



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

Shireland CBSO Academy

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The application form explained

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

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

Submitting Sections A to H

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

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

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

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

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

Electronic files must:

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

Application forms should:

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

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

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

Submitting Section I

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

Data protection

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

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

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

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

Application checklist

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

Task to complete	Yes
<p>7. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gov.uk before the advertised deadline? Please send sections A, B and H as a separate attachment in Excel format. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. If the application is larger than 9 megabytes, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	<input checked="" type="checkbox"/>
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as ‘Recorded Signed for’ to the address below? Free Schools Applications Team, Department for Education, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input checked="" type="checkbox"/>

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

Print name: Ashley Savell-Boss

Date: 02/11/18

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.

Working with Sandwell LEA we have established that there is a strong basic need for the Academy in all three phases. Because of the Academy’s unique music focus we believe that students would be willing to travel slightly further than normal to the site. We are therefore suggesting an admissions structure which places nodal points in each of the six towns of Sandwell. This strategy has been used successfully with Sandwell Academy, a vastly oversubscribed school in the Authority.

A Nodal Structure

In the map included in the Annexes you can see the Academy and five nodal points, all of which are less than a 30 minute bus journey to the Academy’s proposed sites which sit near West Bromwich central bus station. In addition to helping solve the

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.

need issues across the Authority, the SCBSO Academy is intended to be a resource for the whole authority as opposed to a single town and this fulfils this objective.

Secondary Need

The need for Secondary places in Sandwell is absolute, with new schools currently being built to meet demand for today but projections showing that capacity will be insufficient in the future. Current trends show the Secondary capacity being insufficient in multiple towns in 2021/22 when the Academy would open, with over 200 Year 7 places needed. The following year this continues to rise and the Local Authority figures show a need of 389 additional Year 7 places per year needed in 2024/25 when current projections end.

Town	2020/21			2021/22			2022/23			2023/24			2024/25		
	PAN	PNOR	+/-	PAN	PNOR	+/-	PAN	PNOR	+/-	PAN	PNOR	+/-	PAN	PNOR	+/-
Oldbury	1220	1244	24	1220	1265	45	1220	1328	108	1220	1347	127	1220	1368	148
Rowley Regis	550	607	57	550	594	44	550	638	88	550	690	140	550	658	118
Smethwick	730	752	22	730	761	31	730	779	49	730	796	66	730	822	92
Tipton	540	545	5	540	537	-3	540	597	57	540	594	54	540	579	39
Wednesbury	650	661	11	650	664	14	650	717	77	650	693	43	650	694	44
West Bromwich	960	848	-112	960	848	-112	960	877	-83	960	886	-74	960	908	-52

DfE Figures also support this strongly with an acute and rising need for Secondary places clearly shown in the table below. This has identified need in our year of opening (2021/22) which is more than the places we will create and this need grows very sharply in each year following.

		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Sandwell	ALL SANDWELL	-1,582	-904	-773	-244	282	928	1,664
Sandwell	Oldbury- Sec	-599	-360	-39	257	421	622	830
Sandwell	Rowley Regis- Sec	-419	-338	-199	-117	-44	48	192
Sandwell	Smethwick- Sec	89	195	53	103	185	245	328
Sandwell	Tipton- Sec	-291	-243	-138	-93	-51	19	101
Sandwell	Wednesbury- Sec	-243	-201	-139	-247	-177	-94	-23
Sandwell	West Bromwich- Sec	-119	43	-311	-147	-52	88	236

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.

Primary Need

The need for Primary places is less acute but the need is still present with a number of towns needing Primary places and the total need being greater than the 60 suggested places in the new free school. Because of the unique nodal structure we would be in a position to help with the identified areas of need. If the trend continues then the need will become more acute in the future.

The Primary intake is essential to the nature of the Academy. If we are serious about producing world class musicians from deprived backgrounds using centres of excellence like this then we cannot start musical tuition at 11 as this is simply too late for a wide variety of instruments and the necessary musical development.

		2017/18	2018/19	2019/20	2020/21	2021/22
Sandwell	ALL PLANNING AREAS IN SANDWELL	-305	-23	-52	19	78
Sandwell	Oldbury Primary	-144	-29	31	96	141
Sandwell	Rowley Regis Primary	94	128	56	22	25
Sandwell	Smethwick Primary	88	122	118	112	92
Sandwell	Tipton Primary	-173	-143	-162	-153	-145
Sandwell	Wednesbury Primary	-188	-121	-137	-114	-104
Sandwell	West Bromwich Primary	18	20	42	56	69

The Need for Post-16 Places

There is a need for extra Post-16 provision. Secondary schools in Sandwell are currently in the middle of substantial population growth at Year 7 onwards. As a result it is expected that there will be a rise in the number of Secondary Post-16 places required. Sandwell LEA admissions have provided the following figures to us:

2018 - An additional 55 places
 2019 – A further 115 places
 2020 – An extra 186 places
 2021 – 227 places are required.

This has been a result of the increased birth rate, inward migration to the borough and housing development. As can be seen in the table below there is a sharp rise in the need for more places as the large increase in Secondary numbers roll through the system.

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.

Secondary projections

Year	NCY12	NCY13
2018/19	1303	1034
2019/20	1347	1079
2020/21	1382	1120
2021/22	1428	1148
2022/23	1453	1187
2023/24	1473	1207
2024/25	1622	1222

Within the Authority, the number of Post-16 places has been in decline with a number of smaller school based sixth forms closing in recent years. The Shireland CBSO school would provide places to fill this gap as part of a blend with two other Sandwell projects stepping up to fulfil the remaining places.

Provision in the area is very mixed, with progress in academic and vocational Post-16 courses ranging from excellent +0.45 to very poor -0.86. Of the 17 providers in the area 8 show a negative score for A-Level, 8 a positive score and one is at exactly 0.0. The closest Post-16 centre to the proposed Academy has the weakest score in the borough.

A Partnership to Ensure Viability

As we will be looking to operate a small Post-16 provision with a music focus and the Academy will be growing over time, in the first instance we will only be able to provide a small number of courses at the site. To ensure that students still have a full breadth of subjects to study, we will partner with our Outstanding rated Post-16 provision at Shireland Collegiate Academy to provide staff and opportunities for students to travel to access courses. This partnership allows small sixth forms to thrive in the early stage of a free school.

Likewise, Shireland would signpost its musicians to the SCBSO school as a feeder which would create a base of students at Post-16.

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

B2 – Need for good school places

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

The Proposal is in both a Secondary and Primary Target area (Sandwell) as referenced in the guidance and maps provided and therefore meets the need of an area requiring good school places.

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

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

Section C – Vision

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

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

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

Please:

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

C1 – Vision

The Academy

The Shireland Collegiate Academy Trust, in conjunction with the City of Birmingham Symphony Orchestra, is seeking to open an all-through Academy with Post-16 provision in Sandwell LEA, West Midlands.

This Academy is seen as a flagship project to bring outstanding education and aspiration to a Wave 13 targeted area of deprivation and low standards. The Academy will open in September 2021.

More than that, it is seen as a true partnership where there is a real sea change in ensuring young people - be they from diverse backgrounds, from deprived neighbourhoods, without parents with the means - have a real and genuine opportunity to represent and achieve musically at an elite and national level. In addition the school will enable all pupils to benefit from the emotional, social, physical and academic benefits that active participation in music has been demonstrated to bring.

C1 – Vision

Research by the University of Sussex found that 18 per cent of schools offer no GCSE music option to pupils, and researchers warned uptake data showed that this will increase in the coming years.

The study, based on a survey of 464 Secondary schools, also found the number of schools offering A-level music decreased by 15.4 per cent between 2016 and 2018, while the number offering music technology A-level plummeted by 31.7 per cent in the same period.

As well as being an outstanding all-through school we propose to redress this imbalance in one of the country's most challenging councils providing real and lasting life chances to students by starting at an early age and providing the resource, inspiration and support to allow them to be successful.

Our vision is that every student will have the opportunity to learn an instrument and be part of a group capable of performing.

The Trust

The Collegiate Academy Trust was founded by Shireland Collegiate Academy, a three times Outstanding Academy in Sandwell in the West Midlands.

In 2016 the Academy Trust was reactivated and was granted Multi Academy Trust status by the Department. This was done following a period of intense capacity building in order for the Trust to be prepared to manage multiple institutions. Since that point the Trust has successfully bid in two previous free school waves.

The Trust currently contains 2 Secondary and 2 Primary academies with two free schools due to open in September 2019. The Trust is in pre-opening for a further 3 Primary free schools. If this bid is successful the Trust will support 10 schools by 2021. The Trust has a two track approach to growth, taking on difficult schools to improve them and building brand new institutions to be beacons of excellence in the area.

The Chief Executive of the Trust, Sir Mark Grundy, is a National Leader of Education, a previous advisor to the Department, an advisor to the Regional Schools commissioner and frequently advises on school and trust improvement.

Our Trust focusses on using innovation to “level the playing field” and support learners and tutors of all ages. Our Trust is to establish a group of all-through campuses which innovatively use technology to support learners, staff and families. All-through will be a necessity in this case to be able to counter the lack of musical participation at Primary age in disadvantaged communities.

The Partnership

In addition, this school is based on the desire of the CBSO to give back to the community, improve the diversity of both audiences and performers and ensure that there are students who have a route through despite a deprived background. They

C1 – Vision

will work as a strategic partner with the Trust to bring a series of inspirational interventions and expertise to the students in the Academy.

Vision

The Trust has a full vision statement based on the following values: Leading Learning, Promoting Cohesion, Changing Attitudes as an institution; and Aim Higher, See Further and Be Concerned for Everyone for students. These common values can be seen across all the Academies in the Trust.

At its core the Trust believes in an inclusive education for local students at every ability level, a rigorous grounding in academic fundamentals, and that every student should be equipped for the future through teaching them relevant and cutting edge skills for the era in which they live. Most importantly, the Trust believes that every student should be safe, happy, ambitious for themselves and respectful of all.

The CBSO states a vision of “Every life enriched by music with musical excellence in performance, education and participation with the widest possible audiences in Birmingham, the Midlands and internationally, enriching lives and inspiring people of all backgrounds.” They have values to:

- Love what we do
- Collaborate and inspire
- Be open and adventurous
- Respect others

We believe these two visions are complimentary to bringing an outstanding education to the students of Sandwell.

Capacity

The Trust is in the strong position of offering support to other schools in a series of areas. The Trust runs traded services in Finance (9 schools), Human Resources (50 schools), Safeguarding (10 schools), E-learning and E- safety (10 schools). In addition, the Trust franchises its successful integrated curriculum to five local schools.

The Trust has a core team in addition to this which concentrates on governance, strategic planning, policies and compliance, training, risk management, bulk purchasing, estates and health and safety and most importantly school improvement at both an EYFS, Primary and Secondary level.

Because these services are established and in place the Trust has capacity to expand and the free schools proposed will be able to take advantage of these mature services. The Trust has a strong pre-opening team outlined in section F1. We have been through the free school opening process and are well placed to deliver on this project using our previous expertise.

Political Support and Land

C1 – Vision

It is rare for a project to command such wide ranging political support, demonstrated by letters of support from the RSC, Arts Council England, LEA, SMBC Cabinet and the boards of both the Trust and Orchestra. The LEA is willing to provide the land for the school and the CBSO to provide a suite of services to provide a strong partnership.

The Need

The Trust is seeking to open the new Academy specifically to increase quality through innovation and to satisfy basic need.

- In Section B we have highlighted the need at both Primary and Secondary for the basic need in the area. Through a nodal admissions structure we will be able to contribute to being a solution to the lack of spaces across the Local Authority.
- The Trust has a strong track record of school improvement and creating Outstanding schools and there are very few Outstanding providers in the areas with only two Outstanding Secondary schools in the Authority, one of which is part of the Trust.
- The Trust has for many years been associated with innovative practice across a broad spectrum of leadership and school improvement strategies. As both a Teaching and Research School, we are innovative in curriculum, pedagogy, technology and school structure. This can make a real difference to students' life chances, no more so than in this bid, where partnering with a world class prestigious orchestra can raise aspiration across the Authority.

Key Features of the Academy

All the Academies the Trust operates have the following key features and SCBSOA would be no different: at its heart this is a mainstream all-through Academy. However, this project would also have a focus on music working with our partner to ensure world class opportunities are woven through our common threads.

Dedicated to the Community

The Academy will be a strong institution within the community, providing opportunities, serving local students, becoming a centre of excellence and focusing on family engagement. The Trust has a strong history of integrating disparate communities in common purpose and creating social cohesion. Opportunities to perform for the local community will create a real bond.

Technology Rich

The Academy will be a technologically rich environment delivering world class 21st century skills. The schools will run an online Learning Gateway and class site structure, supporting students learning with the latest pedagogy. Our use of a

C1 – Vision

learning platform has long been regarded as one of the best examples of how an online environment can affect standards, efficiency and teaching and learning. Music Technology will also be written throughout the curriculum.

Thematically Delivered

The Academy will deliver an engaging, thematic curriculum containing strong core standards. Key competencies will be delivered through thematic content at both Primary and Secondary levels. This thematic approach will allow us to weave experiences from the CBSO through the curriculum. This will be supported by strong competency based assessment.

Outstanding Teaching and the Teachers of the Future

Through a focus on advanced pedagogy and the latest learning techniques, the Academy will seek to make every teacher an outstanding teacher and create the teachers of the future. We believe that utilising School Direct trainees` and Teaching Apprentices as supernumerary staff rather than teaching assistants creates a step change in how students can be supported across the school. We will become a music training hub for the West Midlands.

Strong and Compassionate Behaviour and Pastoral Care

The Trust actively promotes that all pupils have a right to learn and allow others to learn as well. It encourages positive attitudes to learning and endeavours to create the right atmosphere for effective learning and enables and supports pupils to work both independently and cooperatively.

We believe in a full and dynamic enrichment programme for all. In this case harnessing Sandwell's Music Service in conjunction with the CBSO will provide a suite of musical enrichment opportunities including the Arts Award, CBSO support of performances, CBSO musician in residence activities, and opportunities for students to play side by side with members of the orchestra in school based rehearsals and performances. Pupils will also have opportunities to attend CBSO performances and rehearsals at Symphony Hall, developing them as audiences of the future.

Pedagogical Techniques with Proven Success

Recent results have seen the founder Academy improve their Progress 8 score from 0.3 to 0.52: this shows the outstanding value added to the students attending the founder Academy.

The Ability to Draw on Resources from the Collegiate Academy Trust

The Collegiate Academy Trust will be able to provide a series of resources to the school which are benefits above and beyond that which they would receive as a single entity. This includes services, advantages of economies of scale and the

C1 – Vision

chance for students and staff to be part of a wider community while their own schools are still reaching maximum student capacity, year group by year group.

A good example for this would be in a shared Post-16 facility during the first year to ensure that a full range of subjects can be studied, with staff loaned from the Trust's other nearby Academies.

More than this though, support for our Academies is woven through all we do from CPD opportunities to student activities, back office services to supportive structures harnessing the talents of all our staff. The Collegiate Academy Trust is committed to bringing an outstanding education to all its schools by creating a culture of inspiration, collaboration and innovation which pervades all we do. The Shireland CBSO school will be a key part of that journey with a strong USP which will benefit students across the entire Trust.

The Decision not to Include Nursery Provision

Much thought was put into the decision of whether to include a nursery as part of the provision. The Trust runs several nurseries as part of its structure including two as part of Primary schools and one independent.

However recent challenges in recruitment to these nurseries have suggested a saturation for places in the area and hence we have decided not to suggest including one as part of the bid.

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.

Section D – Engagement with parents and the local community

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

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

D1 – Successful engagement with parents and the local community

Our engagement strategy with the local community has been as follows:

- To seek interest in the new school from parents through a Primary and Secondary school engagement and nursery strategy.
- To engage politically to seek the support of the local council, MP and other relevant political bodies including the Arts Council.
- To engage with community groups to ensure a cross section of views.
- Approach to the RSC office for endorsement of capability, capacity and of the concept of the free school.

Initial support for the project has been overwhelming from all groups contacted. There is an especially strong political will to support the project with local and national politicians keen to see a beacon of excellence in the area.

The school had previously been mooted to the community with positive results and a number of networks contacted before the Trust involved decided not to pursue the

D1 – Successful engagement with parents and the local community

project due to capacity issues. This means this is a second round of consultation for some of those contacted. The Trust previously involved would not release their data to us without a prohibitive fee.

Community Engagement Activities

In order to expedite engagement with the community we have written personally to 102 different community organisations, Primary schools and nurseries across Sandwell giving them the opportunity to respond to our surveys. A full list of those contacted can be found in the Annexes.

We were sure to include community groups from different backgrounds especially those working with deprived students.

Feedback Opportunities

To collect feedback, we created a Microsoft Form to collate responses which we have provided below. We created a website, Facebook and Twitter accounts to provide social media engagement and we liaised with the CBSO who used their media channels to promote the idea including at public events and via the membership of their various youth ensembles and adult participants and audiences.

Endorsements

From a political perspective we approached Sandwell Council who have provided endorsements from:

- Chris Ward – Director of Education
- Cllr Simon Hackett – Council Member, Education
- Whole Cabinet Approval

This letter as can be seen in the annex provides a declaration of need, offer of premises and political support.

There were no dissenting voices and Sandwell Council were especially keen to see the school in operation as not only a diverse choice for students but a flagship school for the Authority.

We approached Christine Quinn, the West Midlands RSC, who gave her endorsement to the project.

We approached the Arts Council and of course the CBSO Board who gave their endorsements to the project.

Letters of endorsement can be found in the Annexes. These Include:

- Chris Ward on behalf of Sandwell Council

D1 – Successful engagement with parents and the local community

- Arts Council – Darren Henley, Chief Executive
- The University of Birmingham – Professor Sir David Eastwood, Vice Chancellor and Principal
- Simon Halsey CBE – CBSO Chorus Director and Professor and Director of Choral Studies at the University of Birmingham
- Julien Lloyd Webber – Principal of the Birmingham Conservatoire

Gisela Stuart, the previous MP for the neighbouring constituency Birmingham Edgbaston, also picked up on the project and sent this endorsement:

“I was the MP for Birmingham Edgbaston from 1997-2017 and for many years a friend and supporter of the CBSO. This kind of school is exactly what we need. Good for the young people in Sandwell and Birmingham, good for the CBSO and good for the region.”

These endorsements show the strong political support, support from educationalists and musicians across the University sector and the opportunities this will bring to students at the Academy.

Feedback and Our Response

We received 629 responses to our consultation, the results of which can be seen below. 377 respondents left a comment. While results were extremely favourable and the majority of comments endorsed the idea, there were some themes through the comments which bear examination:

That the school should not be for Sandwell only / That it should be a centre of excellence across the West Midlands and support wider than Sandwell

This was by far and away the most popular issue in our survey as many Birmingham residents were unhappy at the thought they would not be able to attend the school. Our view is that they can of course apply, but may, depending on popularity of the school, not be able to gain admission. There is a clear feeling through the comments that people would be willing to travel. What this does indicate is a huge reservoir of students available to fill the school if Sandwell residents did not take up the opportunity.

There were also comments suggesting all towns are not of equal population so admissions should be proportional to population and this is something we would consider.

That the school should have an entrance exam / audition for those with musical talent

D1 – Successful engagement with parents and the local community

Several responses indicated this, often as they believed it would enhance chances of entry. We believe that this could be contrary to the stated mission of ensuring the school caters to disadvantaged students who could be impacted by any examination.

That there could be issues with transportation / That the school would need specialist practice facilities.

There were a large number of responses from practising musicians which dealt with the practical issues around running a school like this. We believe by working with partners closely and clever building designs we can try to compensate for this. This will never be perfect as there is a tension between an approach which reaches many young people and the cost of such offers.

That Musical Education should be pursued

Finally, there were many comments which lamented the demise of musical education across the borough, complaints of lack of current provision, lack of funding, lack of opportunity and the need for the school to fulfil this gap without being too exclusive. This was all positive in favour of opening the school. There were a lot of comments regarding students currently having to be sent out of the borough and even to board to get a decent musical education.

Full Response Breakdown

Which of the following best describes you?

Parent/Carer	186
Local Resident	262
Local Business	19
Local Authority Employee	12
Other	123

The school will look to draw an equal number of students from each of the towns in Sandwell. Do you agree with this principle?

D1 – Successful engagement with parents and the local community

Yes	448
No	67
Undecided	110

Would you be interested in a school which has a strong musical focus?

Yes	575
No	18
Undecided	27

We would be working closely with CBSO to help provide pupils with the opportunity to showcase their talents. Do you agree with this principle?

Yes	611
No	7
Undecided	8

The school will have a post-16 music centre. Do you agree with this?

Yes	604
No	8
Undecided	13

We would be looking to provide an all-through education (Primary to Sixth-Form). Do you agree with this?

Yes	590
No	32

The school would be opening in 2021/22 with Reception, Year 7 and Year 12 classes. Do you have a child who may be interested in attending the school?

Reception	21
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D1 – Successful engagement with parents and the local community

Year 7	33
Year 12	20
I do not have a child who would be interested in attending this school	550

Section E – Education plan: part 1

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

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

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

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

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

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

Table E(a)							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reception	60	60	60	60	60	60	60
Year 1	0	60	60	60	60	60	60
Year 2	0	0	60	60	60	60	60
Year 3	0	0	0	60	60	60	60
Year 4	0	0	0	0	60	60	60
Year 5	0	0	0	0	0	60	60
Year 6	0	0	0	0	0	0	60
Year 7	150	150	150	150	150	150	150
Year 8	0	150	150	150	150	150	150
Year 9	0	0	150	150	150	150	150
Year 10	0	0	0	150	150	150	150
Year 11	0	0	0	0	150	150	150
Year 12	60	60	60	60	60	60	60
Year 13	0	60	60	60	60	60	60
Totals	270	540	750	960	1170	1230	1290

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 – EARLY YEARS FOUNDATION STAGE			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
Communication and language*	4 hrs	Compulsory	Our focus on literacy means that we see the prime areas (starred) as influencing activities in all areas of learning. The importance of oracy at this stage of children’s lives in supporting language development.
Physical development*	3hrs 30 mins	Compulsory	
Personal, social and emotional development*	4hrs 30 mins	Compulsory	PSED also has increased focus to help our children be emotionally secure and ready to learn.
Literacy	3hrs 30 mins	Compulsory	
Mathematics	3hrs 30 mins	Compulsory	The importance of early number skills in developing mathematics

			understanding means that we will allocate more time in this areas.
Understanding the world	3hrs	Compulsory	
Expressive arts and design	3hrs	Compulsory	With a strong focus on musical development
Values	1hr 20	Compulsory	Pupils will adopt our core beliefs and the Trust's guiding principles. They complement the "British Values" of tolerance, respect, understanding, compassion and harmonious living and will be delivered through class and whole school assemblies.

Table E1 – Key Stage 1			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
English / Literacy	7hr 30	Compulsory	Literacy is a key focus for our school and so there will be a higher proportion of time spent. There will be discrete Phonics, SPAG, Reading for Pleasure and Writing and, at times, some elements of Reading will be delivered through Thematic Studies.
Mathematics	6 hr	Compulsory	To ensure pupils achieve high levels of skills in number, we will teach mathematics discretely but will also use opportunities in themes to apply their skills in other areas.
Science	2hr 30	Compulsory	Science content will be taught through Thematic Studies (1 hour 20 mins), but there will also be a focus on linked investigative work (1 hour 10 mins) that will involve weekly investigations developing the scientific enquiry skills needed to

			complement the knowledge aspects of Science.
Thematic Studies	6hr	Compulsory	Art, Music, Design and Technology, Computing, History, Geography, RE and PSHE will be taught thematically using the E3L curriculum.
PE	2hr	Compulsory	PE will be taught discretely.
Music	1hr	Compulsory	With a focus on development of musical skills, creative music making and singing.
Values	1hr 20	Compulsory	Pupils will adopt our core beliefs and the Trust's guiding principles. They complement the "British Values" of tolerance, respect, understanding, compassion and harmonious living and will be delivered through class and whole school assemblies.

Table E1 – Key Stage 2			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
English	7hr	Compulsory	There will still be a high focus on Reading and Writing in Key Stage 2 to ensure pupils can access all areas of the curriculum to appropriate depth. There will be studies of classics of literature and English Skills will be taught discretely with Comprehension and Writing being taught through Thematic Studies.
Mathematics	6hr	Compulsory	To ensure pupils achieve high levels of skills in number, we will teach mathematics discretely but will also use opportunities in themes to apply their skills in other areas.

Science	2hr 30	Compulsory	Our provision will focus on both knowledge and application of knowledge alongside practical, scientific enquiry based learning.
Thematic Studies	6hr 30	Compulsory	Art, Music, Design and Technology, Computing, History, Geography and PSHE will be taught thematically using the E3L curriculum.
PE	2hr	Compulsory	PE will be taught discretely.
Music	1hr	Compulsory	To include whole class instrumental lessons, in addition to creative work and singing plus CBSO activities.
RE and Values	1hr 20	Compulsory	Pupils will adopt our core beliefs and the Trust's guiding principles. They complement the "British Values" of tolerance, respect, understanding, compassion and harmonious living and will be delivered through discrete lessons and assemblies.

Table E1 – Primary Enrichment

Subject/activity	Hours per week	Compulsory/voluntary	Comments
Theatre School (KS2)	1.5 / 2	Voluntary	Chance for pupils to join the Shireland Theatre School run in conjunction with the Birmingham Hippodrome on Thursday after school and Saturday mornings.
DT Challenge (KS2)	1 / 1.5	Voluntary	Chance for teams to take part in the F1 Primary Challenge and work with the founding Academy Design staff and students.
Coding Club (KS1 &2)	1	Voluntary	Developing pupils' skills in coding with software and kits such Kodu, Scratch, Raspberry pi, BBC Microbits & Minecraft

Animation Club (KS1 and 2)	1	Voluntary	Pupils develop their storyboarding, filming and editing to produce green screen animations to submit for an 'Oscar' award.
Philosophy 4 Children (P4C) (Years 1-4)	1	Voluntary	P4C encourages discussion and reasoning within pupils, giving them the confidence and skills to articulate an argument or opinion.
Debate Mate (Years 5 and 6)	1	Voluntary	Chance for pupils to build on P4C and develop their debating skills and enter local competitions.

Table E1 – KS3			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
Literacy for Life	16 in Year 7, 13 in Year 8 and 9 in Year 9	Compulsory	Our flagship integrated, thematic competency driven curriculum. Twice graded OfSTED Outstanding this is described in detail in E2.
English	2 hrs in Year 8 3 hrs in Year 9	Compulsory	
Mathematics	2 hrs in Year 8 3 hrs in Year 9	Compulsory	
Practical Science	2 hr in Year 7 and 8 3hr in Year 9	Compulsory	Science is also woven through our thematic curriculum.
Design	1 hr	Compulsory	

Music	1.5 hr	Compulsory	Including access to instrumental lessons and regular singing activities plus CBSO activities.
Art	1 hr	Compulsory	
Physical Education	2 hrs	Compulsory	
Languages	1.5 hrs	Compulsory	
Tutor Time	1.4 hours	Compulsory	Pupils will adopt our core beliefs and the Trust's guiding principles. They complement the "British Values" of tolerance, respect, understanding, compassion and harmonious living and will be delivered through discrete lessons and assemblies.

Table E1 – KS4			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
English / English Literature	5	Compulsory	
Mathematics	5	Compulsory	
Science	4	Compulsory	
Physical Education	2	Compulsory	
Options: three from the following options	6	Compulsory	<ul style="list-style-type: none"> • GCSE Computer Science • GCSE History • GCSE Geography • GCSE German • GCSE Triple Science • GCSE Religious Education • GCSE Art • GCSE Physical Education • BTEC Business Studies • BTEC Travel and Tourism • BTEC Certificate in Digital Technologies • GCSE Media Studies • GCSE Health and Social Care

Music focused option: one choice (may take two by forgoing one of the previous options)	3		<ul style="list-style-type: none"> • GCSE Music • GCSE Music Technology • GCSE Dance • RSL Performing Arts
Tutor Time	1.4		Pupils will adopt our core beliefs and the Trust's guiding principles. They complement the "British Values" of tolerance, respect, understanding, compassion and harmonious living and will be delivered through discrete lessons and assemblies.

Table E1 – KS5

Subject/activity	Hours per week	Compulsory/voluntary	Comments
Level 3 Course	5	Compulsory	<p>Choices from:</p> <ul style="list-style-type: none"> • Drama • Dance • Music • Music Theatre • Music Technology <p>As a compulsory element at SCBSO Academy</p>
Level 3 Course	5	Compulsory	<p>Where necessary these courses may take place in partnership with the nearby Shireland Collegiate Academy Sixth Form.</p> <p>Choices from:</p> <ul style="list-style-type: none"> • Accountancy • Acting

			<ul style="list-style-type: none"> • Applied Science • Art and Design • Biology • Business Studies • Chemistry • Computer Science • Dance • English Literature • Geography • German • Health and Social Care • History • IT • Mathematics • Media Studies • Music • Philosophy, Ethics and Religious Studies • Photography • Physical Education • Physics • Product Design • Psychology • Punjabi • Sociology • Sports Science • Travel and Tourism • Textiles
Level 3 Course	5	Compulsory	Where necessary these courses may take place in partnership with the nearby Shireland Sixth Form Choices as above
Level 3 Course	5	Voluntary	Exceptional students may choose a fourth A-Level.
Futures	2	Compulsory	See Section E1 for description.
Transferable Skills	2	Compulsory	See Section E1 for description.

En/Ma Retake	3	If Required	If students have not achieved a 4 in English or Mathematics.

Table E1 – Secondary Enrichment			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
National Competitions <ul style="list-style-type: none"> • Faraday Challenge • F1 in Schools • 4X4 for schools • Apps for Good 	1 hr	Voluntary	All staff are expected to offer 1hr per week enrichment. National competitions do not run all year round.
Enrichment offered by staff will be: <ul style="list-style-type: none"> • Young Engineers Club • Debate Mate • Shakespeare Schools • Advanced Maths • Curiosity Club • Coding • Art Club • Community Languages (Partnership with Shireland on Saturdays) • Elite Sports 	1 hr	Voluntary	

CBSO Programme	Various depending on involvement	Voluntary	Please see outline in section E1
Homework Club	1hr 20	Voluntary	The school will also run homework clubs until 4:30pm on Monday through to Thursday and a suite of intervention lessons for those who are not meeting expectations.
Hippodrome partnered Stage School	2 hrs	Voluntary	Our Shireland Theatre School is run in partnership with the Birmingham Hippodrome and is free to pupils with a Shireland CAT affiliation and this would be extended. Students are required to undergo an audition to demonstrate aptitude and this takes place on a Thursday evening. Students will also have access to the Trust's Saturday Stage School.

<p>Length of school day, including any enrichment time.</p>	<p>The school day will run from 8:45am to 3:10pm for all phases.</p> <p>Times of the day:</p> <p>8:45 – 9:10 – Form time 9:10 – 10:10 – Period 1 10:10 – 11:10 – Period 2 11:10 – 11:25 – Break 11:25 – 12:25 – Period 3 12:25 – 1:00 – Lunch 1:00 – 2:00 – Period 4 2:00 – 3:00 – Period 5 3:00 – 3:10 – End of day form period.*</p> <p>*Note this will not be for Primary phase who will have no form period but a more extended lunch.</p> <p>There will be 1 hr of additional enrichment offered by each member of staff each week to create an enrichment programme running from 3:10pm to 4:1pm0</p> <p>Some Post-16 lessons may run as a P6 from 3:10pm to 4:10pm.</p>
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E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Introduction

The Trust has always prided itself on the innovation within its education plans, blending a different curriculum full of opportunity with academic rigor and strong and supportive pastoral care.

Within our Trust we have Shireland Collegiate Academy which is judged to be Outstanding and three converter academies which have all joined us since September 2017 and therefore have not yet had an inspection. The educational techniques described below produced a progress 8 of 0.53 for Shireland in 2016/17. When discussing Secondary provision at KS3, KS4 and KS5 we are comparing with this Outstanding school with the variations listed below.

At Primary level our Academies have not yet been inspected and are recent converters though showing good progress. Our comparison is with these schools but also with Shireland Technology Primary School, which is currently in pre-opening and has had excellent feedback on the educational plan from the DFE advisor.

This section will detail some of the activities and their variance from a normal curriculum across our Key Stages. It will also detail the partnership with the CBSO and how that will influence the development of the Academy.

As a note the Trust has no religious profile and will follow all statutory guidance on the teaching of religious education.

A Profile of Existing and Upcoming Schools

Academy	BME	FSM	EAL	Authority	Phase
Shireland Collegiate Academy	92.8	27.7	49.2	Sandwell	Secondary & P16
Thorns Collegiate Academy	33.1	14.5	5.5	Dudley	Secondary
Holyhead Primary Academy	42.7	26.5	27.2	Sandwell	Primary
Tameside Primary Academy	26.9	38.2	15.4	Sandwell	Primary
Shireland Technology* Primary	92.8	27.7	49.2	Sandwell	Primary
West Bromwich Collegiate Academy*	72.3	21.4	48.7	Sandwell	Secondary

Wolverhampton Technology Primary*	89	33.9	70.4	Wolverhampton	Primary
Coseley Technology Primary*	16.1	16.8	3.6	Dudley	Primary
Walsall Technology Primary*	87	47.2	68.2	Walsall	Primary

*Estimates from closest local schools.

As can be seen from the above table, there is some variation between the different schools currently within the Trust but of the Academies we currently serve the majority are in Sandwell, where the Trust has provided education since its inception and the sponsoring school for more than 100 years. As the Academy will have a nodal structure to its admissions, it will draw from all of the towns in Sandwell. This is a diverse range, from those communities made of a homogenous White British population to communities of complete diversity. As a Trust we currently support Academies in all of these contexts.

Overall Sandwell is a council with challenges, low levels of employment, high levels of deprivation and struggling children's services. The Trust's expertise has always been working in areas with this level of challenge. Through our services we work with and support more than 70 schools in the Black Country and Birmingham local authorities with education as well as back office services. An Academy supporting the Authority as a whole will play to our strengths.

Provision

Academies within the Trust follow the Trust's education plans, with local variations developed during pre-opening to take account of each Academy's unique circumstances. To promote innovation Academies gain the right to earned autonomy over time.

At our heart we act as mainstream schools using the curriculum freedom granted by Academy status to provide opportunities and different pedagogy to the students in our care. The next few pages will give a flavour of the differences that might be seen across the curriculum and will highlight the way that this curriculum will be different because of CBSO involvement.

This partnership is one thing that will truly differentiate this Academy from any of our existing schools and when we talk below about our integrated curriculum, it is our intent to alter the thematic approach to bring in more music than is currently taught at our Academies. We do have some experience of this: currently at Shireland Collegiate Academy, we are able to select 10% of our intake with an Arts Aptitude so

have been able to adapt our curriculum to make the best of these students' talents. For this we established a partnership with the Birmingham Hippodrome, developing students' theatre talent, and with this new partnership we will further enhance arts excellence for our students.

Provision in the Early Years Foundation Stage

Basics

We will follow the statutory framework for the Early Years Foundation Stage (EYFS) for the reception provision. This covers the three prime areas of Communication and language, Physical development and Personal, social and emotional development.

We promote the Characteristics of Effective Learning by providing all children with a range of rich and meaningful first-hand experiences which will run alongside and through the themes. Using the Foundation Stage Profile at the end of the reception year, we will be able to evidence achievement and coverage across all areas of learning.

Baseline

We will undertake baseline assessment of children's ability and aptitudes using the NFER test within two weeks of entering reception. This information will enable Early Years practitioners to plan and organise the provision to effectively meet the needs of all our children.

Themes

Preparation for KS1 begins in the EYFS through 'Introductory Themes' using the Cornerstone Curriculum to introduce pupils to the key concept of learning in context and give them some very basic access to technology. Our themes, whilst structured as they are in KS1 and KS2, will be based on the everyday experiences that our pupils understand. Several of these themes will be adapted with a music focus.

Children will be given opportunities to engage in "direct" learning experiences and to access a variety of indoor and outdoor activities. We recognise structured play as an important tool where children develop and reflect upon their learning and meet learning situations where their language, literacy and numeracy can develop with the careful support of adults. Young children learn by experience and they need to look, touch, smell, taste, listen and explore with a wide variety of materials in both formal and informal contexts.

Finding Out Fridays

Focused days with a strong PSED emphasis. Baseline data across the local area has identified that children enter Early Years provision with low levels of PSED and Communication skills.

The day will use elements of effective Nurture practice with the aim of supporting the social and emotional wellbeing and development of the pupils. As with strong Nurture

Group organisation, a focus on shared snack time will form an important part of the day. This will include children preparing their own snacks, cooking, shopping etc. There is clear evidence that this shared time is a valuable element within high quality Nurture provision. By running our Finding Out Fridays in this way, we aim to raise the levels of attainment in both PSED and C&L across the phase group.

Provision in Key Stages 1 and 2 – Excite, Explore, Excel

E3L

Across KS1 and KS2 we will run our Thematic / Skills based Curriculum E3L. E3L is based around planned activities and basic skills, enabling our children to explore and pursue their own interests while promoting learning, personal growth and development. The curriculum will be broad and balanced and taught according to National Curriculum requirements but delivered thematically, with a literacy and basic skills bias and responsive to the children's needs.

E3L is based on the Cornerstones Curriculum but strongly enhanced with the following aspects:

- Learning journey (and teaching sequence) is more defined
- Contextualised with natural links
- Coverage of NC linked to programmes of study
- Progression of Skills & Knowledge
- Assessment is integrated
- Science has a greater focus
- Links to Reading and Writing

It uses the key values of:

Excite

To create purposeful learning in an authentic context and promote Global citizenship and thinking.

Explore

To promote ownership of learning, choice in learning and active learning.

Excel

Building skills for life, interconnecting a breadth of knowledge using qualified experts with high expectation and challenge for all.

Phonics

In EYFS and Key Stage 1 Phonics will be a key focus with the Academy using a structured and creative approach based on Letters and Sounds. This will also involve the direct teaching of phonics with targeted groupings by teachers and non-teaching staff, from the Reception year upwards.

Literacy will be fully embedded into the E3L themes to provide authentic opportunities to apply knowledge and skills that they learn for a real purpose. In particular, there will be a range of inspirational writing opportunities interwoven to our themes. Pupils will develop their literacy skills across all aspects of the curriculum.

Technology

At the core of our curriculum is an innovative and authentic learning experience, rich in the use of new technologies and one which is personalised and responsive to the needs of our pupils. We seek to build on children's prior learning to accelerate progress for all and assessment for learning is key.

We know from using technology effectively within the Trust that it makes a positive difference to the outcomes of learning of our students supporting all abilities. Given the high numbers of Pupil Premium students, a proportion of families will not have quality access to a device for learning and the internet at home, especially for younger siblings (parents and older siblings tend to have priority over any devices that are at home). Therefore, equity of access at school is crucial if we want all pupils to take advantage of the possibilities and opportunities that having access to a device brings.

Flipped Learning

Learning and teaching is underpinned by 'Flipped Learning'- a simple approach where teachers present pupils with knowledge before they arrive in lessons (e.g. sharing a video the night before that explains a new mathematical concept such as ordering fractions).

This approach allows the teacher to use their time more effectively in the classroom planning and supporting activities with more impact; such as giving more personalised support to pupils who are struggling, answering questions, holding discussions, challenging misconceptions or allowing pupils to apply their knowledge and delve deeper into the material.

Online class sites allow pupils to respond to the flipped tasks which have been set through the online forum, questionnaires, uploading work or voting systems. This gives staff an overview of pupils' prior knowledge before the lesson begins, avoiding wasting time doing this in the class and allowing for more accurate differentiation and feedback.

The Curriculum in KS3 – Literacy for Life

At KS3, students will study the well-established Literacy for Life programme developed at Shireland Collegiate Academy over the past 10 years. Students who have been through this KS3 programme have consistently topped the Authority's value added charts with a Progress 8 of 0.53 in 2016-17.

Students in this methodology have 17 hours with the same teacher in Year 7, 13 hours in Year 8 and 8 hours in the first half of Year 9. Instantly, students and families have a single point of contact within the Academy who has a focus on the academic and pastoral wellbeing of the students in their class. This allows the same level of intense focus and intervention on students in KS3 as KS4.

In 2013/14, OfSTED published its paper "Key Stage 3: the wasted years?" detailing that in traditional KS3 curricula students were low priority, challenge low and transition poorly managed leading to an attainment dip. Not in this methodology.

The key pillars of this methodology are:

- A Safe and Secure Base – With a strong and corporate style;
- Engaging and Exciting Themes – Encouraging students to love their learning;
- A Focus on Competencies – Both academic and personal development;
- Team Ethos – Teaching as part of a team, contributing expertise to others.

Subject Coverage

A theme is a topic usually around six weeks long which the students use as a hook to base their learning on. The underpinning philosophy is that students learn better in context than in isolation. Themes in totality cover all of the areas of the national curriculum, but not every theme contains a full balance of every subject. Some might be more Geography based, while another may contain more Drama; Music will be embedded in all themes, supported by the CBSO.

Themes have within them certain key characteristics. A large piece of extended writing, time set aside for developing reading, and a number of competencies that the students will develop. A student can perform a piece of diary writing in a Great Fire of London based theme or write an instructional manual in a theme based on robotics.

All learning is audenced and experiential, working with a range of learning partners from businesses, the arts and wider local community, bringing expertise into the school learning environment.

Languages, Physical Education, Dance and Design Technology are taught outside of the integrated curriculum though will occasionally have a presence in themes.

L4L teachers work as teams, blending their subject specialisms and joint planning and training each other. They have more of a pastoral link to students than traditional teachers and this model allows them to truly understand the needs of the students in their care.

The Curriculum at Key Stage 4

At KS4 the Academy will follow a more traditional curriculum with 14 of 25 hours dedicated to the core subjects of English, Mathematics and Science. Students will study a total of 9 subjects at Level 1 or 2. All students have the opportunity to study the English Baccalaureate if they so wish.

Music for All

In our Secondary Academies we currently run the Design for All programme, and in the case of Shireland CBSO this would be replaced with Music for All. However, we recognise that despite the early start, by KS4 all students may not have the desire and aptitude to proceed with GCSE Music and hence in Year 9 we will be offering both Music and Music Technology and Theatre Studies in this compulsory block to ensure that we cater for all students.

Focus Days

Focus Days collapse the timetable for all students once every two weeks. During this period either a Department takes a year group or the year group concentrates on an area such as RE, Citizenship, Enterprise, Careers, research skills and a number of other areas. Alternatively this time can be used to go on trips or bring in inspirational speakers for the students. As well as the benefits of focussed time for the students, organising the curriculum this way ensures time is not 'stolen' when students go on trips and one department is left free to concentrate on CPD.

These days will be invaluable in a music focused school where performance and inspiration will have natural opportunities to be threaded throughout the curriculum. Focus days happen at KS3, KS4 and KS5.

Class Sites

Class sites allow students to respond to the flipped tasks which have been set through online forums, questionnaires, uploading work or voting systems. This gives staff an overview of student's prior knowledge before the lesson begins, allowing for more accurate differentiation and feedback. The Trust is an expert on the provision of these sites and a management infrastructure through an Office 365 environment.

Class sites also allow all materials in lessons to be made available to students outside the Academy day.

Key Stage 5

Curriculum

At KS5 we deliver 5 hours of teaching for each of 3 or 4 level three options across the week. Students having the option to look at A-Level or BTEC courses. As mentioned, this will, in the early years, draw upon the partnership with the nearby Shireland Collegiate Academy Sixth Form centre with joint provision.

In 2016/17 progress for A-Level courses at this centre (the only one in the Trust) were 0.14 for A-Level and 0.17 for applied general.

In addition to the time spent on students' courses, students are required to attend the following additional programmes to prepare them for university or the world of work.

Futures and Transferable Skills

As part of the core timetable, all students are required to attend lessons for 'Futures' and 'Transferable Skills'. These 2 programmes dovetail together, with 'Futures' offering an insight in to the opportunities beyond Sixth Form for higher education and the world of employment. In 'Transferable Skills' students learn how to become an effective undergraduate and the skills needed to complete a week's work experience towards the end of Year 12.

Increasingly universities are looking for students to demonstrate their enthusiasm and motivation for their subjects, as well as securing high grades at A Level and BTEC. Our students can develop their interests through being involved with our Enrichment Programme. This is tailor-made year on year, depending on the interests of the students.

For example, in the summer of 2017 our Year 13 students embarked on a paired reading scheme with our Year 7 students and children in our local Primary school. Our performing arts students played to packed out audiences at Groove on Down the Road at Birmingham Hippodrome and a dedicated group of Product Design students found success when they came 1st in the regional finals and 4th in the national finals of the Jaguar Landrover Challenge. Our students can complete Duke of Edinburgh Awards and take part in the National Citizen Service. Other enrichment opportunities being planned include:

- Pre-med Programme
- Pre-law Programme

Students also engage in a wide range of events both locally and nationally. Visits to university open days and conferences, as well as attending seminars by visiting external speakers are all part of our Enrichment Programme.

Musical Curriculum

The musical curriculum will be woven through E3L and L4L but in addition there will be a number of other parts of the curriculum opportunities which arise due to the unique flavour of the Academy.

Instrumental Lessons and Graded Examinations

It is our intention that every student has the opportunity to learn an instrument, starting early in reception with whole class teaching of pBuzzes and pBones and then looking to have group lessons of 3 by the time students enter KS2 with a variety of instruments to try as well as whole class instrumental lessons.

Our aim is that all Primary students will graduate to KS3 having achieved Gold or Platinum level ABRSM Music Medals. In Year 7 there will be a fresh influx of students who have not been part of the Primary Phase, it is again our aim that all of these students are given the opportunity for small group tuition.

As students progress through the Academy they should improve by a grade per year aiming for ABRSM Grade 5 by the end of year 11. Not all students will follow this path with some dropping out of individual tuition and this is fine, though they are expected to engage with the Music for All strategy and continue to be part of performances through a voice or technical strand.

The Form and House Choir and Ensemble Approach

It is our intention that twice a week form time will be either ensemble or House choir time; this promotes the music ethos, binds form groups together and gives all students and staff an opportunity to perform. From this approach we will be expecting all L4L staff to have a basic level of musical ability.

SCBSO Proms

This approach will build to house choirs, bands and orchestras who will look to take part in a series of performances throughout the year leading to a summer festival, the SCBSO Proms.

Non Classical Musical Approaches

We will look to support those students who wish to pursue non classical approaches, whether they be rock and pop, jazz or world music, supporting them to develop their musical skills building on a solid musical understanding established through their grounding in the Western Classical tradition. As time goes by we will look to alter

form groups to support this and give equal prominence to performances such as a battle of the bands as well as more classical concerts.

Culture

Most importantly the musical ethos will go through all we do at the school: it will create opportunities to perform for the community, for students and parents to feel real pride in their schools and create a culture which is outward looking and inclusive.

A Larger Music Staff

The Academy will have a larger than normal musical staff and we will be looking for staff who believe in the ethos of music to move students forward in a multidisciplinary setting.

CBSO Partnership

The main variation from any of our existing schools would be the partnership with the CBSO. The following programme shows the contribution this will make to students' education.

Music tuition would be a combination of small group and whole class lessons, provided by the Sandwell Music Service, subsidised for Pupil Premium students and supported by the main school and theatre school. Subsidised enrichment would be a feature for all activities for Pupil Premium students.

Attendance at CBSO Concerts

Reception and KS1: Each attend an annual concert at the CBSO Centre with a small ensemble (quintet to 10 piece mini-orchestra)

KS2 & KS3: All pupils attend one of the annual concerts which are designed specifically for that KS group, full orchestra at Symphony Hall.

Year 9: Attend 1 x main season CBSO Concert per year

Year 10 & 11: Attend 2 x main season CBSO Concerts per year and 1 x open rehearsal

Year 12 & 13: Attend 2 x main season CBSO Concerts and 1 x CBSO Chamber concert per year and 2 x open rehearsals

Pre-Concert Presentations

Opportunity for groups attending any concerts at Symphony Hall to have an introductory presentation from either a CBSO musician or the presenter of the KS2 or KS3 concert. These sessions will provide insight into forthcoming programme and music, to ensure that pupils get the most from the experience.

For KS4 and Sixth form this presentation could be given by a conductor or soloist alongside a CBSO musician.

Small Ensemble Performances in School

For both Primary and Secondary there will be an annual programme of small ensemble concerts in school. Each year there will be 4 concerts each focussing on a different orchestral family. Performances will be given by quintets and tailored to meet the ages of the pupils attending. These will take place in school, with multiple year groups attending (space permitting).

Play-a-long Activities

An annual Primary play-a-long day, with specially arranged music to enable beginner instrumentalists to rehearse and perform alongside CBSO musicians. Parents can come along to a final performance for each group. Up to 10 CBSO musicians and conductor involved in each day.

An annual day for Secondary ensembles, with up to 25 CBSO musicians and a CBSO conductor (when the school is at full capacity) rehearsing and performing alongside student ensembles. This could be wind bands, string ensembles or a school orchestra - or it could be done by year group. Opportunities throughout the day for sectional rehearsals and performances for parents/community. Specially arranged music could also be provided for this day.

Creative Workshops Linked to Curriculum Themes

Provision of up to 9 creative workshops (length of workshops to be determined by age of pupils, e.g. Reception = 1 hour workshop, Year 6 = full day workshop) across Primary and Year 7 and 8. A CBSO musician is designated to a specific year group each academic year to enable them to work with the class teachers to develop creative projects, including singing activities, ensuring they complement classroom work, but also contribute to the overall aims of each theme. A flexible model built around artist days so can be an intensive week of activity or spread throughout a term or academic year.

Ensemble in Residence

A 10-piece, mixed instrument ensemble, resident at the school. With each ensemble member providing a certain number of days these musicians will be able to support a variety of musical opportunities for pupils, including masterclasses, ensemble coaching, GCSE and A Level composition support, in school performances, mentoring, small group work etc. Informed by the teaching staff in school, the programme will be tailored to the needs and instruments of the pupils in school. (Can include voice and keyboard beyond traditional orchestral instruments).

Conducting Workshops/Masterclasses

Provision of workshops and masterclasses for aspiring young conductors or pupils who are interested in learning more about this element of music. Delivered by CBSO Associate or Assistant Conductors, but where possible and appropriate from the CBSO Music Director, Chorus Director or visiting conductors. For KS4 pupils and above.

Inspiration Visits

The CBSO works with approximately 100 internationally renowned conductors and soloists every year, many of whom have a specific interest in, and commitment to, music education. The CBSO would invite a cohort of these visiting artists to attend the school during their time in Birmingham to provide inspirational talks, workshops, masterclasses, and potentially performances for pupils as part of their contractual agreement with the orchestra.

Careers Advice, Training, Mentoring & Signposting

Opportunities for careers advice and presentations from CBSO administrative staff, mock interviews and CV workshops, as well as offer of a 4-day arts administration course for pupils at KS4 and sixth form.

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

The Role of the Trust and Consistency

As discussed in E1 the Trust has Academies currently open in each phase. To ensure the consistency of assessment, a common framework is in place across each phase. This information is gathered and displayed to Trust leads through Power BI who use the software to inform on the current progress of students and to exception report on areas where there is variation across student cohorts.

Primary and Secondary leads help to set a raising attainment plan (RAP) for each school which is signed off by the Board of Trustees. These include SMART targets for key areas, including behaviour, attendance and academic performance.

Meetings are regularly held with the central Trust team and the headteachers to moderate standards, ensure accountability and share best practice across the Trust.

Targeting and Challenging Expectations

All students receive challenging expectations through a common targeting framework. This framework uses national benchmark data at Primary and KS2 results at Secondary to set challenging targets. More detail is available in the phase descriptions of this section. Importantly the targets that are set run through the appraisal process at all levels of the Trust and Academies to ensure consistency and a SMART approach to challenging expectations.

Results are analysed by the Trust and then formal examination meetings held with Heads of Department to assess accuracy of prediction at each level, learn lessons from the previous year and develop new strategies to support the progress of students across the Trust.

The Trust has some key concepts around assessment and innovative practice especially at KS3 outlined below.

E2 – Measuring pupil performance effectively and setting challenging expectations

Primary Phase Assessment

Baseline testing

In addition to the national assessment teachers will complete a baseline assessment for all children in Reception by the second week of term. Staff will also make use of any available assessments from any care or nursery setting that the child has attended in the earlier part of the Foundation Stage to inform their assessments and planning.

Nationally Standardised Summative Assessment

Nationally standardised CEM progress tests are used in each year group on an annual basis to track the progress and attainment of pupils in each of Reading, Mathematics and Developed ability and to benchmark how our pupils compare with other pupils of the same age at a national level.

Learning Surgeries

Feedback is most effective when it is timely, frequent and acted upon by the learner. We have therefore planned into our school day time for 'Learning Surgery'. Learning Surgery is dedicated time for teachers and/or pupils to feedback to individual or groups of pupils about their learning.

Day to Day Assessment

Day-to-day formative assessment and in school summative assessments are used to identify groups of children who require interventions or SEND support (diagnostic assessment). Those identified as having gaps in understanding receive Quality First Teaching, followed by a short, sharp burst of 'catch-up' with an adult. If further support is required there is a move to a more formal intervention programme which is rigorously monitored for impact.

In Key Stage One joint online class sites for students will be gradually introduced, providing opportunities for parents to engage with reading and comprehension activities in conjunction with their children. Simple notes can then be typed on online forums which allow students to feel part of a wider learning community.

Assessment, Recording and Reporting to Parents

We aim for information regarding pupil progress to be transparent for parents. We will make assessment data available on the school's online learning platform for secure pupil and parent access from home. In addition, parents will have access to our Class Dojo behaviour system and be able to see their child's behaviour information.

E2 – Measuring pupil performance effectively and setting challenging expectations

Annual school reports are supplemented by interim reports each term. This provides an opportunity to share pupils' progress with parents, and to identify areas for further support.

Reports indicate how pupils are progressing against the Essential Skills for their age group. Progress is indicated to parents using one of three markers: Working Towards, Expected Standard or Greater Depth. Progress across the year against the Essential Skills will also be shared with parents so that they can clearly see the progress made by their child across the year.

In addition, commentary is provided by teachers either verbally, or in written form for the final report, indicating children's relative strengths and areas for development.

Secondary Phase

At KS3, students will be set targets based on their scaled scores at KS2. They are then set goals to exceed these targets as time goes by. To do this, at KS3 students seek to master a series of competencies to improve themselves academically and as learners.

Competencies are broken into ten areas. These comprise six areas of academic progress and four further areas which deal with the development of the students' personal characteristics.

Academic Competencies	Development Competencies
Reading	Personal Learning
Social and Environmental	Professional Development
Technological	Personal Social
Numeric	Creativity
Communication	
Scientific	

These competencies go to the heart of the curriculum. Students use them to develop the key skills they need to be successful; they use them to see the full continuum of their learning and to identify their strengths and weaknesses. Truly skilled staff use the competencies to directly personalise the curriculum. If students in the same class are working in the 'Water' theme, one student may be working on their word choice in communication, while another is seeking to improve their research skills.

Shireland Collegiate Academy Trust has ten years of successfully delivering this curriculum model. These areas will be assessed through competencies tied to individual activities and projects spread throughout the Key Stage.

Competency-Based Assessment

Competency-based education sets a bar for what every student should know and be able to do. It is important to have clear targets for learning based on standards, and

E2 – Measuring pupil performance effectively and setting challenging expectations

to use time more flexibly to achieve mastery of high standards. This is different from traditional schooling because rather than the amount of time per day, per subject, being fixed and the amount of learning being variable, competency education requires consistently high expectations from all learners regardless of ability.

The five-part working definition of competency-based education is:

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Each of the above Competency Strands is further broken down into individual competencies. Each group (i.e. Personal Learning) consist of between 5 – 15 individual skills, spanning 4 tiers of ability.

Within the curriculum pupils are able to progress towards attaining competencies at any point. The role of the teacher and department is to map, plan for and deliver opportunities for pupils to develop the various skills. However, responsibility for learning also falls to the pupils, who are encouraged to collect, collate and coordinate their work towards becoming Proficient.

Our Academies use a bespoke competency tracker for recording student progress. The competency based framework is validated through a series of formal examinations twice a year in each year of KS3 set and moderated by non L4L departments.

KS4 & KS5

At KS4 we will operate a Progress 8+1 model to create stretching targets for students. The Academy, each subject and each teacher has within their appraisal and raising attainment plan a target of 0.5 past Progress 8. This methodology has proved highly effective in raising standards.

At KS5 we operate targets based on the GCSE intake that students have achieved against national benchmarks again using the +1 methodology, using the principle that students need challenging targets. Staff are trained intensively on their judgements in feedback to students with regular moderation from examination boards. For example, each year we have received excellent centre reports from Pearson in BTEC

E2 – Measuring pupil performance effectively and setting challenging expectations

qualifications and have frequently had work taken as exemplar nationally from our moderations.

Disadvantaged Students

In addition to the targets for students and departments, the Trust also has targets to reduce the gap between Pupil Premium and non-Pupil Premium students, the gap between the genders and between ethnicities to no greater than 0.25.

Pastoral Expectations

Finally, all Academies in the Trust have targets that attendance must be above the national average and fixed and permanent exclusions should be below the national average.

Reporting at Secondary

Parents will have real-time access to students' academic and pastoral data through the Groupcall Parents App. In addition, the Academy will send home written interim reports six times a year showing students' predicted grades and a full report once per year.

Parents evenings will be held once per year with two for Year 11 and settling in evenings for years 7, 8 and 10 in addition. Year 9 will have a full parental careers and options evening before Christmas.

Common Assessment Principles Across Key Stages

To maximise learning it is vital that teachers are confident in using a range of assessment techniques for maximum impact. We expect teachers to use the following basic principles in class:

- Start from a learner's existing understanding (AfL) and adjust teaching to take assessment information into account .
- Use a range of carefully planned assessment techniques to assess understanding and plan next steps that provide clear and effective feedback that moves learning forward.
- Maximise opportunities to use technology to streamline and improve the assessment and feedback process.
- Clarify, understand and share learning intentions and success criteria with pupils.
- Use a variety of feedback forms rather than written comments. Some examples include: verbal feedback and modelling, the use of technology for

E2 – Measuring pupil performance effectively and setting challenging expectations

feedback such as video feedback on class sites, questioning strategies, use of talk partners and peer assessment and/or self-assessment.

- Actively involve pupils in their own learning; pupils should be able to assess themselves and each other and understand and communicate how to improve.

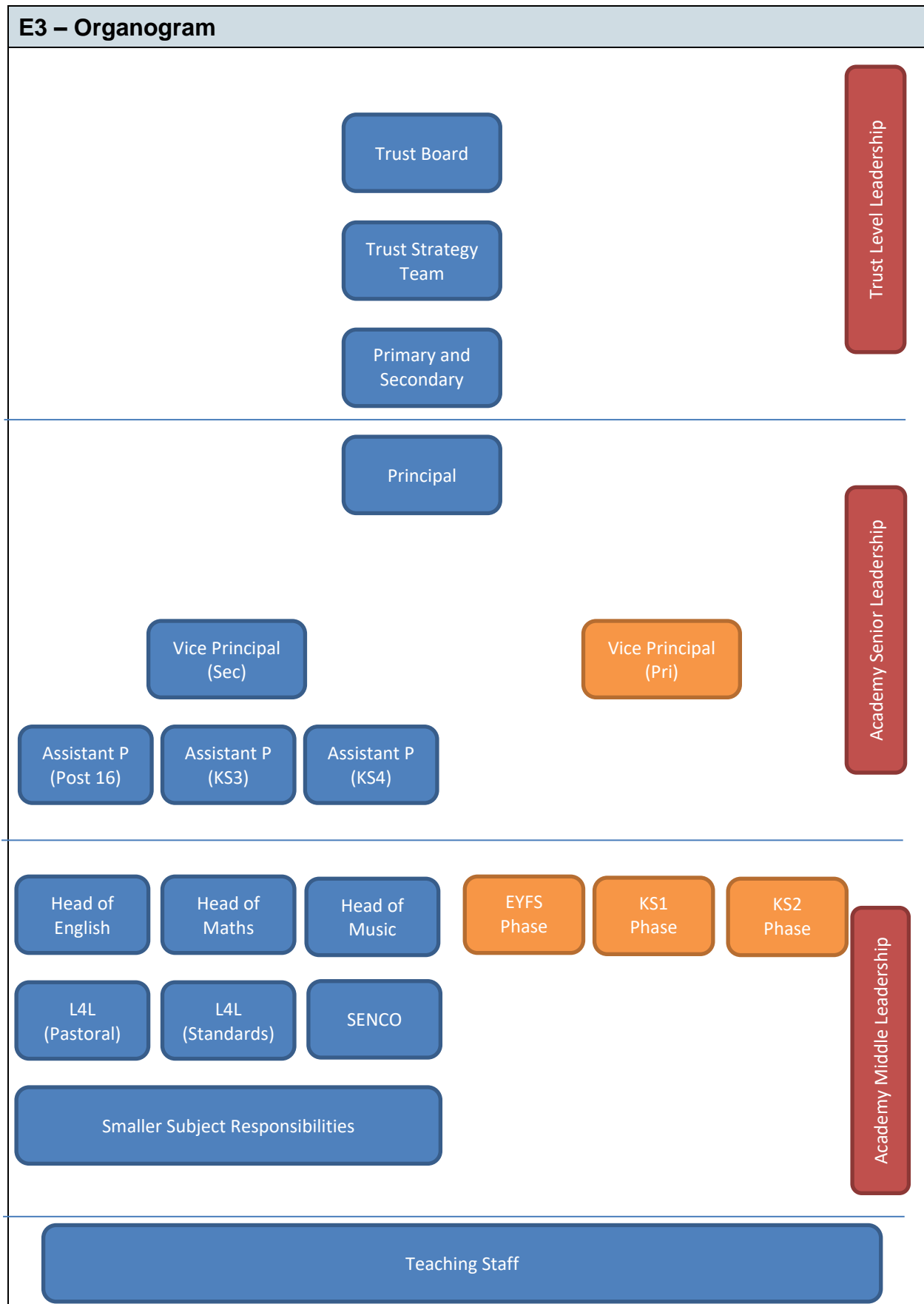
Marking and Feedback

We are mindful also of the workload implications of written marking, notably, the DFE's research which has highlighted written marking as a key contributing factor to teacher workload. We use technology where possible to maximise opportunities to streamline the feedback process.

- The purpose of feedback and marking is to move learning forward.
- Feedback should take place at the earliest opportunity to have the greatest impact. Technology can provide children and teachers with immediate feedback and should be regularly incorporated.
- Feedback takes many forms other than written comments such as: verbal feedback and modelling, questioning strategies, use of talk partners, peer assessment and/or self-assessment.
- The impact of feedback should be evident in the longer term and not only on the piece of work that has received feedback.
- Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress
- Written marking should be clear to pupils according to age and ability and should use the agreed marking symbols.
- Children must be given appropriate time to respond to feedback to have maximum impact on learning.

For example, the use of Class Sites or One Note allows teachers to provide immediate and personalised feedback on learning which pupils can access at any time. New forms of feedback such as video and audio feedback can make feedback more accessible to all, especially young children, EAL pupils or those with SEND.

E3 – Staffing



E3 – Organogram

Senior Staff Growth Over Time

	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Headteacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy (Sec)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Head			1.0	1.0	1.0	1.0	1.0	1.0
Assistant Head				1.0	1.0	1.0	1.0	1.0
Assistant Head					1.0	1.0	1.0	1.0
Deputy (Pri)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Teaching Staff Growth Over Time

	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Secondary								
L4L 2	0.6	1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 3	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 4	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 6	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 7	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
PE	0.6	1.0	1.0	1.0	1.0	1.0	1.0	1.0
DT /Art	0.4	0.8	1.0	1.0	1.0	1.0	1.0	1.0
Music	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Science	0.6	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Languages	0.6	1.0	1.0	1.0	1.0	1.0	1.0	1.0
SENCO	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 8 (Sci)		1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 9 (En)		1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 10 (En)		1.0	1.0	1.0	1.0	1.0	1.0	1.0
L4L 11		0.6	1.0	1.0	1.0	1.0	1.0	1.0
L4L 12 (PE)		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Mathematics		0.6	1.0	1.0	1.0	1.0	1.0	1.0
English			1.0	1.0	1.0	1.0	1.0	1.0
Mathematics 2			1.0	1.0	1.0	1.0	1.0	1.0
Science 2			1.0	1.0	1.0	1.0	1.0	1.0
Music 2			1.0	1.0	1.0	1.0	1.0	1.0
Drama/Dance			0.4	0.6	1.0	1.0	1.0	1.0
Languages			0.6	1.0	1.0	1.0	1.0	1.0
PE			0.6	0.6	1.0	1.0	1.0	1.0
English 2				1.0	1.0	1.0	1.0	1.0
Mathematics 3				1.0	1.0	1.0	1.0	1.0
Science 3				1.0	1.0	1.0	1.0	1.0
English 3				1.0	1.0	1.0	1.0	1.0
Art				0.6	0.8	0.8	0.8	0.8
PE 3				0.6	1.0	1.0	1.0	1.0

E3 – Organogram

Science 4				1.0	1.0	1.0	1.0	1.0
Science 5					1.0	1.0	1.0	1.0
Science 6					0.6	0.6	0.6	0.6
Mathematics 4					1.0	1.0	1.0	1.0
Mathematics 5					0.6	0.6	0.6	0.6
English 4					0.6	0.6	0.6	0.6
Music 3					0.4	0.4	0.4	0.4
English 5					1.0	1.0	1.0	1.0
History 1					0.6	0.6	0.6	0.6
Primary								
Reception one	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reception two	0.4	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Yr 1 - one		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Yr 1 - two		0.5	1.0	1.0	1.0	1.0	1.0	1.0
Yr 2 - one			1.0	1.0	1.0	1.0	1.0	1.0
Yr 2 - two			1.0	1.0	1.0	1.0	1.0	1.0
Yr 3 - one				1.0	1.0	1.0	1.0	1.0
Yr 3 - two				1.0	1.0	1.0	1.0	1.0
Yr 4 - one					1.0	1.0	1.0	1.0
Yr 4 - two					1.0	1.0	1.0	1.0
Yr 5 - one						1.0	1.0	1.0
Yr 5 - two						1.0	1.0	1.0
Yr 6 - one							1.0	1.0
Yr 6 - two							1.0	1.0
PPA Music	0.5	0.7	0.9	1.0	1.0	1.0	1.0	1.0
PPA cover				0.1	0.3	0.5	0.5	0.5
SDS - KS1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
SDS - KS2				1.0	1.0	1.0	1.0	1.0
SDS - KS2					1.0	1.0	1.0	1.0
Supply cover		0.3	0.7	0.4	1.0	1.0	1.0	1.0
Post 16								
Music 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Post 16 Flex 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Drama / Theatre	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Post 16 Flex 2		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Music 2		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Drama / Theatre		1.0	1.0	1.0	1.0	1.0	1.0	1.0

Non Teaching Staff Growth Over Time

Support Staff	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Intervention Post	0.4	1.0	1.0	1.0	1.0	1.0	1.0	1.0
LSA	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Intervention Post			1.0	1.0	1.0	1.0	1.0	1.0
LSA		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Safeguarding		0.5	0.8	1.0	1.0	1.0	1.0	1.0

E3 – Organogram

Apprentice	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Apprentice	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Apprentice		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Apprentice			1.0	1.0	1.0	1.0	1.0	1.0
Apprentice				1.0	1.0	1.0	1.0	1.0
LSA			1.0	1.0	1.0	1.0	1.0	1.0
Science Tech			0.8	1.0	1.0	1.0	1.0	1.0
Music Admin				0.6	1.0	1.0	1.0	1.0
BMS Lead				1.0	1.0	1.0	1.0	1.0
LSA				1.0	1.0	1.0	1.0	1.0
Intervention Post					1.0			
Primary								
TA - Reception 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA - Reception 2	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
HLTA	0.7	0.9	1.0	1.0	1.0	1.0	1.0	1.0
HLTA	0.0	0.0	0.2	0.5	0.7	1.0	1.0	1.0
TA - Reception 1				1.0	1.0	1.0	1.0	1.0
TA - Reception 2						1.0	1.0	1.0

Admin Staff	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Receptionist / Admin	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Office Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Apprentice	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Admin			1.0	1.0	1.0	1.0	1.0	1.0
Attendance			1.0	1.0	1.0	1.0	1.0	1.0
Admin				1.0	1.0	1.0	1.0	1.0
Examinations Sec					1.0	1.0	1.0	1.0
Admin	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Receptionist	0.0	0.2	0.3	0.4	0.4	0.5	0.5	0.5
Finance Clerk	0.0	0.0	0.3	0.4	0.5	0.5	0.5	0.5

Site Staff	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Site Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Cleaner	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Cleaner	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Cleaner	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Cleaner			0.4	0.4	0.4	0.4	0.4	0.4
Cleaner			0.4	0.4	0.4	0.4	0.4	0.4
Caretaker	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Cleaner	0.4	0.3	0.4	0.4	0.4	0.4	0.4	0.4
Cleaner	0.0	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Cleaner	0.0	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Cleaner	0.0	0.0	0.3	0.4	0.4	0.4	0.4	0.4
Cleaner	0.0	0.0	0.0	0.2	0.5	0.9	0.9	0.9

E3 – Organogram

Site Staff	21/2 2	22/2 3	23/2 4	24/2 5	25/2 6	26/2 7	27/2 8	28/2 9
Chef	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Catering	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Till Operator / Washer	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Apprentice	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Catering		0.7	0.7	0.7	0.7	0.7	0.7	0.7
Catering			0.7	0.7	0.7	0.7	0.7	0.7
Catering				0.7	0.7	0.7	0.7	0.7
Servers	0.4	0.5	0.7	1.0	1.0	1.0	1.0	1.0
Servers	0.0	0.0	0.0	0.4	0.4	0.4	0.4	0.4

Other Staff	21/2 2	22/2 3	23/2 4	24/2 5	25/2 6	26/2 7	27/2 8	28/2 9
IT Technician	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
IT Technician				0.4	0.6	0.6	0.6	0.6
Senior Lunch Supervisor	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Lunch time Supervisors	0.8	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Lunch time Supervisors	0.0	0.2	0.6	1.0	1.0	1.0	1.0	1.0
Lunch time Supervisors	0.0	0.0		0.0	0.4	0.8	0.8	0.8
ICT Technician	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0

Terms and Conditions

The Trust has adopted the national Teacher's Pay Scales for staff other than school Principals and members of the Executive Leadership Team who will be paid on the Trust Executive Leadership Scale. The Trust reserves the right to pay honoraria and bursaries to teaching staff for specific pieces of work for which a TLR is not payable.

Non-teaching staff will be paid in accordance with locally agreed scales.

Teachers will have access to the Teacher's Pension Scheme; non-teaching staff will have access to the Local Government Pension Scheme.

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

An Inclusive School

Religion

The Academy will have no religious ethos. The school will teach RE through themes in E3L and L4L and through Focus Days and Tutor Time activities. GCSE RE is an available option. The school uniform code will allow flexibility in religious dress.

Dietary requirements shall be reflective of the school intake, with vegetarian options available each day and halal products marked as such.

The Prevent Agenda and British Values

Shireland Collegiate Academy Trust is fully committed to safeguarding and promoting the welfare of all its students. As a Trust we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Shireland Collegiate Academy Trust all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Shireland Collegiate Academy Trust has a zero-tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the safeguarding care of our pupils strives to protect them from exposure to negative influences.

We have created a set of online resources to promote British Values and understanding of different religions through the Celebrating Faiths website, which is used through Tutor Time activities.

Aims and Principles

We work alongside other professional bodies and agencies to ensure that our students are safe from harm.

The objectives are that:

E4 – Integration and community cohesion

- Students are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Students are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, Emotional, Aspects of Learning) assemblies and through Student Voice members.
- Students are taught how to keep themselves safe, in school and when using the internet.
- Students participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Students’ wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Students are supported in making good choices from a young age, so they understand the impact and consequences of their actions on others.
- Trustees, Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

Staff Training

- Through training day opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.
- The Trust has a full time Safeguarding Manager who is able to facilitate the delivery of the Home Office Workshop to Raise Awareness of Prevent. This is a 45-minute briefing and will include specific details of referrals locally.
- All SPC members and Trustees have and will receive WRAP training.

PSHE and SMSC

Our Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing,

E4 – Integration and community cohesion

relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Issues of inclusion are at the heart of competency education. Competency education strengthens personalised learning with a transparent structure that enables greater systemic and personal accountability, as well as continuous improvement.

The L4L curriculum has a number of strong embedded themes which focus on PSHE. For example, the first theme in the curriculum, Citizen Me, uses family history projects, religious festival sharing and opportunities to create class conduct rules as an opportunity to bring together disparate communities in shared values of tolerance. Projects like this have the students and families work together, learn about each other's customs, beliefs and ideas and respect each other's views.

Music as a Cohesive Force

Numerous studies have shown music's power to act as a force for cohesion, break down boundaries and have both social and academic benefits. For example, the In Harmony study states:

Parents and children particularly highlighted the importance of having opportunities to perform and celebrate their skills, which had reinforced children's experiences of success and pride in their abilities and helped them to develop confidence speaking and performing in front of others.

Another positive impact mentioned frequently by staff, children and parents was on children's personal, social and emotional development. They felt that children's communication skills, including listening and speaking, were enhanced by opportunities to interact with different music professionals and with teachers in a different environment.

For those taking part in performances and extra-curricular activities, there were opportunities to socialise with children of different ages and from different schools which had led to opportunities for peer learning and for younger children to learn from older role models. There were many accounts of how the interactive nature of ensemble music making had encouraged children's social skills, including how to support each other, cooperate, listen to each other and take turns.

Headteachers involved in a focus group discussion said that In Harmony promoted social cohesion as every individual has a role to play and a contribution to make in the orchestra/group music making. One headteacher described how it had affected her nursery-age children:

E4 – Integration and community cohesion

“It has impacted on their personal and social development because they’re taking turns, listening to each other, responding to routine, responding to different adults coming into the building.”

These benefits will be core to our approach of supporting students and creating a real sense of community for both students and parents within the Academy.

Supporting Organisations

The Shireland CAT runs a safeguarding service which supports local schools and provides training and expertise. The Trust has relationships with the following organisations:

- Sandwell Women’s Aid
- Shield
- Sandwell Young Carers
- Birmingham Young Carers
- DECCA
- CAMHS
- Targeted Youth Support
- Barnardo’s Family Support
- The CSE team (based in Sandwell Children’s Services)
- Brook
- Barnardo’s SPACE (Birmingham CSE team)
- Family Support Team (part of Birmingham Children’s Services)
- Krunch (mentoring and girls’ group)
- Brushstrokes
- Smethwick Food Bank
- ASIRT (advice and support for asylum seeker families)
- St Chad’s Sanctuary (for refugees and asylum seekers)
- RESTORE (befriending service for asylum seeker families)
- Smethwick Asian Families Support Service
- PREVENT team

We would look to retain our links with all of these local services in the new Academy.

Ensuring the Integration of Disadvantaged Students

In 2015 the Trust’s founding Secondary Academy was named as the leading Secondary School in the West Midlands in relation to the support offered to Pupil Premium students.

We believe that closing the gap happens through the following interlinked approaches:

E4 – Integration and community cohesion

- Dealing with students' complex needs, through safeguarding and delivering a strong programme of PSHE and citizenship. This may involve engagement with outside agencies, including the Local Authority, where necessary.
- Equality of opportunity, which we seek to provide through equality of access to the enrichment programme, equality of access to technology, equality of access to experiences and by providing safe and secure areas where students can study. Pupil Premium students have first opportunity to subscribe to all trips and enrichment opportunities.
- Raising aspiration by getting students involved in national competitions, giving strong careers awareness and providing students with opportunities for success amongst their peers and the local community. This also includes the constant development of students' cultural capital to ensure they are not disadvantaged relative to their peers.

Attracting Students of Different Backgrounds and Communities

The nodal admissions structure will ensure that we receive a spread of applicants from different communities throughout Sandwell. In addition, the Trust has for many years run a fair banding structure to ensure that it receives a fully comprehensive intake. This structure has students sit a non-verbal reasoning test; students are then put into 5 equal bands of attainment and the Academy picks equal numbers from each of those bands.

We would look to replicate this at KS4. Being an all-through school a certain number of students will progress directly from Y6 to Y7.

Admissions

The Trust has been through the free school process several times and will comply with the School Admissions Code and the School Admission Appeals Code.

Examples of our Admissions Policy can be seen at:

<http://www.collegiateacademy.org.uk/> > Information > Trust Policies

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 publicly 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

Twin Tracks of Growth

As detailed in the vision Shireland CAT is a growing institution which is in the second year of a strong 5-year strategy to grow to 10 schools. This is taking place through two 'tracks' of growth. The first is using the free school programme to create centres of excellence in areas with poor provision.

The second is converting failing mainstream schools to Academies and trying to deal with their systemic issues through the school improvement infrastructure we have developed. The infrastructure includes both back office and school improvement divisions which provide services both within the Trust and to external schools across Birmingham and the Black Country.

This goes to the heart of the current performance of our schools and track record. At our heart we have outstanding provision in both our founder Secondary Academy and in our support teams who manage our external provision, Teaching School, Research School and Microsoft Showcase School.

Most importantly these tracks of growth allow the Trust to take a measured, sensible approach to expansion adding schools at a rate of no more than two per year of which SCBSO would be the tenth.

Track Record of Outstanding Provision

In 2016-17 Shireland Collegiate Academy, the founder Academy of the Trust, achieved a Progress 8 of 0.53 which was the highest progress in Sandwell. Shireland has had the highest Progress 8 in Sandwell for each of the past three years. This demonstrates the capacity of the Trust to achieve outstanding GCSE results. The Academy has been judged as Outstanding in its last two inspection reports, the most recent of which described the Academy as an 'Exceptional Academy'.

The achievement of students is above the local and national averages for disadvantaged students with students obtaining 0.14 in 2016-17. This was not only above the national and local averages for disadvantaged students but also saw them with better progress than non-disadvantaged students across the country. We have a strong track record with disadvantaged youngsters.

This has been a period of rapid improvement with Shireland Collegiate Academy increasing its Progress 8 each year since its inception.

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Progress 8			0.23	0.24	0.32	0.53
Value Added	1020	1021	1019	1021	-	

Despite being a school in a challenging area Shireland Collegiate Academy has been able to produce outstanding results and top the Local Authority league tables each year.

At Post-16 Shireland has seen a similar success story with the Sixth Form also labelled at Outstanding in the last OfSTED inspection and value added for A Level at 0.14 and Applied General at 0.27 in 2016-17. The Trust has also run successful level one and two programmes with English (0.6) and Maths (0.72) progress for retakes vastly exceeding the national and Local Authority averages.

Previously in the Trust's history it secured an Outstanding judgement for George Salter Academy, supported a local Primary school to an Outstanding judgement and has secured successive Outstanding judgements from OFSTED for Shireland Collegiate Academy.

Schools not meeting the Good or Outstanding Criteria

At Primary level, the Trust has taken two Special Measures schools into the Trust in the last two years at the request of the DfE. One joined in September 2017 (Holyhead Primary Academy) and one very recently in October 2018 (Tameside Primary Academy). These two schools are newly converted Academies and have not yet been inspected as part of the conversion process.

At Secondary level the Trust has taken one Special Measures school into the Trust (Thorns Collegiate Academy) at the request of the RSC board in September 2017. This is the limit of the Academies on our 'improvement track' as it is anticipated all of the remaining growth will come from the free schools programme.

To action this we have undergone a period of rapid capacity building in order to support the Academies and to create school improvement divisions to complement our existing capacity. This has included appointments into our structure, the training of Specialist Leaders of Education, capacity building in existing schools to ensure maintenance of their high standards and a bank of consultants to assist the core team.

All of these schools are new converter Academies and have not yet received an OfSTED inspection and examination results are still provisional but suggest significant improvement at KS1 and KS4 from a very low base. Extensive work is

underway to transform these Academies which are all in difficult and challenging circumstances.

Within the first year highlights have been:

At Primary

- Bringing all Academies into financial sustainability.
- Improving the safeguarding of the schools including ensuring their sites are secure from intruders
- Bringing our new E3L thematic curriculum to the schools.
- Improving assessment practices across the staff.
- A training programme which is creating rapid improvement in teaching and learning.
- Using our recruitment expertise to replace all temporary roles with qualified staff including reshaping the leadership teams at both Primaries.
- Bringing the expertise of the Trust with technology, including building a learning gateway infrastructure at all schools, providing staff laptops and training.
- A new Primary lead structure to work with the headteachers to create ambitious but realistic Raising Attainment Plans to promote rapid improvement and bringing rigor throughout the observation and appraisal process.
- Improved the environment through condition improvement funding.

At Secondary

- Bringing the Academy to financial sustainability through a restructure dealing with significant legacy financial issues.
- Halting the decline in student numbers, we have increased student recruitment from 126 to 184 through community engagement and better reputation. In the current recruitment phase over 700 people visited the open day.
- Placed all students on a Progress 8 compatible curriculum.
- Created new more challenging targets for staff and students.
- Created a new behaviour structure based on our behaviour management system and the founder academy where OfSTED described behaviour as impeccable.

- Ensured the safety of students by changing both the physical access and safeguarding standards throughout the school.
- Significantly improved an environment in desperate need of change.
- Introduced our L4L curriculum which has radically changed how students are taught throughout KS3.
- Appointed a new Principal and seconded two staff to the leadership team to drive change through ambitious Raising Attainment Plans.

These activities give only a flavour of the amount of work and change which could fill many pages of this document. We await OfSTED's visits next year in two of our schools with confidence that there has been a real and lasting change since their conversion. We do not believe having these schools in our Trust (which was at the instigation and with the approval of the RSC board) would have any adverse effect on our ability to open and make a success of the Shireland CBSO school in 2021/22.

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.

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] 	
George Faux	[REDACTED]	■	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] 	<p>[REDACTED]</p> <p>[REDACTED]</p>

<p>Stephen Maddock OBE</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>Kirsty Tonks</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	<p>[REDACTED]</p> <p>[REDACTED]</p>
<p>Ian Foyle</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

Ashley Savell-Boss	[REDACTED]	■	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] 	[REDACTED]
Melanie Adams	[REDACTED]	■	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	[REDACTED]
Jane Kellas	[REDACTED]	■	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] 	[REDACTED]
Lucy Galliard	[REDACTED]	■	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	[REDACTED]

				<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	
Jennifer Devaney		■	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> [REDACTED] [REDACTED]
Hasnain Panjwani		■	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> [REDACTED] [REDACTED]
Francesca Bonafin		■	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> [REDACTED] [REDACTED]
David Roper	[REDACTED]	■	<ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] ■ [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> [REDACTED] [REDACTED]

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F2(a) – Skills and experience of your team

RSC and DfE Endorsement

Recent schools, both conversions and free schools, have already been granted to the Trust by the DfE following backing from the RSC board of the capacity and capability of the Trust to deliver. Recent acquisitions of Thorns Collegiate Academy, Tameside Primary Academy and Holyhead Primary Academy have proven the Trust's capacity to undertake the due diligence necessary to absorb new schools into the Trust. The RSC has been approached and is supportive of this project.

Established Teams

The Trust, and its trading subsidiary Shireland Learning, has well established and developed teams providing support to the Trust in areas of school improvement, e-learning, finance, safeguarding, data management and human resources including CPD.

The Trust has also provided school to school support to a number of local schools and is franchising its KS3 curriculum as detailed in the Education Brief to a further 8 schools in the next two years.

In addition to providing these services to schools within the Trust, these services provide support to more than 50 other local schools. In effect we have teams led by all those named above to draw upon for the opening of this Academy.

The Trust has national reputations for E-Learning, is a Research School, has worked with the Education Endowment Fund on major projects, hosts national conferences and provides school to school support to schools in challenging circumstances.

Free School Experience

The Shireland CAT is familiar with the processes for setting up and building free schools, two of which will be opening in September 2019, and has had glowing reports from the DfE on its formal education plans in its current endeavours.

The Trust, especially the CEO, has managed multiple building projects over a period of 20 years.

Leadership Capacity

Leadership is provided by a Trust Strategy Team (TST) of six members who have a proven track record of outstanding performance.

The CEO of the Trust has a national reputation for E-Learning and school improvement within Secondary and Primary sectors. As an advisor to ministers, the RSC board and OfSTED he has been at the forefront of educational policy over the last 10 years.

Supporting TST are two project managers, a company secretary, a trust data manager and various ancillary staff in areas such as marketing, recruitment and due diligence.

Educational Capacity

To support TST in their delivery, the Trust contains both a Teaching School and a Research School with the objectives of providing initial teacher training, school to school support, school improvement, and research and development opportunities. This gives the Trust additional capacity to support growth and provide innovative solutions to help delivery across the Trust including subject specialists in every discipline and a series of Specialist Leaders of Education.

The Trust contains 15 Specialist Leaders of Education whose expertise range through Curriculum, Leadership, HR and Finance who can be deployed to assist schools within the Trust. The CEO is a National Leader of Education.

Capacity to Support the Musical Ethos

The CBSO are committed to supporting the musical ethos of the school and will be providing inspiration and logistical support as well as marketing, fundraising and sponsorship support, careers advice and other opportunities for students. We will also work with the Sandwell Music Service for individual tuition. The Trust has a director of the Literacy for Life curriculum who is a trained musician and a Head of Music who has been a professional singer with a SONY recording artist. These different strands will be woven together to provide the capacity to establish a truly exceptional experience for students.

Key Partnerships

The Trust has key strategic partnerships with the following organisations and will bring the new Academy into these partnerships:

Educational

- Newman University
- University of Warwick
- Whole Education
- NCTEM
- Birmingham Hippodrome

Technology

- Microsoft
- Tute
- Century Learning
- Apps for Good
- Group Call

Other

- Mercers Livery Company
- Freeformers
- SSAT

Summary

In summary, the capacity and expertise throughout all levels of the Trust provides the basis for the Trust to grow with confidence. The management structure will provide effective challenge and the trading services will provide support as and when necessary.

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?
Premises / Health and Safety	Pre-opening team	The Trust is hoping that a new post will be filled by January 2019 well before the pre-opening. This will aggregate some of the responsibilities currently held across the Trust at individual schools.

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

Recruitment of our Principal Designate will be a competitive process following a national advert including a Job Description and Personal Specification. Having been through this process a number of times, our recruitment exercises consist of an initial request for information through our standard application forms which then moves to a shortlisting exercise from the CEO and HR lead. Shortlisted candidates follow the following three step process:

Part A: Candidates are assessed by an experienced NCSL and NPQH assessor against the head teachers' standards. Candidates are expected to have prepared documents on their experience in each area. This process lasts between three and five hours.

Part B: Candidates present to the Board of Trustees on their vision for the Academy and personal qualities they feel will make them an exceptional candidate to run the Academy. This is a 40-minute presentation followed by questions from the Board of Trustees.

Part C: Candidates undertake a formal interview with a panel consisting of CEO, Phase Lead, HR Lead and an independent head teacher from the RSC board. The interview is wide ranging focusing on both experience and scenario-based questions. It lasts for one hour and thirty minutes including questions from candidates.

In addition, external candidates will receive a tour of schools of a similar phase within the Trust and an opportunity to be observed interacting with staff and students.

This process has been a robust foundation to recruit Principals and has been used to recruit four previous posts at this level.

The Trust has the following policies to deal with our processes, fairness and statutory obligations and to ensure the safeguarding of all through the process:

- Safer Recruitment Policy
- Privacy Notice – Job Applicants
- Equality Policy

These policies can be found at:

<http://www.collegiateacademy.org.uk/> > Information > Trust Policies

F3 – An effective governance structure

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

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

F3 – An effective governance structure

The following chart outlines the key elements of the Collegiate Academy Trust’s governance structure:

```
graph TD; Members[Members] --- TB[Trust Board]; TB --- SLB[Shireland Learning Board]; TB --- AC[Audit Committee]; AC --- RC[Renumeration Committee]; AC --- ResC[Resources Committee]; AC --- SPC[Standards and Performance Committees (SPC), 1 Per Academy]; SPC --- FF[Family Forums, 1 Per Academy];
```

The Trust has approved Multi Academy Trust Status from the Department for Education and has approached the Regional Schools Commissioner who has noted we have capacity. The Governance structure is in line with the Academies Handbook and has been approved in two previous free school applications. We are not adding a school of a new type or phase or moving into a new part of the country.

We would note that there are no changes in the governance structure; a member of the Trustees will act as the chair for each of the Standards and Performance Committees.

F3 – An effective governance structure

We would note there is no change in the roles and responsibilities, though we are providing information below on the role of the Trust Strategy Team for clarification. It is expected as part of the partnership with the CBSO and Shireland Collegiate Academy Trust that a member of the CBSO board or senior management team will also join the Board of Trustees. This will give us additional capacity as the Trust is growing.

The Role of the Trust Strategy Team and Challenge

The Trust Strategy Team co-ordinates strategy and support across the Academies providing strategic direction and support.

TST enables all the schools to be consistently held to account and monitored in a standardised format on a weekly and termly cycle. This enables effective benchmarking of performance and data collection for each school which is provided by a bespoke Power BI system.

TST members attend Board meetings, accountable for their areas of performance and ready to answer any questions from Trustees, and are responsible for providing reports to the Trustees including Strategic and Operational Risk Registers, Raising Attainment and Development Plans and co-ordinating all required reports from the Academies Financial Handbook.

Challenge comes from independent sources such as the SIP reports (current SIP is Mick Waters) which provide Trustees with opportunities to challenge assertions by the TST. In addition, each Standards and Performance Committee has the power to refer items directly to the Board for consideration and challenge.

Role and Membership of the Standards and Performance Committee (LGB for individual schools)

The membership of the Standards and Performance Committee will consist of 9 Governors.

The Chair of the committee must be a Trustee of the main board whose period of office as a Trustee is 4 years. The chairman for this committee will be re-appointed annually by the full board.

The 8 other positions will be allotted as follows:

2 parent (family) governors, 1 staff governor, 2 community governors (one of which will be a CBSO representative), The Executive Principal or his representative, the Principal of the school and 1 co-opted trustee/governor.

The term of office for all governors will be a maximum of 4 years and may be followed by re-appointment for a further term of office.

This membership allows a cross sector of views to be represented. Parent positions will be appointed via an election process, as will the staff position, with community governors appointed by the Trustees. It is anticipated that this selection process will ensure the committee has the breadth of support and challenge to discharge its duties

F3 – An effective governance structure

effectively. The skill set we will cover will include Primary leadership, finance, HR, property, law, facility management, governance and commercial knowledge.

Where these committees have shown competence over an extended number of years, the Trust may decide to grant Earned Autonomy over further areas currently reserved solely to the Board of Trustees.

Financial Responsibilities

[REDACTED]

Conflicts of Interest

The Trust has in place a clear policy and procedure for managing conflicts of interest and related party transactions. All Members, Trustees, Governors and senior staff are responsible for declaring any potential conflict as soon as it becomes apparent, in line with this policy and procedure. This existing policy will be replicated within the free schools.

A declared relationship was declared between the CEO and the Primary Lead (they are due to be married). This was covered extensively at previous free school interviews and the safeguards in place thought to be sufficient.

Due to the nature of opening the new schools in a similar manner containing similar characteristics, the Primary Lead is part of the pre-opening team as mentioned in F1. Therefore, we are declaring this conflict of interest again in the interests of transparency.

The same safeguards remain in place as outlined to the DfE which are a line management of the Primary Lead by the Deputy CEO and all remuneration and performance issues being referred to the relevant board committee.

To avoid any doubt over this matter the Trust will comply fully with company and charity law.

There are no financial conflicts of interest or transactions we know of which will provide a conflict of interest. All interests of Trustees are publicly available and declared at <http://www.collegiateacademy.org.uk/> under Governance > Transparency.

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

Trust Financial Experience, Governance and Personnel

The Trust has been through eleven years of successful external audits, with the accounts receiving unqualified status. The Finance Director of the Trust has a proven record in challenging and supporting schools, not only Shireland Collegiate Academy. The Finance team of five members provides financial management support to 6 local Primary schools that have all had successful audits over the last 3 years.

Our Finance Director and her team have considerable experience in advising schools on their budget construction and monitoring. Our Finance Director has produced a monitoring tool to support Financial and Governance health and we intend to use this tool in the free school as we do in our Academies.

The Trust has clear financial processes in line with the Academies Handbook, schemes of delegation, a responsible officer conducting reviews and checks and balances at every stage to ensure financial health and probity is assured.

The Trust has a process of budget forecasting for 3 years ahead that is reported termly to the Resources Committee to ensure financial decisions are sustainable, linked into development planning and reflected within the risk register if necessary. We are ensuring that Trustees have the opportunity to scrutinise the finances six times a year and they are further scrutinised at Standards and Performance Committees.

G1 – Additional commentary on financial viability

Trust Financial Health

The Trust has a clear reserve policy limit that is reviewed annually by Trustees. This ensures funding is available for any unforeseen circumstances. GAG funding for individual Academies is held at Academy level and no GAG pooling is in effect. [REDACTED]

[REDACTED]

CBSO Financial Health

The CBSO see this project as a long term commitment and have provided the following financial information:

The City of Birmingham Symphony Orchestra is subject to regulation both as a Company and a Registered Charity. Its annual company accounts are filed on time at Companies House and its independent auditors, RSM, have consistently issued unqualified audit opinions . Its annual Charity Commission returns are also filed on a timely basis and there have been no notifiable events.

[REDACTED]

Its internal financial controls are also strong as evidenced by 8 years of on/above budget achievement. These internal financial processes include:

- annual budget sign off by the Board
- monthly financial reporting to both the Audit & Risk Committee and the Board
- a rolling 4 year business planning process
- 6 monthly reforecasts of its full year performance
- an electronic purchase order system with strict approval limits

G1 – Additional commentary on financial viability

MAT Top Slice

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

Benchmarking

In attempting to benchmark budgets for the new school we have looked at the available data via the EFA, compared to a local average 2 form entry school at Primary and 6 form entry at Secondary as well as our own knowledge of Post-16 finance.

The Academy

[REDACTED]

Funding has been calculated as per Sandwell LA formula and the education services grant on pupil numbers. Rates income has been included to match off the expenditure line.

All other costs in the plan have been benchmarked against local schools and against the national data held on the EFA website. Costs have been estimated based on known costs for fixed services and then increased in line with pupil numbers until the school reaches capacity. Some notes on our approach of financial profiling:

- Employee expenses increase in line with pupil numbers with the exception of fixed costs such as Insurance and the other expenses line that are in full from the first year of operation.

G1 – Additional commentary on financial viability

- Incremental drift has been included. This again is lower in the early years to reflect the lower levels of staffing.
- Premises costs have been prepared on the basis that the building will be energy efficient and environmentally friendly. Many of the premises costs are in full from year one.
- Depreciation has been included to ensure the Academy has funds for a rolling programme.
- Educational resources are pupil led. Education and ICT services have been included and are services that will be required to support the infrastructure of the school, such as software and broadband connections.
- Staffing costs have been calculated based on the staffing structure shown in section D. Both teaching posts and non-teaching posts have been included in line with the anticipated pupil number growth.

Catering

It has been assumed that all paid meals will balance out costs. It is envisaged that catering will be a bought in service, therefore the cost of the service and the income will go to the provider and the school will only need to pay the cost of free meals, the management charge and the cost of maintaining the equipment in the kitchen. As such the catering line only reflects the cost of 35% of pupils in key stage 2 having a free meal. It has been assumed all key stage 1 will be grant funded and as the grant is not included neither is the expenditure.

Notes on Pension and National Insurance

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Where We Differ from the Norm

The staffing of the school will differ from the norm in that we have fewer teaching assistants but a large number of devices as we feel that this individualised support is more effective than the provision of Teaching Assistants. We will of course meet all our support requirements for those students with EHCPs.

In the planning process we have used the Education Endowment Foundation (EEF) Pupil Premium Toolkit to help evaluate appropriate strategies for the new school. EEF are very clear in their trawl of research as to the key strategies for accelerating progress and we have looked to integrate a number of the identified strategies into our plan. This has helped guide us towards decisions which will give value for money.

Notes on Musical Ethos

G1 – Additional commentary on financial viability

A substantial amount of funding has been reserved for the musical ethos. Some of this funding comes from an efficient staffing model and some comes from the combined savings of an all-through Academy.

Some of this funding would go to funding CBSO experiences and some to music tuition in small groups and examinations. This funding also impacts on the staffing of the Academy, for example it may be able to provide income into trips, PPA staffing for Primary and resources in the integrated curriculum.

There is a small sponsorship line in; there is a ready group of organisations and individuals who have expressed interest. However we would note that this funding is not necessary to the successful running of the Academy. If it did not materialise, then we are likely to reduce the amount spent on the inspirational music provision.

As the Academy becomes established there will be opportunities for revenue generation as a central music resource for the local community.

Notes on Post-16

Post-16 risk is mitigated by the opportunity for students to access classes at Shireland Collegiate Academy. This means we have put in two 'flex' teaching posts into the Post-16 staffing to see the composition and subject choices of the intake before committing to these posts. We would expect students attending to take Music and possibly one of Music Technology or Theatre studies as part of their 3 choices.

Conclusion

Overall we have based the budget on current known factors and can evidence via the Excel template that the Academy is viable within the expected levels of funding.

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:

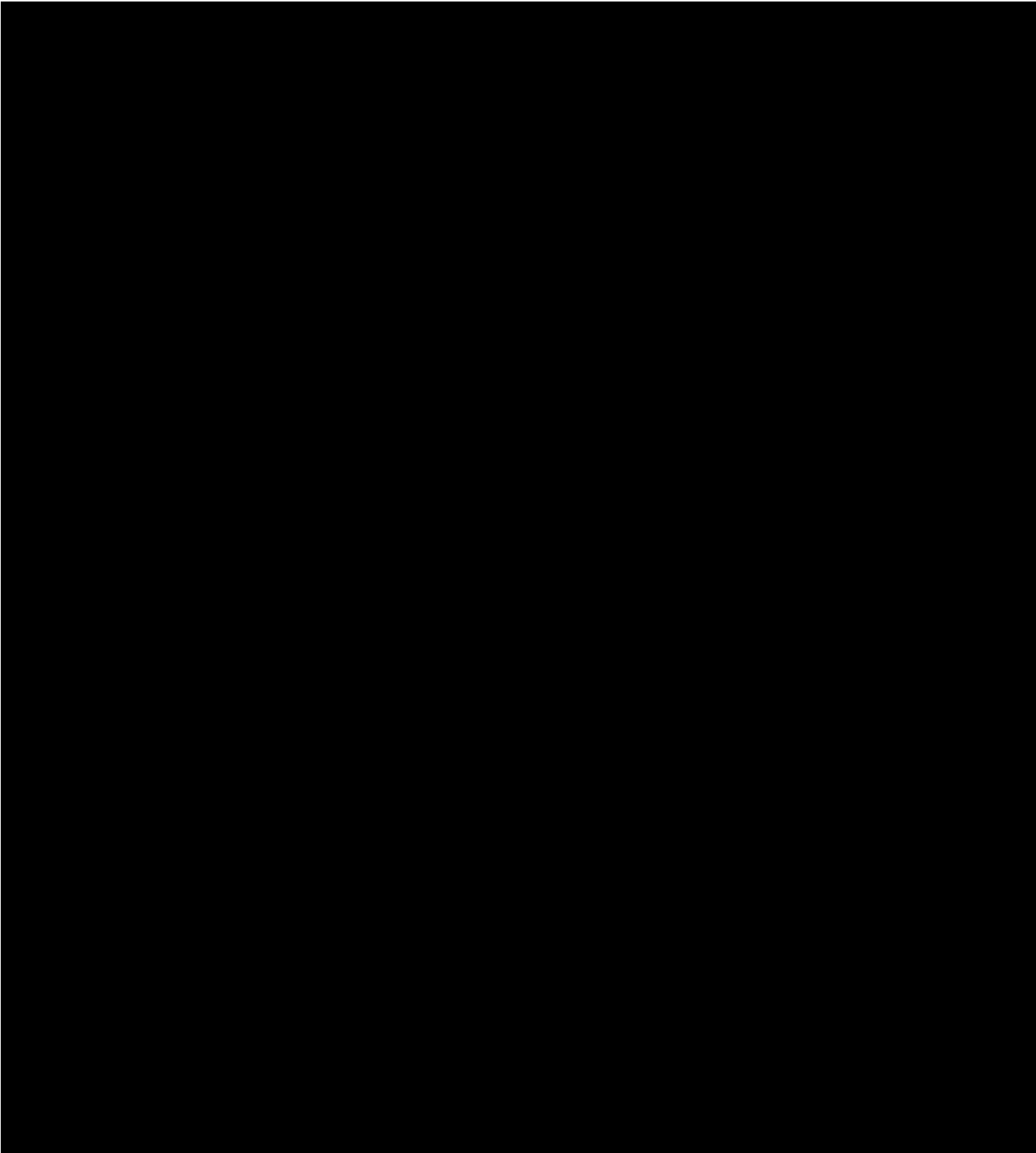
- Complete the Section H tab in the Excel spreadsheet; and
- Refer to Section H of the [how to apply guide](#) for what should be included in this section.

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.

Location and Nodal Points Annex



Endorsement Annex



My Ref: CW/AMC

Tel: 0121 569 8338

Please ask for: Chris Ward

Date: 5th November 2018

Dear Sir/Madam

Sandwell Letter of Support: Wave 13 Free School Submission

I write in support of the Wave 13 Free School submission from Shireland Collegiate Academy for the delivery of a specialist music school developed in conjunction with the City of Birmingham Symphony Orchestra.

I can confirm that the Council requires the additional places for this school to deliver basic need provision. The Council Cabinet is fully committed to the project and has received regular updates on the development of the work over the last year. Sites within West Bromwich Town Centre have been identified for the delivery of the project which includes the use of the newly refurbished Town Hall as a performance venue. Council officers have also been in discussion with

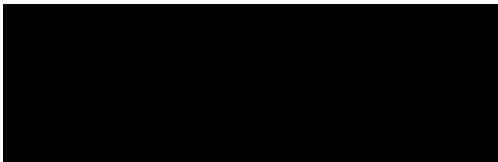
the office of the Regional Schools Commissioner about this submission to ensure all agencies are aware of the potential of this development.

We believe Sandwell children and families will benefit from a high performing specialist school which will draw children from across the whole area. Not only will it impact on pupil outcomes but it will also form part of the regeneration work currently occurring across the borough.

Through our previous work, we have confidence in the partners involved in the submission and know that they have the vision and the capacity to deliver this new provision successfully.

I look forward to hearing the outcome of this submission in the near future.

Yours sincerely



Chris Ward

Director of Education, Skills and Employment



To Whom it may concern

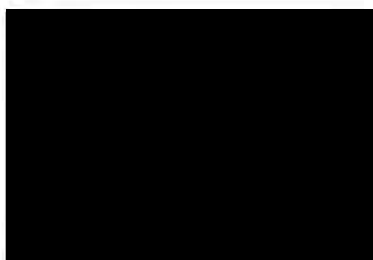
Arts Council England is aware of the discussions between CBSO and Shireland Collegiate Academy Trust in relation to an application to open a free school in Sandwell with a music focus.

The music-focussed school with CBSO's artistic contribution would support Arts Council's aims for every child to experience a high-quality arts education. The proposed music education opportunities would contribute to the talent pipeline of orchestra players, with the potential to identify musically talented children from Sandwell, a culturally diverse borough which ranks among the 10% most deprived in England and the 20% least engaged areas in publicly funded arts and cultural activities. Pupils would access opportunities for an enriched music education with close links to an internationally renowned symphony orchestra.

CBSO's learning and participation programme is well developed in schools across the West Midlands and CBSO is a member of the Sandwell Music Education Hub. Shireland CAT enables children in its schools to take part in high quality performing arts opportunities and offers arts and creative subjects to pupils throughout their education.

Arts Council England supports the application on the understanding that Sandwell Council has identified a need for more school places which can be met through this creative partnership between Shireland CAT and CBSO

Yours Sincerely,



Darren Henley
Chief Executive

Arts Council England, 21 Bloomsbury Street, London, WC1B 3HF www.artscouncil.org.uk

Phone: 44 (0) 845 300 6200 Fax: 44 (0)20 7973 6590 Text Phone: 44 (0) 20 7973 6564

Email: enquiries@artscouncil.org.uk

Arts Council England is the trading name for The Arts Council of England. Registered charity no 1036733



UNIVERSITY OF
BIRMINGHAM

Vice-Chancellor and Principal
Professor Sir David Eastwood DL

30 October 2018

Mr Stephen Maddock OBE
Chief Executive
City of Birmingham Symphony Orchestra
CBSO Centre
Berkley Street
Birmingham
B1 2LF

Dear Stephen,

We are delighted to learn of the collaboration between the CBSO and Shireland Collegiate Academy Trust that will lead to a new music school in Sandwell. This is an exciting proposition and is one that has our full support. Our experience of setting up the University of Birmingham School, as a truly comprehensive school that serves families from across the City, has been extremely rewarding and we applaud your intention to extend music tuition and qualifications to all students across Sandwell.

The University of Birmingham School's extensive programme of music, both within the formal curriculum and through its enrichment programme, has nurtured the talents of future musicians and has enabled students, including those with special educational needs, to achieve success and fulfilment. We remain convinced of the benefits of music and are committed to the continued centrality of music in the curriculum.

The proposed Academy has the strong support of Professor James Arthur, one of the founders of the University of Birmingham School, who embedded a programme of character education within the school. In a report in 2015 the Jubilee Centre for Character and Virtues at the University of Birmingham called for character education to be embedded in UK curriculum. The report linked strong character traits such as resilience and perseverance to higher educational achievement, employability, and social, emotional, and physical health. Character matters - it is critical for personal happiness, maintaining relationships, and essential for an ordered society. Character strengths help people to thrive and become the best version of themselves. The Jubilee Centre study found that students involved in choir/music or drama performed significantly better on character tests than any other school-based extra-curricular activity.

The Head of the School of Education, Professor Julie Allan, also strongly endorses the proposed Academy. The research she undertook on the programme of music based on the Venezuelan *El Sistema*, within Scotland and in Sweden and supported by Sir Simon Rattle, was unequivocal about the educational value for young people of learning music. The research also underlined the potential of the arts in general, and music in particular, to reduce disadvantage and promote inclusion.

University of Birmingham Edgbaston Birmingham B15 2TT United Kingdom
t: +44 (0)121 414 4536 f: +44 (0)121 414 4534 e: d.eastwood@bham.ac.uk
w: www.birmingham.ac.uk

We note your intention to research the impact of this programme on the students and would like to offer to support and collaborate with you in any planned evaluation.

Best wishes

Professor Sir David Eastwood
Vice-Chancellor and Principal

Stephen Maddock OBE
Chief Executive
CBSO Centre
Berkley Street
Birmingham
B1 2LF

2nd November 2018

Dear Stephen,

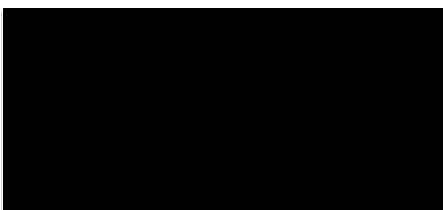
I'm writing to express my full support for the CBSO's proposal to open a school with a musical focus in Sandwell in collaboration with the Shirelands Collegiate Academy Trust.

In my capacity as the Chorus Director of the CBSO, and as Professor and Director of Choral Studies at the University of Birmingham, I have first-hand experience of the immeasurable benefits engagement with high quality music making has on young people, from the very youngest members of the CBSO Children's Chorus to our students.

I have also been fortunate enough to work throughout Europe, and beyond, and observe how there is a value placed upon music education in other countries that seems to be disappearing in the UK. Providing pupils with access and opportunities to reach their musical potential, and to enable them to participate fully in a rich cultural offer - which is readily available in the West Midlands - should be a right, and I believe that the proposed school can provide this for our young people.

I am obviously delighted that this school will place a strong emphasis on singing and choral activities from a very early age, and thoroughly look forward to working with the aspiring singers, instrumentalists, composers, conductors and future audiences when the school opens.

Yours sincerely,



Simon Halsey CBE



ROYAL
BIRMINGHAM
CONSERVATOIRE

29 October 2018

Stephen Maddock
Chief Executive
CBSO
CBSO Centre
Berkley Street
Birmingham
B1 2LF

Dear Stephen

Free School focusing on music in Sandwell

I am writing to confirm my support for your bid to start a Free School focusing on music in Sandwell. This is an excellent project and one that deserves to be supported.

With best wishes

Julian Lloyd Webber
Principal

Marketing Annex – Website Content



City of Birmingham
Symphony Orchestra



SHIRELAND
COLLEGIATE ACADEMY TRUST

Shireland Collegiate Academy Trust is excited to announce their proposed new school in partnership with the City of Birmingham Symphony Orchestra (CBSO).

The Trust is proposing a new all-through academy that will blend outstanding educational provisions with a curriculum that has a strong musical focus. The Academy will be built in the West Bromwich area, but will look to serve families from all localities within Sandwell. The Trust's E3L Primary curriculum (Excite, Explore, Excel Learning) and L4L Secondary curriculum (Literacy for Life), both thematic-based, will be used by the new academy, but adapted to provide the emphasis on music. At KS4 we will provide music-related qualifications for every student and we will have a post-16 music centre. There will be opportunities for students to showcase their musical talents and make use of the strong links between the academy and the CBSO.

Why the CBSO school in Sandwell?

As a Trust, we are dedicated to providing exceptional learning experiences for the local community. **The** new proposed school will be a way in which to make the arts more accessible to the families of Sandwell and will provide local pupils with unique and exciting opportunities. We want to unlock the talents of the whole community; the proposed new school will open doors for pupils, especially those who have talents or aspirations that lie within music and the arts. We want to ensure that from an early age every resident within Sandwell will have the chance to excel, regardless of their background.

Shireland Collegiate Academy Trust

Founded in 2007 by Shireland Collegiate Academy, an 'Outstanding' school based in the Smethwick area, the Trust is led by CEO Sir Mark Grundy. As a Trust, we believe that everyone should have access to exceptional education, regardless of background or ability level. We are a growing Multi-Academy-Trust that spreads good practice among its academies and believes that every student should be safe, happy, ambitious for themselves and respectful of all. Our approach is innovative; we have partnerships with companies such as Microsoft which allows us to use technology to accelerate teaching and learning. We provide world-class opportunities for students in Sandwell, raising their ambitions and allowing them to showcase their talents on a world-stage.

Shireland Collegiate Academy Trust and CBSO proposed new school
Public Consultation

Dear Families,

I am delighted to write to you regarding a new proposed school to be led and supported by Shireland Collegiate Academy Trust. The Trust, in partnership with the City of Birmingham Symphony Orchestra (CBSO), will be looking to open an all-through institution in West Bromwich, Sandwell in 2021/22.

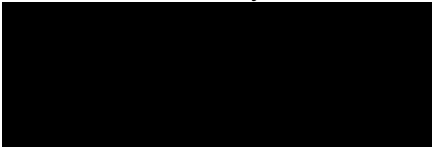
This means that from Reception all the way through to Post-16, students will have access to an outstanding education with a musical focus. Initially the Academy would begin with Reception, Year 7 and Year 12.

The Academy would be run along similar lines to those already in the Trust with one crucial difference. The CBSO would work with the Academy providing resources and inspiration with the ultimate aim that students from Sandwell have the life chances to work at a professional musical level. We would be looking to accept pupils from towns across Sandwell allowing us to unlock the talents of the whole community.

Before this school can be established we are consulting with families within Sandwell; this will enable us to gauge feedback about the new school so that we can provide the best for the community. You can be part of our consultation by filling in our form online (<https://bit.ly/2Pz6gNM>). The survey will not take long; we would be very grateful for all feedback from our community.

For more information about the new school or for a link to the questionnaire, please see our website: <http://cbso.shirelandcat.org.uk/> or follow us on our Facebook page: @ShirelandCBSO. If you have any questions or queries, please also use these channels.

Yours Sincerely



Sir Mark Grundy

CEO, Shireland Collegiate Academy Trust

Contacted Community Groups and Schools

Smethwick

Brushstrokes
CAP
Dorothy Parkes Centre
Ron Davis Centre
Smethwick Library
Windmill Community Centre
Smethwick Heritage Centre
First Steps Nursery
St Philip's Primary
Friends and Neighbours
Hadley Sports Stadium
Harry Mitchel Centre
SPMA (Smethwick Pakistani Muslims Association)
Action for Children
Victoria Park Primary
Devonshire/Infant Junior Academy
George Betts Primary Academy
Crocketts Community Primary
Uplands Manor Primary School
Galton Valley Primary School
Bearwood Primary School
Shireland Hall Primary Academy
Daffodils Nursery
Fireflies Nursery
Little Angels Day Nursery
Reginald Road Day Nursery
Conifers Day Nursery
Liliput Lodge Childrens Day Nursery
Two Steps Pre-School
GNG Nursery

West Bromwich

Lyng Primary School
Holy Trinity C of E Primary School
Sandwell & Dudley Brook Advisory Centre

Christian Youth and Community Service
West Bromwich Central Library
Lodge Community Centre
Wood Lane Community Centre
West Bromwich African Caribbean Resource Centre
George Betts Primary Academy
Hanbury Primary School
Ryders Green Primary School
Christ Church, Church of England Primary School
YMCA Greets Green Day Care
Greets Green Children's Centre
Jami Masjid & Islamic Centre West
Dartmouth Street Mosque
Oldbury Central Mosque
Congregational Church West Smethwick
Holy Trinity Parish Church
Good Shepherd with St John C of E Church
Beeches Road Methodist Church
The Parish Church of Saint Phillips
The Catholic Church of St Michael and the Holy Angels
Wesley Methodist Church
Shiloh Apostolic Church Lodge Road
West Bromwich Network Church
Seventh Day Adventist Church
Bethel Church
Sandwell College
Wattville Primary
All Saints CofE Primary School
Eaton Valley Primary School
Hargate Primary School
King George V
Newton Primary School
Rood End Primary School
Galton Valley Primary School

Wednesbury / Tipton

Hill Top Community Centre
Farley Park Community Centre
St Paul's Community Centre

Tipton Muslim Community Centre (Bangladeshi Women's Association)
Holyhead Primary Academy
Moorcroft Wood Primary School
St Martins CofE Primary School
Wilkinson Primary School
Wednesbury Oak Primary School
Glebefields Primary School
Jubilee Park Academy
Joseph Turner Primary School
Summerhill Primary School
St Pauls CE Academy
St Martins CofE Primary School
Tipton Nursery
Ocker Hill Infant and Nursery School
Wonderland Day Nursery

Oldbury / Langley

Hurst Road Community Centre
Langley Lodge Community Centre (Sandwell Irish Community Association)
Little Learners Day Nursery
Kangaroo Pouch
Langley Primary School
St Francis Xavier Catholic Primary School
Rounds Green Primary School
St James CofE Primary School
Rowley Hall Primary School
Rood End Primary School
Our Lady and St Hubert's Catholic Primary School
Unicorn Day Nursery
Bloxcidge House Day Nursery
Fatima Day Nursery

Required Pre-Opening Team CVs

CV template		
1	Name	Sir Mark Grundy
2	Area of expertise (e.g. education, finance, HR, etc.)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV template

		<p>[Redacted text block]</p>
6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted text block]</p>

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7	Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

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6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	Jane Kellas
2	Area of expertise (e.g. education, finance, HR, etc.)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	[REDACTED]
5	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV template

[Redacted text block]

6 **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

[Redacted text block]

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7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	George Faux
2	Area of expertise (e.g. education, finance, HR, etc.)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	[REDACTED]
		[REDACTED]
		[REDACTED]
5	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV template

		<p>[Redacted text]</p>
6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted text]</p>

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7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	Francesca Bonafin
2	Area of expertise (e.g. education, finance, HR, etc.)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/organisation and URN of school (if appropriate) • position and responsibilities held • length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED]
4	For finance staff only: details of professional qualifications, including:	

CV template		
	<ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div>
6	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
7	Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.	<div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div>

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

CV template		
	least one referee who is able to confirm your finance credentials.	<div style="background-color: black; width: 100px; height: 15px;"></div> <div style="background-color: black; width: 300px; height: 15px;"></div>

CV template		
1	Name	Melanie Adams
2	Area of expertise (e.g. education, finance, HR, etc.)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

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6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	Ms Kirsty Tonks
2	Area of expertise (e.g. education, finance, HR, etc.)	E [REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/organisation and URN of school (if appropriate) • position and responsibilities held • length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none">• date of qualification• professional body membership number• how your qualifications are maintained	
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5	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>
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		<p>[Redacted text block]</p>
6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted text block]</p>

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7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted text]</p>
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CV template	
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the years you were in post, if applicable
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's results for the years you were in post, compared to your school's averages –

CV template

these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications

6 Brief comments on why your previous experience is relevant to the new school

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7 **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

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8	Reference names(s) and contact details [Redacted] [Redacted] [Redacted]

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		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

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4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5	<p>Brief comments on why your previous experience is relevant to the new school</p>	<div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div>
6	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 20px; margin-bottom: 2px;"></div>

CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>



Department
for Education

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