) Multi-Academy Trust. The Discovery Primary School (Ofsted Good, 3FE, 630 PAN) joined us in September 2018 and we have been asked by the Regional Schools Commissioner for the East of England to take on Hampton Vale Primary School (Ofsted Inadequate July 2018, 3FE, 630 PAN) in January 2019. This expansion of the Four Cs MAT underlines the confidence the LA and RSC has in the Governance, Leadership and Management of the Four Cs MAT to lead improvements in teaching and learning, share good practice, provide CPD, StSS and achieve better outcomes for pupils in the Peterborough area.

The strategies that underpin the success of the Four Cs MAT in improving schools are;

- the continual drive for improvement driven by the CEO and leadership team that focuses on improving students academic achievement. This is unique in Peterborough. We do not accept that under achievement is excusable.
- its ability to attract, recruit and retain high quality staff through its SCITT and CPD program
- its focus on innovative approaches to teaching and learning through Teaching School initiatives

The results for Arthur Mellows Village College (2017) for the measures of Progress 8, Attainment 8, Basics (9-5) and Basics (9-4) are all well above both the Local Authority and national figures.

2017	AMVC	LA	National
Progress 8	0.12	-0.07	0
Attainment 8	49.3	42.1	44.6
Basics (9-5)	50%	35%	40%
Basics (9-4)	72%	54%	64%

In comparison with national figures, students who attend Arthur Mellows achieve significantly better outcomes in terms of both Attainment and Progress. More impressive is the difference in performance between Arthur Mellows and the Local Authority (LA). It is clear from the evidence that Arthur Mellows is a beacon of success within the authority and one that is able to help support the other schools through its Teaching School status, backed up by the reputation it holds within the authority for its results.

F1 – A strong track record

Whilst national data is not yet available for headline measures for 2018 there is unlikely to be a huge difference in the national data from the previous year. In comparison, at Arthur Mellows results for 2018 show a further increase in attainment outcomes from 2017. Especially pleasing are the 2% and 6% increases in the basics 9-5 and 9-4 percentages.

The table below summarises the attainment of students in the Peterborough LA. With the exception of The Kings School which has a selective intake, the performance of students at AMVC is very much better than students in other schools.

	A	B	C	D	E	F	G	H	I	J	K	L
1	Peterborough City Council - School Standards and Effectiveness											
2				Attainment 8								
3					English & Maths							
4				Estimated Average Attainment 8	4 - 9		5 - 9		Disadvantaged 4 - 9		Disadvantaged 5 - 9	
5	Total Cohort				No.	%	No.	%	No.	%	No.	%
6	School Name	LA	No.	ALL	No.	%	No.	%	No.	%	No.	%
7	Arthur Mellows Village College	PBO	262	51.1	204	77.9	137	52.3	21	56.8	10	27.0
8	City of Peterborough Academy	PBO	105	33.4	38	35%	19	17%	12	31%	3	8%
9	GPU TC	PBO	59	33	21	36	13	22	2	20	1	10
10	Hampton College	PBO	172	46.0	109	63.3	73	42.4	14	36	10	26
11	Jack Hunt	PBO	288	41.9	151	52	83	29	37	16	16	
12	Ken Stimpson	PBO	124	43.2	78	62.9	46	37.1	19	54.3	10	28.6
13	Nene Park Academy	PBO	169	39.5	86	51%	46	27%	13	30%	4	9%
14	Orniston Bushfield Academy	PBO	136	44.2	82	60	44	32	20	41	10	20
15	PPRS	PBO										
16	Queen Katharine Academy	PBO	144	33.4	45	31.3	26	18.1	17	29.3	9	15.5
17	St John Fisher	PBO	107	35.5	38	37.3	18	17.6	10	26.3	3	7.9
18	Stanground Academy	PBO	200	41.1	112	56	69	35	10	26	5	13
19	The King's School	PBO	148	65.8	141	95	123	83	10	83	9	75
20	Thomas Deacon Academy	PBO	312	41.1	165	53	114	37	49	45	36	33
21												
22	Peterborough Provisional		2226		1270	57.1	811	36.4				
23	National Provisional					??		??		??		??
24												
25	Equivalent Schools 2017					55.7						
26	Equivalent Schools 2018		2062		1211	58.7						
27												

Progress score for AMVC from 2018 results is +0.2

It is also clear that the gap between disadvantaged students and non-disadvantaged students at Arthur Mellows demonstrates a faster narrowing of the gap than that nationally and within the LA for both Progress 8 and Attainment 8 as shown by the end column of the following two tables.

2017	Disadvantaged P8	Non-Disadvantaged P8	Gap
AMVC	-0.28	0.20	0.48
National	-0.40	0.11	0.51
LA	-0.44	0.09	0.53
2017	Disadvantaged A8	Non-Disadvantaged A8	Gap
AMVC	40.48	50.94	10.46
National	37.00	49.80	12.80
LA	33.40	45.80	12.40

F1 – A strong track record

To further narrow the gap we will employ a Pupil Premium Intervention Co-ordinator to track and analyse students' performance, to identify under-achievement and target intervention strategies. As the school grows, this will be broadened to include targeted intervention teachers in core subjects. Breakfast and after school homework clubs will provide an academic framework, whilst a behaviour and attendance support programme will give pastoral support to individuals. Additional support at key transition points will be essential and focus on encouraging realistic but aspirational targets, ensuring disadvantaged students face no barriers to fulfilling their potential. A range of events will be designed to encourage parents of Pupil Premium students to play a more active role in their child's education and success. This engagement will support with behaviour, academic progress and ambitious career choices.

We will also work closely with The Fulbridge Primary Academy (4FE with 35% Pupil Premium intake). Their results in 2017 show excellent progress for both 'All students' and 'disadvantaged students' with very little gap.

2017	Fulbridge Academy All students	Fulbridge Academy Disadvantaged	National non-Disadvantaged
Reading Progress	2.4	2.5	0.3
Writing Progress	1.8	1.2	0.2
Maths Progress	5.7	5.7	0.3

The Fulbridge Academy is part of the Four Cs MAT and was successful in Wave 12 with its application as to build a new 2FE primary school (Manor Drive Primary Academy) to open in 2021, adjacent to the site proposed for the secondary school. It is expected that these improved outcomes for disadvantaged students will be sustained into Manor Drive Secondary Academy.

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

F2(a) – Skills and experience of your team

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

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

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

Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
Mike Sandeman	██████ ██████ ██████	Yes	████████████████████ ████████████████████ ██████	<ul style="list-style-type: none"> ■ ████████████████████ ■ ████████████████████ ██████████ ■ ████████████████████ ■ ████████████████████ ████████████████████ ██████████ ■ ████████████████████ ████████████████████ ██████████ ■ ████████████████████ ████████████████████ 	4-6
Jonathan Oakley	██████████	Yes	████████████████████ ████████████████████	<ul style="list-style-type: none"> ■ ████████████████████ ■ ████████████████████ ██████████ ■ ████████████████████ ████████████████████ ██████████ ■ ████████████████████ ████████████████████ ██████████ 	4-6

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

Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
David Gilmour McLaren	[REDACTED]	Yes	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] 	4
Jo Sludds	[REDACTED]	Yes	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] ■ [REDACTED] ■ [REDACTED] 	4-6
Debbie Sanderson	[REDACTED]	Yes	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	4

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

Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
Helen Elworthy	████████ ████████	Yes	████████████████████	<ul style="list-style-type: none"> █ ████████████████████ █ ████████████████████ █ ████████████████████ ██████████ █ ████████████████████ ██████████ 	4
Gary Wentworth	████████	Yes	████████████████████	<ul style="list-style-type: none"> █ ████████████████████ █ ████████████████████ ██████████ █ ████████████████████ ████████████████████ ████████████████████ ██████████ █ ████████████████████ ████████████████████ ████████████████████ ██████████ █ ████████████████████ ████████████████████ ██████████ 	4-6

F2(a) – Skills and experience of your team	

F2(b) – Skills gap analysis


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

Please:

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

Table F2(b) – Skills gap analysis		
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
MAT Governance	Pre-Opening Team, Trust	Whilst several members of our team and the Trustees of both AMVC and Fulbridge have direct experience of Academy governance and of conversion to Academy status, we will buy in additional governance expertise (including legal and accounting professionals) to supplement our in house knowledge and support the implementation of the MAT. In addition, and depending on the skills and experience of the Local Governors that we recruit, we may access additional support on governance matters through, for example, the National Governors Association and/or subscription to the Key for School Leaders and School Governors. In addition, if there is scope to do so within our pre-opening budgets, we would seek to bring in an appropriate (to be determined) level of external Project Management support from an individual or organisation experienced in working with MATs and in implementing Free Schools or new Academies.

Building and Premises	Pre-Opening Team, Trust and Local Governing Committee	The members of our pre-opening team have recent and relevant experience of working with the DfE/EFA, the Local Authority and local stakeholders to oversee the development of sites for the extension of current provision (with Fulbridge having recently opened a new building and AMVC having undertaken extensive refurbishment and extension works). However, we have less specific experience of design and build projects of this scale, so to support us in procuring cost-effective buildings and in on-going site management we are currently considering – in collaboration with the Local Authority - options for what external expertise we would need to bring in (for example, a consultant quantity surveyor or contract administrator with expertise in school programmes) to ensure we achieve best value for money.
Human Resources	Local Governing Committee	HR experience will available at the level of the Trust, which will support both governing committees in this area. Whilst both our current schools have Educational Personnel Management, if any further HR capacity were required, we would expect our schools to purchase any additional support through Trust-wide procurement, which will quality assure the services being commissioned.
Safeguarding, Health and Safety	Local Governing Committee	We will ensure that one of our governors on each LGC takes responsibility for these areas, either by recruiting new governors with specialist expertise or by providing specific training to a governor with a different specialism.

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


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

F3.1 Changes to current governance arrangements linked to this application

The governance structure set out below shows the evolution from the governance arrangements for Arthur Mellows and Fulbridge when both schools joined to form the Four Cs Multi-Academy Trust (MAT) at the end of April 2017. Since then, the Discovery Primary School joined the Four Cs MAT in September 2018 and at the request of the RSC – Eastern Region, Hampton Vale Primary School will join us in January 2019. This will be followed by the subsequent inclusion of Manor Drive Primary Academy (in September 2021 - Wave 12 application approved) and Manor Drive Secondary Academy (in September 2022) if approved under Wave 13. In addition to this the Governors of Ken Stimpson Community School (8FE, 11-18) have also expressed a wish to join our MAT in September 2019 and we are currently conducting due diligence.

The Four Cs MAT operates a standard model of 5 Members, 9 Trustees and Local Governing Bodies, called Local Governing Committees (LGCs) to underline the change of accountability and responsibility upon conversion to MAT status.

The governance arrangements for AMVC have previously been judged positively by Ofsted in their most recent inspection (we noted in the Wave 12 application for Manor Drive Primary the strengths of Fulbridge's governance as recognised by Ofsted):

- *“Governors are highly effective, particularly in ensuring that safeguarding arrangements meet statutory requirements...Governors have a deep and detailed understanding of the school's performance data on students' attainment and progress; they use this information to hold leaders to account for the academy's performance and monitor progress towards the academy's improvement priorities... Governors manage the academy's financial resources well. Their financial competence enables leaders to support disadvantaged students effectively and increase the range of subjects students can study in the sixth form, promoting equality of opportunity” (AMVC)*

Senior Managers and the Boards at AMVC and Fulbridge have worked closely with each other to agree a governance structure and Scheme of Delegation that will

F3 – An effective governance structure

accommodate the growth of the MAT from two schools to four, and then seven as the MAT incorporates the Manor Drive Primary and Secondary Schools. The structure has also been designed to allow for the inclusion of other schools that wish to join the MAT.

The table below explains how the the MAT is expected to grow over the next four years and how leadership capacity will be increased accordingly. MSA will assume position of CEO full time in September 2020. Additional support for Primary Schools will come from the Executive Principal to the Primary Phase (BER) – see Appendix 7. In September 2020 a new Headteacher (JOA) will be appointed at AMVC. Both MSA and JOA have worked effectively together in their previous three schools in senior management positions and in their last school as Headteacher and Deputy. They share the same expectations of standards and ethos. This would be a smooth transition of responsibility and accountability.

Capacity Table

Year	School	Headteacher	MAT Capacity	Additional Notes
Sep-18	AMVC (S)	MSA (4) JOA (1)	CEO/MSA (1), COO/CFO/JOA (1)	2 SMT secondees appointed to AMVC to take work from JOA to work as COO,CFO (1 day/week) and Head Teacher of AMVC (1 day/week).
	Fulbridge (P)	BER (4) PPA (1)	EP(P)/BER (1)	PPA - Designated Headteacher for Hampton Vale Primary School from January 2019. EP(P) provides additional support to Discoverey (P)
	Discovery (P)	MSE		

Jan-19	AMVC (S)	MSA (4) JOA (1)	CEO/MSA (1), COO/CFO/JOA (1)	
	Fulbridge (P)	BER (4) ACU(1)	EP(P)/BER (1)	2 SMT secondees appointed to Fulbridge to take work from ACU
	Discovery (P)	MSE		
	Hampton Vale (P)	PPA		PPA – Desinated Head Teacher appointed

F3 – An effective governance structure

Sep-19	AMVC (S)	MSA (3) JOA (2)	CEO/MSA (2), COO/CFO/JOA (1)	New Assistant Headteacher appointed to AMVC to provide capacity for JOA
	Fulbridge (P)	BER (4) ACU(1)	EP(P)/BER (1)	BER to support MDPA pre opening
	Discovery (P)	MSE (5)		
	Hampton Vale (P)	PPA (5)		
	KSCS (S)	BEW (5)		New secondary school. Governing Body Approved

Sep-20	AMVC (S)	JOA	CEO/MSA (5), COO/CFO/JOA (1)	MSA to support MDPA pre opening
	Fulbridge (P)	BER (4) ACU (1)	EP(P)BER(1)	BER to support MDPA pre opening
	Discovery (P)	MSE		
	Hampton Vale (P)	PPA		
	KSCS (S)	BEW		

Sep-21	AMVC (S)	JOA	CEO/MSA (5), COO/CFO/JOA (1)	MSA to support MDSA pre opening
	Fulbridge (P)	BER (4) ACU(1)	EP(P)/BER (1)	BER to work support MDPA opening
	Discovery (P)	MSE		
	Hampton Vale (P)	PPA		
	KSCS (S)	BEW		
	MDPA (P)	ANO		ANO Headteacher recruited via national advert (Jan 2021)

Sep-22	AMVC (S)	JOA	CEO/MSA (5), COO/CFO/JOA (1)	MSA to support MDSA opening
	Fulbridge (P)	BER (4) ACU(1)	EP(P)/BER(1)	BER to support all Primaries
	Discovery (P)	MSE		
	Hampton Vale (P)	PPA		
	KSCS (S)	BEW		
	MDPA (P)	ANO		
	MDSA (S)	JSL		JSL - Designated Headteacher appointed (Jan 2022)

F3 – An effective governance structure

KEY				
Role	Code	Name	School Responsibility	MAT Responsibility
CEO & EP(S)	MSA	Mike Sandeman		CEO, Secondary Executive Principal
EP(P)	BER	Ben Erskine		Primary Executive Principal
DH/COO/CFO	JOA	Jonathan Oakley		COO.CFO
HT(D)	MSE	Michelle Sequien		
DH(F)	PPA	Paula Page		
DH(F)	ACU	Andrew Currie		
	KSCS	Ken Stimpson Community School		
HT(KSCS)	BEW	Brian Erwin		
	AMVC	Arthur Mellows Village College		
HT	ANO	Another		
	MDPA	Manor Drive Primary Academy		
	MDSA	Manor Drive Secondary Academy		
	(P)	Primary		
	(S)	Secondary		
HT(MDSA)	JSL	Jo Sludds		
	(Number)	number of days		

The pre opening team for MDSA will comprise of the CEO, COO/CFO, JSL, the Finance Manager of the Four Cs MAT and the Site/Project Manager of the Four Cs MAT. This will be enhanced from the expertise of the Trustee Board who have financial, planning and educational leadership experience. This team has extensive experience of extending and rebuilding AMVC with targeted capital expenditure in excess of 15M over the past 9 years.

F3 – An effective governance structure

Further capacity will come from MAT central services. These are described in Appendix 8 and cover the following areas:



Admin Support (2 days/week)

The funding to support the work of the MAT comes from the Four Cs charge. Initially this is a percentage of the GAG determined by the OFSTED grading of the school using a sliding scale:

Outstanding = 3%

Good = 4%

RI or Inadequate = 5%

This charge is adjusted to take into account the additional support that may be required when considering the standards of teaching and learning, student progress and financial efficiency of a school. This forms part of the due diligence consideration, then checked and monitored in termly review meetings held between the CEO and headteacher of each school within the MAT.

The Four Cs MAT is distinctive in that it was originally formed by the coming together of two outstanding schools with an established track record of excellence, determined to make a positive impact on the standards of education and outcomes for young people in Peterborough where students' attainment has been consistently poor.

To that end, the Memorandum of Agreement notes that:

- *“Both parties will cooperate to develop a shared vision for the education of young people in the north of Peterborough. The Fulbridge Academy will be the lead school for the Primary phase and will take the lead on all Primary education concerns. Arthur Mellows Village College will be the lead school for the Secondary phase and will take the lead on all Secondary education concerns.”*
- *“Both parties see the benefits of this collaborative endeavour, have a desire to pursue the Multi Academy Trust and have determined, by mutual consent, that*

F3 – An effective governance structure

each brings unique expertise and experience necessary to accomplish the objectives outlined above.”

- *“It is mutually understood that the two schools will act together to meet the needs of the children that they teach and in the best interests of the respective communities they serve.”*

The governance structure is underpinned by these commitments and is additionally based on the following general principles;

The Trust Board

- The Board and Local Governing Committees will work collaboratively and in partnership at all times.
- The Board will put in place effective arrangements for monitoring and evaluating the performance of the Local Governing Committees and Academies.
- The Board will take action, including the full or partial withdrawal of delegated authorities to individuals, groups and Local Governing Committees should the individual, group or Local Governing Committees, fail to carry out their duties and responsibilities effectively.
- The Board will consult Local Governing Committees before putting in place any arrangements that directly affect Local Governing Committees and individual Academies.

Local Governing Committees:

- Local Governing Committees will have maximum delegation of responsibility and decision making of the strategic direction and day-to-day operation of their Academies unless it is deemed necessary for action from the CEO or Trust Board.
- Local Governing Committees report regularly and frequently to the Board and will make available all relevant data and information on performance.

Other schools joining the Trust:

- The Governance arrangements of schools/Academies joining the Trust will remain, in parts, unchanged except where changes are required in order to comply with legal or statutory requirements or to ensure operational effectiveness.

F3.2 The governance structure

Figure A outlines the governance and management structures that would underpin the work of our schools. It shows clear lines of accountability for both governance and management responsibilities, from school level up through the Executive Management Team to the Board.

F3 – An effective governance structure

Figure A – Governance Structure and Lines of Accountability



F3.3 The strategic roles of each level of governance in the above structure

Overview

The Trust Board (appointed by the Members) of our MAT delegate responsibility for delivery of the Trust's vision and strategy to the Chief Executive Officer (CEO). The Trust Board hold the CEO to account for the performance of the Academies within the Trust. The CEO will in turn hold Headteachers to account for the performance of their Academies.

Some oversight concerning the performance of each Academy will be delegated to the Local Governing Committee (LGC). These responsibilities may include monitoring whether the school is working within the Trust's agreed policies, whether targets for educational standards are being met, and if the school's budget is being spent effectively.

The LGC will use its detailed knowledge and engagement with local stakeholders to ensure that its school is being well served by the Trust and will have direct access to

F3 – An effective governance structure

the Board if there are concerns. The CEO will meet formally with the Headteacher of each Academy and Chair of the LGC each half-term to review and monitor academic and financial performance in preparation for reporting to the Board subsequently. Additional meetings will be arranged to deal with ad hoc issues or concerns.

This means that as the CEO is accountable to the Board for the performance of the Trust as a whole, the CEO will report to the Board on the performance of the Trust including on the performance of the Trust's schools, and this may be supplemented where appropriate by monitoring reports from the LGCs.

The CEO is performance managed by the Trust Board. The CEO will performance manage the individual Academy Headteachers but will seek input from the relevant LGC Chair in this process.

The Role of Members

The Members appoint all of the Trustees to ensure that the Trust's charitable objects are carried out and are able to remove Trustees if they fail to fulfil this responsibility. The Trust Board submit an annual report on the performance of the Trust to the Members (to review at their Annual General Meeting).

In order to retain a degree of separation of powers between the Members and the Trust Board only two Members may also be a Trustee. Employees of the Academy Trust may not be a Member.

The Role of the Board of Trustees

The Board of Trustees is informed by the work of two sub committees; the Trustee Resource Committee (Finance and Property) and the Trustee Standards Committee (Attainment, Personnel, Students and Safeguarding). Both Trustee committees meet in the week preceeding a Full Trustee meeting. The Trustee Board meet every half-term to review and monitor the performance of each school within the MAT, requiring the leadership of each school to report on progress since the last meeting.

The Trustee Board is the accountable body for the performance of all schools within the Trust and as such will:

- 1 Ensure clarity of vision, ethos and strategic direction.
- 2 Hold the CEO to account for the educational performance of the schools and their pupils, and the performance management of staff.
- 3 Oversee the financial performance of the Trust and make sure its resources are used efficiently and effectively in line with Trust policies and regulatory requirements.

F3 – An effective governance structure

The Role of Local Governing Committees (LGC)

The Trustee Board establish a Local Governing Committee for each new school in the Trust. Depending on levels of delegated authority (see Scheme of Delegation, Appendix 9) these may make decisions on the Board's behalf or provide advice and support to inform the overall work of the Board. The Trust Board will have the power to appoint or remove Committee Members and Committee Chairs.

The Role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust, including the performance of the Trust's Academies, and the CEO will thus performance manage the Headteacher of each Academy.

As the Accounting Officer, the CEO has overall responsibility for the day-to-day operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoids waste and secures value for money. The Trust's Board and in particular its Resources Committee will oversee the CEO's discharge of these functions and the Chair of the Board will be responsible for the CEO's performance management more generally.

The Executive Management Team

The CEO will be supported by the CFO/COO and Executive Principal of the primary phase which make up the Executive Management Team of the Trust. The CEO will delegate executive management functions to the Executive Management Team in line with each member's job description and agreed KPIs. The CEO will be accountable to the Trust Board for the performance of the Executive Management Team and for the performance of all schools within the Four Cs MAT

To provide additional capacity for Mike Sandeman, the CEO, two secondees were appointed in September 2017 to the Senior Management Team at AMVC to take on responsibilities for Performance Management, Pupil Premium and Staff Development to allow the Deputy Headteacher, Jonathan Oakley to step up to cover the Headteacher position as required and gain the relevant experience to ensure that standards continue to go from strength to strength while Mike Sandeman is supporting other schools within the MAT. In September 2020 Mike Sandemen will assume a full time CEO role as shown in the capacity table above and Jonathan Oakley has been designated as the new Headteacher at AMVC.

The Role of the Executive Principal primary phase

The Executive Principal for the primary phase will be responsible for providing additional specialist support of all primary schools. The Executive Principal will be performance managed by the CEO as will all other Headteachers

F3 – An effective governance structure

The Role of the Academy Headteacher

The Headteacher will be responsible for the day-to-day management of their Academy and will be managed by the CEO but reports to the LGC on matters which have been delegated to the LGC.

F3.4 How the Trust will intervene to address underperformance or concerns at school level

The Trust aligns the reporting schedule for finance, health and safety, safeguarding, assessment and performance data with LGC meetings and standard monitoring points. With this approach, we believe that Academy performance data can be scrutinised promptly and effectively using a standardised format and passed on to the Trustees to review.

As we note above, the CEO will meet with the Headteacher and Chair of the LGC each half-term to review and monitor performance and – subject to the views and approval from the Board’s Standards Committee – will challenge the school’s SLT on the Committee’s behalf on any resulting concerns that the Committee has. This would include the Board agreeing the nature and scope of any interventions from the Trust to support the school’s performance.

If there are ongoing concerns about the performance of an LGC in holding a school to account, our Terms of Reference for an LGC state that the Board reserves the right to withdraw delegated powers from the LGC and disband it at any time. Beyond this, in circumstances where the Board has concerns or is satisfied that the standard of performance of pupils is unacceptably low, or there has been a serious breakdown in the way the school is managed or governed, the Board will also reserve the right to remove immediately any Governors of the LGC.

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

The budget proposed in the financial template shows the school operating with a surplus throughout its initial 8 years until at full capacity, where it then continues to operate with a surplus of 1%. Below is a rationale for the funding allocations:

Staffing

- Ratio of teaching staff to pupil (at capacity) = 18.8:1
- Staffing calculated with KS3/4 classes having a maximum of 25 students.
- 1 additional group per year group at KS3 to allow class sizes to be smaller.
- All teaching salaries starting on M6, allowing the school to recruit experienced teachers.
- Middle leader responsibilities paid at TLR 1a [REDACTED] to attract high quality applicants.
- Incremental drift calculated as [REDACTED] of total income, based on staff moving from M6 – U1.
- Total staffing expenditure on teaching and SMT reaches 51.7% in 2025, which is slightly above the recommended 50%. [REDACTED] every member of [REDACTED] This is the target for the initial opening years, however as the school initial set up is complete, the use of the SCITT to recruit highly trained NQTs will reduce this cost. The cost has been left in as a buffer for the budget. Staffing costs are also

G1 – Additional commentary on financial viability

inflated by the inclusion of provision for a 2% increase, and an inflation rate of 1.5% per year.

- All staffing has been calculated by rounding to the nearest 0.5 FTE, which has allowed room for TLR timetable reductions and additional responsibilities to be included in staff contracts.
- It is primarily the inclusion of this sensible and reasonable provision that means that some of the indicators on the summary sheet of the budget workbook for the % of expenditure on staffing metrics are highlighted as red.

For all of the below we have made additional provisions by estimating our totals above local benchmarking comparisons:

Premises

- Buildings maintenance ([redacted] per pupil benchmarking data) and grounds maintenance [redacted] of total income for the first 3 years and then [redacted] ([redacted]). This totals [redacted] at capacity, which is above the benchmarking data of local schools Nene Park Academy (NPA) ([redacted]) and Deeping ([redacted]) which both have greater pupil numbers.
- Cleaning ([redacted] per pupil benchmarking data) totalling [redacted] in comparison to local schools AMVC ([redacted]) NPA ([redacted])
- Water [redacted] per pupil benchmarking data) totalling [redacted] in comparison to local schools Deeping ([redacted]), NPA ([redacted]), Ormiston Bushfield Academy (OBA) ([redacted])
- Energy ([redacted] per pupil benchmarking data) totalling [redacted]0 in comparison to OBA ([redacted]), Deeping ([redacted]), and NPA ([redacted]).

Educational resources

- Learning resources (based on pupil numbers [redacted] in year 1 -3 / benchmarking data). After the increased spend in the initial 3 years we have predicted a similar outlay to other local schools with similar intakes [redacted] ([redacted]), therefore we have budgeted [redacted] to leave room for additional resources if needed.
- ICT learning resources have been calculated at [redacted]3 per student based on benchmarking data. However in the first year 11 cohort we have increased the budget to [redacted] to meet the demands of additional exam / revision resources. Full capacity budget is totalling [redacted] compared to local schools AMVC ([redacted]), Deeping ([redacted]), NPA ([redacted])
- Administrative supplies first 3 years [redacted] per pupil) have been based on benchmarking data. After the initial set up costs the final budget is [redacted] based on local schools NPA ([redacted]), Deeping ([redacted]), and OBA ([redacted])

G1 – Additional commentary on financial viability

Professional services

- Legal fees, auditing and marketing are a set amount based on AMVC budgets.

Other

- Contingency (0.5% total income) after year 1, moving to (1% total income) from 2027 onwards, and HR have been based on AMVC budgets.
- Catering £[REDACTED] has been based on AMVC benchmarking data for 2017/18.
- Top slice has been set at 4% from year 2022 increasing to 5% from 2023. Top slice will contribute to:

Finance

- Business manager
- Finance admin support
- Finance systems
- Accountancy / audit

Site

- Site manager support

IT

- IT lead support
- IT technician

Teaching and learning

- Data support
- PE specialist support
- T and L general support
- Lead SENCO

Governance and administration

- Data Protection Officer
- Lead administration support
- PBO Governors service
- MAT website
- Travel
- ID cards

Executive Headteacher

- Salary contribution

Contingency plans

- Please see section E3.3

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.

Appendix 1

Peterborough City Council Local Plan 2018

Due to file size this is not included as part of this document but has been sent through as a separate PDF.

Appendix 2

Peterborough Housing Development Report 2018

Due to file size this is not included as part of this document but has been sent through as a separate PDF.

Appendix 3

Paston Reserve Housing Development Survey – last revisited in September 2018



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Registered office: Helpston Road,

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Appendix 4

CV for CEO of Four Cs MAT and Headteacher of Arthur Mellows Village College - Mike Sandeman

1	Name	[REDACTED]																
2	Area of expertise (ie education or finance)	[REDACTED]																
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<table border="1"> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> </table>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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[REDACTED]	[REDACTED]																	
4	<p>For finance 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 	N/A																
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p><input type="checkbox"/> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*- C GCSE including English and maths</p>	See below at Appendix 6.																

		<p>[Redacted text]</p>
<p>8</p>	<p>Reference names(s) and contact details</p>	<p>[Redacted text]</p>
<p>8</p>	<p>Reference names(s) and contact details</p>	<p>[Redacted text]</p>

Appendix 5

CV for Assistant Headteacher of Arthur Mellows Village College and Principal Designate of Manor Drive Secondary School – Jo Sludds

1	Name	JO SLUDDS																
2	Area of expertise (ie education or finance)	[REDACTED] [REDACTED]																
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<table border="0"> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> </table>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]																	
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[REDACTED]	[REDACTED]																	
[REDACTED]	[REDACTED]																	
[REDACTED]	[REDACTED]																	
4	<p>For finance 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 	N/A																
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p><input type="checkbox"/> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*- C GCSE including English and maths results or, for 16 to 19, average point score per entry</p>	See below at Appendix 6.																

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

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

Appendix 6

(referenced in CV for M Sandeman and J Sludds - Arthur Mellows Village College Examination Results)

2017/18

Year	9-5 in English and Maths %	9-4 OR A*-C in English and Maths %	Attainment 8	Progress 8
2018				
2017				
2016				

Year	Maths 9-5 %	Maths 9-4 OR A*-C %	English 9-5%	English 9-4 OR A*-C %
2018				
2017				
2016				

Key Stage 5 – A LEVEL

A2 Level Results ONLY	2018	2017	2016
Total Number of Candidates			
Number of Females			
Number of Males			
Overall APS per Entry			
Overall APS per Entry (Female)			
Overall APS per Entry (Male)			
% of Grades A* - A			
% of Grades A* - B			
% of Grades A* - E			
% of Grades A* - A (Female)			
% of Grades A* - B (Female)			
% of Grades A* - E (Female)			
% of Grades A* - A (Male)			
% of Grades A* - B (Male)			
% of Grades A* - E (Male)			

A2 Vocational Results ONLY	2018	2017	2016
Total Number of Candidates			
Number of Females			
Number of Males			
Overall APS per Entry			
Overall APS per Entry (Female)			
Overall APS per Entry (Male)			
% of Grades A* - A			
% of Grades A* - B			
% of Grades A* - E			
% of Grades A* - A (Female)			
% of Grades A* - B (Female)			
% of Grades A* - E (Female)			
% of Grades A* - A (Male)			
% of Grades A* - B (Male)			
% of Grades A* - E (Male)			


2015 and previous

	KS4		KS5	
	5 A*-C (E&M) %	Best 8 value added	Av. Point score per entry	Av. Point score per pupil
2015	76 (77)	1016.3 (1016.4)	211.0/242.1	788.4/903.9
2014	70 (79)	1010.4 (1019.1)	216.8/236.5	814.8/854.4
2013	71	1012.7	204.4/243.6	756.7/858.6
2012	76	1023.8	Not available	
2011	72	1025.7	Not available	
2010	65	1016.4 - cva figure not best 8 - not comparable	Not available	
2009	63	1015- cva figure not best 8 - not comparable	Not available	
2008	50	1012.2 - cva figure not best 8 - not comparable	Not available	

Appendix 7

CV for Executive Principal (Primary Phase) of Four Cs MAT and Principal of Fulbridge Academy – Ben Erskine

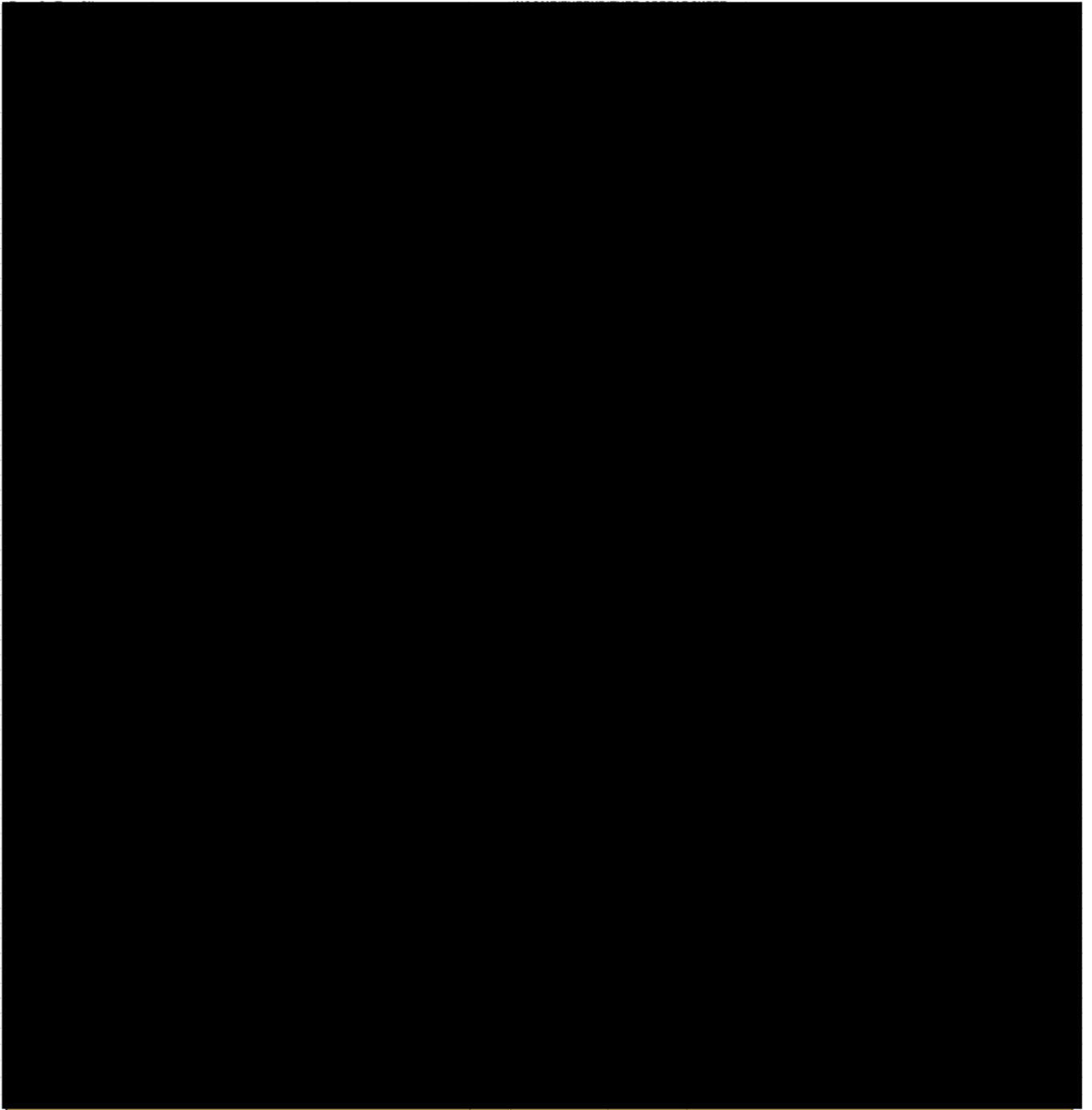
1	Name	BEN ERSKINE
2	Area of expertise (ie education or finance)	Education
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

4	<p>For finance 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 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p><input type="checkbox"/> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*- C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p><input type="checkbox"/> school's best 8 value added scores for the years you were in post, if applicable</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p><input type="checkbox"/> Your subject/department's results for the years you were in post, compared to your school's averages – these</p>	

	<p>should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
<p>6</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted text block containing multiple lines of blacked-out content]</p>

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

Appendix 8
MAT Central Services and Top Slicing



Appendix 9
Four Cs MAT Scheme of Delegation



Four Cs MAT

Scheme of Delegation



Area	Decision	Delegation				
		Members	Trust Board	CEO/Executive Leadership	LG C	Academy Principal
GOVERNANCE FRAMEWORK						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role description for members	✓				
	Role description for trustees/chair/specific roles/committee members: agree		✓	<A		
	Parent trustee/committee member: elected		✓		✓	
	Committee chairs: appoint and remove		✓	<A		
	LGC chairs: appoint and remove		✓	<A	✓	
	Clerk to the board: appoint and remove		✓			
	Clerk to LGC: appoint remove		✓		✓	
Systems and structures	Articles of association: agree and review	✓	<A	<A		
	Governance structure (committees) for the trust: establish and review annually		✓	<A		
	Terms of reference for trust committees (including audit it required, and scheme for school committees): agree annually		✓	<A		

Area	Decision	Delegation				
		Members	Trust Board	CEO/Executive Leadership	LGC	Academy Principal
	Terms of reference for LGC/local committees: agree and review annually		✓	<A		
	Skills audit: complete and recruit to fill gaps.		✓	<A>	✓	A
	Annual self review of trust board and committee performance: complete annually		✓			
	Annual self review of LGC performance: complete annually				✓	
	Chair's performance: carry out 360 review periodically		✓		✓	
	Trustee / committee member contribution: review annually		✓		✓	
	Succession: plan		✓	<A>	✓	A
	Annual schedule of business for trust board: agree		✓	<A		
	Annual schedule of business for LGC: agree			A>	✓	A

REPORTING						
Reporting	Trust governance details on trust and academies websites: ensure		✓	<A		
	Academy governance details on academy website: ensure		✓	<A		

	Register of all interests, business, pecuniary, loyalty for members/trustees/committee members: establish and publish		✓	<A		
	Annual report on performance of the trust: submit to members and publish		✓	<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		
	Annual report work of LGC: submit to trust and publish				✓	A
BEING STRATEGIC						
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions here appropriate) including: admissions: charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approved		✓	<A		

Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve			A>	A	✓
Central spend/top slice: agree		✓	<A		
Management of risk: establish register, review and monitor		✓	<A>	✓	A
Engagement with stakeholders	✓	✓	✓ ✓	✓	✓
Trust's vision and strategy, agreeing key priorities and key performance indications (KPIs) against which progress towards achieving the vision can be measured: determine		✓	<A		
Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine			A>	A	✓
Chief executive officer: Appoint and dismiss		✓			
Academy principal: Appoint and dismiss			✓		
Budget plan to support delivery of trust key priorities: agree		✓	<A		
Budget plan to support delivery of school key priorities: agree			A>	A	✓
Trust's staffing structure: agree		✓	<A		✓
School staffing structure: agree			A>	A	✓

HOLDING TO ACCOUNT						
Holding to account	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		✓	<A>	✓	A
	Reporting arrangements for progress on key priorities: agree		✓	<A>	✓	A
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of academy principal: undertake			✓	A	
	Trustee monitoring: agree arrangements		✓	<A>		
	LGC member monitoring: agree arrangements				✓	A

ENSURING FINANCIAL PROBITY

Ensuring financial probity	Chief financial officer for delivery of trusts detailed accounting processes: appoint		✓	<A		
	Trust's scheme of financial delegation: establish and review		✓	<A		
	School's scheme of financial delegation: establish and review		✓	<A		
	External auditors' report: receive and respond		✓	<A	✓	A
	CEO pay award: agree		✓			
	Academy principal pay award: agree			✓	A	
	Staff appraisal procedure and pay progression: monitor and agree		✓	A>	A	✓
	Benchmarking and trust wide value for money: ensure robustness		✓	<A		
	Benchmarking and academy value for money: ensure robustness				✓	A
	Develop trust wide procurement strategies and efficiency savings programme			✓		



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