



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

TOWER ROAD ACADEMY

Contents

The application form explained	3
Application checklist	5
Declaration	7
The application form	8
Section A – Applicant details and outline of school (use Excel spreadsheet)	11
Section B – Evidence of need for a new school in the area	12
B1 – Evidence of basic need	12
B2 – Need for good school places	17
Section C – Vision	22
Section D – Engagement with parents and the local community	27
Section E – Education plan: part 1	31
Section E – Education plan: part 2	33
E1 – Curriculum plan	33
E2 – Measuring pupil performance effectively and setting challenging expectations	40
E3 – Staffing	45
E4 – Community cohesion and integration	49
Section F – Capacity and capability	54
F1 – A strong track record	54
F2 – The necessary experience and credentials to deliver the school to opening	63
F3 – An effective governance structure	72
Section G – Financial viability	74
Section H – The proposed site (use Excel spreadsheet)	76
Annexes	77
CV template	78

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 type="checkbox"/>

Declaration

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

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

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

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

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

Signed:

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

Print name:

Date:

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

The application form

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

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

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

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

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

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

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

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

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

As a result, to be approvable all applications must:

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

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

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

B1 – Evidence of basic need

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

Situated in the South West of England, South Gloucestershire comprises of 49,700 hectares of diverse landscape extending from the Severn estuary in the west to the Cotswold Hills in the east. South Gloucestershire has experienced a steep rise in population in the last 30 years and is recognised as one of the fastest growing economic areas in the country.

South Gloucestershire has a 0-19 population of around 64,500 (2015 ONS population estimates): this makes up a a quarter of the total population. This is expected to increase by 6,500 over the next 15 years.

With a growing population there is significant pressure for more housing and more pressure on South Gloucestershire’s infrastructure. The Council has developed a Core Strategy [include weblink if available], which sets out its plans for the next 15

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.

years. It includes a programme of new housing, which will be a mix of local plan sites, new neighbourhoods and infill development. This growth will generate the need for the following:

- 21 new nurseries
- 16 new primary schools (2FE on average)
- 2-3 new secondary schools.

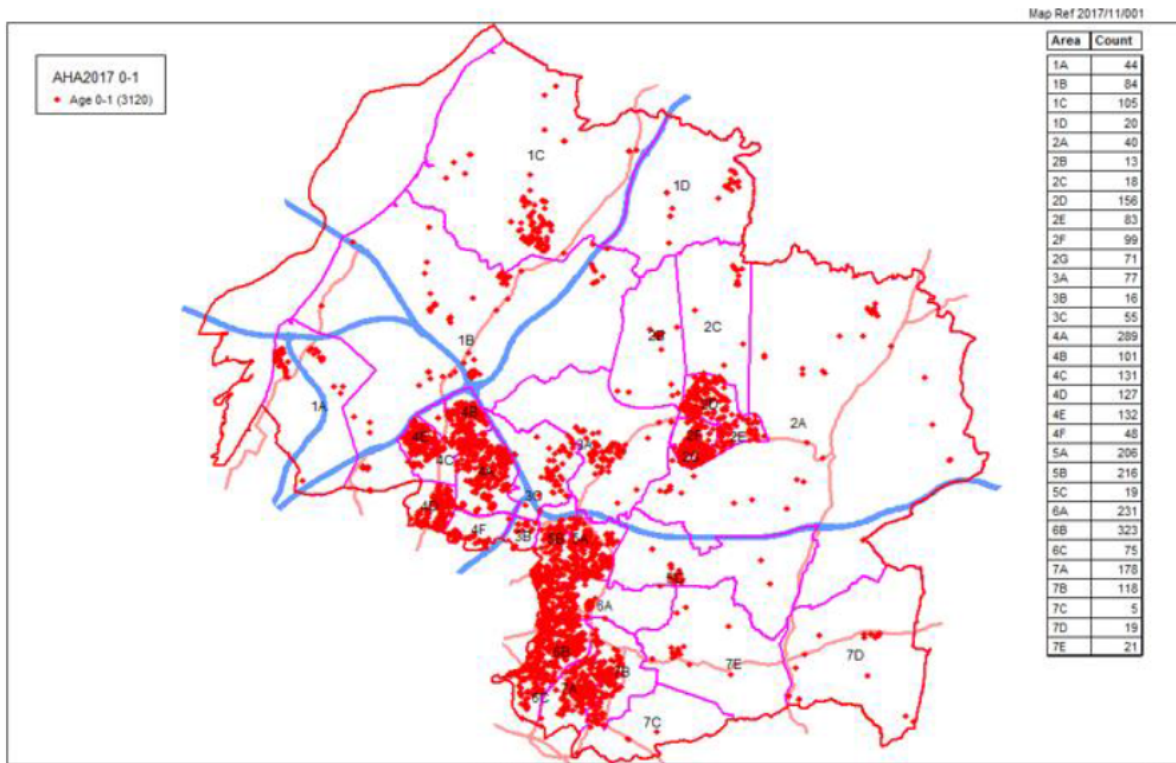
There are currently 28,000 primary school aged pupils on roll across South Gloucestershire. From 2002 –2008 there was a sharp decline in pupil numbers. However, since 2011 demand has increased annually. The council has a 8% surplus capacity margin to maintain some level of flexibility in schools and provide local places for local children, meet the needs of in-year movers and maximise the achievement of parental preferences. However, from 2017 demand is expected to exceed the 8% margin.

In their 'Commissioning of Places Strategy – Growth and Capital Investment in South Gloucestershire schools 2016 2020' (see Appendix1) South Gloucestershire have identified that demand for pupil places in primary is expected to increase by 7% - 1631 pupils. When planning for primary places, the authority is divided into 7 areas. [REDACTED]

[REDACTED]

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.

Map of Planning Sub-Sections:



AHA 2017 Geocoding
 (Produced by Performance & Reporting, CAH)

© South Gloucestershire Council, 2017. All rights reserved.
 © Crown copyright and database rights 2017 Ordnance Survey 100023410.

South Gloucestershire Council

Area 6 is sub-divided into areas A, B and C. The council has identified that there will be a shortfall of reception places in sub planning areas - 6A and 6B: Hanham and Kingswood areas from 2019 to 2021. The projected shortfall is expected to be 45 places in 2021 and 40 places in 2022. [REDACTED]

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

Table 1 Basic Need

Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022
6A	255	255	255	255	255	255	255	255	255
6B	210	270	270	270	270	270	270	270	270
Area 6	465	525	525	525	525	525	525	525	525
Projections	2014	2015	2016	2017	2018	2019	2020	2021	2022
6A	254	251	253	247	249	254	268	285	282
6B	239	261	292	269	271	263	271	285	283
Area 6	493	512	545	516	520	517	539	570	565
Surplus/Deficit	2014	2015	2016	2017	2018	2019	2020	2021	2022
6A	1	4	2	8	6	1	-13	-30	-27
6B	-29	9	-22	1	-1	7	-1	-15	-13
Total 6A&6B	-28	13	-20	9	5	8	-14	-45	-40

When looking at pupil projections it is important to look at Area 7 and the limited capacity of the three schools within the vicinity that could help with the deficit of places. Based on current projections these schools will have excess demand for pupil places in 2021.

Projections have been made using the Area Health Authority Data of General Practitioners Registration of current 0-1 year olds. Below are figures projecting the shortfall of places for these children in 2020 and 2021.

Table 2 - Number of 0-1 and 1-2 year olds requiring places in 2020 and 2021 (2017 based data)

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.

AHA Data i.e. No. of children	2020	2021
6A	228	231
6B	316	323
Area 6	544	554
Surplus/Deficit	2020	2021
6A	27	24
6B	-46	-53
Total 6A&6B	-19	-29
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.

Compared to national benchmarks funding for education in South Gloucestershire is low. In 2017/18 spending per pupil in South Gloucestershire was £4,031 in real terms compared to an average of £4,573 nationally. While pupils across South Gloucestershire achieve well in the Early Years, phonics and KS1, outcomes at KS2 and KS4 are not as strong. When looking at South Gloucestershire’s headline figures for Key Stage 2 primary outcomes it appears as though pupils are broadly in line with national averages:

- 2017 Combined RWM 60% compared to national at 61%
- 2018 Combined RWM 63% compared to national at 64%.

There are 17 primary schools and 2 junior schools within this distance. Of the 19 provisions, 11 were below the 64% combined RWM in 2018. A similar picture emerges when looking at progress in reading, writing and maths with 11 schools where pupils were making less progress in reading and maths than those nationally. Progress in writing is slightly better with 11 schools making better than expected progress from KS1.

However, for disadvantaged pupils, outcomes are considerably weaker. The table below shows how outcomes for disadvantaged pupils within the local area is significantly below that of non-disadvantaged pupils:

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.

B	C	F	G	J	M	P	S	T	X	AA	AD	AN	AO
Cluster Group	South Gloucestershire	77	85	79	74	80		63	-0.4	0.5	-0.8	KS2 Pr Dis	KS2 Pr SEN
	National figures	72	83	77	70	76		64	0.0	0.0	0		
		GLD	Phon	R	W	M	KS2	RWM	R	W	M		
5	School 1	73	91	86	88	86		61	-1.6	0.0	-2.4	-2.3	3.7
5	School 2	81	98	76	78	83		87	1.7	5.2	3.8	4.43	4.6
5	School 3	75	77	88	76	84		63	0.4	-1.7	-1.4	-4.2	-0.83
5	School 4	77	90	81	57	81		64	-1.8	-1.5	-2.9	-4.97	-6.5
5	School 5	71	83	76	75	78		53	-3.3	-1.9	-3.3	-3.43	-3.57
5	School 6	70	80	77	73	77		48	-0.8	3.1	-0.9	-2.47	-1.63
5	School 7 - junior		-					57	-1.4	-0.2	-2.7	-3	-6.67
5	School 8	75	86	78	71	76		61	1.0	1.4	0.3	0.27	-2.63
5	School 9 (no KS outcomes)	79	81	74	70	78							
5	School 10	72	90	85	76	85		58	0.2	0.7	-1.6	-0.33	-0.57
5	School 11	82	87	75	68	86		72	-0.4	-1.1	1.4	-1.17	-3.6
5	School 12	82	81	74	68	74		60	-1.8	-1.2	-0.2	-1.4	-6.83
5	School 13	75	93	78	67	83		50	0.4	-2.6	3.6	2.47	N/A
5	School 14	70	83	86	83	86		68	0.3	0.4	0.5	-0.97	-3.57
5	School 15	72	81	80	78	83		67	-2.2	1.3	-2.2	0.1	-4.47
5	School 16	83	92	92	83	92		71	-0.9	0.9	1.5	0.83	-4.1
5	School 17 - junior		-					67	-0.5	1.7	0.8	1.7	0.5
5	School 18 - infant	78	76	81	66	75							
5	School 19 - infant	75	84	81	74	83							
3	School 20	76	88	75	70	75		44	-0.2	2.1	-2.4	0	-0.13
3	School 21	79	82	80	70	80		55	-0.4	0.7	-2.8	-1.03	-2.5
5	School 22	74	92	90	83	90		70	1.6	-0.6	-1.9	-1	-0.57

As the highlighted section shows, disadvantaged pupils and those with SEN make less progress than other pupils in South Gloucestershire. In a number of schools there is low attainment coupled with poor progress in reading, writing and maths for all pupils, disadvantaged and SEN. This is in contrast to recent trends in the performance of disadvantaged children in CLF academies in KS 1 and 2. **The identified trend of weak performance of disadvantaged pupils in South Gloucestershire represents a clear basic need on the premise of a pocket of low standards affecting the most vulnerable children in the county.**

Among the 9,000 pupils in the Cabot Learning Federation the proportion of disadvantaged pupils is much higher than national benchmarks. Outcomes for disadvantaged pupils in the trust also exceed national averages and the CLF has a strong track record of narrowing gaps in this regard, both at key stage 2 and key stages 4 and 5.

At the Tower Road Academy, having a new primary school with a curriculum that is rich and innovative, built upon collaborative learning, wellbeing and oracy will help support those learners from disadvantaged backgrounds. As a trust we have experience of working with disadvantaged pupils. At Haywood Village Academy,

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.

King’s Oak primary phase and Wallscourt Farm Academy, which are all new schools opened between 2013 and 2016, disadvantaged pupils are progressing well with the gap closing in reading, writing and maths. As a trust we have had success in improving the performance of disadvantaged pupils at both key stage 1 and key stage 2, reducing the performance gaps against both national indicators and non-disadvantaged peers in the same cohorts.

Below are Cabot Learning Federation headline figures for 2018 (EYFS to Key Stage 2) which highlight the improvements for pupils in receipt of the Pupil Premium (PP). See Appendix 2 for details of individual schools:

Early Years Foundation Stage:

GLD:	2016	2018
Non PP	70%	77% ↑
PP	54%	70% ↑

This shows significant improvement over time for pupils in receipt of pupil premium.

Phonics:

Phonics – Yr. 1	2016	2018
CLF Non PP	78%	82% ↑
CLF PP	73%	73% →
FVA Non PP	93%	93% →
FVA PP	85%	100% ↑
WFA Non PP	87%	90% ↑
WFA PP	80%	89% ↑

Phonics teaching is a strength in a number of academies as demonstrated above. The Trust will use this expertise and work with teachers at Tower Road Academy to ensure all pupils achieve the phonics check with a specific focus on those pupils from disadvantaged backgrounds. Outcomes for CLF disadvantaged pupils in 2018 were above those pupils nationally in receipt of free school meals (FSM) where 70% passed the phonics check in 2018.

Key Stage 1:

Reading	2016	2018
CLF PP	56%	71% ↑
CLF All	76%	79% ↑

Reading is the key to accessing the curriculum. As a Trust significant work has been undertaken in academies to support this area. Outcomes for pupils in receipt of pupil premium have significantly improved since 2016. In 2018 nationally 60% of FSM

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.

pupils achieved age-related expectations with 71% of PP pupils across the CLF achieving the expected standard. The Trust would support teachers at Tower Road Academy with the teaching of reading to ensure all pupils became fluent and confident readers.

At **Key Stage 2**, there have been significant improvements over time in all subjects and combined for all pupils, and those from disadvantaged backgrounds. The trust has worked with teachers across the primaries to raise attainment. Detailed analysis of pupil outcomes at cohort, class and pupil level, including question level analysis, has ensured senior teams and teachers have the tools needed to raise attainment.

Combined	2016	2018
All pupils	48%	63% ↑
PP	43%	53% ↑
Reading		
All pupils	62%	69% ↑
PP	57%	62% ↑
Writing		
All pupils	70%	78% ↑
PP	62%	74% ↑
Maths		
All pupils	74%	74% →
PP pupils	61%	67% ↑

As a trust, improving outcomes for disadvantaged pupils has been a priority. In 2017-18 improving outcomes for disadvantaged pupils was strand which ran through the trust’s Strategic Plan and in the improvement plans of individual academies. This strategic alignment, coupled with ensuring all scrutiny and monitoring activities included the performance of disadvantaged pupils, meant this group were in the kept as a priority. Strategies for supporting disadvantaged pupils were shared at all levels across the trust.

The CLF works across three local authorities which means that the context and demographics for each academy can vary greatly. The CLF curriculum is designed to allow each academy to meet the needs its pupils, including and specifically the needs of disadvantaged pupils. Across the trust there are over 3000 pupils in receipt of pupil premium, which is 1/3 of the total number of pupils in the trust.

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 Cabot Learning Federation

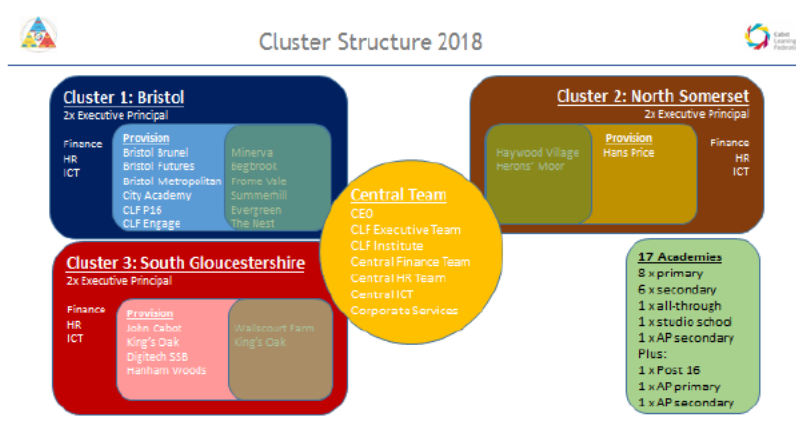
The Cabot Learning Federation (CLF) is a mature Multi-Academy Trust, sponsored by Rolls Royce PLC and the University of the West of England (UWE) Bristol, in a geographically coherent sub-region of the South West, in the local authorities of Bristol, South Gloucestershire and North Somerset. The Trust currently comprises 7 primary and 6 secondary academies, 1 all-through (4-19) academy, 1 studio school (14-19), post-16 and inclusion/alternative provision in primary and secondary phases, with 1550 staff, serving nearly 9000 pupils across the 3-19 age range.

The CLF Institute is the centre for our Teaching School Alliance, School-Centred Initial Teacher Training (SCITT) partnership and the Boolean Maths Hub. The CLF Institute provides training and professional development for staff within and beyond the federation and leads school improvement through a team of specialist leaders providing school-to-school support and contributing to local and regional system leadership.

The federation originated in 2007 and was launched formally as the CLF in 2009. The mission of the CLF is, “to consistently deliver excellent **educational experiences** for pupils aged 3-19, improving their life chances and serving the communities of which we are a member” and since its establishment, our work has

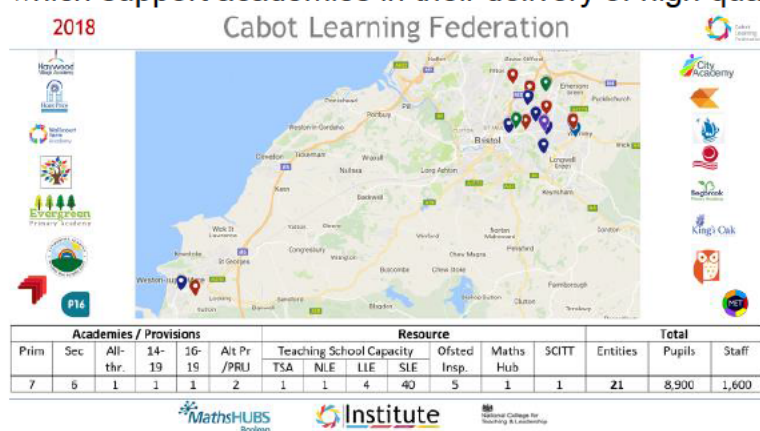
C1 – Vision

been and continues to be fundamentally underpinned by a shared moral purpose and a culture of collaboration.



The CLF has highly-developed central capacity and professional services and is moving operationally into a localised cluster structure. This new structure includes a 'South Gloucestershire' cluster as one of three geographical hubs, and is designed to ensure that the provision of support and challenge is sufficient, appropriate and

well matched to the local context, with a focus on driving continuous school improvement for the settings and pupils situated in a tight geographical proximity in that county. The cluster model will support the sharing of facilities and professional services. Each cluster has named Human Resources, Information Technology and finance officers whilst having access to health and safety, compliance and project officers. This will ensure that there is a standardised approach to these key areas which support academies in their delivery of high quality teaching and learning.



CLF academies have a shared culture, values and mission, but distinct ethos and identity particular to their setting, serving their local community of pupils and families. There is a high level of alignment in many areas of the CLF's business and this has developed through the identification of effective

practice that has been shared through networks of staff and by central and executive leaders over time. As a result, many practices are now standardised across the trust affording efficiencies, assisting collaboration and providing a secure platform for innovation and growth.

The moral purpose by which the CLF trust is guided is one which places the pupils, families and communities at the HEART of everything we do; this strong sense of collaboration and commitment to meeting the needs of all children across the trust is one which resonates through the whole organisation.

C1 – Vision



Establish **High expectations**
for all that we seek to achieve

Create **Equity** of opportunity,
removing disadvantage

Champion the success and life chances of **All children**

Furnish pupils and staff with the **Resilience** to succeed
as lifelong learners

Promote **Tolerance** and respect for ourselves,
our communities and our environment

Vision for Tower Road Academy

Tower Road Academy will be two-form-entry primary school, with a nursery, [REDACTED]

It will be a place where pupils will experience a rich and innovative curriculum that is built upon collaborative learning, wellbeing and oracy leading to an ethic of excellence. [REDACTED]

At Tower Road Academy pupils will be motivated and inspired by the careful curriculum that will be developed from EYFS through to year 6. Provision will be centred on the acquisition of basic skills in reading, writing and maths along with exploring key questions which are based on the foundation subjects.

Pupils will learn through a mix of skills-based learning and enquiry-led learning. The key questions will be carefully designed to ensure coverage of the National Curriculum and other important topics such as identity, growth, diversity and change. As pupils move through the school they will see themselves as individuals, part of a family, a community, a nation and as a global citizen. In line with the CLF curriculum, pupils will see themselves as authors, mathematicians, scientists, musicians, artists, geographers, historians, computer scientists and sports people.

Developing pupils' oracy and wellbeing will be a priority. Using Robin Alexander's Towards Dialogic Teaching as a foundation, along with Philosophy for Pupils, teachers and support staff will support pupils to have a real voice in their education. Linking oracy to a strong curriculum that includes wellbeing will support pupils in their understanding of themselves and as learners. We want pupils to develop their voice and use their voice to challenge, question and assess the world around them. We want pupils to understand how they learn and to be able to articulate this clearly and with confidence. We want them to understand that we learn best when we are in a safe and supportive environment and when our learning takes us to the edge of our comfort zone.

C1 – Vision

Technology will play an important part of academy life and will be used to support the teaching and learning.

The academy will be an attachment-aware school and will use Thrive as a tool for supporting pupils with social and emotional issues. The academy will also use Forest Schools as one way to support learning outside of the classroom. These two approaches link well to developing pupils' oracy as they both help pupils to explore their feelings, thoughts and relationships.

Nursery provision

The trust has experience of running nursery provision. We have 2 well established provisions who have been judged to be good in recent Section 8 inspections. At Haywood Village we recently opened a nursery and are in the process of extending its numbers due to its popularity. We would follow a similar approach by consulting with parents during the pre-opening phase. There are 51 early years' providers within a 2 mile radius and we would want to work in partnership with these providers.

As a trust we recognise the importance of early education for children from disadvantaged backgrounds. Working with local children's centres and other nurseries we would seek to engage families early in the pre-opening phase so parents fully understood our vision and values so they were comfortable to come into school. Once the academy was open we would have a range of opportunities for parental engagement which have been successful in our other academies. These would include coffee morning, open sessions where parents come and see their children's work, assemblies, curriculum workshops, parent forums.

The new academy in the context of our trust

The trust has a proven track record and much experience with regard to both taking on and raising standards in previously unsuccessful schools and in opening new schools to serve new and developing communities.

In recent years, the CLF has led on the design and launch of three primary phase provisions. In South Gloucestershire, both Wallscourt Farm Academy (2013) and the primary phase at King's Oak Academy (2015) have consistently delivered strong outcomes since opening and have both been judged to be Good with outstanding features by Ofsted. More recently, in 2016, Haywood Village Academy opened in Weston Super Mare. Though it is yet to be inspected, the academy has secured strong outcomes in both of its first two years of operation and is already over-subscribed. Feedback from external review has been extremely positive, with a clear acknowledgment of the effective leadership and the impact of the support from the wider team across the CLF to establish this new school in a new community. **See Appendix 3 for further details regarding external review of Haywood Village Academy**

Tower Road Academy would be joining a group of schools that are working together to build, create and embed a spirit of excellence in the South West, with almost 9000 children and families and 1600 members of staff who are committed to the same

C1 – Vision

vision and share the same set of co-constructed values. Across the trust, we ensure that all children are given the best opportunities, have their individual and collective needs fully met, and are supported to realise and achieve their full potential.

The trust wide support provided from the CLF Executive team, who work in partnership with the Principals and leaders across the academies, has an established structure and clear systems of support and challenge in place to ensure every school in the trust is providing the best educational experiences and opportunities for every child. There is a commitment from every member of the CLF to ensure excellent outcomes and high quality learning and teaching. The maturity of the trust, and the investment in a collaborative approach with clear lines of accountability, coupled with a robust approach in terms of the balance between standardisation and empowerment have resulted in a very clear CLF wide approach, offer and entitlement for curriculum, pedagogy and assessment. For further details about our approach to **curriculum and pedagogy** see Appendices 4 and 5. Detailed information about our assessment procedures are found in Section E2.

As an established 3- 19 multi-academy trust, the CLF will bring the following benefits to the new primary provision [REDACTED]

- Creating a shared culture which supports key transitions and provides consistently high expectations.
- A high proficiency in the tracking of pupils' progress, both academically and emotionally, from age 3 to 19, knowing pupils well, supporting and nurturing their developments as they move through each phase of their educational journey.
- [REDACTED]
- Developing high quality oracy from nursery through to KS2 so all pupils are confident and articulate learners.
- Development of pupils' resilience, learning behaviours and grit so they see the importance of learning from their mistakes and persevering when things are difficult.
- Providing exciting opportunities for staff development including teaching out of the main age range, developing high quality subject knowledge and fully understanding how pupils learn.
- Development of high quality relationships with parents and carers which will continue as they move through primary into KS3 and beyond.
- The opportunity to develop high quality Careers, Advice and Guidance from EYFS to KS2 alongside working closely with employers, as is the case with Digitech Studio School
- **A clear multi-year sustainable approach to School Improvement, as shown in Appendix 6**

Tower Road Academy; a Joy-filled contemporary primary experience

C1 – Vision

We will develop a locally informed, community and culturally relevant curriculum which is supported and underpinned by the CLF curriculum which will take children on a progress journey and, drawing on and contributing to the CLF 3-19 School Improvement Model. The children will access learning opportunities beyond the National Curriculum.

The new team at Tower Road Academy will be supported to draw on the expertise within and beyond the CLF, to ensure that the school delivers a high quality of provision, minimising the implementation gap that can occur when new schools open. The team will access high quality CPD from a point prior to opening, establishing a commitment to high standards, excellent outcomes and high quality teaching and learning from the outset. Tower Road Academy will have access to opportunities for in-depth analysis and evaluation of school improvement, a model which includes direct support and coaching to identify areas of strength and focus.

Tower Road Academy will be a place where pupils want to learn and teachers want to teach. In line with the Core Purpose of the CLF, pupils will be at the HEART of all we do.

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

South Gloucestershire Council sought to establish two new schools through the government's Mainstream Free School Programme (wave 13). Since the announcement the CLF has been in communication with South Gloucestershire about the proposal for the new primary school. They are in support of the CLF's application and have provided us with key documents relating to the planning of school places.

The RSC has been informed about the bid when the trust met with them in at the annual Trust Review on October 1. Part of the meeting with the RSC was to discuss the trust's growth strategy and it was at this point that the bid was discussed; the RSC is broadly supportive of the CLF's plans for growth at this time.

As part of the application process we have been in discussions with other Multi-Academy Trusts and the Local Authority in South Gloucestershire about the proposed new school. Letters of support are included in Appendix 7.

Partnerships with parents and carers

The Cabot Learning Federation is already well-established in the southern part of South Gloucestershire. We already serve several thousand South Gloucestershire families whose children are enrolled in one of the CLF academies in the county, or just over the border in Bristol. One strength of our bid will be the positive relationships we have already build in the area with existing families.

Partnerships with parents/carers and the community is a key feature of the vision across the CLF, and opportunities to engage with families in the pre-opening phase and the ongoing strength of partnership between school, family and community is a real strength across the trust. We value the partnership with families and find a wide variety of ways to consult with and work together with families and the community and have a clear track record in delivery. We have case studies across all the academies in the trust, but specific and relevant experience and expertise with regard to establishing effective partnerships with parents/carers and the community can be found when looking at the new schools opened across the CLF, including Wallscourt Farm Academy, Haywood Village Academy and the Primary element of Kings Oak Academy. There is also compelling evidence of the inclusion of the community where academies have undergone a re-build, such as at Minerva Primary Academy in Bristol and Hans Price Academy in Weston-super-Mare. Examples of parental and community partnerships include public art projects involving the local community e.g. Project Grow at Wallscourt Farm Academy, the Radio Pod project at Haywood Village Academy and the 'Phoenix Radio' Station at Digitech Studio School Bristol.

Establishing and maintaining wider partnership with the community is also a key feature of the CLF, with all schools linking with their local business and community groups to enhance the curriculum offer and ensure that pupils are supported most effectively and can see the curriculum in context. Schools take every opportunity to link with the local community and fully involve parents/carers in events across the school and trust including undertaking skills audits with families and cross referencing with the curriculum planning, inviting families in for curriculum enrichment

D1 – Successful engagement with parents and the local community

experiences and drawing on the expertise and resources of the new families and communities to augment the curriculum offer in our academies.

Disadvantaged Families

The trust has significant experience of working with disadvantaged pupils and their families. Over 3,000 pupils are in receipt of pupil premium and we are constantly reviewing our provision, pupils' attainment and how we communicate with families.

At Summerhill Academy a parent forum was created with a specific focus on disadvantaged families and those from BME communities. An offshoot of this group was the formation of a gardening club which was supported by a group of Somali parents. This group went on to spend time volunteering in the school.

At Begbrook Academy an English conversation group has been set up by the school. This attracts parents from a wide range of backgrounds. This has helped to form positive relationships amongst parents as well as help improve their confidence in spoken English.

Marketing

The CLF has a marketing manager who will support the Principal Designate and Executive team during the pre-opening phase to publicise the new school within the local community. We have significant experience in working with parents and the local community, including other schools, as we have opened four new schools as well as re-branded those who converted to become an academy. We are aware of the sensitivities that can occur when opening a new school, especially where existing schools are concerned about pupils leaving their school to join the new one, or where a community has a fond affection for predecessor schools.

Pre-opening activities:

As a trust, we would run a series of events for interested families so they could learn about the CLF, the vision and ethos of the new school and meet, once appointed, the Principal Designate. When we opened Haywood Village Academy in 2015 we completed the following activities:

- Launch of a website:
 - Information about the academy
 - Registration of interest for pupils wanting to join
 - Calendar of events for interested families
- Use of marketing banner on and near the site of the new academy
- Information sessions for interested families
- Information leaflets developed outlining key policies
- Visits to feeder nursery providers to introduce ourselves
- Visit to local primary schools
- Attendance at Headteacher briefings run by the local authority
- Events for children and their families i.e. fun days

D1 – Successful engagement with parents and the local community

These activities were very successful and led to a strong relationship being formed between Haywood Village and prospective parents, local nurseries and schools. It also led to community groups and organisations taking up roles in the local governance of the Academy, cementing the partnership link. These events helped to dispel any negative feelings there were around the new school opening. We would want to replicate this with Tower Road Academy's local community.

[Redacted text block]

[Redacted text block]

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	30 FT	30	30	30	30	30	30
Reception	60	60	60	60	60	60	60
Year 1	*	60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
	*The CLF would consult with South Gloucestershire Local Authority as to the demand for pupil places for year 1 pupils. We would want to be responsive to need as we were with Haywood Villiage Academy when we opened a Year 1 class mid-year due to demand.						
Totals	90	150	210	270	330	390	450

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			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
English	8.15	Compulsory	Includes Spelling, Punctuation and Grammar lessons plus additional time for reading and oracy.
Maths	6	Compulsory	
Science	2.	Compulsory	
PE	2	Compulsory	Includes swimming in KS2
MfL	1	Compulsory	Spanish would be taught [REDACTED] [REDACTED]
Key Questions, includes foundation subjects, PSHE and RE	6	Compulsory – with the exception of RE	Key Questions, includes foundation subjects and RE

Computing	1	Compulsory	Specialist teaching from [REDACTED] [REDACTED] local CLF secondary academies plus links with Key Questions
-----------	---	------------	---

[Add more lines as appropriate]

Length of school day , including any enrichment time.	8.45 registration 3.30 end of school day Breakfast Club from 7.30am Enrichment 3.30-4.30 Monday to Friday
--	--

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

The CLF works across three local authorities which means that the context and demographics for each academy can vary greatly. The CLF Curriculum is designed to support each academy to meet the needs of all of its pupils, including the specific needs of vulnerable and disadvantaged pupils. Across the trust there are over 3,000 pupils in receipt of pupil premium, which is 1/3 of the total number of pupils.

Whilst schools in South Gloucestershire generally have smaller numbers of pupils in receipt of pupil premium there are significant numbers of families who are just about managing (JAMs) who require as much support as those pupil premium families. These families are not formally recognised but leadership teams within our South Gloucestershire academies acknowledge their level of need. The curriculum at Tower Road Academy will be developed to engage pupil premium and those families who are 'just about managing'.

Research shows that the majority of disadvantaged pupils arrive at school with less vocabulary and fewer wide ranging experiences outside of the home: the curriculum at Tower Road Academy will be grounded in oracy and wellbeing. It will be joy-filled with opportunities to learn both inside and outside of the classroom. There are a significant number of nursery providers within a two-mile radius and we would want to work closely with external providers in a similar way to the DfE funded project that was run through Wallscourt Farm Academy which focused on oracy and early literacy skills so that those pupils joining Tower Road Academy would have well-developed speech and language skills along with the beginnings of good learning behaviours.

How the academy will be organised: Phase 1 - Early Years Provision

Our nursery provision will be run by the school. The trust has extensive experience of setting up and running nursery provision. Initially, we will provide places for 3 and 4 year olds. Once the nursery is established we will consult with the families, the local authority and other nursery providers to see if there is a demand for 2 year olds as there are a significant number of state and Private, Voluntary and Independent nurseries [REDACTED]

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

We will provide the 30 hours entitlement to those families who meet the criteria. However, we may have to limit places depending on demand. As part of our nursery admissions policy we will prioritise Looked After Children, those with SEN and those from disadvantaged backgrounds – See a model policy from a Haywood Village Appendix 8. Parents will have different options to choose from – see Appendix 9 . Wherever possible we will try and accommodate parental requests. Additional costs will be clearly identified on the school’s website, admission form and pre-school policy.

The nursery curriculum will be carefully structured to provide opportunities for pupils to learn through planned, purposeful play in all areas of learning and development in the indoors and outdoors environment, with continuous provision and access to learn outside, and beyond the school, within the community will be central to the educational offer at Tower Road Academy.

The EYFS curriculum will enable the pupils to learn and develop skills, attitudes and understanding in the Prime and Specific areas of the EYFS curriculum. High quality texts will be used to support the teaching of basic English skills alongside the robust teaching of phonics. Mathematics will be taught using a maths mastery approach, with expertise to support the team at Tower Road Academy being drawn from our partner primaries, the CLF Institute and linked CPD and full access to the Boolean Maths Hub, including the well-established Teacher Research Groups.

The curriculum will support all pupils to become articulate and confident learners. They will be exposed to a wide range of opportunities right from their first year in the school. Pupils will need to know they are respected and that they have a voice. This applies to **all** pupils

The role of key adults as lead learners and facilitators is fundamental to the offer during the Foundation Years and continues right throughout the Academy. Pupils will be supported to be independent learners in the Foundation Years and these skills will be developed throughout the Academy. Pupils will be supported in all of the areas of learning, with equal emphasis being placed upon each one. Pupils will be consistently and continually supported to ask questions; in the early years pupils make connections in learning at the greatest rate. This capacity will be harnessed and nurtured. We will make sure that our staff are trained to understand the human brain and how metacognition develops and our links with UWE will support this. The early years framework describes learning in the “Pregnancy to Five” age range rather than the currently used foundation stage. We will use this development to ensure that pupils and their parents are better prepared for school than ever before.

With the three prime areas of learning, a greater emphasis on making sure pupils have the basic social, emotional communication and language skills they need to learn and thrive at school becomes ever more vital. Simple strategies for helping pupils to make friends and to listen effectively will help us to forge stronger links between the EYFS and what is expected of pupils in KS1. The importance of the early years – as a foundation for life and for future attainment and success – cannot

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

be overestimated. That's why it is vital that we have the right framework to support high quality early years education.

As we do successfully in our other primary Academies, we will link our curriculum and ethos to the Early Years Standard that will focus on the following elements:

- Supporting play, learning and development
- Play and learning experiences in all areas
- Observation, Planning and Assessment
- Leadership, Management and Staffing
- Equality, Diversity and Inclusion
- Partnerships with parents and the local community

Phase 2 – Year 1 to 4

The broad and balanced curriculum offer and entitlement for this phase will be built on the National Curriculum, but will be enquiry-based with an entitlement to a wide range of enrichment activities, with identified key questions. This approach is consistent with all the primaries in the trust, enabling a pool of expertise and resource within and across the curriculum. Pupils will become writers for life because they will experience a wide range of exciting opportunities, have access to great texts that will inspire them to want to write. They will experience 'Wow' and Challenge Days where pupils are hooked into their learning and then given time to reflect and show what they have learnt to answer their key questions.

From Year 1 onwards, pupils will spend quality time developing their English and maths skills so they become fluent in their application. They will have the opportunity to use and apply them through Key Questions as they move through the school. Teachers will collaborate with colleagues from other primary academies and will be able to draw on their expertise and knowledge of the curriculum. Given the demographics of the area Tower Road Academy will work close with other CLF South Gloucestershire provisions, King's Oak primary phase and Wallscourt Farm Academy, as well as Haywood Village and Herons' Moor in Weston-super-Mare, as their intake will mirror that of Tower Road Academy. The CLF's approach to the curriculum is that all schools use the Key Essentials (See Appendix 10) and Key Questions but make them relevant to the local context and needs of the pupils.

English

English will be centred on high quality texts which will cover a range of genres. Texts that reflect the demographics of the pupil intake, the rich use of language and pictures and where appropriate relate to the key questions will be used. All pupils will have an entitlement to read a core set of books which include traditional tales, plays, historical novels, non-fiction texts, picture and graphic novels. These will regularly be reviewed to take account of new texts but also how well pupils engaged with them. Lessons will provide opportunities for pupils to immerse themselves in a text, to read aloud, to be read to, to predict, infer and deduce meaning from the text. Pupils will be

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

exposed to a rich vocabulary and have the opportunity to use this vocabulary in their own writing.

Lessons will also focus on spelling and grammar and how these are essential for high quality writing. Using the key essentials each year group will be taught systematically to ensure gaps in pupils' knowledge and understanding is reduced.

Developing the pupils' learning behaviours will be a key priority. From EYFS pupils will learn to be successful learners. They will know that they need to use a range of skills during their learning:

- Problem solving
- Creativity
- Analytic thinking
- Collaboration
- Communication
- Ethics, action, and accountability

The curriculum will be developed to support these important skills.

Mathematics

Mathematics teaching will be focused on ensuring pupils are fluent in their use of number and understand the relationship between number and number operations. They will be able to reason and problem solve efficiently and effectively, tackling a wide range of problems based in real life contexts. The elements of the maths mastery approach which have proved to have most positive impact when adopted and adapted in the current contexts has been developed and shared across the trust, with support and resource from the Boolean Maths Hub. We are able to build on the previous learning across the CLF, as one of the early adopters of the Maths Mastery approaches, from the original China-UK exchanges, which have resulted in now very established maths subject knowledge for primary teachers and support staff.

Mastering maths means our pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. At any one point in a pupil's journey through school, achieving mastery is taken to mean acquiring a solid enough understanding of the maths that's been taught to enable him/her move on to more advanced material. Pupils will, through key questions, have the opportunity to use and apply their maths skills. They will be fluent in their use of number making it easier for them to solve problems.

Key Questions/Project Based Learning

It is important to understand that no two weeks will be the same in our Academy. Using the concepts of Child Led Learning and the key questions approach as the key driver for learning in the Academy, learners could be engaged in a week-long enquiry led by a driving question such as, such as "What stories do my family know?" or "Does it matter where I come from?"

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

Learning talk time and ongoing reflections around learning will be timetabled, in addition to happening responsively throughout the week. The development of pupils' social and emotional skills and understanding will be a core guiding principle when evaluating learning each week and planning in learning activities for the following week or learning cycle. Key texts and planned collaborative activities to explore these concepts will support the pupils to articulate their feelings and extend their understanding.

Key Questions will have been carefully constructed so there is appropriate progression of skills within each subject area and attention has been given to ensure the wider curriculum is joy-filled, engaging and inspiring for the pupils. Key questions will be linked, where appropriate, to texts used in English, science and humanities. However, there will be some discrete key questions to ensure the pupils are taught not only the full range of skills and content of the National Curriculum but also other key areas, such as, well-being. The key questions will start with the pupils understanding themselves and their family, their local area and as they move through the school begin to look beyond themselves to key questions based on local and national topics. We will use the community as a resource to support learning; with interesting historical connections from Roman remains to the mid-20th century railway expansion, the pupils of Tower Road Academy will be given opportunities to investigate as local historians.

Core learning in Communication, Language and Literacy

Specifically, this will include, opportunities to extend talk and language for communication and thinking throughout the curriculum. There would be a clear and systematic approach to learning and teaching initial phonic/graphic awareness ensuring accurate, swift and meaningful phonic knowledge, understanding and application. Shared reading and writing, with exciting and purposeful context and outcomes will permeate the week. High quality texts will form hooks to hang learning opportunities from.

Throughout their time at Tower Road pupils will continue to develop their oracy skills. We will want to give them many opportunities to interact with different people and settings as part of their Key Questions. To do this they will have to know how to articulate what they want to find out. We want pupils to develop their questioning skills, learn how to interview people and then to articulate their findings. They will have the opportunity to express themselves through art, drama and community projects as well as through their written work.

Learning beyond the Classroom

Outside learning to explore all areas, including the development of physical skills and knowledge and understanding of the world around them will happen each week. Time to consider their own school and home community, our city, our country and the wider world will be taught within the Foundation Years. Learning about their own and others social, moral, spiritual and cultural context will be explored through stories,

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

research and exploration, including the use of artefacts to stimulate discussion. See Appendices 11 and 12.

The power of story telling

Alongside creative play and exploration, pupils will be exposed to a range of storytellers: some professional others family and friends of learners; all from a diverse range of cultural and social settings. This form of engagement will encourage learners to tell their own stories through their experiential play, perhaps in the role play area; imitating and retelling a story in the class library or creating a book in the writing area. Some learners may choose to engage in narrative exploration in more sensory areas, such as sand, water, printing tables or using chalk on the playground. However the important part of this 'engage' stage of learning process is the dialogue between adults and pupils, particularly modelling, recasting, re-phrasing and extending of language.

Pupils will be taught how to present information in different ways. They will create books, plays, letters, spreadsheets, reports and animations.

Phase 3 – Years 5 to Key Stage 3

Pupils will have a similar experience as they move towards the upper end of the school. [REDACTED]

Pupils at Tower Road Academy will develop high levels of literacy, numeracy and communication and good habits of learning. To serve this purpose learning will be constructed via a Project /enquiry based learning approach, rather than the Key Questions approach used in the earlier years. The older pupils will work on projects (which develop good habits of learning) which focus literacy and/or numeracy, but which use areas of knowledge (subject knowledge) to provide realistic contexts.

Pupils will continue to build their literacy skills; this will include the teaching of the explicit reading skills needed to embark on extensive research their projects will demand. Although in the lower years pupils will have edited their work and developed their presentation skills, from year 5 there will be more emphasis for pupils understanding the importance of drafting and editing their work. Teaching the pupils the importance of the finished product, the need for careful drafting and re-drafting, so they have work they are truly proud of will be paramount. Pupils will be taught how to critique their own work and that of others. They will learn how to deliver high quality feedback that really improves their work. This means giving the pupils the vocabulary they need to do this well. Using the critique from the '**Ethic of Excellence**' as a starting point will support pupils in giving feedback, encouraging the use of full sentences within the context of a simple but effective framework:

- Be Kind – no unkind comments or sarcasm. Pupils need to feel safe and secure when sharing their work

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

- Be Specific – no comments such as, I like it. Pupils will be taught to identify what it is exactly they like, think should be changed
- Be Helpful – the goal is to help pupils improve their work. Comments need to be relevant and specific.
- Pupils will be taught to articulate their comments through the use of I statements – I am confused by this, I am curious as to why...

The CLF is determined to prevent the 'Year 7 & 8 drop in standards' that can happen during the transition years between primary and secondary education. The close proximity of three CLF secondary academies provides an opportunity for seamless transition. At this Phase, which can last up to the end of Year 8, the prime objective is to ensure all pupils are equipped with the knowledge, skills and competencies required to ensure they are able to access the full secondary curriculum at Key Stage 4.

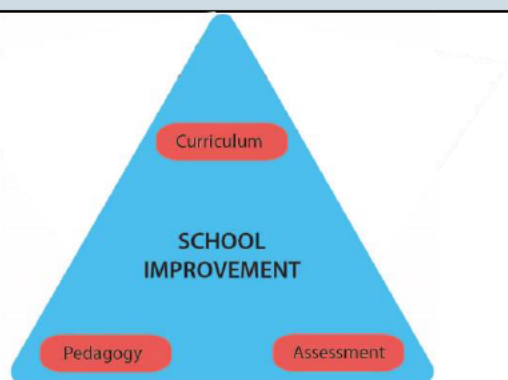
E2 – Measuring pupil performance effectively and setting challenging expectations

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



Effective use of Assessment

Assessment of and for learning is central to effective learning and teaching, and the teaching teams are clear that placing pupils at the heart of this strategy, and ensuring effective systems are in place to fully involve pupils in their own learning is the key to

E2 – Measuring pupil performance effectively and setting challenging expectations

this success, and allows teams to successfully inspire and motivate learning for now and the future across the organisation.

Over recent years, following the announcement of the new assessment reform, the CLF has collectively grasped the opportunities this national change offered and used this shift in national policy to create a CLF wide assessment approach. Assessment in the CLF puts learners and their learning at its heart, creating a framework of high aspiration and high expectations for all, which translates into attainment mobility and meeting the needs of all our pupils across the trust.

Data measures and improvements

The Trust invests in good quality data as a cornerstone of Academy improvement. This supports standardised improvement planning and evaluation across the Trust. The CLF has an established data management team which produces a wide range of high quality data which is used to support school improvement. The self-developed tool, the CLF Blackbox Data™ is used to present key data against an agreed timeline ranging from attendance (weekly) to attainment and progress (six times per year).

Significant improvements in pupil performance at the end of their Reception year, as measured through GLD, in high quality phonics skills, as measured in Year 1, and the outcomes for pupils at the end of KS1 and KS2 are all evidence of the impact of the collaborative partnership of the trust.

Baseline assessments made as part of the transition and entry to the EYFS will form part of the progression into Reception and the team at Tower Road Academy will work with colleagues from across the trust, and in partnership with local Private, Voluntary and Independent EYFS settings to ensure that pupils begin Reception with clear development bands and next steps in learning identified to allow seamless provision and learning opportunities for all pupils.

Work with moderators from the three local areas across the trust, and the empowerment of experts within the trust, several of whom are fully-qualified moderators, allows us to externally validate our own internal, robust assessment practices.

Assessment has been one key aspect of developments in the Teaching and Learning strategy across the CLF in recent years, and we have a cohesive approach to assessment, which yields the best learning opportunities and outcomes for all pupils. There is a mindful, child centred and balanced approach: as a trust, the CLF is aware of the high stakes accountability for outcomes and there is a no complacency approach. However, we have taken time and used external research, alongside our own internal systems and processes, to enable us to get the best possible performance and outcomes from staff, for all our pupils across the CLF, recognising

E2 – Measuring pupil performance effectively and setting challenging expectations

that pupils' experience of school remains broad and rich. Assessment information is shared with families on a regular basis, and the academies go beyond expectations in terms of reporting progress to parents, ensuring that pupils and families have the most useful information to support next steps in learning most effectively.

Assessment overview:

A typical assessment timeline across primary settings in the trust is as below:

Term 1	Term 2	Term 3
Wk 1 Academy Review	Wk 1 Academy Review	Wk 1 Academy Review
Wk 2	Wk 2 Yr. 3-5 PiXL QLA	Wk 2
Wk 3	Wk 3	Wk 3
Wk 4 KS1&2 Data Entry	Wk 4	Wk 4 Phonics check
Wk 5 EYFS data entry / Predicted data collection	Wk 5 Yr. 2 Mocks	Wk 5 KS1 &2 data entry
Wk 6	Wk 6 Yr. 6 Mocks	Wk 6 EYFS mid-year data entry
Wk 7 PiXL Yr 6 QLA	Wk 7 Predicted data entry	Wk 7 Predicted data entry
Term 4	Term 5	Term 6
Wk 1 Academy Review	Wk 1 Academy Review	Wk 1 Academy Review
Wk 2 Yr. 6 Mocks	Wk 2 Year 6 SATs	Wk 2 Yr 3-5 PiXL QLA
Wk 3 Yr.3-5 PiXL QLA	Wk 3	Wk 3 EYFS Profile data entry
Wk 4	Wk 4 Year 6 Data Entry	Wk 4
Wk 5 KS 1&2 Data Entry	Wk 5 Yr. 2 SATs & Phonics completed	Wk 5
Wk 6	Wk 6	Wk 6 KS1 & 2 data entry EYFS Data Entry (All areas of learning)
Wk 7 Predicted Data Entry	Wk 7 Predicted Data Entry	Wk 7 Actual Data Collection

Key: PiXL – Partners in Excellence, QLA –Question Level Analysis , EYFS – Early Years Foundation Stage

E2 – Measuring pupil performance effectively and setting challenging expectations

The CLF assessment procedures have been refined and developed over the past five years, with the Primaries working collectively and collaboratively to embrace the opportunities that the new approaches to assessment brought about, alongside the shifts in the national curriculum and the interim framework documentation.

Skills progression

All Primary Academies in the trust use Key Essentials – Skills progression grids in English and Mathematics (See Appendix 13). This ensures a consistent, trust wide approach in terms of skills progression and professional judgement. The Key Essentials grids were created with subject experts from across the CLF, working with experienced moderators and Subject Specialists from beyond the CLF.

Assessment procedures:

The alignment of the curriculum supports a common assessment approach across the trust. Moderated testing at all key stages enables strong summative assessment across the Trust and offers insights into how all parties can support progress as well as performance in subsequent external assessments. There is significant depth to the process of mock assessments, with moderation and analysis of scripts providing a briefing to Principals and department Heads at class and individual level. This sharpens subsequent planning so that teachers close gaps and meet needs of all pupils with a specific focus on disadvantaged pupils and pupils with SEN.

EYFS – all pupils are assessed on entry using information from nursery settings, early reading skills, number recognition, counting skills and observations using Development Matters. Pupils are then assessed at two other points in the year: mid-year and in June when they are judged as to whether they have achieved Good Level of Development.

In **Year 1**, teachers assess pupils each term against Age-Related Expectations in reading, writing and maths. Pupils are also assessed in phonics with a ‘mock’ phonics check in term 3.

In all other year groups are teacher assessed termly in reading, writing and maths against Age-related Expectations. In terms 3 and 6 **Years 3, 4 and 5** pupils sit formal tests using PiXL papers. Question Level Analysis (QLA) is available for all year groups, which supports teachers’ future planning.

Year 6 pupils have two mock SATs papers per year plus additional PiXL papers. QLA is available for these tests. Once all the mocks have been marked there is a rigorous moderation process that ensures there is consistency across the CLF.

E2 – Measuring pupil performance effectively and setting challenging expectations

All assessment data is extracted centrally. Data is then returned to all academies using the CLF Blackbox Data TM. Academies receive a range of data which covers cohort, class and pupil level data.

This assessment procedure ensures that the trust has a strong understanding of pupil outcomes and the strengths and areas for development in each academy.

Governance and scrutiny:

Every academy is scrutinised by the Education Scrutiny Committee, which is a sub-committee of the Board. It is made up of Executive team members, CLF Trustees and external experts. Principals, along with their Chair of Academy Council, are held to account for the performance of the academy against recognised educational criteria.

Targets:

At the beginning of each academic year targets are set across all Key Stages. The targets are generated and recommended by the Executive team and are approved by the CLF Board. For primary, the methodology for the creation of the targets uses the pupils' end of KS1 score and national progression rates to predict the percentage of pupils who should achieve Reading, Maths, Writing and Combined. Specific targets are set for pupils in receipt of pupil premium as they are a key priority across the trust. The targets are set using professional judgement informed by outcomes in 2018 and the attainment on entry of the present Year 6 pupils. See Appendix 14 for 2018 Targets

The targets are then used to support the Performance Management of all Principals. The target setting process is robust and the performance of academies is monitored against the meeting of the annual targets.

E3 – Staffing

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

You will need to make sure that the information provided in this section is consistent with that provided in the financial plan section (section G).

All applicants will need to complete this section, but you will need to give us different information depending on the experience of your group and whether your application includes a nursery. Please:

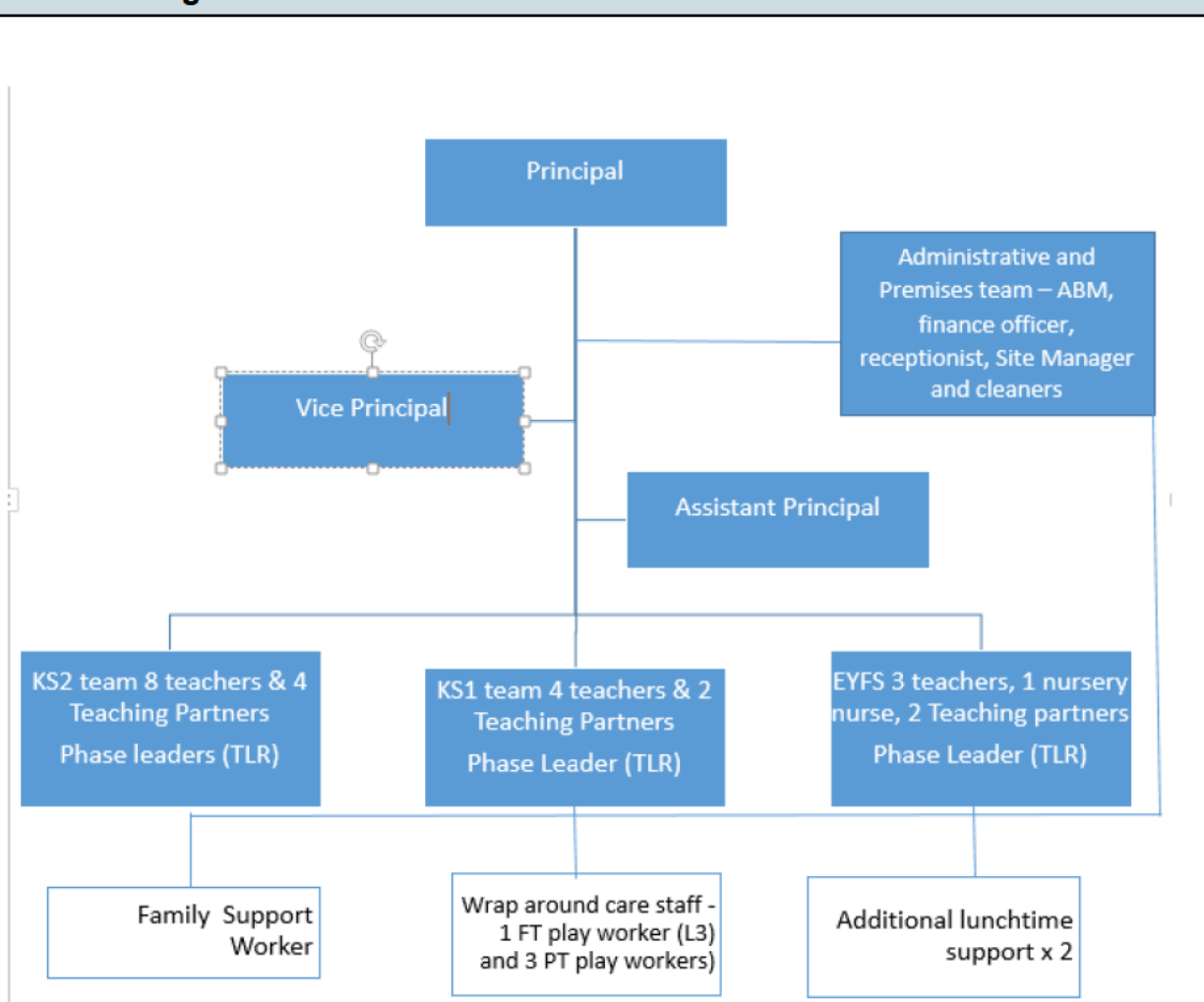
- Use space provided in box E3; and
- Refer to Section E3 of the [how to apply guide](#) for what should be included in this section.

E3 – Staffing

The CLF's Strategic Plan recognises the importance of its workforce and the need to have suitably qualified staff in all its academies, the CLF Institute and CLF Professional Services. Recruitment and retention of staff is vital if the trust is to deliver high quality education to its 9,000 pupils. To do this the trust needs to be an employer that supports its staff by providing excellent working conditions, high quality training and an effective employee assistance programme. Tower Road Academy would draw on the expertise of HR for the recruitment of new staff. Below is the staffing structure for Tower Road Academy.

The staffing structure would follow the CLF's Leadership model and would be in-line with other CLF academies. This structure takes into account the needs of different aged pupils. It would allow for enough support inside and outside of the classroom to deliver the planned curriculum and to turn the vision for learning into reality. The senior leadership team would be built up as the school grows.

E3 – Staffing



To keep the staffing structure affordable, initially the Vice Principal and the Assistant Principal would have a teaching role and would provide support for PPA, Key Questions and Project Based Learning. The administration of the academy would be in line with the CLF's new Cluster model with the appointment of a Senior Operations Manager.

The nursery will have a qualified teacher with a suitably qualified Level 3 nursery nurse. In the reception classes teaching partners will have relevant early years' experience of suitable qualifications in childcare.

As the academy fills, Teaching and Learning Responsibility allowances would be awarded for key aspects of the leadership of learning.

Senior Leadership:

The leadership team would grow with the school. In the first year, the Principal would have oversight of the majority of key areas. Within 2 years we would appoint a Vice Principal who would have responsibility for SEND and initially a part time teaching role. As the school grew the Vice Principal would move into a full time leadership role. Within 3 years of opening an Assistant Principal would be appointed, who would also have a teaching role.

E3 – Staffing

SENCo

For the first 2 years, due to small pupil numbers, Tower Road Academy would enlist the support of a SENCo from one of the other trust schools. The trust has a strong team of SEND Coordinators who are supported by an Educational Psychology team. The shared SEN policy and procedures will ensure that an interim SENCo will be using familiar systems, which can be adapted for the new school. We will ensure we meet the relevant requirements related to school as noted in the SEN Code of Practice.

Support staff – pupil facing

The Family Support workers and mentors would be responsible for Thrive and fully meeting the Social and Emotional and Mental Health needs of the pupils and families across the academy. The Family Support worker would deliver a range of sessions for pupils with SEMH. Teaching Partners will spend the majority of their time in class, ensuring work was accessible to pupils working below age-related expectations. They would also deliver PPA and some aspects of project-based learning.

The school's Breakfast Club and After-School club will be run by suitably qualified members of staff employed by the academy. The clubs would recruit the school's teaching partners as well as play workers to ensure the high expectations and ethos that is expected in school is maintained.

Key staff roles	Responsibilities
Principal	Overall strategic leadership of the school / community / Governance
Vice Principal	SENCo / Raising Attainment / Safeguarding Lead
Assistant Principal	English /Key Questions / Oracy
Senior Operations Manager	HR, Single central record, health and safety, line management of admin and site teams
Teachers – TLR position x 2	Lead teacher for EYFS & KS1 Lead teacher for KS 2 & Maths
Teachers	Teaching standards plus additional leadership roles: <ul style="list-style-type: none">• Pupil voice• Subject leads• PSHE / Well-being• Visits coordinator

E3 – Staffing

Family Support	Work with families and carers, looked after pupils, attendance and child protection / deputy safeguarding lead
High Level Teaching Assistants	Support in the classroom, small group interventions, 1:1 support, PPA
Teaching partners	Support in the classroom, small group interventions, 1:1 support, PPA

Culture, the right people and their ongoing training

The systems and approaches used across the Trust to ensure a focus on high quality Teaching and Learning, including a comprehensive CPD strategy and systems for effective performance management have been honed over the past few years, and our maturity as a trust enables us to draw upon the skills, strengths and expertise of our HR department and Executive Team, in addition to the Board and Academy Councils. These structures and systems, combined with the CLF strategic plan and associated support and challenge channels ensure pupils get the best possible offer in each school.



One of the key principles of the Trust's school improvement model is to ensure that school leaders and the wider school staff have the ability to focus on the attainment, progress and personal development and well-being of all children within the school. To support this the Trust removes significant distractions by standardising key functions for the school. It is able to do this because of scale, structure and the maturity of the Trust. In particular the following provide examples of the areas of the Trust that have been standardised, to remove distractions and enable a focus on raising standards in each school. There

is a mature and effective HR team that supports all aspects of recruitment. As a Trust we have developed a robust approach to succession planning, which focuses on the senior and middle leadership teams to ensure we future proof our leadership teams.

Recruitment of outstanding teachers is essential if we want pupils to achieve great outcomes. Training our own teachers through our CLF SCITT, which provides initial teacher training for primary and secondary teachers, many of whom commence teaching in schools within the Trust. As a Trust, we look at vacancies across all our academies, identify where there is shortage of teachers for key subjects, such as maths and science and recruit as a trust to these areas. If an academy has a vacancy in a specific subject and we are unable to recruit, we are able to draw on staff from different academies because we know the quality and quantity of staffing within each school or department.

E3 – Staffing

The highly collaborative environment in which the CLF academies already operate would provide high-level support for the leadership of Tower Road Academy. The proximity of King's Oak all-through academy means that the team can work closely with them and learn from their experience of opening a primary phase. Simultaneously, there would be opportunities for leaders at the school to contribute to strategic and operational leadership across the trust.

The CLF places a high value on collaboration between academies and aspires to facilitate and support this through an organisational structure that builds on geographical proximity. This has resulted in the development of a cluster model, with the organisation of Executive educational leadership arranged to support this since September 2017. Each cluster has HR, finance, health and safety officers who will work directly with the academies. As the Trust grows and policies and procedures become standardised central services will take some of the procedures away from individual academies, for example, recruitment so that senior leaders can have more time to focus on teaching and learning.

The CLF has always played a role in strategic developments both in the local areas it serves and the broader region. At its current stage of development the CLF is well-placed to extend its system leadership role in the South West region. It has consistently demonstrated itself to be a serious partner in securing system.

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

Support for all

As a trust, the CLF has excellent structures, systems and approaches, coupled with our wholly inclusive approach, which translates into the right kind of support for all pupils, including those pupils who are Looked After Children, or those with Special Educational Needs, Disabilities or Additional Needs. A well-established SENCo cluster across the trust, with access to an established team of Educational Psychologists, commissioned by the CLF as part of the core offer, coupled with highly specific provision to meet the needs of pupils with SEMH needs, ensures the needs of all pupils are met, and with growing challenges that our young people face, the focus on further work to support pupils to develop and protect their mental health is a core focus of the trust.

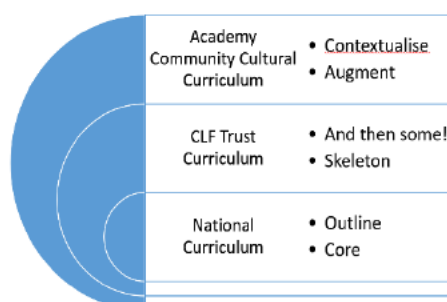
E4 – Integration and community cohesion

Attachment awareness training has recently taken place across the trust, commissioned in partnership with the HOPE virtual school in Bristol and KCA Associates, and this has ensured that all members of the teams across every academy are able to meet the needs of more vulnerable learners, including pupils with SEND and pupils who are Looked After.

The CLF has expertise and a trust wide commitment to supporting pupils with additional needs, including investment and provision for pupils in all key stages who may need highly specialised support in managing SEMH. This includes two specialist provisions, Engage (serving key stages 3 and 4) and The Nest (serving key stages 1 and 2) which are highly bespoke, working in close partnership with schools in the CLF and beyond to meet the needs of the pupils in our care.

This trust wide commitment to meeting the needs of our most vulnerable pupils, and using the progress, attainment and well-being and development of these learners as a yardstick for the success of the trust offer is a key tenet of the CLF Heart vision.

Every Child



Enrichment and extended services

As part of the vision for Tower Road Academy, there is a programme of enrichment opportunities within and beyond the school day. All pupils would be able to access a host of additional learning opportunities during and after school, as is the case across the CLF schools. We would expect to consult on the needs of the community, but would assume and plan to deliver wraparound care, including Breakfast Club and After School clubs. Across the federation we have a range of offers, but we have had significant successes in terms of running a viable, sustainable and rich provision through taking on the ownership through the academy itself. This ensures that pupils are greeted and supported by adults that know them as individuals and as learners and there is a high continuity of care.

As the academy shares a site with our 14-19 provision, we will ensure that older pupils have the opportunity to buddy with younger pupils and to act as positive role

E4 – Integration and community cohesion

models. We will support them to be reading and number partners which will involve them developing a range of skills which future employers or further education providers will look upon favourably. Training the older pupils in Better Reading Partners and Number Partners would support the young pupils and would also look good on the older pupils CV or application to university.

Across all the schools in the CLF, the wider teaching teams have skills, passions and enthusiasms across a range of sporting and creative endeavours and the team at Tower Road Academy would be supported to develop, craft and shape an enrichment programme that was engaging, varied and organic – to reflect the learning needs, skills, interests and curiosities of its learners in the community. We would supplement the provision by working closely with external specialists in their field, and we would commit to supplementing the enrichment opportunities for our disadvantaged pupils through effective use of the Sport and Pupil Premium and year 7 Catch-up Premium.

See enrichment planner Appendix 15 as a model for the Out of Hours enrichment clubs that would be on offer for all pupils at Tower Road Academy.

Learners within and beyond their community

By the end of Year 6 pupils from Tower Road Academy will be confident, articulate learners who understand their rights and responsibilities and are able to make informed choices about their learning. They will have a clear understanding of their pathways and next steps in learning, on the CLF 3-19 learning continuum. The pupils from Tower Road Academy will have a clear sense of modern Britain, and what it means and feels like to belong to a community that is becoming more diverse as the demographics in South Gloucestershire continue to change. The CLF Heart Values combined with a trust wide commitment to supporting pupils to access a comprehensive PSHE curriculum, which is adapted to reflect changes in their communities is linked to our comprehensive safeguarding approach across all our schools. Specific teaching and learning linked to the EDI agenda allows all pupils in the CLF to explore equality and diversity in their academic and social communities.

The CLF is a trust which holds high expectations and aspirations for all pupils right at the heart of its vision and values. The CLF has a proven track record in a range of communities, and, through the strength of collaboration and shared learning experiences, the high expectation is coupled with a thread of empowerment and inclusivity, with pupils from 3-19 given the core skills, language and knowledge to enable them to be community citizens for now and the future. Through the opportunities and experiences available to all pupils across the trust, they will have a strong sense of identity, and will have an understanding of, and a language for living in an inclusive and multicultural world. They will be pupils who are healthy, happy learners who have the skills, knowledge and understanding to draw upon to flourish in life and make a positive contribution to their local, national and international communities.

Equality / Community Cohesion Community Diversity

The CLF celebrates the different kinds of diversity within our local areas and we believe that the different contributions that people make are the strength of our communities – see Appendix 16 for the CLF’s EDI strategy. The CLF links with the University of the West of England (UWE) enable the creation of International Ambassadors for the Academy from the graduate and under-graduate population; diverse cultural population studying at the University yields the type of support we need to broaden pupils’ horizons and experiences. For example, we have already seen a brilliant project take place in one of our current academies where the UWE Chinese Student Society provided support, resources and practical activities for the Chinese New Year celebration. We would see this type of liaison becoming a unique and regular feature at Tower Road Academy.

The maturity of the CLF is such that we are increasingly developing a suite of activities that are aimed at using the scale of the trust to have a positive impact directly our pupils, particularly our most vulnerable. In addition to pan-federation sporting, musical and cultural events that are open to all of our pupils, we are also developing programmes aimed at pupils that meet specific contextual criteria. One example of this is the upcoming ‘Big Trip’ excursion for our most vulnerable Year 9 pupils in our Central Bristol academies. In collaboration with Outward Bound, we will be taking 36 vulnerable pupils to a North Wales activity centre in May 2019 in what we anticipate will be a life-changing experience of the like it would be difficult for a standalone school to replicate. This concept will be extended over the coming years, as similar events are planned in other CLF clusters, also for pupils in key stage 2.

Across the trust we have an upcoming cultural exchange to China, with leaders and teachers from all CLF clusters taking time during the October holiday to visit schools in China. This is the beginning of a long term exchange project, which will culminate in pupils from our CLF Primaries being part of an exchange visit in the future, and is just one of a host of exciting CLF wide projects in which pupils from Tower Road Academy would be involved. In one of the participating Primaries in South Gloucestershire, the pupils in KS2 are already learning Mandarin as part of their MFL curriculum.

We believe that responding to the changing needs of our changing communities is essential to our aim of providing an excellent education for people of the area. Everyone employed or volunteering to work in the Academy needs to recognise the importance of promoting cohesion and how the Academy views this as central to our work. We believe that people of different groups, cultures, faiths, ages, lifestyles and backgrounds will benefit from meeting each other, listening to one another and getting to understand each other more

A Community Learning Hub

Our aim is to create an outstanding primary academy that is the pride of the community it serves.

The CLF is passionate about supporting pupils beyond school and as such would work positively to support local community activity through the Tower Road Academy site. As has been successfully demonstrated at Wallscourt Farm and Haywood

E4 – Integration and community cohesion

Village Academies, families and pupils can thrive and community spirit can be built when a community school offers opportunities through sport, social, courses and organised events. This is the ambition we have for Tower Road Academy.

The Academy will be a blend of the best traditional practices in primary education combined with innovative project based learning that are proven to work not just in the UK, but across the world. The location of Tower Road Academy is within the South Gloucestershire Local Authority close to three CLF secondary academies, supported by the Cabot Learning Federation Teaching School, and working in partnership with UWE. These conditions create unique opportunities to develop an Academy that not only offers an education that will benefit its pupils, but can also be a means of communicating a new model of learning across the continuum of primary-secondary-further and higher education.

Our approach and strategy across the trust is to build community-learning hubs across the CLF by connecting primary and secondary academies in each of the authorities where the CLF has an existing partnership. This creates further capacity for school improvement as we work strategically to plan educational delivery that is seamless and uninterrupted from 3 to 19, with a central and executive team that work across all local hubs and connect the trust.

Parents and Family Networks

Parents and families will be viewed as partners, collaborators and advocates for the pupils. Teachers respect family members as the first teacher each child has had and will involve them in every aspect of the curriculum. It will not be uncommon to see parents and other family members volunteering throughout the Academy and will be seen as a bridge between Academy and home. In return, the Academy will deliver termly workshops to help parents and grandparents understand the curriculum the pupils are being taught and will receive training to show how they can provide support at home. The ambitious targets for the Academy will require levels of home to Academy engagement significantly more focused and sustained than is the norm in many schools.

The community that the Academy will serve will an already existing community. We see this as a strength and an opportunity and one that we are keen to embrace and influence more. King's Oak Primary phase has a strong relationship with parents and local community groups which we can develop further. The current Digitech Studio School Bristol has established relationships with local businesses and community groups. We will capitalise on these and build relationships that support the different stages of the pupils' education. As a trust we have experience and expertise in establishing new schools that link effectively with their local communities and become the hub within the locality. We would bring this expertise to the community at Tower Road Academy, and work in consultation with the breadth of the community to establish the school within the new development and beyond.

Section F – Capacity and capability

This is your opportunity to show us that your trust includes people with the right skills to open your school and deliver your vision. You need to demonstrate that your group has the capacity and capability to set up and run the school(s) you are proposing, and that you have access to appropriate educational, financial and other expertise, either within your group or externally. We want to feel confident that your new school will be successful, particularly if you are proposing that it opens in a different area from your existing schools.

F1 – A strong track record

This section will need to be completed by **all applicant groups with at least one open state-funded school**.

New providers to the state sector do not need to complete this section. However, when explaining the track record of the individuals in their group for section F2, **all applicant groups** should keep the definition of a strong track record, as set out in the [how to apply guide](#), in mind.

We will use information held by the department and publically available data about the schools to make a judgement on your educational track record. However, if you wish to provide additional information that you believe will help us to better understand the track record of your trust, you should do this in box F1 below. For example, if there is a specific reason why a school that you run does not meet this definition (for example the school has not been open long enough for exam results, or you have recently taken on an underperforming school).

You could also demonstrate your track record on improving outcomes for disadvantaged pupils, and can use the box below to do this.

Please:

- Use the space provided in box F1; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

F1 – A strong track record

The CLF is an established and experienced Multi-Academy Trust with a strong track record of delivering new Academies and supporting new and established Academies via a strong central function.

Academies have joined the CLF in a variety of ways, although the vast majority have been either schools joining as sponsored academies from a position of weakness, or new-starters, typically in response to residential developments and basic needs (free school presumptive route). Relevant examples of new schools in areas of residential growth include:

F1 – A strong track record

- **Wallscourt Farm Academy** – opened in September 2013 on a new residential development. The Academy opened with 55 Reception Year pupils only and has grown to now have Reception to year 5 (being over-subscribed in every subsequent year). The CLF worked in partnership with South Gloucestershire Council (SGC) from the design phase through to opening, delivering community facilities in accordance with the section 106 funding commitments. The Academy was inspected by Ofsted in April 2016 and graded good with outstanding areas, including Early Years where pupils make rapid progress. Results in Early Years are strong and improving and KS1 phonics outcomes are significantly above national average.
- **The Acorn** – the Acorn is the primary phase of King's Oak Academy, which became an all-through Academy at the request of South Gloucestershire Council (SGC) in 2015 (via basic needs funding). The CLF worked with SGC to deliver the building and also transition to an all-through provision which has grown from Reception only in 2015 (38 reception age pupils) to currently having pupils in years reception to 3. King's Oak had a 2 day Section 5 inspection in March 2018, which resulted in a Good judgment. In particular the primary provision of the all-through was considered to be strongly good and with areas that could be considered outstanding. This is supported by and reflects a significant strength that the Trust has in starting Primary academies, EYFS and KS1 provision. The proportion of pupils achieving a 'good level of development' (GLD) exceeds national average and is an improving trend.
- **Haywood Village Academy** – opened in September 2016 on a new development in North Somerset. The CLF worked closely with North Somerset Council to finalise the design and deliver the project, including reviewing the need for capacity in additional year groups and opening a small year 1 class during its initial year. The Academy now has pupils in years Reception to 3, has been oversubscribed in reception. Whilst there has not yet been an Ofsted inspection due to the opening date internal reviews have identified strengths in leadership and quality of teaching. The first Year 2 cohort achieved above national average results in reading, writing and maths; Year 1 phonics achievement and Early Years' GLD exceed national average.

The CLF has a wealth of experience in managing the financial intricacies of a number of small and large scale projects. In the large scale projects the CLF has delivered, these have either been managed directly or managed in conjunction with the local authority (e.g. WFA, the Acorn and HVA) to ensure best value for money. Other smaller project funds for the new academies for maintenance of community use areas, specialist equipment or ICT for example, have been managed directly by the CLF with appropriate controls and reporting to ensure the funds are ring-fenced, used wisely and in line with the grant terms. Project Steering Groups (PSG) are set up to provide strategic oversight to each CLF project, to monitor the strategic and operational direction and, in the case of new schools, a smooth establishment or transition of governance.

There is significant experience and expertise in all areas of Academy operations within the central team. As a MAT, the CLF has grown slowly since 2014, allowing the development and consolidation of educational support, central functions and governance to be maintained. The central CLF team has expanded with the wider growth of the trust to meet need, and this

F1 – A strong track record

means that colleagues have the skills and capacity to deliver this project ensuring the best possible start for the new Academy.

An outline of the skills, qualifications and experience of relevant central staff is included in Section F. All the team included in the list below are employees of the CLF, this means therefore that the capacity remains in-house. The benefit of this is a smooth transition from project delivery to operating as an Academy, ensuring that this strong start is sustained as an Academy grows.

CLF has a strong track record of improving schools and in growing its central services to meet the needs of its schools.

Monitoring, scrutiny and focused planning

There are some key approaches that seek to evaluate provision and identify areas for improvement:

- **CLF Reviews:** Conducted in every Academy each year, led by Ofsted-trained individuals to review the quality of provision.
- **CLF Educational Scrutiny:** Every Academy, following a risk assessment, is called to attend this sub-committee of the CLF Board to support and challenge and thus promote improvement. Where underperformance is identified academies are re-called to attend across the year.
- **Trust Plans** are put into place to support individual academies where underperformance is identified. This is a comprehensive plan of action to accelerate improvement. This is also informed by an on-going risk assessment of the performance of academies.
- **Termly Monitoring Routines** (see below):

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
ARM Meetings		Focus	Focus	Focus	Reviews	
Ed Exec	2:1	Ed Exec	One to one meetings 1:1		Ed Exec	4:1

- **Academy Review Meetings (ARM):** Every primary and secondary academy attends an Academy Review Meeting (ARM) following every important data drop or set of mock exams across the year. These inform the nature and focus of the CLF School improvement Team.
- **Executive Line-Management:** Meetings take place generally weekly or fortnightly between Principals and Executive Principals to monitor those areas identified in the ARM.

F1 – A strong track record

Inspection overview

Date	Primary	Type	Current Ofsted Grade
	All-through		
	Secondary		
April 2016	Walls court Farm Academy	Section 5	2 (with outstanding)
Jan 2017	Bristol Metropolitan Academy	Section 5	2 (with outstanding)
June 2017	John Cabot Academy	Section 8	3 (with good) – Taking Effective Action
Oct 2017	Bristol Brunel Academy	Section 8	2
Oct 2017	Digitech Studio School Bristol	Section 5	3
Jan 2018	Begbrook Primary Academy	Section 8	2
Feb 2018	Hans Price Academy	Section 8	2
Mar 2018	Frome Vale Academy	Section 5	3
April 2018	King's Oak Academy	Section 5	2
May 2018	Summerhill Academy	Section 5	3
June 2017	Hanham Woods Academy	Section 8	4ii – Taking Effective Action
June 2018	Minerva Primary Academy	Section 8	2
	City Academy Bristol	Section 5	Awaiting First Inspection
	Haywood Village Academy	Section 5	Awaiting First Inspection
	Evergreen Primary Academy	Section 5	Awaiting First Inspection

In 2017-18 the trust had 13 visits from Ofsted which included four Section 5 inspections, five Section 8 inspections, phase one of the inspection of our SCITT and three monitoring visits. Since the inspections schools have been addressing their key issues, working closely with the Executive team who have been offering support and challenge to the senior leadership

F1 – A strong track record

teams. In the course of the year, all of those academies that underwent inspection were able to demonstrate how they are on a trend of ongoing improvement – this was recognised in the Ofsted reports and letters, as was the important contribution played by the broader trust in this improvement journey. As a result of the perceived health of the trust, the Regional Schools Commissioner for the South West reviewed the performance of the CLF in October 2018 and wrote to confirm her appraisal that it was:

‘good to reflect on the focus over the last year on strengthening leadership and school improvement capacity, and coordinated support through the CLF Institute. I have confidence that your approach can deliver improved outcomes for young people in your local areas.’

The maturity and size of the trust means there are extensive resources and expertise we can draw upon. It is also important that we work with other educational providers drawing on their expertise and practice. This helps to ensure we do not become too inward facing.

The work that was carried out last year has led to some significant improvements in outcomes for pupils in 2018. Appendix 17 shows impact over time in all key stages. An example of where there has been significant improvement is at Frome Vale Academy. In 2017 pupil outcomes at KS2 were significantly below floor with only 29% of pupils achieving expected standard in reading, writing and maths. Only 20% of pupils in receipt of pupil premium achieved the expected standard. With support from the trust, the school reviewed its practice, focused on addressing the gaps in pupils’ knowledge and understanding by re-organising resources so they were targeted to achieve maximum impact. Regular scrutiny throughout the year ensured strategies were implemented effectively and where things appeared not to be having the appropriate impact were stopped. As a result of this work outcomes improved dramatically. In 2018 74% of all pupils and 77% of PP achieved the expected standard in reading, writing and maths. Those pupils in receipt of pupil premium outperformed non-pupil premium by 10% points.

The focus on improving outcomes has led to improved results for disadvantaged pupils with pupils making greater progress in reading, writing and maths in 2018.

2017 progress	Reading	Writing	Maths
2017 progress for disadvantaged pupils	-2.38	-1.83	-1.46
2017 progress for disadvantaged pupils	-1.38 ↑	-0.1 ↑	-1.4 ↑

At **key stage 4**, improvements in a number of academies have led to improved outcomes for pupils, including disadvantaged pupils. In 2017 Progress 8 for disadvantaged pupils was -






F1 – A strong track record

0.27 compared to -0.11 in 2018 This compares to a national average figure for disadvantaged pupils of -0.4.

Appendix 19 shows pupil outcomes and impact the trust has had over time with six academies; all of these have previously been the lowest-performing school in their Local Authority, all with higher than average proportions of disadvantaged pupils on roll.

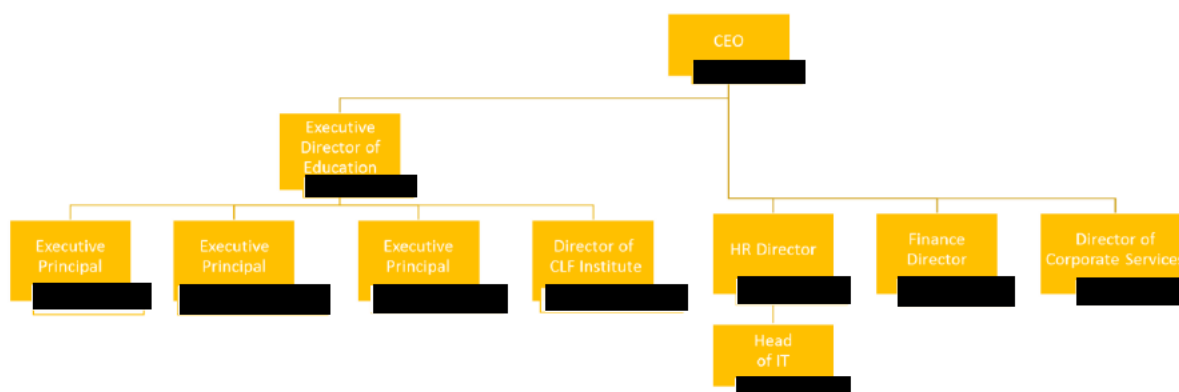
The maturity of the MAT and the sophistication of the central team, coupled with the clear investment in setting up structures, systems and procedures which match the size and scale of the trust, results in highly effective teams and approaches across the organisation with regard to governance, finance, HR, compliance and Health and Safety. This mature and highly professional core to the organisation allows the educational executive team, the leaders and the teaching teams to focus on the core business of empowering learning and learners across the trust.

As the CLF has grown so has the central services offered to academies along with an increase in the number of people who make up the Executive team. The CLF also has a School Improvement team who have been instrumental in supporting academies with the raising attainment agenda.

F1 – A strong track record				
Pre-launch	Phase 1	Phase 2	Phase 3	Phase 4
2007-2009	2009 – 2012	2012 – 2014	2015 - 2018	2018 - 2023
2 schools Umbrella Trust	2 – 5 schools + Teaching School + Secondary AP	5 – 12 schools + Maths Hub + Primary AP	12 – 15 schools + SCITT + Exec Team, + 6 new Heads	21 Entities 3 clusters (3-19) 11,000 people
Very early stages of a collaborative arrangement (1 strong selective school, 1 weak comprehensive in new PFI)	All secondaries. Development of the culture & spirit of collaboration across 4 LAs. All schools except JCA start from v. weak position.	Huge growth (doubling) in 2012. Change to 3-19 organisation. 3 of the 5 new schools have serious flaws. Limited due diligence. First new starter.	Overhaul of structure, capacity, systems. Core Purpose, Mission. New age of governance, professional services. Period of deliberate school improvement. Modest growth. Financial security.	
Very high local autonomy	High local autonomy. Some central capacity.	High local autonomy. Some alignment. More central capacity.	Standardised / Aligned / Autonomous. Earned Autonomy	Standards, Alignment, Empowerment Intelligent Intervention
	'Collaboration for outstanding achievement'	'Shifting Gears' 	'Embedding Excellence' 	'Empowering Learning' 

F1 – A strong track record

1.1. Executive Leadership



All schools are supported and challenged by an Executive Principal who is considered to be part of the senior team of each school. Executive Principals typically spend part of every week in each school. There is a wider Education Executive that supports and challenges school improvement. This team also sets direction, connects staff across the Trust and facilitates collaboration that supports staff develop, innovation and school improvement. Part of the assessment of the quality of provision supports the strategic movement of leaders and staff across schools to accelerate improvement; this movement is minimal and ensures strong continuity and coherence in each of the schools. There is a team of SLEs that are directed through the CLF School Improvement Team to specifically tackle underperformance and enhance good practice across the Trust.

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> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	Yes	Director of Corporate Services	<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>	5
[REDACTED]	[REDACTED]	Yes	Head of IT	<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>	5

				<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>	
[REDACTED]	[REDACTED]	Yes	Projects and Contracts Manager	<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>	10
[REDACTED]	[REDACTED]	Yes	Designated Safeguarding Lead	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	5

				████████████████████ ██████████	
██████████	██████	Yes	Marketing Manager	████████████████████ ██████████████████ ████████████████████ ████████████████████ ████████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████	10

[Add lines as appropriate]

F2(a) – Skills and experience of your team

The CLF team have considerable experience of opening new schools, as mentioned above. The CLF has successfully opened Wallscourt Farm Academy, Haywood Village Academy and the primary phase of King's Oak Academy. All projects opened on time and pre-opening visits from Ofsted were positive

There will be regular Project Steering Group meetings with the core team, plus a director and the contractors to ensure that the building work runs smoothly and that the policies, procedures of the school are developed prior to opening. The Executive team will also be kept fully informed as the building progresses and will act as place to challenge and support the core team.

The Project Steering Group oversees all aspects of project delivery. A project programme identifies all of the elements of delivery, key risks and opportunities within the following workstreams:

- Education
- Consultation and Communications
- Legal and Governance
- Finance
- People
- Construction and ICT

Each aspect of the project would be led by colleagues who would bring expertise and experience in order to both deliver the project and ensure that the Academy is well placed to operate successfully following opening.

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?
	<p>Local Governing Body (Academy Council) has yet to be appointed.</p> <p>Whilst Governance is robust across the Trust it will be important to seek and secure local governors with Primary Education experience who will also appreciate the opportunities for collaborative work with the on-site studio school and the benefits of close relationships with employers. This expertise will secure greater scrutiny, support and challenge of the leadership of the academy and particularly the ability of the Board to support accountability.</p>	<p>Recruit the chair of council and other sponsor members in the run-up to opening. Recruit elected members in the first term after opening.</p>

[Add more lines as appropriate]

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

There are 2 possible options for recruiting a principal designate:

Option 1 – to recruit from within using one of our experienced Vice Principals. They would be well supported by the Principals who have opened new academies as well as by the Executive team.

Option 2 – to recruit nationally. We have recruited all Principal Designates this way and have appointed highly skilled people..

We would look to appoint at least 2 terms prior to opening as we would want the successful candidate to be fully involved in the pre-opening phase of the school.

The academy is in the South Gloucestershire Cluster. Each cluster has a primary and secondary Executive Principal (EP). The EPs will offer support, guidance and challenge to the academy. Both EPs have the relevant expertise and experience to fulfil this role.

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.

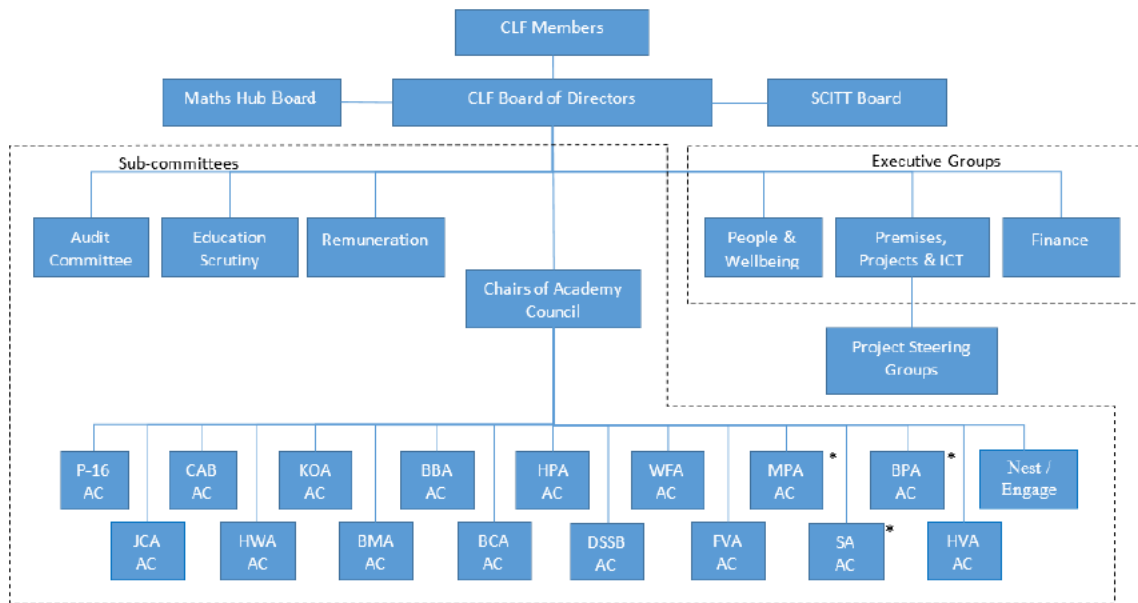
F3 – An effective governance structure

The CLF has a mature and effective governance model, which has evolved and matured since formation in 2009, directed through the scheme of delegation (see below and https://www.cabotlearningfederation.net/files/2915/0763/7414/Delegated_Authority_Framework_October_2017.pdf). This supports high accountability and scrutiny, which in turn supports effective school improvement.

The CLF Board is responsible for and oversees the management and administration of the trust and the academies run by the trust. The Board consists of 12 directors accountable to the Department for Education and external government agencies, including the Charity Commission, for the quality of education provided and the effective use of associated academy funding. The Finance Executive Group (FEG) is a sub-committee of the Board that scrutinises the financial health of the Trust. The Board has a strong focus on educational standards, particularly via the Education Scrutiny Committee, and is well-informed about the quality of provision across the Trust. Risk management is a central aspect of the Trust's responsibility and there is an on-going risk assessment of the performance of all Academies, which informs the level of intervention and support that an Academy will receive.

Each CLF school is supported by a local governing body (Academy Council) that provides school-level governance and is supported by the wider governance structure to focus on school improvement and the quality of educational provision. The membership of the Academy Councils is made up of a combination of appointed and elected members; while the Trust strives to ensure that each council has the necessary resource and training to provide effective challenge and support, the focus on the local school improvement agenda, without the distraction of other matters, helps to accelerate improvements in these areas.

F3 – An effective governance structure



* denotes Chair of Academy Council who is also a CLF Director

Tower Road Academy Council would sit within this structure and would be supported with CLF clerk who is experienced in how the trust operates and its statutory duties.

Section G – Financial viability

Schools must be financially sustainable and ensure that every pound is used efficiently to have maximum impact for the pupils and the school. Although we appreciate that you will not know the exact amount of funding that your school will receive when open, we expect your financial plan to demonstrate that you are able to manage your school's budget efficiently. You need to set out your robust financial plan for how you will make the best use of resources. We will assess whether your financial plans support the delivery of your education vision within the funding provided. **All applications, including those with an innovative or new approach, must demonstrate that the school will be financially viable.**

If you have previously opened a free school, you do not need to complete the financial template at this stage unless you wish to. However, you may use box G1 below to tell us anything that will help us understand your financial health.

If you have not previously opened a free school, please:

- Complete the setting up a free school financial template Excel spreadsheet; and
- Refer to Section G of the [how to apply guide](#) for what should be included in this section.

G1 – Additional commentary on financial viability

The CLF is a mature MAT with robust and effective financial systems and processes. We have an extensive governance model that ranges from scrutiny at Board of Trustees level, to the Finance Executive working group and Audit Committee; where financial information is reviewed in more detail. Our approach to good financial management is to maximise value for money and to focus our resources to have the biggest impact on our student's educational experience. We have a balanced approach to short term and long term priorities and ensure our reserves are set at an appropriate level to achieve that goal. This will include an informed approach to capital and ICT investment over a longer period. [REDACTED]

We have completed financial modelling that supports the bid using our own templates. In line with the guidance, we have not completed the financial excel spreadsheet as we have opened free schools before but would be happy to do so when required. We have opened 3 new primary academies and have extensive experience in managing finances and priorities in those start up years, all with great success. Investment in student recruitment and a flexible staffing model will be a priority in the first few years of opening. Alongside ensuring value for money by delivering the best education offer for our students.

Section H – The proposed site (use Excel spreadsheet)

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

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

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

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

Annexes

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

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

CV template

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



Department
for Education

© Crown copyright 2016

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

To view this licence:

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

email psi@nationalarchives.gsi.gov.uk

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

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00177-2016



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



Like us on Facebook:
facebook.com/educationgovuk