



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

OUTWOOD ACADEMY MIDDLEHAVEN

Contents

The application form explained	3
Application checklist	5
Declaration	7
The application form	8
Section A – Applicant details and outline of school (use Excel spreadsheet)	11
Section B – Evidence of need for a new school in the area	12
B1 – Evidence of basic need	12
B2 – Need for good school places	24
Section C – Vision	26
Section D – Engagement with parents and the local community	32
Section E – Education plan: part 1	37
Section E – Education plan: part 2	38
E1 – Curriculum plan	38
E2 – Measuring pupil performance effectively and setting challenging expectations	47
E3 – Staffing	54
E4 – Community cohesion and integration	59
Section F – Capacity and capability	66
F1 – A strong track record	66
F2 – The necessary experience and credentials to deliver the school to opening	71
F3 – An effective governance structure	92
Section G – Financial viability	97
Section H – The proposed site (use Excel spreadsheet)	100
Annexes	100
CV template	Error! Bookmark not defined.

The application form explained

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

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

Submitting Sections A to H

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

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

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

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

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

Electronic files must:

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

Application forms should:

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

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

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

Submitting Section I

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

Data protection

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

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

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

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

Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?	
<p>Section A – tell us who you are and your chosen school (Excel, do convert this file into a PDF)</p>	<input checked="" type="checkbox"/>
<p>Section B – evidence of need for a new school in the area</p>	<input checked="" type="checkbox"/>
<p>Section C – vision</p>	<input checked="" type="checkbox"/>
<p>Section D – engagement with parents and the local community</p>	<input checked="" type="checkbox"/>
<p>Section E – education plan</p>	<input checked="" type="checkbox"/>
<p>Section F – capacity and capability</p>	<input checked="" type="checkbox"/>
<p>Section G – financial viability (including the financial template where appropriate)</p>	<input checked="" type="checkbox"/>
<p>Section H – the proposed site (Excel, do convert this file into a PDF)</p>	<input checked="" type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input checked="" type="checkbox"/>
4. Have you fully completed the appropriate financial template where necessary?	<input checked="" type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>
6. Re-applications only: Have you changed your application in response to the written feedback you received?	<input checked="" type="checkbox"/>
7. Have you sent an email (of no more than 9 MB in size), titled:	<input checked="" type="checkbox"/>

Task to complete	Yes
<p>Free School Application – School Name: Outwood Academy Middlehaven 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>	
<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 checked="" 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 – Outwood Academy Middlehaven with:</p> <ul style="list-style-type: none"> • a copy of Section A1 (tab 1 of the Excel template); • copies of the Section I: suitability and declarations form and passport sized photo for each member, director, and principal designate that has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to due.diligence@education.gov.uk before the advertised deadline? 	<input checked="" type="checkbox"/>

Declaration

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

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

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

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

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

Signed:

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

Print name:

Date:

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

The application form

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

Section	Where you should provide the information	Information required of different applicants
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	<p>Different information is required depending on whether you are a MAT or not.</p> <p>Additional information is required if you are applying for more than one school.</p>
G – Financial viability	Financial template	<p>If you have previously opened a free school, we will use data that we already hold to assess this section.</p> <p>If you have not previously opened a free school, you must complete this section in full.</p> <p>Additional information is required if your proposal includes a nursery.</p>
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.

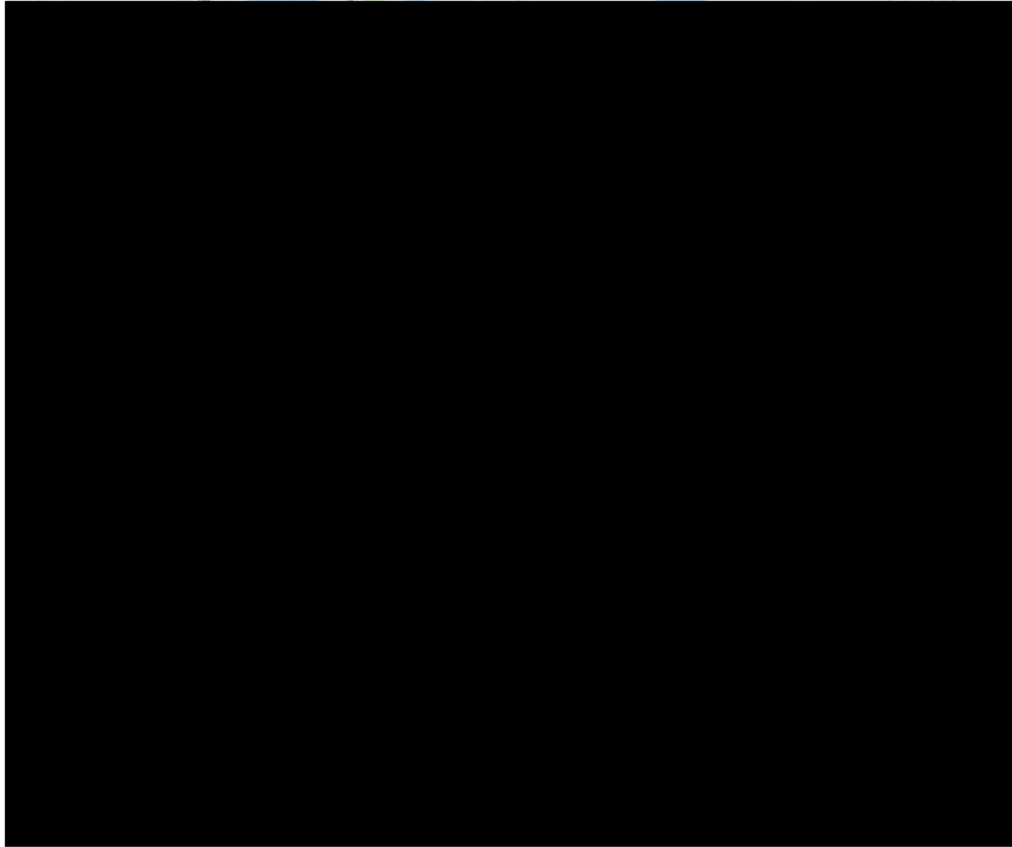
B1 – Evidence of basic need

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.

Summary

An 11-16, 900 place Free School offering secondary places with a six form entry PAN of 180 is proposed for Middlesbrough. The school will be located towards the central area of the town in an area of rapidly increasing population growth (higher birth rate, larger numbers in primary schools). This population growth is not reliant on the new housing developments but it is envisaged that these developments will eventually add to this growth. This proposal for a new free school is fully supported by the Local authority.

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.



A site in the central area of the town, (indicated on the above map) has been identified by the Local authority. It is well-placed to deliver an exciting curriculum for young people from across the town, but particularly those who currently travel long distances to school from Central Middlesbrough. From 2019, the 7 existing local secondary providers will reach place capacity. The LA have asked Outwood Academy Ormesby to admit over PAN (currently 165) for year 7 for September 2019 to accommodate the students. The academy trust has agreed to increase this to 210 but is only able to do so for one year only due to the capacity of the buildings. No other schools are able to offer this. This affects most the students in central Middlesbrough who travel to school as these will be the first to be unsuccessful in gaining a school place due to distance criteria on school admissions. This population of children includes high proportions – 35% - of children with EAL. The creation of the Free School supports Middlesbrough Council's vision and ambition for the town's economic growth. Improving educational standards is central to the future regeneration in Middlesbrough and needed to address the projected place planning issues across the town.

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.

Outwood Grange Academies Trust (OGAT) is a not for profit sponsor of primary and secondary academies and is recognised nationally as one of the highest performing chains of schools and is the highest performing family of schools in the North and East of England. We have a successful model which we use for all schools in our trust, (7 strand transformation model, see section C1) having a transformational effect on children's life chances within very quick timescales.

All academies within our trust work closely with each other as a 'family of schools'. Since 2009, we have worked in 31 schools across 11 local authorities in both the primary and secondary sector. We are proud of the improved life chances given to young people in schools under our leadership. Each academy individually and collectively forms the trust: the trust as a whole is not a separate body or group of people but rather one single organisation made up of all our academies with one single vision and shared set of values. Together we all work to ensure that all children, irrespective of their starting point, receive an excellent education. We relish the opportunity to be part of the much needed regeneration of all areas we work in.

Rationale - The creation of this proposed Free School addresses the following issues relating to place need, educational choice and quality of provision in Middlesbrough linked to the town's vision of regeneration.

The new Free School would help alleviate the shortage of pupil spaces across Middlesbrough. Place need for children in the central area of the town is predicted to increase as this area has the greatest growth in primary cohorts and currently children from this area are bused to their secondary schools. Central Middlesbrough is not served by a secondary school. This means that these children will be first to be displaced from existing schools due to increased primary numbers and changes that may occur as part of new house building in Middlesbrough and neighbouring local authorities. A new school would ameliorate this situation.

Middlesbrough Authority fully supports our Free School proposal, indeed, they requested it, as it will complement the current range of secondary schools and support the growth of the town's population by potentially offering places to encourage more families to live and work in Middlesbrough. The Council's vision has 4 key ambitions to **attract** city-scale investment that will grow Middlesbrough's economy, to **diversify** the town's economy, to **generate** significant income through a targeted programme of housebuilding and business creation and to **inspire, upskill and connect** Middlesbrough's people to the new opportunities that arise. The new school will help provide a high standard of educational choice central to attracting families to move to Middlesbrough and take up the developing economic opportunities and key to ensuring those living there receive an education that upskills a future workforce for the level 3 jobs available.

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The proposed school will provide the same ethos and curriculum as all OGAT academies for example Outwood Academy Acklam in Middlesbrough. This school has secured strong outcomes and proved attractive to pupils from ethnically diverse backgrounds. Central Middlesbrough has seen increased mobility in recent years, largely from international new arrivals. It has a substantial resident population of learners with English as an additional language. The area the new school will serve has high EAL and FSM eligibility.

DfE	School Name	Summer 2018 NOR inc Nurs	Language - non English	% non english	Summer 2018 NOR excl Nurs	FSM Yr R+	% FSM eligible
2000	Abingdon Primary School	589	512	86.9%	412	149	36.2%
2325	Archibald Primary School	510	110	21.6%	407	198	48.6%
2001	Ayresome Primary School	756	516	68.3%	604	183	30.3%
2120	Beech Grove Primary School	487	61	12.5%	413	195	47.2%
2141	Breckon Hill Primary School	574	335	58.4%	495	123	24.8%
2347	Green Lane Academy School	711	157	22.1%	633	56	8.8%
2003	Linthorpe Primary School	694	278	40.1%	598	151	25.3%
2138	Newham Bridge Primary School	314	28	8.9%	268	88	32.8%
2124	Newport Primary School	356	242	68.0%	301	134	44.5%
	Subtotal	4991	2239	44.9%	4131	1277	30.9%
4002	Outwood Academy Acklam	1079	344	31.9%	1079	361	33.5%
	Middlesbrough	23926	4306	18.0%	21260	5896	27.7%

Source: DfE Summer Term 2018 School Census

The Council is championing first class education facilities - from nursery to university to maximise individual skills potential and ensure its young people are equipped to take advantage of the opportunities available to them. Our new Academy will support this. We support the community regeneration naming our academy after Middlesbrough's Middlehaven, the town's major regeneration and transformation area where the free school would be situated, which reflects our understanding and commitment to the town and our partnership and shared desire with Middlesbrough Local Authority to transform the town and its residents' life chances. Our vision is **Students First Raising Standards and Transforming Lives**. Although not the primary need case for the proposed free school, the area is experiencing the biggest house-building programme in the town's history, with the aim of providing high quality housing for a growing population with high quality of life guaranteed at the heart of thriving communities.

Place Need

A key impetus for establishing Outwood Academy Middlehaven is to meet the growing demand for school places in the borough. There is a growing primary school population and planned growth in housing for around 22,000 families. Middlesbrough support our free school application to meet demand for places and improve the educational offer in the town (see appendix supporting letter). Middlesbrough requires 1 new secondary school to meet the increased population seen in primary schools. Additionally, there is increased mobility, largely from international new arrivals. To counter the migration of existing students in Middlesbrough schools and

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possible new students due to housebuilding, a free school is proposed to prevent displacement and lack of parental choice for children from central Middlesbrough, where there is currently no school.

Key Issues

- Larger cohorts of children in primary schools started feeding through to secondary schools in 2015/16, leading to an anticipated shortage of secondary school places by 2022/23 (and 160 places in 2021/22 are required to run at just 2 % surplus).
- Year 7 intakes are projected to increase 36% from their low point in September 2014, reaching 1,851 at their peak in 2022/23 and outstripping the 1,599 places on offer through formal admissions arrangements by 2019/20. In the years preceding this parents will experience reduced choice and increased competition for places especially those parents in central Middlesbrough which is not served by a secondary school.
- Overall, the number of 11-16 year olds is projected to increase 23% from a low in 2014/15, reaching 8,722 in 2025/26. The number of places on offer is 7,995 and this will still be insufficient to meet demand by 2022/23 with a projected 905 places to maintain a 2% surplus.
- Secondary schools in Middlesbrough are at capacity. An example of the challenges faced in the town include Outwood Academy Acklam, originally designed for a 'Discovery' model with no classrooms on the ground floor, this limited the potential capacity of the building. Classrooms have since been established however the circulation space is around 45% as opposed to the usual 20-30% meaning the area that the 1,350 PAN was calculated for is no longer accurate. There are not enough classrooms to accommodate 1,350 pupils. For 2017 admissions, the academy received 530 applications (270 places) and for 2018 admissions, the academy received 540 applications (270 places) and the PAN has now been reduced for 2019 to 240 places (210 temporarily for 2 years). It is anticipated that significantly more appeals will be heard in future. Estimated building costs to operate a 1,350 PAN are circa £5 million. Because of the necessity to reduce the PAN, due the building design, this will add to the requirement for additional places in the town. Outwood Academy Acklam's admission zone includes central Middlesbrough, which is the furthest area from the school, meaning it is these children who will be displaced first.

Estimated Timescale for Delivery to Meet Place Need

The table below shows the LA-wide pupil numbers projected to require a school place in a Middlesbrough school over the next seven years, the number of places anticipated to be on offer and the projected shortage. The additional column shows the amount of places that would be required to provide a 2% surplus across the secondary estate. At a national level a 2% surplus of places is generally accepted to be sufficient to accommodate in-year transfers, errors in the accuracy in forecasting

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and provide an element of parental choice. In Middlesbrough, particularly in the centre of town where migration and in-year movement are highest, 5% surplus is generally thought to be required.

The analysis shows that in seven years' time there will be shortage of 625 places (801 at 2% surplus), increasing to 727 (905 at 2% surplus) the following year. Birth rates have increased significantly in recent years, leading to shortages of places in the primary sector. In particular, schools in the centre of town have experienced significant demand for places and seen some of the largest increases in pupil numbers. This is also the area of town in which, should the council not be able to supply sufficient places to meet demand, pupils will miss out on secondary school places as these are the addresses furthest away from the majority of existing secondary schools.

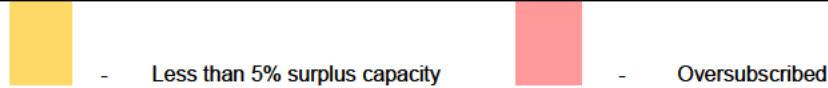
The tables below identify growth of placement need within Middlesbrough Secondary Schools over the next decade. Projections have been identified to maintain a 2%, 5% and 8% surplus of places across the town. Clearly visible is the growing primary population as well as future population growth from planned housing developments. The Free School would alleviate the town's shortage of pupil space.

2018 Secondary School Pupil Projections

School Actual and Projected Population													
Spring	Number of Pupils per Year								KS3	KS4	Total	Total	6th
Term	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y7-Y9	Y10-Y11	Y11	Y7-18	Form
2013/14	1,376	1,395	1,463	1,373	1,405	370	318	58	4,234	2,778	7,012	7,758	746
2014/15	1,357	1,356	1,380	1,425	1,337	381	309	78	4,093	2,762	6,855	7,623	768
2015/16	1,550	1,367	1,342	1,340	1,391	399	311	41	4,259	2,731	6,990	7,741	751
2016/17	1,543	1,537	1,360	1,293	1,322	316	332	43	4,440	2,615	7,055	7,746	691
2017/18	1,584	1,547	1,543	1,366	1,274	382	259	45	4,674	2,640	7,314	8,000	686
2018/19	1,671	1,576	1,533	1,497	1,336	354	311	36	4,780	2,833	7,613	8,314	701
2019/20	1,668	1,661	1,562	1,486	1,464	375	290	41	4,891	2,950	7,841	8,547	706
2020/21	1,640	1,659	1,647	1,514	1,455	385	307	40	4,946	2,969	7,915	8,647	732
2021/22	1,725	1,631	1,645	1,597	1,482	392	316	42	5,001	3,079	8,080	8,830	750
2022/23	1,851	1,717	1,618	1,594	1,563	421	320	43	5,186	3,157	8,343	9,127	784
2023/24	1,774	1,844	1,702	1,567	1,560	420	345	43	5,320	3,127	8,447	9,255	808
2024/25	1,844	1,764	1,829	1,649	1,534	423	344	46	5,437	3,183	8,620	9,433	813
2025/26	1,746	1,836	1,750	1,773	1,615	419	347	47	5,332	3,388	8,720	9,533	813
2026/27	1,732	1,738	1,821	1,696	1,735	433	343	47	5,291	3,431	8,722	9,545	823
2027/28	1,669	1,722	1,723	1,766	1,659	464	355	46	5,114	3,425	8,539	9,404	865

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2028/29	1,732	1,660	1,707	1,671	1,727	443	380	48	5,099	3,398	8,497	9,368	871
Long Term	1,738	1,728	1,713	1,678	1,650	439	371	48	5,179	3,328	8,507	9,365	858



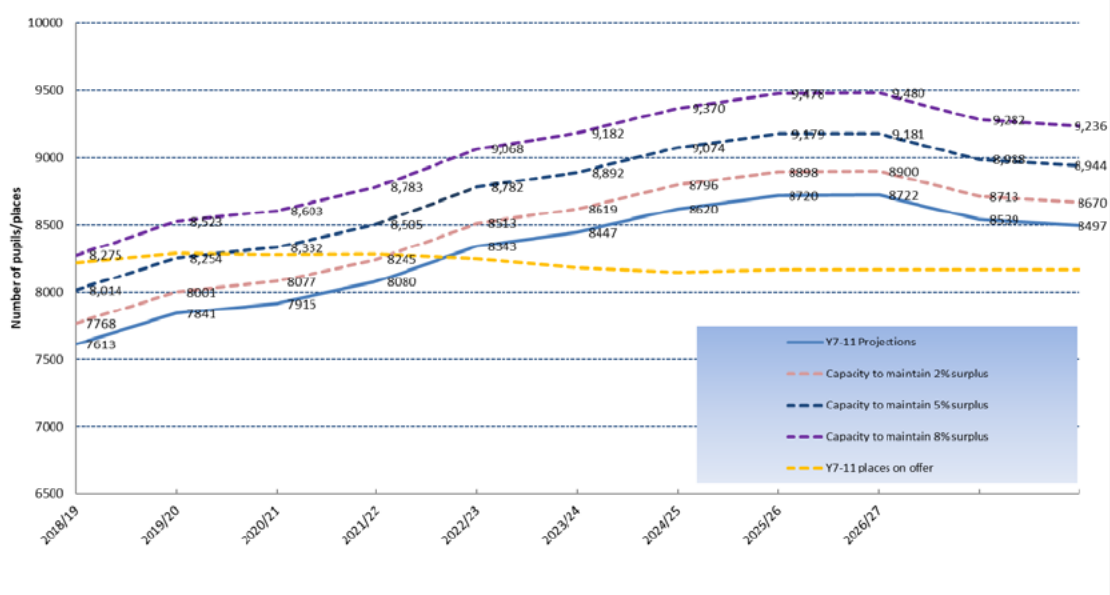
2018 School Roll Projections and Place Requirements

10 August 2018

Academic Year	Y7-11 Roll Projections (2018)	Y7-11 places on offer*	Capacity required to maintain surplus places:			Additional Places required to maintain surplus:			
			2%	5%	8%	0%	2%	5%	8%
2018/19	7614	8,136	7769	8,015	8,276	0	0	0	140
2019/20	7842	8,136	8002	8,255	8,524	0	0	119	388
2020/21	7913	8,111	8074	8,329	8,601	0	0	218	490
2021/22	8078	8,083	8243	8,503	8,780	0	160	420	697
2022/23	8342	8,055	8512	8,781	9,067	287	457	726	1,012
2023/24	8448	7,995	8620	8,893	9,183	453	625	898	1,188
2024/25	8620	7,995	8796	9,074	9,370	625	801	1,079	1,375
2025/26	8722	7,995	8900	9,181	9,480	727	905	1,186	1,485
2026/27	8720	7,995	8898	9,179	9,478	725	903	1,184	1,483
2027/28	8538	7,995	8712	8,987	9,280	543	717	992	1,285
2028/29	8498	7,995	8671	8,945	9,237	503	676	950	1,242

* Sum of Published Admission Numbers

2018 Secondary pupil projections and capacity



*The above graph includes Outwood Academy Acklam's PAN at 270, but this will be reduced to 240

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 45 Projections for Primary School Population of Community Schools and Academies in Central Middlesbrough

Total Admission Number	Net Capacity Total	Nursery Capacity F.T.E	Special Units Capacity
537	3,756	286	26

Spring Term	Nursery Ages (**)	School Actual and Projected Population											Surplus Places Number	Surplus Places %	Total Net Build	
		Number of Pupils per Year						KS1 Infant R-Y2	KS2 Junior Y3-Y6	Total R-Y6	Birth Range*					
3	4	R	Y1	Y2	Y3	Y4	Y5	Y6								
2014		474	475	465	475	416	444	360	1,414	1,695	3,109					
2015		506	460	473	449	472	414	445	1,439	1,780	3,219					
2016		543	506	469	475	460	475	418	1,518	1,828	3,346					
2017		504	540	490	470	473	449	480	1,534	1,872	3,406				0	
2018		546	527	564	515	488	478	458	1,637	1,939	3,576		180	4.8%	0	
2019	486	509	531	547	526	564	516	483	1,604	2,041	3,645		111	3.0%	37	
2020	503	489	511	535	547	525	565	513	482	1,593	2,085	3,678		78	2.1%	154
2021	511	506	492	514	532	548	528	560	512	1,538	2,148	3,686		70	1.9%	109
2022	507	515	507	496	514	533	551	524	562	1,517	2,170	3,687		69	1.8%	82
2023	499	509	515	508	493	514	534	545	524	1,516	2,117	3,633	+/-16	123	3.3%	60
2024	499	501	509	516	508	491	514	528	546	1,533	2,079	3,612	+/-47	144	3.8%	60
2025	495	501	502	509	515	508	492	509	527	1,526	2,036	3,562	+/-92	194	5.2%	60
2026	493	496	500	502	509	512	508	488	508	1,511	2,016	3,527	+/-152	229	6.1%	23
2027	490	495	495	500	501	508	515	502	487	1,496	2,012	3,508	+/-227	248	6.6%	23
2028	489	492	493	500	500	509	509	501	1,493	2,019	3,512	+/-318	244	6.5%	23	
2029	487	489	493	494	495	498	500	503	508	1,482	2,009	3,491	+/-423	265	7.1%	23
Long Ten	471	475	480	484	486	490	493	493	493	1,450	1,969	3,419	+/-414	337	9.0%	0

Table 46 Projections for Primary School Population of all R.C. Schools and R.C. Academies in Central Middlesbrough

Total Admission Number	Net Capacity Total	Nursery Capacity F.T.E
138	926	78

Spring Term	Nursery Ages (**)	School Actual and Projected Population											Surplus Places Number	Surplus Places %	Total Net Build
		Number of Pupils per Year						KS1 Infant R-Y2	KS2 Junior Y3-Y6	Total R-Y6	Birth Range*				
3	4	R	Y1	Y2	Y3	Y4	Y5	Y6							
2014		137	134	132	133	131	130	121	403	515	918				
2015		136	137	132	131	125	130	129	405	515	920				
2016		148	135	135	132	131	126	131	418	520	938				
2017		134	144	134	135	131	125	127	412	518	930				0
2018		148	136	141	132	135	134	128	425	529	954				0
2019	126	132	138	148	136	141	132	133	422	540	962				27
2020	130	127	133	138	148	134	141	130	419	538	957				105
2021	132	130	127	133	138	147	135	139	398	551	949				44
2022	130	133	130	127	133	137	147	134	390	557	947				25
2023	129	131	133	131	126	132	137	146	394	549	939	+/-4			25
2024	128	129	131	133	131	126	132	136	395	540	935	+/-12			25
2025	126	128	129	131	132	131	126	131	392	524	916	+/-24	10	1.1%	25
2026	126	127	128	129	131	132	131	125	388	519	907	+/-39	19	2.1%	5
2027	125	126	128	129	129	131	132	129	386	517	903	+/-58	23	2.5%	5
2028	124	126	126	128	128	128	131	131	382	519	901	+/-82	25	2.7%	5
2029	124	125	126	127	128	128	129	129	381	517	898	+/-109	28	3.0%	5
Long Ten	121	123	124	125	126	126	126	126	375	504	879	+/-106	47	5.1%	0

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 47 Projections for Primary School Population of all Schools in Central Middlesbrough

Total Admission Number	Net Capacity Total	Nursery Capacity F.T.E	Special Units Capacity
675	4,682	364	26

Spring Term	Nursery Ages (**)	School Actual and Projected Population										Surplus Places Number	Surplus Places %	Total Net Build		
		----- Number of Pupils per Year -----						KS1 Infant R-Y2	KS2 Junior Y3-Y6	Total R-Y6	Birth Range*					
3	4	R	Y1	Y2	Y3	Y4	Y5	Y6								
2014		611	609	597	608	547	574	481	1,817	2,210	4,027					
2015		642	597	605	580	597	544	574	1,844	2,295	4,139					
2016		691	641	604	607	591	601	549	1,936	2,348	4,284					
2017		638	684	624	605	604	574	607	1,946	2,390	4,336			0		
2018		694	663	705	647	623	612	586	2,062	2,468	4,530	152	3.2%	0		
2019	612	641	669	695	662	705	648	616	2,026	2,581	4,607	75	1.6%	37		
2020	633	616	644	673	695	659	706	643	615	2,012	2,623	4,635	47	1.0%	154	
2021	643	636	619	647	670	695	663	699	642	1,936	2,699	4,635	47	1.0%	109	
2022	637	648	637	623	647	670	698	658	701	1,907	2,727	4,634	48	1.0%	82	
2023	628	640	648	639	619	646	671	691	658	1,906	2,666	4,572	+/- 20	110	2.3%	60
2024	627	630	640	649	639	617	646	664	692	1,928	2,619	4,547	+/- 59	135	2.9%	60
2025	621	629	631	640	647	639	618	640	663	1,918	2,560	4,478	+/- 115	204	4.4%	60
2026	619	623	628	631	640	644	639	613	639	1,899	2,535	4,434	+/- 191	248	5.3%	23
2027	615	621	623	629	630	639	647	631	612	1,882	2,529	4,411	+/- 285	271	5.8%	23
2028	613	618	619	628	628	628	640	640	630	1,875	2,538	4,413	+/- 400	269	5.7%	23
2029	611	614	619	621	623	626	629	632	639	1,863	2,526	4,389	+/- 531	293	6.3%	23
Long Term	592	598	604	609	612	616	619	619	619	1,825	2,473	4,298	+/- 520	384	8.2%	0

Housing Developments

Central Middlesbrough is the primary retail and employment centre of the Tees Valley, but must continue to compete by transforming its offer to incorporate a higher proportion of knowledge-based professional services and commercial employers. Alongside this economic strategy is a housing strategy as every £1 spent on housing generates £1.40 of wider economic benefit. The building of modern, high quality housing is crucial if Middlesbrough is to retain and grow its population as a key driver in wealth generation and the delivery of good quality public services. Quality schooling is central to this vision and is required to meet the place need generated by the new housing in central Middlesbrough.

Key Issues

- The town is currently embarked on the most ambitious housebuilding programme in its history, with more than 1,500 new homes completed over the last two years and 9,000 due by 2029. The programme is delivering middle- and upper-market properties alongside affordable housing with the aim to attract and retain economically-active households and in turn support economic growth. Well-designed neighbourhoods will require significant infrastructure including new schools such as the proposed Free School. However, the primary need for the free school is not housebuilding and this has not been considered in the students numbers.

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 much unknown about the effects of this housing on Middlesbrough's population and consequently, this is not factored into the primary reasoning behind the free school application but still bears significance. Housing development in Redcar & Cleveland in Nunthorpe's catchment area and Laurence Jackson's catchment area (identified by DfE as an area of basic need) is expected to displace pupils back to Middlesbrough schools (currently 376 out-of-catchment Middlesbrough residents attend Nunthorpe School and 442 out of catchment students attend Laurence Jackson). As Laurence Jackson fills due to the large housing developments in Guisborough, the next closest school is Nunthorpe. This will be further strained by the extensive house building in Nunthorpe as aforementioned. Students will then be displaced to Outwood Academy Ormesby (which is already admitting beyond capacity) and subsequently a knock-on effect will be seen into Middlesbrough again affecting children in the the central area of town.
- The house building aforementioned adds to the case but has not been factored into the numbers projected in this case. Therefore, the proposed free school will likely have further opportunity or need for growth in the future.

Parental Choice and Securing First Preference

Middlesbrough currently has 7 secondary schools: with academies including a catholic academy, a Christian ethos academy (Emanuel Schools Foundation) and one community school. The Local Authority would welcome a new Outwood school and has been proactive in working with us.

Key Issues

- Pupils living in the centre of town are covered by several school "catchment" areas. King's Academy and Outwood Academy Acklam have discrete catchments covering the centre of town. Trinity Catholic College's catchment covers the whole town and Macmillan operates a fair banding admission process. However, there is no physical location in the centre of town for pupils to attend secondary school. Pupils must therefore travel out of the area to attend school. Some of the largest increases in the primary-school age population have taken place in this central area of Middlesbrough and this will exacerbate the problem in the coming years.
- Outwood Academy Acklam currently serves the town centre area, in accordance with the LA admissions zones. Children coming from this area either travel by bus (meaning a 35 minute total journey time with buses only running every 30 minutes) or walking (meaning a 60 minute journey time through busy areas of the town).
- As pupil roll numbers continue to increase so the risk increases of those living further away from their catchment schools being unable to secure a place. In

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.

Middlesbrough, the geographical gap in provision means that those pupils living in the centre of town will lose out first and for longest. A central location for the school would alleviate the pressure for places across the town, whilst reducing the risk that some of Middlesbrough’s most deprived pupils will not be able to secure a place or suffer from lack of school choice.

- The above takes no account of any influx of parents from other schools that would prefer to send their child to an Outwood Academy.

Without action being taken, Middlesbrough Council is anticipating a significant shortfall of Year 7 places from September 2019.

Deprivation and Disadvantage: Addressing Longer Term Aspiration and Key Stage 5 Provision

Middlesbrough is the sixth most deprived local authority area in the country¹, and rank 2 for local concentration. It has low levels of residents qualified to level 2 or above. Tees Valley unemployment figures are higher than the North East average with high out of work benefits in Middlesbrough for 18-24 year olds 6.1% compared to 4.7% in the North East and 2.7% nationally.

	Qualifications			
	Middlesbrough (level)	Middlesbrough (%)	North East (%)	Great Britain (%)
	Individual levels			
NVQ4 and above	23,600	26.8	30.7	37.1
NVQ3 and above	43,600	49.3	52.2	55.8
NVQ2 and above	61,200	69.3	72.9	73.6

The Tees Valley Strategic Economic Plan suggests that in the period 2022 up to 120,000 job openings will be available through replacement demand. Existing employment opportunities are predominantly in service sector occupations, healthcare logistics and advanced manufacturing. Further growth in “high productivity” jobs is a major objective of TVU and expected to bring an additional 25,000 jobs to 2022. With LEP priorities identified in engineering, automotive and aerospace, chemical and process and sectors of growing importance being advanced

¹Nomis Labour Market profile Oct 2015- Sept 2016

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.

manufacturing, low carbon industries and telecom / digital there are predicted acute skills deficits in these areas. These new jobs will predominantly be at levels 3 and 4+ and more people educated to this level are needed. A key action is to raise the overall quality of education and ensure students are choosing study pathways that provide success in GCSE and A levels that enable them to access appropriate higher education route and courses.

There is a need to do more to support all young people to achieve better educational outcomes in Middlesbrough and be better prepared for skilled employment or further learning at age 16 and beyond to equip young people with the skills & qualifications to successfully enter the labour market. Middlesbrough's ambition to improve standards of education is entirely in line with our own. Raising the percentage of students gaining higher grades at GCSE will mean there is greater pressure on institutions able to offer A levels and prepare students to aspire to top level universities. Middlesbrough currently has 7 secondary schools and almost a third of children who are entitled to free school meals attend a school which is less than good. The addition of a new OGAT Free school will help secure an upward trajectory of school improvement across the town as we have already seen this with the opening of two OGAT academies in the town. Outwood has sponsored two schools, both, in challenging circumstances, in the town and this has led to their rapid and sustained improvement. The creation of the proposed new secondary school would increase the number of students educated in a good or better secondary provision.

The new Outwood Academy will significantly reinforce the quality and outcomes at level 2 ensuring more young people meet the threshold for progression to A Levels and technical courses at Level 3 so that they can access higher education routes. The curriculum at the new school, is designed to address the skills profile required for the new and existing employment opportunities in the Tees Valley.

Lastly, as you will be aware, the Secretary of State has announced that he is creating a Northern Opportunity Area which encompasses Middlesbrough, such is the concern that the region is falling behind the rest of the country in its educational standards.

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.

Addressing Quality of Provision:

Middlesbrough is a targeted area as per the the criteria in annex G.

On the Summer 2018 school census there were 1,937 secondary aged pupils within Middlesbrough who are eligible for free school meals. Of these 29.9% attend a school which is less than Good in Ofsted terms. Improving the quality of education is a central part of the council's regeneration programme.

Outwood would never do anything that would be detrimental to any child, staff or school in a neighbouring community. More importantly, we care as much about the results and outcomes of children in other schools as we do our first academy. In order to effect a sustainable transformation for the community we would wish to work with other local education providers and in particular the primary schools which feed in to our secondary schools as these are critical to the long term future of an area. We are serious about the part we have to play in regenerating the area by placing an outstanding school at the heart of the community.

Our proposed free school will benefit from the vast expertise that sits within OGAT our Executive Team, our supernumerary Subject Director Team and our schools. OGAT has successfully implemented its Seven Strand Transformation Model into all of its schools. (See section D) The new school, like all of our schools, will hold high expectations for individual students irrespective of their starting point or social background. The driving ambition of all of our staff is *Students First: Raising Standards Transforming Lives*. Systematic monitoring and intervention ensures aspirant target setting and forensic monitoring of progress with laser like intervention identified through our 4i model (D2). Literacy skills and independent learning will be developed throughout the curriculum and via specific interventions. For success to occur we promote high standards of quality in learning, behaviour, teaching and teacher education recognising that quality teaching is about more than effective content knowledge; it is about excellent knowledge of teaching and learning and importantly of how to teach one's subject. Our student centred ethos and the efficacy of our shared systems foster engagement providing a climate for learning that enables sustained concentration in lessons and rewards effort.

The proposed site has the potential to accommodate not only high quality secondary education but potentially has the capacity for a successful training element for teachers, leaders and support staff. The facility would benefit other schools in

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.

delivering high quality professional development, as well as offering a route for Initial Teacher Training for secondary schools. Middlesbrough has experienced some difficulty recruiting teachers across the borough. The Outwood Institute of Education our multi-hub Teaching School Alliance of our six teaching schools, including Outwood Academy Acklam, provides programmes which support the quality development of the profession from initial teacher training to the training of Multi Academy Trust CEOs. Outwood’s new school in association with the OIE will place a strong emphasis on the recruitment and development of top quality teachers and ensuring quality first teaching both within Outwood schools and supporting schools across the town. The OIE currently partners three with universities in offering both SchoolDirect and ITT placements: Sheffield Hallam University, Leeds Beckett University and, within the region of the proposed Free School, the University of Durham. We hope, by 2019, to also have a partnership one of Universities in York. The OIE is one of the largest Teaching Schools in the country with a long-track record of success and comprises of: a maths hub, an English Hub, 3 partner universities, 6 teaching schools, 3 school direct lead schools, 2 national support schools, 11 NLEs, 6 NLGs and 87 SLEs.

There is an identified need to raising of educational standards in Middlesbrough for all students and to diminish the difference for the most disadvantaged including students in receipt of Free School Meals (FSM). Currently 29.9% of students eligible for free school meals attend a school which is less than good. The proposed Free school will help ensure significantly better outcomes for the disadvantaged cohorts it will serve further improving standards and life chances in Middlesbrough.

OGAT has an excellent track record of raising standards in school. See section F1.

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

We want to create a free school for Middlesbrough that will be part of our family of inclusive academies. It will be based in the heart of Middlesbrough and will be a place where all children are cared for, where standards are raised and lives are transformed.

Our intention is that our new school will replicate the systems, policies, curriculum and ethos that all of our other academies enjoy. Outwood Grange Academies Trust (OGAT) is proposing to open an 11-16, 900 place Free School for Central Middlesbrough. The proposed school will have a six form entry with a Pupil Admission Number (PAN) of 180 per year group providing 900 secondary places. The school will be located towards the central region of the town in an area of rapidly increasing population growth.

By 2021, 160 children will not have a secondary school place in Middlesbrough. Furthermore, central Middlesbrough is not served by any secondary school (see section D). By 2025, a school of 900 is needed. OGAT is one of the highest performing trusts in the country and has a strong track record for student outcomes (see section F1). Middlesbrough has not benefitted from the free school programme and indeed OGAT has not yet opened a free school. With only 29.9% of secondary aged students in Middlesbrough who are entitled to free school meals accessing a 'good' standard of education, we aim to improve this using our proven model to do so. Outwood Academy Acklam's outcomes for disadvantaged students for example,

C1 – Vision

is: Progress 8 in 2017 for **disadvantaged** students was +0.68, significantly above the national average for **all** students. For students who received SEN support, the progress 8 was +0.69 and for those who speak English as an additional language, the Progress 8 was +1.41. We are ambitious for Middlesbrough, its children and families and the proposed free school, with our track record, will realise this ambition.

Vision

We have a strong educational vision putting '*Students First Raising Standards and Transforming Lives*' and a school improvement model which is both consistent and systematic across our trust having a transformational effect on children's life chances.

Students First

As a high-performing multi-academy trust we embrace the opportunity to ensure that all children, irrespective of their starting point, receive an excellent education. We relish the opportunity to be part of the much needed regeneration of the areas we work in such as the central area of Middlesbrough the proposed Free School will serve.

Our vision statement for this academy will remain the same as our existing academies - *Students First: Raising Standards and Transforming Lives*.

We pride ourselves in meeting the needs of all children in our care, including those who are most vulnerable or challenging. These groups of students are a major priority and we work closely with parents/carers in helping to raise their children's self-esteem, resilience and subsequent achievement and attainment. This is particularly important in central Middlesbrough where the proportion of children who are disadvantaged and speak English as an additional language is high.

The values of our Trust:

Improving the quality of education complements the council's regeneration programme. The Council is championing first class education facilities - from nursery to university to maximise individual skills potential and ensure its young people are equipped to take advantage of the growing opportunities available to them. We are serious about the part we have to play in regenerating the area by placing an outstanding school at the heart of the community. In order to effect a sustainable transformation for the community we would wish to work with other local education providers and in particular the primary schools which feed in to our secondary schools as these are critical to the long term future of the area. As with our other Outwood Academies in Middlesbrough, we engage with primaries in a variety of ways such as school sports, science events, languages events, a week-long transition programme agreed across the town, opportunities for primary schools to use our facilities etc.

Expansion

The Trust has a very clear expansion strategy, one which, as one of the oldest Multi-

C1 – Vision

Academy Trusts that has grown steadily over the last nine years, has stood us in good stead to date. This strategy does not set out a total number of academies: it does not limit our growth nor cap it. Simply put: we analyse our trust's outcomes and determine if we are maintaining our high performance in our existing academies, we ensure that we have built the capacity amongst our staff in order to support the new academy(ies) and, lastly, that the geographical location of the academy(ies) makes strategic sense within our Trust. These three processes must be clearly evidenced before the Trust Board considers future growth.

Our current geographical spread covers three RSC regions: North, Lancashire & West Yorkshire and East Midlands & Humber. Specifically, we have academies in the following eleven Local Authorities: Stockton-On-Tees (1), Middlesbrough (2), Redcar & Cleveland (2), North Yorkshire (3), Wakefield (10), Barnsley (4), Doncaster (2), North Lincolnshire (3), Nottinghamshire (2), Sheffield (1) and Derbyshire (1), making 31 academies in total, 21 secondary and 10 primary. Our strategic reason for this spread is the relative ease of transport links up and down the A1 and M1 and east, from Wakefield where the original academy Outwood Grange Academy is based, on the M62. One of the key central functions of the Trust is the deployment of, currently, 72 SLEs who are permanent supernumerary Director of subjects (English, maths, science, humanities, modern foreign languages, arts and computer science) alongside a team of specialists in finance, HR, estates, curriculum, IT/Website/Data and Business Services led by an executive team. Therefore, the ease of travel, with all academies within 1.5 hrs of Wakefield, is essential to deployment of this team and their well-being. Recently, the Trust has taken the opportunity to create sub-regions: the North Secondaries (North Yorkshire, Stockton, Middlesbrough and Redcar), the Central Secondaries (Wakefield and Barnsley) and the Southern Secondaries (North Lincs, Doncaster, Notts, Sheffield and Derbyshire). The Primaries, numbering 10, remain as one team. The creation of these regions has afforded us to build our central services within each area and therefore, in the future, we are able to expand, say further north in to Darlington, Durham, Hartlepool and Sunderland using the North region's capacity. This logic follows for the remaining regions.

OGAT grew by 10 academies last year, 5 primary and 5 secondary (all sponsored with 8 of them mergers). Growth plans are: this secondary free school in Middlesbrough and further year's growth will be determined by the strategy outlined above.

Additionally, OGAT supports as the lead trust within the Northern Alliance of Trusts, two AET secondaries in Tees Valley, Northern Education Trust and an Astrea secondary academy in Doncaster. We lead for the Yorkshire & Humber Maths Hub, and will lead an English Hub. Our Teaching School Alliance, the Outwood Institute of

C1 – Vision

Education (OIE) consists of 6 designated Teaching Schools, 2 National Support Schools, 11 NLEs, 6 NLGs and 87 SLEs. The OIE, on average, will have 200+ academies from across the country attending training per annum.

Outwood Academy Middlehaven

The proposed free school will be different to our current academies as it will be a new school with no judgement from Ofsted, no results and no legacy. We have vast experience at turning around schools where these measures are poor. In the free school we will set high ambition, high standards and high expectations from the start, working with the first year group to set the culture and climate for the school which will feed through other cohorts as they are admitted. It will serve the centre of Middlesbrough, an area of high deprivation and high numbers of students who speak English as an additional language. We expect around 60% pupil premium and 35% EAL students. We have one other academy in the trust that is similar in cohort: Outwood Academy Acklam. The strengths in educating students with EAL and disadvantaged students seen in Acklam will be replicated in the free school and this is unique to the other academies across the trust.

Our 7 Strand Transformation Model for all of our academies:

The following are pre-requisites we recognise to implement our model:

1. A vision and set of values which holds us all to account;
2. A model for school improvement which is both systematic and consistent across our trust;
3. A curriculum which is both fit for purpose academically and financially;
4. A recognition that we all work within accountability frameworks: Academies Financial Handbook, National and Regional Schools Commissioner, Ofsted, DfE performance tables etc. and;
5. A scheme of delegation which enables responsibility to sit with accountability.

Our model is as follows:

1. **Leadership with vision and efficacy** – Including the extent to which leaders and teachers are well supported in our schools. We develop teaching capacity by providing permanent, supernumerary subject specialist directors who work across our academies, this includes specialists in Special Educational Needs and Disabilities and attendance.
2. **Quality in the classroom** - We promote high standards of quality in learning, behaviour, teaching and teacher education recognising that quality teaching is about more than effective content knowledge; it is about excellent knowledge of teaching and learning and importantly of how to teach one's subject.
3. **Curriculum design** – A broad and balanced curriculum providing children with the skills knowledge and understanding they need to develop into well-rounded, informed individuals within a structured and inclusive environment.

C1 – Vision

4. **Monitoring and intervention** - ensures aspirant target setting and forensic monitoring of progress with laser like intervention identified through our 4i model.
5. **Systems and policies**
6. **Targeted professional development** – further details in section E3
7. **Praise culture for staff and students** – eg Our student centred ethos and the efficacy of our shared systems foster engagement providing a climate for learning that enables sustained concentration in lessons and rewards effort.

We currently have 31 academies from Chesterfield to Teesside; 21 secondary and 10 primary. The vast majority of these schools were judged by Ofsted as grade 3 or 4 prior to joining OGAT and upon re-inspection, following sponsorship by OGAT, are now good or outstanding. We are highly successful in improving outcomes for students, and this is outlined further in section E1. OGAT's highly effective schools are achieved through the implementation of our transformation model. We have conscientiously developed a model that has 'tight' systems which run 'deeply' through our trust with our scheme of delegation as the enabling mechanism. Subject specialist directors, who bring permanent supernumerary capacity to all of our academies, are integral to our model and ensure that our academies develop at pace. This methodology provides comfort to our academies and their principals as we all have a shared understanding of our model and corporate responsibility to continuously develop the entire trust: we are a 'family of schools'.

Our approach enables consistent trust-wide practice, policy and process balanced with individual, localised approaches that foster the unique character of the academy to best serve its community and locality. As our academies mature, they share best practice across our trust so that all of our children benefit.

Our proposal is fully supported by the Local Authority who have identified a potential site within the TS1 postcode location. It is well-placed to deliver an exciting curriculum for young people from across the town, but particularly those who currently travel long distances to school from Central Middlesbrough. This includes high proportions of children who speak English as an additional language (EAL) and disadvantaged students. We expect around 40% ethnic minority population, 60% disadvantaged and 35% EAL. As of 19/10/18 there are currently 11 children who are looked after in Outwood Academy Acklam. Again, whilst this figure is difficult to predict, it is likely to be very similar in the Free School. This is because this demographic is the current picture in Outwood Academy Acklam. The free school is likely to replicate this academy as the increase in student population is within the Outwood Academy Acklam admission zone, and the new free school will be based in the centre of Middlesbrough (within this admission zone). Please see section D for further details. The creation of the Free School supports Middlesbrough Council's vision and ambition for the town's economic growth. Improving educational standards

C1 – Vision

is central to the future regeneration in Middlesbrough and needed to address the projected place planning issues. Our vision supports these students who may otherwise be at risk of underperforming, particularly disadvantaged students. We have a track record of *raising standards and transforming lives*, in line with our vision, for these students in Outwood Academy Acklam, where the achievement for disadvantaged students and EAL students is outstanding.

It is our intention to include 'Middleheaven' in the name our academy, which is the area where it will be based. Middlehaven is the flagship regeneration area for the town. [REDACTED] the new school would be reflecting both the town's heritage and our shared desire and partnership with Middlesbrough Local Authority to transform the town and its residents' life chances. If agreed, the full name of the academy will be Outwood Academy Middlehaven however as this is a school for the community we will discuss the name through consultation so it best reflects the area it serves. Our vision statement for the academy will remain the same as our existing academies - *Students First: Raising Standards and Transforming Lives*.

The new school will hold high expectations for individual students irrespective of their starting point or social background (we are expecting around 60% disadvantaged students). We have a track record of doing particularly well with disadvantaged students in Middlesbrough (Outwood Academy Acklam's progress 8 in 2017 for disadvantaged students was +0.69 (the national for all students was -0.03) and the LA figure for non-disadvantaged was +0.06. We will continue to have ambition for disadvantaged students in Middlesbrough and the free school will enable us to have a wider impact on the town. We aim for transform Middlesbrough, complementing the LA's ambition and taking a lead role in education for the town.

The proposed site has the potential to accommodate not only high quality secondary education but potentially has capacity for a successful training element for teachers, leaders and support staff. This facility would benefit other schools in delivering high quality professional development, as well as offering a route for Initial Teacher Training to aid teacher recruitment not only for the free school, but for Middlesbrough as a whole.

We are ambitious for Middlesbrough and note that the outcomes at both pre- and post-16 are not as strong as they could be. The free school will, as our current Middlesbrough schools do – raise standards. The proposed site is close to Middlesbrough College, whom we have strong links with, and we feel that this will enable us to further raise aspirations of students and families to achieve in education and beyond.

C1 – Vision

Ultimately, we want to ensure that students at Outwood Academy Middlehaven have the best possible education experience and that we do everything that we can for this community to raise standards and transform lives.

Section D – Engagement with parents and the local community

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

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

Use the space provided in box D1;

Include evidence as annexes; and

Refer to Section D of the [how to apply guide](#) for what should be included in this section.

D1 – Successful engagement with parents and the local community

There have been a number of engagements with parents including:

- Facebook page (@outwoodmiddlesbrough)

This has been our main website as it allowed us to easily track and to promote the idea of a free school in a focussed way. We recognise that our parent population includes a significant proportion of hard to reach parents. Social media is therefore one of the most appropriate methods of communication to overcome difficulties in engaging hard to reach parents. We will continue to use this method as it allows feedback and discussion more than a website does.

- Website (<http://middlehaven.outwood.com>)

D1 – Successful engagement with parents and the local community

Latterly, we have set up the website, which is a more formal method which will be used and updated going forward. We will then be able to monitor the number of hits on this website in addition to the Facebook page, which we will continue to use.

- Letters to parents of years 3 and 4 pupils which also invites them to the information evening (appendix)
- Information evening for parents of year 4 (and younger) – 22 October 2018
- Coverage in the Teesside Gazette (appendix)

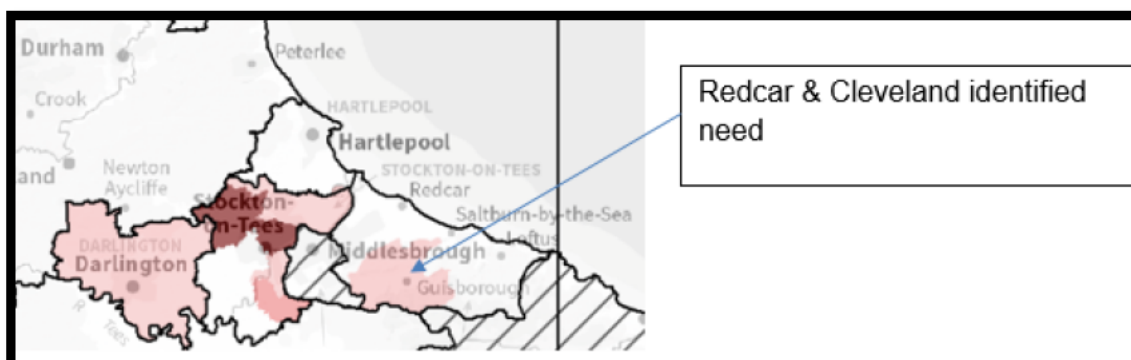
Since launching the Facebook page on 3rd October, it has had 1381 post engagements (people who have clicked to find out more information) and 184 signed up to receive further information in only 22 days:



From Facebook Insights

Letters of support have been received from:

- Middlesbrough LA – in support of their place need
- Redcar & Cleveland LA, which confirms that they believe that a new free school in Middlesbrough would further alleviate the identified place need just outside the Middlesbrough border, identified by the DfE in the map below.



- Breckon Hill Primary School

D1 – Successful engagement with parents and the local community

- Acklam Grange School
- Outwood Academy Acklam
- Middlesbrough College
- Various businesses

The postcodes pupils are likely to come from are [REDACTED]. This is because the current admission zone for Outwood Academy Acklam consists of these postcodes (as well as Hemlington [REDACTED] and Acklam [REDACTED]). The map below shows the admission zones and how these are split for Outwood Academy Acklam (in red). There are new houses being built on the southern belt of Middlesbrough (9,000 over the next 15 years). This means that these children would be closest to The King's Academy (blue admissions zone) and Outwood Academy Acklam. There is currently no secondary school serving the central area of Middlesbrough, meaning this forms part of the admission zone for Outwood Academy Acklam. The town sees a vast number of migrants to the centre of Middlesbrough, which is putting strain on the primary schools in this area.

This means that the students in the lower admissions zone for Outwood Academy Acklam would still be allocated a place on distance criteria but students in central Middlesbrough would be the students left without a place as they are furthest away from a secondary school. Macmillan Academy (the closest school to the centre of Middlesbrough) operates 'fair banding' and accepts students from any area, meaning its location is not of automatic benefit to central Middlesbrough students.

Even before any house building in the south of Middlesbrough, the dense population in central Middlesbrough still means that school places are problematic. Outwood Academy Acklam has 545 applications in 2018 for 270 places and the PAN is being reduced in this school from September 2019 to 240 (210 for 2 years, 2019/20) due to the capacity of the building, further exacerbating the issue for children in TS1/2/5.

We first held an information/consultation event on 16 March 2017. The feedback from talking to parents at this event told us that a school in the Grove Hill area of the town (originally considered) was not close enough to the centre of town. Whilst it would still have been closer and easily accessible for students, the new site in Middlehaven is very central to the homes of the students who will access the academy. The feedback from the local authority is also that they would prefer a school in central Middlesbrough (Middlehaven) as it is where the place need is and it fits into their regeneration plan and ambition for the town, including education. The information event held in October 2018 did not raise any concerns about the proposed free school. One parent asked whether it is a disadvantage having only one year group in the school at a time. The fact that as an Outwood academy, close collaboration with

D1 – Successful engagement with parents and the local community

the other two Outwood academies in Middlesbrough is possible very much overcame this concern and told us that collaboration (as we would naturally do between our academies) is valued and needed. There were 4 attendees at the first event in March 2017 (all prospective parents and one LA representative)/ In 2018, there were 9 attendees (prospective parents, students and a LA representative).

Overcoming challenges of engagement

As aforementioned, having worked in Middlesbrough, we recognise the challenges of parental engagement and particularly engaging hard to reach parents and use strategies to engage parents, which are often imaginative. In our current academies, for example, to engage year 11 parents in their children's learning we gain interest through the following: 'fish and chips night', 'afternoon tea with SLT', 'curry night' and 'hog roast night'. This approach proves hugely successful with around 75-80% of year 11 parents engaging with us in these events. We will continue to develop imaginative ways like these to engage the community with the proposed free school. The application includes our strategies going forward to engage hard to reach parents, in **section E1**.

We will ensure that transition meetings, possibly held at prospective feeder primary schools, will happen. To do this, we will liaise closely with the primary school headteachers concerned.

Following the submission

We will ensure that we continue community engagement whilst waiting for the application to be considered. We have already started to approach local businesses and they are beginning to engage with us and this will continue. Furthermore, continuing to engage with parents with drop-in sessions held at our current academies, perhaps as a 'coffee morning' or similar which might incentivise the event. We will continue to engage via social media and run Q&A threads on Facebook. We will also run an event for prospective free school parents to visit one of our current schools during the day so they are able to see an Outwood Academy in action, which would be similar to the proposed free school.

Pre-opening phase

If the application is successful and the project becomes closer to a 'reality' we envisage that more parents will be interested, particularly when the site is able to be confirmed as many of the questions asked so far have been around the site location. At this stage, we anticipate more prospective parent buy-in.

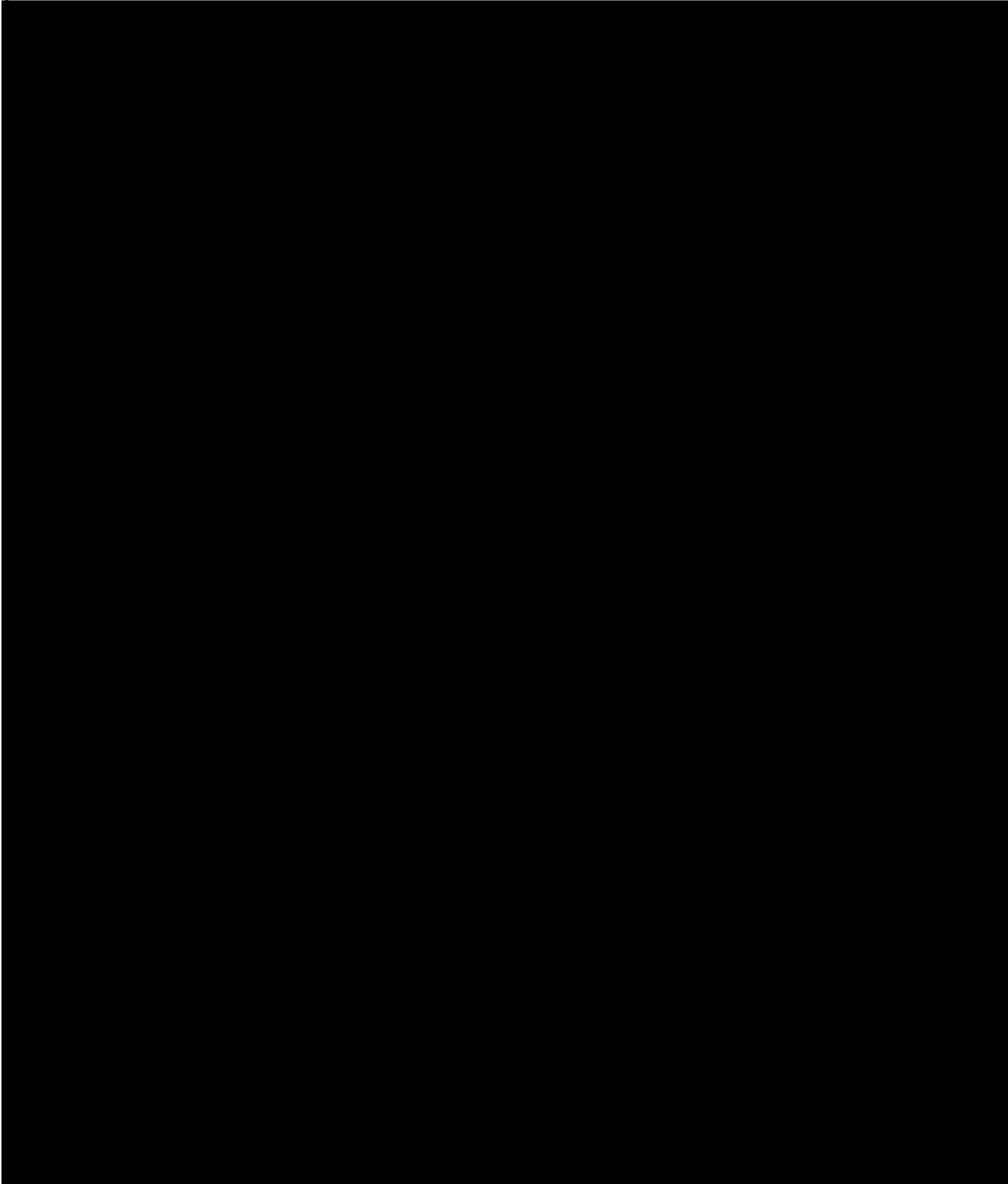
Neighbouring LA

Through liaison with the LA and Redcar & Cleveland (neighbouring LA) it is clear that they are fully supportive of the opening of a new free school. A neighbouring

D1 – Successful engagement with parents and the local community

secondary school also supports it. This shows that it is widely accepted that there is a need for the school and that our understanding of the likely impact of the proposed school

Location of the school in relation to other secondaries and admission zones.



Section E – Education plan: part 1

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 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.

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)							
	2021	2022	2023	2024	2025	2026	2027
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	180	180	180	180	180	180	180

Year 8		180	180	180	180	180	180
Year 9			180	180	180	180	180
Year 10				180	180	180	180
Year 11					180	180	180
Year 12							
Year 13							
Totals	180	360	540	720	900	900	900

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 for year 7-8			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
English	4 in year 7 4 in year 8	C	Trust Age Related Expectation Schemes of Work and Additional targeted literacy through 1 to 1 & small group intervention
Maths	4	C	Maths Mastery Scheme of Work
Science	3	C	Trust Age Related Expectation Schemes of Work

History	1 in year 7 2 in year 8	C	Trust Age Related Expectation Schemes of Work
Geography	2 in year 7 1 in year 8	C	Trust Age Related Expectation Schemes of Work
Modern Foreign Language	2	C	Trust Age Related Expectation Schemes of Work Language French or Spanish
ICT / Computing	1	C	Trust Age Related Expectation Schemes of Work with Computing
Physical Education	2	C	
Art	1	C	Trust Age Related Expectation Schemes of Work
Performing Arts	1	C	PA receives Music Y7 Y8 Drama Y7 Y8
Design Technology	2	C	Trust Age Related Expectation Schemes of Work
Life	1	C	Including Religious Education, Personal, Social and Health Education (PSHE), Citizenship, British Values, Sex Education and Relationships, careers.
Vertical Mentoring Groups	15mins/day	C	Including programmes of study relating to Personal, Social and Health Education (PSHE), Citizenship, Sex Education and Relationships, Emotional Health and well-being, British Values and weekly focus on literacy and numeracy skills
Enrichment	1 hour after school	V	An extensive range of after school enrichment sessions are offered ranging from sporting, performance, craft, community and academic activities.

			Please see appendix for enrichment offer.
1 to 1 catch up intervention	As required	C for identified students	Intervention programmes are targeted at point of need to provide intensive remedial support

*The national curriculum has introduced computing at Key stage 3 rather than just ICT usage so that students develop basic programming understanding. DT is also included in the key stage 3 National Curriculum. This is particularly beneficial in the Middlesbrough context as local industry includes advanced engineering, renewable energy, digital and media based companies where a knowledge of design, programming and STEM related skills will be an advantage to young people entering the employment market.

Table E1 for year 9-11			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
English & English Literature	5	C	WJEC GCSE English Language and WJEC GCSE English Literature
Mathematics	4	C	Pearson GCSE Mathematics
Science	4 in year 9 4 in year 10 6 in year 11	C	OCR GCSE Trilogy; or OCR GCSE Separate Sciences
Physical Education	2 in year 9 1* in year 10 1* in year 11	C	<i>PE will be heavily encouraged at enrichment. We recognise Middlesbrough as an area with high levels of obesity and are keen to ensure that we play our part in educating students in healthy living. Our Pledges system also encourages students to take part in</i>

			<i>enrichment and sport. We expect all students to have completed all pledges by the end of year 11.</i>
LIFE	1	C	Including Religious Education, Personal, Social and Health Education (PSHE), Citizenship, British Values, Sex Education and Relationships, careers
Guided Pathway 1	Please see the diagram in the appendix which shows how Guided Pathways works within our academies		Guided pathways enable students to be guided and make an informed choice about the subjects they wish to opt for. The full ebacc will be available and other subjects are offered in accordance with student demand. Students may also opt for additional mathematics or English if necessary.
Guided Pathway 2			
Guided Pathway 3			
Enrichment	5	V	An extensive range of after school enrichment sessions are offered ranging from sporting, performance, craft, community and academic activities
1 to 1 catch up intervention	As required	C for identified students	Intervention programmes are targeted at point of need to provide intensive remedial support
Vertical Mentoring Group	15 minutes/day	C	Including programmes of study relating to Personal, Social and Health Education (PSHE), Citizenship, Sex Education and Relationships, Emotional Health and well-being, British Values and weekly focus on literacy and numeracy skills

Length of school day, including any enrichment time.	7 HOURS 5 MINUTES <i>PERIOD 1: 8.25-9.25</i> <i>PERIOD 2: 9.25-10.25</i>
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	<i>BREAK: 10.25-10.40</i> <i>VERTICAL MENTORING: 10.40-11.00</i> <i>PERIOD 3: 11.00-12.00</i> <i>PERIOD 4 (INC. 30 MINUTES LUNCH): 12.00-13.30</i> <i>PERIOD 5: 13.30-14.30</i> <i>ENRICHMENT: 14.30-15.30</i>
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E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

We have 31 open academies, 21 of which are secondary phase. We already have two existing schools in Middlesbrough: Outwood Academy Acklam and Outwood Academy Ormesby. Both of these academies, under our leadership, moved from Special Measures to Good. The population of the proposed academy is likely to be very similar to Outwood Academy Acklam. Please see section D for a map of Middlesbrough, showing the current OGAT academies and the site of the proposed free school, including the LA admissions zones.

Outwood Academy Acklam is an 11-16 academy with a PAN of 240 per year group. There is a high proportion of ethnic minority students (40%) and 35% speak English as a second language and 42% of students currently access free school meals and 60% of students attract the pupil premium. The attainment of the students joining the academy in year 7 each year is well below average (APS 25.8 for year 11 leavers in 2017)

Due to the high number of students for whom English is an additional language, Outwood Academy Acklam have a specialist area of the academy within the inclusion department, with a specialist EAL teaching assistant, who provides intensive input for students who arrive with no English to enable them to have a basic level of English to be able to access and be fully immersed in lessons, and also to operate safely in the academy. Teachers and teaching assistants (a further two are EAL specialists) provide on-going support for students in lessons and for those who have attended a primary school in England but whose English is weak. We expect around 35% of students to speak English as an additional language in the free school and therefore the highly successful approach to support these students would be replicated.

Our curriculum offers a highly flexible approach to learning for all groups of students, including disadvantaged. With regular interventions and opportunities for extra time/input into the key subjects of English, mathematics and science. Our flexible approach means that this can be additional timetabled lessons, one-to-one tuition, additional time in enrichment or VMG (form) lessons.

A huge part of our culture is also our Pledges system. This ensures that students understand the value of extra-curricular involvement within and outside of the

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

academies. Through working to meet the ten pledges, students prepare themselves for life beyond the academy. The pledges encourage students to get involved, make new friends and take pride in themselves and all they do.

The ten pledges are:

- Pledge 1: Regular attendance at an after Academy activity or club
- Pledge 2: Represent the Academy in either a sporting, cultural or academic event
- Pledge 3: Take part in an Outward Bound residential programme
- Pledge 4: Attend a national sporting, academic or cultural event or performance at a major venue
- Pledge 5: Take part in an Academy production or event either on stage, behind the scenes, or in an administrative capacity
- Pledge 6: Take part in a formal presentation to an audience using ICT/multi-media
- Pledge 7: Be actively involved in an international experience either within the Academy, UK or abroad
- Pledge 8: Be actively involved in some form of community experience, within or beyond the Academy.
- Pledge 9: Help plan, organise or participate in a major fundraising event within the Academy or the community
- Pledge 10: Contribute to the development of the concept of sustainability whilst at the Academy

We expect all students to complete 3 pledges by the end of year 8 and at least 7 by the end of year 11.

Our Guided Pathways approach is designed so that disadvantaged students are guided to and supported on the most appropriate courses and are able to achieve well. The flexibility extends into year 11 where students who are firming up their career aspirations can extend their portfolio of qualifications into different areas. i.e., students can, where appropriate, begin a new course at the end of year 10. Please refer to the Guided Pathways appendix for further information.

Disadvantaged students are monitored and where needed receive intervention which is refocused every six weeks.

All of the strategies employed for disadvantaged students outlined above will also be replicated in the free school.

The outcomes for students in 2017 for Outwood Academy Acklam include the following headlines:

- **62.1% of all students achieved grade 4+ in English and mathematics**

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

- **55.4% of disadvantaged students achieved grade 4+ in English and mathematics**
- **58.3% of students with EAL achieved grade 4+ in English and mathematics**
- **Progress 8 for all students: +0.71**
- **Progress 8 for disadvantaged students: +0.68**
- **Progress 8 for students with EAL: +1.41**

As we expect the pupil cohort to be similar to Outwood Academy Acklam and have a similar educational experience, we are confident that the new free school will match this performance. Please see section F1 which confirms the track record and shows the Local Authority and national figures as a comparison. We have gained expertise in Outwood Academy Acklam in educating cohorts with high proportions of pupil premium, and English as a second language, which is different to any other trust school and therefore expertise will be drawn from here for the free school.

In 2017, Outwood Academy Acklam was the highest performing school in the 12 north-east local authorities for the progress all students make, including disadvantaged students. (Our disadvantaged students alone at +0.68 (and EAL at +1.41) would still rank the highest of all north east schools). We feel that we have a strong and proven track record with students in Middlesbrough, specifically with an academy with a similar population to the proposed free school. We would therefore take the same approach to teaching and learning as Outwood Academy Acklam and staff expertise from this academy would be utilised in the proposed free school. The executive principal of this academy will also oversee the free school to ensure that this is realised.

All children are entitled to and will receive a broad and balanced curriculum securing a solid foundation in subject disciplinary and substantive knowledge. The new school will enhance the literacy and numeracy provision to ensure that all children have this core knowledge enabling access and success in all subjects. To facilitate the delivery of knowledge at the highest standard possible, our curriculum will be a knowledge rich curriculum that spans 5 years and be: *specific, cumulative, well-rounded, preparatory and rigorous* so that it effectively prepares every student for the next stage of their education equipping our students for their future economic life. That is:

- The **specific** content that children learn throughout the year will be clearly stated;
- Content will be **cumulative** ensuring that children develop both deep and broad understanding;
- **Well-rounded** – not only are the arts, humanities, social and health sciences, sciences, technology (design and ICT) and sports interesting and exciting subjects in

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

their own right but we recognise that the reading comprehension, knowledge and vocabulary that these subjects convey enriches a child's development;

- **Preparatory**, in that we will always ensure that not only is content delivered appropriate for the particular key stage but also is constantly seeking to prepare and encourage children to access further studies;

- **Rigorous** - we will teach complex and rigorous academic topics as we understand that complex topics, delivered in a carefully planned way, builds a deeper understanding and enables mastery to take place.

An effective knowledge curriculum relies on our leaders' ability to promote excellence, cultivate challenge and encourage all to embrace the struggle inherent in learning. Learning must never be too easy or its rewards lose value and its comprehension lacks permanence. Embracing educational change ensures our curriculum prepares our students for their future economic life. This is fundamental to our vision for the free school, to put students first: we are relentless about raising standards and ensuring equity to transform lives in Middlesbrough.

Phase 1 Secondary Curriculum - is an important element of our 5 year secondary curriculum enabling students to experience a broad range of subjects and well-rounded provision that widens students subject experience and engages them in the importance and uniqueness of subjects as well as interdisciplinary connections across subjects.

Our secondary curriculum teaches key aspects of core substantive knowledge complemented by a strong focus on ensuring students are given access to key disciplinary knowledge in the form of methodologies, subject terminology and styles of approach and thinking. Each year is planned to be rigorous stretching and challenging all students in their exploration of complex topics. Curriculum content is designed to be specific so that students recognise the importance of all subjects and their connection to both their prior knowledge and to other subject areas. Planning of content delivery is cumulatively built so that students have the opportunity to regularly revisit core concepts, recall key knowledge and repeatedly practice subject skills so that they develop a deeper understanding and mastery in preparation for future study. Each year provides progressive study to enrich students' appreciation of a range of subject disciplines whilst preparing, strengthening and encouraging their future success and access. This approach informs their future choices.

Across each year we design wider curriculum opportunities to complement academic study and age appropriate personal development. This promotes our students' emotional, health and well-being, guides them to make positive choices, building their social responsibility and supporting them to develop the academic habits and stamina that will enhance their future study and encourage a lifelong love of learning. Elements such as subject competitions, awards, graduation, literacy and numeracy programmes, Vertical Mentoring, Student Voice and our Life programme all

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

complement the social, moral and cultural education that subjects offer alongside citizenship, British Values and emotional health and wellbeing. Section E4 also gives further detail of this.

The academy will have an inclusion coordinator who will take the lead on the PREVENT framework and report to the lead senior team member for PREVENT. PREVENT training is compulsory for all trust staff and a refresher must be taken annually.

White working class boys

In the new free school in Middlesbrough, an area of particular focus for us will be the achievement of white, working class boys. We will raise their aspiration for further education, employment or training by ensuring that they can achieve well at 16 and educating them in careers and choices. We will do this by running: boys' mentoring groups, one-to-one tuition, additional time as needed for key subjects where underperformance is evident, monitoring at senior team meetings every six weeks, ensuring this group are a priority for our independent careers advisers and ensuring this group has a more engagements to ensure that they have a pathway with effective transition out of the academy at post-16.

Engaging 'hard to reach' parents - We will endeavour to engage effectively with all parents and carers, including those 'hard to reach' using Epstein's Taxonomy of Parental Engagement in Learning: **parenting** (in partnership with the LA's Parent Support Advisers) — **communicating** (Using various methods such as email, text message, telephone, social media etc to engage parents where this is most suitable) — **volunteering** (enabling parents to get involved in enrichments, careers events etc) — **learning at home/family learning** (for example, regular meetings with parents so that they can learn with their children, eg Maths and English Learning Evenings) — **decision-making** (for example, through a parent/teacher group and having parents on the academy council) — **collaborating with the community** (eg making the school entrance welcoming and easy to find, providing a comfortable reception area, creating parent facilities within the school, such as a dedicated room for adult education classes (eg English lessons), governors' meetings or other community activities, to be used both during and outside normal school hours. The use of a buddy system, drawing on parents from the community who are eager to come into school to support parents who want to come in but are not at ease) – **remote involvement** (eg harness new technologies for parental communication purposes through the use of school blogs, a school website (regularly updated) and online questionnaires and resources in order to reach at a distance those who are unable or unwilling to engage with the school in person. The use of text messaging alerts). The use of Praising Stars (example in the appendix), our reporting system,

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

gives parents the tool they need to be able to have effective conversations with their children. Feedback from parents in our current academies supports this view.

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

Outwood Grange Academies Trust will ensure that the proposed free school and current schools are consistent in meeting current expectations in their approach to assessment, target setting and behaviour. We aim to be a key strategic part of the Middlesbrough Council's ambitious vision and the Mayor's Promise and are ambitious about changing the shape of Middlesbrough. We believe that a new school serving the centre of town, implementing our model will do this. Currently in Middlesbrough, almost a third of students eligible for free school meals attend a school which is less than good. We will implement our 7-Strand model in the free school and use our current systems and policies, the same as in Outwood Academy Acklam (hugely successful for outcomes for disadvantaged students, EAL students and SEN students and therefore proven strategies for the cohort at the free school):

1. Leadership with vision and efficacy

We train our leaders through our own Institute of Education (teaching school alliance). Outwood Academy Acklam is a teaching school. We run nationally recognised and accredited courses (eg NPQH, NPQSL/ML). We structure leadership teams and organise our academies in line with Hargreaves' 'Deeps' model (deep leadership, deep learning, deep support and deep experience). A Senior Leader leads each deep and is also responsible for developing a range of staff who apply for developmental posts each year. We develop capacity in advance of need by doing this; we develop leaders for the future.

2. Quality in the classroom

E2 – Measuring pupil performance effectively and setting challenging expectations

Outwood Institute of Education runs training to ensure quality in the classroom is consistent across our academies. Training is given to staff every week, focused primarily on quality in the classroom. All staff access this training for 2 hours every Tuesday. Senior Leaders are constantly walking around our schools, supporting teachers to ensure quality first teaching and to ensure that the learning climate is conducive to excellent progress.

Every lesson has 2 learning outcomes (often centred around Blooms): a challenging outcome and an aspirational outcome. Vast training is done with staff and students to ensure that, through their understanding, these challenging expectations are deep routed and purposeful in our academy culture.

3. Curriculum design

Our curriculum design is effective and ensures breadth and depth of learning from year 7 through to year 11. We run a 5-year curriculum and students have the flexibility to study GCSE courses for 2 or 3 years between years 9 and 11; ensuring that the curriculum really does meet the needs of our students and can be bespoke to them.

As part of our commitment to spiritual, moral, social and cultural development (SMSC), students study religious education within the academy's Life programme. In addition to specific content delivered through the Life programme, students also experience SMSC across other curriculum areas. Life lessons also promote students' personal, social, health and citizenship (PSHCE) development and understanding. Our approach to PSHCE forms part of the OGAT Relationship and Sexual Education Policy, available on the OGAT website.

We are determined to ensure that every student has the best possible chance of success. To this end, we personalise the learning provision for every student in the core subjects of English, maths and science by placing each student in a learning group that is appropriate to their ability. Every student will be stretched, challenged and supported through this personalisation of the curriculum. We set students on ability in year 7 based on their attainment at key stage 2 and then following this based on Praising Stars.

In every one of our academies a vast number of after-academy enrichment activities take place each week and we also offer breakfast clubs prior to the academy day. Students are provided with opportunities to add depth to their learning and develop personal skills through a rich and varied enrichment programme. Students will have the chance to enjoy new experiences and consolidate their timetabled learning through this programme. The opportunities available in each academy will be outlined in their enrichment brochure.

Please see appendix for information on the breadth and depth of our curriculum.

Part of our curriculum will be about effectively engaging with businesses in Middlesbrough:

Work with Businesses in Middlesbrough

E2 – Measuring pupil performance effectively and setting challenging expectations

We will utilise the support of local employers and businesses in Middlesbrough to enrich our curriculum, in all years. Within defined curriculum areas within each year group, we will invite employers into specific subject lessons, to give information about their job sector, share local labour market information and also link some key learning to the subject. For example, within design technology in Y7, it may be a local design engineer commits to one hour during the year with each class, to ensure all students experience the opportunity, and it could be that within English a newspaper editor also commits to a lesson with all of Y7. In this way, across all years, students have meaningful, regular employer engagements, and gain an understanding too of what skills and qualities are required in the workplace, reinforced by local businesses. We will also invite local businesses to run 'after-school' Enrichment opportunities, where perhaps a particular job area doesn't fit within a traditional curriculum subjects, where they present on their career area or business, talk about employment opportunities, and give advice on entry requirements, and particular skills and personal qualities required. We will also invite businesses, particularly those with apprenticeship opportunities, to run stands at our annual Careers Fair, targeted mostly toward Years 9-11 but open to all parents and students who are interested. We will raise the profile of all the job opportunities within Middlesbrough and Teesside, with displays around the academy, sponsored by local businesses, promoting opportunities, and routes and potential salaries, alongside realistic information about the number and types of jobs available. We believe such opportunities will help students in the free school see that their time within the school is part of a longer journey towards securing further qualifications, and ultimately a career that is enjoyable, fulfilling and allows the quality of life that individual students aspire too.

4. Monitoring and intervention

We run a system to track progress and attainment: Praising Stars. This runs across all of our academies. Data is collected every half term to inform a report which is sent home to parents. After each data collection, learning managers meet with senior leaders to discuss all students in their year group to ensure that every student's needs are being met. Where it is felt that a student requires further intervention, this is discussed and decided at this meeting. Of course, various interventions are actioned outside of this meeting too, but this meeting gives the strategic overview in addition to deciding on the specific, bespoke intervention for each student. Further to this, each week, achievement meetings for year 11 students, where the impact is monitored and evaluated, are held with department heads and the principal to ensure students are on track to achieve well. Any action that needs to be taken happens quickly following this meeting. These meetings also happen periodically for years 9 and 10.

Target setting –

Our target setting process aims to generate targets for a cohort of students that adhere to the following academy-level targets on a per subject basis:

- % 4+/5+ in English

E2 – Measuring pupil performance effectively and setting challenging expectations

- % 4+/5+ in Mathematics
- % 4+/5+ in both English and Mathematics
- Progress 8

The target setting process is critical to ensure that each academy meets its overall performance targets under the new measures whilst also ensuring students have achievable, aspirational targets. We are ambitious for children who will attend the free school, particularly disadvantaged students. Therefore, we will set highly ambitious targets for them, using KS2 data and our professional judgement. We will involve staff, students and parents in this process.

As part of our Praising Stars process, learning managers and the senior team will meet every six weeks to monitor progress and ensure interventions are in place. This way, no child will be left behind. This will also happen for our most **vulnerable children** (SEND, pupil premium, LAC etc) at an **inclusion meeting, weekly**.

In previous years, we have used the raw data from within the RAISEOnline Transition Matrices to generate individual subject targets, but with the discontinuation of RAISEOnline and the introduction of Progress 8 we have taken the raw data from the DfE Attainment 8 table.

For the proposed free school, we expect that the targets would be as follows:

Measure	Target
Ofsted	Outstanding in the first inspection, 3 years after opening
5+ En/Ma	50% (LA average 37%)
4+En/Ma	70% (LA average 58%)
Pledges	100% of students with 3 pledges by the end of year 8 100% of students with 10 pledges by the end of year 11
Attendance	96%
NEET	No NEETS
Progress 8	>0.50 (well above average)
Number of students taking EBacc	Our ambition would be for all students, where appropriate, to study the EBacc. We expect our intake to include a very high proportion of students with low prior attainment. If the EBacc is not appropriate for particular students, a bespoke

E2 – Measuring pupil performance effectively and setting challenging expectations

	curriculum is designed around each child.
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Outwood Academy Acklam and Ebacc

Outwood Academy Acklam's Ebacc figure is lower than that expected nationally. The proportion of students studying this will increase over the next 3 years in line with our ambition for the academy and indeed Middlesbrough. We have the same ambition for the free school and expect our approach to be the same as Acklam. Outwood Academy Bydales, another one of our academies in the Tees Valley, has in excess of 75% students taking the Ebacc.

Meeting the Attendance Target

The target for attendance is 96%, this will be achieved by applying a range of agreed and successful strategies. Attendance is also being driven towards this at Outwood Academy Acklam. The basis for all of our strategies is partnership with families and local communities. We will engage with pupils, parents/carers and the appropriate supporting external agencies to ensure that all young people are able to and encouraged to attend school in order to benefit from the education to which they are entitled.

Examples of the strategies we will employ are:

- Student attendance monitored on a daily basis including early response to absence
- Home visits to support families where pupil attendance has fallen below expected levels
- Regular written and verbal communication to families to highlight both attendance issues and the support available to secure better attendance
- The issue of fixed penalty notices, the application of policy relating to holiday absence etc.
- Adherence to the legal frameworks available to schools to enforce actions designed to improve attendance.
- 'In school' attendance reward schemes, including raising the profile of attendance and ensuring pupils recognise what good attendance looks like

We are continuing to employ a range of strategies, including the above, at Outwood Academy Acklam. The Trust has regional directors of attendance who support the attendance teams within their academies.

E2 – Measuring pupil performance effectively and setting challenging expectations

Meeting the NEET target

Our target of zero NEETs will be achieved by a comprehensive careers programme that will fully meet the 8 Gatsby Benchmarks for good careers guidance by 2020. We will ensure that students in each year group, including the most fragile of learners, are regularly informed and inspired by multiple meaningful encounters with employers, particularly through curriculum subject lessons in Year 7 through to Year 11. We will provide monthly access to the full range of post-16 colleges, apprenticeship and training providers through lunchtime 'Careers Cafes' allowing students of all ages to be familiar with all the course and career options available to them, including the entry requirements, so they are motivated towards their education, and understand the importance of securing qualifications and the explicit skills required to be successful at further study and in the workplace. Our most fragile learners, and other students potentially at risk from becoming NEET, will be identified early in their school careers, and given extra support through additional mentoring, careers advisor meetings, and innovative visits and experiences at local post-16 providers and employer workplaces. They will be supported too through mock interviews and individual feedback, to ensure they are prepared for increasingly competitive places post-16, particularly apprenticeships. Personalised guidance in this way will be realistic but aspirational about what courses and potential careers are open to them, but in turn will focus on the challenges ahead too, so they are prepared well to succeed. We will remain in contact with our most vulnerable students once at college, fostering strong partnerships with post-16 providers to ensure that where problems arise, students are supported, including by ourselves when required, particularly if students decide to change courses or providers mid-year. We anticipate a close working relationship with Middlesbrough College, an Ofsted 'good' post-16 provider. The proposed site is located in very close proximity to the college.

Disadvantaged students are monitored and where needed receive intervention which is refocused every six weeks. This may mean one-to-one tuition, additional timetabled lessons, enrichment lessons or VMG lessons where needed. Our current academies, including Outwood Academy Acklam, use this model which raises attainment for all students, including disadvantaged students.

5. Systems and policies

All systems and policies currently implemented in the 21 OGAT secondary academies will apply to the proposed free school. These are freely available on the OGAT website, and the website of any of our academies.

Our policies ensure consistency and high standards and expectations of each member of staff and student in our academies.

E2 – Measuring pupil performance effectively and setting challenging expectations

High academic standards are made possible by a relentless focus on learning and a knowledge foundation which has strength and depth. This best occurs in an environment that places the right to learn, undisturbed by others, at its heart.

Our staff hold high expectations for attitudes to learning and consistently balance discipline with academic learning conversations and rigour. This ensures students' self-esteem is linked to learning not to negative, attention-seeking behaviour. Our student-centred ethos and the efficacy of our shared systems foster engagement, providing a climate for learning that enables sustained concentration in lessons and rewards effort. Everything we do in school must ensure quality learning because we are serious about raising student achievement and the behaviours that engender this.

Drawing a line which is clear and understood by all is good behaviour management practice, having a consequence when the line is crossed, meaning what we say and doing what we mean by issuing the consequence fairly and equitably and never cancelling it once issued is also good parenting. We recognise that some students, by the very nature of growing up and testing boundaries, will make mistakes and poor choices – we will always remain constant, offering the clear and consistent expectation that it is the behaviour that they display and not them as individuals that we will not tolerate. Behaviour is always about the choices a young person makes, the vast majority of students show impressive personal and social responsibility. As per the DfE guidance, exclusions as a result of serious or persistent breaches of our policy occur - as a last resort.

Highly effective training of staff and effective communication and shared expectations with all stakeholders will support the significant reduction of the behaviours which lead to exclusions in each of our academies on an annual basis. Moreover, we will work with local authorities and, where possible, seek to create partnerships with outstanding providers of alternative education which we can utilise to ensure that all children have access to appropriate provision.

All academies are able to input data on behaviour quickly and easily, monitoring and improving intervention as appropriate.

6. Targeted professional development

Senior leaders walk the academy site to monitor the quality of education, lesson observations are carried out each term and these, together with national agendas and the analysis of data from both Praising Stars and external examinations, inform the professional development of staff. All staff access a 2-hour 'Learning and Performance Time' each Tuesday to enable this targeted professional development to happen.

Our 73 directors who work across our trust as supernumerary staff, are experts in their subject and in teaching and learning. They will be deployed to the free school to ensure that the teaching and learning is of the highest quality. This, coupled with effective leadership at school level and robust teacher performance management, will ensure

E2 – Measuring pupil performance effectively and setting challenging expectations

that the students in the free school, which will include a high proportion of disadvantaged students, will experience the highest quality learning.

7. Praise culture for staff and students

Through Praising Stars, a graduation from year 8 into 9, year 11 prom, a free Outward Bounds trip for year 8 students coupled with our culture of ‘catch them being good’ and ‘catch them doing good’ makes for a really happy and motivated student- and staff body. We create a culture of applauding learning to celebrate achievement and progress in classrooms and around the academy. This is conducive to learning and to ensuring every student can achieve their best and importantly feels supported and nurtured to do so. Pledges is a huge part of our culture – this is covered in section E1.

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

OGAT has five academies in the Tees Valley (Acklam, Ormesby, Bishopsgarth, Redcar and Bydales). These are within easy reach of the proposed free school. Therefore, in the initial stages, we would recruit staff through our open academies. This would, in turn, release more experienced OGAT staff to teach in the new free school. The Executive Director of Curriculum and the Director of Curriculum work across the trust and construct all academy timetables. Therefore, as all OGAT academies run to the same timings, they will be able to facilitate, through the timetable, staff movement across our current academies and the proposed free school (including the 73 supernumerary subject directors in mathematics, English, science, humanities, MFL, arts, computing). The Executive Principal, Chief Executive Principal and CEO work across all OGAT academies to ensure consistency.

E3 – Staffing

The timetable would be blocked in such a way to facilitate movement at the start, middle or end of the day for staff so that we can deploy existing subject specialists at half-day sessions to the new school from our existing schools.

Organogram for Proposed Free School



Build-up of staff



The table above shows the staff build up assuming a yearly intake of 180. The financial model provided in section G shows the school is financially viable with this

E3 – Staffing

number of students. If income received is at [redacted] of this level, the table below details the actions that would be taken in order to maintain a balanced budget. This assumes that the reduction in income is due to a corresponding reduction in pupil numbers. If funding in real terms, and on a per pupil basis, is cut by [redacted] more radical measures would be required. Must demonstrate that will still deliver a sufficient curriculum – Waiting for PS to confirm

Sensitivity analysis at [redacted] Income					
	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>
Sensitivity	[redacted]				

E3 – Staffing

In this scenario the teaching FTE (full time equivalent) reduction will be spread across the curriculum to preserve the broad and balanced curriculum offer. Where there is a requirement for part time teachers this may also be shared with other nearby Outwood Academies to provide greater flexibility when recruiting. Reductions in the outer years would follow the same logic and result from slower growth in teaching hours, for individual teaching staff and particularly for part-time staff, across all subjects and leadership.

The CLFP (curriculum led financial plan) for every academy within OGAT is regularly reviewed by OGAT's Executive Director of Curriculum and his team. The process for setting the curriculum and staffing starts [REDACTED] months before the academic year begins and continuously iterates throughout the year, as a function of number on roll, to ensure that vacancies or overstaffing are managed appropriately. This ensures both curriculum and staffing are fit for purpose at the beginning of each academic year and within tight curriculum bonus (class size) and staffing contact ratio parameters. This tight control on staffing cost is key to the financial viability and mitigates the risk of the academy facing financial challenges. The budget cycle includes relatively mature iterations of the CLFP and also considers if any further actions need to be taken. This includes ensuring average teacher cost is appropriate e.g. reviewing middle and senior leadership structures and remuneration. Support staff and non-staff costs are also reviewed in detail to ensure that they are fit for purpose and are in line with internal and external benchmarks; and are in appropriate for the size of the academy and its context.

Staff Development

Leaders and teachers are well supported in our schools. We develop teaching capacity by providing permanent, supernumerary subject specialist directors who work across our academies. They support and challenge teachers to maximise impact advising on subject pedagogy, modelling quality practice and using their subject expertise to support effective planning and assessment. Specialists in Special Educational Needs and Disabilities and attendance help further secure the curriculum access critical to academic success. Within our Family of Schools, we actively facilitate collaborative work, shared subject specific training and teacher-led CPD across our family of schools encourages shared accountability and ownership leading to more effective sharing of information and solution development.

Staff at Outwood Academies access 2-hours of CPD per week and a wide programme of professional development courses through the Outwood Institute of Education (OIE) eg. Outstanding Teacher Programme, National Professional Qualification for Middle Leadership (NPQML), National Professional Qualification for

E3 – Staffing

Senior Leadership (NPQSL), National Professional Qualification for Headship (NPQH), National Professional Qualification for Executive Leadership (NPQEL).

We recognise the difficulties in recruiting teachers and as a trust we are proactive in approaching this. We run Outwood Institute of Education, our Teaching Schools Alliance. Outwood Academy Middlehaven will become a strategic partner of the Outwood Institute of Education (OIE), a multi-teaching school alliance of 6 teaching schools. The OIE takes a lead on the recruitment, retention and development of teachers across the north of England, working closely with three different higher education institutions to deliver high quality, school based initial teacher training.

In the north-east, the OIE works with Durham University to deliver a teacher training in key secondary subjects:

- Maths;
- English;
- Chemistry;
- Physics;
- Biology;
- Modern Foreign Languages;
- Geography;
- History; and
- PE.

There are currently 20 trainee teachers on this year's programme and the OIE are aiming to recruit 40 trainee teachers to begin training in September 2019. As a strategic partner, the academy will be fully engaged in the delivery of this training, from involvement in the recruitment and selection process to acting as a placement school and delivering bespoke sessions on the trainees' professional programme. This work will allow the academy to 'grow their own' as well as being a key partner in the supply of teachers for the region. This model is working successfully in Middlesbrough. Outwood Academy Acklam and Outwood Academy Ormesby are fully staffed.

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

Admissions – please read with section D, which includes a map of Middlesbrough’s admissions zones.

- Our planned approach to admission will follow the LA admissions code and oversubscriptions criteria. All OGAT academies follow their LA model for admissions. It is a key part of our values: “We always put collaboration before competition and will never do anything detrimental to a young person, member of staff, school or college in a neighbouring community.” There is a clear need for places in Middlesbrough and from 2020, there will be children without school places should the new free school not open. Therefore, the opening of a new school would not be detrimental to current schools; it would not hinder community cohesion in this respect.
- Furthermore, a major housebuilding programme is underway with more than 1,500 new homes completed over the last two years and 9,000 due by 2029. It is delivering middle- and upper-market properties alongside affordable housing with the aim to attract and retain economically-active households which support economic growth. The well-designed neighbourhoods will require significant infrastructure including new schools such as the proposed Free School. There is much unknown about the effects of this housing on Middlesbrough’s population.
- Housing development in Redcar & Cleveland in Nunthorpe’s and Guisborough’s Laurence Jackson’s catchment area is expected to displace pupils back to Middlesbrough schools (currently 442 out-of-catchment Middlesbrough residents).
- Middlesbrough currently has 7 secondary schools: with academies including a catholic academy, a Christian ethos academy (Emanuel Schools Foundation) and one community school. The Local Authority would welcome a new Outwood school and has been proactive in working with us. The new school is intended to complement current provision and help provide a high standard of educational choice central to attracting families to move to Middlesbrough and take up housing and economic opportunities.
- Pupils living in the centre of town are covered by several school “catchments”. King’s Academy and Outwood Academy Acklam have discrete catchments covering the centre of town. Trinity Catholic College’s catchment covers the whole town and Macmillan’s much of the town including the town centre area. However, there is no physical location in the Central Middlesbrough for pupils to attend secondary school. Pupils must therefore travel out of the area to attend

E4 – Integration and community cohesion

school. Some of the largest increases in the primary-school age population are in Central Middlesbrough exacerbating the problem.

- As pupil numbers increase, the risk increases of those living further away from their catchment schools not being able to secure a place. In Middlesbrough, the geographical gap in provision means those pupils living in the centre of town will lose out first and for longest. A central location for the school would alleviate the pressure for places across the town, while reducing the risk that some of Middlesbrough's most deprived pupils will not be able to secure a place or suffer from lack of school choice.
- Central Middlesbrough has seen increased mobility in recent years, largely from international new arrivals. It has a substantial resident population of learners with English as an additional language and a high percentage of disadvantaged pupils (see below). The proposed school will help ensure significantly better outcomes for its disadvantage, EAL and SEND cohorts further improving standards and life chances in Middlesbrough. Our schools, such as Outwood Academy Acklam, secure strong outcomes for all pupils.
- The addition of a new Outwood Free school will help secure an upward trajectory of school improvement across the town. Outwood has sponsored two schools, both, in challenging circumstances, in the town and this has led to their rapid and sustained improvement. The creation of the proposed new secondary school would increase the number of students educated in a good or better secondary provision. Currently, almost a third of students in Middlesbrough who are entitled to free school meals attend a secondary school which is graded less than good.

We will welcome students and families of all faiths and none and this is reflected in the population of Outwood Academy Acklam, and we expect the new free school to be very similar to this. Whilst it is rarely the case that parents request that their child does not attend RE lessons, we have a range of meaningful alternatives including: one-to-one tuition in English, mathematics and science, several staffed independent learning zones in the academy (eg Learning Resource Centre or The Bridge or Personalised Learning Centre). These areas also incorporate quiet zones for those who need time to pray or reflect. With a high Muslim population in Outwood Academy Acklam, we always engage with faith leaders at key times of the year, including the supporting of Eid and recognising it in school.

Curriculum

We will be following the curriculum outlined earlier in section E, the same as at the proposed school's neighbouring academy, Outwood Academy Acklam. In its most recent Ofsted report, inspectors commented specifically on this:

A broad curriculum ensures that students are well equipped with basic skills in literacy and numeracy and promotes their spiritual, moral, social and cultural awareness very successfully. A wealth of enrichment activities, trips and visits and special events broaden students' experiences, celebrate their achievements, and help them to believe that all things are possible. Students are, therefore, well

E4 – Integration and community cohesion

prepared for the next steps in their education and for their future lives as citizens of modern Britain.

SMSC/PSHE

As part of our commitment to spiritual, moral, social and cultural development (SMSC), students study religious education within the academy's Life programme. In addition to specific content delivered through the Life programme, students also experience SMSC across other curriculum areas. Life lessons also promote students' personal, social, health and citizenship (PSHCE) development and understanding. Our approach to PSHCE forms part of the OGAT Relationship and Sexual Education Policy, available on the OGAT website.

An example overview of our Life curriculum is as follows:

Year 7 Life						British Values
Sikhism	Healthy Living	Relationships	Easter	Changing the Planet	Prejudice & Discrimination	
Year 8 Life						
The Holocaust & Judaism	The World of Work	The Afterlife	Citizenship	Ethics	Crime & Punishments	
Year 9 Life						
Rights & Responsibilities	Relationship & Sex Education	Beliefs	Citizenship	Hinduism	Money & Finance	
Year 10 Life						
Citizenship	Relationship & Sex Education	Matters of Life & Death	Government & Democracy	Women in Religion	Drugs & Alcohol	
Year 11 Citizenship						
Life in Modern Britain	Rights & Responsibilities	Active Citizenship	Politics & Participation	Exam		
	Social					
	Moral					
	Spiritual					
	Cultural					
	British Values					

At Outwood Academies, we ensure that our pupils are fully prepared for life both in and outside of school. We recognise that all students need to develop spiritually, morally, socially and culturally. This development allows them to make sense of their world and our curriculum helps develop an informed and balanced view on world events, beliefs and values of others. In lessons students have opportunities to explore their values and the values of others. Our broad and balanced curriculum holds at its heart fundamental British Values which promotes respect and tolerance of all faiths, respect of law and rules and the belief in liberty and freedom for all people. We actively promote through extra-curricular activities the role of democracy and the importance of active citizenship.

We promote SMSC in the following ways:

Spiritual

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone. At Outwood Academies this may be done through:

- Exploring different beliefs & faiths.
- Studying the concept of identity in literature and art.
- Allowing time for personal reflection.

Moral

Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Outwood Academies we work towards an understanding of what is right and wrong. From this basis students may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour. At Outwood Academies this may be done through:

- Asking and answering moral questions.
- Studying texts and exploring moral dilemmas that characters face.
- Using thought for the week to explore big questions in a collaborative way.

Social

This enables students to become conscientious participants in their family, class, academy, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires. At Outwood Academies this may be done through:

- Collaborative learning structures.
- Raising awareness of social media and how to use it critically.
- Developing our oracy skills through student led presentations and class discussions.

Cultural

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others. At Outwood Academies this may be done through:

E4 – Integration and community cohesion

- Inclusion of photographs, artefacts and music from other cultures.
- Being part of a Vertical Mentoring Group which is linked to other countries and continents.
- Fostering strong international links with partner schools through language classes and extra-curricular activities.

We regularly audit departments' contribution and coverage of SMSC and adhere fully to the PREVENT duty. OGAT have policies available on their website regarding safeguarding. The Chief Operating Officer leads on PREVENT across the trust. In each academy, the safeguarding officer and inclusion coordinator lead on this locally. For Life/SMSC, there will be a nominated lead teacher line managed by a Vice Principal at the school.

Democracy and Student Voice

Outwood Academy Middlehaven will be a community and as such we believe that all students are entitled to contribute actively in shaping the educational experience they and their fellow students receive. Any student in any classroom in any year, has a voice that should be heard in the Academy. Student Voice allows students to share who they are, what they believe, and why they believe what they do with their peers, parents and teachers. At Outwood Academy Middlehaven, we will care about what the students think and will take time to listen to their views. We do this through our student president. The student president will be elected by the student body and the whole process will mirror the democratic process from candidate promotion, campaign days, polling day (including polling booths, ballot papers sent home etc) and the presidential inauguration. This highlights our commitment to the democratic process and our ambition for Middlesbough; empowering its people to taken control of their town by voting and having a say.

The president and their team meet regularly and these meetings/projects can include, praise, enrichments, SMSC and fundraising projects. The President meets regularly with the Principal and also present in assemblies, at events and support with staff interviews.

As has already been covered, the free school will comprise of a number of religions and faiths as per:

First Languages

As stated in this application, we expect the cohort for Outwood Academy Middlehaven to be similar to Outwood Academy Acklam, where there are 38 first languages. Of the students for whom English is an additional language, this is a breakdown of the most common first languages that will be spoken by students at Outwood Academy Middlehaven is as follows:

Panjabi	25%
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E4 – Integration and community cohesion

Urdu	15%
Arabic	11%
Romanian	10%
Czech	5%
Kurdish	4%
Pashto/Pakhto	4%
Bengali	4%

We expect the breakdown of religions to be as follows:

Buddhist	0.1%
Catholic	0.5%
Christian	39.5%
Church of England	8.0%
Hindu	0.4%
Methodist	0.5%
Muslim	46.6%
Other Religion	1.9%
Roman Catholic	1.8%
Sikh	0.6%

We have a strong track record of community cohesion and we are ambitious for this in the new free school. Students will get opportunities to mix with other students through transition events in the early days. Furthermore, the free school will hold assemblies for all students, which will cover a range of themes, including tolerance, British values and citizenship. Students will be fully integrated also through the Vertical Mentor Group (VMG) that they will be assigned to. Each group will comprise of five students from each year group. Each VMG will be named after a country (with each country belonging to a continent). Students will therefore learn about various countries, beliefs, cultures etc as part of the VMG system. We will adopt a zero tolerance approach to bullying, discrimination and racial behaviours.

Our experience of working in Middlesbrough tells us that it is vital to engage parents, particularly those 'harder to reach' and we will be committed to doing this in the free school. This is covered in **section E1**.

Transition Out

As well as the effective transition arrangements from primary highlighted in **section C**, we effectively manage transitions out for our Year 11 to their intended destinations by fostering close partnerships with post-16 partner colleges and apprenticeship/training providers to provide additional, inspirational support within the school. We will promote all post-16 open evenings effectively and relentlessly, tracking Year 11 students to ensure they are taking early opportunities in the academic year to visit partners, gain ideas for post-16 studies, and apply promptly. For our most vulnerable students, these visits will be supported, alongside

E4 – Integration and community cohesion

preparation for interviews, particularly for competitive apprenticeships. We will supplement our approach with a careers interview for every student, with more depending on need for those at risk of NEET or require additional support, such as those with SEND. Interviews will be realistic but aspirational, to ensure students' expectations are managed, or boosted to encourage students to push for the qualification level that they are capable of. We will take opportunities to visit providers in Year 10, through after school 'access days', and will promote the wide range of choices available to help students decide, through monthly lunchtime 'Careers Cafes' and our annual Careers Fair. We will support students with enrolment, promoting when and where these are happening, and hosting enrolment sessions on Results Day, within the academy, where appropriate. We will monitor students' intended destinations through surveys and 'check-ins', and will do the same once decisions have been made after the GCSE results. We will work in partnership with all providers to ensure all students start courses in September, and will offer support where students do struggle with transition, to ensure that few students drop-out, but where they do, they are quickly helped to join alternative courses.

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

Outwood Grange Academies Trust (OGAT) has a strong track record of schools across Northern England, including Middlesbrough local authority. We have a strong central team, who are deployed in accordance with need. This includes 73 subject directors, HR, finance, estates, IT etc. The executive team meet every 3 weeks and decisions are made regarding deployment at this meeting. This way, support is directed where it is needed in a timely way.

F1 – A strong track record

In Ofsted terms, the following table shows the judgement prior to OGAT sponsorship and the current judgement with OGAT sponsorship:

<u>Outwood Academy (date joined)</u>	<u>Ofsted judgement prior to OGAT sponsorship</u>	<u>Most recent Ofsted judgement (most recent inspection date)</u>
Outwood Grange Academy (9/2009)		- Outstanding - (last inspection 02/12)
Outwood Academy Adwick (9/2009)	Special Measures	Outstanding (02/2016)
Outwood Primary Academy Kirkhamgate (03/2013)	Special Measures	Outstanding (09/2014)
Outwood Academy Portland (06/2012)	Special Measures	Outstanding (03/2014)
Outwood Academy Ripon (09/2011)	Satisfactory	Outstanding (01/2016)
Outwood Academy Valley (06/2012)	Notice to Improve	Outstanding (05/2017)
Outwood Academy Bydales (02/2015)	Special Measures	Outstanding (01/2018)
Outwood Academy Acklam (09/2013)	Special Measures	Good with Outstanding Leadership (04/2015)
Outwood Academy Brumby (04/2013)	Special Measures	Good with Outstanding Leadership (03/2015)
Outwood Academy Foxhills (09/2014)	Special Measures	Good with Outstanding Leadership (01/2016)
Outwood Academy Newbold (01/2015)	Special Measures	Good with Outstanding Leadership (11/2017)
Outwood Primary Academy Lofthouse Gate (09/2013)	Good	Good with Outstanding EYFS & Behaviour/Safety (06/2016)
Outwood Primary Academy Ledger Lane (12/2012)	Satisfactory	Good (04/2018)
Outwood Academy Ormesby (09/2015)	Special Measures	Good (05/2017)
Outwood Academy Shafton (03/2015)	Special Measures	Good (01/2018)
Outwood Academy City (01/2014)	Special Measures	Requires Improvement with Good Leadership (09/2016)
Outwood Academy Carlton (02/2016)	Special Measures (Good under OGAT NLE)	<i>Awaiting Inspection</i>
Outwood Academy Bishopsgarth (11/2016)	Requires Improvement	<i>Awaiting Inspection</i>

F1 – A strong track record

Outwood Academy Danum (12/2016)	Requires Improvement	<i>Awaiting Inspection</i>
Outwood Primary Academy Darfield (12/2016)	Requires Improvement	<i>Awaiting Inspection</i>
Outwood Academy Easingwold (04/2018)	Special Measures	<i>Awaiting Inspection</i>
Outwood Primary Academy Greystone (01/2018)	Special Measures	<i>Awaiting Inspection</i>
Outwood Primary Academy Littleworth Grange (12/2016)	Requires Improvement	<i>Awaiting Inspection</i>
Outwood Academy Redcar (10/2017)	Requires Improvement	<i>Awaiting Inspection</i>
Outwood Academy City Fields (07/2018)	Outstanding	<i>Awaiting Inspection</i>
Outwood Academy Freeston (05/2018)	Requires Improvement	<i>Awaiting Inspection</i>
Outwood Academy Hemsworth (05/2018)	Requires Improvement	<i>Awaiting Inspection</i>
Outwood Primary Academy Newstead Green (05/2018)	Requires Improvement	<i>Awaiting Inspection</i>
Outwood Primary Academy Bell Lane (04/2018)		<i>Awaiting Inspection</i>
Outwood Junior Academy Brumby (09/2018)	Special Measures	<i>Awaiting Inspection</i>
Outwood Primary Academy Park Hill (04/2018)	Requires Improvement	<i>Awaiting Inspection</i>

In terms of outcomes for students, we have a strong track record of improvement, particularly with disadvantaged students. In 2017, OGAT's progress 8 for disadvantaged students was +0.21 which is higher than the national figure for non-disadvantaged students. The overall progress 8 for all students across the MAT was +0.48, which is significantly higher than the national figure of -0.03.

Outwood Academy Acklam, our academy which we expect the proposed free school to be similar to, was +0.71, well above average, (with disadvantaged students at +0.69). The local authority average for progress 8 was 0.06 for non-disadvantaged students and -0.08 for all students. We have a strong track record of making exceptional progress with our EAL students, with 2017 being +1.41.

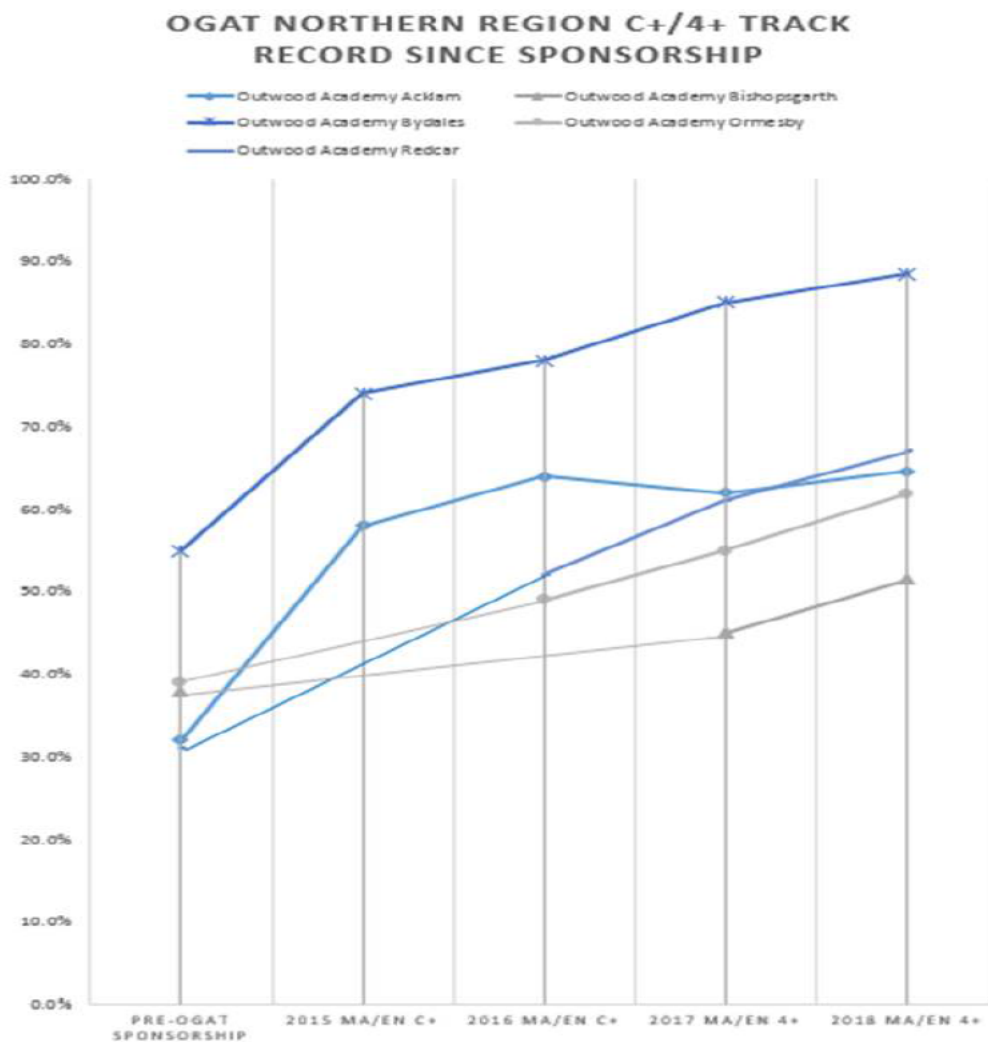
In 2018, Outwood Academy Acklam's results for disadvantaged students were as follows: achieving 4+: 64.5% (5+: 39.5%) with +0.39 progress* (whole cohort 64.6%, 39.4% and +0.32* respectively). Our track record of achievement with disadvantaged students is excellent. This is based on 76/127 (60%) of the cohort classified as

F1 – A strong track record

disadvantaged. The proposed free school would replicate the approaches used at Outwood Academy Acklam and therefore raise the standards for disadvantaged students in the town. (*unvalidated)

The table below shows the outcomes for OGAT academies. Cells 'greyed out' indicate that the figures were achieved when the academy was not under OGAT leadership (ie prior to sponsorship).

OGAT works within regions and the proposed free school would fall within the Northern Region. The chart shows the Tees Valley Northern Region academies' track record since sponsorship.



F1 – A strong track record

Academy	LEA	Local Authority	National Average (4+ /Ma/En)	Local Authority Average (4+ /Ma/En)	2018 /Ma/En 4+	2017 /Ma/En 4+	2016 /Ma/En C+	2015 /Ma/En C+	2017 Progress 8	2016 Progress 8	2018 /Ma/En 4+	2017 /Ma/En 4+	2016 /Ma/En C+	2015 /Ma/En C+	2017 Progress 8	2016 Progress 8
Outwood Academy Acklam	806	Middlesbrough	63.90%	58.4%	64.6%	62%	64%	58%	0.71	0.63	64.5%	57%	63%	52%	0.69	0.61
Outwood Academy Adwick	371	Doncaster	63.90%	58.4%	64.8%	65%	63%	65%	-0.08	0.18	42.6%	51%	54%	57%	-0.45	0.04
Outwood Academy Bishopsgarth	808	Stockton-on-Tees	63.90%	63.6%	51.5%	45%	38%	49%	-0.4	-0.4	40.8%	32%	26%	42%	-0.68	-0.47
Outwood Academy Brumby	813	North Lincolnshire	63.90%	64.8%	75.0%	68%	60%	62%	0.17	0.1	53.6%	56%	53%	48%	0.19	0.13
Outwood Academy Bydales	807	Redcar and Cleveland	63.90%	60.5%	88.5%	85%	78%	74%	0.65	0.26	76.0%	81%	63%	57%	0.28	0.12
Outwood Academy Carlton	370	Barnsley	63.90%	59.7%	61.6%	68%	63%	56%	0.53	0.14	58.2%	58%	43%	46%	0.08	-0.24
Outwood Academy City	373	Sheffield	63.90%	59.5%	66.9%	69%	68%	69%	0.3	0.3	49.1%	41%	55%	36%	-0.45	-0.17
Outwood Academy City Fields	384	Wakefield	63.90%	63.2%	59.3%	59%	54%	59%	0.31	0.01	52.6%	58%	40%	37%	0.15	-0.13
Outwood Academy Danum	371	Doncaster	63.90%	58.4%	67.0%	62%	50%	32%	0.36	-0.06	50.7%	45%	33%	13%	-0.13	-0.57
Outwood Academy Easingwold	815	North Yorkshire	63.90%	71.1%	87.0%	74%	65%	71%	0.2	-0.28	81.0%	50%	35%	52%	-0.44	-0.76
Outwood Academy Foxhills	813	North Lincolnshire	63.90%	64.8%	62.1%	72%	65%	58%	0.47	0.27	46.8%	54%	51%	52%	0.06	0.04
Outwood Academy Freeston	384	Wakefield	63.90%	63.2%	51.5%	57%	55%	59%	-0.51	-0.07	39.4%	25%	31%	31%	-0.9	-0.64
Outwood Academy Hemsworth	384	Wakefield	63.90%	63.2%	37.4%	48%	51%	43%	-0.58	-0.14	25.0%	36%	42%	29%	-0.92	-0.3
Outwood Academy Newbold	830	Derbyshire	63.90%	64.9%	75.2%	73%	71%	71%	0.48	-0.21	60.6%	63%	48%	40%	0.35	-0.86
Outwood Academy Ormesby	806	Middlesbrough	63.90%	58.4%	61.9%	55%	49%	39%	0.05	-0.23	50.0%	45%	44%	32%	0.12	-0.41
Outwood Academy Portland	891	Nottinghamshire	63.90%	65.9%	76.9%	79%	88%	84%	0.76	0.93	66.7%	74%	82%	69%	0.55	0.73
Outwood Academy Redcar	807	Redcar and Cleveland	63.90%	60.5%	67.0%	61%	52%	31%	0.22	-0.22	58.0%	46%	38%	21%	0.02	-0.36
Outwood Academy Ripon	815	North Yorkshire	63.90%	71.1%	75.3%	76%	77%	80%	0.83	0.51	66.7%	54%	67%	79%	0.94	0.36
Outwood Academy Shafton	370	Barnsley	63.90%	59.7%	57.7%	61%	54%	49%	0.15	0.01	42.9%	51%	40%	36%	0.51	0.16
Outwood Academy Valley	891	Nottinghamshire	63.90%	65.9%	80.8%	80%	85%	79%	0.71	0.43	66.7%	78%	80%	64%	0.71	0.72
Outwood Grange Academy	384	Wakefield	63.90%	63.2%	81.5%	84%	84%	85%	0.48	0.29	57.8%	71%	58%	76%	0.2	-0.03

Whilst we recognise that it is quite unusual for a trust to have so many schools whose predecessor schools' most recent Ofsted inspections were not good, obviously these did not happen whilst under the leadership of the trust. We have a strong track record of transforming schools quickly and the Ofsted data and the outcomes data in the above tables shows this. Therefore, this shows that we have the capacity to open a free school in Middlesbrough.

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

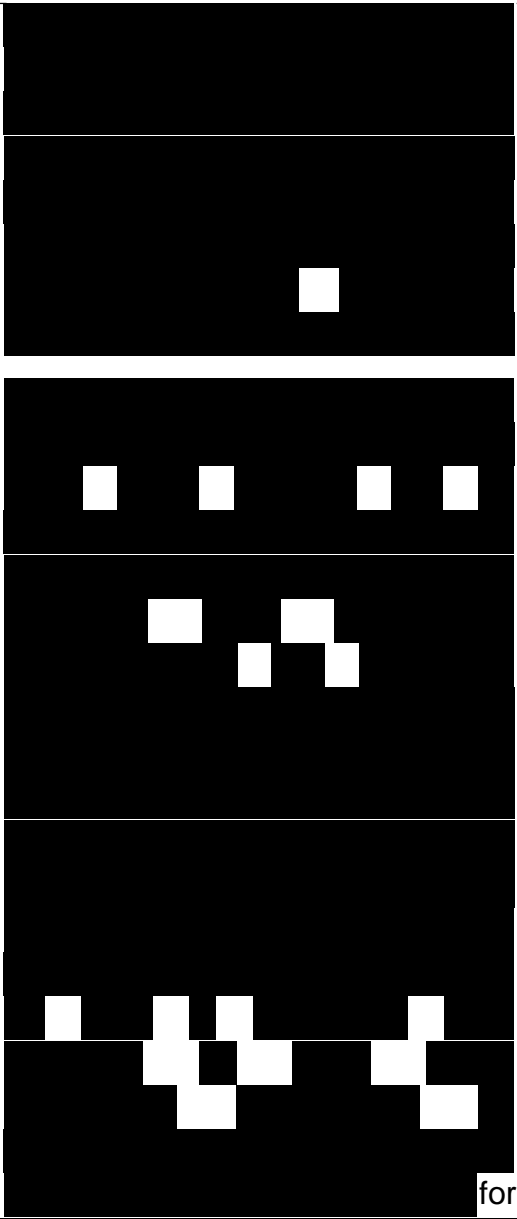
F2(a) – Skills and experience of your team

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:

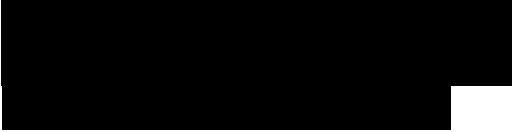
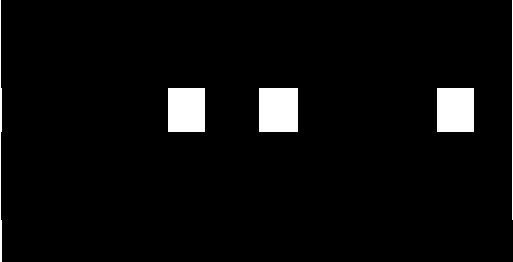
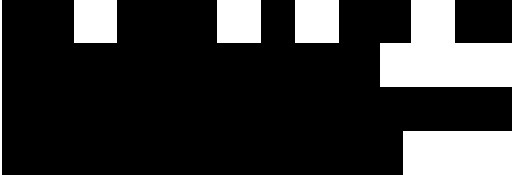
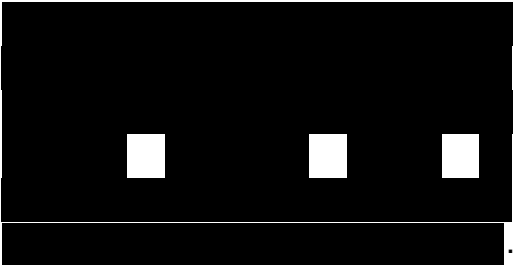



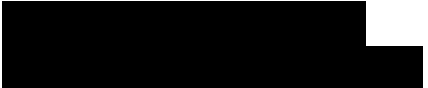

- Complete Table F2(a);
- Include CVs of individuals as appendices at the end of this application form (please note they do not count towards the page limit);
- Provide a short commentary on your plans in box F2(a); and
- Refer to Section F of the [how to apply guide](#) for what should be included in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

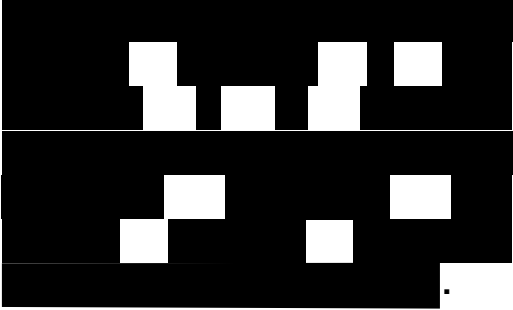



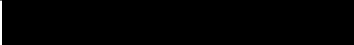

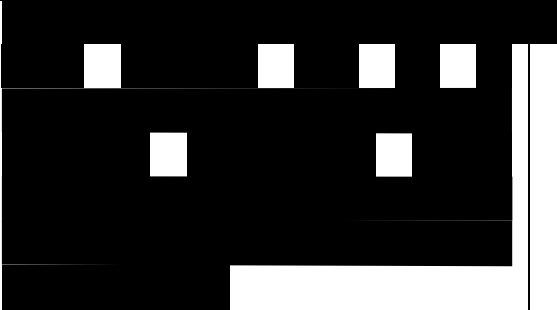



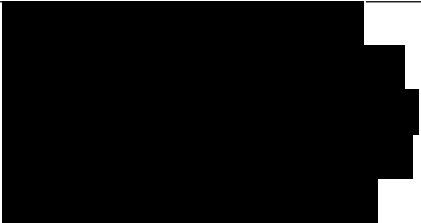
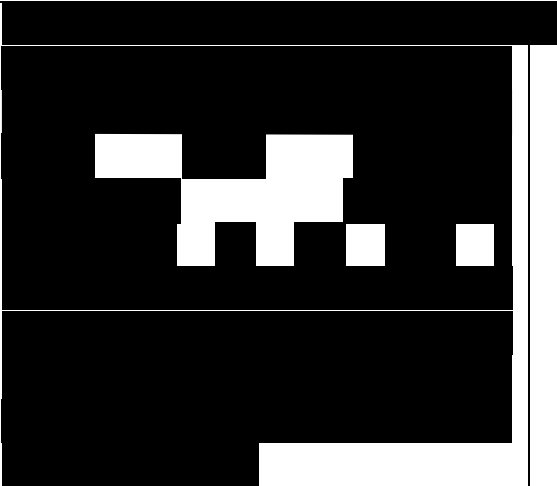
Table F2(a) – Skills and experience of your team



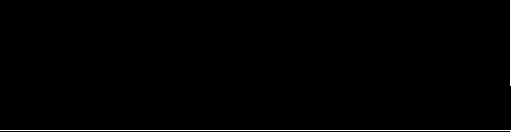
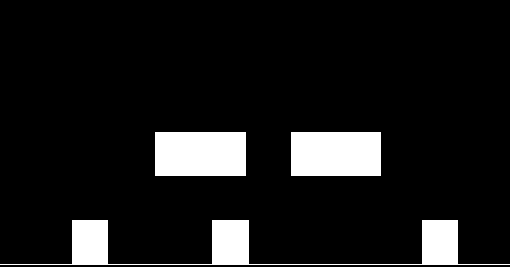
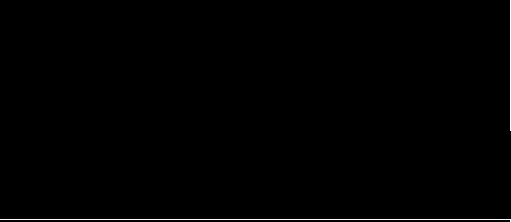




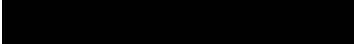

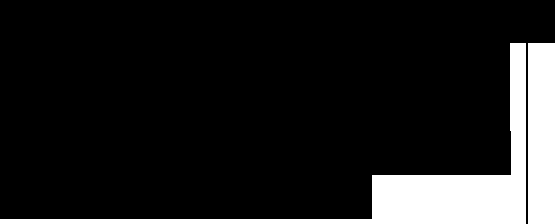
Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
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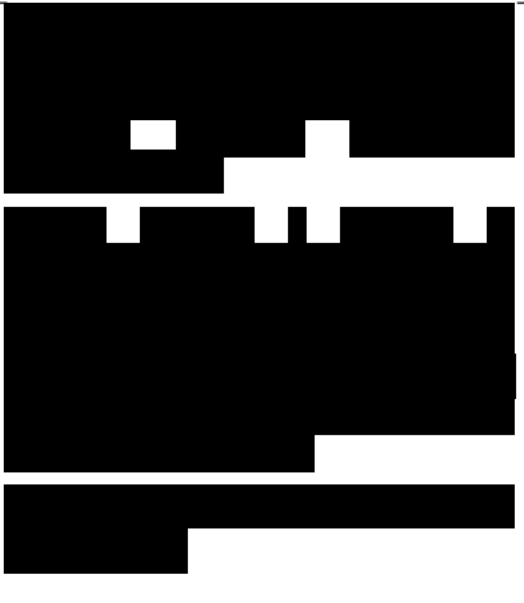




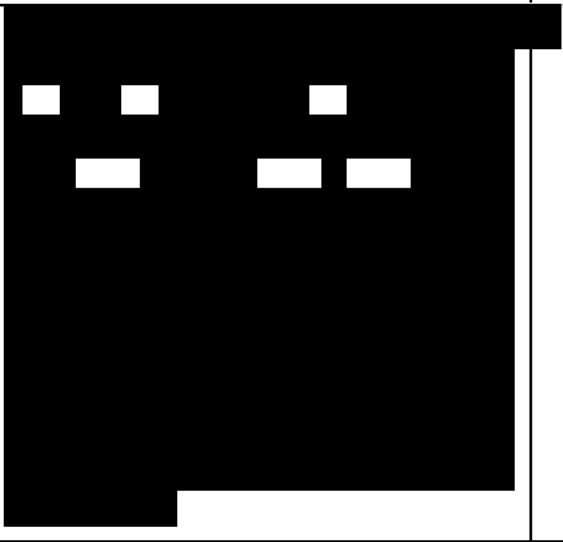
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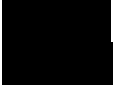
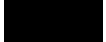




					
					
					
					
			 		

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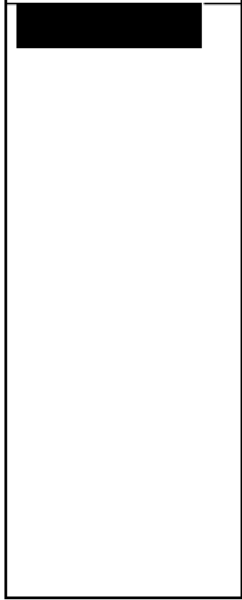

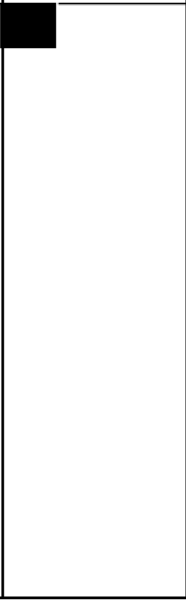

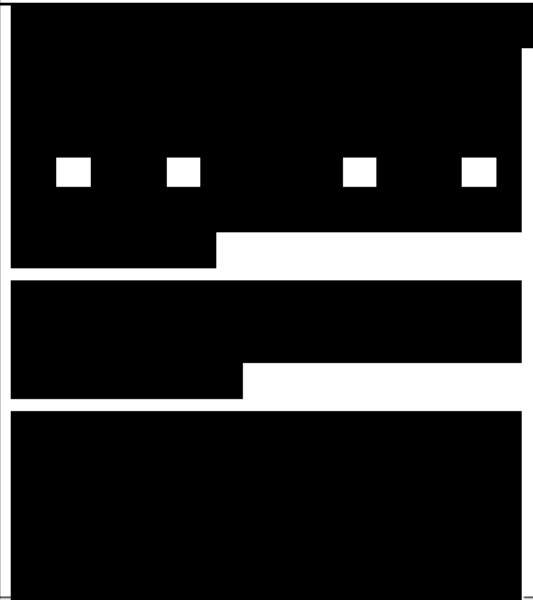
					
					




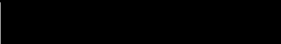
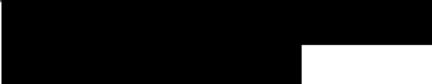



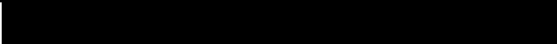

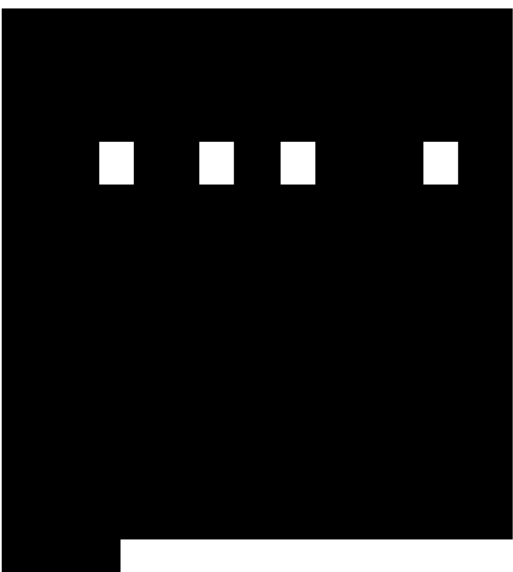





					
				 	
				  	
			 	 	


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F2(a) – Skills and experience of your team

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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?
[REDACTED]	[REDACTED]	[REDACTED]

F2(b) – Plans for recruiting a principal designate and executive head
<p>As a MAT that builds capacity in advance of need at every level of our organisation, we already have colleagues within our trust who are ready to move into a principal designate role in the area and have strong leaders within our Executive Team to lead the school at an executive level. Through our leadership model, we successfully develop leaders at all levels who are then able to take on whole school responsibilities.</p> <p>Principal Designate</p> <p>We will appoint a principal designate a minimum of two terms ahead of opening, who will be part of the opening team. We will advertise for this post within our trust, where a number of Vice Principals and Associate Principals are currently being developed within current Outwood Academies towards principalship. The Executive Principal, Chief Executive Principal and Chief Executive Officer will form the selection panel, in line with the trust's Scheme of Delegation (see appendix).</p> <p>The Principal of the free school will work under an Executive Principal, who leads the trust's academies in Middlesbrough and knows and understands Middlesbrough well. The Executive Principal is a National Leader of Education and a National Leader of Governance. He led Outwood Academy Acklam from Special Measures to Good with</p>

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

Outstanding leadership and Outwood Academy Ormesby from Special Measures to Good. He is also Chair of Governors in an Outstanding primary school; Newcomen Primary School in Redcar. We recognise that the free school will have different challenges and so we will require specific skills of the principal designate, for example, the ability to start the school, marketing, developing relationships with key members of the community, managing staff (where some might not be full time in the academy in the first instance) etc.

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

OGAT Trust Governance Structure

Set out below is the structure of Outwood Grange Academies Trust's (OGAT) governance arrangements. This outlines the functions and responsibilities of each tier of governance within the organisation and how they interact with each other to monitor, challenge and support statutory compliance and raising standards.

In the Academies Financial Handbook (AFH) (and have recently changed procedures to ensure that the board gets a monthly report) the Education Skills Funding Agency (ESFA) provides detailed guidance on the roles and responsibilities of Members, Trustees and Governors. The latest AFH is available on the ESFA website. OGAT is a charitable company limited by guarantee, as such, the liability of the members is set at [REDACTED] in the Trust's Articles of Association.

The Trust has a number of layers of governance:

1) The Members who operate at a strategic level with ultimate control over the direction of the Trust

The functions of the Members include:

- Overseeing the achievement of the objectives of the Trust.
- Taking part in Annual and Extraordinary General Meetings.
- Appointing trustees.
- Signing off the company's financial accounts and annual report.
- Power to amend the Articles of Association (subject to approval by the DfE) and, ultimately, to remove trustees.

Overall, Members usually have much more limited practical involvement in the management of the Trust than the trustees.

2) The Trustees have responsibility for day-to-day management and operation of the Trust on behalf of the Members and their key responsibilities are to:

OGAT is governed by non-executive directors constituted under a Memorandum of Association and Articles of Association. This Board of Directors (Board) is responsible for ensuring that high standards of corporate governance are maintained. The Board exercises its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the academies. This affords greater opportunities for collaboration not only with regards to teaching and learning but also in terms of the management of each Academy, including the procurement of goods and services.

The Board is also governed by the terms of any Funding Agreements that are in place and the Academies Financial Handbook (AFH).

- Ensure the quality of educational provision
- Challenge and monitor the performance of the Trust
- Manage the Academy Trust's finances and property/safety
- Manage the staff

F3 – An effective governance structure

- Exercise reasonable skill and care in carrying out their duties
Ensure that the Trust complies with charity and company law
- Operate the Trust and its academies in accordance with the Funding Agreement that has been signed with the Secretary of State

3) The Academy Council Governors

Each academy, or a group of academies across a close geographical area, has local governance arrangements in the form of an Academy Council (AC). The AC is a sub-committee of the Board. The role of the AC is to carry the Trust's vision, values, policies and priorities forward, provide internal assurance and, in addition, to develop the local community and employer links.

The AC are made up of governors who are expected to **question, challenge** and **support** the academy's leadership.

The governors are part of the leadership of the academy. It is their role to:

- ensure that the academy is being run effectively
- hold the academy to account
- provide a link between the academy, the trust and the local community
- develop their own partnerships and collaborations

For the free school, we recognise that it is high risk in terms of our overall portfolio, simply because it is a new venture and provides challenges different to what we have experienced in our open academies. We therefore recognise the need to monitor it more closely first instance. Therefore, the AC from Outwood Academy Acklam will also operate as the AC for the free school. The Chair of this AC is also a board member (trustee) and so has a direct channel to whole trust leadership. The trust has an established model for joint ACs, which can also be seen in the scheme of delegation (appendix). We feel that this reduces the risk in terms of local governance.

4) The Executive Board of the Trust

The Executive Board is led by the Chief Executive who is appointed by the Members/Trustees. The Chief Executive and Trustees in turn appoint a group of individuals to provide **support** in the leadership of the Trust's day-to-day activities including; school improvement, finance and human resources.

The Executive Board is a **sub-committee of the Board** and shall be appointed by the Board of Directors. Its purpose is to manage generally the business of the Trust within agreed financial limits set by the Board from time to time. Subject to these financial limits, the Executive Board has primary authority for the day to day management of the Trust's operations save for those matters which are reserved to the Board or its committees.

The Executive Board is the overall decision-making body for performance and delivery, under delegated authority from the Board.

The Chief Executive is also designated as the Accounting Officer for the purposes of the Trusts Funding Agreement with the Funding Agreement. This designation confers legal responsibility for financial and administrative matters.

F3 – An effective governance structure

The Executive Board meets regularly and co-ordinates the policies and activities of the Trust in conjunction with the Trustees. They attend Trustee Board meetings and are responsible for interpreting and implementing the direction and decisions of the Board.

5) The Executive Team of the Trust

The Executive Team is, again, led by the Chief Executive. The main purpose of the Executive Team is to **monitor**, **challenge** and **improve academy performance**. This includes, but is not limited to:

- **Academic performance of all students at every key stage;**
- The implementation and consistency of the 7-strand transformation model;
- Curriculum and staffing management; and
- Financial and resource allocation.

The executive principal for the free school is **part of the executive team** and as such will hold the principal and senior team to account.

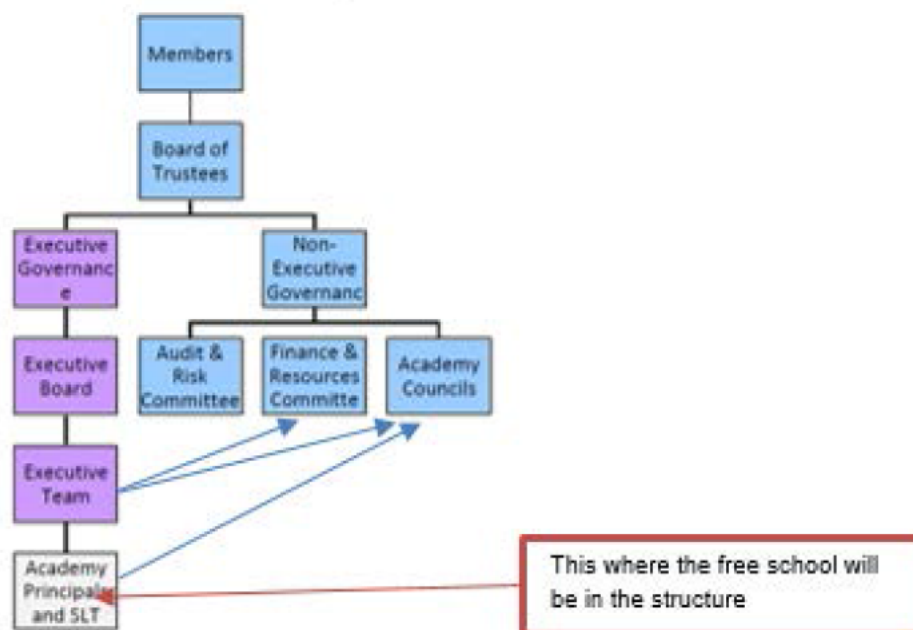
The Executive Team is responsible for the **day to day monitoring** of the **performance** of the academies and for the **educational outcomes of students**, under **delegated authority** from the Board.

6) Individual Academy Leadership

Individual academies are led by a Principal, who is the person responsible for the day-to-day running of the academy.

The Principal is supported by a Senior Leadership Team (SLT) which is made up of senior members of staff. Through their wide range of expertise and experience, the SLT work together to ensure that every student enjoys their time at the academy and reaches their full potential.

OGAT Governance Structure Diagram



F3 – An effective governance structure

Financial Governance

Financial governance of the academy would be incorporated into the Trust's existing governance structure, including applying the same system of internal control, and in particular, the Trust's scheme of delegation. The Executive control of finances is led by the Chief Financial Officer who reports management accounts to the Board of Directors on a monthly basis per the requirements of the September 2018 Academy Financial Handbook. The latest status is reviewed at Trust Board meetings with a more detailed review taking place at the Finance and Resources committee. This process informs the view of the Executive, who take action as required. At an academy level finances are controlled by the Principal, a school business manager and an experienced Finance manager who is typically responsible for 3 or 4 academies. All three regularly meet to review and discuss the physical drivers behind actual and forecasted results making changes as permitted by the scheme of delegation. Outside of this, changes are escalated to the Executive or Board as required. In addition minutes from the Academy Councils are reported to the Board and Councils are specifically requested to report any concerns. The Board seeks assurance over the effectiveness of financial controls from the Audit and Risk Committee who in turn commission internal audits from external experts. This includes an annual cycle of key financial control audits with testing prioritised on a risk basis. In the pre-opening and opening phase of the academy extra emphasis and oversight would be given to ensure all levels of the governance structure remain fully cognisant of the additional challenges that may face a free school and that any potential issues are responded appropriately.

How we manage conflict of interest

Declarations of interest are sought at least annually for all budget holders, senior leaders and governors within the Trust in order to identify any potential for conflicts of interest. If these are identified, we then ensure that this individual has no contact or involvement in the tendering or awarding of contracts, in addition a strict segregation of duties ensures that no single person has full control of the procurement process. The introduction of our Procurement Manager last year has ensured that this is also monitored centrally against all contracts. The Finance Teams at all academy sites have access to the declarations database to allow for checks to be made whenever a new supplier is added to the Trust's financial systems. The Trust actively avoids all related party transactions wherever possible. Typically, the only exception to this is transactions with a wholly owned subsidiary Outwood Grange Services Limited, usually referred to as the Outwood Institute of Education.

How we externally review the governance of the Trust

The trust board undertake a self-review annually to consider their performance individually and collectively. Similarly, skills audits and performance reviews are undertaken at an Academy Council level. The Trust's internal auditors have

F3 – An effective governance structure

undertaken a biennial audit of the governance and on both occasions rated it at their highest level of assurance.

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 included financial model shows a financially viable academy based on an annual intake of [REDACTED] students. Further information on key assumptions and stress testing is provided below:

OGAT has an enviable track record of championing the use of ICFP (also known as CLFP) and using it across every one of its existing academies. The teaching staff requirement for the free school has been modelled using OGAT's CLFP (curriculum led financial planning) tool. With the benefit of no legacy curriculum, this results in a near optimum and very cost effective staffing structure. In 2025/26, this will give a curriculum [REDACTED]. In the early years, a number of part time positions are required meet curriculum requirements and maintain the desired staffing ratios. The proximity of other Outwood academies means that these can be filled with a mixture of actual part time teachers and full time teachers split across more than one academy.

The staffing cost model does not factor in the financial impact of staff incrementing or receiving inflation linked pay awards. To allow for this the costs included assume an average salary for all roles. For teachers this has been taken as being [REDACTED] for leadership and support staff this has simply been taken as [REDACTED]. As a sensitivity check, this has also been modelled with all staff at the [REDACTED] of their respective scales. This is still affordable in all years but reduces the cumulative surplus in 2028/29 to [REDACTED]. A [REDACTED] cost of living increase on all staff

G1 – Additional commentary on financial viability

wages has been included to protect for the eventuality that pay awards do not attract an equivalent increase in funding.

The deprivation factors assumed in the ready reckoner have been changed to mirror the actual deprivations factors in Outwood Academy Acklam. With the benefit of local intelligence from running Outwood Academy Acklam, this is more representative of the expected student population than the local authority average (see section B for more details). However, in stress testing the model we have ensured that the school is financially viable, at the planned capacity but at the local authority average rates.

Included within the budget is a recharge of specialist subject directors (see section E for more details). These directors are employed centrally by the Trust, deployed and recharged based on need. A number of factors including the Trust's monitoring and intervention process (Praising Stars) determine the need. The cost is therefore modelled on a typical profile for a school of this size with support increasing as students reach KS4.

Pupil premium income will be spent on providing additional support to disadvantaged pupils of all abilities with a focus on closing attainment gaps between them and their peers. This will include:

- Revision sessions, held at regular intervals throughout the year. Sessions typically provided within the Academy day, evenings, weekends and during school holiday time with support from specialist subject Directors
- Provision of revision guides and key equipment for exams such as a scientific calculator and a mathematical drawing set
- Providing access to resources such as Hegarty Maths to set homework, review lesson outcomes and guide students through activities and Accelerated Reader which is a programme to support students develop their general reading skills
- Specialist deployment of English, Mathematics, Science, Modern Foreign Languages, Humanities and Creative and Expressive Arts directors to support students in achieving and exceeding their expected progress
- Additional lesson time for option and extra English, Mathematics and Core Science
- Additional tuition through 1-2-1 tutors, particularly for Mathematics, English and Science
- Enrichment sessions after-school
- Free music tuition and outward bound residential trips
- Dedicated support worker employed to monitor and improve attendance
- Timetabling senior leaders to support in Mathematics, English and Science lessons, particularly in Y11
- Provision of high quality careers guidance and interactions with local employers

G1 – Additional commentary on financial viability

- Offering offsite education to support students who are disengaged with a traditional school environment or who have a particular wish to explore a vocational route.

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 CV Templates
- Appendix 2 Supporting Letters
- Appendix 3 Invite letter and flyer to parents – information event
- Appendix 4 Coverage from Teesside Gazette
- Appendix 5 Enrichment Offer
- Appendix 6 Guided Pathways
- Appendix 7 Praising Stars Report
- Appendix 8 Breadth and depth of our curriculum
- Appendix 9 Site Plans
- Appendix 10 OGAT Scheme of Delegation
- Appendix 11 Section I Declarations

Appendix 2


Executive Head Teacher
Outwood Grange Academy Trust


Director of Education
PO Box 505
Civic Centre
Middlesbrough
TS1 9FZ

10 October 2018

Dear 

OUTWOOD GRANGE ACADEMY TRUST FREE SCHOOL PROPOSAL

Please accept this letter as confirmation of Middlesbrough Council's support for Outwood Grange Academy Trust's proposal to establish a new secondary school for the town.

The Council understands that the school would provide full-time education for 900 pupils aged 11-16. The intention is to locate the school close to the centre of town where there is currently no local secondary school.

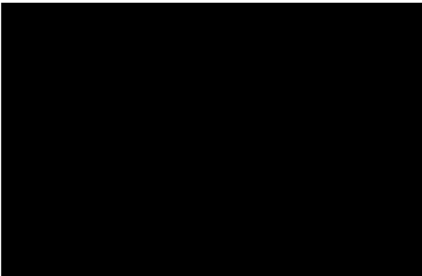
Middlesbrough Council agrees that there is a need for the school in the local area, particularly in the centre of town where there are a high proportion of vulnerable pupils, including those who are disadvantaged and those with English as an Additional Language. Analysis of secondary roll projections over the next 5-10 years, alongside information about the current offer of Secondary school places across the town, indicate that there should be sufficient demand to support the school from 2020/21 onwards.

The proposed location, alongside the Trust's track record in providing high quality educational opportunity for pupils in this age group, lead me to believe that this will be a popular choice for local parents.

Middlesbrough Council is currently reviewing the availability of land in the area and, should the trust make a successful application, would seek an in-principal approval from the Council's Executive to make such land available for the purposes of the school.

I would like to wish you every success in your application and offer you the Council's continued support to allow the establishment of the school to take place for the benefit of Middlesbrough's young people.

Yours sincerely,


Director of Education



Headteacher: Mrs J Smith



Breckon Hill Primary School

- Breckon Hill Road
Middlesbrough
TS4 2DS
- Tel: 01642 243044
- Fax: 01642 354418

e-mail:

contact@breckonhillprimary.co.uk

website: www.breckonhillprimary.co.uk

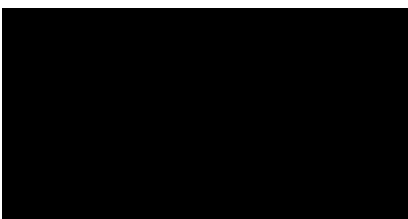
Dear [REDACTED]

I write in support of the Outwood's proposal to the Department for Education to open a secondary school in Central Middlesbrough. We strongly support this application with the focus on supporting the Local Authority to ensure well-planned school places meet the ever increasing pressure in this part of the town and in Middlesbrough as a whole.

As a primary school in Central Middlesbrough we have increased our capacity to meet the need for school places this year and can further foresee increasing pressure on secondary schools. We already have families who struggle to understand and manage sending their children to secondary schools some distance away due to the fact that places in schools nearby are not available. Given that these families are often some of the most vulnerable in our community we know that these placements do not operate as successfully as we would hope as the families aren't able to belong to the school community and they don't have the close support that is often needed to support children to ensure barriers to learning are reduced and children's outcomes are positive. As we do not have a secondary school currently placed in Central Middlesbrough it is difficult for parents to navigate the admissions process and there is no natural progression that would place them high on the admissions criteria thus frequently leaving families frustrated and upset.

An additional secondary school positioned in central Middlesbrough with an organisation such as Outwood would ensure that the community is well-served. There are multiple needs of many children and families in this area and the proven track record that this Academy has of supporting children and families would ensure transition will be a positive experience for all. Outwood has a reputation for high standards in all areas of school life and I feel their ethos filters positively throughout the communities they already serve and can only see this as a positive for our families in Central Middlesbrough. Raising expectations and life chances of our children is a very real part of the work schools do in an area of significant socio and economic deprivation. Investment into central Middlesbrough from an organisation with a positive proven track record sends a very clear message that every child should be able to attend an excellent school.

Yours sincerely,



17 October 2018

Dear 

I am writing in support of your application for a new Free School in Middlesbrough. Outwood Academy Acklam has increased in size year on year since joining Outwood Grange Academies Trust. As such this year we have 4 year groups that are up to PAN of 270 and a Y11 of 160. As a result of our increasing numbers we have reduced the PAN for Y7 in 2019 to 210 and the same for the intake the following year. It would be unmanageable for the school to take any more students than this due to the size and nature of the building. On a weekly basis we have a large number of requests for either straight or managed transfers, many of which are EAL students and students moving into the area. In addition to this we know that there will be more applications than places for the next Y7 intake, based on previous years, and the 900 plus attendees at our Y6 Open Evening held in September.

The town is in desperate need of additional secondary places and we, as is the case with other schools in Middlesbrough, do not have enough available places for the increasing number of students needing provision to secondary places in the town.

I am happy to support your application; I am unsure without an additional school how the provision will be given to students over the coming years.

Yours sincerely



Principal
Outwood Academy Acklam

Our Ref ZL/CH

Direct Line

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

To whom it may concern

Middlesbrough College understand that Outwood Grange Academies Trust plan to submit an application for a new free school for Middlesbrough which, if successful, is planned to be located in central Middlesbrough.

Middlesbrough College whole heartedly supports this application, given that there is a significant shortage of secondary places in Middlesbrough from 2021 (160) and over 900 by 2025.

Given Middlesbrough schools are already pushed for places in September 2019, the proposed 900-place academy for students aged 11-16 would ensure that Middlesborough secondary schools can fill their places and that secondary-aged Middlesbrough children can attend Middlesbrough secondary schools, which we believe would be within everyone's best interests.

Middlesbrough College already have strong links with Outwood Academies across Middlesbrough and are confident that this proposed new free school would continue to strengthen these relationships, ensuring an effective transition into further education for their Middlesbrough residents.

Should you wish to discuss Middlesbrough College's support for this application further, please do not hesitate to contact me on the details below.

Yours faithfully

[REDACTED]

Principal / Chief Executive

Middlesbrough College

Dock Street

Middlesbrough

TS2 1AD

07919 394718

01642 333552



The
Legacy
Learning
Trust

16 October 2018

I write to give my support to the application submitted by Cutwood Grange Academies Trust for a new free school secondary to be located in central Middlesbrough.

It is widely known and accepted that there will be a significant shortage of secondary places in Middlesbrough from 2021 through to a 900+ deficit by 2025. It would be beneficial to all learners, and particularly to those in central Middlesbrough, if another secondary school was built: to ease the pressure of school places, to ensure additional burden is not placed on existing schools and to support a neighbourhood location for central Middlesbrough learners.

This application, if successful, would be advantageous to all in Middlesbrough.

Yours sincerely



CEO
Ms A Crawshaw



Deputy CEO
Mrs S Lymer

Appendix 3

15 October 2018

Dear Parent/Carers

Proposed New Secondary School – Middlesbrough

I would like to take this opportunity to inform you that Outwood Grange Academies Trust is applying to open a new Free School (Academy).

The proposed Academy, if successful, is likely to be based in the central area of Middlesbrough and will provide additional places for children in Middlesbrough, giving parents a further choice of secondary schools for their child.

We would plan to open in September 2021 and this new school would provide the community with benefits of a new state of the art building and would guarantee the excellent standard of education that is offered in every Outwood Academy.

If you are interested in finding out more about this exciting proposal and about Outwood Grange Academies Trust, we are holding an information evening on **Monday 22nd October, 5.30 -6.30pm** at Outwood Academy Acklam and would welcome your comments/feedback on this proposal.

If you would like any further information about this event please contact Mrs Jo Lake, Executive Assistant 01642 818200, ext 210 or by email j.lake@outwood.com, you can visit our website at www.middlehaven.outwood.com or like our Facebook page (@OutwoodMiddlesbrough) to get the latest updates.

Yours faithfully

Mark Hassack
Executive Principal

Outwood Academy Middlehaven

A new Secondary School Proposed for Middlesbrough

Outwood Grange Academies Trust are delighted to be applying to open a new Free School. The proposed 11 to 16 academy will serve the central area of the town and provide additional places in Middlesbrough that are projected due to a growth in pupil numbers.

Opening in September 2021, our new school will provide the community with the benefits of a new state of the art building and the guarantee of an excellent education that is offered in every Outwood academy.

We have a well-established commitment to the families and community of Middlesbrough and already successfully lead Outwood Academy Acklam, ranked in the top 3% nationally for its Progress 8 and Outwood Academy Ormesby a rapidly improving school that received its highest ever results in 2018.

Outwood Grange Academies Trust are one of the highest performing multi academy trusts in the country and the highest performing in the North East. As part of the Outwood Grange Family of Schools, the new academy will operate our well-established and highly regarded systems, curriculum and quality first teaching providing students with a highly successful inclusive education. All students will access a broad and balanced knowledge-rich curriculum.

If our proposal is agreed we plan to open our new academy in 2021. We are using a working title for our proposed school of Outwood Academy Middlehaven. It is our intention to work with the community to ensure the name best reflects it and will discuss this throughout consultations. In 2021, if successful, we plan to open for 180 year 7 students in our first year.

We want to engage with local people to share our aspirations and plans for the school and are very interested in your views. We invite you to visit our website to find out more about our vision and the excellent education we offer our students. We welcome your comments, encourage you to register your support online, complete our online survey and sign up for updates on future meetings.

A consultation meeting will take place on Monday 22nd October 2018 at 5.30pm at:

Outwood Academy Acklam
Hall Drive
Acklam
Middlesbrough
TS5 7JY



A new Secondary School Proposed for Middlesbrough Outwood Academy Middlehaven

Outwood Grange Academies Trust are delighted to be applying to open a new Free School. The proposed 11 to 16 academy will serve the central area of the town and provide additional places in Middlesbrough that are projected due to a growth in pupil numbers.

Opening in September 2021, our new school will provide the community with the benefits of a new state of the art building and the guarantee of an excellent education that is offered in every Outwood academy.

We have a well-established commitment to the families and community of Middlesbrough and already successfully lead Outwood Academy Acklam, ranked in the top 3% nationally for its Progress 8 and Outwood Academy Ormesby a rapidly improving school that received its highest ever results in 2018.

Students First

Raising standards and transforming lives



Outwood Grange Academies Trust are one of the highest performing multi academy trusts in the country and the highest performing in the North East. As part of the Outwood Grange Family of Schools, the new academy will operate our well-established and highly regarded systems, curriculum and quality first teaching providing students with a highly successful inclusive education. All students will access a broad and balanced knowledge-rich curriculum.

"one of the highest performing multi academy trusts in the country"

In September 2021 Outwood Academy Middlehaven plans to open for 180 Year 7 students. The school will grow to its full capacity of 900 secondary places by 2025 to meet the growing demand for secondary school places in Middlesbrough. Our proposal has the support of the local authority.

We want to engage with local people to share our aspirations and plans for the school and are very interested in your views. We invite you to visit our website to find out more about our vision and the excellent education we offer our students. We welcome your comments, encourage you to register your support online, complete our online survey and sign up for updates on future meetings.

If you are interested in finding out more about this school, please visit us online at www.middlehaven.outwood.com

Our first meeting is Monday 22nd October 2018 at Outwood Academy Acklam - 5.30pm to 6.30pm.

900-place secondary school proposed for central Middlesbrough

Outwood Grange Academies Trust wants to open a new free school by 2021:: An information evening is being held

BY
DAVE ROBSON

Moves are under way to open a new 900-place secondary school in [central Middlesbrough](#).

The Outwood Grange Academies Trust - which runs 31 schools, including five on Teesside - says it is “trying to gauge interest” in a proposed free school it wants to run for 11-16 year-olds in Middlesbrough, offering 180 secondary places a year.

With a proposed opening date of 2021, it is particularly targeting parents of children currently in Y4.

An information evening will be held at one of the trust’s existing academies, Outwood Academy Acklam, on Monday, October 22, 5.30pm-6.30pm.

On a [Facebook page](#) outlining the plan, the trust says that by 2025, there will be a shortage of 900 secondary school places in Middlesbrough.

Describing school place shortages as a “key impetus” for its proposed new school, it also points to a “growing primary [school](#) population and planned growth in housing for around 22,000 families.”

It says Year 7 intakes are projected to increase 36% from their low point in September 2014, reaching 1,851 at their peak in 2022/23 and outstripping the 1,599 places on offer through formal admissions arrangements by 2019/20.

“In the years preceding this,” the trust says, “parents will experience reduced choice and increased competition for places, especially those parents in central Middlesbrough which is not served by a secondary school.”

It adds: “Middlesbrough requires one new secondary school to meet the demand of new housing, increased mobility, largely from international new arrivals, and to counter the migration of existing students in Middlesbrough schools that is limiting choice for the children of central Middlesbrough.”

The post ends: “As a trust, we love working in Middlesbrough and would relish the opportunity to work with even more Middlesbrough children in the new Outwood Academy Free School for Middlesbrough.”

The website for the Outwood Grange Academies Trust (OGAT) says its schools “work together to ensure that all children irrespective of their starting point receive an excellent education.”

ENRICHMENTS @ OUTWOOD GRANGE ACADEMY

Welcome to the Outwood Grange Academy Enrichment Programme. This booklet contains information on all the enrichment activities available from September 2018.

Each week there are over 100 different enrichments and catch up sessions available and you can find constructive and enjoyable activities to take part in every week.

Why attend enrichments?

There are two main reasons to attend the after academy activities on offer. Firstly, catch up sessions are a fantastic tool to help accelerate your academic achievement. Whether you missed a lesson, want to improve your depth of knowledge or need help with coursework then catch up sessions will provide you with one to one tuition from a range of staff in each department. Secondly, enrichment activities allow you to gain experience and skills in areas not typically part of your everyday curriculum. Enhancing your personal attributes by opting to gain new experiences is extremely desirable to future employers and higher education providers.

Who can attend?

Everyone! Whether you're in year 7 or 13 there is a huge range of after academy sessions to choose from. Some activities are specifically targeted at individual year groups or key stages and this information is provided in the title of each enrichment. Enrichments that are open to everyone are a great opportunity to make friends in other year groups.

What is available?

Whatever your needs or interests there are multiple activities to get involved with. The selection of activities are organised by department in alphabetical order, or take a look at page 3 for a view of weekly enrichments at a glance. If there's an enrichment you would like to take part in that isn't currently offered, mention it to your appropriate subject teacher.

Do I need to sign up in advance?

No! For enrichments that are targeted towards specific students it is clearly stated in the title. Although you don't need to sign up in advance, speak to your subject teacher before attending, to find out what you may need to bring with you and so that any resources you will use can be provided. Occasionally enrichment sessions may need to be cancelled, such as when there is bad weather. You will be made aware of this at the very first opportunity so that you can plan your journey home.

When do enrichments run?

Enrichments run after the academy day from 14:30pm to 15:30pm.

When do the second buses leave?

The second buses depart from OGA just after 15:30pm.

We look forward to seeing you there.

Year 8 into 9

YEARS 9-11 GUIDED PATHWAY INFORMATION

We are pleased to attach the Guided Pathway information booklet for Years 9-11 at Outwood Academy XXXX.

At Outwood Grange Academies Trust we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and in later life. To that end we are delighted to offer an innovative and knowledge rich curriculum, which enables any student within our academies to fulfil their potential and develop the all-important skills and qualities which will serve them well in later life.

As you will be aware, qualification courses in our curriculum are run over three years (9, 10 and 11), rather than the two years (10 and 11) which were traditionally advocated. This additional year is one of the hallmarks of our Trust. This, along with the permanent, supernumerary subject specialist directors of English, maths, science, humanities, modern foreign languages, computer science and the arts, who work across all of our academies, are key to helping the teachers within each academy to add the maximum value that we can to your child's education.

In addition to these important subject specialists, we also deploy specialists in Special Educational Needs and Disabilities and Attendance; regular attendance, especially throughout Years 9-11, is critical to your child's success.

A further feature of our Years 9-11 curriculum is the flexible Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE mathematics and GSCE sciences (combined science or biology, chemistry and physics) are taken by all students alongside non-examined courses in physical education and personal, social, health and religious education (Life lessons). Students then have three subjects to choose as part of their Guided Pathways allocation, to start in Year 9. To allow students to spread the examination load and help them achieve a balance in their studies, up to two of these can be studied and taken at the end of Year 10; these are the non-EBacc subjects. This early entry option also helps students prepare for the further examinations that they will take at the end of Year 11 and can often be a real turning point in students' education. In addition to this, we will advise and support some students who may require extra time in GCSE mathematics, by offering this core subject within the Guided Pathways. In Year 11, there will be a further opportunity to have additional time for GSCE English and/or mathematics, for those who need it. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained a high level in literacy and numeracy (GCSE grade 5, known as a 'strong' pass, or higher). Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): a GCSE grade 5 or higher in one English, mathematics, two sciences, one humanities subject

(geography or history) and a modern foreign language. To support attainment in this important group of subjects we require all students to study at least one of these subjects (geography or history or a modern foreign language or indeed computer science), which will be taken over the entire period of Years 9-11. Computer Science, whilst not contributing directly to the full EBacc, is an EBacc subject. For many students it will be appropriate that they also study a second EBacc subject so that they attain the Full EBacc which, increasingly, higher education establishments are looking for. We will advise you if we believe that your child should be following this route and as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process.

We understand that this is a crucial time and the choosing of qualification courses is very important. You will find further information about support available to you later in this booklet, including details of the Guided Pathway Information Evening.

Whatever your son or daughter is hoping to study, and then do in later life, I am sure that you will find the Guided Pathway process helpful, in the full knowledge that our sole aim is to put Students First: raising standards and transforming lives.

Making the Choice

In general terms what does the curriculum look like?

The timetable week contains 25 x 1 hour periods; plus, Vertical Mentor Group time. This 25 period week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 9	Year 10	Year 11
Core	English 5 hrs Maths 4 hrs Science 4 hrs PE 2 hrs RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 4 hrs PE 1 hr RE/LIFE 1 hr	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
Guided Pathways	<p>Students can choose <u>three subjects</u> from a list of courses. >> <u>EBacc subjects</u> (see list below / over page) will be completed at the end of Year 11 and given <u>3 hrs per week in Year 9, 2 hrs per week in Year 10 and 3 hrs per week in Year 11.</u> >> <u>Non-EBacc subjects</u> will be completed at the end of Year 10 and given <u>3 hrs per week in Year 9 and 4 hrs per week in Year 10.</u></p> <p>The expectation is that all students will study at least one EBacc subject in year 9/10/11; and that many will study for the full EBacc (1x MFL and 1x Humanity).</p>		<p>In <u>Year 11</u> students will choose subjects to fill <u>up to 6 hrs of Guided Pathway time.</u></p> <p>Depending how many EBacc subjects a student is studying in Year 9, they will have either 3 or 6 hrs of Guided Pathway time available in Year 11 (see below).</p> <p>This time could be used to pick up a new subject or consolidate performance in the key subjects of English and maths.</p>

Curriculum at a glance

A broad and balanced curriculum providing children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals within a structured and inclusive environment

<p>Inclusive Our curriculum is founded on inclusive principles. We are committed to ensuring every student has the best possible chance of success. All students are supported in their learning, contribution and participation in every aspect of school life. Our curriculum drives our vision <i>Students First: Raising Standards and Transforming Lives</i>.</p>	<p>Broad & Balanced Its design exposes students to a broad range of subjects and learning opportunities to deepen their educational experience and build a solid foundation of subject knowledge and skills.</p>	<p>Design We recognise that developing our students' understanding is not a simple threshold but rather a gradual accumulation and reordering of knowledge over time. Our curriculum is therefore designed to be: <i>specific, cumulative, well-rounded, preparatory and rigorous</i>.</p>	<p>Engaging From Year 7 we aim to engage our students in the importance and uniqueness of every subject whilst emphasising the relationships between subjects.</p>	<p>Supportive Robust support is available to ensure all students can access subjects across the curriculum. This includes a strong focus on students' literacy and numeracy skills and where appropriate an increased access to core English and Maths at point of need. For example, in our Year 11 curriculum model, we timetable additional groups in En/Ma/Sc to provide greater support for students targeting grades 1-3, 4/5, 6-9 where viable.</p>
<p>Personalised Flexibility and choice is key to our curriculum balancing breadth and depth with choice and personalisation to enhance student engagement and success. At GCSE every subject / qualification is open to every student. There are no pathways where students are 'excluded' from certain subject combinations In Y9/10 and Y11 (Y11 blocks are re-shaped each academic year) our blocks are created based on student choices; students don't pick</p>	<p>A Rich Entitlement Across Year 7 and 8 students experience a broad range of subjects studying English, maths and science alongside a range of expressive arts subjects, geography, history, religious education through our Life programme, computer science, technology subjects, a modern foreign language and physical education.</p>	<p>GCSE Progression At GCSE a wide entitlement to subjects is offered including the English Baccalaureate: GCSE grade 5 or higher in one English (literature or English Language), mathematics, two sciences (computer science), one humanities subject (geography or history) and a modern foreign language. There is opportunity to study triple sciences and a wide selection of open subjects are offered including a range of expressive</p>	<p>Inspiring From Year 7 each year is planned to be rigorous and specific - stretching and challenging all students in their exploration of subjects.</p>	<p>Progression From Year 9 we design progression pathways that enable students to balance their studies providing progressive learning routes that aid motivation by building students' competence and achievement in their studies.</p>

from pre-blocked subjects.		arts subjects, religious education, technology subjects, physical education etc.		
Responsive Regular points of guided choice are offered into Year 9 and Year 11 to reflect students' changing interests and aspirations. In Year 10-11 senior leaders carry out 121 interview with every Y10 student.	Creative Our curriculum model is designed to enable large numbers of students to choose creative subjects because we create the time and flexibility to study them up to 16 years old.	Flexible Students choose three subjects within their Year 9 progression pathway allocation so that up to two non-EBacc subjects can be studied for possible certification in year 10. This helps students manage their examination portfolio over three years reducing the pressure of mass entry in year 11 whilst increasing their sense of achievement.	Aspirational Opportunities for students to experience achievement and choice are maximised and promoted across our core and wider curriculum.	Motivational Effort and success are recognised and encouraged. Students become motivated by their improving subject fluency and engaged by their right to choose improving achievement across the curriculum for all students.
Accessible Departments design a rich access to the core knowledge, methodologies, subject terminology and approaches to thinking within their subject. From Year 7 students regularly revisit core concepts, recall key knowledge and repeatedly practice subject skills to develop a deeper understanding and mastery in preparation for future study.	Assessment Assessment is mapped to age related and GCSE expectation as appropriate. Progression across each subject pathway is planned so that learning in any one year builds effectively to the next. Every 6 weeks we provide parents and students with a Praising Stars© report. This information is used in school to ensure intervene and meet students changing needs.	Intervention Curriculum intervention is embedded into our feedback and assessment. A wide range of strategies are available be it student response time, small group tuition, after school or break time support, master classes, access to online learning programmes such as Hegarty Maths or in class support and targeted homework etc.	Opportunity We structure a wealth of opportunities into our curriculum to enrich our students experience and enjoyment of school. Promoting our students' emotional, health and well-being, guiding them to make positive choices, building their social responsibility and encouraging a lifelong love of learning.	Personal development Our Life Programme promotes spiritual, moral, social and cultural development (SMSC), students study religious education within this subject alongside units on personal, social, health and citizenship (PSHCE) to deepens their understanding of the world they live in and considers their role and responsibilities within it.
Enrichment After-school enrichment programmes offer	Experience Unique and memorable experiences are built	Careers Regular events occur to showcase higher education and the	Community Student Voice plays a significant role in our academies,	Involvement Students are encouraged to engage in our Pledges initiative which promotes

academic support, sporting and performance opportunities and a range of different clubs and activities.	into our curriculum offer. These may range from trips and visits to activities that celebrate and commemorate important events, people and dates.	world of work. This is complemented by our programme of independent careers education, advice and guidance.	teaching students about democracy and citizenship whilst encouraging sustainability, charity and community engagement.	the value of extra-curricular involvement within the academy and recognises students' interests outside of school.
Pastoral Care Tutorial time is enhanced by our vertical mentoring structure focusing peer mentoring, quizzing, competition and highly effective pastoral guidance.	Students First Our wider curriculum seeks to complement the social, moral and cultural education that subjects offer and develop the citizenship, British Values and emotional health and wellbeing of our students. Our curriculum provision is designed to educate and support our students' personal and academic development.			

Year 10 Praising Stars Report

2017/2018 - Praising Stars 6

Student A

VMG

	Attendance for PS6	Attendance for Year
Present	97.1%	99.4%
Authorised Absence (Days)	0	0
Unauthorised Absence (Days)	1	1
Lates	1	2

Behaviour Record for Year	
Fixed Term Exclusions	0

Attainment 8 Score
75.00

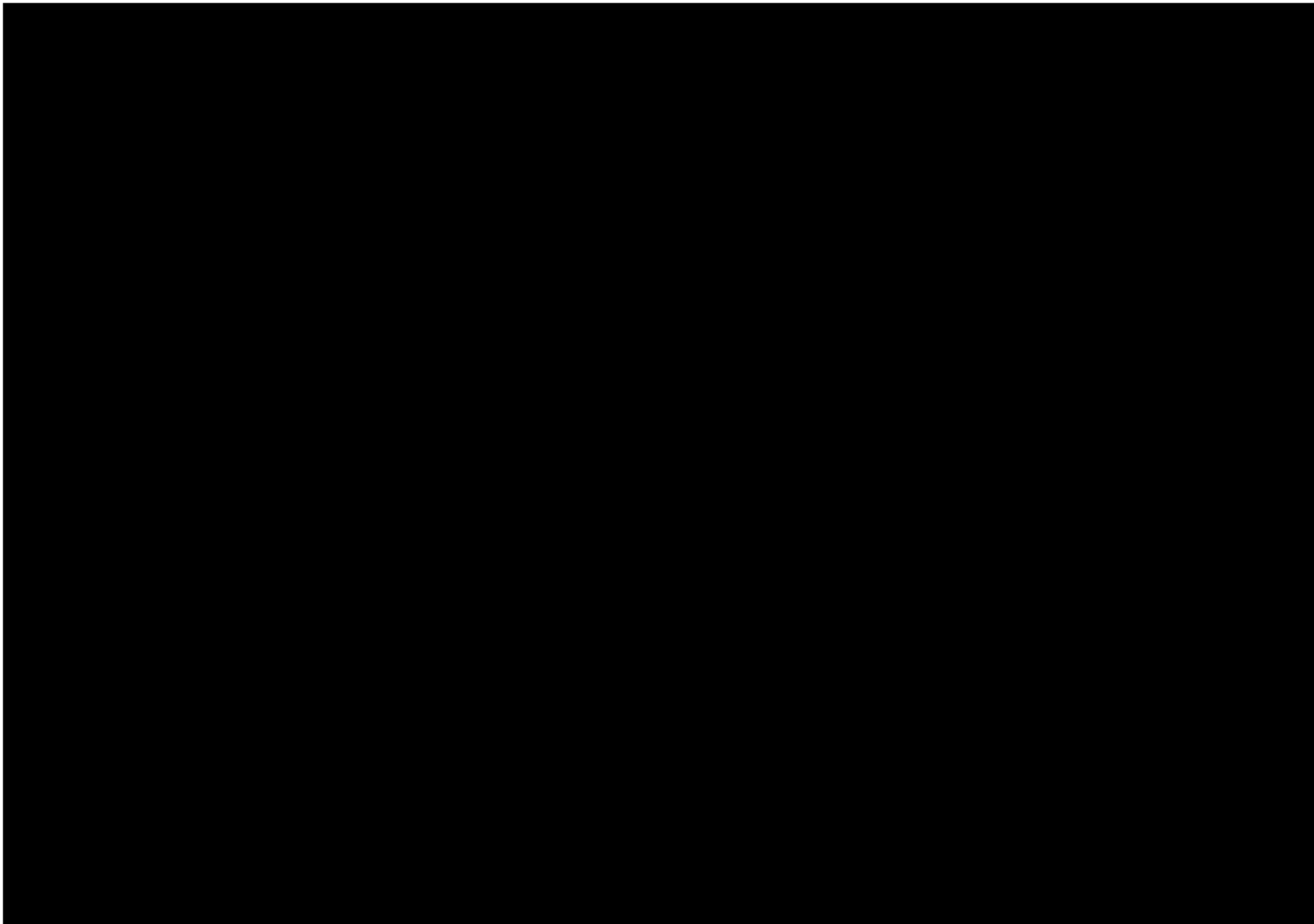
Subject/Teacher(s)	End of Key Stage			Progress		Effort	Hwk/Cwk Concern	Att. Concern	Parents' Evening
	Target	Predicted	Difference	PS 1-6	From PS5				
Biology						E1			
Chemistry	7	8	+1			E1			
English Consolidation Period	n/a	n/a	n/a	n/a	n/a	E1			
English Language						E1			
English Literature	7	7	0			E1			
Games	7	7	0			E1			
Geography	n/a	n/a	n/a	n/a	n/a	E1			
Health and Social Care	7	7	0			E1			
LIFE	Level 2 Distinction	Level 2 Distinction*	+1			E1			
Mathematics	n/a	n/a	n/a	n/a	n/a	E1			
Maths Consolidation Period	8	8	0			E1			
Physics	n/a	n/a	n/a	n/a	n/a	E1			
Spanish	7	8	+1			E1			
Travel and Tourism	7	6	-1			E1			
VMG	Level 2 Distinction	Level 2 Distinction	0			E1			
	n/a	n/a	n/a	n/a	n/a	E1			

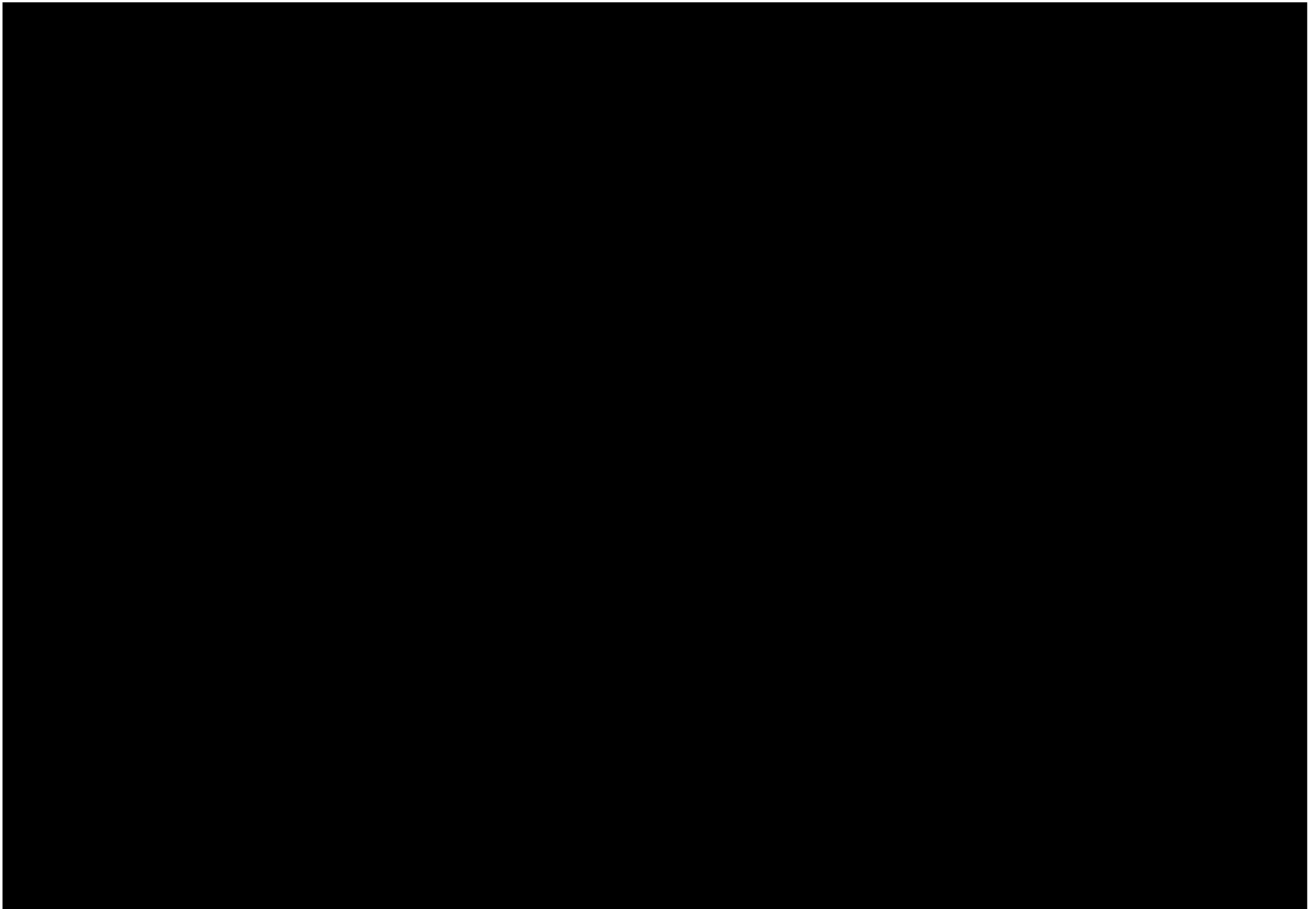
Students first: raising standards and transforming lives.



YEAR 8	Skills- Information retrieval, writer s craft, literary Study Transactional writing Creative writing, written accuracy Areas- Novel pre-1900 Poetry post 1789 Creative writing Literary Study Shakespeare Reading Non-Fiction texts inc... 1900s Writing	Percentages & statistics Number Algebraic expressions 2-D geometry Proportion & Percentages	Biology Chemistry Physics		Philosophy – why do we suffer? Buddhist response to suffering Jewish response to Suffering Inspiring People and their impact	Concepts – government, reform, Empire, dictatorship, communism, capitalism, rights & persecution Areas Industrial UK World War I World War II Holocaust JFK: Conspiracy Vietnam War	How Great is Britain? How risky are natural hazards? Migration Physical landscapes: thriving or surviving? Are cities sustainable? The Problem with resources	Consolidation Technology & Social Media Crime Scene Investigation Holidays & Travel Town Where I live Eating out	Programming Python or Visual Basic Computing theory Web design	Portraits Observe & record Explore, refine, present Clay portraits Artist influences Surrealism Distortion Research and Development Observe & record Explore, refine & present	School or Rock Harry Potter Guitar Skills Classical Music Music and Mood British Invasion Music		Stimulus- Devising Romeo and Juliet (Stage Combat) Blood Brothers (Script) DNA – (Off text Improvisation) Theatre company and Style	A range of additional GCSE study choices are made	ADDITIONAL GCSE SUBJECT PATHWAYS
	INTENSIFYING YOUR CHOSEN ACADEMIC SECONDARY STUDY														
	PERSONALISATION & FLEXIBILITY														
YEAR 9	Skills- Reading Writing Speaking and Listening Literature Areas- Novel Non Fiction Reading Drama study Post 1789 Poetry - Creative Writing Language skills	Probability & Statistics Proportional Reasoning 3-D Geometry Algebraic Expressions Graphs & Proportion 2-D Geometry	Biology Chemistry Physics	Core Healthy, active lives Develop competence in range of physical activities Use tactics and strategies to overcome opponents in competition Assess performance,	Rites of Passage Life after death? Christianity – the life & death of Jesus. Life, Death behaviour Love & Faith Spirituality through Arts	Concepts- chronology, governments, religion society, hierarchy, new world, gender Areas – Elizabethan England Medicine, 1250c – present Western Front, 1914-18: medicine	Natural hazards Changing Economic World Resource management Water Urban issues Consolidate geographical skills	Identity & Culture - Me family, friends, free time Local, national interest – home, town, region, lifestyles, holidays, Current & Future - school	Programming Concepts Algorithms Programming Techniques Computational Logic Data Representation Systems Architecture	Abstract Art Romeo and Juliet Skill based project Research and Development Observe and record Explore and refine Explore and present Self -initiated project	Now Introducing Music Makers Tech Award Component 1 Project Tech Award Component 2	Tech Award Exploring Naturalism: Stanislavski Physical Theatre: Frantic Assembly Performing 2 extracts - Curious Incident of the Dog in the Night-time.			

YEAR 10	Skills- Reading Writing Speaking and Listening Literature Areas- Literature: Anthology poetry Shakespeare Modern Drama 19th Century Novel Unseen Poetry Reading Narrative & Transactional Writing Speaking and Listening	Equations & inequalities Sampling & Probability Geometry Number Statistics	Opportunity to study a Triple or Combine Science pathway Biology Chemistry Physics	demonstrate improvement to achieve personal best Specialised – GCSE PE & BTEC Sports study body & supporting sport technology Principles of training, nutrition, psychology	Christian Beliefs & teachings Jesus & Salvation Worship & festivals Hindu beliefs & teachings nature of human life Worship, festivals & lifestyle	Concepts – colonisation, religion, government, expansion, settlement, warfare, democracy, persecution Areas American West, 1835-95 Weimar & Nazi Germany, 1918-1939 Skills- Rotation of topics & skills for GCSE	Coasts Rivers Skills Living world Fieldwork Enquiries	Local, national etc. areas of interest – global & social issues, environment customs Identity & Culture – technology marriage etc. Current & Future - school post-16, careers	Network Topologies Protocols & Layers Programming Concepts Wired & Wireless Networks Systems Software Ethical, legal, cultural & environmental concerns	Self-initiated project Research and Development Observe and record Explore and refine present Focused Question Research and Development Observe and record Explore and refine present	Variety of skills, expectations and features required to be successful in the music industry, practical workshops, demonstration and research Tech Award Component 2 Project Award Component 3: Responding to a Brief:	Exploring Genre – Musical Theatre: Annie Tech Award C3:respond to brief: contribute to workshop as either a performer or designer in response to a given brief and stimulus		
	HEIGHTENING YOUR CHOSEN ACADEMIC SECONDARY STUDY													
PERSONALISATION & INTERVENTION			PERSONALISATION					PERSONALISATION & FLEXIBILITY						
YEAR 11	Skills- Reading AO1, AO2, AO3 + AO4 Transactional Writing AO5 + AO6 Narrative Writing AO5 + AO6) Speaking and Listening (AO7, AO8, AO9) Literature AO1, AO2 AO3 + AO4) Areas-Transactional & Narrative Writing Reading Literature Drama + Pre 20 th . Novel Post 1789 poetry + unseen poetry Exam Plan	Reasoning Geometry & Number Applications of Algebra Algebra and Geometry Functions	Biology Chemistry Physics	Core Lead healthy, active lives Develop competence to excel in a broad range of physical activities Use tactics and strategies to overcome opponents Analyse performance, achieve personal best	Religious, philosophical and ethical studies Religion and Life existence of God and revelation Religion, Peace and Conflict Religion, Crime and Punishment	Medicine through Time circa 1250-present Early Elizabethan England; 1558-1588/American West; c1835-1895 Weimar & Nazi Germany; 1918-1939 Skills- Rotation of topics & skills to GCSE examinations	Fieldwork Major case study Consolidate skills Revision key themes Pre-release preparation and revision	All themes & Topics Skills focus improving writing & translation, listening & reading – improving exam technique, speaking – development of role play/ photo card skills & conversation	Algorithms Programming Techniques Translators & Facilities of Languages Computational Logic Data Representation Systems Architecture Network Topologies, Protocols & Layers System Security	Self-initiated project Research and Development Observe and record Explore and refine present Focused Question Research and Development Observe and record Explore and refine present				
	FURTHERING YOUR CHOSEN POST 16 STUDY													
Post 16	A Level English Language & Literature Study	A Level Applied Pure & Further Mathematics Study	A Level Chemistry, Biology & Physics Study & BTEC Science Study	A Level & BTEC Sports Related Study	A Level RE , RPE, Philosophy	A Level History Study	A Level Geography & Geology Study	A Level Language Study	A Level Computer Science Study	A Level Art and Photography	A Level and BTEC Music Study	A Level & BTEC Design Technology Courses	A Level Drama , Theatre and BTEC Performing Arts study	A LEVEL SUBJECT PATHWAYS RESPONDE TO P16 CENTRE







Outwood Grange Academies Trust

Scheme of Delegation

Rationale

The underlying principles for this Scheme of Delegation are;

That all academies are in a partnership of equals irrespective of their length of membership

1. OGAT is a registered charity and it remains true to its aims and objectives.
2. OGAT is mindful that their function is to ensure that all statutory obligations are met (there are differences in the governance arrangements of maintained schools and academies).
3. OGAT believe the governors of each Academy Council are best able to service the needs of their Academy and their local community.
4. OGAT Board's intention is to be as light-touch as possible within the Scheme of Delegation in order for Academy Councils and Governors to make decisions at a local level to fully meet the needs of the students and the local community.

General Information

Vision and Values

As a multi-academy trust we want to be known for placing...

"Students first: raising standards and transforming lives"

Martyn Oliver, CEO

As a high-performing multi-academy trust we embrace the opportunity to ensure that all children, irrespective of their starting point, receive an excellent education. We relish the opportunity to be part of the much needed regeneration of the areas we work in. To achieve this aim staff within OGAT have three values in common. They:

- put 'students first' - they care deeply about children;
- strive to be experts in their respective fields; and
- are obsessive about attaining the highest standards.

Principles Underlying our Academies

We feel strongly that academies should enhance the educational provision of an area, drive up standards, particularly for the most vulnerable, and play a central role in the regeneration of communities. We believe that improving young people's life chances is essential to developing a strong local economy. Our philosophy and values are reflected in the ten underlying principles of our trust:

- We always put 'Students First'. We care deeply about children;
- We want to be known for our track record in raising standards: we are obsessive about results;
- Our staff are experts in their field and through the Outwood Institute of Education (OIE) we will always aim to recruit, retain, develop and develop both our own staff and help to develop the education system as a whole; in particular supporting the development of multi-academy trusts, to the best of our ability;
- We want to transform the life-chances of our children by focusing on raising standards, particularly in the basic skills of literacy and numeracy as well as in employability skills so that our students have the best possible start in life;
- We believe that local children should attend local schools and we are not selective in our admissions: we are fully inclusive and welcome children from vulnerable groups, e.g. SEND, LAC, etc.;
- We play our full role in behaviour partnerships/hard to place protocols;
- We follow the guiding principles of School Teachers Pay & Conditions and National Joint Council conditions of service and want to work positively with professional association and actively involve them in our decision making;
- We always put collaboration before competition and will never do anything detrimental to a young person, member of staff, school or college in a neighbouring community;
- We believe in the implementation of a systematic model: our 7 strand transformation model, across our multi-academy trust which enables every individual academy and all our academies collectively, our 'family of schools', to raise standards significantly and transform children's life-chances. Individual academies are encouraged to retain and develop their own unique local community links and character alongside our transformation model; and

- The Trust will ensure that it creates 'capacity in advance of need' at every level of the organisation. Decisions to support new schools will be led by the capacity available and in our confidence that our existing academies continue to perform. Parents/carers and students would quite rightly never forgive us if standards in our existing academies declined.

Outwood Grange Academies Trust Members

Members are responsible for the appointment of Directors on to the OGAT Board and the oversight of good governance across the Trust. OGAT currently has three members:

- Outwood Grange Education (OGE)
- Chair of the OGAT Board
- Roland Harden
- Steven Harness

Outwood Grange Education (OGE)

OGE is the principal sponsor of Outwood Grange Academies Trust and its role is to appoint Directors to Outwood Grange Academies Trust. Just as with Outwood Grange Academies Trust its objectives are to promote education in the United Kingdom, by sponsoring academies and providing school improvement and other services.

Outwood Grange Academies Trust (OGAT)

Each Academy is ultimately governed by the Trust Board (OGAT). OGAT shall have regard to (but for the avoidance of doubt shall not be bound by) any guidance as to the governance of the academies that the Secretary of State may publish.

OGAT is governed by non-executive directors constituted under a Memorandum of Association and Articles of Association. This Board of Directors (Board) is responsible for ensuring that high standards of corporate governance are maintained. The Board exercises its powers and functions with a view

to fulfilling a largely strategic leadership role in the running of the academies. This affords greater opportunities for collaboration not only with regards to teaching and learning but also in terms of the management of each Academy, including the procurement of goods and services.

The Board is also governed by the terms of any Funding Agreements that are in place and the Academies Financial Handbook (AFH).

Directors of Outwood Grange Academies Trust (OGAT) Board

D Earnshaw (Chair)

R Harden (Vice Chair)

M Oliver (Chief Executive and Accounting Officer)

R Pickles

S Hague

C Dalzell

K Bradford Company Secretary to OGAT

Academy Councils

OGAT will establish Academy Councils, whose governors' role is to oversee the running of delegated aspects of the academies on behalf of the Trust. The membership of the Academy Council shall be for OGAT to decide in consultation with the Chair of the Predecessor School Governing Body. However, this document is intended to stress the critical role that Academy Councils have.

Each academy, or a group of academies across a close geographical area, has local governance arrangements in the form of a Academy Council (AC). The AC is a sub-committee of the Board. The role of the AC is to carry the Trust's vision, values, policies and priorities forward, provide internal assurance and, in addition, to develop the local community and employer links.

The AC are made up of governors who are expected to question, challenge and support the academy's leadership.

Communication between the Board and Academy Council

The Board meet regularly and as often as necessary. The Chair of OGAT and Chief Executive will schedule meetings with the Chief Executive Principals, Executive Principals, Associate Executive Principals, Principals and Chairs of the Academy Councils as and when required. This provides an opportunity for information sharing between the OGAT Trust Board and Academy Councils and have issues raised which may have influence across its broader family as well as particular institutions. Feedback from OGAT will be a standing item on all Academy Council agendas and all Academy Councils are required to provide a copy of their approved minutes of meetings to the OGAT Board.

Executive Board

The Executive Board is a sub-committee of the Board and shall be appointed by the Board of Directors. Its purpose is to manage generally the business of the Trust within agreed financial limits set by the Board from time to time. Subject to these financial limits, the Executive Board has primary authority for the day to day management of the Trust's operations save for those matters which are reserved to the Board or its committees.

The Executive Board is the overall decision-making body for performance and delivery, under delegated authority from the Board.

Members of the Executive Board are invited to be in attendance at the request of the Board.

Executive Team

The main purpose of the Executive Team is to monitor, challenge and improve academy performance. This includes, but is not limited to:

- Academic performance of all students at every key stage;
- The implementation and consistency of the 7-strand transformation model;
- Curriculum and staffing management; and
- Financial and resource allocation.

The Executive Team is responsible for the day to day monitoring of the performance of the academies and for the educational outcomes of students, under delegated authority from the Board.

Each of the above bodies have detailed Terms of Reference which set out their roles and responsibilities and function. The authority of each group is controlled by the Board via this Scheme of Delegation.

Composition of Single Academy Councils

Type of Member	Number	Term of Office	How they are elected
Chief Executive	1	Indefinite	N/A – by appointment as Chief Executive
Chief Executive Principal	1	Indefinite	N/A – by appointment as Chief Executive Principal
Executive/Associate Executive Principal	1	Indefinite	N/A – by appointment as Executive/Associate Executive Principal
Principal of relevant Academy	1	Indefinite	N/A – by appointment as Principal
Sponsor Governor* (including Chair and Vice Chair)	Up to 8	4 years	By Outwood Grange Academies Trust Board resolution. The Board will take into account any representations made by the Academy Council when considering the re-election of the Sponsor Governor.
Teaching staff Governor	1	2 years	Teacher election – secret ballot to be organised by the relevant Academy
Support staff Governor	1	2 years	Support staff election – secret ballot to be organised by the relevant Academy
Parent Governor	2	2 years	Parent election – secret ballot to be organised by the relevant Academy

Clerk to the Academy Council	1	Indefinite	To be appointed by the Academy Council
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*At Outwood Academy Freeston 1 Sponsor Governor place will be reserved for a Trustee of the Normanton Freeston Foundation.

Composition of Combined Academy Councils

Type of Member	Number	Term of Office	How they are elected
Chief Executive	1	Indefinite	N/A – by appointment as Chief Executive
Chief Executive Principal	1	Indefinite	N/A – by appointment as Chief Executive Principal
Executive/Associate Executive Principal	1	Indefinite	N/A – by appointment as Executive/Associate Executive Principal
Principals of relevant Academies	2	Indefinite	N/A – by appointment as Principal
Sponsor Governor (including Chair and Vice Chair)	Up to 10	4 years	By Outwood Grange Academies Trust Board resolution. The Board will take into account any representations made by the Academy Council when considering the re-election of the Sponsor Governor.
Staff Governor	2	2 years	1 Staff Governor will be appointed from each Academy Election – secret ballot to be organised by the relevant Academy
Parent Governor	2	2 years	1 Parent Governors will be appointed from each Academy Parent election – secret ballot to be organised by the relevant Academy

Clerk to the Academy Council	1	Indefinite	To be appointed by the Academy Council
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Central Functions

As part of a Family of Schools we aim to have the greatest amount of impact with efficacy. We are one of the most cost effective academy groups in the country (as evidenced by the DfE). A contribution of 5% of each academy's GAG income is levied which enables all academies access to a whole range of functions and services as and when required. This excludes any surplus carried forward or income generated by the Academy. In addition, when necessary, specific charges are made for bespoke intervention when curriculum and performance require e.g. long term or significant deployment of directors.

Deployment of Directors

The ultimate responsibility for the deployment of Directors belongs to the Chief Executive. This will be based on identified need. Academy Principals should discuss their requirements with their Chief Executive Principal who will then broker that support on their behalf.

Budget Setting
<p>All final Academy and Group budgets must be submitted to the Board for ratification each year. Indicative budgets should be in place by February each year. Budgets require authorisation by the Principal, Chief Executive Principal, Chief Executive Officer and Chief Financial Officer prior to being presented to the Board.</p> <p>All Principals in conjunction with their Academy Council will submit their Academy Improvement Plan, Summary SEF and Curriculum Led Financial Plan to their Chief Executive Principal by the beginning of November each year.</p> <p>In secondary academies, Principals will work within specific parameters as follows:</p> <ul style="list-style-type: none"> ● Contact Ratio at 0.79 ● Curriculum Bonus <8%

It is acknowledged that for new schools joining the Trust that there will be a legacy curriculum in place. The following parameters apply in this situation:

- Contact Ratio at 0.77
- Curriculum Bonus <10%

In primary academies this will be:

- Contact Ratio at 0.79

Delegated Duty	Delegated Authority	Comment
Admissions	Academy Council	All Academies will follow the Local Authorities admission policy for 11 – 16 and their own at post 16 taking into account Local Authority admission policies.
Capital Programme	OGAT Board for projects over £10,000 Chief Executive for projects under £10,000	Proposed capital programmes need to be submitted by June each year with the approval of the Chief Financial Officer, Chief Executive Principal, Academy Council and Chief Executive.
Capital Programme Contract Variations	Academy Council – if within agreed programme budget/contingency OGAT – if exceeding agreed programme budget/contingency	It is suggested that a 10% contingency is built into all programmes to allow for some local contract variation during the programme.
Health and Safety	OGAT Board	It is the responsibility of OGAT to ensure that health and safety laws are adhered to and the appropriate health and safety certificates are in place. The operational compliance of this function will be delegated on a day to day basis to the Chief Operating Officer and their team.

Income Generation	Academy Council	Any income generated will normally be managed through the Trust's trading subsidiary Outwood Grange Services Ltd.
Insurance	Chief Financial Officer	Insurance for our academies will be procured through the government's RPA scheme unless agreed otherwise by the Chief Financial Officer.
Investments	OGAT Board	OGAT currently invest any surplus monies in high interest accounts.
Permanent Exclusions	Principal and Academy Council	All Academies will follow the Trust's Behaviour Policy for permanent exclusions and, where possible, work with the Local Authority to ensure independent permanent exclusion appeals.
Published Admission Number (PAN)	Academy Council if remaining unchanged OGAT Board if amending	The PAN must be set each academic year. There are consultation requirements where the PAN is being amended.
Service Level Agreements / Contracts	Academy – Business Manager/Academy Council Trust wide – Chief Finance Officer, Chief Operating Officer, Chief Executive	Depending on the context of each Academy, each Academy may have different SLAs / Contracts in place. It is the responsibility of the Business Manager, working with the Chief Operating Officer, to manage local SLAs and contracts. From time to time OGAT may procure SLAs on behalf of all academies as part of a best value review.
Safeguarding	OGAT Board	OGAT will, in respect of each Academy, act in accordance with, and be bound by, all relevant statutory and regulatory provisions for safeguarding. All Academies will follow OGAT's policy on safeguarding (the same staff

		identification scheme will operate in all Academies).
Academy Council specific delegated duties	Academy Councils	Additional specific delegated duties of the Academy Council are outlined in the document 'Academy Council Terms of Reference'. This document will be reviewed by the Trust Board as required.

Financial Levels of Authority

Delegated Duty	Value	Delegated Authority	Comment
All procurement must be carried out in compliance with the principles of the EU Treaties, include the free movement of goods (Article 28 of the EC Treaty), the right of establishment (Article 43), the freedom to provide services (Article 49), non-discrimination and equal treatment, transparency, proportionality and mutual recognition. For most goods and services where contracts will have a value over their lifetime in excess of the OJEU threshold, a strict procedure must be followed in compliance with the Public Contracts Regulations 2006 and related regulations.			
Approving adverse variances compared to the most recent budget or forecast	Unlimited	Chief Financial Officer, Chief Executive, Chief Operating Officer, Trust Board or Finance Committee.	Chief Financial Officer authority may be formally delegated to the Assistant Chief Financial Officer for specified periods.
Ordering good and services (including advertising of tenders and award of contracts)	Up to £2,499 (primary academies only)	Primary Academy Principal	If within approved budget level <ul style="list-style-type: none"> Orders up to £5,000 at least a single written quotation is required
	Up to £9,999	Primary – Executive Principal & Budget Holder Secondary - Academy Budget Holder (e.g. HODs) Group budget – Assistant Chief Financial Officer/Chief Operating Officer ICT Capital budget – ICT Director	If within approved budget level <ul style="list-style-type: none"> Orders up to £5,000 at least a single written quotation is required Orders over £5,001 and up to £24,999 require 3 written quotations
	£10,000 - £49,999	Primary – Executive Principal & Budget Holder Secondary - Principal & Budget Holder Group budget – Assistant Chief Financial Officer/Chief Operating Officer	If within approved budget level. <ul style="list-style-type: none"> Orders over £25,000 to be put out to tender

		ICT Capital budget - Chief Financial Officer/Chief Operating Officer	
	£50,000 - £99,999	Primary – Executive Principal & Budget Holder Secondary - Chief Executive Principal & Budget Holder Group budget – Chief Financial Officer/Chief Operating Officer ICT Capital budget - Chief Financial Officer/Chief Operating Officer	If within approved budget level <ul style="list-style-type: none"> • Orders over £25,000 to be put out to tender
	£100,000- £299,999	Chief Financial Officer, Chief Executive & Budget Holder	If within approved budget level <ul style="list-style-type: none"> • Contracts over EU thresholds for the time being (for guidance refer to www.ojec.com/Thresholds.aspx):to follow a compliant process under the Public Contracts Regulations 2006 and subsequent legislation
	£300,000 and above	OGAT Board (2 signatures), Chief Executive & Chief Financial Officer. The tender documents must be approved with the Board prior to the tender being advertised.	If within approved budget level <ul style="list-style-type: none"> • Contracts over EU thresholds for the time being (for guidance refer to www.ojec.com/Thresholds.aspx):to follow a compliant process under the Public Contracts Regulations 2006 and subsequent legislation

	Authority to accept other than lowest quotation or tender	Approval required in accordance with the delegated authority set out above	Chief Financial Officer 'single supplier' authorisation required where 3 quotes cannot be obtained e.g. where there are not 3 viable alternative suppliers
Capital Projects	Up to £20,000	Chief Executive	If within approved budget level <ul style="list-style-type: none"> • Orders up to £5,000 at least a single written quotation is required • Orders over £5,001 and up to £24,999 require 3 written quotations
	Over £20,000	OGAT Board	If within approved budget level <ul style="list-style-type: none"> • Orders over £5,001 and up to £24,999 require 3 written quotations • Orders over £25,000 to be put out to tender • Contracts over EU thresholds for the time being (for guidance refer to www.ojec.com/Thresholds.aspx): to follow a compliant process under the Public Contracts Regulations 2006 and subsequent legislation
Delegated Duty	Value	Delegated Authority	Comment
Authorising monthly salary payments	Unlimited	Chief Financial Officer (or designated academy finance representative), Chief Operating Officer or Director of HR (or designated academy HR representative)	
Delegated Duty	Value	Delegated Authority	Comment

Signatures for Cheques, BACS payment authorisations and other bank transfers	Up to £10,000	Any two signatures in line with the Bank Mandate (A or B)	
	Any amounts over £10,000	Two signatures in accordance with the bank mandate and one must be from the A list	
Delegated Duty	Value	Delegated Authority	Comment
Signatories for grant claims and DfE Returns	Unlimited	One or two signatories from the following (as required): <ul style="list-style-type: none"> ● Trust Board Chair ● Chief Executive ● Chief Executive Principal ● Executive/Associate Executive Principal ● Principal ● Chief Operating Officer ● Assistant Chief Financial Officer ● Chief Financial Officer 	Two signatories, or as required by DfE / EFA
Delegated Duty	Value	Delegated Authority	Comment
Disposal of assets	Up to £20,000	Principal & Assistant Chief Financial Officer	Director of Finance to report to OGAT Board
	Over £20,000	Chief Executive, Trust Board, Chief Financial Officer and DfE	DfE approval required for disposal of assets funded with more than £20,000 of DfE grant or transferred from the LA at nominal consideration
Delegated Duty	Value	Delegated Authority	Comment
Write-off bad debts	Up to £1000	Assistant Chief Financial Officer	
	Over £1,000	Trust Board & Chief Financial Officer plus DfE/ESFA approval (where the debts are	Report to OGAT Board

		more than 1% of total annual income or £45k (whichever is smaller), per single transaction, cumulatively 5% of total annual income as long as have 2 years of timely unqualified submitted accounts).	
Delegated Duty	Value	Delegated Authority	Comment
Write-off overpayments to staff	Up to £1,000	Assistant Chief Financial Officer	Limit as per ESFA apply as included in write off of bad debts.
	Over £1,000	Chief Financial Officer	
Delegated Duty	Value	Delegated Authority	Comment
Purchase or sale of freehold property	Any	OGAT Board, Chief Executive & Chief Financial Officer plus DfE approval required	Secretary of State approval required
Granting or taking up of any leasehold or tenancy agreement exceeding 3 years	Any	OGAT Board, Chief Executive & Chief Financial Officer plus DfE approval required	Secretary of State approval required
Any guarantees, indemnities and letters of comfort entered into	Any	OGAT Board, Chief Executive & Chief Financial Officer plus DfE approval required	
Ex-gratia payments	Any	Chief Executive & Director of Finance plus DfE approval required	

HR Levels of Authority

APPOINTMENTS
All appointment panels must contain at least one member who has undertaken Safer Recruitment Training The Chief Executive may nominate an alternative representative if they are unavailable to make up a panel

Chief Executive / Chief Executive Principals	Trust Board (minimum of 3 members, with non-voting co-optees as required)
Chief Operating Officer/Chief Financial Officer	Board Member, Chief Executive and 1 other as determined by the Chief Executive
Executive Principal/Associate Executive Principal	Board Member/Chief Executive, Chief Executive Principal and 1 other as determined by the Chief Executive
Principal	Board Member/Chief Executive, Chief Executive Principal and 1 other as determined by the Chief Executive
Directors of Curriculum Subjects	2 members of the Executive Team and 1 one other as determined by the Chief Executive
Directors of central functions e.g. HR, Data	Chief Operating Officer and 2 others as determined by the Chief Executive
Vice Principals	Chief Executive Principal/Executive Principal/Associate Executive Principal and Principal (or as delegated by the Chief Executive Principal)
Assistant Principals and SLT Support Staff	Principal, Vice Principal and 1 other as determined by the Principal
Associate Assistant Principals and Deeps Posts	Principal, Vice Principal and 1 other as determined by the Principal
Head of Department / Faculty / Lead Teachers	Principal, appropriate Director of Subject (if applicable) and 1 other as determined by the Principal
TLR Posts	Principal (or nominated representative), Director of Subject (if applicable) and Head of Department
All other Teaching posts	Principal (or nominated representative), Director of subject (if applicable) and Head of Department
All Support Staff posts (other than SLT posts)	3 staff, including line manager of the post, determined by Principal or Chief Operating Officer (Group posts below Director)

DISCIPLINARY CASES AND DISMISSALS

For all disciplinary cases and dismissals the following delegation model shall apply:

- Disciplinary
- Capability (professional competence)
- Ill Health Capability

- o Redundancy. (The Board will have determined that there is a Redundancy situation)
- o Some other substantial situation

For all disciplinary cases and dismissals the following delegation model shall apply:

Posts	Delegated Authority	Appeal
Chief Executive	Board member	3 Board members
Chief Executive Principal	Board member or Chief Executive	3 Board members
Executive Principal/Associate Executive Principal	Board member or Chief Executive	3 Board members
Chief Operating Officer, Director of Executive Services & Chief Financial Officer	Board member or Chief Executive	3 Board members
Principal	Board Member or Chief Executive	Board Member
Group and Curriculum Directors	Chief Executive or Founding Chief Executive or Chief Executive Principal or Chief Operating Officer	Board Member, Chief Executive or Chief Executive Principal or Founding CEO
Vice Principal and SLT Members	Founding Chief Executive or Chief Executive Principal or Executive Principal or Associate Executive Principal	Chief Executive or Founding Chief Executive or Chief Executive Principal
All other Academy posts	Principal	Founding Chief Executive or Chief Executive Principal or Executive Principal or Associate Executive Principal
All other Group posts	Chief Operating Officer	Chief Executive or Founding Chief Executive or Chief Executive Principal

All Finance posts	Chief Financial Officer	Founding CEO, Chief Operating Officer, Chief Executive Principal or Chief Executive
GRIEVANCE		
Posts	Delegated Authority	Appeal
Chief Executive	Board Member	Chair of Board
Chief Executive Principal	Chief Executive	Board Member
Chief Operating Officer, Director of Executive Services & Chief Financial Officer	Chief Executive	Board Member
Executive Principal/Associate Executive Principal	Chief Executive	Board Member
Principal	Founding Chief Executive or Chief Executive Principal or Executive Principal or Associate Executive Principal	Chief Executive or Founding Chief Executive or Chief Executive Principal
Group and Curriculum Directors	Chief Executive or Founding Chief Executive or Chief Executive Principal or Chief Operating Officer	Board Member or Chief Executive or Founding Chief Executive or Chief Executive Principal
Vice Principal/SLT Member	Principal or Chief Executive Principal or Executive Principal/Associate Executive Principal	Chief Executive Principal or Founding Chief Executive or Chief Executive
All other Academy posts	Principal	Chief Executive Principal or Founding Chief Executive or Executive Principal or Associate Executive Principal
All Finance posts	Chief Financial Officer	Founding Chief Executive or Chief Executive Principal or COO

All other Group posts	Chief Operating Officer	Founding Chief Executive or Chief Executive Principal
OTHER HR FUNCTIONS		
Function	Delegated Authority	
Compromise agreements up to and including £10,000	Chief Executive Principal and Director of HR to agree terms Chief Executive to sign	
Compromise agreements in excess of £10,000	Chief Executive and Director of HR to agree terms Chair of Board to sign	
Compromise agreements in excess of £50,000	Approval to be sought from the EFA/HM Treasury	
Signature of Letter of Appointments	Delegated Authority	
Chief Executive	Chair of Board	
Chief Executive Principal	Chief Executive	
Executive Principal/Associate Executive Principal	Chief Executive	
Principal	Chief Executive or Chief Executive Principal determined by the Chief Executive	
Curriculum Group Posts	Chief Executive or Director of HR if unavailable	
Business Group Posts	Chief Operating Officer or Director of HR if unavailable	
All other posts	Principal or Chief Executive Principal or Director of HR if unavailable	
Collective Agreements	OGAT Board (Chair of Board to sign)	
Teachers Pay – Threshold/UPS	Principal	
Function	Delegated Authority (within latest approved budget/forecast)	
Acting up Payments/Additional Payments		

<ul style="list-style-type: none"> ● Chief Executive/Founding Chief Executive/Chief Executive Principal ● Executive Principal/Associate Executive Principal ● Principal ● Vice Principal ● All other Academy staff ● All Curriculum 'Group' posts ● All Business 'Group' posts ● Any additional payment for external work, e.g. through Teaching School 	<ul style="list-style-type: none"> ● OGAT Board on recommendation of Finance Committee ● OGAT Board on recommendation of Finance Committee ● Chief Executive ● Chief Executive ● Executive Principal/Associate Executive Principal on the advice of the Director of HR ● Chief Executive ● Chief Operating Officer ● Chief Executive
Function	Delegated Authority (within latest approved budget/forecast)
<p>Performance Management</p> <ul style="list-style-type: none"> ● Chief Executive ● Founding Chief Executive ● Chief Executive Principal ● Executive Principal, Associate Executive Principal ● Chief Financial Officer, Chief Operating Officer, Director of Executive Services ● Principal ● Senior Curriculum Directors ● Curriculum Directors ● Business Group Directors ● Vice Principal ● All other Group posts ● All other Academy posts 	<ul style="list-style-type: none"> ● Chair of Board plus 1 other Board member ● Chief Executive ● Chief Executive ● Chief Executive and Chief Executive Principal (if relevant) ● Chief Executive ● Chief Executive Principal ● Chief Executive ● Senior Curriculum Director ● Chief Operating Officer ● Principal ● Director of Service/line manager as agreed

	<ul style="list-style-type: none"> ● In accordance with the list of agreed Reviewers approved by the Academy Principal
Staffing restructures	Chief Executive, Chief Executive Principal and Chief Operating Officer (working within parameters set by the Director of Curriculum)
Re-grading/Re-designation/increase/decrease in hours <ul style="list-style-type: none"> ● Salaries in excess of £60,000 ● Support staff posts below £60,000 ● Teaching posts below £60,000 	<ul style="list-style-type: none"> ● Board on the recommendation of the Finance Committee ● Chief Operating Officer ● Chief Executive
Creation of permanent new posts with salary above £60,000	OGAT Board with salary recommendation from Finance Committee
Creation of permanent or temporary new support staff posts with salary below £60,000	Chief Operating Officer
Replacement of permanent or temporary support staff posts	Chief Operating Officer
Creation of permanent or temporary new teaching posts with salary below £60,000	Secondary Teaching - Executive Director of Curriculum Secondary SLT - Chief Executive Principal Primary - Chief Executive Principal
Replacement of permanent or temporary teaching staff posts	Secondary Teaching - Executive Director of Curriculum Secondary SLT - Chief Executive Principal Primary - Chief Executive Principal
Revisions to Pay and Conditions	OGAT Board
Decision to make Redundancies	OGAT Board on recommendation from Chief Executive and Chief Operating Officer

Authorisation of redundancy/early retirement payments	Chief Operating Officer or Director of HR so long as redundancies were approved by Board
Determination of Chief Executive's and Chief Executive Principal's pay range	OGAT Board on recommendation from Finance Committee
Determination of pay range for an individual with a salary in excess of £60,000	OGAT Board on recommendation from Finance Committee
Determination of pay range for an individual with a salary less than £60,000	Chief Executive on the recommendation of the Chief Operating Officer
Determination of pay progression of the Chief Executive	OGAT Board on recommendation of Chief Executive Performance Management Committee
Determination of pay progression of Vice Principals within their pay grade	Chief Executive reported to the Finance Committee and OGAT Board on the basis of Performance Management
Determination of pay progression of Chief Executive Principals, Curriculum and Subject Directors, Principals and any Executive Team within their pay grade	Chief Executive recommendation to the Finance Committee to be agreed by the Board on the basis of Performance Management
Determination of pay progression of teaching posts below L18 within their pay grade (including Threshold)	Principal on agreement with Chief Executive Principal, reported to the Academy Council on the basis of Performance Management
Variation to contracts of employment	SLT - Chief Executive Principal Secondary Teaching - Executive Director of Curriculum Primary Teaching - Chief Executive Principal Support - Chief Operating Officer
Administration of employment contracts, pay and conditions of services (with the exception of previous delegated authorities)	Director of HR (with reference to the Chief Executive, Chief Executive Principal or Chief Operating Officer as appropriate)

N.B – Any other delegated Authority not described above would need to be referred to the OGAT Board for a decision

All post holders will include 'Acting' post holders

Systems and Policies

System/Policy	Changes	Delegated Authority
Behaviour - Consequences	New/additional behaviour consequences added to an Academy Behaviour Policy	Chief Executive Principal to recommend to Chief Executive Officer for approval.
Development of new Trust Wide Policies	Consultation with Executive Team	OGAT Board

