



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

**TRINITY ACADEMY BARNSELY**

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## 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)?	
<b>Section A – tell us who you are and your chosen school</b> (Excel, do convert this file into a PDF)	<input checked="" type="checkbox"/>
<b>Section B – evidence of need for a new school in the area</b>	<input checked="" type="checkbox"/>
<b>Section C – vision</b>	<input checked="" type="checkbox"/>
<b>Section D – engagement with parents and the local community</b>	<input checked="" type="checkbox"/>
<b>Section E – education plan</b>	<input checked="" type="checkbox"/>
<b>Section F – capacity and capability</b>	<input checked="" type="checkbox"/>
<b>Section G – financial viability</b> (including the <a href="#">financial template</a> where appropriate)	<input checked="" type="checkbox"/>
<b>Section H – the proposed site</b> (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 <a href="#">financial template</a> 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. <b>Re-applications only:</b> Have you changed your application in response to the written feedback you received?	<input type="checkbox"/>
7. Have you sent an email (of no more than 9 MB in size), titled:	<input type="checkbox"/>

Task to complete	Yes
<p><b>Free School Application – School Name: [insert]</b></p> <p>with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gov.uk">FS.applications@education.gov.uk</a> before the advertised deadline?</p> <p>Please send sections A, B and H as a separate attachment in Excel format.</p> <p>Your email should not exceed <b>9 megabytes</b> in size; anything larger will <b>not</b> be delivered. If the application is larger than 9 megabytes, please split the documents and send <b>two</b> (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as ‘Recorded Signed for’ to the address below?</p> <p>Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input type="checkbox"/>

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: <b>Free School Application – [school name]</b> with:</p> <ul style="list-style-type: none"> <li>• a copy of Section A1 (tab 1 of the Excel template);</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to <a href="mailto:due.diligence@education.gov.uk">due.diligence@education.gov.uk</a> before the advertised deadline?</li> </ul>	<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:** Member of company

**Print name:** ROY FISHER

**Date:** 18<sup>th</sup> October 2018



**Section A – Applicant details and outline of school**



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

### B1 – Evidence of basic need

#### B1 – Evidence of basic need

##### Summary of Key Evidence

There is a clear rationale for establishing a new secondary school in Central Barnsley, which would open in September 2021 and help to address a forecast shortfall of 438 secondary school places across Barnsley in 2021-2022.

Our research shows that there are four key factors supporting the need for a new secondary free school in Barnsley. These are:

- A shortfall of secondary places identified by the DfE (Free School Guidance, Wave 13 Map);
- The above shortfall confirmed by the latest data from Barnsley LA;
- Planned housing developments generating the need for a significant number of additional secondary places;
- The current standard of secondary provision in Barnsley is poor.

Trinity MAT and the Diocese of Leeds have worked with Barnsley MBC School Place Planning Team since 2017 regarding the need for additional secondary school provision to ensure that its proposal corresponds to identified need. In August 2018, Barnsley MBC informed Trinity MAT that additional primary places had been created to accommodate an increase of 2,496 pupils in the primary population between 2011/2012 and 2017/2018, and that this increase in pupil numbers would start to impact on the secondary phase from 2019, creating increasing pressure on places and the need for a new school. The three existing secondary schools in the Central Planning Area are all projected to be oversubscribed from 2019. The LA stated that it will need to work with a potential free school provider to develop a solution in advance of the proposed opening of a free school in 2021.

Structured community engagement undertaken by the Trinity Academy Barnsley (TAB) project team (summarised below in Section D) indicates that there are enough registrations of interest in the proposed new secondary school and expressions of parental/community support to make the establishment of a new free school in Barnsley viable. The majority of the parents who have registered an interest in their children attending TAB live in the key postcode areas of S70 and S75.

##### Need for more school places: population data and projections

Population projections published by Barnsley MBC in autumn 2017 estimated that the locality's resident population will increase by 11.7% between 2014 and 2033<sup>1</sup>. Data produced by the Office for National Statistics (see Table 1 below) shows that the number of 11–16 year olds resident in Barnsley is on an upward trajectory,

<sup>1</sup> See: <https://barnsleymbc.moderngov.co.uk/documents/s26939/Appendix%204.pdf>

## B1 – Evidence of basic need

forecast to increase by 1,298 children/pupils from 2018 - 2021 and by 2,446 by 2028. This will clearly generate a significant need for additional secondary school places in the local authority area:

*Table B1 - Projections for population of 11 –16 year olds (source: ONS 2018)*

LA area: Barnsley	2018 Population	2021 Population	% change by 2021	2028 Population	% change by 2028 (from 2018)
11 –16 years	15,992	17,290	+7.5%	18,358	+12.8%

### **Need for more school places: Department for Education SCAP and Basic Need analysis (published March 2018)**

The latest validated Department for Education SCAP data shows a continuing rise in the forecast numbers of secondary age pupils up to and beyond the proposed opening year for TAB (2021–2022) in the Barnsley local authority area. Table B2 (below) indicates that the volume of secondary school pupils in the Barnsley locality is projected to increase by 822 pupils between the school years 2019 – 2020 and 2021 – 2022:

*Table B2 - Projected increase in pupil numbers at secondary level up to 2021 – 2022 for the Barnsley area (source: DfE March 2018)*

LA area: Barnsley	2019– 2020 Pupil forecast	2021– 2022 Pupil forecast	number change by end 2021-2022
Pupil Numbers	11,832	12,654	+822

Table B3 (below) shows the estimated number of new/additional secondary places needed in the Barnsley local authority area up to 2024 – an upward trend which continues beyond the proposed opening date for TAB in 2021:

*Table B3 - Forecast number of new/additional secondary places needed up to the 2023 – 2024 school year for the overall Barnsley area (source: DfE March 2018)*

LA area: Barnsley	2021 – 2022 Additional places required	2022 – 2023 Additional places required	2023 – 2024 Additional places required
Additional Places Required	438	677	799

Table B4 (below) shows the forecast need aligned to Barnsley's Planning Areas, with the relevant planning area for this application highlighted in bold:

*Table B4 - Forecast number of new/additional secondary places needed from the 2021 – 2022 school year onwards (including for the Central Planning Area)*

## B1 – Evidence of basic need

(source: DfE March 2018)

LA area:	2021 – 2022 Additional places required	2022 – 2023 Additional places required	2023 – 2024 Additional places required
<b>Barnsley</b>			
<b>Central Planning Area</b>	<b>332</b>	<b>525</b>	<b>609</b>
Penistone Planning Area	106	152	190
North East Planning Area	0	0	0
South East Planning Area	0	0	0

The latest validated SCAP data therefore shows clearly that there is an ongoing significant need for additional secondary places in the Central Planning Area of Barnsley where the proposed TAB will be located.

**Note:** We have based our analysis of need on the latest validated SCAP data available. Following the submission of its 2017-2018 SCAP data to DfE in July 2018 (currently unvalidated and therefore not published), Barnsley LA confirmed to us in August 2018 that the situation is unchanged.

### **Need for more secondary school places: analysis of need and forecasts provided by Barnsley MBC**

In August 2018, Barnsley MBC confirmed to Trinity MAT that forecasts show that the three existing secondary schools in the Central Planning Area will be oversubscribed from the academic year 2019 - 2020. Table B5 (below) shows the likely demand for places above PAN and the consequent forecast deficit at each school in terms of Year 7 entry for the period September 2020 through to September 2024, based on census data for the primary population:

Table B5 (source: Barnsley MBC August 2018)

Central Planning Area Schools	PAN	2019	2020	2021	2022	2023	2024
Darton College	240	259	233	256	262	249	231
Horizon School	400	460	472	515	530	493	460
Barnsley Academy	180	196	188	188	211	206	193
<b>Surplus/Deficit</b>	<b>n/a</b>	<b>-95</b>	<b>-73</b>	<b>-139</b>	<b>-183</b>	<b>-128</b>	<b>-64</b>

## B1 – Evidence of basic need

Table B6 (below) shows the likely demand for places above PAN and the consequent forecast deficit at each school in terms of Year 7 entry for the period September 2025 through to September 2027, based on birth data:

Table B6 (source: Barnsley MBC August 2018)

Central Planning Area Schools	PAN	2025	2026	2027
Darton College	240	180	214	195
Horizon School	400	505	527	496
Barnsley Academy	180	192	151	176
<b>Surplus/Deficit</b>	<b>n/a</b>	<b>-57</b>	<b>-72</b>	<b>-47</b>

The cumulative shortage of places over a 6-year period to 2024 (based on census data for the primary population) and to 2027 (based on birth data) therefore indicates that:

- the pressure on secondary places will continue to build from 2019;
- additional capacity of around 700 secondary places (i.e. a new school) will be required;
- in order to provide some flexibility and choice for parents within the Central Planning Area and in anticipation of significant numbers of additional pupils generated by housing developments (see below), it would be prudent to develop a school of 900 11-16 secondary places.

In spring 2017, the local authority concluded that:

- projections show that approximately 900 additional secondary places will be required, mostly in the town centre and Penistone area;
- housing targets and the proposed development in the Barugh Green area (see Table B7 below) mean an additional primary school will be needed to meet demand;
- the Council should work with existing academy trusts to come forward with a secondary free school proposal.

(see: <https://www.barnsley.gov.uk/news/school-place-planning-on-the-agenda-for-cabinet/>).

Trinity MAT began dialogue with the LA about developing a secondary free school proposal in 2017. The LA confirmed, most recently in August 2018, that:

- a new secondary free school in the Central Planning Area is still required to meet the basic need for places;
- expansion of Penistone Grammar has eased the position in the Penistone Planning Area and had some impact on the shortage of places in the South

## B1 – Evidence of basic need

West Planning Area, but a new school in the Central Planning Area would assist the ongoing shortage of places in the South West;

- there is no further planned expansion of existing schools that will change the basic picture;
- there is no planned LA presumption competition to resolve the shortage of secondary places;
- there are provisional plans to develop a temporary solution for 100 places in existing schools in the Central Planning Area, but the pressure continues to build in 2020 and therefore the LA would need to work with the potential free school provider to develop a solution in advance of the proposed opening of a free school in 2021.

### **Need for more school places: proposed new housing developments**

In the context of the overall need for additional school places, Barnsley MBC has forecast that the pressure on secondary school places will be “particularly acute in the town centre of the Barnsley locality” as a result of planned new homes. The Local Plan forecasts that, by 2033, “21,000 new homes will need building” (see <http://barnsleymbc.moderngov.co.uk/documents/s10103/Appendix%20-%20Local%20Plan.pdf>). It states that the focus for growth will be in ‘Urban Barnsley’, i.e. within the Central Planning Area. For this area the Local Plan (page 52) outlines that 2,900 have planning permission and will be constructed and occupied up to the year 2033.

Table B7 (below) summarises the potential number of new secondary school pupils (across Year 7 – 11) that proposed new housing developments within the central Barnsley locality could yield:

*Table B7 (source: Barnsley MBC Local Plan)*

<b>Name of proposed housing development within the Central Barnsley locality where planning permission will be expected to be granted (BMBC Local Plan)</b>	<b>Proposed number of resulting new dwellings</b>	<b>Potential secondary pupil numbers (yield) assuming 4 new pupils per year group 100/dwellings</b>
(Ongoing) Higham and Barugh Green project	1,700	340 new secondary pupils
Land south of Darton Lane in Staincross	64	13 new secondary pupils
Former William Freeman site on Wakefield Road	131	26 new secondary pupils
Land to the east of Woolley Colliery Road	89	18 new secondary pupils

<b>B1 – Evidence of basic need</b>		
Site east of Burton Road, Monk Bretton	218	44 new secondary pupils
Site west of Wakefield Road	135	27 new secondary pupils
Site east of Smithy Wood Lane	144	29 new secondary pupils
Site south of Bloomhouse Lane in Darton	209	42 new secondary pupils
Site west of Wakefield Road	246	49 new secondary pupils
Site to the east of St Helens Avenue	96	19 new secondary pupils
Monk Bretton Reservoir	82	16 new secondary pupils
Site north of Keresforth Road	231	46 new secondary pupils
Mount Vernon Road and Upper Sheffield Road	154	31 new secondary pupils
Land North of Kingwell Road, Worsbrough	77	15 new secondary pupils
Former Woolley Colliery	86	17 new secondary pupils
Zenith Business Park extension	182	36 new secondary pupils
Site between Rotherham Road & Priory School	51	10 new secondary pupils
Site north of Carlton Road	90	18 new secondary pupils
Land to the north of West Green Way, West Green	477	95 new secondary pupils
<b>Totals</b>	<b>4,462</b>	<b>891 new secondary pupils</b>

## B1 – Evidence of basic need

### Notes:

- the **ongoing** development at Higham and Barugh Green (see Table B7 above) is situated within the Barugh Green suburb of Central Barnsley (S75). 3 & 4 bedroom properties are already on the market, and it is expected that 30% of the total allocated dwelling numbers will be completed and occupied during the period 2021 – 2025, i.e. approximately 510 new dwellings;
- Barnsley's Local Plan was submitted to the Secretary of State for Communities and Local Government on 23 December 2016. It is anticipated that the Local Plan will be adopted by the end of 2018.

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

## B2 – Need for good school places

### B2 – Need for good school places

**Our proposed school is located within one of the districts listed in Annex G of the DfE’s application guidance/criteria i.e:**

**E08000016 Barnsley - East Midlands and the Humber**

#### **Summary of Context**

Trinity Academy Barnsley (TAB) will be located in one of the local authority districts identified by the Department for Education as having the lowest standards and lowest capacity to improve. Barnsley is the 32<sup>nd</sup> most deprived LA area in England according to the latest IDACI Index (2015) showing a downward trend since 2010. Central Barnsley, which has the highest need for additional school places and which the proposed new free school will serve, is in the 10% of most deprived wards in England.

The Report of the Social Mobility Commission (Nov 2017) ranked Barnsley as 291 out of 324 LAs in terms of opportunities for social mobility, amongst the lowest in England: just 10% of disadvantaged teenagers in Barnsley make it to university. Our Vision and Education Plan for TAB (see sections C and E below) have therefore been developed to address the challenges Barnsley faces and to transform outcomes for young people and their communities. They are built on Trinity MAT’s experience and exceptional track record of successfully raising aspiration and achieving outstanding outcomes for pupils in areas with similar levels of deprivation (Halifax, Wakefield, and Sowerby Bridge). Detailed analysis of the challenges Central Barnsley faces and the strategies TAB will put in place to overcome them are provided in Section C and Section E1 below.

#### **Quality and performance of local secondary schools**

The current level of performance at secondary level in Barnsley schools is concerning:

- Progress 8 is negative, with an average of -0.15 (-0.15 in 2016-2017);
- Attainment 8 stands at 42.4 points (44 points in 2016-2017), against a national figure of 44.3 points (46.3 points in 2016-2017);
- Proportion of students gaining the Basics at 5+ in 2016-17 (38.8%) and in 2017-18 (39.0%) is below the national averages (39.6% and 39.9% respectively).

This level of underperformance is in line with the Ofsted judgements of Barnsley’s schools: of the 10 secondary comprehensive schools (including 1 3-16), none is Outstanding, only 3 are Good whilst 4 require improvement (no reports are available for the remaining 3). Outcomes for disadvantaged pupils are an even greater concern with Progress 8 standing at -0.66 in 2017 (2018 DP data yet to be published).

In Central Barnsley, which TAB will serve, only one of the three secondary schools (Horizon College) is Good. Barnsley Academy was judged RI in September 2017. Darton College, which re-opened as Darton Academy in September 2018, was judged to be Inadequate in October 2017. Provisional KS4 results for 2018 in the three schools indicates that performance was below the national average and at or significantly below the average percentage for the local authority area:

## B2 – Need for good school places

Table B8 - Performance of the three secondary schools situated within the Central Planning Area

School Name	2016/2017 Number of pupils	Distance from proposed location in Central Barnsley	Provisional 2018 Data: Achieving Grade 5 or above in English and Maths (LA Average 39%)	Provisional 2018 Data: Progress 8 Score	Most recent Ofsted outcome
Darton College (Re-opened as Darton Academy in Sept 2018)	1,080	2.11 miles	39%	Below Average	Inadequate October 2017
Horizon Community College	1,929	3.34 miles	32%	Average	Good May 2018
Barnsley Academy	805	3.62 miles	33%	Average	Requires Improvement September 2017

*Note: We have used Central Barnsley as the proxy catchment area of the proposed Trinity Academy Barnsley. This is because we anticipate that the majority of the pupils attending the secondary school will live within this distance.*

The data therefore shows that many of the most disadvantaged young people in Central Barnsley are not currently receiving the high-quality educational provision they deserve and need to overcome the considerable barriers to success that they face. The problem would only be compounded by the provision of additional places, even in the short term, in Central Barnsley schools that already sell young people short. (In this context it should also be noted that the closest school to the major housing development already under construction in Higham and Barugh Green [see B1 above] is Darton Academy).

There is a clear need, therefore, for a new school that will **both** provide the additional places needed in Central Barnsley (see B1 above) **and** ensure that those places are of the highest quality, deliver exceptional outcomes for young people and are a catalyst for raising aspiration and prosperity in the locality. TAB will be that school. Trinity MAT has already indicated to Barnsley MBC that it is willing to work with the LA during pre-opening to develop a solution to the shortfall of secondary places in Central Barnsley in advance of the proposed opening of TAB in 2021.

## **B2 – Need for good school places**

### **Trinity MAT - uniquely placed to provide the solution**

Trinity MAT's outstanding success with cohorts of pupils from deprived backgrounds and those with EAL is evident in 2017 and 2018 outcomes. All of our academies perform very highly for progress overall (+0.6 Trinity Academy Halifax [TAH], +0.73 Cathedral Academy Wakefield [CA], +0.40 Trinity Academy Sowerby Bridge [TASB]) and within the groups of Disadvantaged (+0.02 TAH, +0.45 CA, +0.18 TASB) and EAL (+1.05 TAH, +1.55 CA, +0.63 TASB). With this track record of success and taking into account the similar levels of deprivation and students with EAL at TAB, we are therefore confident of our ability to impact on educational outcomes for students at the new academy in a similarly positive way. See Section E 1 for the detail.

We have noted the particular areas for improvement identified in recent Ofsted reports for Central Barnsley schools:

- quality of teaching, learning and assessment was not satisfactory and variable between subjects;
- effectiveness of leadership and management was not satisfactory;
- middle leadership needed to be enhanced and improve;
- low expectations of what pupils could achieve.

Strategies for addressing each of these areas are embedded in Trinity MAT schools and will be in place at TAB from the outset (see Sections E1, 2 and 3 below). TAB will have highly aspirational and achievable targets to transform education for young people and families in the area and address the specific challenges Barnsley faces. Our targets are based on the following ambitions (details in section E below):

- outstanding inclusive provision (Ofsted and SIAMS);
- exceptional levels of progress and attainment for all students (including the disadvantaged), providing clear pathways to FE, HE and fulfilling careers;
- high levels of aspiration and expectation, low levels of exclusion;
- a proven track record on the recruitment, development and retention of highly-qualified specialist staff, and leadership development at all levels (through the Trinity Teaching School Alliance and the West Yorkshire Maths Hub);
- strong parental engagement with students' learning and TAB.

We are confident that TAB will make 900 young people in Central Barnsley into lifelong learners with the knowledge, skills and attributes that will equip them for success in life and energise their communities.

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

## Section C – Vision

### C1 – Vision

Trinity Academy Barnsley (TAB) will bring a cutting-edge dimension to education in Barnsley. It will be established by Trinity Multi-Academy Trust (Trinity MAT) supported by the Church of England Diocese of Leeds. It will be an inclusive, non-selective, co-educational 11-16 Church of England secondary school with 900 11-16 places (6 forms of entry). Opening in 2021, it will welcome pupils of all abilities, all faiths and no faith and from all backgrounds. Its admission policy will not include any faith-based criteria. This reflects the Trust's commitment to inclusivity and serving the local community, providing an excellent education for all which is rooted in Christian values but in no way restricted to those of faith.

The new school will have a strong focus on Maths, Sciences and Literacy: it will offer an ambitious, inspirational and contextualised curriculum which will equip pupils for local employment as well as higher academic study. We recognise that FE provision at Barnsley College is strong (Outstanding, Ofsted 2010) and offers students a range of pathways into employment and further study. Our aim is therefore to enable all students to achieve the standards of attainment, progress and positive attitudes to learning when they leave us at 16 that will allow them to access Level 3 education successfully, regardless of their starting point, background, challenges or barriers to learning. In our “no-excuses” culture, the quality of teaching and learning will be paramount, aspiration and care for each individual student will be the norm, and student outcomes will be exceptionally high.

#### **Local context and rationale: addressing the challenges**

Trinity MAT's proposal is based on a careful analysis of the Barnsley context, taking account of the pressing need for additional high-quality places that will drive up standards and equip the workforce of the future with skills that will enable them to succeed and contribute positively to a prosperous local economy. The proven strengths of Trinity MAT and its capacity to deliver this free school match Barnsley's needs and aspirations precisely and mean that the Trust is uniquely well-placed to deliver the right school for the young people of Barnsley.

Barnsley MBC's document “Option Appraisal to Address Primary and Secondary School Pupil Place Planning Challenges” (February 2017) states that there is a need to collaborate with a MAT “to establish a new secondary free school as part of the Town Centre Regeneration project”. The LA has also confirmed in discussions with Trinity MAT that it has exhausted viable options for expanding existing Good schools to provide sufficient places. The substantial shortfall of secondary places is also highlighted in DfE's Free School Guidance, Wave 13 Map, which identifies Barnsley as a targeted LA district with significant need for additional secondary places from 2020, rising to 799 (mainly in central Barnsley) by 2023. (Barnsley Priority District reference E08000016; see also Section B above).

Barnsley is the 32<sup>nd</sup> most deprived LA area in England according to the latest IDACI Index (2015) showing a downward trend since 2010. Central Barnsley, which has the highest need for additional school places and which the proposed new free school will serve, is in the 10% of most deprived wards in England. A link between the prosperity of the local economy and the performance of disadvantaged young people at KS4 has been established in a recent study, “Economic returns to GCSEs: region and disadvantage”, (December 2017). It evidences the negative impact of lower

## C1 – Vision

attainment at GCSE level on the local and national economy and, conversely, the promise of stronger economic performance if outcomes for disadvantaged pupils are improved. Yorkshire generally and Barnsley particularly lag behind much of the rest of the country for performance at GCSE. In 2017 Barnsley performed below the national average for England on every key measure at KS4:

	<b>Progress 8</b>	<b>Attainment 8</b>	<b>Basics Grade 5+</b>	<b>E-Bacc Grade 5+/C+</b>
<b>Barnsley</b>	-0.15	44	38.8%	14.8%
<b>National</b>	-0.03	46.3	39.6%	19.7%

Provisional DfE data for 2018 shows that outcomes were similar:

	<b>Progress 8</b>	<b>Attainment 8</b>	<b>Basics Grade 5+</b>	<b>E-Bacc Grade 5+/C+</b>
<b>Barnsley</b>	-0.15	42.4	39.0%	14.8%
<b>National</b>	-0.03	44.3	39.9%	19.7%

Exclusions in Barnsley also rose by 300% in 2016-17, with the equivalent of 1 exclusion for every 6 pupils: 11.23% of secondary pupils had 1 or more FT exclusion. The LA's challenge is therefore not just to provide sufficient secondary places for pupils but also to raise the standard of its current provision (only 3 of its 10 secondary schools are Good, none is Outstanding), reduce exclusions and overcome the barriers which social disadvantage puts in the way of high attainment and regional prosperity.

In 2018, only 59% of children leaving primary school in Barnsley reached the expected standard in Reading, Writing and Maths - substantially below the expected standard of 65%. In almost a quarter of Barnsley's primary schools (22 out of 91), the figure is 50% or less. In developing its vision for the new free school, Trinity MAT has therefore focused on using its unique strengths, experience and track record of success to date in areas facing similar challenges (particularly at Cathedral Academy [CA] in neighbouring Wakefield – see Section E1 below for details) to turn children who come to TAB with below average attainment into the confident, knowledgeable, mature and ambitious learners that Barnsley needs.

Trinity MAT's approach to these challenges is based on:

- a relentless focus on the individual child, where staff awareness of background, need and current levels of understanding are high;
- bespoke teaching and learning packages tailored to the individual needs of each child and providing wrap-around care and education which breaks down barriers to learning and reduces the risk of disengagement and exclusion;

## C1 – Vision

- weekly “COBRA” meetings where senior staff review the progress of vulnerable or at-risk students and target key interventions to prevent any student from slipping through the net;
- support for the learning and development of disadvantaged students (where home study is difficult) by providing an extended school day, individual learning mentors and highly effective pastoral support.

These tried and tested strategies, coupled with research-based pedagogy consistently applied, will engage and support the young people of TAB and equip them to succeed.

We will also take full advantage of the unique opportunities that opening a new school provides to build a culture for learning and spirit of enquiry in our students from the ground up, starting from year 7 and becoming embedded throughout the school as they progress to year 11. These will be infectious, passed on from staff to students, from students to their families and from families to the wider community. We recognise that low levels of aspiration and attainment in Barnsley are part of the legacy of the devastating decline of the coal mining industry which was historically the mainstay of the area. We aim to have a transformative impact on Barnsley, re-igniting hope and ambition in its young people and equipping them to realise their aspirations.

Engaging parents in their children’s learning and gaining their buy-in to the culture of TAB will therefore be key to achieving our aim fully. We recognise that doing this effectively in a disadvantaged community, where memories of school and perceptions of the value of education may be deep-rooted and negative, is challenging. We will make every effort to break down barriers, including through:

- increasing opportunities for parents to become involved in assemblies and graduation/celebration events (e.g. for STEM Academy involvement and at the end of KS3 – see Section E for the detail);
- encouraging attendance at events and parental information evenings by, for example, including food and performances by pupils, and ensuring that we seek and act on feedback;
- a focus on frequent, positive and accessible communication with parents, and on supporting parents to support their children;
- tracking systems to monitor significant groups for parental engagement (e.g. number of ‘disadvantaged’ parents attending parents evenings);
- providing opportunities for parents to attend STEM Academy events where appropriate;
- community events to improve computing skills supported by both pupils and staff.

Barnsley’s aim, as set out in its “Employment and Skills Strategy 2016-2020: More and Better Jobs”, is to make the borough “a thriving and unique place to live and work”. It is honest, however, about the scale of the obstacles that stand in its way. With historic, stubbornly high levels of disadvantage, the town is now beginning to build a reputation as a hub for innovative digital technology, entrepreneurship and the use of advanced materials, supported by the Council’s enterprise unit, the Barnsley Development Agency, and the Barnsley Chamber of Commerce. These innovative,

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high-tech industries such as Experia (the UK's number 1 designer and manufacturer of Wireless Multisensory Equipment), the precision engineering company Erodatools Ltd, and Weighwell (the world-leading innovative training weight specialist), depend on schools and colleges to deliver an appropriately skilled and flexible workforce. While the area has one of the highest rates of new business formation in the country, there is a significant skills shortage, with only two fifths of the population holding qualifications at Level 3 or above.

Barnsley's Skills Delivery Plan therefore emphasises the need to address the attainment gap and develop skills, particularly in the areas of Creative and Digital, Logistics, Low Carbon, Engineering and Manufacturing. The LA is looking to schools to raise aspiration and engender ambition and positive attitudes to learning, but its expectations are not currently being met. It urgently needs an aspirational, high-achieving new 11-16 school that works with local partners to provide a curriculum offer that inspires and energises young people and feeds into Barnsley College students who come equipped with the right attitude and attainment levels. TAB will be that school. Students will leave TAB ready for employment or, in most cases, ready for the higher-level STEM curriculum that the College is uniquely well placed to deliver locally. They will already be on a pathway to higher education, if they so choose, and to successful careers in local business and industry.

There is therefore a clear rationale for Trinity MAT, as a highly-regarded provider with an exceptional track record of success in areas of significant social disadvantage (see Section E1), delivering educational excellence, low levels of exclusion and exemplary behaviour for learning, to establish a new school to be a catalyst for positive change and substantially improved outcomes for the young people of Central Barnsley.

### **Focus on Maths, Sciences and Literacy**

TAB will specialise in Maths and Sciences whilst also focusing on raising levels of literacy, particularly for those who enter secondary school below the expected standard. The focus has been determined with the community the school will serve and the profile of its likely pupil intake firmly in mind. It also builds on the particular strengths of Trinity MAT, the links the Trust already has with Barnsley primary schools through White Rose Maths, and its exceptional successes with pupils with a similar profile at its existing secondary academies (see below "A proven track record in transforming lives" and Section E1, "Delivering provision to a similar pupil population"). It will offer a broad and balanced curriculum and enrichment activities that build character, inspire students and further equip them to progress to study a full range of STEM subjects post-16, if they so choose, and move on to careers in Barnsley's hi-tech industries. Our aim is that students leaving TAB after 5 years will have:

- high standards of literacy and numeracy;
- exceptional mathematical and scientific skills and knowledge;
- excellent behaviour and enthusiasm for learning;
- strong life and employability skills.

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These attributes will prepare them to succeed at Barnsley College, particularly in STEM subjects which are key to building prosperity in Barnsley. The College offers 6 courses and 5 apprenticeship programmes in Engineering, for example, with pathways to Levels 4 and 5 in Engineering and Automotive Technologies. TAB students will be equipped to follow these pathways leading to HE or local employment, enabling them to succeed in their careers and contribute positively to the local economy.

Partnerships with local business and industry will also enrich the learning experiences of our students and equip them for success. Trinity MAT's track record of successful and impactful business engagement is strong. For example, our "Future Leaders Summit" in partnership with Lloyds TSB in Halifax has proved to be of real benefit to our higher-attaining disadvantaged students. The programme exposes them to real business challenges, focusing on financial capability and mathematical problem-solving. It is highly effective in raising aspiration and motivating students to achieve. We will build on successful experiences like this to extend existing partnerships and engage with new business partners in Barnsley to enrich and support the curriculum. We have not to date engaged directly with local businesses and industry at the request of Barnsley LA and because we believe that this can be done more effectively at a later stage in TAB's development. However, we have already committed to building on existing local initiatives, especially IKIC (I know I can) and the Enterprise Advisers Network, following the submission of our Wave 13 bid and during pre-opening.

Raising aspirations, encouraging progression and creating better jobs are major priorities for Barnsley. The Report of the Social Mobility Commission (Nov 2017) ranked Barnsley as 291 out of 324 LAs in terms of opportunities for social mobility, amongst the lowest in England: just 10% of disadvantaged teenagers in Barnsley make it to university. Our proposal addresses these priorities and supports the government's plan to boost social mobility through education, "Unlocking Talent. Fulfilling Potential" (December 2017) – particularly ambitions 2 and 4: Close the attainment gap in schools while continuing to raise standards; Everyone achieving their full potential in rewarding careers. TAB will provide an excellent education, ensuring that growing up in an area of social disadvantage, where no school is Outstanding and only 3 of the 10 secondaries are Good, will no longer be a barrier to what young people can achieve.

Barnsley has not yet benefited from the free school programme at secondary level, despite the scale, urgency and impact of the challenges it faces. A new school provided by Trinity MAT will be the catalyst needed to transform outcomes for the young people of Barnsley, raise aspiration in the community and have a positive impact on the prosperity of the region.

### **Trinity MAT – A proven track record in transforming lives**

Trinity MAT has a demonstrable track record of transforming educational outcomes in areas of high deprivation. This is evident across our schools. Trinity Academy Halifax (TAH) opened in 2010, taking in the catchment of three underperforming schools. We were judged to be Outstanding in 2013 and have delivered sustainable success over the past 8 years, consistently performing within the top 10% of schools nationally. This is all the more remarkable because it has been achieved with large cohorts of

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students from deprived backgrounds, 40% of whom are categorised as disadvantaged.

We have also demonstrated that our school improvement model is transferable and adaptable. In 2016 we took over CA in Wakefield - an underperforming SAT also in an area of high deprivation. After the first full year of implementation of the school improvement model, outcomes at CA leapt from below average for Progress 8 to +0.54, placing it in the top 10% nationally. In 2018, the upward trajectory has continued, and Progress 8 stands at +0.73, in the top 5% of schools nationally. Our model is also showing early impact at Sowerby Bridge, which joined the Trust in 2018 and is improving rapidly with Trinity MAT's support. Progress 8 was -0.47 in 2017 and rose to +0.40 in 2018, an outstanding transformation making it one of the most improved schools nationally in 2018.

TAH has also established Trinity Teaching School Alliance (TTSA), White Rose Maths (WRM) and the West Yorkshire Maths Hub (WYMH), all of which help to resource Trinity MAT's impressive track record and will be key to the success of TAB. TTSA has supported school improvement in over 70 schools in just 3 years, as well as running a highly effective School Direct programme in partnership with the University of Huddersfield, which introduces a stream of excellent new talent to the profession (approximately 50 trainees per year) and nurtures their development (for more detail see Section E3). Trinity MAT schools recruit and further develop the best trainees minimising the challenge of recruiting and retaining specialist teachers which holds many schools back, facilitates succession planning and leadership development across the Trust and ensures that pupils benefit from expert teaching, notably in Maths. TTSA offers internships to attract candidates to shortage subjects and will be delivering teacher apprenticeship training from 2019. It has delivered Teacher Subject Specialist Training for 3 years, with a focus on Maths, Physics and Spanish this year.

WRM and WYMH are also great success stories, supporting over 4000 schools nationally and internationally. The resources and CPD provided by WRM are second to none and in high demand. WRM and TTSA employ over 50 specialist system leaders full-time (SLEs/ALEs/LLEs/NLEs), including 20 SLEs who are Maths specialists. In Barnsley, 90% of primary schools already use WRM schemes of work. Trinity MAT, therefore, already has a reputation for excellence in Barnsley and a platform on which to build. It is in a uniquely strong position to cement existing partnerships with primary schools and deliver a new secondary free school that will develop an innovative approach to transition and be a centre of excellence for Maths education. Key to the success of WRM are:

- high quality, subject specific training and ongoing support for teachers at all stages of their career;
- high expectations and an absolute belief that every pupil can succeed;
- amazing teachers, who use an internationally acclaimed “teaching for mastery” approach;
- a first-class reputation, which attracts high quality teachers;
- excellent resources for primary and secondary classroom teachers to use.

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WRM has developed an all-through Scheme of Learning from year 1 through to year 11. The content for each year builds on what has been learnt in the preceding year. TAB will use this scheme and will know what has been taught and how it has been taught in 90% of primary schools across Barnsley. It will facilitate primary and secondary specialists working closely together to plan lessons and support for children and to smooth transition. There will also be a targeted intervention programme in place for those year 7 children who need it when they arrive to ensure that all students have the best possible start at TAB.

Trinity MAT therefore has the capacity and expertise and is uniquely placed to deliver and sustain outstanding provision at TAB.

### **Trinity MAT – strategy for growth**

The Directors of Trinity MAT agreed a 4-year strategy for the growth of the MAT in 2016 which is reviewed annually. The strategy is rooted in the core values of the Trust and its commitment to transformative education, especially in areas of disadvantage, on the basis that:

- we expect all our schools to actively support each other and to share best practice for the benefit of all;
- we encourage each of our schools to celebrate its distinctive identity within our Trust community;
- we are committed to providing quality-assured services to keep our schools legal, financially robust and continually improving.

Financial sustainability, having a positive impact regionally and matching challenge to resource and capacity are key. By adhering to these principles, the Trust will maintain control over its capacity to grow and its growth.

The strategy is sufficiently flexible to allow the Trust to respond to changes in the educational landscape and unexpected as well as planned opportunities for growth. Overall, to achieve maximum effectiveness, the plan is for measured growth to between 15 and 20 institutions (approximately 10,000 pupils). This would enable growth of the Central Services Team (CST) to offer maximum support to all schools within the Trust, as well as facilitating greater creative collaboration between the Trust's family of schools. The Trust currently educates around 3800 pupils across 5 institutions: 3 secondaries, (TAH, CA and TASB), 1 16-19 vocational college (The Maltings), and 1 primary (Akroydon). Trinity MAT is a mixed MAT, which includes both CE schools (TAH and CA) and schools without a religious designation. We also maintain an effective balance between school improvement capacity (Good and Outstanding schools) and vulnerable schools.

Since 2016, the Trust Board has reviewed the aspiration to grow by between 2 and 4 institutions per year up to 2020 and challenged the CEO on why this has not been achieved. The Board accepts that this is partly because there have not been the right opportunities, partly because opportunities to take schools into the Trust are not fully within our control, and partly because we have been building our capacity to support more vulnerable schools. Our remarkable success in transforming outcomes for pupils at both CA and TASB demonstrates that we know how to get the balance of the Trust right (see E1 for more detail).

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We are therefore entirely confident that we have the resource to support TAB from 2019 during pre-opening and when it opens in 2021 without detriment to other academies in the Trust family.

Establishing TAB is in line with the Trust's strategy for growth, and its needs will be a decisive factor in our planning for further future growth. We are currently in discussions with 2 strong primaries about joining the Trust (which will enable us to achieve a better primary/secondary balance and facilitate the further development of Trust-wide transition strategies), and we plan to expand post-16 provision at The Maltings. We currently envisage growth from 5 to 7-9 academies (including TAB) over the next 2-3 years, and to 12 academies over the next 5 years, building to 15-20 over the next 10 years.

We are already building capacity in our CST to support MAT growth at this rate (e.g. by enabling members of the finance team to gain higher level qualifications in finance and accountancy) and are prepared to increase the pace of development as required. We aim to become a strong regional provider, with all of our academies located within a 50-mile radius/an hour's travelling time of our flagship academy in Halifax. We anticipate adopting a hub model based on geography (including a Wakefield/Barnsley hub) to secure both the efficiency and effectiveness of the Trust.

### **A unique, forward thinking, contextually relevant proposal to promote social mobility**

Trinity MAT's proposal for a Maths, Sciences and Literacy-focused academy combines our proven, well-established school improvement model that is already raising standards and transforming lives in our academies with a fresh approach to the challenge of preparing the young people of Barnsley for the future job market in modern, post-Brexit Britain. It will offer:

- choice and diversity for parents, as a non-selective C of E school with an inclusive Christian ethos in an area of Barnsley which does not have a C of E secondary school;
- exceptional pastoral care for its pupils, outstanding outcomes and a commitment to valuing and nurturing the whole person;
- a broad and balanced curriculum taught by highly skilled and trained specialists, embedding the core skills of literacy and numeracy and igniting a passion for Maths and Science;
- an extra-curricular STEM Academy to extend students' learning and open their eyes to the possibilities studying STEM subjects might offer them in the future;
- a strong focus on Maths and Sciences at KS4, unique in Barnsley, to embed skills, instil deep subject knowledge and enable students to achieve outstanding results;
- a range of options at KS4 that will equip students with a portfolio of strong qualifications whilst still allowing choice (see Section E 1 below for more detail);

It will be:

- a hub of excellence for Maths and Sciences;

## C1 – Vision

- a valued and respected centre for staff development, promoting research-led pedagogy and excellence in the classroom, which introduces new talent to the teaching profession, significantly improves retention and develops leadership;
- a place of welcome for parents, which actively encourages engagement in students' learning and raises aspiration in the local community.

Our vision for the new academy is therefore clear, ambitious and in line with local and national priorities. The recent report of the Education Policy Institute, "Educational Disadvantage: How does England Compare" (April 2018) found that England needs to double the number of disadvantaged pupils who achieve the top GCSE grades in Maths to catch up with the best-performing countries around the world: just 1 in 10 disadvantaged pupils currently achieve a grade 7,8 or 9 in GCSE Maths. Our aim is to address that challenge from the heart of a disadvantaged community, establishing a free school that will be a catalyst for improvement in Barnsley and a model for other schools that will raise the standard of Maths education both regionally and nationally.

TAB will have highly aspirational and achievable targets to transform education for young people and families in the area and address the specific challenges Barnsley faces. Our targets are based on the following ambitions (details in section E below):

- outstanding inclusive provision (Ofsted and SIAMS);
- exceptional levels of progress and attainment for all students (including the disadvantaged), providing clear pathways to FE, HE and fulfilling careers;
- low levels of exclusion;
- strong participation levels for students in the full suite of E-Bacc subjects;
- strong levels of participation for girls in Sciences;
- strong participation in the extra-curricular STEM Academy;
- strong parental engagement with students' learning and TAB.

TAB will be integral to the Trust's strategy for growth in deprived communities of West and South Yorkshire. It will be committed to achieving the same outstanding outcomes for the young people of Barnsley as the Trust has a strong track record of achieving in its existing secondary academies. Its proximity to CA will enable the Trust to establish a hub of scientific and mathematical excellence in Wakefield/Barnsley which will be an outstanding resource for local schools and a catalyst for raising aspiration across the whole community.

## Section D – Engagement with parents and the local community

### D1 – Successful engagement with parents and the local community

#### Introduction to the Community Engagement Strategy

Trinity MAT will be a new provider of schools in Barnsley, though the Diocese of Leeds to which it belongs is a long-standing and trusted partner of the LA in the provision of Church of England primary schools, and there is a joint Church of England/Roman Catholic 3-16 school. Trinity MAT itself already has a local reputation for excellence through White Rose Maths, which supports the 90% of Barnsley primary schools that use its schemes of work. Building on this, the Trinity Academy Barnsley (TAB) community engagement team has carried out demand-gathering activities online and in Central Barnsley in 2018 and established that there is significant support for the educational provision that it proposes to offer.

Information provided about the Trust's vision for TAB and the character and ethos of the new school has been clear and consistent, and Trinity MAT has been proactive in engaging with local primary schools and in responding to any questions that have been raised about its proposal. Based on the advice of the LA and because there has been no discernible demand at this stage, we are planning the first of a series of presentations and open meetings in January/February 2019 and through pre-opening, which will allow time for feedback to be taken into account as our proposal is implemented. We also plan to issue a regular newsletter during pre-opening to keep parents and the wider community informed of progress and seek their views.

Trinity MAT has also consulted the RSCs for Lancashire and West Yorkshire (Vicky Beer) and for East Midlands and the Humber (John Edwards) and confirmed that they are confident of the Trust's capacity to deliver TAB and that what is proposed is appropriate to Barnsley's needs.

#### Marketing Strategy

Our marketing and promotional strategy was targeted at all sections (faiths and ethnicities) of the Barnsley community. We initially researched and developed an Applications Stage Stakeholders Database, a specific section of which contained the names and contact details of organisations, forums and groups that represented/advocated for parents and families from disadvantaged backgrounds – for example, the local Sure Start Children's Centres, local housing associations and local carer support groups. The Applications Stage Stakeholders Database also contained details of organisations/places of worship that represented all local faiths as well as the Christian faith. We endeavoured to explain clearly the nature of the religious ethos, character and distinctive educational philosophy and world view that TAB will have. We were also always transparent about the likely impact of TAB on existing local secondary schools, including through the Q&A section of our website (see below).

To date the TAB community engagement team has:

- distributed 1,200 information flyers (including in the disadvantaged communities of Central Barnsley) which concisely explain the ethos of TAB and promote the school's website;
- distributed information about TAB by global email to the organisations listed on our Applications Stage Stakeholders Database. These stakeholders were encouraged

## D1 – Successful engagement with parents and the local community

to promote the application via their Facebook pages, twitter feeds, newsletters and other communication channels, to ensure that our message was circulated as widely as possible in the local community;

- created a TAB website (<https://trinityacademy-barnsley.co.uk/>) and a Facebook page (<https://www.facebook.com/trinityacademybarnsley/>). The website page was publicised on the information flyer and hosted a (parental) registration of interest page during the period leading up to the application's submission. The link to this page was also widely circulated including via direct email and social media. In addition, the website incorporated a prominent 'Q&A' section, which describes key features of TAB, including the planned size of the school and its proposed admissions policy. Regular posts have been made on the school's Facebook page, some of which can be viewed in the annex section.

As a result of our marketing and promotional work we ultimately attained a number of firm registrations of interests from parents/carers in their children attending TAB (see below). We were clear that we anticipate opening the new school in September 2021 but that this would be confirmed as soon as possible during pre-opening. Those parents who were keen to learn more about Trinity MAT were encouraged to research and/or contact the Trust or visit one of our schools to gain a better understanding of our educational philosophy, culture and ethos. We are confident that the key messages of our marketing strategy have enabled parents and other community groups in the local area to make an informed choice about what TAB will offer and its inclusive Christian ethos and decide whether they wish to support the school.

### **Outcomes of the Community Engagement**

We have achieved viable support from the Central Barnsley community, which we believe helps to provide assurance that our school will be full to capacity.

An electronic registration of interest form (see: <https://trinityacademy-barnsley.co.uk/>) invited supportive parents to provide the following details: Name; Number of child(ren) and date/s of birth; (critically) Postcode of area of residence; Contact e-mail address and telephone number.

**238 Parents and community members have, at the time of this application's submission, expressed support for the establishment of TAB and/or registered an interest in the secondary school.**

**Children being raised by the supportive parents are starting to represent a pipeline cohort (from September 2021 onwards) for TAB and the supportive parents and community members are resident within the S70 postcode area of Central Barnsley, which is the proposed location for the school.**

Trinity MAT has engaged with Barnsley LA at every stage in the development of its proposal for TAB and has established a positive working relationship. The Diocese of Leeds has also publicised the proposal through its local faith-based networks, and this will continue and build through pre-opening. The Principal Designate, Rob Marsh, who is currently Principal of Cathedral Academy in neighbouring Wakefield, has been closely involved in developing the vision and shaping the proposal for the new school and is key to our strategy for engaging with parents and the local community.

## **D1 – Successful engagement with parents and the local community**

We have allocated 3.5 days per week of his time to the project during pre-opening, and he will be full-time from January 2021 (see section F below). A significant reason for this is to allow time for him to get to know and become known across the whole local community, to ensure that the inclusive vision for TAB is well understood and parents feel welcome and valued in the new school community. To date, he has led engagement with:

- SMAT, a diocesan primary mixed MAT which includes 7 schools. Following Rob Marsh's visit to St. Mary's Primary in October, the Trust confirmed its full support for the proposal for TAB and has written a letter of support. Reasons for supporting the proposal include shared vision and values, the potential to work together to improve transition and concern about the quality of current secondary provision in Barnsley, particularly for vulnerable pupils. The Trust committed to using its networks to enable Trinity MAT to engage more widely with primary schools and their parent communities across the borough (e.g. through network meetings, parents' evenings, assemblies and school events);
- Pride MAT, a diocesan primary MAT which includes 2 schools. Rob Marsh has discussed the proposal for TAB with the Chair of the Trust Board, who welcomed it and confirmed that it matches Barnsley's needs and will improve transition. The Trust has provided a letter of support for the proposal.
- Barnsley College. Rob Marsh visited the Principal in October. The College is extremely enthusiastic about the kind of 11-16 provision that TAB will offer (particularly the STEM Academy) and the exceptional student outcomes that Trinity MAT schools achieve. The College confirmed that all of this is just what Barnsley urgently needs and looks forward to developing a strong partnership with the new school. The Principal has written a letter of support.
- Holy Trinity Academy, Barnsley (3-16). There have been 2 meetings with Holy Trinity Academy to explain the proposal for TAB and understand Holy Trinity's concerns about the impact of a new secondary school in Barnsley on existing schools. Trinity MAT has explained that it is committed to working with all Barnsley schools to enhance the range of existing provision and deliver the best possible outcomes for the young people of Barnsley.

We are therefore confident that we have established a strong platform for future positive engagement with schools, parents (including disadvantaged families) and the wider community on which we are committed to building during pre-opening.

## Section E – Education plan: part 1

<b>Table E(a)</b>							
	<b>Year of opening</b>	<b>+1</b>	<b>+2</b>	<b>+3</b>	<b>+4</b>	<b>+5</b>	<b>+6</b>
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	180	180	180	180	180	180	180
Year 8		180	180	180	180	180	180
Year 9			180	180	180	180	180
Year 10				180	180	180	180
Year 11					180	180	180
Year 12							
Year 13							
<b>Totals</b>	180	360	540	720	900	900	900

## Section E – Education plan: part 2

### E1 – Curriculum plan

<b>Table E1</b>			
<b>Subject/activity</b>	<b>Hours per week</b>	<b>Compulsory/voluntary</b>	<b>Comments</b>
<b>Key Stage 3</b>			
Maths	4	C	
English	4	C	
Science	4	C	
Computer Science	1	C	
History	2	C	
Geography	2	C	
MFL	2	C	
RS & PSHCE	1	C	
PE	1	C	
Performing Arts	1	C	
Daily Vertical Tutoring Programme incl. SMSC education	20 mins daily	C	
Art, Design & Technology	2	C	
Music	1	C	
The STEM Academy	2	V	
Extra-Curricular Sport	2	V	
Extra-Curricular Debate Society	2	V	
<b>Key Stage 4</b>			
English	5	C	
Maths	5	C	
Science	5	C	
E-Bacc Option (History, Geography)	2	C	
RS	1	C	
PE	1	C	
Option A	2	C	

Option B	2	C	
Option C	2	C	
Enrichment	1	V	
Options within blocks A-C:			
<ul style="list-style-type: none"> <li>• GCSE Triple Science</li> <li>• GCSE Computer Science</li> <li>• GCSE Design &amp; Technology</li> <li>• GCSE Art</li> <li>• GCSE Business</li> <li>• GCSE French</li> <li>• GCSE Spanish</li> <li>• BTEC Performing Arts</li> <li>• PE/BTEC Sport</li> </ul>			

<b>Length of school day</b> , including any enrichment time.	8.30-4.00pm 6.5 hours per day
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**E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan**

**Delivering provision to a similar pupil population**

The moral imperative underpinning the vision for Trinity MAT is to transform lives, with a particular focus on improving the life chances of children and families in areas of significant deprivation. All three secondaries, Trinity Academy Halifax (TAH), Cathedral Academy Wakefield (CA) and Trinity Academy Sowerby Bridge (TASB) are in the highest quintile for deprivation according to the IDSR, and the Trust has accumulated expertise and developed specific strategies that are effective in this context. Based on the IDACI index and following discussions with the LA, we anticipate that the make-up of the pupil population at Trinity Academy Barnsley (TAB) will be very similar to that of our other highly successful secondary academies. The table below highlights the similarities, particularly in relation to FSM:

	TAH	CA	TASB	TAB projected	National
<b>Cohort size per year-group</b>	300	210	140	180	n/a
<b>% FSM</b>	40.9	46.5	55.5	45	29.1
<b>% SEN</b>	1.6	2	4.4	3	4.3
<b>% EAL</b>	4.9	17.5	48.6	12	16.1
<b>IDSR Deprivation quintile</b>	Highest 20%	Highest 20%	Highest 20%	Highest 20%	n/a

As a potential new provider in Barnsley, however, we have drilled down into the detail of the student population that we will serve to understand the differences from the communities we already serve as well as the similarities. This has enabled us to factor into our Education Plan what we have learned from our experiences, adapted to the specific Barnsley context. Our experience at CA is particularly relevant, because Barnsley is geographically as well as contextually close to Wakefield. We are looking to replicate at TAB our exceptional track record of success at CA, which has been achieved in little more than two years and is reflected in the significantly improved educational outcomes for pupils. We will also take every opportunity that opening a new school offers to build an outstanding learning culture from year 7 that will permeate the whole academy as those pupils' progress to year 11.

Our projected cohort has been identified working with Barnsley LA and using demographic information about the area from the latest census data. In the 10 central Barnsley primary schools likely to feed into TAB, the percentage of students meeting age related expectation in Reading, Writing and Maths is 46%, which is below the government's expectation of 65% of pupils by a substantial margin. This demonstrates that many pupils within our cohort will arrive without the necessary literacy and numeracy skills to access KS3 learning. As a result, we will implement a number of key strategies such as Bungee intervention, Platinum reading, nurture provision, Lexia programme and the use of KS2 SATS Question Level Analysis (all described in more detail below), which are already proving effective in Trust schools,

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

to ensure that gaps in learning are addressed from the outset. We have factored this provision into our staffing and resource planning.

### **Trinity MAT - uniquely placed to provide the solution**

It is also clear that the current level of performance at secondary level in Barnsley schools is concerning:

- Progress 8 is negative, with an average of -0.15 (-0.15 in 2016-2017);
- Attainment 8 stands at 42.4 points (44 points in 2016-2017), against a national figure of 44.3 points (46.3 points in 2016-2017);
- Proportion of students gaining the Basics at 5+ in 2016-17 (38.8%) and in 2017-18 (39.0%) is below the national averages (39.6% and 39.9% respectively).

This level of underperformance is in line with the Ofsted judgements of Barnsley's schools: of the 10 secondary comprehensive schools (including 1 3-16), none is Outstanding, only 3 are Good whilst 4 require improvement (no reports are available for the remaining 3). Outcomes for disadvantaged pupils are an even greater concern with the Progress 8 standing at -0.66 in 2017.

By contrast, Trinity MAT's outstanding success with cohorts of pupils from deprived backgrounds and those with EAL is evident in 2017 and 2018 outcomes. All of our academies perform very highly for progress overall (+0.6 TAH, +0.73 CA, +0.40 TASB) and within the groups of Disadvantaged (+0.02 TAH, +0.45 CA, +0.18 TASB) and EAL (+1.05 TAH, +1.55 CA, +0.63 TASB). With this track record of success and taking into account the similar levels of deprivation and students with EAL at TAB, we are therefore confident of our ability to impact on educational outcomes for students at the new academy in a similarly positive way.

Attainment at our secondary schools is equally impressive with an average Attainment 8 of 46.7 across the Trust, which is above the national average of 46.3 and has been achieved with three cohorts which entered the academies significantly below national average for prior attainment. An example of impact in this respect is demonstrated clearly at CA where Attainment for Basics 4+ rocketed from 51% in 2017 to 69% in 2018 and with Basics 5+ from 38% in 2017 to 43% in 2018. TAB will therefore not only transform the life chances of its own students; it will also make a significant contribution to raising standards across Barnsley. TAH's performance puts it in the top 6% of providers in the country, and CA's is in the top 5% nationally with the latest results. From the outset, therefore, TAB will be supported by our ambitious, high-performing MAT, which has the vision, resource, commitment and experience of working successfully in similar contexts to provide the best possible education for the young people of Barnsley.

At the heart of the Trust is a compelling vision for inclusive and transformational education in an environment for learning which is respectful, rigorous and compassionate. Supporting other schools to achieve the same exceptional outcomes for their pupils as TAH achieves is the driving force behind the Trust. TAH is a National Support School and a National Teaching School since 2013. It now leads the Trinity Teaching Schools Alliance (TTSA) - a collaboration of more than 60 secondary and primary schools across Calderdale and neighbouring LAs. It is one of

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only 35 national Maths Hubs: The West Yorkshire Maths Hub (WYMH) and White Rose Maths (WRM) - formerly the White Rose Maths Hub - are a nationally and internationally renowned collaboration of over 600 secondary and primary schools which is having a profound effect on Maths education across the country.

TTSA, WYMH and WRM together are a formidable influential force, with the talent and strength in depth to play a pivotal role in supporting TAB in rapidly becoming established as an outstanding provider in Barnsley.

TTSA:

- focuses on ITT, CPLD and StSS;
- has established itself as a proven vehicle for improvement in over 60 schools;
- benefits Trinity MAT schools from a pool of over 50 leaders who have specialist areas of expertise;
- delivers a highly-regarded ITT programme in partnership with the University of Huddersfield, which recruits up to 50 of the best trainees annually, despite the national recruitment crisis. The vast majority of these stay within the Trust's own schools or partner schools;
- provides high-quality CPD (judged as 'outstanding' by 96% of trainees in June 2018), which enables trainees to improve rapidly and ensures a 97% employment rate year-on-year;
- stays ahead of the curve with new developments by offering innovative schemes (e.g. internships in shortage subjects such as STEM and delivering the apprenticeship programme from 2019/20 onwards);
- ensures that all programmes are rooted in evidence-based research and respond to audits to address individual needs relevant to each context;
- delivers CPLD and StSS to over 1500 delegates per year (over 30 schools in 2017/18) with access to over 50 SLEs, ALEs, LLEs and NLEs. All of our feedback is very strong (96% of clients judged the support to be good or outstanding);
- delivers development programmes for teachers displaying early middle leadership potential, which facilitate succession planning in schools.

WRM and WYMH:

- provide high-quality, subject specific training and ongoing support for teachers of Maths at all stages of their career;
- maintain high expectations and an absolute belief that every pupil can succeed;
- nurture amazing teachers, who use an internationally acclaimed "teaching for mastery" approach;
- maintain a first-class reputation, which attracts high-quality teachers;
- provide excellent resources for primary and secondary classroom teachers to use (including an all-through scheme of learning from year 1 through to year

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11) which also facilitate primary and secondary specialists working together to plan lessons and improve transition at the end of KS2;

- 90% of primary schools in Barnsley already use WRM schemes of work.

TAB will therefore be in an exceptionally privileged position from day one because it will be part of these outstanding networks and benefit from their resources. It will have an exceptional platform on which to build. As a Trinity MAT school, TAB will be prioritised and will receive the highest quality support and training to hit the ground running and address the challenges that Barnsley schools face. Specifically:

- recruitment and retention of high-quality specialist teachers (particularly in Maths and Sciences);
- a unique opportunity to bridge the primary-secondary divide and ensure that the progress of young people in Maths is accelerated through KS2-KS3 transition and maintained through KS4;
- immediate access to SLEs and NLEs, delivering packages such as Literacy across the Curriculum, The Teaching & Learning Elements (see below, Pedagogy);
- SLEs and NLEs delivering Effective Middle and Senior Leadership packages, which will enhance middle and potential senior leadership capacity at TAB.

The proximity of the new school to CA in Wakefield will also be greatly advantageous to TAB. Now with three years of strong and constantly improving results since Trinity MAT took over the school, CA has also developed as a local centre of excellence in Maths education and CPD in its own right. CA's closeness to TAB will facilitate sharing of resources and joint CPD and planning, which will be particularly advantageous to TAB in the early phase of its development.

**Pedagogy**

Trinity MAT's philosophy and approach to teaching and learning have resulted in excellent outcomes for pupils at both TAH and CA and significantly improved outcomes at TASB. The great strength of the Trust is its clarity of vision and its refusal to be deflected from its absolute commitment to achieving the best possible outcomes for its pupils.

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We have identified 5 elements of outstanding practice drawing on international and national research-based approaches: “The Elements” are our focus and underpin teaching and learning and all that we do. The staff CPD model is based on “The Elements” and is delivered initially as a whole staff model then developed into bespoke CPD based on teaching and learning priorities for departments and



individuals on the basis of evidence derived from QA activities. There will be curricular differences at TAB (see below), but teaching will still follow and implement “The Elements” model (shown and explained here) across all subjects.

**Subject passion and expertise** are vital to maximise student progress across the full range of attainment levels. Staff are trained to challenge the highest attaining pupils as well as scaffold learning for those needing support. Our learning is planned to encourage students to go beyond the

specification and enables misconceptions to be addressed. Above all, our focus on this area inspires and motivates students to have a thirst for knowledge.

**Talk and Questioning** also ensure that dialogue with students is at the forefront of quality lessons. Teachers model effective talk and vocabulary. They are coached to use quality classroom talk and questioning that requires planning, routines and frameworks to support it. Purposeful, probing and planned questions ensure that all students are able to make excellent progress.

A central element to all lessons is **Focus and Purpose**. Our system of staff and student ‘absolutes’ helps to embed the requirement that students are focused on the learning activities and actively participate in their own learning. Our CPD reinforces the need for teachers to ensure that the pace of the lesson is appropriate for the point in the learning and that all activities have a clear learning purpose. Students understand how each lesson fits into the ‘Big Picture’. Our schemes of learning and sequences of lessons are planned by teams of experts to develop skills and build on prior learning.

We commit time to getting the **Pitch and Challenge** of lessons right. This is about setting the bar high for all students and then putting scaffolding in place which allows all students to achieve that high expectation. Our experience, research and evidence show that this can allow all students to achieve their potential regardless of their starting points: it sets high expectations and thereby develops resilience and grit as students persevere to achieve them.

We have high expectations of both staff and students to **Reflect and Respond**. This enables all learners to understand their areas of strength and areas for improvement, reflecting on how they learn best. Through this, students regularly respond to feedback to make improvements and re-draft their work. Teachers provide clear feedback so that students know how to make progress. Crucially, they also reflect on the performance of their class and adapt lessons accordingly. Our professional learning community and CPD programme also facilitate teachers’ reflection on their

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own practice and empower them to take active steps to develop their knowledge and/or skills.

We will adopt the same tried and tested pedagogy at TAB, because we know that it is effective in contexts that are very similar to that of the proposed new free school.

### **Distinctive, Contextually Relevant Curriculum**

Our curriculum and culture will be highly ambitious. We will capitalise on the unique opportunity to open a brand-new school, starting with a clean sheet of paper at year 7 and building up through the years. From the outset, ambition and an excellence culture will be driving forces for the whole community, radiating outwards across the academy through our core focus on Maths, Science and literacy. We will have the highest expectations for student engagement, behaviour, the quality of teaching and learning and parental engagement.

Our curriculum at TAB is designed to meet the educational and social needs of the local area and to help build a prosperous local economy. This is the rationale for the core focus on Maths and Sciences, underpinned by a strong emphasis on literacy throughout. Our curriculum responds to the specific needs of the catchment and locality, which we have identified through our own research and through dialogue with the LA.

As outlined in Section C, Barnsley's "Employment and Skills Strategy 2016-2020: More and Better Jobs" emphasises the need to address the attainment gap and develop skills, particularly in the areas of Creative and Digital, Logistics, Low Carbon, Engineering and Manufacturing. Whilst TAB, as an 11-16 school offering a broad and balanced curriculum, will not specifically provide education for careers in Manufacturing and Engineering, it will embed the core skills and equip its students with the qualifications that will provide the platform for progression to such careers.

Crucially, our extra-curricular STEM Academy will spark interest and enthusiasm and inspire young people to consider highly rewarding careers in STEM (see Curriculum Offer below). Our links with Barnsley College and industry will be designed to bridge the gap between education and the workplace. We will follow the national curriculum, enhancing and contextualising our provision in Maths and the Sciences through our links with local education and business partnerships.

Barnsley is fast becoming known as a creative centre and digital hub and is home to some of the UK's most promising entrepreneurial talent. The town's creative sector is outstripping regional growth rates and matches national growth rates owing to the success of recently installed hi-tech companies which employ qualified and creative young people. This offers an ideal environment for school-industry collaboration from which both sector employees and students will benefit greatly.

To obtain work in these companies or start their own businesses, young people need appropriate qualifications and flexible, advanced skill-sets and attributes relevant to the modern workplace. These will be achievable by our students as a result of the value-added Maths and Sciences focus within a broad and balanced curriculum which will inspire enthusiasm for learning, ambition, resilience and a positive, can-do attitude to work. TAB will, therefore, meet a pressing need in the borough and play a key role in delivering Barnsley's aspirational employment and skills strategy.

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Barnsley is also very close to the major university cities of Sheffield, home to the Centre for Energy, Environment and Sustainability (CEES), and Leeds, which has an Institute for Materials Research linked to its highly-regarded Faculty of Engineering, as well as the Universities of Sheffield Hallam and Huddersfield.

The Trust is committed to developing partnerships with local business and industries as well as with the centres of excellence and research at Sheffield, Leeds and Huddersfield Universities and with the Barnsley Development Agency, to ensure that its provision and curriculum are cutting-edge, encourage entrepreneurship and meet local employment needs. This would include representation from these institutions on the Local Governing Body.

The focus on STEM subjects, to which we will make a significant contribution, is understandably and rightly seen as important by politicians, professional organisations and employers alike – particularly in the context of post-Brexit Britain. See, for example:

<http://www.telegraph.co.uk/business/ready-and-enabled/stem-skills-shortfall/>

<http://www.raeng.org.uk/publications/reports/uk-stem-education-landscape>

<http://www.stemfest.co.uk/>

### **An Inspiring Curriculum for All**

The broad, balanced curriculum at TAB is designed to prepare students for successful and productive careers, including in creative and hi-tech jobs, as well as successful and productive lives. It will have its sights set firmly on the highest possible percentage of students achieving or exceeding their potential and going on to further their education at university (including Russell Group institutions), college or via an apprenticeship. Through high expectations, expert teaching and targeted intervention, students from all beliefs, backgrounds and starting points will be keen and able to achieve.

Our offer of extra-curricular enrichment activities will reinforce students' learning and challenge them to explore their potential through new experiences and opportunities. Our students will, from a relatively young age, understand the options open to them in the future and be equipped to aim for the goal that best suits them.

### **KS3**

At KS3 students will follow a broad and balanced curriculum much the same as at our other academies. We will also offer a unique opportunity for students at TAB to become part of the extra-curricular STEM Academy. This is in keeping with our vision and the local context of business and potential future employment routes. The academy will seek to inspire our young people to take an interest in FE, HE and STEM related careers. This will be enhanced with our partnerships outlined above. We will also take opportunities to invite parents to appropriate STEM Academy events and celebrations, so that they can understand and share the enthusiasm of their children and support them in pursuing their ambitions.

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Our extra-curricular STEM Academy will be supported by a partnership with STEM Learning, the UK's largest provider of STEM education support. We have worked with the current STEM Ambassador Hub for the North Midlands, South & East Yorkshire based at the Derby Education Business Partnership. Through this partnership, TAB will have access to excellent resources, CPD, employer links, HE links and STEM ambassadors which will all serve to enrich the curriculum and prepare pupils for further study and employment. Specific initiatives that we will deliver for the direct benefit of the learning community at TAB will be:

- STEM Ambassadors (industry experts) delivering specialist input;
- Access to 'Powerful Practicals' – the methods, resources and CPD to deliver the most awe-inspiring scientific experiments and demonstrations;
- Engagement with the 'People Like Me' programme, focused on engaging and capturing the interest of a hard-to-reach group – girls aged 11-14 – in STEM;
- STEM Ambassadors to mentor students through their Science and Maths studies and provide inspiration, encouragement, advice and guidance;
- Access to the Employability Skills programme, delivered in partnership with industry specialists;
- Regular trips and visits to inspiring STEM locations such as MAGNA and the National Space Centre, accessing programmes such as simulated space missions;
- Subject specific staff CPD in Biology, Chemistry, Maths, Physics led by the National Space Centre's outstanding lead educators.

We are also fully aware of and prepared for the challenge of a cohort of students who, in many cases, will not enter secondary school with the expected levels of reading, writing and mathematics (see above, Delivering provision to a similar pupil population). We will therefore put in place a proactive and robust curriculum programme of support to ensure that gaps are closed quickly and that students can access the KS3 curriculum effectively. Key to this is building the core skills of literacy and numeracy. From the outset the following provision, which has proved effective in our existing academies, will therefore be in place:

1. **KS2 SATS Question Level Analysis** to inform setting, curriculum planning and intervention. Our team analyses the data from these tests to ensure that T&L content is planned to impact immediately on gaps in knowledge. Schemes of Learning are adapted to address broad issues coming through from the cohort and individual analysis allows us to target bespoke interventions;
2. The most vulnerable students who come in at the lowest levels will enter our **Nurture Programme**. This is a narrowed curriculum with a phonics and basic numeracy focus supported by physically manipulative resources. Students selected for this pathway are placed in a situation where they have less movement around the academy and more stability in teachers (e.g. not as many). They also spend more time on developing the core skills. They will still access a balanced curriculum including Art, Performing Arts, Technology and

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Computer Science. However, they will receive additional support in a more nurturing environment and will re-enter the mainstream when ready;

3. Students who are below their chronological reading age when they come to TAB will enter **platinum reading**. This programme involves intervention to allow small group reading and a reading mentor who works with individual students and small groups to boost reading, comprehension and confidence. Students get to read with the Academy Trust’s reading dog – Archie;
4. Students who need a boost to their literacy and numeracy skills but who can close gaps more quickly will enter **bungee intervention**. This scheme means students are withdrawn from humanities subjects for six-week blocks to focus on specific areas of literacy and numeracy that will boost their knowledge, skills and confidence.

**KS4**

At KS4 the majority of students (at least 90% in keeping with DfE expectation) will study the full Ebacc curriculum as we advise our students to study these facilitating subjects with a view to future study at top universities if this is the pathway they choose to take. We expect that around 10% of students will follow a highly aspirational academic pathway whilst not accessing the full suite of Ebacc qualifications, instead following a more vocational route of options alongside the core of English, Maths, Sciences, Humanities and RS. Our estimates are based on the make-up of our projected cohort and our experience of working very successfully with similar cohorts at our existing schools.

Additionally, we have experience of individually adapted curriculum pathways for a small minority of the most vulnerable students who would focus on the core of English and Maths alongside some alternative vocational provision. This provision would be utilised where SEN needs are significant and cannot be met by the mainstream curriculum or for those who are at serious risk of permanent exclusion. We have noted the unacceptably high levels of exclusion in Barnsley schools (see Section C above) and are proud of our own record of low levels of exclusion across the Trust. In 2017-2018:

<b>Name</b>	<b>Pupils with one or more fixed-term exclusion, %</b>	<b>Number of pupils given fixed term exclusions</b>	<b>Number of fixed term exclusions</b>
<b>TAH</b>	3.00%	44	141
<b>TASB</b>	13.60%	87	163
<b>CA</b>	4.14%	33	85

Note: the higher level of exclusions at TASB, which is out of line with the norm for the Trust, is because we are in the first year of running this school and the Trust behaviour code is still becoming embedded. Exclusions so far this academic year are greatly reduced at TASB with FTE for the first half-term standing at just 14 compared with 32 at the same point last academic year. This is as a result of the students now adjusting to the higher expectations and routines. Student voice also demonstrates

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that they feel safer, and that they prefer the rules as they can learn rather than be disrupted. (Student survey Sept 2018: 86% of students said they feel safer now the new expectations are embedded; 94% of students said that they are now able to concentrate in lessons without disruption). Behaviour for Learning is one of our key principles and a key reason for our low level of exclusions. It is no coincidence that in our schools standards of behaviour and focus and purpose in lessons are extremely high and this is matched by exceptional outcomes.

### **Future Pathways**

It is our belief and experience that students learn best not only when they are fully engaged and feel they can achieve, but also when they feel motivated and excited by their learning. By instilling high aspirations and a sense of purpose from the outset, we will ensure that students are equipped to make informed lifestyle choices from the earliest possible stage. For some students, a sense that what they learn is relevant to their future careers is also a powerful motivator in keeping them engaged in education. TAB's commitment to working with local business and industry to develop a curriculum that is responsive to their employment needs and offers students first-hand experience of how their learning is applied in the workplace will also enhance the quality of their learning experience within the academy.

Students will be asked frequently about their aspirations and potential career paths from Year 7 onwards. Our IAG programme 'Think Degree' will raise aspirations and ambition providing high quality experiences linking to HE. Information will be provided in bespoke lessons, for example, and links to careers and future learning will be planned into schemes of learning in all subjects and at all stages. Students will be interviewed periodically with discussions linking back to their aspirational targets to ensure not only that they are setting the right goals for themselves, but also that they have a realistic grasp of the grades required to achieve them.

Regular visits from university graduates and lecturers, in particular from the most local HEIs, will take place to support a range of careers-related activities in Key Stage 4. There will be Information Advice and Guidance (IAG) provided at school for students and parents which will include T-levels and apprenticeship options at the appropriate time.

Our close partnership with Barnsley College as an outstanding FE provider will also provide real inspiration for students to work towards their next steps. With a wide range of academic and vocational pathways on offer, an inspirational learning environment and high-quality learning pathways, Barnsley College will be a crucial partner for TAB. We have already begun working with the College, discussing how we might develop the partnership and enrich our curriculum through visits, challenges and learning experiences beyond the classroom. This will allow our students key insights into A-Level provision, apprenticeships and STEM courses on offer, inspiring them to make positive choices about their future and further motivating them to activate the skills that open the doors to their future learning and career pathways.

Another key feature of our curriculum, the 'Curriculum for Life', is outlined in E4 below.

## E2 – Measuring pupil performance effectively and setting challenging expectations

### E2 – Measuring pupil performance effectively and setting challenging expectations

#### Target Setting

Trinity MAT uses a sophisticated model to set student targets for individual subjects. The system has been developed and refined to ensure that targets are realistic, ambitious and based on students' prior attainment and historic examination data, by mapping each individual student to high performing similar students. As a result, individual targets are set to ensure that, if achieved, students will attain grades across all subjects that will give them significantly positive progress scores. These targets are further personalised through subject leader reviews and conversations with students and parents to agree the final aspirational targets. Consistency across the Trust is achieved through our Director of Data and ICT, who develops policy, sits on the Trinity MAT strategic board with Principals (meeting 20 times per year) and works closely with senior leaders across all schools. This tried, tested and highly effective model will operate at TAB.

#### Achievement Targets and Celebrating Achievement

From the outset, a culture of aspiration and achievement will permeate TAB. We will achieve this as the academy builds from Yr 7 through our established and highly successful KS3 graduation programme. Our aim at the end of KS4 is for students to achieve high attainment and progress levels, and our focus is to equip young people with the qualifications, transferable skills, mindset and characteristics to succeed. Students will be motivated to aim high and supported in making decisions about their future pathway through quality CIAEG and Think Degree: they will be celebrated for what they achieve at the end of KS4 and rewarded by the breadth of opportunity that their achievements open before them.

At Trinity MAT we believe strongly that it is essential to lay the foundations of success at KS4 and lifelong learning at Key Stage 3. The importance of this is highlighted in the recent Ofsted report 'KS3 - The Wasted Years'. Students across the Trust, including at TAB, will therefore embark on a graduation programme which builds across years 7 and 8. Students will work towards seven targets:

- 96% attendance or above
- Working at target or above in English, Maths, Science + at least 1 other subject
- Net Achievement Points of 250+
- Regular participation in enrichment activities
- Strong commitment to the academy's core values, demonstrating positive community involvement (student leadership, voluntary support for community events, charity fund-raising)
- Attaining a benchmark percentage in Masters of Recall Assessments
- To speak/present to a group of peers 3 times per year.

## E2 – Measuring pupil performance effectively and setting challenging expectations

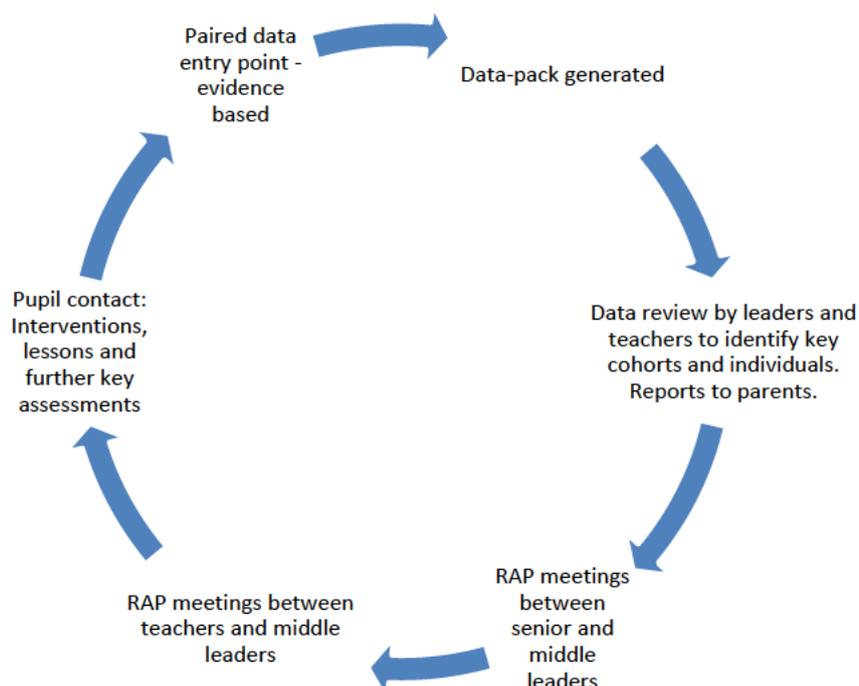
These targets are tracked through an individual portfolio which incorporates information on attainment, progress and attitude to learning. At the end of KS3 students attend a formal graduation ceremony in academic dress and receive one of the following accolades:

- 1<sup>st</sup> class KS3 graduate (Achieving 5 or more of the criteria)
- 2:1 class KS3 graduate (Achieving 4)
- 2:2 class KS3 graduate (Achieving 3)
- 3<sup>rd</sup> class KS3 graduate (Achieving 2)
- Possibility of honours for STEM Academy participation, extra-curricular sport contribution, enrichment contribution
- Five students per year group will also receive the much coveted 'Spirit of TAB' award, which recognises the students who have demonstrated consistently that they uphold the academy's core values (Empathy, Honesty, Respect and Responsibility).

We recognise that helping parents to engage with their children's learning and share their successes is vital to raising aspiration in young people and in the community. At TAB, parents will be strongly encouraged to attend the graduation ceremony to celebrate what their children have achieved in all areas of academy life (see below, Parental Engagement).

### **Assessment, monitoring and tracking**

All Trinity MAT schools follow our ongoing Raising Attainment and Progress (RAP) cycle. This will also operate at TAB, ensuring that pupil progress remains on track. It involves frequent assessment windows (3x per year at KS3, 5x per year at KS4). The cycle follows the process shown below:



## E2 – Measuring pupil performance effectively and setting challenging expectations

The starting point for the cycle is **paired data entry**. Our procedure ensures that adequate time is allocated for teachers to enter data alongside their line manager. This process is supported by a crib sheet which prompts staff to identify how the data has been arrived at, the evidence base used and the explicit link to key exam/assessment criteria. Additionally, our MIS is customised to show a relative progress indicator for every student as the data is entered.

This then places individual students in one of 5 cohorts of risk of underachievement based on current assessment compared with targets: **Grey - Very high risk, Red - High risk, Amber – Medium risk, Green – Low risk, Gold – Very low risk.**

Teachers take away this information immediately and begin working on intervention strategies to address underperformance. This procedure ensures that there is no lost learning time and no waiting for data to be produced before swift and decisive action to support progress is taken.

Following this, the **data-pack** is generated within three days. What comes back is a bespoke package developed for our Trust which allows leaders easily to identify the performance of subjects, significant groups and key cohorts. It facilitates comparison with national data, previous years' data, previous window data and other subjects within the academy and across the Trust. Leaders analyse the data and complete our RAP form, which facilitates a **data review** and requires formal actions to be outlined clearly.

**Senior leader improvement partners then meet middle leaders**, holding supportive but challenging conversations aimed at ensuring that no child is left behind and underperformance is not accepted. **Middle leaders then check on progress** of interventions and add further detail by meeting with teachers and monitoring the interventions taking place. **Further assessments and lessons** are then carried out and the cycle continues. This process, refined over the past eight years and constantly under review for further improvement, has ensured that we secure accountability and drive standards to the highest levels. We are confident that it will be equally effective at TAB.

Progress across all subjects, attitude to learning and areas for concern are reported to parents in line with the assessment windows across the year. They are communicated via the school app with the option of paper-based reports for parents who sign up for this. Parents are able to liaise with teachers via our PCEs or through direct contact with heads of subject and/or the pastoral team.

Our sustained success with individuals and groups of students, including the most vulnerable and disadvantaged pupils, is achieved through a comprehensive package of wrap-around care and support. We have a relentless focus on raising aspiration and removing barriers to learning. Some of the key processes that take place to support individuals are as follows:

“**COBRA**” – High Importance weekly meetings, which focus on individual students, their current progress and the impact of current interventions and teaching. The meetings lead to decisive actions to support students in the next steps of their learning. Teachers are challenged to go the extra mile and supported all the way by leadership.

## E2 – Measuring pupil performance effectively and setting challenging expectations

**Pastoral care** – Our specialists engage with many agencies from the Youth Offending Team to mentors and social workers, in order to ensure that the mental health and well-being of students in vulnerable groups is addressed.

**Intervention** – Learning mentors work closely with students who are at risk of under-performing and extend the learning beyond the classroom sessions. Students are also removed from some lessons where they are making strong progress in order to improve in other areas.

**Vertical Tutoring** – Our pastoral system allows for students to be easily mentored by older students and supported with reading buddies.

### Quality Assurance

The quality of provision is monitored through a myriad of key procedures carried out throughout the year across the schools in our Trust. These processes are reported on to SLT frequently and constantly used to inform key actions and support mechanisms. The table below describes the annual QA cycle:

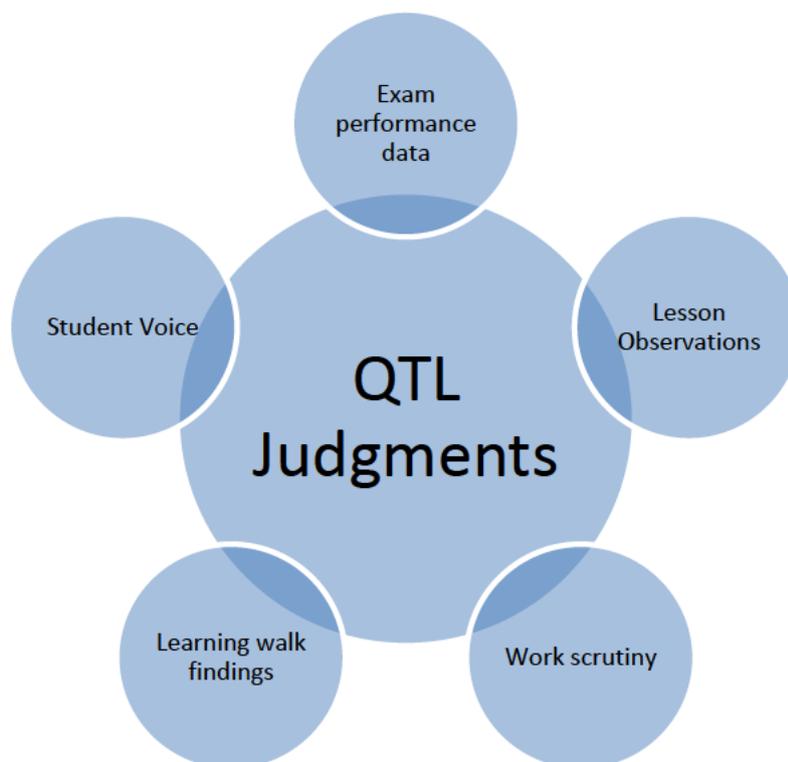
Process	Frequency	Typical actions
Subject exam performance reviews	Annual	Key priorities for following year identified
Improvement Plan development (whole school & departmental)	Annual + interim reviews 3 x per year	Key priorities shared with all staff
Performance Management	Annual + interim review mid-year	Staff are held to account for performance. Pay progression can be affected
SIP Inspection & Report	Bi-annually	SIP reviews progress against key priorities and feeds back findings
Work Scrutiny	On a 3 week cycle alternating between SLT and MLT	Staff are praised for strong practice and supported where poor practice is found
Lesson Observations	3 times per year	Praise and reward. In some cases T&L support plans are put in place
Learning Walks	Daily	Informs SLT and MLT view of typicality in every classroom
Student Voice – Principal's Breakfast	Weekly	Gives student perspectives on life in school and informs plans for improvement

## E2 – Measuring pupil performance effectively and setting challenging expectations

Staff survey	Annually	Gives staff perspectives and informs improvements
Parental Feedback	5 times per year at Parents Evenings	Trends identified and any concerns acted upon
Governor of the month visits	Each governor makes one visit to review their designated area of responsibility	Findings reported to FGB, and SLT agree actions resulting from review
Governors meetings	FGB is able to monitor progress against the targets set out in the Academy Improvement plan – 6 times per year.	Principal's report shows progress. Governors challenge and question, agreeing actions for next steps and findings to be reported at the next meeting
Directors and members meetings	6 times and 3 times per year respectively	CEO's report. Progress is monitored and actions taken to step in where there is concern/underperformance in a Trust academy

To ensure that teachers are performing to high standards and so that we can support staff who need to develop, we focus on five of these measures to build a complete picture and ensure that the senior team is able to triangulate information accurately so as to reach secure judgements about the quality of teaching and learning. The factors that contribute to this are:

## E2 – Measuring pupil performance effectively and setting challenging expectations



It has long been a mantra of the leadership team at the Trust that 'Teaching and Learning is the single most important thing that we do'. As a result, it is crucial that the senior team in each school remains focused on the continuous cycle of review of the quality of teaching and learning in their school. The support that each school receives from the Central Services Team ensures that senior leaders are not distracted by other tasks and can remain focused on the core business of Teaching and Learning. All lesson observations are paired with a member of SLT and a subject specialist. To ensure consistency of approach across all schools in Trinity MAT, joint MAT CPD is carried out annually. By applying our well-honed and impactful QA procedures we will therefore ensure that quality first teaching is the norm at TAB and that actions are taken to address any underperformance and help teachers to continually improve and develop.

In support of high-quality teaching, MLT at TAB will operate an open-door policy, which will enable less experienced colleagues to enter other teaching areas and observe more experienced colleagues at work. Governors and Members will be kept informed of the quality of teaching measures via the Principal's/CEO's report at each main meeting. We anticipate that the LGB at TAB will also establish 'link' governors for each subject, to provide a further level of support, challenge and oversight of the progress being made within each department: a key aim of this will be closing and eliminating attainment gaps for subgroups of students.

Should any teaching be encountered which is judged to be less than Good, the use of team teaching and coaching will be used initially to improve performance and embed the school's ethos. Use of a coaching model for CPD will also contribute to VFM while helping to embed the ethos of the school throughout the growth phase. Where the response is slow, additional non-contact time will be facilitated by SLT

## E2 – Measuring pupil performance effectively and setting challenging expectations

and the teacher will move onto a support plan to access intensive support enabling rapid improvement. Where it becomes clear that quality of teaching relates to a lack of competence rather than a matter of improving the existing competence level, then the competency process will begin, using the published DfE model.

### Setting Ambitious Targets

The Trust has high expectations of all who work and learn in our academies. The following targets set out these ambitions for each school and its students in key performance areas. These **Key Performance Indicators** will apply to TAB as the school grows and they become relevant:

#### Ofsted & SIAMS

- Achieve Ofsted Outstanding at the first visit within 3 years of opening
- Achieve SIAMS Outstanding at the first visit within 5 years of opening

#### KS4 Progress

- Progress 8 score of at least +0.5 in Maths and E-Bacc (Sciences VA) – our specialist subjects
- P8 scores of at least +0.35 in English and other E-bacc subjects (VA) and the Open basket.
- Overall P8 score of +0.5
- **P8 Score for Disadvantaged Pupils of at least +0.4 with a gap expected from Non-DP but reducing year-on-year**
- **DP performing much stronger than Non-DP on average nationally (+0.1 in 2017)**

#### KS4 Attainment

- Basics 4+ surpasses national average (64% 2018) reaching 70% and **68% for Disadvantaged Pupils**
- Basics 5+ surpasses NA (43% 2018) reaching 50% and **48% for Disadvantaged Pupils**
- Maths 7+ surpasses NA (16% 2018) reaching 20% and **16% for Disadvantaged Pupils**
- Maths 4+ surpasses NA (60% 2018) reaching 80% and **70% for Disadvantaged Pupils**
- Triple Science 7+ surpasses NA (43% 2018) reaching 50% and **46% for Disadvantaged Pupils**
- Triple Science 4+ surpasses NA (88% 2018) reaching 92% and **90% for Disadvantaged Pupils**
- Combined Science 4+ surpasses NA (55% 2018) reaching 60% and **58% for Disadvantaged Pupils**

## **E2 – Measuring pupil performance effectively and setting challenging expectations**

### **KS3 Progress**

- 85% of students to be working at or above targets based on prior attainment group.
- 20% of students to gain 1<sup>st</sup> class honours for KS3 graduation.
- 80% of students to gain 2<sup>nd</sup> class or above for KS3 graduation
- 95% of students to graduate at some level for KS3 graduation.

### **Curriculum Participation**

- 90% uptake for the full suite of E Bacc subjects at KS4 with 65% achieving this at grades 5+
- 50% uptake (well in advance of national average approx. 23%) in Single Sciences
- Equal numbers of girls and boys accessing Single Sciences
- 40% of students to participate in the KS3 STEM Academy
- 90% of students to participate in enrichment activities after school on a weekly basis
- 100% of parents attend at least 1 event per academic year
- 80% of parents attend 3 events per year.

### **Attendance & Exclusions**

- Attendance to reach 96% where the national average is 95%
- Persistent absence to be lower than the national average
- Zero permanent exclusions during each year
- Maximum of 15 fixed term exclusions during each year.

### **Parental Engagement**

As outlined in our vision (Section C, above), we know that parental engagement is a key factor in the success of our current schools and that it will be particularly important at TAB. We will have a unique opportunity to engage parents from day one with our ambition, fantastic new facilities and initial focus on just one year group. Our aim is to have 100% of parents engaged with academy life at TAB, and we are confident of achieving this through excellent communication, supportive strategies and persistent follow-up.

## E2 – Measuring pupil performance effectively and setting challenging expectations



Through our experiences of engaging with hard-to-reach parents and communities, we know that there are four key factors to success as shown in the diagram opposite.

Firstly, we will offer a huge amount of **guidance and support**. This takes many forms, but simple yet effective methods are used successfully within our Trust schools, to

ensure that parents feel supported in their child's journey through education. Examples are our programmes to support Pupil Premium children and families with the cost of purchasing uniform, our information evenings where parents attend, dine with their children and staff and then are given key information and resources to help support the curriculum.

Having **accessible information** is key, and most parents now wish to access information electronically. We will enable this through our school app, ensuring that parents can have real-time communications and information about progress, attendance and behaviour. Alternative media are used where parents prefer, and we also employ interpreters for parents who do not speak English as a first language.

We have found that the greatest impact in successful parental engagement, particularly with hard-to-reach families, comes from involving them frequently in **celebrating the success** of their children. As a result, we run a number of events early in year 7 at the start of their partnership with us and focus on establishing good channels of positive communication. An invitation to the year 7 welcome service, achievement letters and postcards home, celebration assemblies, KS3 graduation, STEM Academy events are all examples of how we will continue to engage parents in positive conversations about progress and academy life. We have found that attendance at such evenings is much higher amongst all significant groups when approached in this way, rather than simply contacting parents when things go wrong.

Finally, the key to full engagement is **follow-up**. Our College Managers (CM) and Vulnerable Student Support (VSS) will spend a significant amount of time co-ordinating follow-up after important events. This can be done supportively: for example, if a child was awarded a certificate and parents were unable to attend the presentation, the CM/VSS will visit her/his home and deliver it to the parents. In other cases, perhaps following a parents' evening which parents have not attended, the CM will ensure that tutors call home and discuss learning and invite parents to come in at a more convenient time.

Our tracking systems clearly show parental engagement over time, breaking down key groups and highlighting trends, allowing leaders to be fully informed and able to take action where necessary. This has had impact at CA, for example, where 36% of Pupil Premium students' parents did not attend a year 11 information session. As a result, we contacted parents individually and subsequently put on the event again,

## **E2 – Measuring pupil performance effectively and setting challenging expectations**

this time during the day, at a local community centre rather than in school, and with lunch provided. The bottom line is that we try to overcome every parental barrier to engaging with school and will stop at nothing to ensure parents engage with their child's education. The impact can clearly be seen in the outcomes for students at all our current schools.

## E3 – Staffing

### E3 – Staffing

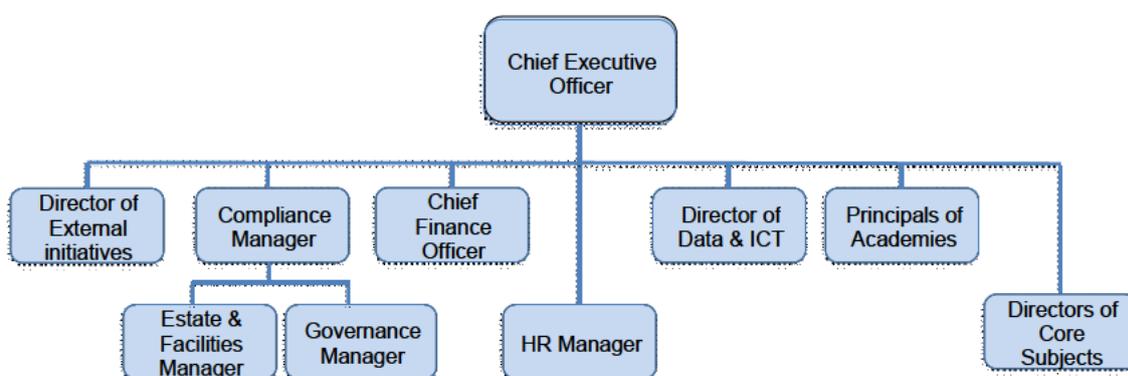
Our staffing plan replicates the model which has proved successful in the Trust's three existing secondary schools, with adjustments made for the Maths and Sciences focus of TAB and the growth plan over five years. The plan is subdivided into four sections as follows:

1. Trust Central Services Team
2. TAB Staffing structure
3. Key Roles in the Academy and Cross-MAT Support
4. Teacher Recruitment, Development and Retention

#### 1. The Trust Central Services Team

The Directors of Trinity MAT have made it a priority to ensure that the growth of the Trust is sustainable and matched by the development of the core Central Services Team (CST) to support all our schools operationally and provide high quality strategic leadership. Over the past three years the expertise of the in-house team has therefore been expanded to cover all those areas which are key to the success of the Trust's schools and enable the Trust as a whole as well as the individual schools to achieve economies of scale and VFM.

The diagram below shows the CST structure and the roles within the team which ensure consistency of approach across all schools within the Trust and will support the establishment and ongoing success of TAB:



The CST is funded through the MAT levy that all schools pay (see the financial plan for the details). Its impact has been demonstrable across all schools within the Trust. A key strength is its ability to achieve consistency across the Trust in the essentials while being quick to adapt to the particular context and challenges of the individual academies. For example, the team has been at the forefront of the transformation at Cathedral Academy Wakefield (CA), where in 2015/6 mediocre outcomes threatened a very negative Ofsted outcome and the school was heading for a [REDACTED] deficit. The CST responded by implementing a full staffing restructure and a financial review of spending led by the CEO and Chief Finance Officer (CFO).

Within 18 months, the deficit was turned into a surplus and pupil outcomes placed it in the top 5% nationally for Progress. This has been achieved while the Team was also addressing a different challenge at Sowerby Bridge, where outcomes were in the

### **E3 – Staffing**

lowest quintile nationally and the school was judged by Ofsted to be Inadequate. After just one year of Trinity MAT's support, the results have risen significantly (see E1 above) and the school has joined the Trust and is improving rapidly.

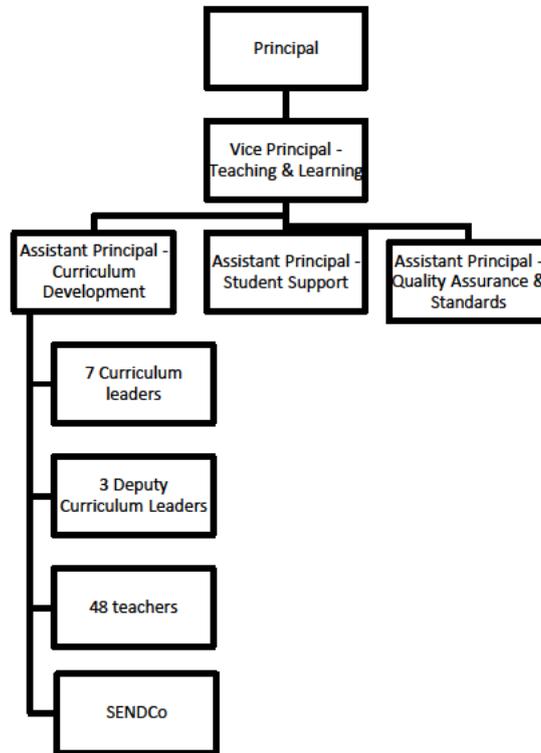
TAB will benefit greatly from the experience, knowledge and skills of the CST. The timetable for opening TAB, as the improvements at CA and Trinity Academy Sowerby Bridge (TASB) become embedded, will mean that the Team will have the capacity to focus on the needs of the new school during pre-opening and as it becomes established without detriment to other schools in the Trust.

At TAB, as in all academies within the Trust, the Directors of Core Subjects (Maths, English and Science) will play a key role in ensuring that teaching and learning practices meet the highest standards and are consistent. It is anticipated that they will initially spend 1 day per week at TAB. This means that the curriculum leaders at TAB will start their role with excellent support mechanisms in place to ensure that they in their turn support all students to make strong progress from day one. All secondary academies within the Trust, including TAB, benefit from shared planning, shared resources, standardisation and moderation of internal tests and mock exams and joint CPD. In this way, the expertise that has been accumulated across the Trust will benefit and enrich TAB without the need to deploy staff from other schools at the new school on a regular basis.

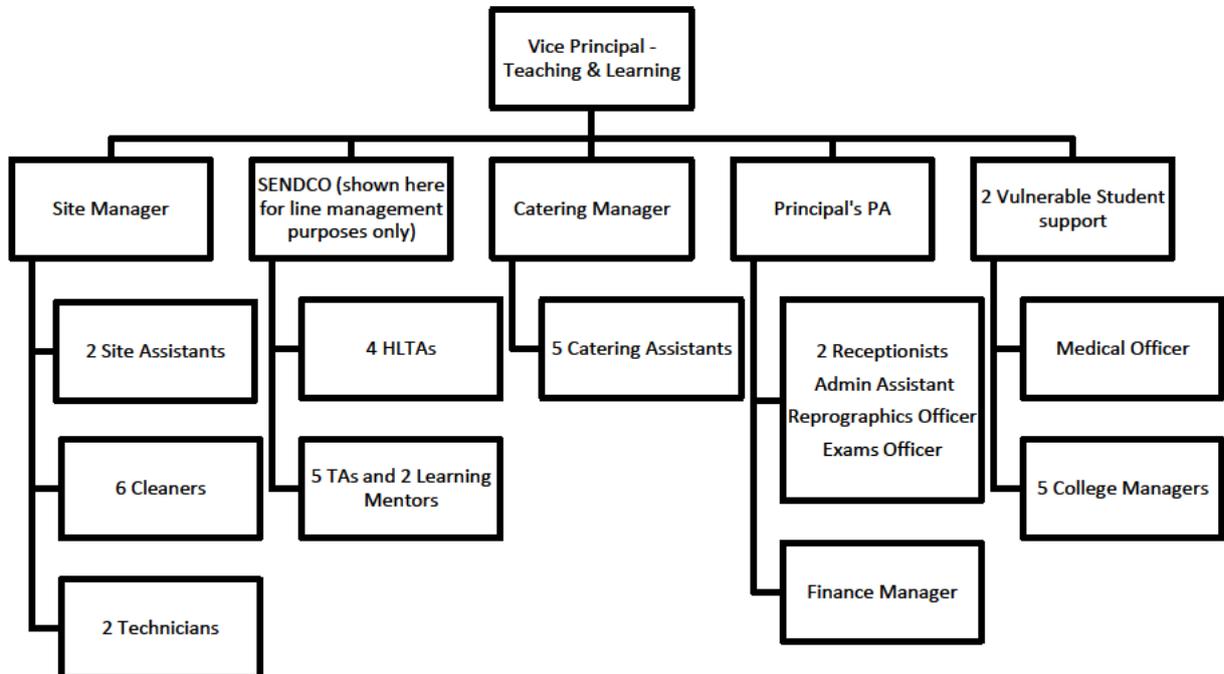
Under the overall direction of the CEO, all members of the CST will play an important role in ensuring that the tried and tested Trust systems and policies are implemented at TAB. The CEO is the Accounting Officer of the Trust and ultimately responsible for the use of funds across the Trust. He is ably supported by the CFO, who will provide support for its finance manager in budget planning, ensuring internal controls are in place and reporting to governors. Similarly, the Director of Data & ICT will support the School's technicians in ensuring that ICT systems are managed effectively to enhance teaching and learning. Overall, the involvement of the CST during the development phase and early life of TAB and ongoing will ensure that effective systems are in place at the new school from the outset and that its senior leaders are able to focus on the welfare, progress and attainment of all pupils.

## E3 – Staffing

### TAB staffing structure



### Non-teaching



### E3 – Staffing

Year	Teaching Staff (FTE)	Support staff (TTO unless otherwise stated 0.8, half days 0.4)
2021 NOR = 180	1 x Principal 5 x Curriculum Leaders 0.5 x SENDCo 6.5 x Teachers	1 x HLTA 1 x TA 2 x Technicians (both 0.4 TTO) 1 x Vulnerable Student Supt (0.5 FT) 1 x Finance Manager (0.4 TTO) 1 x Principal PA (FT) 1 x Reception/admin 1 x Reception/admin (0.4 TTO) 1 x College Manager 1 x Site Manager (FT) 2 x Cleaners (0.2) 1 x Catering Manager (0.33 TTO) 2 x Catering Assistants (0.2 TTO) 1 x Medical Officer
2022 NOR = 360	1 x Principal 1 x Vice Principal 5 x Curriculum Leaders 0.5 x SENDCo 17.5 x Teachers	2 x HLTA 2 x TA 2 x Technicians (both 0.4 TTO) 1 x Vulnerable Student Suppt (0.5 FT) 1 x Learning Mentor 1 x Finance Manager (now TTO) 1 x Principal PA (FT) 1 x Reception/admin 1 x Reception/admin (0.4 TTO) 2 x College Managers 1 x Reprographics (0.4 TTO) 1 x Site Manager (FT) 4 x Cleaners (0.2) 1 x Catering Manager (0.5 TTO) 2 x Catering Assistants (0.2 TTO) 1 x Medical Officer

<b>E3 – Staffing</b>		
2023 NOR=540	1 x Principal 1 x Vice Principal 1 x Assistant Principal 7 x Curriculum Leaders 1 x SENDCo 27 x Teachers	3 x HLTA 3 x TA 2 x Technicians (both now TTO) 1 x Vulnerable Student Suppt (FT) 1 x Learning Mentor 1 x Finance Manager 1 x Principal PA (FT) 2 x Reception/admin (both now TTO) 3 x College Managers 1 x Reprographics (0.6 TTO) 1 x Administrator (0.6 TTO) 1 x Site Manager (FT) 1 x Asst Site Manager 4 x Cleaners (0.2) 1 x Catering Manager (0.7 TTO) 3 x Catering Assistants (0.2 TTO) 1 x Medical Officer
2024 NOR = 720	1 x Principal 1 x Vice Principal 2 x Assistant Principals 7 x Curriculum Leaders 2 x Deputy Curric Ldrs 1 x SENDCo 37 x Teachers	4 x HLTA 4 x TA 2 x Technicians 1 x Vulnerable Student Supt (FT) 2 x Learning Mentors 1 x Finance Manager 1 x Principal PA (FT) 2 x Reception/admin (both TTO) 4 x College Managers 1 x Reprographics (0.6 TTO) 1 x Administrator (0.6 TTO) 1 x Exams Officer (0.4 TTO) 1 x Site Manager (FT) 1 x Asst Site Manager 1 x Asst Site Manager (TTO 0.4) 6 x Cleaners (0.2) 1 x Catering Manager (0.7 TTO)

### E3 – Staffing

		4 x Catering Assistants (0.2 TTO) 1 x Medical Officer
2025 NOR = 900	1 x Principal 1 x Vice Principal 3 x Assistant Principals 7 x Curriculum Leaders 3 x Deputy Curric Ldrs 1 x SENDCo 48 x Teachers	4 x HLTA 4 x TA 1 x TA (0.4 TTO) 2 x Technicians 2x Vulnerable Student Supt (FT) 2 x Learning Mentors 1 x Finance Manager 1 x Principal PA (FT) 2 x Reception/admin (both TTO) 5 x College Managers 1 x Reprographics (0.6 TTO) 1 x Administrator (0.6 TTO) 1 x Exams Officer (0.4 TTO) 1 x Site Manager (FT) 1 x Asst Site Manager 1 x Asst Site Manager (0.4 TTO) 6 x Cleaners (0.2) 1 x Catering Manager (0.7 TTO) 5 x Catering Assistants (0.2 TTO) 1 x Medical Officer

**Note** Simple subject-specific supply and demand calculations will be used to ensure that in all years there will be sufficient teachers available per subject area. As SLT (VP, AP) and the SENDCo will have subject specialisms that are unknown until these school middle and senior leaders are appointed, the exact sequence for subject teachers cannot be known in advance.

### **3. Key Roles in the Academy and Cross-MAT Support**

Many of the roles in the structure are self-explanatory. However, there are some key features to note:

- deputy curriculum leaders will be appointed from the body of teachers;
- in the first two years of opening the SENCO will be 0.5. The SENCo will work across CA and TAB. In time, as TAB grows to steady state, a full-time SENCo will be appointed. Capacity is currently being built into CA's model for backfill by employing a deputy SENCo;

### E3 – Staffing

- the curriculum areas of Maths, English, Science, Humanities and MFL will have a FT Curriculum Leader from opening. The other departments will have curriculum leaders coming on line from year 3. This model will be supported by the cross-MAT network with all schemes of learning, assessments and other resources being provided through our SharePoint access system;
- regular network meetings will be held for TAB teachers with CA staff to ensure that there is a strong network of support, advice and guidance in the early days;
- our STEM Academy extra-curricular club will be led by the Curriculum Leader for Science and the Principal. This will give it high status and prominence and ensure that through KS3 Graduation it becomes an integral part of curriculum provision;
- as the school grows there will be additional Senior Leadership and Deputy Curriculum Leadership roles in the core subjects, which will help ensure that sufficient leadership capacity is in place;
- College Managers (CM) and our Vulnerable Students Support are crucial to the success of the Trust, particularly in respect of disadvantaged students. The CM plays a key role on the pastoral support staff, with 100% of their time dedicated to the individual needs of students within their College. This is vital given the expected cohort (see Sections C and E1 above) and their specific social and emotional needs. CMs will oversee a College in the vertical tutoring system with oversight of 180 students across each year-group. These staff understand the distinctive nature of the cohort and their needs. Their CPD will be supported across the Trust, working with CMs from the other schools to ensure consistency of approach;
- highly effective transition arrangements will be in place led by the Assistant Principal. The Trust's transition model has been built to address the concerns and findings of the Ofsted report 'KS3 – The Wasted Years'. As a result, there will be a key focus on the use of QLA from SATs, early intervention when joining TAB and key curriculum provision for the effective use of Pupil Premium and Catch-Up Premium funding;
- literacy across the MAT will be driven by the Director of English. Given TAB's focus on literacy, the English Curriculum Leader will lead and ensure that literacy strategies extend across the whole curriculum so that all staff work together to tackle one of the main barriers to success that our students face;
- the MAT also employs a Governance Manager, who provides key support for governance across the Trust and will be Clerk to the Local Governing Body;
- ICT technical support, procurement and strategic planning is all provided through the MAT as part of the MAT Levy.

All Trinity MAT academies use an advanced Financially Led Curriculum Planning Tool (FLCPT), which has been developed to take account of Schools Financial Efficiency: top 10 planning checks for governors (specifically checks 1. Staff pay as a total % of expenditure; 2. Average teacher cost; 3. Pupil/teacher ratio; 4. Class sizes; 5. Teacher contact ratio; 6. Proportion of budget spent on leadership). This tool was used successfully at CA in challenging circumstances, to diagnose the root causes of

### **E3 – Staffing**

the academy's financial problems rapidly and identify solutions which returned the academy to a position of surplus from a [REDACTED] deficit within 18 months.

The CEO and CFO have oversight of the FLCPT, but all Principals have ownership of the data for their own academy and understand the expectations. They are held to account by the CEO to ensure that targets are met. A staffing group meets weekly to ensure that resources are shared across the Trust effectively in terms of impact and cost. This tool will be used at TAB as the academy grows and when it is at steady state, enabling the Trust to take timely action to reduce recruitment and leadership posts if pupil numbers are not at the level anticipated in the above staffing plan. (See also the financial modelling in Section G).

#### **4. Teacher recruitment, development and retention**

Having the right staff will be crucial to TAB's success. A key strength of Trinity MAT is its ability to stay 'ahead of the curve' regarding the recruitment of new talent to the profession and the retention of the most gifted practitioners, at a time when recruitment and retention are among the most significant challenges facing education. The "Analysis of school and teacher level factors relating to teacher supply" (September 2017) shows that there has been a consistent rise in the number of classroom vacancies across the country since 2010. The most severe teacher shortages are in physics, computing and maths.

Additionally, the Nuffield Foundation Research Report, "How do shortages of maths teachers affect the within-school allocation of maths teachers to pupils" (FFT Education Datalab, 2018), demonstrates that shortages in this key subject area lead to disadvantaged secondary pupils having less access to experienced and well-qualified Maths teachers, particularly at Key Stage 3. This has the knock-on effect of these same disadvantaged pupils being ill-prepared for Key Stage 4 and hence for post-16 study. Data shows that, in Barnsley, 56.4% of Maths lessons are taught by inexperienced Maths teachers and 80-100% by teachers without a Maths degree. These are concerns that Trinity MAT has taken into account in developing its proposal for a Maths and Sciences focused academy in Central Barnsley.

We have built in an appropriate degree of flexibility in our financial planning which will allow reasonable adjustment where necessary so that salaries can be increased in order to allow for the recruitment of the most talented teachers for the new school. This will also promote their retention within usual career development timescales for an innovative high-performing school in which the right teachers and support staff will want to work. Establishing and growing a new school offers unique personal professional development opportunities which we will also emphasise in recruitment literature. Trinity MAT has a strong track record of attracting the best staff and keeping them. The Trust's success in this respect has been achieved through its proactive approach to recruitment here and abroad and through its well-founded reputation for excellence in valuing its staff and providing exceptional CPD. The vision for continued success in recruitment and retention (particularly in Maths and Science subject areas) will be achieved through the following key strategies:

## E3 – Staffing

Teaching School School  
Direct

Teach First Partnership

White Rose Maths/West  
Yorkshire Maths Hub

Social Media Presence and  
Recruitment Events

High Profile Staff Well-Being  
Programme

1. The Trinity Teaching School Alliance (TTSA) School Direct Programme, which has run in partnership with Huddersfield University for 4 years. It is a highly successful programme that has produced over 70 highly skilled new teachers. Through its wide network of key partner schools, TTSA is able to place numerous trainees in good or better schools. An effective mentor training programme also ensures that support for trainees is high-quality and maintains the trajectory of their development. Ongoing professional development is secured through a programme which covers pedagogy, planning, SEN, differentiation, the T&L Elements (see Section E1 above), the role of tutor, safeguarding, marking and assessment and interview practice. The feedback from both primary and secondary trainees is extremely positive.
2. The Teach First Partnership. Over time the Trust has developed an excellent working relationship with Teach First and has secured 8 Teach First applicants over the past 3 years, some of whom have remained with the Trust in promoted posts. It is a reciprocal relationship whereby the Trust supports Teach First in return by offering senior leader mentors to their future leaders.
3. Trust recruitment events. Being proactive and providing opportunities for potential applicants to visit our academies before jobs are advertised, enabling them to experience our vision in action and appreciate our successes and how we work, has been effective in motivating people to join our team. These events have been promoted widely on social media and always bring in numerous potential candidates, many of whom then go on to apply for jobs and work in our schools.

These three strategies will ensure that, despite the recruitment challenges facing Barnsley, Trinity MAT will be well placed to ensure that TAB is staffed from the outset

### **E3 – Staffing**

by high-quality, well trained and well supported teachers, who belong to a network which will improve their practice and provide opportunities for career development.

Additionally, recruitment to Maths, which will be the lead subject in TAB's specialist provision, will be supported by the West Yorkshire Maths Hub (WYMH) and White Rose Maths (WRM) to overcome the challenge to recruitment of specialist Maths teachers in Barnsley. Trinity MAT's Maths teams that form the WYMH and WRM are highly effective and have national recognition. They are talented and experienced professionals who provide high quality CPD, resources, advice and guidance, first and foremost to Trust schools. Their work is seen in over 1000 schools nationally, which means that we are able to attract the best Maths teachers to work within our Trust (some of whom already live in the Barnsley area) and retain them through our supportive CPD programmes and opportunities for career progression. We anticipate that some will welcome the exciting opportunity to be part of a new Maths team in a new Maths and Sciences focused academy.

The Trust values its staff highly and places great emphasis on staff well-being. This is an important manifestation of our Christian ethos and, as such, integral to Trinity MAT culture. We also recognise that it is in the best interests of our pupils to keep the best teachers in the profession and at our schools. We ensure success in this area by providing the following:

- staff calendar of social events;
- belonging to a Trust network of committed and innovative specialist professionals;
- promotion opportunities across the Trust;
- excellent CPD programmes;
- highly effective line management, with mid-year reviews looking at how we can help ensure all staff are happy at work;
- benefits package (O2 discount; bring your ironing to work; Principal's staff awards);
- staff welfare group.

As a result, our staff turnover figures have been falling since 2012 and staff morale scores highly on our Kirkland Rowell annual surveys with 88% of staff stating that they are content with the working environment. We are confident, therefore, that our multi-faceted approach to recruitment and development will ensure that TAB is staffed by a team of motivated and highly trained professionals.

The Trust intends to appoint internally to the pivotal role of Principal of TAB. Mr Rob Marsh, currently Principal of Cathedral Academy Wakefield (since April 2016) and formerly Vice Principal at Trinity Academy Halifax since it opened in 2010, will become the first Principal of TAB. The Trust is confident that his understanding of Trinity MAT's systems and his experience of implementing them successfully in transforming CA will equip him uniquely well to provide the best possible leadership for the new academy from the outset, using the resources of the Trust to build an exceptionally strong staff team. CA has delivered its second full year of escalating results under Rob Marsh's leadership, and succession planning has already begun to ensure that the upward trajectory is maintained under the academy's next Principal.

## E3 – Staffing

### VFM

Through the growth phase and thereafter we will regularly review integrated curriculum and financial planning metrics (including teacher contact ratio, average class size and average teacher cost) to ensure that staffing and timetabling can deliver our high quality curriculum effectively and efficiently. The financial plan shows that our curriculum model and staffing plan/resourcing regime are affordable with 4.4% annual surplus in the first year and 3.1% at steady state. Trustees will ensure that, within an appropriate balance and taking into account the educational context when the school reaches steady state, cumulative surplus monies will be used for the education of students.

## E4 – Integration and community cohesion

### E4 – Integration and community cohesion

#### Ethos

Trinity Academy Barnsley (TAB) will be established by Trinity Multi-Academy Trust (Trinity MAT) supported by the Church of England Diocese of Leeds. It will have a Church of England designation and provide an excellent education for all which is rooted in Christian values. However, it will **not** admit any pupils on the grounds of faith. It will instead be fully inclusive and non-selective, welcoming pupils of all abilities, all faiths and no faith and from all backgrounds who live locally. This reflects the Trust's commitment to inclusiveness, serving the local community and providing a rich, inspiring and respectful education for all in a nurturing environment which reflects Christian values but is in no way restricted to those of faith. TAB will adopt an admissions policy which meets all requirements of the national Schools Admissions Code, Appeals Code and related admissions legislation. Trinity MAT is a mixed MAT, which includes academies with and without a Church of England designation. Our experience is that our policies and our approach to admissions, inclusion, curriculum and teaching and learning are equally appropriate and effective across all Trust schools and sufficiently flexible to adapt to local circumstances.

Trinity Academy Halifax (TAH) was judged to be Outstanding at its denominational inspection (SIAMS) in June 2014. A caring and supportive Christian ethos and strong framework for pastoral care are at the heart of the Trust's philosophy of education, everyday practice and aspirations for the formation of the children and young people in our care. What this means in practice is that pupils in Trinity MAT schools thrive and achieve well academically precisely because of this ethos. TAB will therefore be a distinctive new school community that is underpinned by a philosophy, ethos and pedagogy that are demonstrably effective and backed by the passionate commitment to enabling young people to flourish and succeed that characterises all schools in Trinity MAT. The Diocese of Leeds will provide support and be an additional resource to Trinity MAT in achieving this. The Trust has also developed a strong multi-faith chaplaincy team, led by the inspirational Chaplain of TAH, to support both pupils and staff. Chaplaincy at TAB will be supported through this already strong network.

We will ensure that, from the outset, we make clear to parents and local communities that TAB is fully inclusive, non-selective and committed to delivering a first-class

## **E4 – Integration and community cohesion**

education for all students. We have started as we mean to go on by consulting the communities we will serve about their hopes and aspirations for the new school before it opens and will seek, wherever possible, to reflect these in TAB as it becomes established.

As an expression of our Church of England designation and inclusive Christian ethos, we work extremely hard to ensure that we are welcoming to those of all faiths and none. TAH and CA are shining examples of how this works in practice: neither academy admits students on the grounds of faith, and both have over 40% of students who identify themselves as non-Christian or non-religious. Our core values of Empathy, Honesty, Respect and Responsibility, which drive the ethos, are inclusive, accessible and shared by all our students. Parental surveys show that, whether or not they themselves are religious or profess a different faith, they too respect and welcome the Church of England status because of our values, the caring learning environment we create, and the tolerant, well-informed and independently-minded young people that we nurture. We protect our inclusive ethos by ensuring that members of the Trust Board and LGBs include those of other and no faith positions who balance the Christian perspective of other Trust Board and LGB members.

We will work hard to attract students of all faiths and none through delivering a consistent message about the Trust and the new school in all our publicity and by ensuring that liaison with all Barnsley primary schools is strong. Pupils will be invited to experience taster days and sample lessons during year 5 and year 6. Through this they will experience for themselves the inclusive ethos and culture that pervades our academies.

### **Partnership with the Church of England Diocese of Leeds**

The mission of the Diocese is to serve young people, their families and communities through the provision of schools that offer an excellent academic education and nurture young people to adulthood in an inclusive environment that enables them to flourish as human beings, loving their neighbour and caring for their world. The Diocese sees the establishment of an innovative, Maths, Science and Literacy focused secondary free school in Barnsley as a unique opportunity to serve this community and transform educational opportunities and outcomes in a sustainable way that meets the need for additional school places.

The Church of England has a long and honourable tradition as a provider of schools since its National Society was founded in 1811: it is committed to providing schools that are both inclusive and distinctive with a bias to serving the socially disadvantaged. It now promotes and resources nearly 4,700 schools across the country, many of which are high performing and all of which offer an education rooted in Christian values which is valued by many parents. The Diocese of Leeds currently educates 62,000 young people in 242 schools. It is a long-standing and trusted partner of the 9 LAs that come within diocesan boundaries as a provider of highly effective schools. Through its membership of the diocesan family of schools, TAB will therefore belong to a local, national and international network of schools which will be an additional supportive resource in its mission to serve the young people of Barnsley.

As a member of the diocesan family of schools, TAB will also participate in diocesan initiatives such as the Faithful Neighbours programme, which helps pupils and parents of different faiths to interact with understanding and confidence, showing

## **E4 – Integration and community cohesion**

respect and hospitality whilst witnessing to their own distinctive beliefs. It will also promote Character Education, encouraging children to develop as moral, social and civic beings. Principles of Character Education will be embedded in formal teaching, enabling pupils to learn to value differences of opinion and to disagree respectfully, as well as to develop a sense of self and responsibility for their world and contribute positively to the common good.

### **RE and Values Education**

Religious Education (RE) will be an important, stimulating and well-resourced part of the curriculum, in recognition of the vital role it plays in helping young people to understand the different faiths, cultures, ideologies and traditions that shape their world. The time we allocate to RE and acts of collective worship (CW) in Trust schools is appropriate as confirmed by Ofsted and SIAMS inspections (1 hour per week at Key Stages 3 and 4). Our short daily acts of collective worship and reflection give students the opportunity to reflect in silence for 2-3 minutes and, optionally, read and think about the academy Trust prayer. For students of other faiths or no faith this daily act is accessible and appropriate because all of the materials are centred around our core values (Empathy, Honesty, Respect and Responsibility) which are also values of good citizenship, regardless of faith.

The Trust firmly believes that teaching young people to understand, respect and celebrate difference is the best possible way to prepare them for life in a multi-faith, multicultural society and help them to grow into generous and responsible young people. The teaching of RE will draw on and be enriched by the highly-regarded national Understanding Christianity programme. We will not teach creationism in RE or in the sciences. The broad and balanced curriculum we offer will in no way be limited or distorted by the religious character of the school. On the contrary, the Christian ethos of TAB will ensure that we value each and every individual in the academy for their unique gifts and talents and are committed to providing a rich and inspiring education for all which will enable them to live productive, fulfilled lives and be a force for good in their communities.

We appreciate that parents and carers have a right to withdraw children from RE and CW and will support such decisions by helping parents with appropriate alternative activities. We would add that our experience within Trinity MAT is that few if any withdrawals occur owing to the truly inclusive nature of all aspects of provision within our schools. It is also our experience that those of other faiths value the ethos of our academies, because they are places where faith is taken seriously and where difference is respected and celebrated, not just tolerated.

Students at TAB will therefore learn both about and from religions, as well as understanding the perspective of those with no faith. They will be encouraged to explore all faith positions through RE, visitors of different faiths leading acts of worship and discussing their faith, and through visits to other local places of worship. As at other schools within Trinity MAT, values (Empathy, Honesty, Respect and Responsibility) will be overt at TAB and part of “the DNA” of the school. They will be reflected in school policies and in its everyday life. A good example of this is the Trust’s positive Behaviour for Learning Policy, which is based on a partnership of mutual respect across the whole school community, which recognises the right of teachers to teach and students to learn in a classroom free from disruptive behaviour where student self-esteem can flourish.

#### **E4 – Integration and community cohesion**

The school's values will therefore underpin relationships within the school and beyond, especially with parents and the local community, ensuring that TAB provides a welcoming, respectful and inclusive place of learning which also reaches out to its community and enriches it.

The uniform policy at TAB will support this inclusive approach. Students will be expected to achieve standards of excellence in all areas of academy life including appearance. Wearing a smart uniform will instil pride, support positive behaviour and discipline and encourage identity with and support for the academy ethos. A key reason for the academy uniform is to ensure that students of all races and social and economic backgrounds feel welcome and to protect students from social pressures to dress in a particular way. Our policies recognise the need for students to respect religious symbols through their dress, and we support this by ensuring that any such preferences can be met whilst blending well with the academy uniform. All Trinity MAT academies also provide a prayer room with washing facilities where students can remove footwear, wash and take part in religious observance.

#### **Safeguarding and Pastoral Care**

Trinity MAT understands its responsibilities for child protection and safeguarding and gives student safety the highest priority. TAB will adopt the Trust's Child Protection & Safeguarding and Anti-Bullying Policies, and staff will be regularly trained to recognise where children are at risk and to follow proper procedures as set out in Trust policies. All Trust Board members and local governors will have ready access to key government guidance documentation as part of their induction. This will include:

- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children
- Safeguarding Children and Safer Recruitment in Education
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Revised Prevent Duty Guidance (HM Government)
- Safeguarding Children in a Digital World (Becta)
- FGM Guidance for Schools and Resource Pack (DfE)
- The *Prevent Duty: Departmental Advice for Schools (DfE/Home Office)*.

Board members and local governors will be required to update their training regularly.

At TAB, student safety, security, well-being and high levels of self-confidence will be regarded as key pre-requisites for effective learning and self-discipline. We therefore see the implementation of our Safeguarding and Anti-Bullying Policies, alongside our Behaviour for Learning Policy, as expressions of the Christian ethos of our academy community and the value we place on each and every individual within it. As part of our overall safeguarding framework, student welfare will be promoted through our Student Well-Being Team and Vertical Tutor system. Tutors will get to know each student under their tutelage and have 1:1 time with each student to provide individual guidance that meets their personal development needs. The Chaplaincy team will

## **E4 – Integration and community cohesion**

also play a key role in keeping students safe and promoting their mental and spiritual welfare.

### **Promotion of British Values and the Prevent Duty**

TAB will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The synergy between these values and the school's Christian values will ensure that they are thoroughly embedded in its culture and practice. As in all Trust schools, TAB's Christian ethos will help students to explore their own faith and understand and respect the beliefs of others within an academy community that includes and welcomes those of all faiths and none. The many opportunities we will provide to debate will teach students how to disagree respectfully, and our consistent messages on positive behaviour will teach them to respect the rights and freedoms of others and understand the impact on others of the choices they make.

Trinity MAT schools have strengthened the curriculum offering for young people by pledging to offer "A Curriculum for Life" (see below for more detail), which underpins the academic offering and ensures that students develop life and personal skills that enable them to grow to be happy, secure and respectful adults who are able to use their freedoms, rights and choices responsibly. This will be introduced at TAB. Initiatives to date have included election focus weeks, where students develop their own personal pledges; a daily opportunity for reflection in the period of silence following the academy prayer (e.g. on major news events or concerns closer to home); and fundraising activities in support of both local and international charities (e.g. the building of a 6<sup>th</sup> form for special needs young people and Water Aid). Democracy will be brought to life for students through elections to the Student Council and Head Boy/Head Girl positions, and these student representatives will meet regularly to discuss academy developments and provide feedback.

These opportunities to participate in academy developments will be extended by a weekly "Principal's Breakfast", where groups of students will speak directly to SLT about academy life and ideas for improvement. We will also encourage parents to communicate with our school through "Your Say", a parent forum that offers both face-to-face and electronic feedback opportunities.

We will work to enhance students' understanding of democracy outside the academy community, to ensure that they value the power of the vote they are privileged to have. Our approach to discipline will also prepare students for the workplace by helping them to understand what is expected of them and that rules are in place to keep them safe and help them succeed. We have seen the positive impact of these initiatives on students in academies across the Trust and are confident that they will be of equal benefit to students at TAB.

TAB will also adopt the Trust's Prevent Policy, ensuring that all staff and governors are aware of the Prevent Strategy and able to protect students who are vulnerable or at risk of being radicalised and ensure that they are safe from harm. The key objectives of the policy are:

- To reinforce academy and British values, creating space for free and open debate and enabling students to develop their self-knowledge, self-esteem and self-confidence;

## **E4 – Integration and community cohesion**

- To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider society engagement;
- To ensure student safety and that the academy is free from bullying, harassment and discrimination;
- To provide support for students who may be at risk and appropriate sources of advice and guidance.

These aims will be achieved through upholding the ethos of the academy and embedding equality, diversity, inclusion and community cohesion through the curriculum, vertical tutoring programme and assemblies. We will use learning and teaching strategies which enable students to explore controversial issues in a way which promotes critical analysis and pro-social values.

All students in Trinity MAT also follow the Trust's "Curriculum for Life". This is a mapped curriculum across the five years a student spends in one of our secondary academies which ensures that all aspects of PSHCE, British values, SMSC and Prevent are accessed by all students. We achieve this through a number of strands:

1. Vertical tutoring. Working in mixed age vertical tutor groups means, for example, that the whole academy community come together around election and referendum times and can discuss pressing issues as a community with input from tutors.
2. Assemblies. A carefully planned programme of assemblies with guest speakers enables students to access a wide range of content and learning about the world around them, social and emotional issues and sources of advice and guidance. For example, in national online safety week we use assemblies to promote safety online and launch associated competitions. This is then followed through in curriculum lessons during the week.
3. Curriculum Area coverage. We map all the areas where different subjects contribute to the wider understanding of PSHCE and SMSC. For example, we deliver anti-bullying through drama in years 7 and 8, and the complex issues surrounding the use of plastic and disposal of waste are taught through the Science curriculum.
4. Drop down days and sessions. For key input that is delivered through expert outside agencies (e.g. SRE) we collapse the timetable and allow students time and space to access engaging, thought-provoking and informative sessions.
5. Access to team of professionals. Our Vulnerable Students Manager, College Managers, Medical Officer and Chaplain form a team of key professionals who raise the profile of key matters such as LGBT and mental health awareness, offering regular access to open sessions for advice, guidance and support for all students.

These strategies will be employed at TAB to ensure that the promotion of British values and Prevent strategy are effective and embedded in the new free school.

### **SMSC Education**

Spiritual, moral, social and cultural education provision will be a feature of our curriculum. Learning activities will be planned with SMSC education in mind. All

#### **E4 – Integration and community cohesion**

opportunities for students will be set in a thematic context and be tailored in appropriate age-related ways to match students' stage of development.

The spiritual development of students will be evident by their increasingly mature and informed perspective on life and their interest in and respect for different people's faiths, feelings and values, as well as their sense of enjoyment and fascination in learning about themselves, others and the world around them.

The moral compass of our students will be developed by supporting their ability to recognise the difference between right and wrong and to apply this understanding in their own lives, recognising legal boundaries and, in so doing, respecting the law of the land. Within this framework students will gain an understanding of the consequences of their behaviour and actions.

A key element of our SMSC provision will be enabling students to acquire a range of social skills applicable to different contexts. Working and socialising with a diverse group of fellow students, for example, including those from different religious, ethnic and socio-economic backgrounds, will build lifelong respect for those whose beliefs and world views differ from their own.

Students' cultural development will be evident from their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and their local community. They will develop an understanding and appreciation of the range of different cultures within their school, local and wider communities as an essential element of their preparation for life in modern Britain. They will demonstrate;

- knowledge of British Values (defined as democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs), including in terms of Britain's democratic parliamentary system, its central role in shaping our history and values, and in continuing to develop Britain as a thriving and caring nation;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity;
- understanding, acceptance, respect for and celebration of diversity, as shown by their respectful attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

#### **Engagement with the Wider Community: Promoting Community Cohesion**

In achieving the above, TAB will be proactive in engaging with local communities, understanding their needs and challenges as well as the rich seam of resource they can be for the academy. We see this as being very much a two-way relationship. Service to the local community and readiness to volunteer will be expected of our students and be part of the culture of the academy. We will contribute to community cohesion by supporting community groups through appropriate use of school facilities (meeting the requirements of the Equality Act 2010). This will involve actively promoting equality of opportunity, eliminating discrimination, harassment and

#### **E4 – Integration and community cohesion**

victimisation, together with the fostering of good relations and removal of prejudice through mutual understanding and tolerance.

TAB will play a full and active role in the collaborative life of the local family of schools and work in partnership with Barnsley College and the LA. We have already demonstrated our commitment to this and identified exciting opportunities for future partnership through the dialogue that we have had to date with both the People and Place Directorates of Barnsley MBC (covering Education, Early Start & Prevention and Economic Regeneration) in developing the bid for TAB. Our aim has been to ensure that our proposal addresses the needs that the LA has itself already identified, and that TAB will make a positive contribution to delivering the borough's "Employment and Skills Strategy: more and better jobs" and aspiration to build a better Barnsley.

In this respect, we see a particular role for TAB, using its expertise to promote community cohesion by reducing the digital divide that currently exists between generations and different sectors of the community. This will be achieved in part by providing opportunities for parents, grandparents and the wider community to improve computing skills, using the staff and facilities of the academy as a resource and sometimes supported in their learning by our students. Our inclusive ethos and values will ensure that age, gender, background, ethnicity, faith and ability will not be barriers to accessing this provision, and, indeed, that the provision we offer will give opportunities for people who are in many respects very diverse to come together on the basis of a shared, levelling need to develop computing skills.

Additionally, we also see that TAB will have unique opportunities to promote social cohesion through addressing the priorities set out in the government's plan to boost social mobility through education, "Unlocking Talent. Fulfilling Potential" (December 2017) – particularly ambitions 2 and 4: Close the attainment gap in schools while continuing to raise standards and Everyone achieving their full potential in rewarding careers. The aim of the policy paper is to ensure that no community is left behind and that growing up in an area of social disadvantage, where opportunities for an excellent education are limited, should not be a barrier to young people enjoying the best chances to succeed in life. The policy paper followed the publication of the Report of the Social Mobility Commission (November 2017) which ranked Barnsley as 291 out of 324 of local authorities in terms of opportunities for social mobility, amongst the lowest in England: just 10% of disadvantaged teenagers in Barnsley go to university.

We therefore see TAB as making a positive contribution to community cohesion and integration in its local area as described above, but also as delivering a curriculum that will equip the young people of Barnsley with the knowledge and flexible employability skills that will enable them to flourish in the creative, digital and logistics businesses that are locating in and around Barnsley. In this way, we will help to ensure that these businesses are able to recruit to skilled and senior positions locally and do not reinforce societal divisions in Barnsley by recruiting almost exclusively externally to these positions. It will also be an essential part of TAB's mission to ensure that Barnsley rises in the national rankings for social mobility, because more of its young people are able to progress to higher education and rewarding careers.

## Section F – Capacity and capability

### F1 – A strong track record

#### F1 – A strong track record

Trinity MAT's growth over the past 6 years has been characterised by clarity of vision and purpose, commitment to disadvantaged communities and determination to ensure that expansion has been matched by development of the resources to support all its academies to the full. This includes leadership, teaching and support staff. The expanded Central Services Team ensures consistency of systems and efficiency of practice across the Trust and enables senior leaders in each academy to focus on the core business of teaching and learning. Through the Trinity Teaching Schools Alliance, the West Yorkshire Maths Hub and White Rose Maths, the Trust has also recruited and trained specialist teachers, developed them through exceptional professional development programmes, and retained them within the profession and largely within the Trust. (See Section E above).

Outcomes in Maths across the Trust are consequently outstanding with an average P8 of +0.26. Leadership development and succession planning is also effective: notably, the current Principal of Cathedral Academy Wakefield (CA) was formerly Vice Principal at Trinity Academy Halifax and will be the first Principal of Trinity Academy Barnsley (TAB). Planning for his successor at CA is already in hand, and TAB will benefit from the outset from his familiarity with the Trust and his success in a context which has strong parallels with the Barnsley context.

The Trust's strategy for sustainable growth, coupled with its relentless focus on pedagogy and quality assurance (see Sections E1 and 2 above) have resulted in an excellent track record of success in our three secondary academies. We are rightly proud of our exceptional achievement for all our students and specifically for those who are disadvantaged. Our results for 2018 are significantly above both local and national averages:

1. Trinity Academy Halifax, the flagship academy in the Trust, was judged to be Outstanding in all areas in 2013. It has continued to produce successful results year on year, maintaining a position in the top 10% of schools nationally for the past three years, with strong outcomes for disadvantaged pupils:

#### Progress

	2016	2017	2018
<b>Overall P8</b>	+0.31	+0.67	+0.60
<b>P8 for Disadvantaged</b>	+0.03	+0.28	+0.02
<b>P8 for HAPs</b>	+0.11	+0.30	+0.40
<b>P8 for E-Bacc</b>	+0.33	+0.38	+0.29
<b>P8 Maths</b>	+0.53	+0.28	+0.27
<b>P8 English</b>	+0.25	+0.26	+0.35
<b>P8 Open basket</b>	+0.17	+1.48	+1.49
<b>P8 LAPs</b>	+0.86	+1.21	+0.68

## F1 – A strong track record

<b>P8 MAPs</b>	+0.27	+0.72	+0.70
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### Attainment

	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Basics 4/C</b>	81%	67%	72%
<b>Basics 5</b>	n/a	47%	45%
<b>Attainment 8</b>	n/a	50.6	51.1

Trinity Academy Halifax (TAH) has achieved these outcomes serving large cohorts which are below national average for attainment on entry and have a high proportion of Disadvantaged pupils, in the highest quintile nationally on this measure. With a challenging cohort of 300 students, TAH is proud that it nevertheless ensures that each and every child matters and has the opportunity to fulfil his/her potential.

### 2. Cathedral Academy Wakefield

The Trust took over CA in 2016 when the academy was judged to Require Improvement (2016). Additionally, the financial position of the school was very precarious with a projected deficit of over £500,000 in 2016. A swift and decisive plan of action for a staffing restructure was implemented. Results were poor - 2016 outcomes were broadly average for Progress 8 at +0.09 and Ofsted was concerned with negative progress 8 score for HAPS (-0.83), Disadvantaged Pupils (-0.20) and E-Baccalaureate subjects (-0.12). CA has a cohort which is consistently in the highest quintile for deprivation and with prior attainment which is significantly below national average. The results the academy has achieved are therefore even more remarkable. Outcomes have shown a dramatic improvement under Trinity MAT, particularly in overall Progress 8 and Progress 8 for disadvantaged pupils:

### Progress

	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Overall P8</b>	+0.09	+0.54	+0.73
<b>P8 for Disadvantaged</b>	-0.20	+0.41	+0.45
<b>P8 for E-Bacc</b>	-0.12	+0.25	+0.26
<b>P8 Maths</b>	0.20	0.60	0.55
<b>P8 English</b>	0.10	0.17	0.56
<b>P8 Open basket</b>	0.37	1.03	1.45
<b>P8 LAPs</b>	0.26	0.68	0.93
<b>P8 MAPs</b>	0.17	0.56	0.76
<b>P8 for HAPs</b>	0.83	0.23	0.42

## F1 – A strong track record

### Attainment

	2016	2017	2018
<b>Basics 4/C</b>	47%	52%	69%
<b>Basics 5</b>	n/a	31%	42.4%
<b>Attainment 8</b>	n/a	42.7	47.8

The Trust has put in place quality leadership CPD over the past two years in order to ensure that this upward trajectory is embedded and sustainable. The creation of Associate Senior Leader roles (i.e. junior SLT positions) has been an effective tool in succession planning, providing the next generation of senior leaders with experience and training. The Vice Principal is already in a position to step into the Principal role and will assume further responsibilities when TAB is in pre-opening to allow the Principal to focus on TAB without detriment to the improvements at CA.

### 3. Trinity Academy Sowerby Bridge

TASB has a high proportion of disadvantaged pupils, and the proportion of pupils with an EHCP is above average. Additionally, the attainment on entry is extremely low and, like CA, is significantly below national average. The predecessor school, Sowerby Bridge High School, was judged to be Inadequate in 2016, and Calderdale LA commissioned school improvement support from Trinity MAT in January 2017. The school applied to join the Trust in September 2017, since when improvements across the board have been marked, particularly in overall Progress 8 and Progress 8 for disadvantaged students:

### Progress

	2016	2017	2018
<b>Overall P8</b>	+0.04	-0.47	+0.40
<b>P8 for Disadvantaged</b>	-0.16	-0.65	+0.20
<b>P8 for E-Bacc</b>	+0.34	-0.39	+0.06
<b>P8 Maths</b>	+0.05	-0.44	-0.07
<b>P8 English</b>	+0.13	-0.63	+0.34
<b>P8 Open basket</b>	-0.32	-0.47	+1.16
<b>P8 LAPs</b>	+0.27	-0.79	+0.71
<b>P8 MAPs</b>	+0.04	-0.69	+0.18
<b>P8 for HAPs</b>	-0.71	+0.07	+0.40

### Attainment

	2016	2017	2018
<b>Basics 4/C</b>	39%	41%	44%

## F1 – A strong track record

<b>Basics 5</b>	n/a	25%	27%
<b>Attainment 8</b>	n/a	35.7	41

In addition to the outstanding results across the Trust on headline measures, it is important also to note our success within our specialist area of Science. It is generally acknowledged that recruitment of specialist Science teachers is difficult, and yet within our Trust the strategies we employ to attract and retain the best are proving highly effective. These include:

- STEM Internships;
- TTSA School Direct Programme;
- outstanding facilities and support with shared schemes of learning and assessment model across the Trust.

As a result, outcomes in Science are strong:

- Combined Science - average trust VA +0.15;
- Single Sciences - average trust VA +0.30.

Through our Director of Science, we ensure that departments across the Trust work together on shared planning and moderation of assessments, which guarantees that robust procedures are in place across our academies. TAB will therefore benefit immediately from having key schemes of learning, resources and assessments in place, allowing the Curriculum Leader to focus on the quality of teaching and learning.

We have focused on Trinity MAT's secondary schools for the purpose of this application, however our impact and success are also evident at primary level. Akroydon Primary Academy (APA) has improved rapidly in just one year with input from the Trust. In 2017, prior to our involvement, only 25% of pupils reached the expected levels for RWM, but after our first year of leading the academy this percentage has risen rapidly to 60%. The systems and practices that worked so effectively across secondary academies were modified and successfully implemented at APA, resulting in positive impact in areas such as Quality Assurance, Behaviour for Learning and Continuous Professional Development.

We have also noted in E1 (above) the impact of WRM schemes of work in the primary phase – not just at Akroydon but in 90% of primary schools in Barnsley.

Trinity MAT, therefore, has an exceptionally strong record of success in improving outcomes for all pupils in areas of significant social deprivation and narrowing the gap for disadvantaged pupils. The Trust is supporting both CA and TASB on a rapid improvement journey to Outstanding and has put in place the systems and resources to achieve that goal and sustain progress while TAB is in pre-opening and grows to steady state. The Trust is committed to building a family of academies where excellence is the norm, collaborative professional learning is embedded and outcomes for all pupils are exceptional and promote social mobility, irrespective of the pupil's starting point.

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

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

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

Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
Tom Miskell	██████	No	████████████████████ ████████████████████ ████████	████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████  <ul style="list-style-type: none"> <li>■ ██████████</li> <li>■ ██████████</li> <li>■ ██████████</li> <li>■ ██████████</li> <li>■ ██████████</li> </ul>	1 hr













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Shabana Ali	[REDACTED]	No	<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> <ul style="list-style-type: none"> <li>■ [REDACTED]</li> <li>■ [REDACTED]</li> <li>■ [REDACTED]</li> <li>■ [REDACTED]</li> </ul>	0.25
Mick Rhodes		Yes	<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>	



## **F2(a) – Skills and experience of your team**

Trinity MAT will draw upon the broad skills and experience of those detailed in the above table. We have brought together a strong pre-opening team of people with education, school improvement, finance, governance, legal, property and business organisation disciplines, each committed to successfully opening Trinity Academy Barnsley (TAB). Crucially, we have ensured that the team includes significant experience of opening a free school and the pre-opening phase. This will enable us to:

- take a realistic approach to the nature and scale of the tasks involved;
- match resources to the needs of the project;
- anticipate potential challenges;
- ensure that we are ready to open our doors to students in September 2021 and deliver the ambitious vision for them that we have articulated in this application.

Our core group is made up principally of Trinity MAT staff and governors. We have supplemented the group with Dr Ann Lees for her close connexion with Trinity MAT and substantial experience of free schools during pre-opening and opening. In addition, we are also drawing on the advice of Kevin Jones. Although not part of our PSG or EWG, Kevin has close ties with Trinity MAT following his work on the PSG for Trinity Academy Halifax in 2009-2011. He is now CEO of Enhance Academy Trust and has very recent experience of opening a free school (CAPA College [Wakefield] in Enhance Academy Trust). Kevin is in close contact with Rob Marsh and will routinely provide further advice as the project progresses.

Following approval of our application, we will establish a Project Steering Group (PSG) and an Education Working Group (EWG). The membership of these groups will be:

### Project Steering Group

Michael Gosling (CEO of Trinity MAT, Chair)

Rob Marsh (Principal Designate)

David Sheard (Finance Director, Trinity MAT)

Prof Brendan Evans (Governance Lead)

Dr Ann Lees (Education Consultant, Governance and Free Schools)

Wayne Keating (Accountant, Risk and Resource Management)

Mick Rhodes (Health & Safety, Premises)

### Education Working Group

Rob Marsh (Principal Designate, Chair, Curriculum Design)

Anne-Marie Holdsworth (Compliance, Policies, Procedures)

Sarah Howarth (HR, Recruitment)

Kat Cafferky (Teaching & Learning, CPD)

The PSG will agree the timeline and management of the grant for the project and will meet monthly to monitor project progress, review documents and provide timely decisions to meet the overall project plan. The EWG will meet weekly to develop the education brief and policies and oversee recruitment. Individual members of both groups will take forward agreed actions outside meetings as appropriate. The EWG will provide detailed reports to each meeting of the PSG. Additionally, Rob Marsh, as Chair

## **F2(a) – Skills and experience of your team**

of the EWG and Principal Designate of TAB, will be in regular contact with Michael Gosling (CEO of the Trust and Chair of the PSG). Michael Gosling will report formally to each meeting of the Trust Board and to Tom Miskell (Chair of the Trust) between meetings. Lines of accountability and communication across the Trust and between those involved in delivery of the project will therefore be robust as the project progresses through pre-opening.

As the project progresses, we will establish a Shadow LGB for TAB in September 2019. This will include Michael Gosling, Rob Marsh, Brendan Evans and Shabana Ali (Legal, HR). This membership will provide continuity with the project development team while ensuring that, as the new school prepares to open, its LGB can take ownership of TAB and help to shape its distinctive character while linking it closely to the Trinity MAT family.

Shabana Ali is a member of the LGB of CA and will therefore not only bring her personal skills and experience but will also strengthen ties between the new school and CA. This will be important as the two schools are geographically close and will work together to their mutual benefit. We will also look to recruit from the Barnsley community, both from parents of prospective pupils of TAB as well as from business and industry. We plan to use the pre-opening phase to become known and welcomed in the local community and to develop the partnerships that will enrich TAB and ensure that it provides the kind of education that the young people of Barnsley need.

The PSG will be chaired by Michael Gosling, CEO of Trinity MAT and prior to that Principal of Trinity Academy Halifax from September 2009 – March 2015. During this time TAH was judged Outstanding by Ofsted in 2012 and 2013 (section 8 and section 5 inspections respectively), Michael became a NLE, and TAH was designated as a National Teaching School, National Support School and established a Maths Hub of Excellence (White Rose Maths Hub). Michael brings a wealth of experience of academy and MAT leadership. He has led the growth of the MAT to 5 academies while maintaining standards at TAH and transforming outcomes at CA and TASB. He will oversee the pre-opening and opening of TAB to ensure that the new school upholds the high standards of Trinity MAT, delivers excellence for its students and enriches the Trust family.

The Trust intends to appoint internally to the pivotal role of Principal of TAB. Rob Marsh, currently Principal of Cathedral Academy Wakefield (since April 2016) and formerly Vice Principal at TAH since it opened in 2010, will become the first Principal of TAB from January 2021. CA has improved rapidly since Rob's appointment. Michael Gosling will continue to work closely with Rob as Principal Designate then Principal of TAB. This will ensure that the high quality of education that is being delivered across the Trust is replicated at TAB from the outset. Planning for 3.5 days of Rob's time to be devoted to TAB during pre-opening and for his eventual move to TAB is already in hand at CA.

Rob will be able to step away from CA without having a negative impact upon the continued success of the academy because of the arrangements we are already making to prepare senior and middle leaders to step up. The Vice Principal is currently undertaking her NPQH qualification and is experienced in senior leadership. She has the confidence and trust of the staff and community and will be a natural successor to Rob. Additionally, the academy is taking steps to ensure sustainability by training the next level of middle and senior leaders. Through the Associate Senior Leader development programme, we are ensuring that middle leaders who have had

## **F2(a) – Skills and experience of your team**

significant impact are being trained as the next generation of senior leaders. These staff gain opportunities at MAT level to work collaboratively across the Trust and take on MAT CPD through the TTSA. They also gain valuable insight into the challenges of senior leadership through attending relevant meetings at SLT level. As Trinity MAT will be a new provider in Barnsley, it is essential that Rob has sufficient time to develop partnerships with business and industry and engage with the local community and prospective parents of the new school during pre-opening. We have factored this into our plan for Rob to assume responsibility for TAB full-time from January 2021.

We have ensured that the team that has been assembled around Rob and Michael has the experience, expertise and capacity to open the new school. Specifically:

- Strategic leadership – Michael Gosling, Rob Marsh
- Governance – Brendan Evans, Ann Lees
- Finance, risk and resource management, procurement – David Sheard, Wayne Keating
- Curriculum design and pedagogy – Rob Marsh, Kat Cafferkey
- Compliance and policies – Anne-Marie Holdsworth
- HR and recruitment – Sarah Howarth
- Health & safety and premises – Mick Rhodes
- Free school projects – Ann Lees

The core team will be responsible for delivering the workstreams to establish TAB during pre-opening. We have spread the load, to ensure that we make the most of the many strengths that already exist within Trinity MAT and that Trust staff have the capacity to absorb the additional work, individually and within their teams as appropriate, without the need for backfill except in the case of Rob Marsh. Michael Gosling will be the key contact for the DfE and ESFA at Keep in Touch meetings, reporting progress and ensuring workstreams are on track. The project team will deliver the required activities against a detailed project plan, logging actions, risks and issues on a weekly basis. Liaison with the Council and the ESFA will be important to ensure that the school building meets with the education design specifications. The building will be modelled on Trinity Academy Halifax (where possible and subject to budget) which has proved successful in providing flexible accommodation and enabling the full and extended curriculum to be delivered safely, whilst also providing community facilities out of school hours.

Key areas of activity during pre-opening will be:

- Project Development Grant management
- Development of the Education Brief
- Development of the Governance Plan
- Budget updates
- Recruitment: SLT, MLT, Teachers and Support Staff
- Marketing and liaison with prospective parents, open events, drop-in surgeries
- Policy formulation

## **F2(a) – Skills and experience of your team**

- Development of the Scheme of Delegation between Trinity MAT and the Academy Committees
- Preparation for DfE EA requests including 3-year Development Plan
- Safeguarding and Prevent Duty
- Preparation for Pre-registration Ofsted visit
- Preparation for the DfE Readiness to Open Meeting including Risk document
- Liaison with Council and ESFA ref site (Schedule of Accommodation) and ICT procurement
- Financial projections
- HR, MIS and financial systems
- Funding Agreement communications

As detailed in Section E, TAB will benefit from the Trust's existing resources, systems, recruitment strategies, policies and established procedures during pre-opening.

## F2(b) – Skills gap analysis

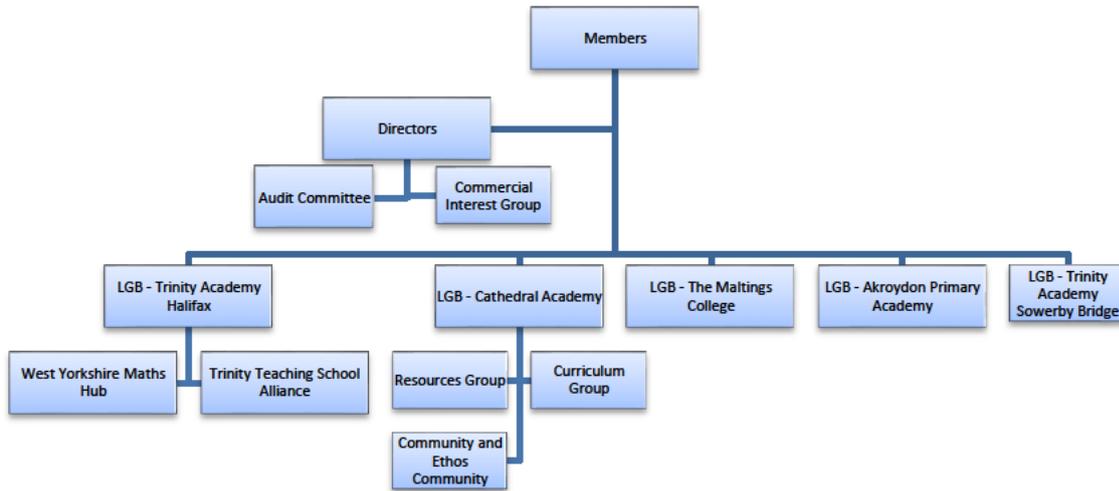
<b>Table F2(b) – Skills gap analysis</b>		
<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap?</b>
Project management expertise for Pre – Opening Phase	Pre-opening team	The Trust will commission specialist free school programme management support when its application is approved to pre-opening to help ensure that the process is efficiently and effectively managed to achieve early Funding Agreement approval.
Marketing and communications	Pre-opening team	The Trust will commission support in these areas from the specialist project managers.

<b>F2(b) – Plans for recruiting a principal designate and executive head</b>
<p>The Trust intends to appoint internally to the pivotal role of Principal of TAB. Mr Rob Marsh, currently Principal of Cathedral Academy Wakefield (since April 2016) and formerly Vice Principal at Trinity Academy Halifax since it opened in 2010, will become the first Principal of TAB.</p> <p>The Trust is confident that his understanding of Trinity MAT's systems and his experience of implementing them successfully in transforming CA will equip him uniquely well to provide the best possible leadership for the new academy from the outset, using the resources of the Trust to build an exceptionally strong staff team. CA has delivered its second full year of escalating results under Rob Marsh's leadership, and succession planning has already begun to ensure that the upward trajectory is maintained under the academy's next Principal.</p>

### F3 – An effective governance structure

#### F3 – An effective governance structure

Trinity MAT already has an established clear structure for governance and accountability. This has been in place for over two years and is currently in operation over five schools as shown in the diagram below:



The Membership of the Trust (with pen portraits) is as follows:

#### John McLeod

[Redacted]

#### Tom Miskell

[Redacted]

#### Revd. Angela Dick

[Redacted]

#### Prof. Roy Fisher

[Redacted]

**F3 – An effective governance structure**

**Venerable Peter Townley**

[Redacted text block]

**Revd Martin McDonald**

[Redacted text block]

**The Directors** (with pen portraits) are as follows:

**Tom Miskell, Chair**

[Redacted text block]

**Prof. David Baker**

[Redacted text block]

**Louise Bryan**

[Redacted text block]

**Gareth Davies**

[Redacted text block]

**Claire Honess**

[Redacted text block]

### **F3 – An effective governance structure**

#### **Wayne Keating**

[REDACTED]

#### **Wayne Kenny**

[REDACTED]

#### **Local Governing Bodies**

Each academy within the Trust has its own Local Governing Body (LGB) accountable for the operational leadership of the school. LGBs meet 5 times per year, with meetings timed to ensure that minutes are available to members in advance of their meetings. LGB Chairs meet termly to share best practice and discuss matters of common concern. The scheme of delegation for the Trust (see Appendix 1) outlines clearly the remit of the Members, the Directors and the LGBs. The system is designed to ensure consistency of approach across all schools and to enable local governors to focus on teaching and learning and pupil outcomes. It also allows for each academy to develop its own distinctive character and respond to the local context. The scheme of delegation for each academy is reviewed annually by the Directors, and the level of delegation is dependent on the capacity of the LGB and the performance of the academy.

The accountability system ensures that Directors are alerted to problems early and can intervene promptly where there are any issues with LGB performance. The flat structure, with all LGBs directly accountable to the Trust Board, works well. This was confirmed in discussions with the RSC in 2017, and governance has not been raised as a concern in recent conversations with the RSC about our plans for TAB. Indeed, the RSC has confirmed that she has confidence in the capacity and capability of Trinity MAT to open TAB in line with its strategy for growth. We will keep this structure under review, however, as the Trust grows (see below).

#### **Committee Structure**

The Trust Board has two committees (the Audit Committee and the Commercial Interest Group), which serve the whole Trust. They meet twice and three times per year respectively. Otherwise, the individual academies determine their own committee structures (see the diagram above) and the frequency of sub-committee meetings and also set up task and finish groups as they deem appropriate.

#### **Clerking**

The Trust has found that its structures for governance and accountability are efficient and work well. We have appointed a Governance Support Officer, whose role is to

### **F3 – An effective governance structure**

provide consistency to governance across the Trust and clerk meetings of the Members, the MAT Board and the LGB for TAH. She also oversees the clerking arrangements for the other Trust schools. The Trust currently employs two clerks in addition to the Governance Support Officer and plans to increase its capacity by employing additional clerking staff and also training staff at each institution.

#### **Managing conflicts of interest**

All Members/Directors/Governors are asked to complete a Declaration of Interest form annually. This record is shared via the website for each institution. At the beginning of all meetings the attendees are asked to declare any interests, and should there be any, the individual would be asked to leave the meeting for the relevant agenda item. Any potential for related party transactions would be handled in the same way. This has not been an issue within the Trust to date. We do not anticipate that it will be an issue at TAB but are confident that our practices and protocols will enable us to handle potential issues with probity.

#### **Director/Governor Recruitment**

The Trust has used Academy Ambassadors to ensure that it is able to recruit Directors and Governors with the right kind and level of skills and experience that are required. Members and existing Directors also use their networks to identify individuals that have the relevant experience, knowledge and drive to support the Trust and its institutions in moving forward successfully and sustainably.

The process to recruit a new Director to fill the current vacancy is underway. The new Director will be Andrew Woodhead, who lives in [REDACTED] and is a parent of both an Akroydon and a TAH pupil. He has strong local connections, having been [REDACTED]

[REDACTED] His skills and experience will undoubtedly enhance the already considerable strengths of the Trinity MAT Board.

#### **Governor training**

The new role of Governance Support Officer has recently been created within the Central Services Team to improve consistency of governance and cohesion across the Trust. A key focus of this role is to ensure that all Directors/Governors have the knowledge and skills that they need to maintain the clarity of the vision for the Trust, hold the executive leaders to account for the educational performance of each institution and oversee the financial performance of the organisation.

A training programme for Directors/Governors has been developed which includes a full induction programme and a skills audit at the start of their term of office (repeated annually) to identify training needs as well as the strengths they bring to their role. Training needs are addressed either individually or through whole Board/LGB/MAT training. Training is updated regularly, particularly in relation to Safeguarding and Prevent.

#### **Governance in a growing Trust**

Trinity MAT governance and accountability structures are therefore strong, effective, efficient and embedded. We do not currently intend to adapt them to support the pre-opening and opening of TAB. We have reached this decision in part through discussions with the Enhance Academy Trust, whose recent experience of pre-opening and opening a free school has been very useful to us in determining our own

### **F3 – An effective governance structure**

arrangements. The position will be kept under review, however, and the situation may change if and when the Trust's plans for growth as set out in E1 come to fruition and the Trust takes in other schools in addition to opening TAB. We are already expanding our Central Services Team to increase support for governance across the Trust and will consider a hub model and primary/secondary committees when they are justified by the growth of the Trust. It is probable that we will establish a Wakefield/Barnsley Hub over time, given the proximity of CA and TAB and the possibility of other schools from that area coming into the Trust.

We will establish a Shadow LGB for TAB in September 2019. This will include members of the PSG as well as members of the LGB of CA (see F2 above). Our aim is to provide continuity with the project development team while ensuring that, as the new school prepares to open, its LGB can take ownership of TAB and help to shape its distinctive character while linking it closely to the Trinity MAT family. We will also look to recruit from the Barnsley community, both from parents of prospective pupils of TAB as well as from business and industry.

The Trust Board will agree the scheme of delegation for TAB during pre-opening. The Board will be cautious about the level of delegation it allows until it is confident that governance in the new school is secure and effective and that the Trinity MAT management systems are in place and working well.

## Section G – Financial viability

### G1 – Additional commentary on financial viability

#### **Developing the staffing model and resourcing the curriculum**

The Principal Designate has worked closely with the CFO and the CEO of Trinity MAT to ensure that the planned staffing model is financially viable and fit for purpose to deliver our ambitious curriculum model. The starting point for our staffing model for TAB is the model that operates effectively and efficiently at existing secondary academies within the MAT. We have adapted the model to ensure that we meet the needs of the specific community and curriculum offer in Barnsley, as well as adapting the plan for opening a brand new school building up through the years to full capacity. We have also focused on balancing the budget and have factored in the budgetary implications of opening a new school, as they differ from running an existing school. For example, we have taken the current curriculum resource budget at Cathedral Academy Wakefield (CA) (████████ across all years 7-11 for the full year) before adding a weighted funding amount to recognise that, in opening a new school, resources will have to be purchased in full rather than simply replenished (in the first year ██████████ scaled up towards ██████████ per year when full).

We have also taken the decision to strike a balance between senior and middle leadership in the opening phase of TAB, choosing to front-load middle leadership in the first instance. We have done this because, with just one year group in the first year of opening, the leadership of TAB will need to focus on the quality of teaching and learning provision, with support in other areas provided by the MAT Central Services Team. We have therefore prioritised budgeting for 5 (of 7 in total) Curriculum Leaders, who will work alongside the Principal and MAT Central Team. We will build the SLT over time, increasing by one each year until the full complement is in place in year 5. Part of our rationale for this is to ensure that we are ready for Ofsted inspection during the third year of opening, and we see a well established and influential middle leadership team as crucial to this. We also recognise that weakness in middle leadership in Barnsley schools has been identified by Ofsted as a factor in their poor performance (see B2 above), and we have therefore committed to ensuring that middle leadership is a strength at TAB to address this challenge.

We anticipate that Deputy Curriculum Leaders will be appointed internally, because we are confident that staff who have been developed within the MAT will have a track record of success and understand MAT systems, structures and culture. We have a strong track record of promoting the best from within. Despite this, our recruitment for senior and middle leadership posts will search both internal and external networks to ensure that we get the most appropriate personnel to lead the school.

#### **Operating the financial model in the event of lower student numbers (70% contingency model)**

We have also made initial plans for contingency in the event of a reduction in student demand in the early years. Although unlikely based on our analysis of need and plans to make a unique and attractive offer to parents, if this was to occur, we would conduct an accurate and detailed analysis aimed at ensuring that we are able to provide the highest quality of education consistent with our vision for TAB but within an affordable staffing structure. We have experience of successfully delivering high quality education while managing a deficit budget: e.g. CA and Trinity Academy Sowerby Bridge.

If we were to receive 30% less income per year based on the 70% model in year 1 there would be an income reduction from ██████████ Future years would

## G1 – Additional commentary on financial viability

then be modelled based on estimated demand for places. This planning exercise would be fully informed by the latest pupil numbers information and the feedback we had gained from the pre-opening phase.

Having established the income, there would be a review of the fixed costs of running the school irrespective of student numbers: e.g. gas, electricity, insurance, telephone costs, audit fees and repairs. These would largely be fixed costs with some slight variation to allow for classrooms not in use. This would then allow us to easily identify the remaining funding available for spend on curriculum areas and staffing (including recruitment, staff expenses, staff development costs). From here we would prioritise the key personnel needed to deliver our curriculum, starting with staffing.

The area where costs would **have** to be reduced is the main area for review i.e. the full staffing model. In the 70% budget plan the staffing costs would have to reduce to around 65% of the initial budget. The actual analysis (if and when needed) would be far more complex and detailed, but this is the principle on which we would achieve cost savings. As noted, expenditure would be modified to ensure our school plans were adapted without compromising quality wherever possible.

The first areas to be reviewed in our staffing budgets would be SLT, MLT and teaching costs: we would look to reduce these by up to 33-35% of the initial budgeted cost. We would have 30% fewer students on this model, so would have to find extra efficiencies for the percentage staffing difference. Our concern would be to ensure that the reduction would have minimal impact on delivering our educational vision. The main review would concentrate on the SLT and MLT coverage and the curriculum offer. Examples of staffing areas we would consider for reduction in costs would be the possibility of a Head of School instead of Principal and the utilisation of the Directors of Core at MAT level instead of appointing individual Curriculum Leaders. This, coupled with a review of teacher contact ratio and class sizes, would form a vital part of the budget review process once student numbers were actually confirmed or more accurate nearer the time of opening.

Following this review, all other areas of staffing would be reviewed to analyse which were student number specific. If there were any areas where capacity could be reduced, or if other staff from across the Trust could be utilised across departments until TAB student numbers increase and roles are more viable, then we would exercise this option. A key area here for review would be the pastoral team to assess which support roles could be centralised until student numbers rise and the full staffing model becomes affordable.

We would also look to reduce curriculum spend such as departmental funds in line with potentially lower student numbers, as curriculum spend is directly dependent on student numbers and a reduction in line would therefore not have a negative impact on students' learning. In our 70% model we would reduce the curriculum spend by 30% and also have the benefit of using CA as the benchmark for what departmental costs would be required for a similar sized school.

Another factor to consider is that we would pro-actively seek to use our university contacts and Trinity Teaching School Alliance (TTSA) to identify students leaving PGCEs alongside our strong Teach First links. This would assist us in ensuring that we are recruiting more affordable members of staff rather than opting for more experienced and therefore more expensive staff until the capacity stabilises. We would

## **G1 – Additional commentary on financial viability**

be able to manage successful PM salary increases year on year if we were to be able to recruit NQT's or equivalent posts.

Alongside the drive to recruit new teachers in their first year of qualification, we would support them through our exceptional, high-quality CPD and NQT assistance programmes provided by TTSA. Recruitment would be substantially assisted through our partnerships with universities (and other providers), which would promote our new Trinity MAT free school as an outstanding environment in which to gain experience during the first years of teaching.

### Summary Overview

Overall, if we were to experience a 30% reduction in student numbers, we would review all of the areas outlined above and identify a sustainable business model based on reduced student numbers. As a new school, we would continue to rely on the post-opening and leadership grants. However, our detailed budget analysis would continue through every line of expenditure to ensure a viable budget plan could be produced which would provide all stakeholders with the confidence that the new free school would be a going concern and provide a valuable educational offering for the young people of Barnsley.

## Section H – The proposed site



# Annexes

Trinity Academy Barnsley Leaflet:

## Trinity Academy Barnsley proposed new Secondary School

**Register  
your interest  
TODAY!  
We need your support**  
[www.trinityacademy-barnsley.co.uk/register](http://www.trinityacademy-barnsley.co.uk/register)



**An application to establish Trinity Academy Barnsley, a new co-educational secondary school, will be submitted to the Department for Education in November 2018.**

Trinity Academy Barnsley will be an inclusive, non-selective 11-16 CofE secondary school, with 900 places. It will be free to attend and will be highly inclusive, have a distinctive Christian character and will offer its students the opportunity to grow and develop within a broad and balanced curriculum framework under-pinned by Christian values.

The school is being proposed by the Trinity Multi-Academy Trust (Trinity MAT), which has a demonstrable track record of transforming educational outcomes. It will help meet the growing need for additional high quality secondary places in the Barnsley area and also give families additional choice of a high quality education with Christian values and strong pastoral care for their children.

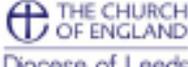
**We need your support NOW  
to make this happen...**

Please register your support and complete the short form on the 'Register' page at: [www.trinityacademy-barnsley.co.uk](http://www.trinityacademy-barnsley.co.uk)

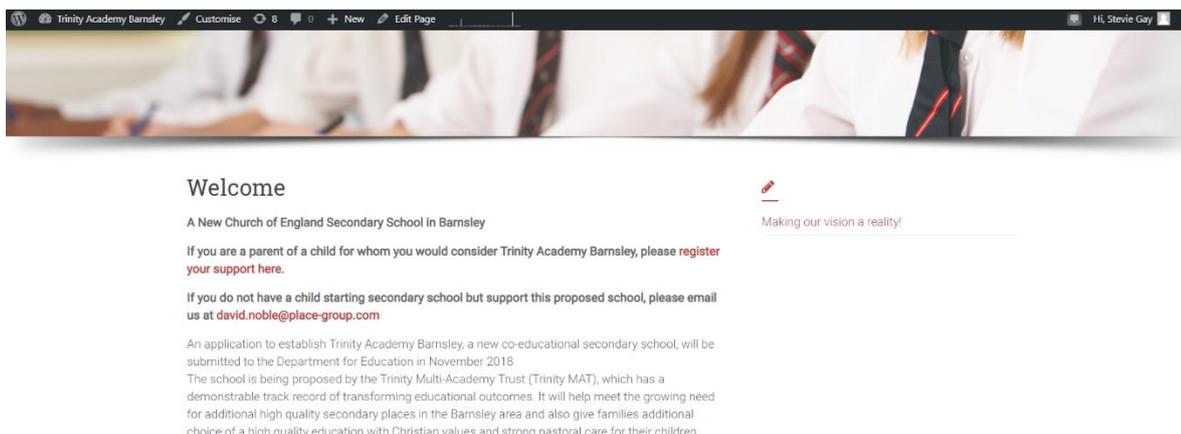
Find us on Facebook: [Facebook.com/trinityacademybarnsley](https://www.facebook.com/trinityacademybarnsley)

- A non-fee paying Church of England co-educational Secondary School in the Barnsley area
- Six-form entry; 30 pupils in each form, and 900 places in total when full
- Initially opening with six Year 7 classes, subject to demand
- A STEM focus: an ambitious and inspirational curriculum which will be customised with input from local business and industry and will equip pupils for local employment as well as higher academic study.
- A centre of excellence for the teaching of mathematics.
- Embracing diversity, children from all backgrounds, of all abilities, and of all faiths and none, will be very welcome
- A safe and supportive environment with the highest expectations of care and standards, within a Christian ethos and emphasis on strong moral values

 Trinity MAT

 THE CHURCH OF ENGLAND  
Diocese of Leeds

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Please register your support here:  
[www.trinityacademy-barnsley.co.uk/register](http://www.trinityacademy-barnsley.co.uk/register)



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School

846 People reached    44 Engagements    Boost Again

Recent activity

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Audience: Trinity Academy Barnsley  
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