Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

NORTH TWYFORD CHURCH OF ENGLAND HIGH SCHOOL

Contents

Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Name of task	Yes	No
1. Have you completed the <u>pre-application registration form</u> by 5pm on Friday 4 April?	☐	☐
2. Have you established a company limited by guarantee?	☐	☐
3. Have you provided information on all of the following areas:		
Section A: Applicant details	☐	☐
Section B: Outline of the school	☐	☐
Section C: Education vision	☐	☐
Section D: Education plan	☐	☐
Section E: Evidence of need	☐	☐
Section F: Capacity and capability	☐	☐
Section G: Budget planning and affordability	☐	☐
Section H: Premises	☐	☐
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	☐	☐
5. Have you fully completed the budget plans?	☐	☐
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	☐	☐
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	☐	☐
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	☐	☐

9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below? ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.	☐	☐
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	☐	☐

Independent schools include existing alternative provision and special school institutions that are privately run

** *If your application is larger than 9MB please split the documents and send two emails*

Section I of your application		

11. Have you sent:
 	
   ▪ a copy of Section A (tab 1 of the Excel template); and
 	
   ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and
 	
   ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days
 	
by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?
 	
(See guidance for dates and deadlines)
	☐	☐

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 if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;

- the funding agreement with the Secretary of State;

- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

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

Print name:

Date:

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

Please tick to confirm that you have included all the items in the checklist. ☐

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Section C1

The vision for this bid is to continue to build a cluster of schools within the Ealing area supported by a single Trust. The overarching Multi-Academy Trust is based at Twyford CE High School which was rated 'Outstanding' in May 2012. The new schools will have in common with Twyford the same rigorous intellectual disciplines and high academic standards. They will also share the same positive ethos embedded within a distinctively Christian framework of values. The Trust itself has been established to provide an infrastructure of support to further schools using the systems and standards which have proved successful at Twyford. Its first Free school, William Perkin CE High School, was opened in 2013. Already William Perkin is as heavily oversubscribed as Twyford itself is (see Section E) with over 1,000 applicants for 190 places in each case. The Trust is therefore confident that there is a high demand for places within its schools and is well positioned to increase the number of schools it runs.

In formulating their strategic plan the Directors of the Twyford Trust have been clear in their mission to create further schools which are distinctively Christian in character but serve the local community. The Trust's ambition is to run up to 5 schools which benefit from a close working relationship. Ealing has had a significantly growing birth rate and the Local Authority has identified a need for 19 additional forms of entry at secondary level by 2019. Currently the demand for school places is clustered around the central and eastern areas of the Borough. In these areas there is also evidence from the primary secondary transfer information that many parents are electing not to send their children to local schools (see Section E). There is strong parental support for an additional school or schools to be run by the Twyford Trust because of its history of delivery within the local area and its more recent experience in setting up new schools. Feedback clearly suggests that the curriculum model and the ethos of the new school are major attractions.

This bid acknowledges that the acquisition of sites within Ealing is very difficult and that the Trust may need to be flexible in how it delivers on a promise of continuity of academic delivery from primary school to Year 13. Where possible it will aim to work with feeder primary schools who have the capacity to deliver a specialist subject offer from Year 3 and its secondary schools will themselves provide a continuity curriculum which supports students up to the end of compulsory education at 18. It is possible that a number of the available sites will only provide space for an 11-16 school in which case the post 16 offer is able to be provided at Twyford CE High School which already offers top-end teaching in specialist subjects and has the capacity to serve all of the Trust schools. Whilst the bid is being submitted in Wave 7 (May 2014) with a view to opening in 2016, the difficulties of site acquisition mean that Trust will also have to be prepared to think flexibly and pragmatically around options of a temporary site or deferred opening. Our history of working closely with the school places and planning teams at the Local Authority will stand us in good stead in this regard.

The vision for the Post-16 offer is to bridge the gap currently being experienced by top universities who are not able to attract enough well qualified A-Level candidates from the state sector in STEM subjects and Modern Languages. The Trust has identified two principle reasons for this – the first being the quality of teaching at Post-16 and the second being the discontinuity of curriculum expectations between schools and top universities. Twyford High School has built its current 6th Form from 230 students in 2001 to 490 students in 2014. It acts as a magnet, particularly in STEM subjects, Languages and Music because of the subject expertise it demonstrates. Whether or not it is possible to locate the 6th Form within the school site the new school will benefit from the expertise in curriculum and assessment at Twyford which is now very well developed.

Each of the Trust schools has also ensured that it develops a specialist vocational pathway from Year 9 – 13. At Twyford this is centred around Music, Music Technology and Creative Industries and at William Perkin Sport Science. The new school will aim to develop a specialism in Food Science and aim to make vocational links with the major food industry business in the Park Royal development. These include McVities and Diageo. We also hope to maximise the relationship with the Worshipful Company of Goldsmiths which have a long standing relationship with the Acton area and will be looking for input into the Design /Engineering curriculum from them.

The Common Identity
Parents are attracted to Twyford Trust schools because of their values as well as their high standards. This is clear from the feedback from current parents but also from the 70-80 appeals lodged each year for admission at Year 7. The new school will have a distinctive ethos which is rooted in the Christian identity of the Trust. Our schools are non-selective but students make exceptional progress because we have a profound believe in every individual's ability to both do and be good. This belief is reflected in the academic and pastoral frameworks which are put in place to challenge all students irrespective of their starting points. Trust schools take a firm approach to fundamental learning disciplines and place these within a moral framework and this is our simple but effective formula for success. We believe that students must be encouraged to be responsible for their own actions in the classroom and within the school community and be given opportunities to redeem themselves when things go wrong. We believe that our students must be valued as unique individuals – but fulfil their potential in community. We have phrased this is an ethos statement with three key precepts 'Good gifts used in service', 'Do not stay in a Bad Place' & 'Unique value in community' and each precept in turn demands strong personal disciplines which are articulated in three pairs. These are firstly to know oneself and to believe oneself to be an agent for good, secondly to understand one's own weaknesses and be prepared to both offer and accept support and thirdly to engage fully and to stretch.
The school values, whilst being wholly consistent with our Christian identity (building on concepts such as God given gifts, sanctity of human life, love for neighbour, forgiveness & redemption etc.), are not exclusive to Christianity. They have been framed to achieve maximum purchase for those of all faiths and none and this has already proved to be a winning approach at William Perkin which has a very diverse school community. The community served by the new school will be no less diverse with Muslim students being a significant group. The RE and pastoral curriculum have been developed to take account of this diversity (see section D for further detail of the overall curriculum model)

It is also likely that each of the new schools will have significant numbers of students for whom English is a second language. Ealing has a very established Polish community and now also has large numbers of families from other parts of Eastern Europe who are more recent arrivals. In Acton there is also a large Somali community. It is therefore essential that a new school has a commitment to community cohesion. It will build a strong sense of community within it as well as having a strong ethic of service to the wider community. Within the school, community-responsibility will also be built via a well-integrated house system in which older students are called upon to take responsibility for younger ones and students of all ages are given the opportunity to take on leadership roles. Service of the wider community will come about through fundraising and via links with local community groups. Finally, in context of a very mixed intake it is particularly important to develop institutional pride based on the celebration of successes within it. We consider it essential that all individuals see themselves as having the ability to do well and are proud of themselves and each other when they have done so. Our emphasis on learning disciplines starts with a focus on acquiring strong basic skills in literacy and numeracy so that all students are able to access the same range of academic subjects from year 7. Our curriculum has been designed with differentiated programmes and students are in setted groups from the outset in order to ensure that all students are stretched according to their own abilities. All students are set individual targets using prior attainment data and baseline testing on entry to the school. These targets are pitched at a level which challenge the students to make outstanding progress. Their attainment is evaluated quarterly against these targets and the ethic of the school motivates them to accept the support they need to make up any lost ground. The same system of monitoring progress is used in deparemtnal quality assurance and staff performance management so that there is transparency across the institution and a common commitment to high achievement. These are distinctive features of the existing Trust schools and the systems to achieve these will therefore be easy to establish.

The ethos of the new school will be strongly supported by its pastoral systems and SMSC practice (both of which are covered in section D). A pastoral programme covering all aspects of Personal Social and Health Education has been written for the Trust and this also encourages students to be reflective in relation to their own conduct and wider social issues using the six disciplines of the ethos (mentioned above) as a framework for self-evaluation. The school vision is to allow students to develop as self-aware and socially responsible individuals with a well-developed moral compass. It is clear from parental feedback at William Perkin that this educational approach is highly valued by parents from a very wide range of social and cultural backgrounds. Parental feedback on the new school website already indicates a very strong commitment to this approach which will be distinctively different from other local schools

Our Curriculum Offer
The potential new school will inherit a curriculum model which has been initiated at Twyford High school and developed at William Perkin.
The newly formed school will take advantage of academy freedoms to deliver a curriculum model very similar to that currently in place at William Perkin CE High School. All students will undertake a core of facilitating subjects which has been differentiated to three broad levels. The curriculum has been designed to ensure continuity from Year 7 to Year 13 and resources have been created by curriculum leads at the Trust in order to achieve consistently high standards of delivery across

the Trust. As well as English, Maths, 3 Sciences, French, German & Latin, History & Geography, Music and RE are compulsory subjects in Years 7 & 8 and RE remains compulsory to GCSE. The Trust has designed its courses in Year 7 to consciously mirror the specific skills & content which are required for A-Level. This strategy aims to support as many students as possible to have the opportunity to move on to Advanced Level options at Post 16 in their own areas of strength. Each school will however have its own vocational specialism and some students will be given the option of transferring school in Year 9 or in Year 12 in order to embark on specialist courses. Currently Twyford offers applied courses in Music Technology and William Perkin aims to focus on Sport Science. The specific specialisms of the new school are indicated below.

The vision for the Post-16 offer at the school is to provide high quality Level 3 teaching in specialist areas so that there is curriculum continuity between secondary schooling and university. Twyford High School has a long established reputation as a Post-16 provider and is rated by ALPs as within the top 1% of 6th Forms. Its expertise is in Level 3 courses and it has majored on very strong delivery in Maths & Science. Numbers in these subject areas are very high, teacher expertise is strong and the curriculum has been designed effectively using the Trust's Virtual Learning Environment as its key resource. This enables students to work independently and there is a very positive work ethic. Entrance grades to Post-16 courses have been based on the school's experience of progression and success rates and this ensures students are able to make informed choices about the combinations of subjects which will work well for them. An extension programme is also run for most able students which allows students to undertake an extended project qualification as well as wider learning opportunities which relate to future career choices. This curriculum and the resources will be utilised by the students at Post-16 in the new school. The sharing of resources and syllabuses mean that there will also be the opportunity to have some sharing of teaching between Twyford and the new school if required.

The model of a continuous, high quality curriculum is also being created to support feeder primary schools. The Twyford Trust has developed specialist teaching resources in Languages and Science in order to support curriculum delivery in Years 3 – 6. It is anticipated that the new school will have strong links with a small number of feeder primary schools and that this will enable the development of a through curriculum. The Trust has also developed expertise in teacher training to support primary colleagues who may be teaching outside of their specialism.

The school ethos emphasises a belief in the capacity of students to do and be good. This ethos is built on the premise that that all students should become aware of their own abilities and aptitudes and use these effectively. They should be disciplined in improving their skills and should be encouraged to stretch. In doing this students should gain a positive sense of their own gifts and how they can develop and apply them. These principles have been integrated into the plans of the curriculum so that it supports the ethos of the school, ensuring there is academic challenge for all students, irrespective of their starting points. The Trust's expectation is that students will be stretched through the formal taught curriculum (which will include academic & applied opportunities), the pastoral curriculum and through the wider curriculum (e.g. extra-curricular activities, extension opportunities and via the spiritual life of the school community). The new school will use academy freedoms to establish a longer than average school day as William Perkin

CE High school has done. We will aim to start school at 8am and ensure students have a wider curriculum offer (including support sessions & homework clubs) which run until 5.30pm

Principles: A Stretch Curriculum in a Comprehensive Context
The curriculum has been defined in order to cater for the wide range of abilities at the school. To ensure all students are stretched – irrespective of their starting points – the curriculum is differentiated into three broad bands so that by Year 9 students are positioned to make informed decisions on pursuing a curriculum pathway which is suited to their own particular gifts. In Years 7 & 8 therefore the focus is on giving students very secure foundations in core subjects as well as sampling subjects which they may wish to specialise in further at Year 9 and beyond.
The principles of the Trust curriculum are:

- It has a strong core which focusses on acquisition of strong skills in facilitating subjects
- It is differentiated to provide stretch & challenge for all students using a 3-level approach
- It is designed to ensure progression from Year 7 to Year 13
- It encompasses wider learning & independent learning and spiritual, moral social and cultural education as well as classroom based lessons
- All Trust schools have the same curriculum framework (e.g. skills covered & progression rates) however content may vary slightly between schools (e.g. the choice of texts within English)

In order to ensure the quality of the curriculum delivery, the content of the curriculum is agreed at school level within the set framework of skills (captured in the assessment objectives for that course) and progression rates both of which are a set expectation for all Trust schools. The assessments set for students will also be directly comparable between schools. Regular exchanges & paired observation programmes between the schools as well as joint inset and curriculum conferences at departmental level will allow HoDs & key stage leads to compare performance, exchange resources and identify new content as appropriate.

In addition to the subject specific skills defined by exam syllabuses, the Trust has identified a set of thinking skills which are developed across the curriculum. The thinking skills are:

- Listen intently
- Read critically
- Write Cogently
- Speak purposefully
- Memorise accurately
- Explore analytically
- Discern logical patterns
- Form Coherent arguments
- Apply systems

The new school & its 6th Form centre will benefit from the infra-structure which has already been set up for the running of the two existing Trust schools.

We are confident that the curriculum & assessment model combined with our pastoral systems and school ethos will ensure that the standards at the school will be significantly above those of other local schools – particularly in terms of the percentatge of students achieving 8 A & A* grades (which is an internal performance indicator at the Trust) and the numbers of students on EBAC pathways.   Twyford is a consistently high performer in terms of GCSE outcomes including outcomes in Language, Science & Maths (which were rated in the top 4% of schools in its most recent raise on-line). Twyford's ALPs outcome also place it within the top1% of schools overall.

(Comparitive data for schools in the immediate local area is included in section E)

Trust Services

The services provided by the Trust to its schools are Finance, Facilities, ICT, Business & Communications, HR & Educational Standards. In each area there is a small team who support the school leadership teams of each institution. Schools within the Trust have the benefit of the services listed. These services will also ensure the deliverability of the Trust vision and will enable us to support leaders and managers who are new in post in the new school. The teams have also learnt a great deal from the successful experience of launching William Perkin and are aware of the intensity of support required in the first year of a new school as well as in the 9 months previously if the new school is to win the confidence of parents and achieve a full school roll which is vital for school viability. The Trust has also set up a well-resourced Virtual Learning Environment which allows schools to utilise the same systems with a high level of efficiency. Throughout the VLE they can access a range of high quality resources and training and this puts them in a strong position in terms of achieving / sustaining high standards. (see section F for further details)

The Trust aims to be both efficient and effective in its deployment of resource – ensuring a higher quality of delivery within a larger family of schools.

North Twyford CE High School : Responsiveness to Demand

There is a particular demand for a new school in the North / East of Ealing. This comes about because of the developments in Park Royal as well as historic gaps in secondary school catchment areas. Whilst the bid is primarily driven by basic need as detailed above, the Trust has also ensured it is also attuned to local demand. This is covered in section E. Approaches have therefore been made to parents via the primary schools in the local area, information has been disseminated via leaflets, a website and media coverage and an information evening held. Most importantly a reference goup has been set up with representatives from the 8 primary schools in the area , local clergy and representatives of other faith communities. The group has fed back strong support for the school as a local school for local people (in exactly the same way as William Perkin). We are therefore confident that the approach of a church school which supports the community, takes from a small number of feeder schools and has open (non-faith) admission criteria will maximise local support.   The motto of the new school has been set as will be 'Generous hearts and open minds'. It will develop a specialism in Philosophy and Theology and its icons will be the great moral philosophers of the past & present. The local authority also favours this approach of open admissions and close working relationships with feeder schools and community groups.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			196	196	196	196	196	196	
Year 8				196	196	196	196	196	
Year 9					196	196	196	196	
Year 10						196	196	196	
Year 11							196	196	
Year 12								120	
Year 13									
Totals			196	392	588	784	980	1100	

Section D: Education plan – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	4hrs 10m	Mandatory	
Maths	4hrs 10m	Mandatory	
Science	4hrs 10m	Mandatory	Taught as 3 distinct sciences
French	3hrs 20m	Mandatory	
Latin	50mins	Mandatory	
History	1hr 40m	Mandatory	
Geography	1hr 40m	Mandatory	
RE	50mins	Mandatory	
PSHE	1hr	Mandatory	Plus 6 x 2hr workshops run over the course of the year.
Creative Technologies	1hr 40m	Mandatory	Covering, ICT,Creative Applications & Computing options
Art	1hr 40m	Mandatory	(Incorporating Design)
PE	1hr 40m	Mandatory	
Music	1hr 40m	Mandatory	Including instrumental programme
Applied Science	1hr 40m	Mandatory	(Optional elective projects within core programme)
Additional Literacy	1hr 40m	Voluntary	Targetted to support EAL learners
Wider Electives	50mins	Voluntary	Options include Music ensembles, Drama, Creative writing & MFL extension classes.

Section D1:

The curriculum model for the new secondary school will be modelled on the curriculum of William Perkin CE High School. This curriculum emphasises the importance of a strong core of facilitating subjects which are studied by all students in Years 7 & 8. This core academic curriculum is complemented by a range of creative and applied subjects referred to as 'Electives'. The elective subjects give students the opportunity to major on aspects of Fine Art, Music, Sport, Applied Science & Creative Technologies (including Computer Aided Design & Programming). The extended length of the school day and the innovative timetable model means that core subjects are taught in the morning with an emphasis on generic learning disciplines.

The model described above is proving highly successful at William Perkin. Internal analysis already indicates that over 90% of students are on track to achieve their target grades in English and Maths (which have been set to ensure students achieve no less than three levels of progress from Key Stage 3 to 4).

The elective programme allows students to sample a wider than average range of subjects before making option choices in Year 9. The elective options will give students the opportunity to taste vocational options which may form a major part of their pathway in Years 10 - 13

The Core Curriculum
All students will study English, Maths, Science & RE from Years 7 – 11 as compulsory subjects. This ensures students have a solid core of skills & knowledge which will enable them to progress in a range of directions. Languages and Humanities also form part of the core and students are likely to study two languages (French & Latin) and two Humanities (History & Geography) from Year 7 to give a range of options further up the school.
Creative & Applied subjects are also available. Emphasis is placed on Music which is a Trust specialism and on Creative Technologies (applications of ICT & Computing) as well as Art & PE.

3-level Differentiation & Pathways.
The Trust strategy in designing the curriculum is to ensure there is no compromise at the upper and lower end of the spectrum of student needs. To this end we have devised a 3 layer curriculum referred to as Advanced, Higher & Core. A principle of the Trust curriculum design is that students should be able to move from one curriculum pathway to another according to progress made. The **Advanced Curriculum Pathway** is defined by the requirements of Russell Group + university entry (e.g. students following it might aspire to A-Level grades AAB or above including at least 2 'facilitating subjects' when they reach Year 13).

The **Higher Curriculum Pathway** has a conventional academic framework of English, Maths, Double Science, RE with History or Geography and 1 Modern Foreign Language and is designed to ensure students gain grade C or above in an appropriate range of GCSE subjects. Students who are successful in the higher curriculum are also likely to move on to Level 3 (A-Level or BTEC courses) Post-16.

The **Core Curriculum Pathway** is designed to ensure acquisition of sound basic skills (e.g. a GCSE pass in English & Maths plus a package of no less than 6 other Level 2 passes). The

SENCO will also ensure that specific individual and small group interventions are made available for statemented students particularly those with specific learning difficulties. The SEN department includes Teaching Assistants with training in Autism, since this is a recognised need within the cohorts currently in Ealing primary schools.

The core curriculum in Years 7 & 8 therefore targets literacy and numeracy support at students (usually defined as those entering with Level 3 or reading ages below 10) in order to move as many students onto the higher programme by the end of Year 8 as possible.

Equally the strong academic framework of the higher programmes will enable students who make outstanding progress in Years 10 & 11 to move onto advanced courses Post-16.

Year 9 is seen as a pre-GCSE year in which all students start GCSE style learning. Students therefore make initial option choices in creative and practical subjects at the end of Year 8 in order to go into greater depth in Year 9 and to be able to discern which subjects they wish to choose for GCSEs.

All students take core RE & PE as well as a full tutor time programme of PSHE

Progression & pace

The Trust curriculum has been consciously created to give continuity from Year 7 to Year 13. Common assessment objectives are used throughout the delivery in a subject starting from Year 7. The banding of the curriculum allows teachers to ensure students make strong progress from their individual starting points. The pace of the curriculum should allow all students to make 3 levels of progress between Year 7 & Year 11 and many to make 4 levels (e.g. students entering with level 4 should aim to achieve GCSE grade B or above but never less than a grade C)

Our school progression chart is below:

		Grades at GCSE (given from Year 9)								
		G	F	E	D	C	B	A	A*	
	3c				X	*				
	3b				X	*				
	3a				X	*				
Grades on entry	4c					X	*			
	4b					X	*			
	4a					X	*	*		
	5c						X	*		
	5b						X	*		
	5a						X	*	*	
X = expected progress * = above expected progress										

There is a high overlap between the curriculum coverage in the lower sets following the accelerated course and the higher sets in the core. This will allow students to transfer from one curriculum band to the other in any one subject. Teachers are also aware that students at the

higher end of a grade boundary (3A, 4A & 5A) have a greater chance of achieving 4 levels of progress than those at the lower end (3C, 4C & 5C)

Year 9 and Year 11 transition
Year 9 is seen at the school as a GCSE transition year during which all students begin to work in the style expected at GCSE. Their work is also graded with GCSE grades which in this year group are projected in order to give an indication of the likely GCSE grade in Year 11 given normal progression rates. This system allows students to make an informed judgement as to whether this will be a strong choice for them at GCSE. Formal GCSE option choices are not confirmed until June of Year 9 and are based on the results of the Year 9 examinations.
Students in the advanced curriculum following IGCSE syllabuses will expect to start these programmes from the beginning of Year 9 in order to ensure coverage of the higher levels of content & skills by Christmas of Year 11.

Students will similarly use their mock examination grades at Christmas to discern which subjects they will be eligible to study at A-Level

GSCE Options
Differentiation within the curriculum at Key Stage 3 allows students to discern which subjects they are best at and to begin to focus on these. At the end of Year 8 students will select the creative and applied subjects which they think they are most likely to consider as GCSE subjects. This enables them to study these at a greater depth in the transition year and make more informed choices about their final GCSE choices from the start of Year 10.

At GCSE all students study a core of English (Literature & Language), Maths, Science & RE and most students will take 10 GCSEs. Exceptions to this are our most able students who may study an additional (11th) GCSE outside the normal timetable in one of the Trust's specialist areas (currently GCSE Music, GCSE Latin or GCSE Geology) and students within the core programme who elect additional periods of curriculum support and therefore study 8 or 9 courses. In some cases students may choose BTEC subjects as the GCSE equivalent course in an applied or creative area.

In order to assist students in their choices the Key Stage 4 curriculum is arranged in three broad pathways which are also pitched at three levels. Details of the current pathways are attached at Appendix i

Post-16 Offer In making their Key Stage 4 curriculum choices students are also encouraged to project ahead to Key Stage 5 (6th Form) and to consider both the subjects they may wish to pursue and the entry grades required for particular courses.

All courses offered Post-16 are Level 3 courses (A-Level equivalent – though in some cases as at Key Stage 4 some of these lead to BTEC qualifications). A-Level courses generally require at least a B-Grade as the entry criteria and in some cases an A-Grade or A*. Entry grades are usually taken from the same subject at GCSE but in some cases are taken from English and or Maths where there is no GCSE equivalent subject. BTEC courses generally require Grade C or above. A

small number of subjects have no specific entrance grade. Although the Post-16 Centre will focus on Level 3, the offer will include creative and applied courses in Law & Commerce, Sound & Music Technology and a range of Digital Arts.

Most subjects offered at GCSE are also available at A-Level with the addition of a wider range of Humanities subjects (Politics, Sociology, Psychology, Economics & Business)

Individual students have a free choice of subjects within the blocks provided they meet the entrance requirements for the course concerned. Students are however guided towards combinations of choices suitable for access to courses at college and university. These are also arranged as 3 tiers and are referred to as i) **General**, ii) **Russell Group** iii) **Twyford Additional Programme**. Students wishing to follow the Additional Programme will be expected to achieve A-Grades in all GCSEs with A* in their A-Level choice subjects.

Content & coverage
The content of the curriculum is agreed at school level within the set framework of skills (captured in the assessment objectives for that course) and progression rates both of which are a set expectation for all Trust schools. The assessments set for students will also be directly comparable between schools. Regular exchanges & paired observation programmes between the schools as well as joint inset and curriculum conferences at departmental level will allow Heads of Departments & Key Stage leads to exchange resources and identify new content as appropriate.
In addition to the subject specific skills defined by exam syllabuses, the Trust has identified a set of thinking skills which are developed across the curriculum. The thinking skills are:

- Listen intently
- Read critically
- Write Cogently
- Speak purposefully
- Memorise accurately
- Explore analytically
- Discern logical patterns
- Form Coherent arguments
- Apply systems

Independent learning
All core subjects are expected to set lesson prep every lesson which is used as a bridge between one lesson and the next. Lesson prep should ensure that every student comes to the lesson prepared and ready to learn. Really effective use of lesson prep allows teachers to set expectations of 'low level' tasks (such as memorising vocabulary or formulae, pre-reading or research) being undertaken outside the lesson in order to ensure lesson time is used effectively to do more challenging activities. Lesson prep should normally take 15 to 20 minutes and is in contrast to longer written homework's which will be set 2 or 3 times per half term. These homeworks are longer pieces of work which will have been prepared for in class and are formally

assessed as part of the students' grade for the term / half term. Homeworks will give students the opportunity to apply and extend their class learning.

Accessing the Curriculum

Each Department has its own area of Copia (the school's Virtual Learning Environment). Copia contains the overview of the curriculum (assessment objectives & skills) as well as lesson level resources. Students are therefore strongly encouraged to use Copia to recap on an area of any topic which they may not have understood or to access resources to support their independent learning. Departmental areas will also contain links to extension activities.

Wider Learning

Subjects will offer opportunities to undertake wider learning activities (or extended electives) which extend curriculum opportunities. In some cases these will involve Post-16 students in coaching or supporting clubs (such as Debate club or Science Club) in others wider learning may take the form of preparation for competitions (Maths Challenge, Maths Olympiad or Youth Speaks Out).

Subjects such as PE, Music, Art & Drama will rely heavily on a programme of extra-curricular or elective activities to stretch and challenge students. All students in the lower school are encouraged to take at least 2 extra-curricular activities and to retain at least one of these in upper school.

The Pastoral Curriculum & SMSC

All students follow a compulsory pastoral curriculum which comprises PSHE taught during tutor time and a workshop programme. The programme covers topics such as community responsibility, peer pressure, informed choices and Careers & Guidance. It also includes awareness of issues such as bullying, internet safety and substance abuse.

The pastoral curriculum has been developed to support the Christian identity of the Trust and therefore uses Bible stories and case studies of iconic figures from the UK and World contexts as part of its core content. By focussing in Year 7 & 8 on the major figures of the Abrahamic tradition (Abraham, Moses etc.,) and associated stories the programme consciously builds on the common heritage of Christianity, Islam & Judaism. This will also develop a stronger sense of cultural appreciation and awareness. RE is also a compulsory subject and will also cover learning from and about the 5 major world faiths. Nonetheless the values implicit in the Trust's pastoral curriculum are western liberal ones which are sometimes termed as those of British 'Cultural Christianity'.

Section D2

The schools assessment policy supports the overall ethic of both of the proposed institutions. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve and wherever possible it should encourage students to extend themselves to achieve more highly

It is a principle of the Trust that all students must be catered for on programmes which offer stretch in terms of curriculum content. Students will be set based on Key Stage 2 assessments and CATS tests which will be taken in the summer term of Key Stage 3. This data will be used to set individual academic progress targets in each of the core subjects. The curriculum has been

designed to ensure outstanding progression from Year 7 to Year 13, with students making subject choices in Years 7, 9 & 11 to ensure their pathways are appropriate to their own levels. The curriculum itself is differentiated in three broad bands (see above) but there is differentiation at lesson level too. Each lesson has differentiated outcomes displayed so that students are made aware of the assessment criteria as an integrated part of the curriculum delivery. In this way students are supported to self-review and identify areas for improvement as well as be aware of their grades & formal feedback from their teachers.

All students receive a formal progress grade 4 times a year (in October, December, March & July). These grades are used as the formal mechanism for identifying underachievement and ensuring additional support is in place as required. These quarterly assessment points are also the mechanism by which middle & senior leaders monitor consistency of curriculum delivery with summary analysis reports written to by middle leaders to inform line management meetings.

Trust Assessment Systems

Trust systems use both formative & summative assessment according to context. Assessments are criteria referenced and details of the criteria & of grade descriptors are found on the VLE.

The assessment system for the Trust is standard, however resources used within the curriculum in each school may differ according to the curriculum model / timetable of each school.

Grading

Grades used in lower school equate to National Curriculum levels & National Curriculum level descriptors have been maintained in all core subjects.

From September in Year 9 students are graded using the GCSE system of A* - G. In Year 12 and 13 the grading is A* - E.

Current Grades are awarded according to the assessment criteria / Grade description for a task. In some cases tasks may use some rather than all aspects of a grade descriptor.

A student may therefore achieve an 'A-grade' in a formative assessment in Year 10 which focuses on one aspect of an assessment objective and later go on to achieve a 'B-grade' in a further assessment which focuses on a different aspect of the assessment objective which s/he finds more difficult.

On track indicator – students will also receive an 'on track indicator'with each termly grade sheet/ report. Students are judged against an end of Key Stage criteria from the start of a course. In some subjects, where skills are developed over time, this may mean that a current grade is well below their target in an initial assessment. If there was an expectation that the student would improve over the course of the year, the student would receive an 'on track' mark. If there were concerns about the student making the required progress the report would a 'not on track 'mark.

Curriculum Progression

Heads of Department have given careful consideration to the construction of the curriculum to ensure progression from Years 7 – 13.

The progression chart which is currently used at Twyford, is below. The numbers in brackets show the percentage of students achieving the different levels of progression from each different starting point that equated to outstanding progress overall.

Maths progression guidance

KS 2	Year 7	Year 8	KS4 2 levels	KS4 3 levels	KS4 4 levels	A Level
3C	3A	4B	E	D (26%)	C (10%)	N/A
3B	4C	4A		D (56%)	C (33%)	N/A
3A	4B	5C		D (65%)	C (38%)	N/A
4C	4A	5B		C (84%)	B (28%)	D-E
4B	5C	5A		C (96%)	B (62%)	D-C
4A	5B	6C		C (95%)	B (74%)	D-C
5C	5A	6B		B (83%)	A (53%)	C-B
5B	6C	6A		B (100%)	A (88%)	B-A
5A	6B	7C		B (100%)	A (95%)	B-A*
6C	6A	7B		A (100%)	A*	A-A*

English progression guidance

KS 2	Year 7	Year 8	KS4 2 levels	KS4 3 levels	KS4 4 levels	KS4 5 levels	A Level
3C	3A	4B	E	D (40%)	C (10%)		N/A
3B	4C	4A		D (57%)	C (30%)		N/A
3A	4B	5C		D (72%)	C (31%)		N/A
4C	4A	5B		C (72%)	B (35%)		D-E
4B	5C	5A		C (81%)	B (53%)		D-C
4A	5B	6C		C (92%)	B (68%)		D-C
5C	5A	6B		B (85%)	A (51%)		C-B
5B	6C	6A		B (95%)	A (85%)		B-A
5A	6B	7C		B (100%)	A (92%)	A*	B-A*

Progression rates for Humanities, Languages and Science are based on the English chart above. Students who are at the top end of a grade boundary are clearly in a stronger position to achieve progression at this level and students at the lower end have more of a challenge to achieve the same progression rate.

In order to achieve consistent progression in grades it has been vital to achieve a consistent approach to both the curriculum and its assessment. The following principles apply to the curriculum design from Years 7-13. Although subjects differ in the nature of assessments – in all there are both **skills** to be acquired and **content** to be handled / learnt. The way these can be broken down for assessment purposes is captured in the Assessment objectives for that subject.

Where possible the Assessment objectives are used through the entire subject from Year 7 – 13. Departmental Assessment summaries will indicate the assessment objectives used in each case.

Years 7 – 9
The content within each subject has been designed to ensure that the core skills required by the assessment objectives are thoroughly taught in Years 7 & 8. This positions students strongly to embark on their GCSE courses. Year 9 is therefore used as a transition year to ensure skills acquired in Years 7 & 8 are fit for the demands of GCSE. Students are able to make informed GCSE choices based on their assessments in Year 9.

The content covered in Years 7 – 9 increases in complexity. In most subjects students are taught in sets and by Year 9 students will be handling GCSE content. They will have current grades recorded as the GCSE equivalents that they would expect to achieve if they carried on working at that level. To access EBAC subjects in Year 10 students should aim to have achieved B grades in Maths, English and Science at the end of Year 9, to access courses that would contribute to the best 8 measure should achieve at least C grades at the end of Year 9.

Students will be made familiar with overarching assessment objectives & assessment criteria to achieve target grades within their lessons so that they can take ownership of the specific skill or area of content which they may need to improve upon.

Years 9 - 11
The curriculum delivery of GCSE courses is designed to allow students to mature in their skill acquisition while mastering the required content or knowledge. By using the Year 9 prep year skilfully, most subjects will complete the coverage of content by March of Year 11 in order to use the final half term for recapitulation, revision and examination practice.
From Year 10 shorter homework tasks will be taken from GCSE papers and graded accordingly as well as quarterly assessments. As mentioned above – these assessments have only partial coverage – but are graded using the GCSE criteria in order to give students a clear picture of how well they are currently doing against the GCSE standard. Comments made by teachers in marking or formal reports will indicate whether the grade represents good progress towards a student's final target or not.
Formal exams in Year 11 are undertaken in December and March in order to maximise their preparation.

Whole school Summative Assessment points
Assessment systems at the Trust have been designed to prepare students for the style of summative assessment which they are likely to be tested by in the public exams at GCSE and AS & A2. They therefore undertake 2 formal summative assessments per year. The first of these two assessments tests the work which has been undertaken by that point in the year, the second is to test the whole year's work. When students move into the second year of a course (Key Stage 3, GCSE or A Level) assessments may also test material studied earlier on in the course. This is to practice the level of recall required in the public exams.

Exams will take place as follows:

	Exam 1	Exam 2
Year 7	December: Covering Autumn Term content & skills	July: Covering work from the whole year
Year 8	December: Covering Autumn term content & skills developed from the start of Year 7	July: Covering work from Year 7 & 8
Year 9	December: Covering Autumn Term Content & drawing on skills developed in Years 7 & 8	July: covering work from the whole year
Year 10	December: Covering work to date on the GCSE course may include Year 9 work	July: Covering work to date on the GCSE course may include year 9 work
Year 11	December: Covering whole course to date	March: Covering whole course

Formative Assessment

The delivery of the curriculum in all subjects allows for a range of assessment activities – from monitoring class discussions to marking exam questions.

All subjects have identified a number of standardised assessments per half term according to their timetable allocation which ensure that common expectations are being set between the teachers in any one department. Marks for these assessments are maintained on the central school database. Teachers will always write a comment on these assessments and students will respond to the comment to be sure they have fully understood what they need to do to improve. Other, shorter, written tasks or exercises will be set for class or homework to re-enforce the learning which has taken place. These may be marked using peer or self-assessment (see whole school marking policy).

Self-Assessment

All students are expected to be able to undertake effective self-assessment based on the clear understanding of the course structure, assessment objectives & grade criteria which they gain in class.

Students log their grades and note their areas for improvement within assessment trackers in their subject books.

Self-assessments will be reviewed by teachers regularly to ensure they are realistic & accurate. Students also undertake a termly self-review during tutor time which allows them to look at their progress across all subjects.

Assessment for Learning

The following systems are consistently used in all lessons within Trust schools

- All lessons have differentiated outcomes which make simple reference to the assessment criteria by which the teacher will judge whether the lesson has been effective
- All students will be accustomed to reviewing their work and the work of others using consistent systems (highlighting strengths…. Green pen marking & commenting on EBIs etc.)
- All classrooms display the key criteria in simple form
- All teachers model answers of the expected standard

All teachers will utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons (e.g. mini whiteboards)

All students will be expected to explain the layout of their exercise books to show where they have covered content which requires revising & where they have practiced skills
Additional strategies which may be used are:

- Randomisers
- Visualisers
- Alarm clocks

Quarterly assessment grades
There are 4 points in the year where grades are reported to parents

	October ½ term	End of Autumn term (Dec/Jan)	End of Spring term	End of Summer term
Year 7 - 8 Students awarded a current working level	Based on internal standardised assessments and setting tests	Based on December assessment week. Results (covering all work to date)	Based on standardised assessments/ tests taken in the spring term	Based on summer assessment week Results (covering work from the whole course to date)
Year 9 Students awarded a current grade which is equivalent to the NC level they are working at.	Based on internal standardised assessments and setting tests	Based on December assessment week. Results (covering all work to date)	Based on standardised assessments/ tests taken in the spring term	Based on summer assessment week Results (covering work from the whole course to date)
Year 10 Students are awarded a GCSE grade which represents the grade they are	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on standardised assessments/ tests taken in the spring term	Based on summer assessment week Results (covering work from the whole

				course to date)
Year 11 Students are awarded a GCSE grade which represents the grade they are likely to achieve if they continue to work in the same way though out the course.	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on March assessment week results. (covering all work to date)	

Post-16

A-Level courses follow a similar shape to GCSE. Summer A2 exams and (if they continue) AS sessions truncate the Summer term and therefore the Centre will expect students to start preparing for their Post-16 subjects before starting in September. Bridging materials and in some cases classes are made available in the summer term of Year 11 (after GCSEs) in order to ensure students have worked independently in preparation for the start of their A-Level programmes. At this level independent work habits are essential and students must have a very well developed understanding of the skills & content required to make good progress. It may often be the case that students are required to cover or review content outside of lessons in order to spend the quality lesson time on developing their skills / understanding concepts.

As with GCSE at AS & A2 the tasks set for students are likely to be taken from actual papers. However the short duration of the AS & A2 courses mean that students will be assessed from early on in the course using all criteria for any aspect of the course covered. Internal Assessments take place in November and February.

Whole school Summative Assessment points

At Post-16 there will be two formal assessment points in November and February these are based on the successful experience at Twyford CE High School. They are however based on the exisiting model of AS & A2 exams. Possible changes in AS exams may lead to a change in internal exam schedules for Year 12.

Exams take place as follows:

	Exam 1	**Exam 2**
Year 12	November: covering course to date (10 weeks into course)	March Assessment week covering course to date (21 weeks into course)
Year 13	November: covering course to date (10 weeks into course)	March Assessment week covering course to date (21 weeks into course)

Formative Assessment

As with the Trust practice in Years 7-11 a range of formative assessment techniques will be used to monitor student progress in between summative assessment points (see section above). Trust CPD programmes will ensure that best practice in self-assessment and embedded assessment for learning is also used at Post-16.

Self-Assessment

All students are expected to be able to undertake effective self-assessment based on the clear understanding of the course structure, assessment objectives & grade criteria which they gain in class. Students log their grades and note their areas for improvement within assessment trackers in their subject books. Self-assessments will be reviewed by teachers regularly to ensure they are realistic & accurate. Students also undertake a termly self-review during tutor time which allows them to look at their progress across all subjects.

Quarterly assessment grades

There are 3 points in the year where grades are reported to parents

	October ½ term	End of Autumn term (Dec/Jan)	End of Spring term	End of Summer term
Year 12 and 13 Students are awarded an A Level grade which represents the grade they are likely to get if they continue to work in the same way.	Based on internal standardised assessments and setting tests	Based on November assessment week. Results (covering all work to date)	Based on Feb/March assessment week results. (covering all work to date)	

Both the High School and the 6th Form Centre will be expected to complete a quarterly Self-evaluation form as part of the Headteacher's report to Governors. Headline data from this SEF forms part of the Executive Report to Directors which is also produced Quarterly.

Section D3

The two existing Trust schools have developed high level expertise in School Leadership & Management. The efficiency of the Multi Academy Trust will be to draw on this higher level expertise in establishing the curriculum & pastoral systems and the infrastructure of support services for the new schools without having to appoint individual senior staff to create each of these functions. Approximately 1/3rd of the set-up costs for the 11-16 school and Post-16 centre will pay for the increased capacity within the Central Trust Teams in order to undertake the work of establishing the new curriculum, pastoral, administrative & financial systems. The Trust team also includes a very experienced SENCO who will ensure that teams are trained in the new schools to provide specialist support for statemented students and to provide early intervention catch programmes in Literacy & Numeracy as required.

The Trust is also familiar with the recruitment patterns (and challenges) of West London. We are conscious that our best appointments certainly in middle-leadership roles are likely to be well

qualified graduates at a relatively early stage in their teaching career. The Trust's ability to attract young teachers of the right calibre, undertake effective talent spotting/succession planning and provide effective training & support will be a vital element of its staffing strategy. In 2013-4 the Trust had a 100% success rate in training new teachers through School Direct and set up its own internal middle leadership training programme. This year it will also develop a classroom teachers' coaching project. These developments are supported by the work of the Ealing Teaching School Alliance for which the Trust is the Lead School.

North Twyford
The senior staff team will therefore inherit a strong framework for the establishment of the new school which will remove the need for a long lead in time for senior staff appointments or for an overly large senior leadership team.

The senior staff team in 2016-8 will therefore comprise an Associate Headteacher and Assistant Head who will be supported by Trust teams to set up the systems for the new school using the successful model used at William Perkin. The Associate Headteacher will be recruited at least 1 year ahead of the school opening. Where staff are currently employed within the Trust it will be possible to use flexible working arrangements to allow the team to work together for a longer running in period (eg from September 2015). In the light of the size of the Trust currently and the recruitment plan for William Perkin (which recruits a further 11 teachers every year for the next 3 years), it may also be possible for the Trust to make 'designate' appointments in a number of roles to take effect from September 2015 in order that teams are fully inducted into Trust systems and familiar with the curriculum & pastoral organisation by the time they start work at the new school in September 2016.
In the first two years (during which period the economies of scale at the new school will be the hardest to manage) the emphasis will be placed on recruiting a highly effective middle leadership team (particularly the Heads of English, Maths, Science & MFL) . The Trust will be in a strong position to do this as we have established training programmes in middle leadership to support newly appointed Heads of Department, a collaborative approach to curriculum development and termly subject forums at which the Heads of Department from the different schools meet. These subjects will be a priority since they will allow students access to the widest range of subjects later in their academic careers. In the first instance, computing will be overseen by the Maths department and Electronics by Science using curriculum programmes designed for the Trust by subject leads at Twyford CE High School.

Setting will be in place in all core subjects. This mechanism will ensure that numbers of Teaching Assistants can be kept to a minimum and will focus on the two lowest sets.
The afternoon elective programme in Music and Sport will be staffed in years 1 & 2 by a combination of part-time coaches and peripatetic Music teachers to deliver an intensive programme of PE & Music using an innovative curriculum designed and piloted at William Perkin.
A number of Art teachers will be employed on a part-time basis in the first two years of the school. The lower cost of these unqualified teachers will help ensure the affordability of the longer school day.

The school's focus on early intervention in Literacy and Numeracy will also ensure there is efficiency in running support classes for groups of students rather than individual interventions where possible.

The following spreadsheets have been used to calculate the staffing for the new school. The number of periods taught per year have been calculated and the staffing profile for each year drawn up based on this

Reconciliation of Timetabled Periods Required and Available from Budgeted Posts

Year 1

			Ar	En	Gg	Hi	It	La	Ma	Mu	Pe	Re	Sc	Appl Scien	Totals
	Yr 7	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		16					4						20
		Total	18	56	16	16	18	40	44	24	18	8	40	18	316
	Yr 8	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 9	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 10	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 11	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 12	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 13	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
		TOTAL	18	56	16	16	18	40	44	24	18	8	40	18	316

Year	School/Trust		Art	English	Geograph	History	ICT	Languages	Maths	Music	PE	RE	Science	Technolog	Total Periods	
2016-17	3 North Twyford	Periods Required	18	56	16	16	18	40	44	24	18	8	40	18	316	
		Periods Available	15	70	30	35	15	50	50	15	15	0	25	0	320	
		Too many(+)/Too few (-)	-3	+14	+14	+19	-3	+10	+6	-9	-3	-8	-15	-18	+4	+1.3%

Year 2

			Ar	En	Gg	Hi	It	La	Ma	Mu	Pe	Re	Sc	Appl Scien	Totals
	Yr 7	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		16					4						20
		Total	18	56	16	16	18	40	44	24	18	8	40	18	316
	Yr 8	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	16	16	18	40	44	24	18	8	40	18	308
	Yr 9	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 10	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 11	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 12	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 13	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
		TOTAL	36	104	32	32	36	80	88	48	36	16	80	36	624

Year	School/Trust		Art	English	Geograph	History	ICT	Languages	Maths	Music	PE	RE	Science	Technolog	Total Periods	
2017-18	3 North Twyford	Periods Required	36	104	32	32	36	80	88	48	36	16	80	36	624	
		Periods Available	30	95	30	60	30	75	85	45	30	25	75	25	605	
		Too many(+)/Too few (-)	-6	-9	-2	+28	-6	-5	-3	-3	-6	+9	-5	-11	-19	-3.0%

Year 3

			Ar	En	Gg	Hi	It	La	Ma	Mu	Pe	Re	Sc	Appl Scien	Totals
	Yr 7	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		16					4						20
		Total	18	56	16	16	18	40	44	24	18	8	40	18	316
	Yr 8	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	16	16	18	40	44	24	18	8	40	18	308
	Yr 9	Pds per week	2	5	3	2	2	5	5	2	2	2	5	2	37
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	24	16	18	40	44	24	18	16	40	18	324
	Yr 10	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 11	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 12	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 13	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
		TOTAL	54	152	56	48	54	120	132	72	54	32	120	54	948

Year	School/Trust		Art	English	Geograph	History	ICT	Languages	Maths	Music	PE	RE	Science	Technolog	Total Periods	
2018-19	3 North Twyford	Periods Required	54	152	56	48	54	120	132	72	54	32	120	54	948	
		Periods Available	65	120	80	60	75	100	120	85	70	25	125	40	965	
		Too many(+)/Too few (-)	+11	-32	+24	+12	+21	-20	-12	+13	+16	-7	+5	-14	+17	+1.8%

Year 4

			Ar	En	Gg	Hi	It	La	Ma	Mu	Pe	Re	Sc	Appl Scien	Totals
	Yr 7	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		16					4						20
		Total	18	56	16	16	18	40	44	24	18	8	40	18	316
	Yr 8	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	16	16	18	40	44	24	18	8	40	18	308
	Yr 9	Pds per week	2	5	3	2	2	5	5	2	2	2	5	2	37
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	24	16	18	40	44	24	18	16	40	18	324
	Yr 10	Pds per week	2	5	3	2	2	5	5	2	2	2	6	2	38
		Group	9	8	8	8	9	8	9	12	9	8	8	9	105
		Extra Periods		8					4						12
		Total	18	48	24	16	18	40	49	24	18	16	48	18	337
	Yr 11	Pds per week													0
		Group													0
		Extra Periods		8					4						12
		Total	0	8	0	0	0	0	4	0	0	0	0	0	12
	Yr 12	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 13	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
		TOTAL	72	208	80	64	72	160	185	96	72	48	168	72	1297

Year	School/Trust		Art	English	Geograph	History	ICT	Languages	Maths	Music	PE	RE	Science	Technolog	Total Periods	
2019-20	3 North Twyford	Periods Required	72	208	80	64	72	160	185	96	72	48	168	72	1297	
		Periods Available	75	170	80	85	75	160	170	100	85	50	185	85	1320	
		Too many(+)/Too few (-)	+3	-38		+21	+3		-15	+4	+13	+2	+17	+13	+23	+1.8%

Year 5

			Ar	En	Gg	Hi	It	La	Ma	Mu	Pe	Re	Sc	Appl Scien	Totals
	Yr 7	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		16					4						20
		Total	18	56	16	16	18	40	44	24	18	8	40	18	316
	Yr 8	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	16	16	18	40	44	24	18	8	40	18	308
	Yr 9	Pds per week	2	5	3	2	2	5	5	2	2	2	5	2	37
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	24	16	18	40	44	24	18	16	40	18	324
	Yr 10	Pds per week	2	5	3	2	2	5	5	2	2	2	6	2	38
		Group	9	8	8	8	9	8	9	12	9	8	8	9	105
		Extra Periods		8					4						12
		Total	18	48	24	16	18	40	49	24	18	16	48	18	337
	Yr 11	Pds per week	2	5	3	2	2	5	5	2	2		6	2	36
		Group	9	9	8	8	9	8	10	12	9		9	9	100
		Extra Periods		8					4						12
		Total	18	53	24	16	18	40	54	24	18	0	54	18	337
	Yr 12	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yr 13	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
		TOTAL	90	253	104	80	90	200	235	120	90	48	222	90	1622

Year	School/Trust		Art	English	Geograph	History	ICT	Languages	Maths	Music	PE	RE	Science	Technolog	Total Periods	
2020-21	3 North Twyford	Periods Required	90	253	104	80	90	200	235	120	90	48	222	90	1622	
		Periods Available	100	245	105	85	100	185	205	100	100	50	235	100	1610	
		Too many(+)/Too few (-)	+10	-8	+1	+5	+10	-15	-30	-20	+10	+2	+13	+10	-12	-0.7%

Year 6

			Ar	En	Gg	Hi	It	La	Ma	Mu	Pe	Re	Sc	Appl Scien	Totals
	Yr 7	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		16					4						20
		Total	18	56	16	16	18	40	44	24	18	8	40	18	316
	Yr 8	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	16	16	18	40	44	24	18	8	40	18	308
	Yr 9	Pds per week	2	5	3	2	2	5	5	2	2	2	5	2	37
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	24	16	18	40	44	24	18	16	40	18	324
	Yr 10	Pds per week	2	5	3	2	2	5	5	2	2	2	6	2	38
		Group	9	8	8	8	9	8	9	12	9	8	8	9	105
		Extra Periods		8					4						12
		Total	18	48	24	16	18	40	49	24	18	16	48	18	337
	Yr 11	Pds per week	2	5	3	2	2	5	5	2	2		6	2	36
		Group	9	9	8	8	9	8	10	12	9		9	9	100
		Extra Periods		8					4						12
		Total	18	53	24	16	18	40	54	24	18	0	54	18	337
	Yr 12	Pds per week	6	6	6	6	6	6	6				6	6	54
		Group	2	6	3	4	2	2	7				9	1	36
		Extra Periods													0
		Total	12	36	18	24	12	12	42	0	0	0	54	6	216
	Yr 13	Pds per week													0
		Group													0
		Extra Periods													0
		Total	0	0	0	0	0	0	0	0	0	0	0	0	0
		TOTAL	102	289	122	104	102	212	277	120	90	48	276	96	1838

Year	School/Trust		Art	English	Geograph	History	ICT	Languages	Maths	Music	PE	RE	Science	Technolog	Total Periods	
2021-22	3 North Twyford	Periods Required	102	289	122	104	102	212	277	120	90	48	276	96	1838	
		Periods Available	100	295	105	110	125	210	280	100	100	60	270	100	1855	
		Too many(+)/Too few (-)	-2	+6	-17	+6	+23	-2	+3	-20	+10	+12	-6	+4	+17	+0.9%

Year 7			Ar	En	Gg	Hi	It	La	Ma	Mu	Pe	Re	Sc	Appl Scien	Totals
	Yr 7	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		16					4						20
		Total	18	56	16	16	18	40	44	24	18	8	40	18	316
	Yr 8	Pds per week	2	5	2	2	2	5	5	2	2	1	5	2	35
		Group	9	8	8	8	9	8	8	12	9	8	8	9	104
		Extra Periods		8					4						12
		Total	18	48	16	16	18	40	44	24	18	8	40	18	308
	Yr 9	Pds per week	2	5	3	2	2	5	5	2	2	2	5	2	37
		Group	8	8	8	8	9	8	8	12	9	8	8	9	103
		Extra Periods		8					4						12
		Total	16	48	24	16	18	40	44	24	18	16	40	18	322
	Yr 10	Pds per week	2	5	3	2	2	5	5	2	2	2	6	2	38
		Group	3	8	8	8	9	8	9	12	9	8	8	9	99
		Extra Periods		8					4						12
		Total	6	48	24	16	18	40	49	24	18	16	48	18	325
	Yr 11	Pds per week	2	5	3	2	2	5	5	2	2		6	2	36
		Group	3	9	8	8	9	8	10	12	9		9	9	94
		Extra Periods		8					4						12
		Total	6	53	24	16	18	40	54	24	18	0	54	18	325
	Yr 12	Pds per week	6	6	6	6	6	6	6				6	6	54
		Group	2	6	3	4	2	2	7				9	1	36
		Extra Periods													0
		Total	12	36	18	24	12	12	42	0	0	0	54	6	216
	Yr 13	Pds per week	6	6	6	6	6	6	6				6		48
		Group	2	5	2	3	2	2	6				8		30
		Extra Periods													0
		Total	12	30	12	18	12	12	36	0	0	0	48	0	180
		TOTAL	88	319	134	122	114	224	313	120	90	48	324	96	1992

Year	School/Trust		Art	English	Geograph	History	ICT	Languages	Maths	Music	PE	RE	Science	Technolog	Total Periods	
2022-23	3 North Twyford	Periods Required	88	319	134	122	114	224	313	120	90	48	324	96	1992	
		Periods Available	100	320	130	110	125	210	305	100	100	60	305	100	1965	
		Too many(+)/Too few (-)	+12	+1	-4	-12	+11	-14	-8	-20	+10	+12	-19	+4	-27	-1.4%

Section D4

The Trust is an Anglican foundation and has been supported in its establishment by the London Diocesan Board for Schools. The Diocese is now supportive of schools which choose to admit up to 100% of their students on non-faith based criteria

The Trust has developed a distinctive set of principles
- To communicate the love of God in Christ by providing and resourcing schools that Model Christian distinctiveness within the Church of England family of school Serve the communities for which they are founded
- Help every child gain a secure hope and a future (Jer 29.11)
- Resource the education profession through sharing best practice in innovative teaching and learning

These principles are enshrined in the ethos described in the vision statement (See Section C above) e.g. that all students have good gifts which they must use in service, that all individuals do bad things sometimes (but should not feel they have to remain in a bad place) and that all individuals are of equal value within community. This is known at the Trust as the 10:10 ethic (since it has at its core a verse of scripture: John 10 vs 10) which speaks of achieving a profound concept of 'fullness' of life. These precepts have been developed carefully in order to be wholly true to the Christian character of the school whilst being inclusive of those of other faiths or none.

The Trust has already launched one school with no-faith based places and an intake which is diverse culturally and religiously using these values as a well-articulated core of the school identity. The very positive feedback from parents and the numbers of applicants for the next year's intake indicate the attractiveness of the school's values. The Trust is now confident its values are both accessible as an expression of mainstream cultural Christianity without being exclusive to those of practicing Christian faith background. The sections on curriculum and assessment also indicate how the school's values inform its curriculum policy and assessment practices.

The Trust also has a well-developed Social, Moral, Spiritual and Cultural policy and practice. This policy makes clear that the school values are lived through institutional practice. As with the Trust's curriculum & assessment systems, the pastoral system reflects the values of the school. There is a defined school etiquette which describes the behaviours expected in school given the values which it supports:

The Twyford Trust **Etiquette**

Good Gifts used in Service
☐We appreciate what we have been given
☐We create rather than destroy
☐We enjoy being good and doing well
☐We always give of our best
☐We smile & sit up straight
☐We thank our teachers at the end of every lesson
☐We celebrate each other's' success

Don't stay in a Bad Place
☐We say 'sorry' when we do wrong
☐We are not afraid to own-up
☐We know how to be silent and reflective
☐We are honest
☐We learn from our mistakes
☐We forgive others

Unique Value in Community
☐We notice the feelings of others
☐We are helpful
☐We listen
☐We control ourselves
☐We treat everyone as a friend
☐We ensure our behaviour makes a positive impact
☐We are polite

There is a system of conduct points which reward students for behaving well within the defined behaviour code and equally – infringements of the behaviour code are sanctioned with negative behaviour points. Students are given regular opportunities for individual and collective reflection on their own conduct and on the successes of the community – always referring back to the expectation that they should both do and be good. Negative conduct is never condoned since it impacts badly on the community as well as the individual. However, the Behaviour Policy supports students to take responsibility when they have done something wrong and seek to redeem themselves through positive contribution or engagement.

Teaching on the school conduct system is integrated into formal PSHE sessions which are taught by the form tutor. A full pastoral programme has been written for the Trust based around the 10:10 ethic. Each half term takes an age-appropriate angle on the 6 disciplines ' Know yourself', 'Be an agent for Good', 'Understand Weakness', 'Accept Support', 'Engage Fully' and 'Stretch'. The pastoral programme is supplemented by workshops which tackle specific PSHE topics (such as Self-esteem, Bullying, Internet safety etc). The pastoral programme uses story as a mechanism for engaging students in issues which might otherwise be hard to discuss or gain purchase on.
 Students will attend an assembly twice a week. Assemblies follow the same themes as the PSHE programme but also encompass wider topics including the major festivals of the Christian year and of other faiths. All assemblies include a reading and are framed with a brief liturgy which is student led. Students will therefore learn from and about the principle stories of Christianity (such has the Good Samaritan, the Parable of the Talents or the Prodigal Son) as well as the stories of the Old Testament (Abraham, Joseph, Noah, Moses etc) since these are in common across Islam, Judaism and Christianity. The Trust has developed a practice of 'centreing' oneself which uses breathing, posture and silence to achieve a moment of stillness in each morning act of collective worship (whether in assembly or tutor time). This allows students of all faith backgrounds to be prayerful together and is a very profound moment in the school days for students and staff - In the midst of the busy-ness and intensity of the school day.

Each school has a chaplain whose role is to support the spiritual life of all students irrespective of religious or cultural background. The Chaplain supports pastoral / senior staff in leading assemblies or form reflections. S/He will also make links with local churches & places of worship within the community. The Chaplain's role will be to support the spiritual development of all students irrespective of faith background. A prayer room will be made available for Muslim students and major festivals of all the world faiths will be covered in the assembly & pastoral programme.

All Trust schools have a house system and this also encourages mutual responsibility. Students in each year group take on leadership roles within the house and a major focus of house activity are enterprise days in which students lead fundraising events. The charities supported by each house are selected by the students under the supervision of the Chaplain.

RE is a compulsory subject from Year 7 – 11 and takes op 4% of curriculum time at KS3 . All students will follow a syllabus which allows them to understand the 5 major world faiths. Where

possible, RE will be taught by specialists in order to retain intellectual rigour and a high quality of delivery. RE will also be the subject which develops an understanding of moral philosophy and ethics and will contribute to students' ability to debate issues and argue effectively using evidence from a range of other disciplines to support their own view point.

Assemblies are compulsory as is the pastoral programme run at tutor time. At Post-16 some aspects of self-review connect with consideration of future pathways. The programme continues to use story as a teaching mechanism however also draws on case studies of individuals who have taken particular routes or been successful in specific areas. Although parents may of course exercise the right to withdraw their children from collective worship, the ethos of the schools has be sufficiently engaging that paretns have not up until this point exercised this right which we hold to be a measure of success.

An A-Level course will be run in Philosophy and Theology. However all students will also attend two RE conferences per year which will look at contemporary moral issues from a range of religious and ethical standpoints.

North Ealing Church of England High school is nonetheless being proposed as a school which serves the local community. The admissions criteria are therefore likely to favour Ealing residents who attend local primary schools. It is not possible to specify these schools currently since preference is likely to be given for a % of places to the schools which have the closest geographical location to the new school. Because the site has not yet been identified it is not possible to confirm which schools will be named – instead all 8 schools (North Twyford, Montpelier, East Acton, West Acton, West Twyford, John Perryn, Derwentwater & Berrymead) within the North Ealing & Acton Areas have been consulted regarding the proposal. The Trust will also consider the option of using a nodal point for a percentage of places since the likely sites are likely to be a little distance from the areas of heavy need.

Presentations to parents and primary school Headteachers have demonstrated how the Chrisitan ethos and values will be integrated into day-to day practices. Visits have also been made by primary Headteachers to William Perkin to see this in action since the new school practice will be modelled on this.

Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. *D = (B/A) x100.*

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e. D = ((B+C)/A) x100.*

Section E: Evidence of need – part 2

	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	196	249		127	196	223		114
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

NB : *These numbers or actual parent's committing to putting the school first are based on direct contact with parents at just four out of the 8 potential feeder primaries. The levels of oversubscription at Twyford have led us to be circumspect about raising the expectations of parents in the schools which might have a lesser chance of entry until it is clearer which site is viable.*

We have also not included commitments from parents who live outside the borough & whose children attend a faith primary currently (eg parents at St Stevens Shepherd's Bush, Princess

Frederica or John Keble schools) who have expressed a strong interest in taking up places at a Twyford Trust school, since these are also likely to be discounted on the basis of our preferred entrance criteria. However this additional interest in places would indicate that the is very little risk of under subscription even in year 1 & 2.

Section E1

Rising Birth Rates

Ealing has had a rapidly growing birth rate as illustrated in the table below with an increase of close to 1,500 births in the 10 years between 2001 - 2011.

Births over time with corresponding year of entry into Reception & Year 7

Year	Entry into Reception	Entry into Year 7	Number of births
Births 2001 - 02	September 2006	September 2013	4386
Births 2002 – 03	September 2007	September 2014	4469
Births 2003 – 04	September 2008	September 2015	4599
Births 2004 – 05	September 2009	September 2016	4841
Births 2005 – 06	September 2010	September 2017	4976
Births 2006 – 07	September 2011	September 2018	5231
Births 2007 – 08	September 2012	September 2019	5573
Births 2008 – 09	September 2013	September 2020	5578
Births 2009 – 10	September 2014	September 2021	5829
Births 2010 - 11	September 2015	September 2022	5843

and this has already been catered for by expansion at Primary level. 36 permanent forms of entry will have been added to Ealing primaries by 2017.

Local Authority officers are clear that 19 additional forms of entry will be required by 2019 rising to 23 forms by September 2021 when this years' (2014) Reception classes reach secondary school.

The demand for additional places is also not evenly spread but is particularly heavy in the Central and East of the Borough. This information is outlined in the cabinet paper 'Update on School Expansion and Projected Future demand' presented at the meeting of 29th April 2014. This paper indicates that 10 forms of Entry will be needed in Central Ealing (referred to as the quadrant 'Ealing North and South') by 2019 and 6 forms of entry will be required in Acton by 2019.

Whilst the Borough may be able to satisfy some of this need by expanding existing Secondary schools, this is likely to provide only 4 additional forms of Entry and two of these will be within a local Girls school.

7 additional forms of entry have been added to Acton primary schools (where already only 55% of families are able to find a suitable local secondary place (e.g. within Acton or central Ealing). A further two form entry primary school is also planned.

Ealing states in its cabinet paper of 29th April that, without further expansion, it will not be able to meet the demand for secondary places in two key areas Ealing North & South and Acton but will need an additional 7 forms of entry by 2016 (5 in Ealing N/S and 2 in Acton) and that this pressure

for places will continue to build in Acton up until 2019. The local authority itself is therefore very clear of the need for an additional secondary school to be set up since it cannot meet this need by extending existing schools.

As part of its declared strategy, the Borough has therefore invited expressions of interest from existing Free School providers in order to meet this need and has embarked on a consultation on possible sites.

It is the lack of availability of local sites which is likely to cause the greatest barrier to meeting the evident need.

Parental Demand

Analysis of the local data also indicates that a very high percentage of parents are either unable or unwilling to send their children to a local state school. Over a third of parents in Acton whose children attended a state Primary school did not transfer to an Ealing Secondary school.

This ranged from 71 % at West Twyford Primary and 70% at East Acton to 61% at Montpelier and 57% at North Ealing, West Acton 7!% and West Twyford 62%. In the most extreme cases, parents comment that they are offered school places in Southall (at the far west of the Borough. The problem facing parents within the Acton area is very forcibly articulated. There are three secondary schools in East / Central end of the Borough but many parents do not feel that these provide any realistic options for them. The three schools comprise Ellen Wilkinson – which is popular and oversubscribed. It is rated as 'Good' by Ofsted, it is however single gender. Secondly there is Twyford, which is a well-established and highly successful Church school which now receives over 1,200 applications for its 190 places. This level of oversubscription has pushed Twyford to the very top of its admissions criteria (85% of which are faith based) which disappoints many families – including those of other denominations who are committed to the values which Twyford represents   The third school in the area is Acton High school which is a rapidly improving school rated as 'Good' in its last inspection. This school has worked hard to move above floor targets and is itself now also oversubscribed. It is objectively the case that families in the Acton Area have very limited choices of school and in some cases no local choice at all. It is also evident that a large percentage of parents (around 30%) opt for independent schools. *(2014 Performance data on all three schools is included below)*

Strong lobby groups have been set up at both North Ealing and Montpelier Schools in support of a new school in the local area with an emphasis on high academic standards and an ethic of communal responsibility. There is a strongly voiced view (which is reflected in comments on our community consultation) that parents wish to send their children to a local state school rather than an independent school. It is also clear that these parents would be highly committed to the establishment of such a school provided it met the needs of the local community.

Acton High School	All pupils	Low attainers	Middle attainers	High attainers
Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs	44%	8%	43%	92%
Percentage of KS4 pupils achieving the EBacc	12%	0%	6%	34%
Number entered all English Baccalaureate subjects	44	2	17	20
Percentage entered all English Baccalaureate subjects	19%	4%	18%	38%
The Ellen Wilkinson School for Girls	All pupils	Low attainers	Middle attainers	High attainers
Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs	65%	7%	68%	95%
Percentage of KS4 pupils achieving the EBacc	28%	0%	17%	63%
Number entered all English Baccalaureate subjects	71	0	30	38
Percentage entered all English Baccalaureate subjects	34%	0%	28%	64
Twyford High School	All pupils	Low attainers	Middle attainers	High attainers
Percentage achieving 5 A*-C GCSEs (or equivalents) including English and maths GCSEs	77%	33%	72%	97%
Percentage of KS4 pupils achieving the EBacc	51%	0%	40%	83%
Number entered all English Baccalaureate subjects	118	1	59	53
Percentage entered all English Baccalaureate subjects	63%	6%	57%	88%

Evidence of demand for places within the Twyford Trust

The Twyford Trust was set up to allow more parents to access the quality of education which Twyford was able to offer – both in terms of its academic results but also its Christian ethos. The motivation for this move was in part driven by the chronic oversubscription at Twyford which has become worse each year as Twyford's results improved.

The school consistently receives over 900 applications for places (as well as between 150 – 200 families who name the school on the Pan-London admissions form but without completing the school application form and SIF).

368 of this year's applicants place Twyford as their first choice and 250 second.
The levels of oversubscription have pressed the school to the very top level of its over-subscription criteria and there are many disappointed families locally both from the local faith communities (families from other mainstream Christian denominations who are non-Anglicans or from other world faiths) and from those of no specific faith commitment.

The evidence for this is that it handles approximately 69 appeals for Year 7 places each year.
In 2013 Twyford's admission Criteria were changed to include 5% of non-faith based places. In the first year these were even more heavily oversubscribed than the faith based places (with 162 applications for 10 places).

William Perkin was set up as a community school, it therefore has very different admissions criteria and an entirely different intake from Twyford.
It also had nearly 898 applications for its 190 places this year (2014). Of these 242 were first choice and 230 2nd choice.

The Trust is very clear that it will be able to fill the places in the new school for on the basis of this data alone. Parents are very keen to gain places at either of the Trust schools and the Trust Directors are very conscious that, as a result of intense oversubscription at Twyford, the Trust no longer meets the needs of the local area in Acton. It is a perfect context for Twyford to open a further school.

The Directors and the DfE are also aware that parents have considerable confidence in the Twyford 'brand'. The 230 first choice applicants unable to gain places at the two exisiting Trust schools alone would have more than filled the places at the Trust's new school and we expect demand to increase rather than decrease in the light of the demographic trends

William Perkin was oversubscribed in the first year of its opening – even though students were recruited in a context where there was neither a building nor a teaching force. Parents were instead convinced by Twyford's track record of success (it has been rated Outstanding in the past 2 Ofsted inspections and has a very high academic outcomes at GCSE and A-Level).   The new school will be launched in the same way – but with the additional pedigree of William Perkin. Directors are confident that the evidence of Twyford's established reputation and the teams' experience of setting up a new school will attract a full school role in year 1.

Evidence of demand for places at the new school
Parental support is already very strong from a number of local primary schools and this has been registered on our website with commitments to run school based 'lobby groups' (at Montpelier and North Ealing) .

Individual parental sign-up indicates that the school will gain strong support from parents from the very start. The website has been live to parents for only 4 weeks and already shows 249 commitments for the first year of entry and 223 for year 2. As mentioned above, we are confident that demand will be much higher when the final site is identified and it is clear which schools are in the immediate vicinity. Parental comments on the website also indicate that the exact admission criteria will be an area of intense interest.

Our current assumptions are:

- Admissions will favour Ealing residents
- 6 FE across both schools will be non-faith based.

The Directors will also wish to consider the use of a nodal point in Central Acton for the allocation of a % places rather than proximity to the school site. It is expected that 50% of the places in total across Twyford and the new North Twyford School will be allocated on the basis of Faith.

Impact of Site Acquisition on Admissions

The questions consistently asked by parents in the consultation and by the Senior Leadership Teams of the Primary schools are not about the standards or nature of the school but about whether students will get in. Whilst this a measure of confidence in the nature of the school and its supporting structure at the Twyford Trust it presents a slight barrier to practical community engagement.

The two most obvious sites for the location of the new school are not within central Acton but are nearer to North Ealing. This has impacted on the immediate level of interest from parents on the ground which is intense within these geographic areas.

The Trust will work closely with the Local Authority in order to balance responsiveness to this parental demand with meeting immediate or long term need for increased secondary capacity. In doing this it will take into account a number of variables. The first is the acquisition of the new site and the impact that this will have on the working relationship with partner primaries.

Date of Opening (Managing Risk)

Secondly, there is the question of progress with other Free School bids which are also dealing with site issues (e.g. Ealing Fields which is due to open in September with 4 forms of entry in 2015) as these will impact on local capacity and . The provision of places at Ealing Fields has been factored into the Borough's calculations of basic need – however the success of this project in meeting its opening schedule may impact on whether North Twyford can afford to defer its opening until 2017 if negotiations over sites for North Twyford prove to be protracted. Having experienced the lead in times at William Perkin CE High School. The Trust would prefer to take a view by December 2014 as to whether the September 2016 opening date was viable. This will also give parents opportunity to plan their approach to primary secondary transfer and retain commitments of parents for 2017.

Section E2

The Trust has the benefit of having a strong brand identity (high academic standards, a commitment to wider learning & distinctive Christian ethos) and effective local relationships. This has been formally identified by a working group of Directors which has been active since January in formulating the future growth of the Trust. The group was established at this point following the opening of William Perkin (on time and within budget) and its successful recruitment of year 2 students and staff. The working group formulated a growth strategy which could be articulated to other agencies such as the local authority as it developed its own approach to meeting the need for school places. Having taken the decision to submit a further bid, the Directors have asked the working group to reform as a steering group in order to manage the resource and capacity issues which a further school would bring. The Steering group will include two Directors who have been able to commit to attending the reference group (see below) and one of these will take the role of interim Governor on a transition Governing Body which will remain in place until the formal Governing body for the new school is constituted 9 months before opening. This arrangement will ensure there is a clear line of communication between the mechanisms for community engagement listed below and the Directors themselves.

Effective local relationships already exist professionally with Primary and Secondary Headteachers as well as on the ground via Parish networks (for example the incumbents of the two largest Anglican churches in Acton are also active Governors and in one case Chair of Governors at state primary schools within Acton (Derwentwater and East Acton) .
Community engagement has taken place through both of these routes. Seven local Primary schools and have been contacted in relation to the new school (North Ealing, Montpelier, West Acton, West Twyford, East Acton and Christ the Saviour) and an electronic leaflet circulated to all parents. Visits have been made to the three nearest of these schools (West Acton, Montpelier and Christ the Saviour). Individual visits and presentations have also been made to the senior leadership teams of the three nearest out of borough Church of England Primary schools who have expressed a strong desire in taking up any slack in places if the school were to be undersubscribed with Ealing residents. These schools are Princess Frederica CE Primary (Kensal Rise), John Keble Primary (Harlesden) and St Stephens (Shepherd's Bush). Information has then been disseminated via primary newsletters, e-mailings and PTA networks. In all cases parents have been encouraged to visit the new school area of the Trust website where, in addition to information about the proposed new school and frequently asked questions there is also a link to the electronic feedback form.

This approach has been taken because the vision of the school is to have close working relationships with a small number of feeder primary schools in order to achieve curriculum continuity. It will also be important to manage expectations locally since there is a strong likelihood of oversubscription at the new school also and it is important to future community relations to have been open with the senior leadership teams of the primary schools concerned what the opportunities & restrictions are likely to be.

Of the 6 most local primary schools there has been strong interest from the Senior Leadership team or in some cases the PTA in supporting the bid in order to become a principal feeder school. However this commitment is currently contingent on site availability in some cases.
Since a number of these schools are 3 form-entry it will be desirable to work closely with three or at most four of these schools. However in the immediate short term all local primary schools have been invited to be represented on the reference group.

Parental support is already very strong from a number of these schools as mentioned above. The parish network has also been used extensively to engage the local community. Presentations have also been made at the Acton Council of Churches (a multi denominational group) and again electronic links to the membership of all electoral rolls has ensured that the proposals for the new school have been well aired locally.

Following this dissemination of information a public meeting has been held following publicity relating to the school in the local press.

Both existing schools and the Trust have linked websites and allow parents to gain a clear sense of their ethos and identity in practice.

The text in the information leaflet reads as follows:
Following the success of Twyford's new school in North Greenford, the Twyford Trust wishes to open consultation with local parents about a further school within the Twyford Family. This school would be distinctively Christian in character but serve the local community

The opportunity comes about as the result of a significant rise in the demand for school places over the next 10 years in Ealing – an increase which is already being felt in the demand for primary places locally. This need is likely to grow further with developments at Park Royal and in the South of Brent. Having worked closely with the Twyford Trust to establish William Perkin CE High School the local authority has invited the London Diocese to tender for a further school using the free school route.

Twyford CE High School
Twyford CoE High School has for some time enjoyed an excellent reputation locally. The school is rated as 'Outstanding' by Ofsted and is very heavily oversubscribed. The school has a superb track-record for academic excellence, its 6th Form is rated within the top 1% in the country and it has very established strengths in Music and Sport. The Twyford formula is a very simple one. The curriculum has been devised at to challenge the most able whom we expect to move on to top-grades at A Level and to compete for the most prestigious university places. All Students are set according to ability in order to ensure that the pace is challenging. However our targets for students are set on an individual basis in order to motivate each students to find the pathway and sense of direction which will best suit this / her own gifts. We refer to this approach as the 10:10 ethic—and it is shared at both the existing Trust schools. In 2011 Twyford established a charitable trust (Twyford C of E Academies Trust) to open further schools built on this very successful formula

William Perkin CE High School
 William Perkin CE High School opened its doors to its first students in September 2013 and has already made a name for itself as the school with exceptionally well behaved students in the distinctive purple uniform!

The school has strong links with Imperial College and has developed specialisms in Science and Languages. It has also inherited Twyford's commitment to Music.

Probably the most striking feature of William Perkin is that it has replicated the strong ethos and values of Twyford but does not admit on the basis of religious faith. The school is distinctively Christian in character and places a strong emphasis on spiritual, moral and social development however students are drawn from a wide range of cultures and backgrounds. Parental feedback on the school's approach is very positive. 'It feels like a family here. We all feel like we belong'.

A New School with the Same Principles

It was a concerted effort of lobbying from parents and from three local primary schools which brought William Perkin High School into existence.

There is now the opportunity to open a further school using the same principles and approaches which have been so successful at both of the Twyford Trust Schools.

The Trust has crystailsed some simple principles. We believe in the human potential to do and be good. Academically we believe that every individual should be supported in a highly disciplined way to do as well in their formal studies as they are able. All students are therefore follow a core programme of English, Maths, Science, Languages (starting with French & Latin) and Humanities (History, Geography & RE).

At the new school we propose the model which has worked so effectively at WP with an early start and a focussed academic morning for Years 7 & 8 students – with longer afternoons for sport music and creative / applied programmes.. The afternoon programme at William Perkin has allowed every student to learn a musical instrument, students to follow an extended Science programme covering Astronomy, Environmental Sustainability & and Industrial Science as well as Robotics Computer Programming and a range of Art topic.

We have also been able to work closely with our primary feeder schools to support the development of their curriculum provision in Languages, Music and Science which are the Trust specialisms.

Our invitation is to involve representatives from a number of local primary schools to be involved from the outset as close working partners in the design & and launch of the new school. This will also involve the review of possible sites and discussion of admissions. The earliest that such a project might be delivered is September 2016.

The Way Forward

In order for the new school project to be successful we require the support of parents.

You are cordially invited to a presentation on **29th April 2014 at 6.30pm at** Twyford CE High School. To register your support please visit the website at: *www.twyfordacademies.org.uk/3rd-school*

Or to return this slip expressing support for the new school

I would strongly support a Twyford Trust school opening which served this community ☐
This would be a top priority within my school choices   ☐

 Name: …………………………   E Mail: ……………………………

Post Code: …………………   Year group of dhild/ren: …………..

The website also contains frequently asked questions regarding the Bid.

The new school website has had 1506 "view" and the dominant themes from parents (which largely relate to open (eg non-faith based) places) have been reflected in the bid.

Responsiveness to the local Community
In order to be responsive to the local community as the bidding process continues a reference group has been set up. This will meet for the first time on 7th May 2014 in order to endorse the principle aspects of the Bid and will continue to meet every 6 -8 weeks to be a conduit between the Trust and the local community.
As well as the Headteachers of local primary and Secondary schools and local church leaders of all denominations personal invitations to the group have been the local Hindu & Muslim communities in order to ensure maximum inclusiveness.

Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's Sponsor Approval team. In doing so please quote your free school application unique registration number.

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project

does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.
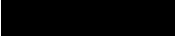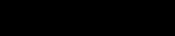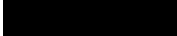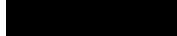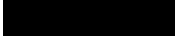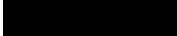
There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████
██████	██████	██████	██████	██████	██████

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Legal Services	The Trust buys in legal services currently and has established relationships with both the ▇▇▇▇▇▇ and with ▇▇▇▇▇▇ We would continue to use these services in the set-up of the new school as required. One of the Trust Directors does however have a legal background and provides informal guidance in individual contexts.
Commercial Building/Land acquisition	The new school project faces a significant challenge relating to the acquisition of a site. The London Diocesan Board for schools has developed considerable experience in setting up free schools and has worked closely with the EFA and Local Authority over this. We will therefore expect to draw heavily on support from the LDBS over this process.

Skills/experience missing	How you plan to fill the gap

Section F2

Our Systems and Standards
The new school will benefit from the infrastructure which has already been set up for the running of the two existing Trust schools. This includes a set of delivery teams who provide services to the Trust. The new school will therefore have the benefit of the services listed. Its principle designate will be able to access a range of high quality resources and training and this puts them in a strong position in terms of achieving / sustaining high standards.

This model aims to be both efficient and effective in its deployment of resources – ensuring a higher quality of delivery within a larger family of schools.
The Governance structure for the Trust was also set up to ensure there was effective control & scrutiny – whilst ensuring responsiveness at school level.
Both the Trust services and the system of Governance are described below.

Governance
Each school within the Trust has its own board of Governors which oversees all pupil issues and scrutinises academic standards at subject, year group & cohort level as well as monitoring pastoral outcomes. The local Governing Body therefore has a Curriculum & a Student Committee.

Local Governing Bodies are characteristically made up of 16 members including LDBS & political appointments, staff & parent representatives. The school adopted the standard Scheme of Delegation and Articles of Association which ensures that there is representation of each school on the Board of Directors and that in turn a Director sits on the local board. The Board of Directors oversees the strategic direction of the Trust & deals with all resource issues. It has an Audit Committee and produces the annual report.

All Directors complete a Register of Business Interests annually which is held on file. Members and Directors are invited at each Board Meeting and Committee Meeting to declare any further conflicts of interest.

The Trust has evolved a system of quarterly reporting which is consistent across the schools. Each student receives quarterly grades in the subjects studied and these are measured as progress against target. This assessment system is held within a central data base and can therefore also be used for staff performance management and whole school quality assurance. Headline KPIs are reported is a quarterly Executive Headteachers report. There is a parallel Associate Headteachers report which is compiled for the local Governing body and contains greater detail of the progress of students.

A diagram of the structure of Governance is attached below

Twyford Multi Academies Trust
Company Members

Board of Directors
(including Executive Headteacher)

Resources Committee
Ensures short and medium term financial viability of the Trust, including annual capital & revenue budgets for Trust & its schools

Audit Committee
Maintain oversight of Trust's governance, risk management, internal control and value for money framework

Pay Committee
Review, revise and agree all matters in connection with individuals' pay

Other Committees
- Staffing – appeals relating to staffing issues
- Appeals

Twyford CofE High School
Local Governing Body including Associate Headteacher

North Twyford CofE High School
Local Governing Body, including Associate Headteacher

William Perkin CofE High School
Local Governing Body, including Associate Headteacher

Curriculum Committee
To review the delivery of the curriculum and responsible for all policies relating to curriculum delivery

Student Committee
- Monitor pupil outcomes
- Monitor SEN
- Shape delivery of pastoral practices
- Safeguarding & pupil issues

Other Committees
- Pupil Disciplinary
- Admissions
- Complaints
- Appeals

Curriculum Committee
To review the delivery of the curriculum and responsible for all policies relating to curriculum delivery

Student Committee
- Monitor pupil outcomes
- Monitor SEN
- Shape delivery of pastoral practices
- Safeguarding & pupil issues

Other Committees
- Pupil Disciplinary
- Admissions
- Complaints
- Appeals

Trust Services

The services provided by the Trust to its schools are Finance, Facilities, ICT, Business & Communications, HR & Educational Standards. In each area there is a small team who support the school leadership teams in each institution. The costs of Trust Services are levied to the schools.

Finance: Each school has its own budget however financial services are orchestrated by a central Finance team. Financial services also support school based systems such as ParentPay.

Facilities: The Facilities Officer works across both schools, managing a site team for each. The Facilities Officer oversees site improvements, support bids for major capital and act as project manager on any major capital project.

ICT: The Trust has a single network which enables staff to access resources from either school as appropriate. There is a technician team based in each school and a central helpdesk. 'Copia' is the name of the Trust's Virtual Learning Environment. This contains curriculum information & resources, access to progress data and all school administrative systems (from planning a school trip or visit to undertaking performance management).

Business & Communication: The same administrative systems and communication methodologies are used in both schools. Admin. Teams ensure staff are supported with all day to day routines – from attendance and welfare to admissions.

HR: The Trust now employs 200 staff and this demands consistent & efficient management. HR oversees the payroll function, the recruitment process and supports any staffing issues as required.

Educational Standards: The Trust sets high standards in terms of pupil progress and staff delivery. A common curriculum with continuity from Year 7 to Year 13 has been developed for use in both schools using a three level model (Core, Higher & Advanced). Resources are regularly reviewed and improved by the curriculum leadership teams in each school working collaboratively. In Science, Languages & Music a senior member of staff works across both schools to support curriculum development and promote wider learning opportunities. The ethos statement for the Trust school is the same and our pastoral systems have been designed to support this. The school employs a chaplaincy team which works across both schools & supports the Spiritual, Moral, Social & Cultural life of the two communities. A common pastoral curriculum has been developed which is founded on Christian principles and is used in both schools. Trust schools also invest strongly in Music and particularly singing to support school ethos. The Trust has developed training programmes for middle leadership, newly qualified teachers and new entrants to the profession to support the expectations set for staff. Systems for auditing delivery at classroom and leadership

level have also been developed as standard across the Trust as has development planning to support further improvement.

Trust Training & Development: The Trust is also the hub for the Ealing Teaching School Alliance. This Alliance has also been developed to be a collaborative model – allowing all schools to benefit from strengths within the Ealing family of schools & purchase services from within this group where required. The Teaching School Alliance also shares expertise in school based teacher training and staff development.

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
▆▆▆▆▆▆	▆▆▆▆▆▆	▆▆▆▆▆▆	▆▆▆▆▆▆	▆▆▆▆▆	
▆▆▆▆▆▆	▆▆▆▆▆▆	▆▆▆▆▆▆	▆▆▆▆▆	▆▆▆▆▆	
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▆▆▆▆▆▆	▆▆▆▆▆	▆▆▆▆▆	▆▆▆▆▆	▆▆▆▆▆	

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Legal Experience	As stated previously, we will use legal services as required and will make best use of ██████████
Marketing	The group will co-opt a number of members of the reference group to contribute to the Directors' Steering Group. These individuals are likely to become Governors in the transitional Governing Body .
	In the short term we will utilise Trust services to fulfil this function.

Section F4

The Leadership & Management structure of the trust has been piloted is now well established. The new school will be led by an Associate head who will join the two existing Associate heads as part of the Executive group.

The job description for the new Associate Head is given below

JOB DESCRIPTION

Job Title:	**ASSOCIATE HEADTEACHER**
Grade:	**Leadership 29 - 35**
Line Manager:	**Executive Headteacher**
Supervisory Responsibility:	SLT Team: • DH Pupil/Parents • DH Teaching & Learning / Staff Development • Asst Headteachers
Indirect Supervisory Responsibility:	All Post-holders (or all staff?) deployed within School CE High School
Important Functional Relationships:	**Internal**: Directors, Local school Governing, Executive Headteacher, School trust Associate Headteacher(s),, School Senior Leadership Team, Middle Leaders, teachers, support staff, pupils. **External:** Parents; business partners; ; suppliers of educational services; YPLA; DfE; LDBS, Local Authority Staff ; LA and LDBS Headteachers, internal and external auditors; consultants; other school networks
Closing Date:	
Interviews:	

Overall Leadership Purposes
- To lead the continued improvement of curriculum delivery at TCEHS to achieve consistently outstanding outcomes.
- To sustain and improve current curriculum delivery through a focus on outstanding teaching and learning
- To ensure the curriculum model is developed ensure outstanding progression for all students at post 16 /17 & 18
- To lead and sustain the distinctive Christian character of the school in line with the Trust Objects.
- To sustain and improve value added to student experiences at the school by the school specialisms in Music and Languages.

Standards & Attainment

- To exercise operational leadership of curriculum at school level
- To be accountable for whole School pupil progress outcomes (e.g. as expressed through external measures :Raise-online / ALPS/ALIS and through internal reporting)
- To manage the process of Annual Departmental Results review (in support of Executive Headteacher)
- To maintain overview of internal monitoring of student outcomes (Led by Pupil Progress)
- To take responsibility for the target setting process for students and departments (Led by DH Systems /Standards)
- To ensure student attainment targets are appropriately represented within the targets of the school development plan.
- To contribute to the setting of strategic direction of curriculum planning within the 3 year Business Plan.
- To maintain awareness of external expectations of standards/curriculum and identify necessary changes as appropriate.
- To attend appropriate local and national events (e.g. LA Headteachers' Meetings, ASSCL area briefings, SSAT conferences) as required to gain insight into context in which change management occurs
- To ensure the scrutability & appropriateness of external examinations
- To ensure the efficiency and effectiveness of internal assessment systems (Led by DH S/S)

Teaching & Learning

- To be responsibility for the operation of the School Teaching Staff appointments process (including identification of need, production of appropriate material to support the appointment process and creation of selection activities) (Supported by Executive Head and Head of Finance/Operations)
- Oversight of staff Performance Management (led by Asst Head Staff Development) and identification of individual training needs
- Oversight of staff training programmes (Led by Asst Head Staff Development)
- Act as the lead professional in Teaching and learning, taking an active role in the school system for Lesson observations and Learning Looks
- Ensure that all members of the SLT attain a high level of expertise and involvement in lesson observation and Learning looks
- Maintain overview of whole staff lesson observation programmes (Led by Asst Head Staff Development)
- Ensure all members of SLT and Middle Leaders are confident in the use of staffing procedures to avoid poor performance from staff.
- To act as lead professional in managing school level staffing procedures as required.
- To present UPS & NQT applications for approval to the Executive Headteacher
- To oversee the process of qualification for oversees trained teachers , GTP etc. (Led by Asst head Staff Development)
- To agree and manage the process of Departmental reviews (in liaison with the Executive Headteacher)

Behaviour
- To maintaining a high personal profile within the school in relation to student behaviour
- To sustain the high standards of behavioural expectations across the school through close monitoring of student formally recorded pastoral outcomes (conduct points, exclusions etc.) and regular and routine observation of day to day operations
- To ensure that all members of SLT sustain a uniformly high commitment to sustaining high standards of behaviour through assiduous attention to whole school routines (Led variously by DHs Systems / Standards and Pastoral/Pupil Progress)
- To make judgements on and authorise internal and external exclusion up to 5 days in duration (Supported by DH Pastoral)
- To sustain high expectations of student leadership and engagement which are central to the School behavioural ethic (Led by Whole school Lead Student Leadership/Engagement & Heads of Specialism)
- To be responsible for Assurance of Child protection & safer recruitment protocols (in support of Head of Finance & Operations/Head of HR)
- To liaise with external agencies & LA over borough-wide and cross-borough inclusion / SEN issues as required (Led by Head of L&I & DH Student and in conjunction with Executive Head)

Leadership School Improvement
- To take operational responsibility for the School development plan
- To establish whole school student progress targets in line with the delivery of the Strategic targets of the Trust (represented in the Trusts 3 year business plan)
- To agree whole school development targets as a result of the school Self-Evaluation process and in line with the overall objects of the Trust (in liaison with the Trust Executive team)
- To lead the School Senior leadership team in preparing for the delivery of school development plan at all levels of the school
- To identify the focus of and manage the delivery of the annual whole staff training day (in liaison with the Trust Executive Team)
- To lead self-evaluation process at whole school / middle leadership and teacher level (Including formal termly reporting process and informal process which inform these
- To maintain awareness of and adherence to standards set for whole school appraisal/evaluation (Ofsted / SIP/ SIAS etc.) within School CEHS

Leadership Vision & Ethos
- Lead the continued development of the Christian Ethos in all aspects of the school's operations.
- To undertake quality assurance of day to day routines (e.g. from Duty Rotas to whole school procedures)
- To oversee of wholes school events (Assemblies, Parents meetings & public occasions')

- To lead and motivate the Senior Leadership team in the delivery of their individual roles and contribution to team delivery
- To undertake quarterly Performance Management & Line-Management support of School Senior Leadership team
- To undertake coaching responsibility for Deputy heads (Training positions)
- To manage effective deployment of the Delegated budget (including identification of minor capital projects)
- Identify future resource needs of the school and represent these at Executive level (specifically in readiness for the annual budget setting)
- Liaison over Major Capital projects to deliver Curriculum vision
- Contribute to the strategic vision of the Trust and identify areas of shared resourcing with other School Trust Schools
- To support the Executive Headteacher in the development of bids, development strategies and initiatives relating to TCEHS and the family of School Trust Schools

Leadership (Governance)
- Ensure the Local Governing body and its two principle sub committees (Curriculum & Student) are appropriately resourced
- Oversee the election of Governors at School level
- Meet weekly with the Local Chair of Governors to provide operational updates as appropriate (including Exclusions/Complaints/Staff Grievance or Discipline/Unexpected absence)

Person specification – ASSOCIATE HEADTEACHER

	Essential	**Desirable**
Professional Experience	- At Least 7 years successful experience as Deputy Head within a high achieving secondary school (with similar ethos?) - A proven record of success in raising standards - Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level - Successful experience of managing whole school change - Successful experience of team leadership & management of staff	
Professional Skills/Attributes	- Demonstrable leadership and organisational skills - Commitment and capacity to Lead a Church of England institution with a	

	distinctive Christian Identity • Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Has a strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and inter-personal skills • Has knowledge of and is committed to developing leadership of a school within a Trust operation • Capable of PR and public speaking • Is financially literate	
Personal Skills/ Attributes	• Moral purpose • Clarity of vision/strategic thinker • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Respected internally and externally	

Assuming that the site acquisition is able to proceed for the timeline for 2016 opening on site, we will aim to advertise for the role of Associate Head in January 2015 with the appointment taking effect from September 2015.

We will seek to appoint a member of staff with experience as a Deputy Head within the secondary sector. The new member of staff will be coached by ▬▬▬▬▬

The new member of staff will join the staff team of either William Perkin or Twyford in order to 'enculturate' into Trust standards, systems and expectations during 2015-6. S/He will undertake some responsibilities at that school during the year in order to ease pressures of affordability.

In the event of failing to find a suitably qualified candidate an interim Headteacher will be identified from existing staff within the Leadership teams at the trust

Section F5 (existing providers and any new applicants seeking to open more than one free school)

We believe that we are an academy sponsor, however can provide information for this section as required

F6 (existing providers and any new applicants seeking to open more than one free school)

We believe that we are an academy sponsor, however can provide information for this section as required

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
	£0.00	£0.00

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1

███████████

Section G2

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
█████████	████████	█████████	████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████
█████████	████████	█████████	████████ ████████ ████████ ████████ ████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
			███████ ███████ ███████
███████	███████	███████	███████ ███████ ███████ ███████ ███████ ███████ ███████ ███████
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Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
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			███████
			███████
TOTAL			███████
			███████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
			██████ ██████ ██████ ██████ ██████ ██████

Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals; and

- should be submitted as part of your application, i.e. as one Word document.

CV template

See Annex

Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school							
Girls/Boys/ **Co-educational**		**% Special Educational Needs**	**% Free School Meals (or pupils on bursaries)**	**% English as an Additional Language**	**% Persistent Absence**	**% Attendance**	
Name of principal		**Additional information about the school**					
		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]					
Chair of governors							
Number of pupils currently on roll							
Capacity							

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	*[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at **page 28-29** of the school inspection handbook here).* *please delete this guidance before submitting this form]*			
Achievement of pupils at your school	*[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at **page 33-34** of the school inspection*			

	handbook here). *please delete this guidance before submitting this form]*			
Quality of teaching in your school	*[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at* **page 37-38** *of the school inspection handbook here).* *please delete this guidance before submitting this form]*			

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Behaviour and safety of pupils	*[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at **page 41-42** of the school inspection handbook here).* *please delete this guidance before submitting this form]*			
Quality of leadership in, and management of, your school	*[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at **page 47-48** of the*			

	school inspection handbook [here]). *please delete this guidance before submitting this form]*			
Spiritual, Moral, Social and Cultural development of pupils at your school	*[Please provide a commentary]*			

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school meets the needs	*[Please provide a commentary]*			

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of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.				
Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.				