



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

TRAFALGAR COLLEGE

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Application checklist

Name of task	Yes	No
1. Have you completed the <u>pre-application registration form</u>?	X	
2. Have you established a company limited by guarantee?	X	
3. Have you provided information on all of the following areas:	X	
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
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?	X	
5. Have you fully completed the budget plans?	X	
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: <u>main-stream.fsapplications@education.gsi.gov.uk</u>? (See guidance for dates and deadlines).	X	
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 Build-	X	

ings, 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 Executive Principal 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

x

by a guaranteed method such as '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 A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83140
Name of proposed school:	Trafalgar College
Is this a route one application or a route two application?	Route 1
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Inspiration Trust Old Weights and Measures Building 28 Bethel Street Norwich NR2 1NR
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Inspiration Trust
Company address:	Inspiration Trust Old Weights and Measures Building 28 Bethel Street Norwich NR2 1NR
Company registration number:	O8179349
Date when company was incorporated:	14 August 2012
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	<Redacted> and <Redacted> are married
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	7
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Inspiration Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	n/a
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	2
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p><Redacted> is a non exec board member of the <Redacted> <Redacted> is a Director of the <Redacted></p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>n/a</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	
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In which local authority is your preferred location?	Norfolk
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Proposed opening year:	2016
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Age Range:	11-19
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	890
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	750 secondary places 140 post 16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7 of 150 places
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	Yes
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If yes please say when you propose the principal would start:	Employment to commence upon receiving notification that the bid has been successful
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	Not sure
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Please list any other freedoms you intend to use	
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Section C: Education vision

Section C1

Trafalgar College will be at the heart of Norfolk's renaissance as a centre of learning and teaching. It is our intention to work with our partner schools within the Inspiration Trust to develop an outstanding education system that learns from and rivals the best school systems in the world. Trafalgar College will seek to restore rigour and standards to education in Great Yarmouth and also nationally. The curriculum will follow the National Curriculum and focus on ensuring students receive an academically rigorous, high quality education. English, Mathematics, Science, Humanities and Languages will be given enhanced curriculum time to ensure a broad foundation for learning. Where possible, local history, culture and geography will be used to enrich the curriculum and make it relevant to the students. Wider academic subjects will also be offered, such as Engineering, Further Mathematics, Statistics, Art and Music. Maths, Science and Technology will be our specialism. Our aim will be to provide students with an education that promotes a lifelong love of learning, is sought after by employers, allows students to make a positive contribution to society and engenders the highest aspirations.

The Trafalgar College will be an 11-18 school, will have an extended day (8:45-5:00pm (4:00pm on Monday and Friday), capacity for 150 students in a year group (70 in sixth form) and operate a term time structure in-line with all other Inspiration Trust schools and Norfolk LA. It will become part of the Inspiration Trust with [REDACTED], as CEO. The Principal Designate for this bid, [REDACTED]. Trafalgar College will have a shared Governance structure with the other Inspiration Trust schools in the area and in doing so report to the Great Yarmouth Federation Governing body who in turn form part of the wider Governance model within the Inspiration Trust, overseen by the Trustees, [REDACTED].

The Inspiration Trust plays a vital role in the county, taking on a number of failing schools and bringing real opportunity and high quality education to the students in our care and continues to show improvements in all its schools. Collaboration and the latest research driven pedagogical developments are the bedrock for our development.

Our team consists of educators and high-profile professionals who have a proven track record in developing outstanding teachers and of transformational school systems and our approach to school leadership has been proven highly successful. We will take an evidence based approach to developing outstanding learning experiences and couple this with a sophisticated model of monitoring, tracking and professional development.

Great Yarmouth Federation

The College will form the secondary educational arm of the Great Yarmouth Federation, currently comprising of three Primary schools in the Great Yarmouth area. The Inspiration Trust has already committed significant resources, particularly in regard to leadership capacity to the area. [REDACTED]. The Primary schools are:

- Great Yarmouth Primary Academy has been a member of the Inspiration Trust since its inception and has recently made national media¹ since becoming a high performing primary having come from a bottom 40 school nationally. The students in the Primary school have a passion and desire to learn and succeed.
- Cobholm Primary will join the GYF in November 2014. The school has a dynamic new Principal who has taken the school from a failing state primary to one that is poised to enable them to thrive. [REDACTED].
- Stradbroke Primary will join the GYF in November 2014, formerly a successful school that is undergoing a change of direction following a series of poor student outcomes and failings in Teaching & learning. [REDACTED].

Rationale

The need for the Trafalgar College is driven by the belief that all parents should be able to choose a high quality local school that provides an outstanding education for their child. They should not have to accept a second rate education or be forced to make the difficult decision of sending their child to a private school, if this is even an option for them. For most it is not. The data from Ofsted and the performance tables demonstrates that there is an urgent need for a new school in Great Yarmouth to challenge the current low standards and the high levels of students being disadvantaged as they live in areas of deprivation. This must be addressed.

At a conference held for Norfolk Future Job Fund employers, it was identified that for each hairdressing position available in Norfolk there were 6 young people qualified and looking for work in that skills sector. They also stated that for every vacancy advertised in Great Yarmouth, 10 young people were submitting applications and yet there are vacancies in the gas and oil industries base in Great Yarmouth that employers are having to advertise nationally as local young people do not have the right skills and training to access them. A curriculum diet, which places an increased focus on mathematics and science subjects is demanded to Independent Study are young people for the employment opportunities, that exist in abundance in Great Yarmouth within the gas, oil and renewable energies sectors.

This proposal addresses regional skills shortage requirements in Norfolk and fits neatly with the Education and Training Bill (Compulsory Education to 18yrs). This also

1

<http://www.dailymail.co.uk/news/article-2658637/The-primary-school-pupils-nine-hour-day-gone-failure-earning-marks-inspectors.html>

supports the targets set out in the Leitch Review² of achieving world-class skills by 2020. Norfolk have identified 4 key areas as priorities for skills development, 2 of these sectors will provide part of our focus; low carbon / energy sector and advanced engineering and manufacturing.

To cater for the growth in employment to service the vacancies which exist within the low carbon / energy sector and advanced engineering and manufacturing a further housing development which will comprise of 20,000 homes has been approved for Great Yarmouth. This significant increase in housing, will bring with it a demand in school places needed for the area (evidenced in section E).

Our state education system should provide the highest standards of education and unfortunately many of our local schools are failing to do this. Too few students are being prepared adequately for A' level and university study. Too few students are being inspired and motivated to aspire to achieve the highest grades and apply to our best universities.

The free school will unapologetically aspire for all its students to go to university. It will promote scholarship and traditional academic values whilst preparing its students highly effectively for future study and successful careers both in this country and internationally.

Local Community and Opportunities

A vision for the Great Yarmouth Federation is to unashamedly transform the local community from one of entrenched unemployment (17.5% Unemployment in the Nelson ward (4.5% nationally)) and associated low deprivation factors³ in all areas to one of aspiration and a sense of pride in achievement. Other Trust schools already in the area have made great progress in demonstrating that the Trust can positively change the lives of its children and Trafalgar will be no different. It will be the mission of the federation to provide its youngsters with the opportunity, aspiration and desire to succeed. In doing so collaboratively, we will effect change across the community. This vision is shared by local dignitaries and politicians.

In recent years, the Great Yarmouth area has been targeted by the Norfolk LA as one of three areas for social and economic development and one of the senior officers (██████████) within the county structure is joining the Governing structure to add capacity and challenge to our vision and ability in this regard.

The Federation is intending to work very closely with local businesses, particularly those involved in the off-shore energy industry and those associated with the economic redevelopment of the area – (██████████) is joining the Great Yarmouth Federation to facilitate such links. As part of Yarmouth's regeneration, the large energy firms and

²

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228853/0118404792.pdf

³ [Office for National Statistics: Indices of Deprivation](#)

subsidiaries have been attracted to the business opportunities present. It is very much the intention for these businesses to work alongside the school to offer aspiration to the students through incentives such as scholarships and apprenticeships. Trafalgar College will also be looking to integrate aspects of the corporate sector into enrichment programmes and envision that local businesses will play an active part in delivering our curricular goals.

Local Employability and Higher Education

To ensure that the development of employability skills is embedded within the school's ethos and valued by students and the community an innovative way to recognise development in this field will be created. Working in partnership with local employers a programme will be developed that requires students to map and reflect on their development of transferable skills within the curriculum and beyond, to investigate different areas of employment and to present their findings to peers, teachers and employers. The involvement of local employers in the design of the programme will ensure that its value is recognised, at the same time as helping students establish inroads into a wide range of companies, particularly those that require university-level qualifications. The approach will build upon work that [REDACTED]. It should also be noted that far from distracting students from the academically rigorous focus of Trafalgar College, such initiatives have been shown to raise academic standards in more 'traditional' subjects as students become more acutely aware of their value beyond school⁵

A central aim of Trafalgar College will be to raise student aspirations, particularly in terms of providing an understanding of the landscape of Higher Education – the opportunities available to them in terms of funding, an understanding of the value of a degree and an overview of the different universities and courses available. Work on aspiration raising schooling, particularly in relation to successful programmes⁶ with disadvantaged groups in the United States, has emphasised the importance of not only working with students, but also of reaching out to their parents and providing them with necessary information so they too can support their children to make decisions in this area. Therefore, Trafalgar College will actively engage with parents and other members of the local community on this issue, offering 'master classes' in understanding higher education, arranging for academics to present on interesting topics to community groups and organising visits for students and their parents to universities across the country.

Local Context

⁵ Geoff Baker, 'Employment, Employability and History: Helping students to see the Connection', *Teaching History*, 152 (2013), pp. 45-51.

⁶ [1] Nancy E. Hill and Kathryn Torres, 'Negotiating the American Dream: The Paradox of Aspirations and Achievement among Latino Students and Engagement between their Families and Schools', *Journal of Social Issues*, 66 (2010), pp. 95-112.

The East of England is recognised as an area of population growth⁷, but this is placed in the context of having a “a below average proportion of residents with high level qualifications” and “has a relatively low level of deprivation overall but has a few sub regional areas with higher deprivation”. Great Yarmouth is very much one of these areas of high deprivation.

The table below shows all schools within a 5 mile radius of Great Yarmouth, with previous GCSE performance:

School name	School type	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving the English Baccalaureate	▼ % achieving grades A*-C in English and maths GCSEs
		English	Maths	2010	2011	2012	2013		
England - all schools		NA	NA	53.5%	59.0%	59.4%	59.2%	23.0%	60.0%
England - state funded schools only		70.4%	70.8%	55.1%	58.2%	58.8%	60.6%	22.8%	61.3%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)									
<input type="checkbox"/> Ormiston Venture Academy	Academy Sponsor Led	75%	71%	NA	46%	59%	58%	4%	58%
<input type="checkbox"/> Lynn Grove High School	Academy - Converter Mainstream	59%	74%	57%	63%	54%	50%	23%	50%
<input type="checkbox"/> Caister High School	Foundation School	53%	64%	46%	50%	47%	42%	27%	43%
<input type="checkbox"/> Great Yarmouth (VA) High School	Voluntary Aided School	54%	65%	35%	42%	46%	41%	7%	41%
<input type="checkbox"/> Cliff Park High School ¹	Foundation School	46%	67%	44%	44%	58%	38%	18%	38%
<input type="checkbox"/> Cliff Park - Ormiston Academy ¹	Academy Sponsor Led	No KS4 data available for this school							

Preliminary 2014 results show that Great Yarmouth High School has dropped to 40% A*-C [EM].

Of the state schools in the wider Great Yarmouth area, two are considered Inadequate and two Require Improvement. The nearest school not considered failing is simply too far away for many students to travel, particularly given the low levels of social mobility in the area.

It is immediately apparent that the local prospects for achievement for its students is stark. In all but one school, over half the students in education in the Great Yarmouth area fail to make expected progress in English and Mathematics which leads to an entire community underachieving in GCSE qualifications – less than 50% achieve five or more A*-C.

A culture of coasting and complacency is entrenched in Norfolk schools and despite emergency procedures put in place in the last year to address the issues facing the county's education, there is still a great deal of work to be done before it is considered fit for purpose.

⁷ [Office for National Statistics - East of England profile](#)

When Great Yarmouth is considered alone, a valid assumption given the low mobility of many of the families in the area, there is only one school parents can choose. Currently, that school is under-performing in all areas, and demonstrating worrying trends towards lower performance in the future⁸.

This is not an acceptable situation for the families of Great Yarmouth and our consultation thus far (refer Section E) clearly demonstrates that parents are not happy with the secondary school choices they currently have. Our vision for a centrally located school would enable us to directly intervene in raising the aspiration and standards for the community.

There are of course, individual schools, which are performing better in the wider area of East Great Yarmouth, but overall the educational standards in Norfolk are not satisfactory - the region has the untapped potential to be so much more - to be outstanding.

In the context of poor standards of education, a STEM approach emerges as a clear priority.

Great Yarmouth suffers from high levels of deprivation and is ranked 54th out of the 354 local authorities, compared to 58th in 2007⁹. Twelve of the 61 lower super output areas (LSOAs) fall within the most deprived ten per cent nationally and a further five fall within the most deprived 20 per cent. Great Yarmouth is particularly deprived in terms of income, education and employment. It is our intention for Trafalgar College will be located within the boundaries of Great Yarmouth itself, positioned to the south in the area of most need.

To address the deprivation issues which Great Yarmouth face, Trafalgar College would

Variable	Measure	Great Yarmouth	East of England	England
Economic Activity Rate; Aged 16-64 (Persons, Apr12-Mar13) ²	%	70.8	79.9	77.3
Employment Rate; Aged 16-64 (Persons, Apr12-Mar13) ²	%	67.8	74.5	71.1
Unemployment Rate; Aged 16-64 (Persons, Apr12-Mar13) ²	%	10.0	6.6	7.8
All People of Working Age Claiming a Key Benefit (Persons, Aug10) ^{1 3}	%	21	12	15
Jobseeker's Allowance Claimants (Persons, Aug10) ^{1 3}	%	5	3	4
Incapacity Benefits Claimants (Persons, Aug10) ^{1 3}	%	9	5	7
New Personal Insolvencies (Cases, Jan11-Dec11) ⁴	Rate per 10000	43.2	26.1	26.7

improve outcomes for children from low income households by raising their aspirations and ensuring they received the best academic education and extra-curricular opportunities. Our university aspirations for all would ensure they were not disadvantaged.

Data¹⁰ for the Great Yarmouth region specifically shows a very disadvantaged area in all respects.

⁸ <http://dashboard.ofsted.gov.uk/dash.php?urn=121219>

⁹ [The English Indices of Deprivation 2010](#)

¹⁰ [Office for National Statistics - Key Figures for Economic Deprivation \(Great Yarmouth\)](#)

The overriding vision for Trafalgar is that poor social mobility amidst a context of disadvantage should not be a barrier to academic success, moreover the educational opportunities within such a community should enable its youngsters to aspire to achieve and achieve well.

Against a national backdrop of universities and industry repeatedly making the claim that our schools do not adequately prepare students for undergraduate study and employment, we wish to ensure that for the students of Great Yarmouth, there is a school that will do just that.

The need for Trafalgar College in Great Yarmouth:

- Addressing significant underperformance in Great Yarmouth schools (and also Norfolk)
- Addressing significant underperformance particularly in English, Mathematics and the EBacc in Great Yarmouth schools.
- Providing a centre of excellence for learning and teaching for Great Yarmouth, Norfolk and beyond.
- Giving the families of Great Yarmouth a high quality first choice, making an outstanding education accessible to all. There is currently a significant lack of parent choice when it comes to high quality secondaries.
- Addressing low reading scores for children in Great Yarmouth and beyond (compared to performance internationally) through our mathematics and Science specialism.
- Preparing students highly effectively for university study and employment to raise outcomes and aspirations for the students of Great Yarmouth.
- Improving outcomes for young people in Great Yarmouth, who have perhaps not made the expected levels of progress in primary school, and come from a background of social deprivation.
- To develop a local workforce who are highly skilled who have the qualifications needed to embrace the opportunities, which exist in abundance in Great Yarmouth within the gas, oil and renewable energies sectors.
- The local Counselor, Mick Castle has previously put forward a strong rationale for the area:

“In Summer 2014 Norfolk County Council went out to public consultation on making the town’s infant and junior schools into “all-through” primary schools and significantly increasing places. This followed a similar process conducted in 2013 for the Southtown and Cobholm area of the town. If these new primaries reached capacity they would generate a secondary school places requirement of 330 each year - 1650 total – not allowing for positive parental preference in Southtown and Cobholm to have their youngsters educated in the town.

*The Head of the Norfolk School Admissions Service (September 2014) has indicated an expected 1300 secondary place requirement by 2018 and 1500 by 2022 – a more conservative figure than those underpinning primary school reorganisation assumptions but one which would still fully justify the establishment of the proposed new Trafalgar College.*¹¹

Our Aims

In summary:

- We will provide an outstanding academic education for future generations in the Great Yarmouth and Norfolk area. We want to produce the leaders of tomorrow and address poor outcomes for students in areas of social deprivation.
- We will develop and provide a challenging, innovative and wide curriculum that will build independence, character, resilience, leadership skills and a love of learning.
- We will create a culture that is relentlessly focused on promoting excellence and supporting our students in achieving their academic potential and aspiring to go to university. Our 1:1 academic (assertive) mentoring programme will be key to this.
- We will emphasise traditional values and create an ethos of mutual trust and respect.
- We will revitalise mathematics and science teaching both locally and nationally through the development of a unique academically driven curriculum.
- We will become a centre of outstanding teaching, establishing an organisation, as part of the Inspiration Trust, committed to playing a leading part in developing standards of learning and teaching across Norfolk and beyond. Believing strongly in collaboration and being outwards facing, we will support local schools to raise their standard.
- We will set challenging, high targets for both ourselves and our students and we will use innovative methods of personalised support and intervention to ensure students achieve their target grades.
- We will acknowledge and reward academic success and create a culture and ethos of success, where scholarship is valued and aspired to.
- We will provide excellent personalised support for all students and have clear packages of support particularly for those students with a specific learning need. Our expertise in supporting Able, Gifted and Talented students will enable us to provide excellent opportunities for these students to be stretched and challenged

¹¹ Testimonial, Section E2.

- creating the leaders of tomorrow. Our excellent support for students with special educational needs or disabilities will also enable us to ensure that all students can succeed - regardless of background or situation.
- Our partnerships with the Sir Isaac Newton Free School (a STEM focused 16-19 Sixth Form Free School) and other prestigious businesses and organisations will enable the college to deliver a curriculum that is innovative, flexible and creates unique experiences.
 - We will address the concerns increasingly expressed by leading universities about the restricted nature of GCSEs and A levels, which they feel fail to prepare students for university and employment. Our high standards, combined with a wide extra-curricular experience will give our students the best preparation for university.

Proposed Outcomes

1) Academic Success

Trafalgar College will not have a selective intake. We believe that all the families of Great Yarmouth deserve a high quality, first choice secondary school. On this basis, we will set aspirational and highly challenging personal targets for our students. These will be based on considering four levels of progress being made between key Stage 2 and key Stage 4 as a standard benchmark. We will also set challenging targets at Key Stage 5.

We would expect all our students to take a 'core curriculum' in Key Stage 4 that includes English Language and English Literature, Mathematics, two or three Sciences, at least one Language and a Humanities subject. They will choose two additional GCSE options to accompany this core curriculum, which will include the option of Engineering and Computer Programming. Although we will offer high quality work placements, through our links with partner organisations, we will not offer vocational qualifications as a pathways other than bespoke solutions to meet student need. Our Key Stage 5 targets will also be aspirational. We will set a target for 80% A*-C at A Level.

2) Literacy and Numeracy

Our students will achieve the highest standards of literacy and numeracy. This is a given. Literacy is an enabling competence and as such, it is essential that our students gain the skills needed to communicate confidently and accurately in both written and spoken contexts. Our students will be critical readers - with the ability to interpret the world around them, and texts of increasing complexity, astutely.

3) EBACC *leading to Progress 8 measures*

Our students will develop competence and proficiency in at least one language. It is our expectation that all students will aim to achieve the English Baccalaureate. They will all follow an EBacc pathway which will enable them to achieve well within the new Progress 8 measure to be introduced. We believe this is essential for our students, to prepare them for A Level and/or University study. Many of the opportunities to be offered the students of the town within the business infrastructure in Great Yarmouth would place multi lingual skills at a premium – large energy firms and international corporations.

4) Progression

Mathematics participation levels in England are recognised internationally to be low. While over half of young people gain at least a C grade at GCSE mathematics, only 20% continue to study any maths post-16. As a result a key expected outcome is that 100% of our students will have opportunity to progress to sixth form study. This will be a success measure for the college and part of our target setting process. If any students do not chose to attend Higher Education, it will be because they have chosen an alternative pathway, not because their choices were limited by their attainment.

Section D: Education plan – part 1

	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	-		150	150	150	150	150	150	150
Year 8	-			150	150	150	150	150	150
Year 9	-				150	150	150	150	150
Year 10	-					150	150	150	150
Year 11	-						150	150	150
Year 12	-							70	70
Year 13	-								70
Totals	-		150	300	450	600	750	820	890

Section D: Education plan – part 2

Key Stage 3 (Year 7 & 8)

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	4	M	Including Drama
Mathematics	4	M	
Science	4	M	
Technology	3	M	Including Programming/Computer Science
Art & Design	1	M	
Humanities	3	M	Geography & History included
MFL	2	M	Spanish/French
PE	2	M	
Philosophy	1	M	
Music	1	M	
Independent Study	7.5	M	
Enrichment	3	M	Tue, Wed & Thur
Form Time	2.5	M	Incorporating Philosophy/RE/PSHE

Key Stage 4

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	4	M	Comprises subjects that feed into the Progress 8 measures to ensure all students' study contributes to this measure.
Mathematics	4	M	
Science	4	M	
Humanities	3	M	
MFL	2	M	
PE	2	M	
Option 1	2	M	*Option blocks comprised of subjects such as: Computing, Engineering, Graphics, Economics, Philosophy, Art, Photography, Drama, Music, Dance,
Option 2	2	M	
Option 3	2	M	
Independent Study	7.5	M	
Enrichment	3	M	Tue, Wed & Thur
Form Time	2.5	M	Incorporating Philosophy/RE/PSHE

* These subjects will be constantly under review to ensure that performance measures are upheld ensuring students are given the best possible opportunities for future success. Subjects within the option blocks could change and so allocations on the phasing table (section G) are not necessarily explicitly referenced but still covered.

There will also be a bespoke pathway for a small number of students (expectation of approximately 10% of cohort) who require additional support beyond the core subjects. They will still have opportunity to achieve a widely valued and recognised set of core qualifications.

Key Stage 5
 (All courses offered at AS and A2):

Specialism focused	Non-specialism focused
Mathematics	English Literature
Further Mathematics	Geography
Physics	History
Chemistry	Economics
Biology	Politics
Computer Science	Languages (which language(s) dependent upon demand)

The College will seek opportunities to work alongside with institutions if they are able to provide additional curriculum support in Key Stage 5 that the College does not offer independently. Such opportunities could be BTEC qualifications. Such opportunities might also be offered in Key Stage 4 for the bespoke pathway offered.

Section D1: An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Trafalgar College will model its curriculum very closely on that of Jane Austen College and many of the features will be replicated identically. Differences come from a focus on STEM rather than Literacy and Humanities. It is worth noting that the approach to meeting student need, especially regarding SEN students (including intervention strategies) is identical to that of Jane Austen. In this regard, the school very much adopts an inclusive approach.

Both schools serve underprivileged areas of the county and in many ways the cohort is similar. It is the belief of the Trafalgar Leadership that the same approach will be equally as successful. There are some differences in proportions of specific cohorts but the approach to achievement will be very much in-line with the Great Yarmouth Federation's 'no excuses' culture – an ethos that all Great Yarmouth schools uphold. Both will focus on academic excellence and the core skills, enabling its students to achieve exceptionally well, Trafalgar College will offer a curriculum that is based on traditional academic subjects because we feel that rigour and standards are important in education and also that at Key Stage 4, traditional GCSEs prepare students in the best way for continued study and employment. The same is true at Key Stage 5. We believe that traditional A levels are the best curriculum offer for our students because it is the route that offers the most life choice and opportunities. Low prior attainment and challenging backgrounds should not disadvantage students and prevent them from being able to undertake high quality qualifications. It will be our responsibility to accelerate their progress so they are able to achieve in a way that meets or exceeds the progress of their peers.

The main difference with Jane Austen College will be in its focus – a STEM focus rather than English and the Humanities. In this regard, the College will share a lot of its ideals and expertise with Sir Isaac Newton Sixth Form Free School, particularly regarding the opportunities afforded by ICT in the 'flipped learning' experiences and 'mastery of content'.

Expected Intake – The Trafalgar student

The Trafalgar leadership has a great deal of experience of the local area, [REDACTED].

Our student profile is likely to include students with very wide ranging attainment. Given that the majority of primaries in Great Yarmouth are not ensuring that students make the expected progress, we can expect a large number of students to arrive with below average attainment. We will also expect between 10% and 15% to have special educational needs based upon the profiles of the primaries in the area. At the same time, we can also expect to have higher ability students. Our curriculum must meet the needs of students with a wide range of abilities from a wide range of contexts. A key feature of the potential student profile is that many will have low aspirations due to social and economic context or low prior attainment. Our curriculum will be specifically tailored to meeting the needs of this student profile.

The approach adopted by the Inspiration Trust in educating its students is that put forward by Executive Principal Ian Burchett and Trafalgar College will epitomise in that

SEN, G&T and EAL education falls under the remit of the Trust Cornerstones programme, in particular the areas of Differentiation and Expectations (we expect between 30%-50% FSM). Teachers will educate every student in the room following a bespoke, individualised learning pathway through the lesson. This is very much in conjunction with the blended and flipped learning ideals (refer below).

Differentiation itself will take two forms:

- Proactive – provision and opportunities considered prior to the lesson
- Reactive – how the lesson is adapted to meet student need

The provision for EAL, SEN and G&T students will very much be considered a required proactive differentiated methodology approach where every single individual in the room will have, and understand, their lesson pathway. [REDACTED].

The Curriculum

Curriculum Model

A College for the community of Great Yarmouth

One of the recurring messages that have arisen from community feedback and discussions with potential families of the proposed College is the desire and perceived need to embrace the local culture and heritage. As a result, the College's leadership will very much be looking to incorporate elements of this and [REDACTED] has extensive experience in doing so, working with heritage initiatives.

Types of Curriculum

Our curriculum will go beyond simply meeting the academic needs of our students. Our curriculum will be wide and flexible, providing challenge and support and also rich, memorable experiences. It is our intention that we will follow the National curriculum, as it provides a solid, academic foundation for learning and future study, in keeping with our vision. We will differentiate our curriculum to meet student needs, whilst retaining our key principles and ethos.

The curriculum for the school will be organised into Key Stage 4, Key Stage 3 and Sixth Form. Key Stage 4 will include years 9 to 11 and Key Stage 3 will include years 7 to 8. Key Stage 4 students will begin GCSE study in year 9. The rationale behind this is that:

A three year Key Stage 4 will allow for 'deep learning' and for a focus on scholarship and wide reading. Students will be able to develop their own interests and areas of study independently to support the core learning for their courses. This will be facilitated through our Independent Study curriculum

If needed, lower ability students will undertake a foundation year in Year 9. Master classes will also be used to address specific learning needs. This will be particularly important for students who have low prior attainment or special educational needs.

Our curriculum will combine high expectations and a traditional academic focus, with rigorous systems of support to ensure that students be successful. Students will be

expected to take GCSEs and the English Baccalaureate but at the same time, master classes, mentoring and 1:1 support will ensure no child is left behind.

STEM focus, underpinned by Mathematics

We will adopt a strong essence of cross-curricular learning that the STEM focus will facilitate perfectly. Our Science and Technology teams will very much be working on practical and engaging activities that utilise the student's abilities with logic and engineering to solve problems and find solutions. This is the approach adopted by Sir Isaac Newton and Jane Austen and has proven to be a highly success one, particularly in terms of student engagement and enthusiasm, notably for all students, not just those who would normally achieve well in these areas.

It is the belief of the Trafalgar College team that Mathematics in particular is the underlying foundation for any STEM focus as it provides the academic tools needed to address the sciences and engineering. The College leadership will consider itself very much aligned with Ofsted's ambition in its "Mathematics: Made to Measure"¹² report:

"The responsibility of mathematics education is to enable all pupils to develop conceptual understanding of the mathematics they learn, its structures and relationships, and fluent recall of mathematical knowledge and skills to equip them to solve familiar problems as well as tackling creatively the more complex and unfamiliar ones that lie ahead."

It has been the experience of the Trafalgar leadership team, and that of the Trust, that the teaching of Mathematics can often become a series of procedural algorithms employed to pass an examination. The College aims to install a real sense of ambition and drive in the subject and that its students can take their acquired skills forward.

However, it is anecdotally recognised that the subsequent findings of the same report are also unfortunately accurate - "Children's varying pre-school experiences of mathematics mean they start school with different levels of knowledge of number and shape." The College's teaching methodology aims to readdress this balance through its structures of bespoke learning opportunities via flipped classroom opportunities.

The best schools tackled mathematical disadvantage with expert insight and ambitious determination, with policies and approaches understood and implemented consistently by all staff to the benefit of all pupils. Developing such expertise should be the goal for all schools.

Blended and Flipped Learning experiences

¹² <http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/m/Mathematics%20made%20to%20measure.pdf>

The STEM subjects have a more compartmented curriculum in that discreet topics and units of study all comprise the wider programme. As a result, they lend themselves well to the Trafalgar students utilising the ethos and pedagogy behind the 'flipped learning' and the Blended Learning¹³ programmes offered by the American Rocketship Academies – schools focused on raising the aspirations, life opportunities and standards of education for the USA's poorest communities.

Explicitly, the rationale and focus on the flipped learning will offer a number of benefits:

- The students will be in control of their own learning
- It promotes student-centred learning and collaboration
- Lessons and content are more accessible
- Materials can be accessed outside of school hours if desired and for examination preparation
- Parents can access the same learning materials their children are using to study from
- An expedient and time efficient way of learning
- It enables the best teachers to deliver content to large numbers of students and lessons becomes intervention on the aspects of understanding.
- Potential for significant cost savings can be made on staffing with regard to group sizes

Potential negative aspects of flipped learning will be consciously mitigated.

Specifically::

- The College will provide the technology infrastructure required (eg very low cost Chromebooks which fits into the Trust ICT solution that [REDACTED] devised).
- The reliance on the learning taking place will be tackled through the focus of Independent Study-time. Students can chose to continue their studies at home if they desire, but our vision for all required preparation to take place on site.
- The front-loaded workload for teachers is offset against the ability for the learning and performance outcomes to be tracked and form part of the assessment process that would usually require significant time investment.

Examples of how flipped learning will work in practice:

- Maths – A discrete skill of being able to carry out the four operations on fractions follow algorithmic procedures that can be viewed via a video from a number of sources (eg MyMaths) with exemplars in the Independent Study period. In the next lesson, the teacher carries out a diagnostic in the first 15mins to determine understanding after which the class are sorted into intervention groups to work alongside other students looking at the same work
- English – A book is being analysed for character development. Students read a chapter and make their own notes on a (provided) template in the Independent Study period. In the lesson, the teacher then uses the summaries to prompt students into writing an essay paragraph which is completed with teacher

¹³ <http://www.rsed.org/Blended-Learning.cfm>

assistance, focusing on SPAG, rather than spend time in lesson reading the story.

- Technology – Students are asked to create a spreadsheet that plans an upcoming event given budgetary constraints in the Independent Study period. They would also have a requirement to use at least one new function (from a list provided). In the next lesson, students are asked to write a series of instructions to their peers on how to use one of the new worksheet functions they have mastered.
- PE – In an Independent Study session, students are asked to watch video footage (from their previous lesson) and to make refereeing decisions based upon their own research of the rules of the game. In the following lesson, students lead a group information session on why they would make refereeing decisions at certain points in the game.

Not all subjects will use flipped learning and those that do will not do so exclusively. Traditional teaching methods will be critical to the delivery of many topics and teaching expertise will be vital to ensuring appropriate delivery is chosen. For example, an Art lesson may use an analysis of an artist's work that requires attention in a number of aspects that a teacher feels important students derive but require guidance and support in doing so. In essence, any situation that requires an element of guided exploration and investigation will require direct teacher input that can be more expediently delivered through a traditional teaching approach.

Subjects

Planning for programmes of study will be done in subject teams, under the leadership of the Principal, Vice Principal and Head of Faculty in the first two years. All programmes of study will continue to be closely monitored by the Senior Leadership team as the school grows. Collaborative planning, across subjects will be facilitated by joint planning meetings.

English

Students will have 4 hours of English a week (across KS3 and KS4), which will include Drama. In Key Stage 4, Drama will become its own discrete subject area. The English Curriculum in Key Stage 3 will be driven by a strong focus on literary heritage texts, in addition to high quality modern novels, poems and drama texts. We will also devote a large amount of curriculum time to writing skills and teaching grammar basics.

In year 7 and 8 a different Shakespeare play will be studied, in addition to other literary heritage texts. Students will study a novel, drama text and poetry in year 7 and 8. Wide reading will be supported. Texts will be made accessible through drama, group work and discussion. Students will regularly be expected to offer their views on texts, characters and writers and make links and comparisons between texts. Creative writing will be essential to the English curriculum in both Upper and Key Stage 3. Creativity and imagination will be nurtured, alongside the explicit teaching of writing skills. Students will be encouraged to share their ideas and support each other's creative processes.

Links with local organisations and writers and poets in residence will bring literature to life, as will theatre trips and drama lessons. Students will engage with national

competitions such as the Carnegie prize. World Book Day will be an important day in the college calendar, with a range of events and competitions bringing together the school community. Throughout the year, poetry competitions and writing competitions will encourage motivation, ambition and healthy community competition. Also, by embedding drama within English, we will be able to make clear links between drama texts and performance.

Many of these important aspects of the English curriculum: reading, oracy and creativity will be supported by extra-curricular clubs, where students can develop their passions and talents.

The Leadership of English will be augmented by the close working relationship with Jane Austen College.

Mathematics

Students will have four hours a week of Mathematics in Key Stage 3. This will continue into Key Stage 4. A clear and cohesive numeracy policy will ensure that all students develop essential numeracy skills. For the teaching of Mathematics, we are adopting a similar approach to many other schools, the STEM focus will come from the extended focus into other subject areas.

In Key Stage 3, a strong emphasis will be placed on mental mathematics and problem solving and investigatory techniques. Logic will form the backbone of the curriculum. The use of calculators will be restricted and students will be encouraged to use mental arithmetic strategies instead. This approach will build a solid foundation for Key Stage 4 maths and GCSE, and potentially A Level.

Once students commence GCSE study, they will follow a programme of study, determined by the GCSE specification. We will offer Additional Mathematics GCSE and AS Maths dependent on student need. Our links with the Sir Isaac Newton Sixth Form will ensure we have the best resources to offer this.

Although the school's specialism will be in STEM all core subjects are clearly important. Through the federation with the Sir Isaac Newton Sixth Form Free School, we will have access to some of the best teaching and expertise in the country. This is a very privileged position to be in and it will benefit our students greatly. The Sir Isaac Newton Sixth Form also has direct links with numerous Higher Education establishments, particularly Cambridge University, Sussex University, The University of East Anglia and Leicester Universities who have all provided enriching experiences to the students via eminent Mathematicians and Scientists.

The Trust has been designated a Maths Hub and we will lead the way in developing a cutting edge approach to teaching numeracy. Based on the Shanghai Maths Mastery programme and influenced by ARK, we will create our own in-house syllabus to follow the national curriculum. We will be supported in this by specialists across the Trust, such as the maths specialist Principal at Norwich Primary Academy and specialist teachers at Sir Isaac Newton Free School.

Science

Science will form an integral part of the curriculum at Trafalgar College.

In Key Stage 3, a strong emphasis will be placed on mental mathematics and problem solving and investigatory techniques which will form a strong foundation of study for students going into Key Stage 4 and in turn Key Stage 5.

In Key Stage 4, Science will be divided into the three subjects areas of Physics, Chemistry and Biology.

We will foster links with local businesses, particularly the predominantly large STEM related corporations will be invited to contribute to the curriculum also as part of the ongoing development of the school which will follow on from some of the early foundations being laid in some of the Great Yarmouth primaries this year (eg Cobholm Primary have been offered a £50k grant to work alongside the offshore energy firms).

Technology

Technology will be an innovative new subject in Key Stage 3 and an important part of our curriculum. This subject has been designed to give our Key Stage 3 students an important introduction to STEM and Computing careers. ICT will be embedded across all of the lower and Key Stage 4 curriculum, but within technology, students will develop the higher level skills that they would need to progress to a Computer Science GCSE course in Key Stage 4, if they chose.

Technology will be a largely practical subject, where students will learn in a hands-on way about electronics, design and ICT. It will include robotics and mechatronics, areas that Sir Isaac Newton have been developing with great success – winning a number of national competitions and securing outstanding results for their ICT curriculum.

██████████, specialist IT consultants, will be contributing to the Trust and Trafalgar College. They are currently creating the IT infrastructure for the Trust and have agreed to be involved in the conception of the Technology curriculum, looking at the lesson content from a professional stance. ██████████ teacher and has a wealth of experience in the educational world.

██████████ are also intending to create a demonstration ICT classroom that they will fit out with the highest tech spec available with the intention of showcasing the room. This is the same offer they have already made to Sir Isaac Newton Sixth Form (currently under construction).

The curriculum followed in Key Stage 3 in this subject will fully prepare students for further study at GCSE and potentially A Level, in Key Stage 4 and Sixth Form.

Languages

All of our students will study a language from Year 7-11. The year 7 language will be Spanish. Trafalgar College has a demographic that features pockets of high EAL students, mainly Portuguese and Eastern European. Through consultation with language experts within the Trust, it is felt that the Spanish language is a good compliment to our EAL profile, particularly if there is a Portuguese focused sessions in the Enrichment programme. Students will be able to choose an additional language in year 8 as part of the extra-curricular programme. We also expect our students to

continue studying a Language at GCSE in Key Stage 4. This will be an entitlement for all our students.

Students may also choose to study two languages at GCSE and the curriculum offer in Year 7 and 8 allows them to do this if they choose. Fluency in one or more additional languages will support both our students' university applications and also future career prospects. This also gives us the flexibility to differentiate the curriculum for students if needed.

Trips, exchanges and extracurricular electives will support Language learning. We will aim to recruit native speakers as far as possible to teach Languages.

Oracy will be a strong focus of language lessons, to develop confidence and social skills. There will be strong cross curricular links between English, drama and Languages. There will also be strong links with History and elements of SMSC.

History and Geography

History and Geography in Key Stage 3 will prepare students for the EBacc, but will also have a strong focus on British history and heritage. In Key Stage 4, the programme of study will be influenced by the GCSE specification, although wider reading and study will be encouraged.

Trips and extra-curricular events will bring history to life. Cross curricular links between English and Humanities will be strong. Close links will also exist between History and Classics, which will be taught as part of Latin lessons.

Philosophy

Through their lessons students will study RE and also their social, moral, spiritual and cultural curriculum. Students will be encouraged to discuss their ideas and take part in debates on important issues and topics. An extra-curricular debating society will support these skills as an elective.

As part of the Philosophy curriculum students will learn:

- about our society and political system
- about spirituality and cultural diversity
- about philosophical ideas
- to listen and also express themselves confidently

Importantly, they will start to form their views about the world around them. In Key Stage 4, the programme of study will be influenced by the GCSE specification, although wider reading and study will be encouraged.

Art and Music

Culture and the Arts are essential to our curriculum and overall vision. As such, all our students will study music and art in Key Stage 3. These subjects will combine theory

with practical skills. Extra-curricular electives, such as orchestra, will extend the cultural curriculum within the Enrichment programme.

Strong cross-curricular links will exist between Music and Art and History, with the history of Music and Art being a key part of the programme of study. We would also hope that as many students as possible would learn to play an instrument and would support them in undertaking this.

Alongside our key principals of scholarship, academia and aspirations, we will also value creativity. Through our proposed links with local organisations, such as the Wellington and Britannia Piers, our students will experience culture and the arts first hand. Dance and theatre performances, art exhibitions and gallery trips will all be important parts of the learning experience.

In Key Stage 4, the programme of study will be influenced by the GCSE specification, although wider reading and study will be encouraged.

PE

Health and wellbeing are essential to the development of young people and our students will have two hours of PE a week. A focus on fitness and also team sports will build teamwork skills, resilience and healthy competition.

Sports enrichment activities (after school) such as football, netball and athletics and tennis club will also offer further opportunities for students to get involved in sport. Matches and fixtures with other local secondary schools will further develop a spirit of competition and teamwork. Sporting success will be highly valued within the college.

The School Day

Time	Activity	Comments
8:00 - 8:45	Breakfast Club	FSM priority and study/quiet space available for early arrivals to the school
8:45 - 9:00	Registration	Registers, administration and check-in with students
9:00 - 10:00	Period 1	
10:00 - 11:00	Period 2	
11:00 - 11:15	Break	
11:15 - 12:15	Period 3	
12:15 - 13:15	Period 4	
13:15 - 13:45	Registration/Assembly	Elements of SMSC/PSHE covered.
13:45-14:45	Period 5	
14:45 - 16:00	Independent Study Time	Completion of either homework tasks and/or flipped learning opportunities
16:00 - 17:00	Enrichment	<i>Tue, Wed & Thur only</i> Sports clubs, teams, activities.

The school day will run from 08:45 until 16:00, with an extended day (until 17:00) three days a week, on Tuesday, Wednesday and Thursday to accommodate the extra-curricular electives. The start time allows for students to travel in using public transport. The later finish time supports working parents. The later finish also allows students to access our Independent Study curriculum.

For the Enrichment programme, students will select electives from a range of activities and clubs, which will be specially developed to support the academic curriculum and students' personal development. The electives offered will be in line with our overall vision and ethos.

Students will begin each day with Form Time, with their House Tutor. This will ensure a consistent start to each day and also facilitate registration. A programme focusing on organisational skills, study skills and thinking skills will be specifically delivered during this time. 1:1 and small group mentoring will also take place during this time, with academic/pastoral mentors. This is similar to the afternoon sessions.

Independent Study Time

Our students are expected to complete a session of Independent study time. This move towards incorporating homework into a longer school day is in line with a recent recommendation from The Education Select Committee's report Underachievement in Education by White Working Class Children:

The current trend towards longer school days presents an opportunity for schools to provide space and time for pupils from lower socio-economic backgrounds to complete homework, which may particularly benefit white working class children.¹⁴

For Key Stage 3 students, daily Independent Study will be their only prescribed independent study outside of lessons and no additional homework will be set, although they will be expected to read at home. Key Stage 4 students would be expected to undertake further independent revision and study. This approach will support our families who will know that family time for our year 7 and 8 students will be just that. We will take care of homework, within our extended day, where students can receive the best support and access the best resources.

Our sixth form students, will also be expected to complete Independent Study as part of an extended day, although they will require slightly less direct supervision and would be encouraged towards independence.

Research¹⁵ conducted by academics from the Institute of Education, Oxford and Birkbeck College, UCL has shown that work completed in addition to classroom based work can have significant impact upon student outcomes and that the quality of work set has a bearing on the result. Trafalgar College will take direct control of this time by ensuring Independent Study time is incorporated into the school day.

As with Jane Austen, the College will use Independent Study time to ensure its students are partaking in high quality, academically focused study. Where Trafalgar will differ however is in its usage in the Science based subjects. Specifically, this is the opportunity students will have to engage in the flipped learning experiences, enabling them to thrive in their lessons. The quantity and aims of the session are the same as for Jane Austen.

Independent Study will take place for all students across all year groups. Incorporating daily Independent Study into the extended school day has three main aims:

- students will develop self discipline and independent learning skills and value scholarship - one of our core principles
- As students carry out this independent work as part of the school day this leaves them free to enjoy their free time with their families at home. This also reflects one of the strongest messages we have heard from parents during consultation. This idea is something they would welcome.
- The extended school day, incorporating Independent Study, ensures that students have the time to take a full part in compulsory extra-curricular electives. This makes the curriculum broader and will support the development of character and individuality in our students.

¹⁴ *Underachievement in Education by White Working Class Children: First Report of the Session 2014-15*, House of Commons Education Committee, 2014, p.49

<http://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/142/142.pdf> [accessed 08/09/14]

¹⁵ <http://www.theguardian.com/education/2012/mar/29/homework-linked-better-school-results>

The Inspiration Trust already has a wealth of experience of developing a longer school day at primary and secondary as a means of developing pupils' social skills and access to cultural activities. Our model at Great Yarmouth Primary Academy has been used as a case study for the Policy Exchange report exploring the benefits of a longer school day, where one of their conclusions was that there was a 'wider educational benefit to the pupil – both some growth in core subjects...and general social and cultural capital gains from high quality activity.'¹⁶ In line with the recommendations of their report and our experiences at JAC and GYPA, we will staff our enrichment primarily using teaching staff and teaching assistants, using external agencies for activities we are unable to offer in-house, such as horse riding.

Lesson Organisation

Our lessons will be an hour long, with the exception of daily reading. An hour long lesson will best facilitate the different stages of effective learning within the lesson, ensuring progress and rapid gains.

School Timetable

Trafalgar College will use a weekly timetable, which will be fixed throughout the year.

The Term

The school will follow a conventional school calendar over 39 weeks, structured into 6 half terms. This will be in line with other schools in the developing federation and will support cross-collaboration. This curriculum structure is also well suited to public examination schedules.

Trafalgar College will have the same school year pattern as all other high schools in the Inspiration Trust. This will be loosely based upon county wide dates with some minor variances based upon INSET opportunities for staff.

In line with Jane Austen College, we will keep to the 6 terms structure of a school year. Local parents have indicated that in order to co-ordinate childcare and holidays, they would rather we kept to the traditional model. However, there are two areas where we will have additional learning time for both staff and pupils:

- We will hold regular summer schools for key stage two pupils, particularly targeting those with low attainment. We see this as a vital intervention, giving low attaining pupils a head start before term begins in September. There will be a balance between structured learning and enrichment activities to encourage participation and motivation.

¹⁶ Briggs, Annalise and Jonathan Simons, *Only a Matter of Time? A Framework for the Most Effective Way to Lengthen the School Day in England*, Policy Exchange, 2014, p.9
<http://www.policyexchange.org.uk/images/publications/only%20a%20matter%20of%20time.pdf> [accessed 30/08/14]

- There will be extended staff CPD at the start of each school year. This will allow all staff time to reflect on their teaching practice, become confident with any assessment changes and develop their shared vision for the pupils they are educating.

Organisation of students

Transition from Primary

Our close working relationship with the primary schools in the Great Yarmouth Federation will ensure that transition into the school in Year 7 is not simply eased but that the students experience incredibly little disruption. Moreover, staff from all institutions will be expected to contribute to this effort.

██████████ will be taking a key role in ensuring Y5&6 familiarity between all schools and developing collaborative projects across institutions.

Transition to the workplace

The Trafalgar School's overriding commitment to the future success of its pupils will be evident in an 'employability guarantee' that we will make to all students who complete GCSEs and / or A-levels with us. In the unlikely event that any student of Trafalgar finds themselves unable to secure an appropriate university place, training opportunity or employment within a year of leaving the school we will commit to providing them with further training from specialists to help them realise their goals. ██████████. In effect, Trafalgar College will commit to providing opportunity for support and training for all students to achieve either a place in further education or employment.

Academic Arrangements

We will set our students according to ability. We feel that a combination of vertical and parallel setting, best supports our vision – we are working towards a collaborative and self-motivating student body. This will enable staff to begin effectively differentiating for students - stretching the most able and providing the best support for the least able.

This setting model will be in place across years 7 to 11. Our timetable structure will allow students to be able to move sets based on assessments and reviews throughout the year. Our students will be able to be in different sets for English and Mathematics. Our experience suggests that it does not support learning and progress when the setting of these two subjects is fixed against each other. Students may have very different abilities in Mathematics to English for example and if ability sets are to be used, it is important that they are the right ones.

Staff contact time

Full time staff will work to 22 out of 25 periods of teaching time a week, 45mins per day for Form Time related contact time and will be expected to facilitate 3 Independent Study periods per week and one activity per week for Enrichment.

In summary (per week): Hours

Teaching Commitment	22
Form Time	3.75
Independent Study	3
Enrichment	1
Meeting times	2
Total	31.75

Per year, this would total $(31.75 \times 39=)$ **1238.25 Hours per year**

Section D2: Measuring pupil performance effectively and setting challenging targets (including staff development)

Participation in the Independent Study curriculum and extra-curricular activities

All of our students will take part in both the independent study time curriculum and extra-curricular activities. This will be achieved through compulsory participation in our extended day.

Types of Assessment

Our curriculum planning will place effective assessment at the heart of our schemes of learning. Curriculum design will be based on the ¹⁷'spacing effect' and the 'testing effect'. We believe this approach will be essential in developing memory and resilience in our students.

Assessment built into the Key Stage 3 curriculum will comprise of:

- Baseline tests in all subjects which will be completed when students join the school. This will give us an indication of starting points from which to measure progress. We will also use diagnostics and reading tests to indicate reading age. Working closely with primary schools during transition will also allow us to gather data on student's starting points. All of this data will be used to create suitable intervention packages and plan effectively.
- Day to day assessment - AfL within each and every lesson, will ensure student progress is monitored and teachers can intervene to support that progress. This
- Half termly summative assessment in each subject.
- Ongoing formative assessment of independent work undertaken as part of the Independent Study curriculum.
- End of year summative test in each subject. We would consider the use of optional tests for this, but would also like to explore producing our own tests, in partnership with Jne Austen College and other Trust schools. These assessments will provide a suitable measure of progress (via the Trust MIS) that is calibrated to the previous performance measures, NC levels.

Assessment built into the Key Stage 4 curriculum will comprise of:

- Baseline tests in all subjects which will be completed when students join the school. This will give us an indication of starting points from which to measure progress.
- Daily assessment - AfL within each and every lesson, will ensure student progress is monitored and teachers can intervene to support that progress. This is very in keeping with the Inspiration Trust's teaching development programme, relating to the Cornerstone of 'Feedback'
- Half termly summative assessment in each subject.

¹⁷ http://www.intropsych.com/ch06_memory/spacing_effect.html

- Ongoing formative assessment of independent work undertaken as part of the Independent Study curriculum and other independent assignments.
- Mock examinations carried out as part of a mock examination schedule to prepare students for GCSE/AS examinations. These will be summative, but will also be used as formative assessments, as students will be set targets based on performance.
- GCSE/AS examinations, which will lead to a qualification. These will take place at the end of year 10 or 11.

Assessment built into the Sixth Form curriculum will comprise of:

- Baseline tests in all subjects which will be completed when students join the school. This will give us an indication of starting points from which to measure progress.
- Day to day assessment - AfL within each and every lesson, will ensure student progress is monitored and teachers can intervene to support that progress
- Half termly summative assessment in each subject.
- Fortnightly formative assessment of independent work undertaken as part of the Independent Study curriculum and other independent assignments.
- Mock examinations carried out as part of a mock examination schedule to prepare students for AS/A2 examinations. These will be summative, but will also be used as formative assessments, as students will be set targets based on performance.
- AS/A2 examinations, which will lead to a qualification. These will take place at the end of year 10 or 11.

Academic Mentoring

In addition to academic assessment, we will also record the targets set in coaching sessions for every individual student and each student's progress towards these targets. This will form their Academic Achievement Plan. Students will play an active role in target setting and creating the AAP. We will regularly assess students' progress towards achieving their goals and support and intervene where needed. Mentoring will take place during Form Time every day. Students may also attend mentoring during lesson time, but this will be organised on a rota so that a student does not miss the same lesson twice. Students will have a mentoring session once a half term as a minimum. The programme will follow the ideals and model of the Hurworth School Assertive Mentoring programme¹⁸ that has led to highly successful outcomes in other institutions, including those [REDACTED].

The mentoring will be based upon Carol Dweck's theories on student motivation and 'attribution theory' - The Growth Mindset. This will allow us to raise the aspirations of students with low prior attainment particularly. Dweck's theories will also be incorporated into lesson planning and our reward systems.

¹⁸ <http://www.assertivementoring.com/secondary/assertive-mentoring/>

Academic Achievement Plans will be electronic and they will also be shared with parents.

Purpose of targets

Aspirational targets are essential to drive forward school improvement. They will give our students and staff a sense of purpose, and of course achievement when they are met. Key targets will be shared at the start of each academic year and referred to throughout the year in meetings and CPD. Progress against key targets will be displayed around the school - on staff computer screens and noticeboards.

Targets will be used at several levels - however each level will be influenced by overall targets for the college.

- Whole school - Annual Development Plan and SEF targets
- House level - Heads of House will set targets within their Faculty and Pastoral Development plan
- Curriculum Level - once the college is at full capacity, Curriculum Heads will set targets within their Curriculum.
- Staff Level - staff will set personal targets as part of Appraisals and Personal Development Plans.
- Student Level - as part of the academic coaching and monitoring programme students will set targets for themselves in their Academic Achievement Plan.
- Some students will also have targets as part of their IEPs/PSPs and these will be closely linked to their Academic Achievement Plan which will take a holistic view.

These development plans will be regularly discussed in line management meetings and referred to in termly appraisal meetings. Appraisal targets for staff will be set, referring to targets as part of performance management arrangements.

Curriculum and teaching and learning

Student's individual targets (set using an expectation of four levels of progress) will support teachers with lesson planning and differentiation within the lesson. Group Academic Achievement Plans may also be implemented if several students within a group are not on track to meet targets. Specifically:

- Using existing measures of performance - we expect 100% of students to meet 3 levels progress and 50% to meet 4 levels progress (given a national expectation of 40% of 4LP)
- Using the new 'Progress 8' performance measures, we will aim for positive measures (the initial national performance measure is projected to be -0.5).

Once a half term, every member of staff will discuss their classes within their subject/faculty area to share progress against targets. Intervention strategies will be discussed and suggested. In this way, performance against targets is open and transparent and staff will regularly support each other and share expertise.

Whole School Evaluation

The Principal will review the Annual Development Plan and Self Evaluation Form on an annual basis and also update termly, to enable judgements to be made about the success of the school. This will be a key focus of strategic SLT meetings. The Principal will be accountable to the success of the school and will therefore need to monitor performance of all areas and aspects of the school closely and regularly.

Trafalgar College will adopt the Inspiration Trust monitoring and reporting cycle:

Date	Trust Policy	Recommended
September	<p>Self Evaluation: External expert to work with individual schools to support and evaluate. Schools will have different requirements, but likely one day per school.</p> <p>The annual development plan follows from the SEF.</p>	<p>One member of school SLT should prepare to deliver the SEF training to middle leaders.</p> <p>The ADP will inform a monitoring calendar. This is likely to include:</p> <ul style="list-style-type: none"> ● work scrutinies ● learning walk programme ● lesson observations ● SoL monitoring <p>It is recommended that these are scheduled to coincide with the reporting calendar.</p> <p>A school's 'special measures plan' will replace the ADP.</p> <p>Schools expecting an Ofsted inspection should adjust the timelines to reflect Ofsted priorities.</p>
	Trust Learning Visit booked (this will be coordinated by the Trust taking school requests into account).	
	Audit programme agreed and auditors booked. The Trust has a list of auditors it has used before, but please recommend new auditors.	
1st half term	<p>Trust Review: Individual departmental / KS target setting within the school using the Trust format included in this handbook.</p>	<p>Department leaders produce their own SEF using the same format as the school.</p>
October	Performance Management and	

	pay review.	
Starting 2nd half term	Departmental / KS audits: Each school's programme is likely to be spread across the year.	
Varies (usually 3rd half term)	Trust's Learning Visit	
Final Half term	Trust Review: Individual departmental/KS target review within the school using the Trust format included in this handbook.	

Reporting to Parents

We will openly share some of our important targets with our parents and carers. They are important stakeholders and need to be aware of the College's aspirations in order that they can support the school's vision and the achievement of these targets.

We will share:

- their child's targets in all subjects. This will be done at the start of each year in an academic achievement letter home. Progress against these targets will be reported termly in a parent report. Parents will also be able to access this info at any time through our student information system, which they will be able to log in to.
- Progression measures. It is vitally important that all students have their progress reported, regardless of achievement or ability in any given subject. This is especially pertinent given the renewed focus on Progress 8 measures as a headline reporting figure for schools in Key Stage 4.
- Progression aspirations - we will talk to our parents about our aspirations for our students to go to university. This will be discussed in initial parent-teacher meetings before students start at the college and also at Open Evenings and Parents' Evenings. Our parents will be an essential part of this. Without their support, it will be difficult for students to progress to university. We will explain clearly that this is our target but also why it will enhance the life chances and opportunities of their child.
- Achievement levels. Using the Trust MIS, part of this process will be to communicate those areas of Mastery, Developing or Emerging skills.
- Our Development Targets targets. It is important that our parents know we are aiming to provide an outstanding education for their child.

We will go beyond standard school practice by expecting parents to engage fully in the reporting process. After reports are sent home we will ask parents to discuss the report with their child and complete a termly academic feedback form as a result of their discussion. Any action points or issues will be picked up by House Tutors.

Wider Community

We will publicise our progression aspirations and key attainment targets on our website and also our progress towards these targets. A community newsletter will also share our successes with parents, staff and the wider community. This will include our partner organisations.

Governors

All of the targets we have set will be an integral part of our ADP, which will be reported and monitored by governors. They will therefore be able to hold the Principal and other staff to account.

We will also report our progress against ADP targets directly to the CEO of the Inspiration Trust, so they can monitor the success of the school.

Data Tracking

Students at Trafalgar College will be entered onto the Inspiration Trust Management Information Service (MIS) – a bespoke MIS solution that will track the academic performance and all intervention/mentoring programmes. The MIS has been designed primarily for the needs of Jane Austen College and [REDACTED]. This means that its bespoke nature is bespoke to Trafalgar College and we have direct access to the programmers for any future requirements.

Data used by the school

Type of information/data	When will this be collected?	Who will collect this?	Who will this be shared with?	How will this be stored?
Benchmarking assessments	When a student starts at the college	Teaching staff and SEND team	All teaching staff and pastoral and academic mentors. Parents.	MIS Student Information management System
Student group data e.g. FSM/CLA/EAL/ SEND/AGT	When a student starts at the college and reviewed termly or when more information is available/updated	Data Manager	All teaching staff and pastoral and academic mentors	Student data spread sheets MIS IEP/PSP/AAP
Half termly formative assessment levels/grades	Half termly	Teaching Staff	All teaching staff and pastoral and academic mentors Parents/carers	Student data spread sheets MIS IEP/PSP/AAP

Life Ambitions	1/2 termly/termly in academic mentoring	Academic mentor	All teaching staff and pastoral and academic mentors	MIS IEP/PSP/AAP
Academic Targets	1/2 termly/termly in academic mentoring	Academic mentor	All teaching staff and pastoral and academic mentors	MIS IEP/PSP/AAP
Barriers to Achievement	Half termly	Teaching Staff	All teaching staff and pastoral and academic mentors Parents/carers	MIS IEP/PSP/AAP
Progression towards growth mindset	1/2 termly/termly in academic mentoring	Academic mentor	All teaching staff and pastoral and academic mentors Parents/carers	MIS IEP/PSP/AAP
Subject Next Steps	Half termly	Teaching Staff	All teaching staff and pastoral and academic mentors Parents/carers	MIS IEP/PSP/AAP
Full academic report	Twice a year	Teaching Staff	All teaching staff and pastoral and academic mentors Parents/carers	MIS IEP/PSP/AAP
Rewards	As they occur	Staff issuing reward	All teaching staff and pastoral and academic mentors Parents/carers via student information system or letter home.	MIS IEP/PSP/AAP

Consequences	As they occur		All teaching staff and pastoral and academic mentors Parents/carers via student information system or letter home.	MIS IEP/PSP/AAP
Specific incidents of bullying	Staff witnessing an incident or who have it reported to them must inform their Head of House as soon as possible, who will take responsibility for recording	Head of House	All teaching staff and pastoral and academic mentors Parents/carers	MIS IEP/PSP/AAP
Exam Entries	As necessary	Exams officer	All teaching staff and pastoral and academic mentors Parents/carers	MIS IEP/PSP/AAP
Medical Needs	As necessary	SENCO	All staff	MIS
Information on SEND/AGT	As necessary	SENCO	All teaching staff and pastoral and academic mentors	MIS IEP/PSP/AAP

It is worth noting that Jane Austen College is currently utilising much of the same processes and systems that Trafalgar will use.

Interventions

We will have a highly rigorous approach to intervention. If a student is not making the expected progress it will be essential to provide timely and highly effective intervention.

Intervention in Key Stage 4 will follow a Nationally recognised model of best practice (as used in a National Challenge school), used by [REDACTED]

In essence, students will be classified into groups that members of leadership (Principal, Vice Principal and both Heads of House in the first year of operation and the four Assistant Principals in Year 4+ of operation) take ownership of. Assemblies, collapsed curriculum and smaller group sessions focus on the students in such 'teams'.

Progress measures are shared with all students and a competitive element is fostered wherever appropriate.

The groups will have the following characteristics:

Group	Profile	Actions
A	Current tracking shows <u>Progress 8 measures</u> are already being met	Celebrate and recognise individuals and groups. Group to work with other students as appropriate Informal conversation regarding any specific subject specific difficulties
B	Current tracking shows <u>milestones</u> are met for success in Progress 8 measures by end of KS4	Close monitoring of performance Encouragement and positive feedback as motivational mechanisms
C	Current tracking shows milestones not being met but should be capable of Progress 8 measure success	Considerable focus on motivational factors Allocated a member of staff to act as mentor Individual interviews, reviews and bespoke conversations regarding performance in all underperforming areas. Assertive Mentoring used as modus operandi for intervention
D	Student not currently meeting milestones and is not projected to meet Progress 8 measures	Individual pathways prescribed Consideration of pathways and possible alternate curriculum solutions

Cohort C is considered critical to ensuring school performance measures are met. Additional support (external, within the Trust etc) may be considered as an intervention strategy when this group meets Key Stage 4.

When Intervention is considered on an individual student level, the staff member responsible will escalate as needed from Class Teacher to Vice Principal. The Principal would be the final escalation point if the top of the intervention ladder is reached.

<p>In class intervention (Class Teacher)</p>	<ul style="list-style-type: none"> • Differentiation of work • parental contact
<p>Subject level intervention (Head of Subject)</p>	<ul style="list-style-type: none"> • Subject Academic Achievement Plan • Subject materclasses • Academic/pastoral mentor kept informed • parental contact
<p>House Level Intervention (Head of House)</p>	<ul style="list-style-type: none"> • College wide Academic Achievement Plan • Subject materclasses • 1:1 support • Academic/pastoral mentor involved • Meetings with parents
<p>Senior Level Intervention (Vice Principal)</p>	<ul style="list-style-type: none"> • Vice Principal involvement • review of previous strategies • Implementation of new academic achievement plan • Full parental involvement

On an ongoing basis, this method of intervention will form the mainstay of intervention work within the College. This is a model adopted by Jane Austen College.

The SENCO will be involved at all stages, if the student has a special education need, or if it is thought that they may do.

Accountability and performance management

Our clear staffing structure, with pastoral Houses and faculty areas being led by Assistant Principals ensures that a holistic view of every student's progress and attainment will be held. Accountability will be very clear. For example, if a student is underachieving within Maths, it will at first be the class teacher's opportunity to intervene and liaise with parents. if that is unsuccessful, the Subject Head will intervene (once they have been appointed, which will not be necessary in the first two years). The issue would be referred to the Head of House if that continued to be unsuccessful. After that, the underachievement would be reported to the Vice Principal.

At all points, parents will be kept informed (via MIS) and progress will be discussed with the academic mentor.

This same line management and accountability structure will work in the same way, if any school target is not being met. Regular line management meetings will be an opportunity to discuss progress against targets and meetings will follow a set agenda: achievement, quality of teaching, behaviour and safety and leadership and management. This will focus discussion on the Ofsted Key Performance Indicators. Ultimate accountability will rest with the Principal, who will be held to account by governors and the Trust.

Trafalgar College will adopt the same performance management and appraisal system the Trust adopts.

Support for Staff

Our extensive CPD programme will ensure the very highest of teaching standards across the College.

██████████ that will be employed to bring about high impact outcomes for our students. These will enable the Trafalgar leadership team to target programmes to individual staff, run by experts.

Of particular note are the Outstanding Teacher Programme (and a proposed Improving Teacher Programme) that has been shown to have impact in the classroom for those staff on it. The course ideals and materials will be used extensively in all Trafalgar CPD sessions.

Trafalgar College will explicitly embrace the most effective and prominent contemporary pedagogical developments. In the main these will comprise:

- Visible Learning (Prof J Hattie)
- Growth Mindset (C Dweck)
- Teach Like a Champion (D Lemov)
- Embedded Formative Assessment (Prof D Wiliam)

The Inspiration Trust has created groupings of Federated Curricular²⁰ that Trafalgar College will adopt. Teachers will use the IT infrastructure to plan, collaborate, discuss and share the very best teaching practices and to develop new ways of approaching education. In addition, there are a number of smaller discussion groups (eg 'Growth Mindset' and Trust training programmes) that use the communities feature to work together.

As part of the Trust's wider support mechanisms there are a number of programmes and network support meetings that will ensure standards at all our schools, including Trafalgar College, will be upheld.

The networking support meetings will comprise of:

Type	Typical attendee	Focus
Curriculum leads	Principal / VP	Emerging developments from DfE, curriculum planning which will include elements of achievement and assessment.

²⁰ http://www.inspirationtrust.org/our_schools/inspiration_teaching_academy/the_hive/

Teaching & Learning (CPD) leads	VP or AP	Pedagogical focus, sharing of best practice and new ideas. Framework around Trust ideals. Collaborative approach.
English/Literacy leads	Head of English	Emerging developments from DfE, including curriculum and assessment changes. Raising achievement key.
Maths/Numeracy leads	Head of Maths	Emerging developments from DfE, including curriculum and assessment changes. Raising achievement key.

In addition, [REDACTED] will attend the Trust Principal's meetings and Executive Principal meetings.

Staff morale, development and retention

We want 100 % of our staff to be happy teaching at the Trafalgar College. They will feel supported and that they are receiving the highest standards of professional development. This will be monitored through CPD evaluation, staff surveys, performance management meetings and exit interviews. We will of course expect high rates of retention. However it will also be important to us, to support colleagues when it is the right time for them to progress to the next stage of their careers.

Engaging parents/carers

Parents will be clearly communicated with in the following ways:

- Ongoing live access by parents to our Trust MIS- access to all academic tracking and mentoring discussion points and actions.
- Annual full academic report
- Half termly updates on academic progress, communicated through letter and also through access to their child's section of our students information management system
- Real time access to details of rewards and consequence, also through access to their child's section of our students information management system
- Letters and phone calls home to praise or raise concerns.
- News updates via our website and also our community newsletter.
- Invitations to celebration evenings and assemblies.

Summary

Trafalgar College will take its responsibility to educate its learners very seriously. We will strive for excellence in all we do and our highly aspirational targets will clearly demonstrate this. A large part of this will relate to academic attainment of course, and we have detailed a rigorous and robust system of intervention and accountability to help us achieve this, but it is also important to us that our students develop as young people. Our students will not progress successfully to university if they do not develop independence and resilience. We need to motivate them to be the best that they can be. For example, this is why we will track our students' development of a growth mindset, as well as their grades and levels. Both are essential to their success.

The involvement of parents/carers is essential. We will work in partnership with parent/carers to secure the best future for our young people.

Section D3: A staffing structure that will deliver the planned curriculum within the expected income levels

Our staffing structure and organisation will very much reflect our vision and ethos. Staff will be recruited to ensure that:

- the highest academic standards are achieved.
- Students are fully supported in achieving their academic potential
- The school fulfills its Mathematics and Science specialism and is a centre of excellence for Mathematics and Science, teaching and provision.
- A wide extra-curricular programme is offered that offers life experiences for all students
- Students receive the highest levels of pastoral care, guidance and support
- Excellent safeguarding practice is always implemented to ensure the safety of students.
- Outcomes will be improved for our youngsters

The Great Yarmouth Federation will play a crucial role in many aspects of our curriculum delivery as the large proportion of our students will come from our three other

Within the senior and middle leadership teams, emphasis will be placed on teaching and learning and curriculum expertise. We will also benefit from our unique link with the Sir Isaac Newton Sixth Form Free School and Jane Austen College, which would support our teaching of Science and Mathematics and provide an aligned partner school in our vision.

Our House Structure, which organises pastoral care will also be linked to the leadership and management of faculties. In this way, pastoral and behaviour management support structures will be intrinsically linked.

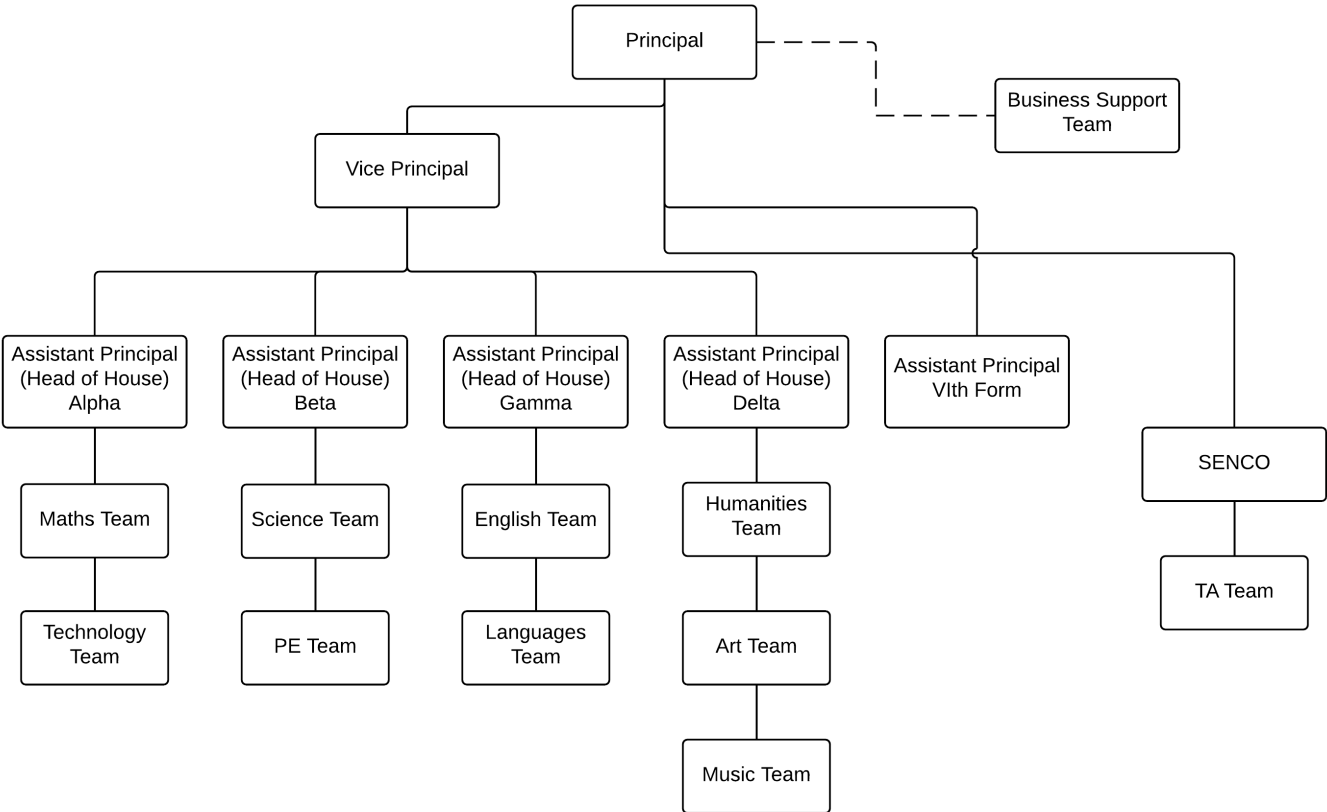
Non-teaching support staff will be vital to the staffing structure, as pastoral and academic mentors and Teaching and Learning Assistants (LTAs) and Teaching Technicians. Teaching Technicians will support teaching staff to ensure that their valuable time is spent doing just that - teaching. Technicians will support with organising managing resources including reprographics and displays and will be a valuable part of the staff team. In practical subjects such as science and technology they will organise specialist resources and equipment. Academic and pastoral mentors will carry out a vital role. These non teaching staff will be skilled mentors who will deal with any pastoral or academic support needs. They will work closely with Heads of Houses (Faculties leaders) and the Senior Leadership Team to ensure the needs of the students are met. An enrichment coordinator will also lead the development of the extra-curricular electives programme as the school develops.

Financial Efficiencies

We will also have capacity within our federation - the Inspiration Trust, to support our staffing, recruitment and staff development. As part of a larger, Great Yarmouth, federation, we are able to share the cost of essential 'backoffice' services and resources (eg minibus travel, cover teachers etc). This would enhance the viability of the Trafalgar College and represent good value for money.

Full time teaching staff will be on 80% timetables. As a result there will be an expectation that they contribute to the enrichment programme for after-school activities and that they cover absences in extreme circumstances – usually shared cover teacher services with the Great Yarmouth Federation would be used.

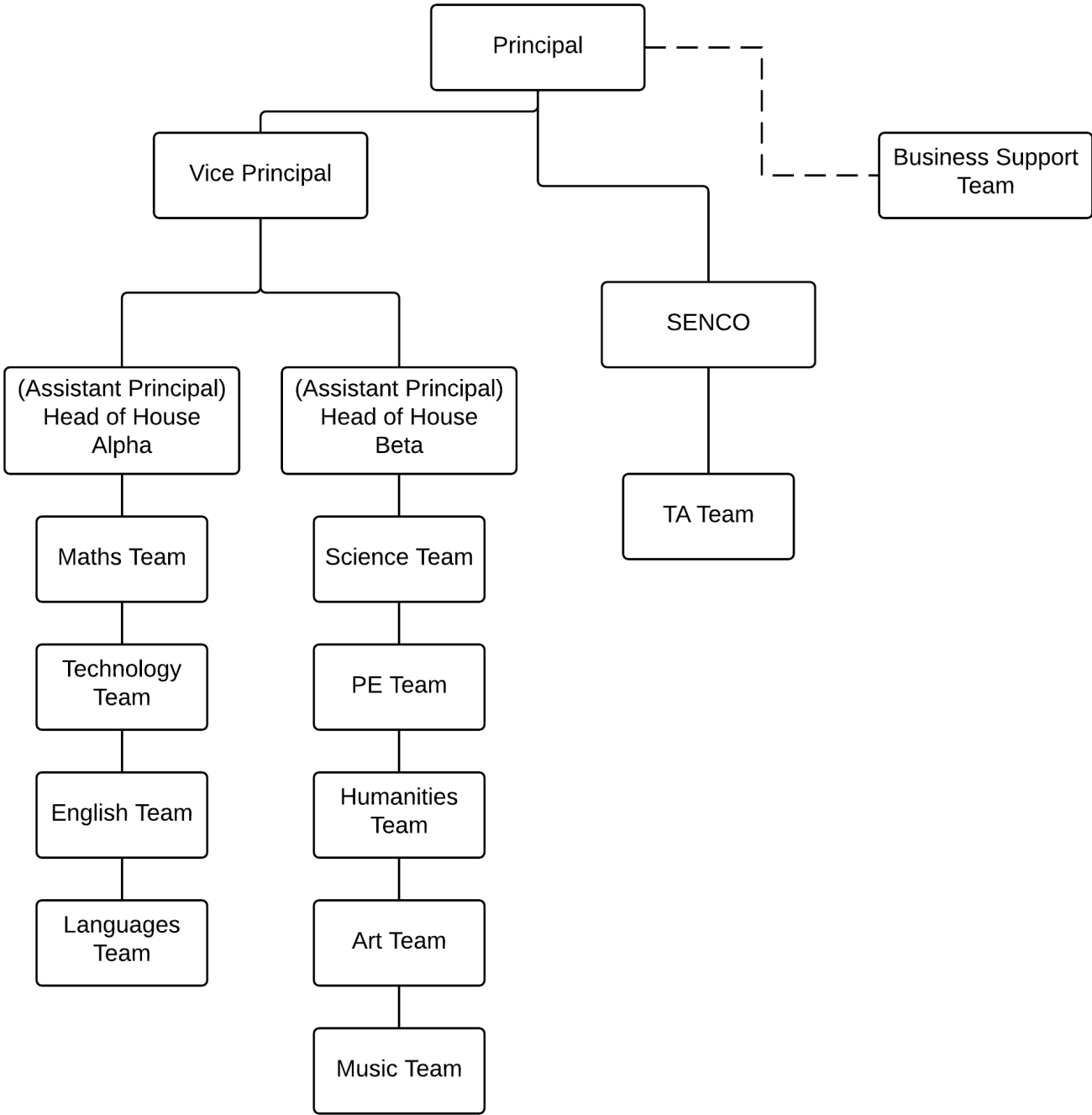
Staffing structure (Teaching) at capacity (in Year 5 of operation):



Refer to Staffing arrangements in the financial spreadsheet for further details on numbers of staff, including staff phasing (Section G)

The Assistant Principals will operate within a ‘school within a school’ model – specifically they will be responsible for the coordination and monitoring of standards of both academic and pastoral aspects of their houses. As part of the support services to the school, a non-teaching administration support role will offer pastoral support contact that parents and/or other agencies can contact and offer admin support as required this is also included in the support team for the first year of operation.

Staffing structure (Teaching) on opening (Year 1 of operation):



As we will open with a relatively small teaching team it will be preferable to have a more horizontal and 'flatter' leadership and management structure to begin with. This will ensure close links between the SLT and the teaching team, facilitating close monitoring, support and collaboration to ensure the highest standards of teaching. The SENCO will be directly managed by the Principal to ensure the needs of all students are met and particularly those with additional needs or SEN. Both members of the Senior Leadership team will always be SEN qualified to ensure full understanding of the department are met. It will also facilitate the challenge and support of the SENCO. The

SENCO will be an important staff member who will ensure the needs of all students are met.

The Vice Principal will be primarily responsible for teaching and learning and curriculum in addition to deputising for the Principal in all aspects of the school's operation.

Heads of House/Faculty will lead curriculum areas and also pastoral Houses. A reduced senior and middle leadership team will meet needs in the first years of opening and also represent value for money as it minimises the use of the pre opening grant.

The pastoral academic mentors will report directly to the Vice Principal and will be non-teaching staff, to enable them to carry out their roles more effectively. The Pastoral Mentor will manage behaviour and student welfare, liaising with teachers, parents and students to provide consistent support. The Academic Mentor will support student achievement and learning in a range of ways, communicating with parents and teachers to ensure students make rapid progress. They will be expected to act on initiative and support the highest standards, as such they will be on a higher pay scale than offered in many schools for such a role. This is to ensure the best staff are recruited. We will only require two mentors in the first year of opening, however in the second year additional mentors would be recruited, increasing to 6 academic mentors and 6 pastoral mentors at full capacity. A pastoral and academic mentor would eventually be attached to each pastoral house and additional mentors would work with Year 11 and 6th form students on university/employment transition. The LTAs will provide in class and 1:1/small group support for students with SEND.

As the subject specialisms of all the SLT will not be known until appointment, for the purposes of staffing calculations, ideal subject specialisms have been assumed. Adjustments will be made if necessary after SLT are recruited. As set out in our vision, teaching staff will be on 80% timetables to allow for increased CPD time e.g. timetabled coaching. They will also contribute to the elective extra-curricular timetable and Independent Study curriculum. This will be part of their directed time.

Our staffing plans include part-time teaching, particularly in the opening year when there will be just one year group in the school. However it is our intention to address this in two ways to avoid part-time staff where possible, as part-time staffing can sometimes be less flexible and is not always advantageous:

- Specialist staff will be shared with the Great Yarmouth Primary Academy, Cobholm Academy and Stradbroke Academy.
- Staff will be recruited who are flexible and innovative and confident to teach across two specialisms in Key Stage 3.

It is also the intention that in the lead into opening, [REDACTED] will be working closely with our partner primary schools in the Great Yarmouth area on closely aligned with our Key Stage 3 programme of study.

Note on current capacity in place

As mentioned in Section C, Trafalgar College will be part of a wider federation of schools for the Great Yarmouth area. We have already appointed staff in positions within the Trust in preparation for the Trafalgar College to become operational.

Business and Support staff

Trafalgar College, in joining the Inspiration Trust, will give access to all support functions within the school. Finance, HR, Payroll, IT support, Business Management and contracts will all be managed centrally, funded from the top-sliced contribution to the Trust.

As a result, staff in these roles will not need to be employed by the College directly.

██████████ Services covered, with personnel already in place:

- Human Resourcing ██████████
- Financing ██████████
- Payroll ██████████
- IT Support ██████████
- Contracting ██████████

Specific support roles included in the financial considerations for the college (Section G)

The Principal

The Principal will be accountable and responsible for the strategic leadership of the college and day to day running and organisation of the school, staff and students. In capacity as Executive Principal of the Great Yarmouth Federation, The Principal will also ensure alignment of goals for the community of schools and ensure successful working relationships and collaboration. The Principal will be responsible for ensuring the strategic vision and ethos is maintained and that outcomes for learners and the institution are of the highest standard and, at opening, will be supported by one Vice Principal. The collaborative and supportive nature of the federation will be vital and the Principal will work closely with other (Executive) Principals within the group and also ██████████, forming part of the strategic leadership group for the Inspiration Trust.

In the first year, this will be a teaching post, to enable the Principal to establish high expectations and monitor teaching quality and provision closely. In later years the Principal will not teach, as the school grows and develops. The Principal teaching in the first year, will support financial efficiency and add more teaching capacity, representing good value for money.

The Principal will also have oversight of the Sixth Form and work closely with the Vice Principal in ensuring the curriculum is fully operational and that students are prepared for the next stages of their lives, whether university or employment.

The Principal's role:

- To ensure that the School meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the DfE
- To enthusiastically lead the School's education work setting high professional standards and ensuring that the education vision is understood and embraced by the staff, students, parents/carers and the wider community
- To ensure the School's management and organisational structures are fit for purpose and facilitate continuous improvement
- To deploy all resources, including staff and financial resources, in such a way that the School's education vision is delivered.
- This will include:
 - Maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the School's Board of Governors
 - Maximising the School's resources by seeking additional funds from external sources in collaboration with the Trust's finance team.
 - Managing and regularly reviewing the use of available resources, including human resources, to improve students' learning and achievement
 - Recruiting and retaining staff of high quality and with appropriate qualifications
 - Ensuring effective performance management of all staff and effective workforce development
 - Using ICT to support personalised learning, curriculum development and delivery
 - Maintaining effective management and administrative processes and procedures and that these are written and understood by all staff and students
 - Ensuring the maintenance of the School's physical infrastructure and that it meets legislative requirements (e.g. on health and safety)
- To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management.
- To secure and sustain effective inclusive learning and teaching and in particular to ensure a curriculum that meets statutory requirements and the School's education vision.

- Maintain effective behaviour management and the health, safety, welfare and emotional development of all students
- Monitor and evaluate the quality of teaching and the standards of achievement
- To ensure the effectiveness and efficiency of the School, providing information and advice to the Board of Governors, and developing self-evaluation and accountability
- To work in partnership with parents, the community, and other schools and stakeholders
- To undertake such other duties as are commensurate with the post and which may reasonably be required by the School's Board of Directors

Vice Principal

The Vice Principal will be responsible for standards of Learning and Teaching in the college, as well as curriculum and wider standards. This focus on teaching and learning supports our vision for the college to be a centre of excellence for teaching and learning. This will be a teaching post, with a reduced timetable. Because of the support available within the federation, only one Vice Principal will be required. This will be financially efficient. The Vice Principal will be the 'right hand' of the Principal.

Key purpose of the position

To support and assist the Principal in providing dynamic and professional leadership for the school, ensuring an excellent academic education for all our students, and supporting and promoting the school's vision

Main areas of responsibility

- Curriculum
- Staffing
- Teaching and Learning
- Standards
- Sixth Form oversight – pastoral and academic tracking

Assistant Principal(s) - Head of House

The Assistant Principals (APs) will be accountable for both academic standards and pastoral care within the Houses for which they are responsible. At least one of these roles will also incorporate leadership of the Sixth Form. At opening, Assistant Principals

will not be required. The first AP will be appointed in the second year. In the third year, an additional AP will be appointed. The rationale behind this is that, in the third year, the Year 9 students will commence GCSE study. More capacity will then be needed to support the students fully. At this point, the APs will take on the pastoral leadership of two Houses each, to allow the Heads of Faculty to concentrate fully on curriculum and learning and teaching. We would have four APs at full capacity. The APs will be a figure head for their House(s) and be responsible for the pastoral care of students within that House. This will be done with the support of non-teaching pastoral and academic mentors.

We will look to utilise our APs to deliver a 'schools within a school' model of leadership with the house system.

Middle Leadership

Heads of Faculty

A small middle leadership team is preferred as it allows for clearer and more purposeful strategic decision making. Four faculty Heads will be important leaders within the school and will be clearly accountable for the performance of their faculty areas. The Faculty Heads will have a pastoral role in the first two years, but after that, and most importantly, once students begin GCSE study, their main role will be the successful performance of their area in terms of outcomes. These roles with a Head of English, Maths, Humanities, Languages, Science and Technology and Arts reflect our academic English Baccalaureate focus set out in our vision and also the value we will place on the Arts. This is a model that Jane Austen College has adopted, with successful outcomes.

Rather than being supported by Seconds in Department, as is traditionally the case in secondary schools, Lead Teachers will be appointed.

Our experience is that the role of second in department can lack clarity and strategic direction. Instead, our lead teachers will have clear targets and strategic remits. This will increase accountability and motivation. The roles will be clear and purposeful.

Lead teachers will be appointed with specific roles which will cover areas such as:

- Feedback
- Challenge and Expectations
- Engagement
- Differentiation
- Cross Curricular links
- SMSC

These roles reflect our focus on aspirational outcomes and also our vision for our English specialism and meeting the needs of all our students. The Lead Teacher for

Sport will play an important role in developing extra-curricular sport provision in addition to developing the PE curriculum.

Staffing of Sixth Form Provision

In the first year of operation, the leadership of the sixth form will come from the leadership team in place and in the second year of operation an Assistant Principal will take on the role which will necessitate some knowledge in enabling opportunities for students to progress onto University. In this regard, expertise from Sir Isaac Newton and Jane Austen College will be sought and employed to ensure standards, with regards to guidance in curriculum planning and in an ongoing collaborative relationship of moderation and sharing best practice. Sir Isaac Newton Sixth Form in particular will be able to offer an extensive set of resources relating to the Mastery of the subject.

The Principal has a history of A Level teaching and leading on As/A2 developments in a variety of subjects, including Mathematics.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Not Applicable

Section E: Evidence of need – part 1

	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	150	139		93%	150	128		86%
Year 8					150	139		93%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	150	139			300	267		89%

Section E: Evidence of need – part 2

Section E1

In collecting the signatures for the bid, we have collated over 900 signatures from the community. The majority of these have been collected via canvassing around Great Yarmouth, but some have also come back from the leaflet drops and via email. We retain all signatures collected at the Trust offices and are available upon request.

Many people see the school as bringing a much needed focus to the community of



Great Yarmouth and see opportunities beyond the classroom side, although many have stated the importance and need for a high school with a strong focus on academic excellence for the area.

Of the 900+, 264 are within the targeted age ranges and we continue to receive further signatures on a daily basis.

Both year groups have enough signatures at this stage for a five form entry.

The area of Great Yarmouth is divided between two postcodes – NR30 and NR31.

Of the responses collected, there is an approximate even 50% divide between the signatures collected from each area.

An example of the form used in collecting signatures: [REDACTED]

Analysis and details relating to the extent of any current or forecast shortage (basic need) or surplus of places in the relevant phase of education within the school's proposed vicinity is included in Section C.

Summary of the standards in local schools in the relevant phase using Ofsted judgements and pupil attainment and progression data is included in Section C

Data extracted from EduBase (<http://www.education.gov.uk/edubase/home.xhtml>) – census data

Two schools within a 4 mile radius of the (proposed) site for Trafalgar College

Great Yarmouth High School (*Ofsted: RI*)

Total pupils 883

Pupil capacity per year (Sept 2014) 170

Pupils within 4 miles radius and in (proposed) catchment for Trafalgar College:

Pupils aged 9 (Sept 2014) 94 + 91 + 30 + 59 + 55 + 29 + 30 + 60 + 95 + 30 =
573

Pupils aged 8 (Sept 2014) 84 + 83 + 26 + 61 + 60 + 28 + 30 + 60 + 96 + 30 =
558

If we consider a 5 mile radius, we would include Ormiston Venture Academy that despite a significant decrease in GCSE outcomes in 2014, is considered an Outstanding school. In this instance, places available in secondary education that is considered Good or Outstanding =130

- This translates to 440 pupils aged 9 and 428 pupils aged 8 attending either RI or Inadequate schooling having to travel out of area to attend a non-failing school.

This is consistent with discussions with parents, some of whom drive their children in excess of 10miles away to get them to a school they consider to be good enough for their children.

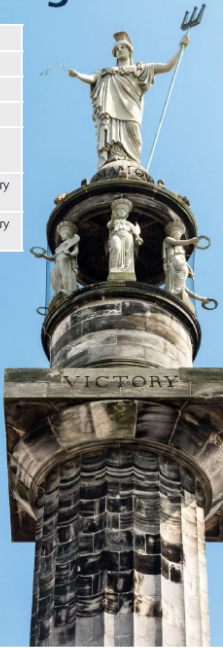
Leaflet used to inform the community and generate signatures (folded into A5 booklet)

Register Your Interest in Trafalgar College


Name	
Address	
Email	
Child's Name	
Child's DoB	
Trafalgar College your 1st choice?	Yes / No Please delete as necessary
Are you interested in Trafalgar College	Yes / No Please delete as necessary

Please return the form to:
Trafalgar College
c/o Great Yarmouth Primary Academy
Dickens Avenue Great Yarmouth Norfolk NR30 3DT

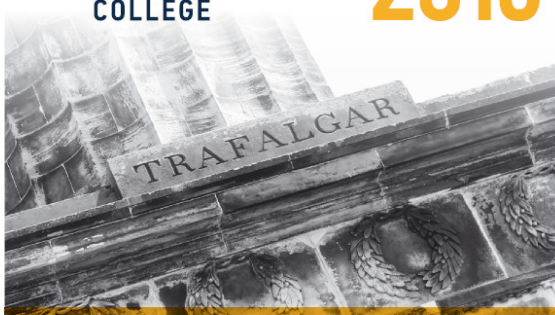
TRAFALGAR COLLEGE 2016



TRAFALGAR COLLEGE 2016



TRAFALGAR COLLEGE 2016



TRAFALGAR COLLEGE 2016

We are applying to open a new 11-19 secondary school, Trafalgar College, in Great Yarmouth in September 2016 to meet increased demand. Its aim is to give students the best possible education and send Great Yarmouth children to Britain's best universities. Our plan is to build a brand-new school in the centre of the town with cutting-edge facilities, employing the best teachers. We will transform education in Great Yarmouth.

WWW.TRAFALGARCOLLEGE.ORG.UK

GREAT YARMOUTH
FEDERATION 

INSPIRATION
TRUST
An Inspiration Trust School

TRAFALGAR COLLEGE 2016

Local Employers

As a Maths and Science specialist school, we will work closely with the town's main employers who often find it difficult to employ suitable engineers. Where we can, we will fashion courses to suit employer needs and encourage students to seek qualifications that will lead to good jobs in Great Yarmouth. We want to be a good citizen, transforming education but, at the same time, supporting employers and making Great Yarmouth a better place for all our families.

Trafalgar Site

We are in the process of looking for a site to build a completely new school in central Great Yarmouth where the greatest demand will come from. The building will be designed by leading architects and built by a top builder. As many local workers as possible will be employed. A major consideration will be access – proximity to bus routes, parking and pedestrian and cycle access. Vacancies for support staff will be advertised as the building nears completion.



Principal Points

I am applying to the Department for Education to build a brand new secondary school in Great Yarmouth. A 21st century building, brilliant facilities and I will personally select the best teachers. Here's what I am planning for your child.

- The best education. We are going to achieve outstanding GCSEs and A levels, supporting your child to win a place in Britain's best universities.
- A well-rounded education. We will be a specialist Maths and Science school but will introduce your child to the world of the arts, sports and other interests through our extended hours.
- Community leaders. Trafalgar students will be leaders of their generation, ready to stand up and be counted. The College believes in traditional values of respect and good behaviour. We will be part of the Inspiration Trust, headed by _____

The Trust is already transforming education in Norwich and elsewhere in Norfolk. The GCSE and A level results in Inspiration schools this summer were excellent. In the town, we have already transformed education at Great Yarmouth Primary Academy. We will draw on Trust expertise and experience for the benefit of Great Yarmouth children. Here's my pledge to you: the best possible start in life for your child. I will not rest until I see Trafalgar students attending the best universities in the world.

Example [information page](#) from the [Trafalgar College website](#)



[HOME](#) | [ABOUT US](#) | [FOR PARENTS](#) | [ADMISSIONS](#) | [SIXTH FORM](#) | [VACANCIES](#) | [LATEST](#) | [CONTACT](#)

Search the website

You are here: [Home](#) > [Our schools](#) > [Trafalgar College](#) > [For parents](#)

For Parents

Our college day

Term Dates

Lunchtime arrangements

Our Uniform

Home College Agreement

We believe strongly that Trafalgar College will benefit from developing positive partnerships with our parents.

Parental support plays a vital role at all stages of education as parents, carers and families are the most important influences in a child's life. By working closely with parents, we can make a real difference to our students' achievement and enjoyment of their time at school. The active involvement of parents in the life of the college helps create a positive learning community.

Communication with our parents is very important. To keep our parents updated, we:

- Provide information on all aspects of our individual students' education through our web based Family Portal. This real time information portal enables parents to track their child's learning, covering everything from attendance and attainment to House Points and academic mentoring.
- Communicate clearly with parents, through our Learning Bulletins, what students are learning each half term, including in independent study time.
- Provide detailed Parent Reports.
- Ensure there are regular opportunities to discuss student achievement and progress, for example at Parents' Evenings.
- Involve parents in the life of the college, inviting them to events regularly and using Parent Focus Groups to create a home-college partnership.

[SHARE](#)

Trafalgar College
c/o Great Yarmouth Primary Academy
Dickens Avenue
Great Yarmouth
Norfolk NR30 3DT
01493 855304

[Sitemap](#) | [Terms](#) | [Accessibility](#) | [Cookies policy](#)

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Registered office: The Close, Norwich, NR1 4DJ

Website by The Specialists

**GREAT YARMOUTH
FEDERATION**

**INSPIRATION
TRUST**

Information email account

Created August 2014 for all enquiries: trafalgarcollege@inspirationtrust.org.uk



Section E2 - Successful engagement with the Local Community

Specific feedback from the Community and responses to feedback

Aspect	Comments	Outcome and/or Actions
Extended Day	<p>Parental feedback is largely in support of the idea of an extended day but have reservations about the length of the day, fearing impact upon family time.</p> <p>This is especially true of parents with children in Primary schools that have a similar day.</p>	<p>Extended day is incorporated into the school day but reduced from the original time of 5:30pm (as for Jane Austen College) to 5:00pm for Trafalgar College (Section D)</p>
Business Links	<p>Wherever possible, particularly in matters of curriculum, the College should be looking to engage with local businesses (from the smallest sole traders to the larger multinational energy firms).</p>	<p>Working with the Assistant Director for Economic and Social Development, securing funding for projects aimed at engaging local communities with the STEM based industries off of the East coast of Norfolk. This extends into the feeder schools of GYPA and Cobholm.</p>
Adult Classes	<p>Engagement with the community and parents .</p> <p>This is to be extended into other areas, such as music lessons</p>	<p>Sessions (formalised, drop-in and group based) to be offered to parents. Some will be with the purpose of assisting their children with understanding work (eg leading up to examinations) others will be to engage the community in learning opportunities.</p>
Local History	<p>A recurring conversation with parents is the identity they have the local area and that any organisation should not only identify with that, it should embrace and embody it.</p>	<p>The Curriculum (Section D1) will incorporate as many elements of local history and culture as possible into the curriculum.</p> <p>Applications will be made to the local heritage organisation (The Heritage Lottery fund)</p>

Drop in clinics and surgeries	Parents very much feel that one-to-one discussions.	Surgery to be run in the pre-owning stages to ensure ongoing dialogue with the community. Surgery to form part of the ongoing parental engagement policy in the school.
Local employment opportunities	A local school should be seeking to benefit the local community in matters of local employability	Policy of advertising work opportunities to the local community in the first instance (eg painting, carpentry).
SEN provision	Experience of a high proportion of parents and families with children requiring SEN provision. A model of inclusivity is very much preferred, as is a departure from labeling individuals to address a particular child - every child should be considered as an individual.	All members of senior leadership will become fully SEN trained staff in order to ensure expertise in working with staff. SEN policy to explicitly detail that SENCO's primary role is to work with staff.
Community cohesion	Many parents and non-parents engaging in conversation have reiterated the difficulties in different cultures and non-native. There is a perception that cultural groups are isolated. In conjunction there has been a recent shift to more right-wing politics in the area (eg strong UKIP presence) that	Research into Comenius project and incorporate any findings. Actively engage with local communities. This has already begun [REDACTED]

Trafalgar College Free School

I welcome the establishment of a new Free School in Yarmouth to provide top quality secondary education for local young people within the town and to address at long last the acknowledged shortage of secondary school places to adequately serve our 25,000 plus population.

When the Borough lost its unitary status in 1974 - with Norfolk County Council taking responsibility henceforth for Education, Social Services, Fire, Police and all major public services – there were a number of secondary schools within the town. Within a decade however all had been closed with the single exception of Gt Yarmouth High School. Children in Southtown and Cobholm were accommodated initially at the Claydon High School and then, when that closed too, at the Cliff Park High School in Gorleston. Many children in South Yarmouth also had to travel to Cliff Park – a ten mile round trip – with some parents opting to send their children to Caister. This has conspired to make Yarmouth a poorer place generally and made it less attractive for inward investment. Car ownership in the town is low with 46% of local residents having no car or van. Bussing pupils to schools elsewhere is expensive and militates against pupils engaging for extended school and out of school activities.

Twice in the last 10 years attempts have been made unsuccessfully to get an exchange of land between the Borough Council and the Grammar School Foundation - and the closure of the seaward end of Beaconsfield Road - to enable the Gt Yarmouth High School to grow from 900 to 1400 school places and to acquire a much improved campus. That solution is now seen as a “dead duck.” It has become clear that if the LEA school cannot be expanded only an Academy or Free School can now address the projected shortage of secondary school places.

In 2013/14 when I was Cabinet Member for Schools in Norfolk I met with 3 potential promoters of a new Free School – IES, CEAT and a Co-op Trust who put in an initial

expression of interest to the DfE but found themselves unable to proceed to a substantive bid. They were looking to provide a 11-16 secondary Free School using the Co-op Department Store site in the Market Place and offering 450 places.

In Summer 2014 Norfolk County Council went out to public consultation on making the town's infant and junior schools into "all-through" primary schools and significantly increasing places. This followed a similar process conducted in 2013 for the Southtown and Cobholm area of the town. If these new primaries reached capacity they would generate a secondary school places requirement of 330 each year - 1650 total – not allowing for positive parental preference in Southtown and Cobholm to have their youngsters educated in the town.

The Head of the Norfolk School Admissions Service (September 2014) has indicated an expected 1300 secondary place requirement by 2018 and 1500 by 2022 – a more conservative figure than those underpinning primary school reorganisation assumptions but one which would still fully justify the establishment of the proposed new Trafalgar College.

As one of the 2 County Councilors representing the town – myself covering the north and central area – I am very pleased to lend my support to the establishment of a new Free School in the town. I take the view that the Gt Yarmouth High School and new Trafalgar College are both enormously important to the regeneration of the town and raising aspirations. Links with the emerging Energy industries will be central to nurturing skilled local workers and professionals to take the well-paid new jobs coming into the town over the coming decade. The Trafalgar College will have a distinctive offer that will bring something new to what is currently on offer.

Mick Castle

County Councillor for Yarmouth North & Central





HERÓIS DO MAR

*Associação Comunitária Lusófona Ltd
(Lusophone Community Association)*

6/7 Broad Row - Great Yarmouth

Norfolk - NR30 1HT

Phone 01493 718646 Mobile 07774572405

e-mail [REDACTED]

e-mail [REDACTED]

[website: www.herois-do-mar.co.uk](http://www.herois-do-mar.co.uk)

To: **Trafalgar College**
Great Yarmouth Primary Academy
Dickens Avenue
Great Yarmouth
Norfolk NR30 3DT
01493 855304

26 September 2014

Supportive letter

Dear sirs,

We believe that Trafalgar College could transform secondary education in Great Yarmouth.

And completely agree that children of the town deserve an outstanding education and the chance to win places at Britain's best universities, what not happen now because lack of specialized school.

Specialization in Maths and Science looks a capital mark to help the goals of the children, and certainly will help them to achieve better results

We are an organization, with more than 500 members, and have a sport Academy with more 280 members, of all ages.

We would like manifest our entirely support at this educational project, and pray for this one could happen soon as possible in name of our children, and equal rights to everyone.

We would like put our commitment and help, for what the Trafalgar college need from us,

God bless you all, with very wishes of great success on this bid.

With many thanks'

Best regards

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

CVs included in the annex

Name	core applicant group	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	Norwich	CEO & Trustee	[REDACTED]	7
[REDACTED]	Y	Norwich	Executive Principal & Principal	[REDACTED]	15-20
[REDACTED]	Y	Norwich	Executive Vice Principal	[REDACTED]	15-20
[REDACTED]	Y	Norwich	Chief Finance Operator	[REDACTED]	7
[REDACTED]	Y	Norwich	Business Manager	[REDACTED]	7

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
No skills identified as missing from the Core Team. All aspects of school leadership are covered and the team has a wealth of experience in setting up multiple Free Schools and can draw upon other expertise from within the Trust.	N/A

F2 Governance

Inspiration Trust – Board of Directors



School Local Governing Body (Already in existence for other schools in Norwich)



Parent Advisory Body



Executive Principal/Principal

NB: In first year of operation, the Executive Principal is also Principal.

The role of the Trust Directors

Responsibilities will include:

Administration, monitoring and auditing of the Schools finances and significant contracts.

Strategic oversight of health and safety, risk management and safeguarding; in particular it runs a dedicated Audit Committee to identify and monitor risk in all its schools.

Reviewing key strategic policies such as HR (including terms and conditions of service, personnel policies and procedures), health and safety, data protection etc.

The Governors

It is proposed that the Governing Body in relation to Trafalgar College will be a single body which will govern the federation of Inspiration Trust Schools including Great Yarmouth Primary Academy, Cobholm Primary Academy (Dec 14) and Stradbroke Primary Academy (Dec 14).

This group are ideally placed to recruit other high profile individuals to join them. This group has a wide range and of experience, skills and expertise, leaving few gaps to cover. The Governing Body will be supplemented by a parent advisory body for Trafalgar College with parent and staff members to be appointed by election immediately after opening in September 2016 to widen the perspective of the Governing Body and allow full participation by staff and parents in the governance of the School.

The Governing Body will have a strategic role in the running of Trafalgar College. It will establish a strategic framework by:

- setting aims and objectives for the School;
- setting policies for achieving those aims and objectives;
- setting targets for achieving those aims and objectives.

The Governing Body will monitor and evaluate progress as the School progresses towards achievement of the aims and objectives set and regularly review the strategic framework for the School in the light of that progress.

In exercising the functions above, the Governing Body will:

- comply with the Trust deed relating to the School.
- consider any advice given by the CEO and Executive Principal under regulation.

The Governing Body will act as a “critical friend” to the Executive Principal and Principal; it will support them in the performance of their functions and give them constructive criticism.

The role of the Governors

Responsibilities will include:

- Establishing clear criteria for success, performance indicators and strategy for self-evaluation
- Oversight of strategy and policy development to achieve the vision and ethos, and deliver the business plan
- Agreeing educational objectives with the Executive Principal and Principal
- Monitoring the performance of the Executive Principal and Principal
- Monitoring of the School’s finances and significant contracts, ensuring value for money
- Reviewing admissions, appeals and exclusions policy;
- Approval of key local operational policies
- Governing on staff and student discipline and admissions appeals and complaints
- Oversight of local health and safety, risk management and safeguarding
- Fostering links in the local and wider community
- Assessing and, where needed, challenging the impact of the strategy to deliver outstanding academic and pastoral outcomes
- Assessing and supporting the Executive Principal and Principal

Code of Conduct for Governors

All Governors will be asked to subscribe to a Code of Conduct which requires that individual Governors should:

- Support the aims and objectives of the School and safeguard the interests of the School and the students in the wider community
- Support and promote appropriate partnership and collaboration with other schools in the area and Local Authority
- Work co-operatively with Governors in the best interest of the School and attend meetings regularly
- Acknowledge that differences of opinion may arise in discussion of issues but when a majority decision of the governing body prevails, it should be accepted

- Base personal views on matters before the Governing Body on an impartial assessment of the available facts
- Take due account of the views of parents, students, staff and interested parties
- Acknowledge that the day to day running of the School and implementation of plans and policies of the Governing Body is the responsibility of the Executive Principal and senior managers of the School
- Understand that an individual Governor has the right, only when the Chair and Governing Body have given their agreement, to make statements or express opinions on behalf of the Governors
- Resist any temptation or outside pressure to use the position of Governor to benefit himself/herself, other individuals or agencies
- Declare openly and immediately any conflict of interest arising from a matter before the Governors or from any other aspect of governorship
- Respect the confidentiality of those items of business which the Governing Body deems to be confidential
- Take or seek opportunities to enhance his/her effectiveness as a Governor through participation in training, development programmes and increasing his/her own knowledge of the School
- Have regard to their broader responsibilities as a Governor of a public institution. This will include the need to ensure public accountability for the actions of the Governing Body

The role of the Executive Principal/Principal under the strategic guidance of the CEO of Inspiration Trust

The Executive Principal shall have oversight of the internal organisation, management and control of the school and the implementation of the strategic framework established by the Governing Body and Trustees. The Executive Principal will advise the Governing Body in relation to the establishment and review of the strategic framework, and in particular will:

- formulate aims and objectives for the School, for adoption, with or without modification, or rejection by the Governing Body;
- formulate local policies for the School for achieving those aims and objectives, for adoption, with or without modification, or rejection by the Governing Body; and formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the Governing Body.

The Executive Principal will formally report at least once every term to the Governing Body on the progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set.

The balance between the autonomy given to the Executive Principal and Principal and the control retained by the Governing Body must be clear. As a guide, the Governing Body is not expected to be involved in the detail of day to day management of the School and should delegate enough powers to the Principal to allow performance of

management duties. The Principal is responsible for the internal organisation and management of the School and for implementation of the strategic framework of the Governing Body. The Executive Principal and Principal should expect and receive both challenge and support and should give Governors enough information to enable them to meet their responsibilities.

Parent Advisory Body

The Governing Body will establish in relation to the School a parent advisory body containing elected parent members and Governors. This will meet termly to consider and advise the Governing Body on issues pertinent to pupils and the school and wider community.

It is not proposed to establish any further committees at this stage although the Governing Body is authorised to establish a Curriculum and Standards committee if necessary. The following structure chart shows lines of accountability and methods of escalation between the Trustees, Governing Body, CEO, Executive Principal and Principal. The following table shows how the Trust intends to delegate functions.

KEY

Level 1: Trust Directors who delegate authority to senior Trust management

Level 2: Governing Body

Level 3: Chief Financial Officer

Level 4: Executive Principal (supported by CEO)

Level 5: Principal

The Trust Board will be mindful that although decisions may be delegated, to the Governing Body or the Executive Principal or Principal, the Trust Board remains responsible for any decision made under delegation.

Key Function	No	Tasks	Decision Level				
			1	2	3	4	5
Budgets	1	To approve the first formal budget plan each financial year	X		X		
	2	To monitor monthly expenditure.			X		X
	3	To establish a charging and remissions policy		X			
	4	Miscellaneous financial decisions	X				X
	5	To enter into contracts (Trust may wish to agree financial limits)	X				
	6	To make payments (Trust may set limits)					X
Staffing	7	Principal appointments (selection panel)	X	X		X	
	8	Deputy appointments (selection panel)	X	X		X	X
	9	Appoint other teachers					X
	10	Appoint non teaching staff					X
	11	Agree a pay policy	X				
	12	Pay discretions	X				
	13	Establishing disciplinary/capability procedures	X				
	14	Dismissal of Principal	X				
	15	Dismissal of other staff		X			X
	16	Suspending head	X	X			
	17	Suspending staff (except Principal)					X
	18	Ending suspension (Principal)	X	X			
	19	Ending suspension (except Principal)					X
	20	Determining staff complement	X	X			
	22	Determining dismissal payments/ early retirement	X				
Curriculum	23	To establish a curriculum policy		X			X
	24	To implement curriculum policy					X

	25	To agree or reject and monitor curriculum policy		X			
	26	Responsible for standards of teaching					X
	27	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)					X
	28	Responsibility for individual child's education					X
	29	Provision of sex education – to establish and keep up to date a written policy		X			X
	30	To prohibit political indoctrination and ensuring the balanced treatment of political issues					X
	31	To establish a charging and remissions policy for activities (non NC based)		X			X
Performance Management	32	To formulate a performance management policy	X				
	33	To establish a performance management policy	X				
	34	To implement the performance management policy					X
	35	To review annually the performance management policy	X				
Target Setting	36	To set and publish targets for student achievement	X				X
Discipline/Exclusions	37	To establish a discipline policy		X			
	38	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the student is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)		X			
	39	To direct reinstatement of		X			

		excluded students (Can be delegated to chair/vice-chair in cases of urgency)					
Admissions	40	To consult annually before setting an admissions policy (but in community and controlled schools only where the LA has delegated this power to the governing body)		X			
	41	Admissions: application decisions					X
	42	To appeal against LA directions to admit student(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority)		X			X
Religious Education	43	Responsibility for ensuring provision of RE in line with school's basic curriculum					X
Collective Worship	53	Arrangements for collective worship (schools without religious character (after consulting GB))					X
Premises & Insurance	55	Buildings insurance and personal liability	X				
	56	Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision)	X		X		
	57	Procuring and maintaining buildings, including developing properly funded maintenance plan	X		X		
Health & Safety	58	To institute a health and safety policy (in community and VC schools this would be the LA)	X				
	59	To ensure that health and safety regulations are followed					X

School Organisation	60	To publish proposals to change category of school	X				
	62	To set the times of school sessions and the dates of school terms and holidays		X			
	63	To ensure that the school meets for 380 sessions in a school year		X			
	64	To ensure that school lunch nutritional standards are met					X
Information For Parents	65	To prepare and publish the school prospectus					X
	66	To prepare and publish the school profile					X
	67	To ensure provision of free school meals to those students meeting the criteria					X
	68	Adoption and review of home-school agreements		X			
GB Procedures	69	To draw up instrument of government and any amendments thereafter	X				
	70	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	X				
	71	To appoint and dismiss the clerk to the governors	X				
	72	To hold a full governing body meeting at least three times in a school year		X			
	73	To appoint and remove sponsor governors.	X				
	74	To set up a Register of Governors' Business Interests	X				
	75	To approve and set up a Governors Expenses Scheme	X				
	76	To discharge duties in respect of students with special needs by appointing a "responsible person" in community, voluntary and Foundation Schools		X			
	77	To consider whether or not to exercise delegation of functions to individuals or		X			

		committees				
	78	To regulate the GB procedures (where not set out in law)	X			
Federations	79	To consider forming a federation or joining an existing federation	X			
	80	To consider requests from other schools to join the federation	X			
	81	To leave a federation	X			

F3 (b) Skills gap for governing body

██████████ brings strong leadership to the Governing body so we have already targeted some individuals who we intend to serve on the Governors body. It is our intention to cover all aspects of Governance with more than one person, so vital skills to the school will be considered under the 'missing' heading, below.

Skills/experience missing	How you plan to fill the gap
Leadership	██████████
Managing School Finances	██████████
Project Management	██████████
Human Resources	██████████
Pastoral matters	██████████
Data and Performance	██████████

F4 Recruiting a Principal

The Principal will be accountable and responsible for the strategic leadership of the college and day to day running and organisation of the school, staff and students. In capacity as Executive Principal of the Great Yarmouth Federation, The Principal will also ensure alignment of goals for the community of schools and ensure successful working relationships and collaboration. The Principal will be responsible for ensuring the strategic vision and ethos is maintained and that outcomes for learners and the institution are of the highest standard and, at opening, will be supported by one Vice Principal. The collaborative and supportive nature of the federation will be vital and the Principal will work closely with other (Executive) Principals within the group and also [REDACTED] forming part of the strategic leadership group for the Inspiration Trust.

In the first year, this will be a teaching post, to enable the Principal to establish high expectations and monitor teaching quality and provision closely. In later years the Principal will not teach, as the school grows and develops. The Principal teaching in the first year, will support financial efficiency and add more teaching capacity, representing good value for money.

The Principal will also have oversight of the Sixth Form and work closely with the Vice Principal in ensuring the curriculum is fully operational and that students are prepared for the next stages of their lives, whether university or employment.

- The Principal's role:
- To ensure that the School meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the DfE
- To enthusiastically lead the School's education work setting high professional standards and ensuring that the education vision is understood and embraced by the staff, students, parents/carers and the wider community
- To ensure the School's management and organisational structures are fit for purpose and facilitate continuous improvement
- To deploy all resources, including staff and financial resources, in such a way that the School's education vision is delivered.
- This will include:
 - Maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the School's Board of Governors
 - Maximising the School's resources by seeking additional funds from external sources in collaboration with the Trust's finance team.
 - Managing and regularly reviewing the use of available resources, including human resources, to improve students' learning and achievement

- Recruiting and retaining staff of high quality and with appropriate qualifications
- Ensuring effective performance management of all staff and effective workforce development
- Using ICT to support personalised learning, curriculum development and delivery
- Maintaining effective management and administrative processes and procedures and that these are written and understood by all staff and students
- Ensuring the maintenance of the School's physical infrastructure and that it meets legislative requirements (e.g. on health and safety)
- To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management.
- To secure and sustain effective inclusive learning and teaching and in particular to ensure a curriculum that meets statutory requirements and the School's education vision.
- Maintain effective behaviour management and the health, safety, welfare and emotional development of all students
- Monitor and evaluate the quality of teaching and the standards of achievement
- To ensure the effectiveness and efficiency of the School, providing information and advice to the Board of Governors, and developing self-evaluation and accountability
- To work in partnership with parents, the community, and other schools and stakeholders
- To undertake such other duties as are commensurate with the post and which may reasonably be required by the School's Board of Directors

The Governors and Inspiration Trust team have [REDACTED] The Principal's salary has been included in the Financial section G.

CV is included in the annex.

In addition to the CV, [REDACTED]

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.

G1



G2



G3



SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	Great Yarmouth, within 1 mile of bridge. Catchment primary schools will be Cobholm, Great Yarmouth Primary Academy and Stradbroke.
--	--

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	NR31 <Redacted>
--	-----------------

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	
---	--

Any comments on your calculated building space:	Will likely be refurbishment of existing building so difficult to say.
---	--

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annexes

CVs for Core Team and Current/Proposed Governors

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications,	N/A
5.a	For education only: if you are in a leadership position in your latest school	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]

CV template		
3.	Details of your last three roles including:	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
4.	For finance only: details of professional qualifications,	N/A
5.a	For education only: if you are in a leadership position in your latest school <ul style="list-style-type: none"> ▪ 	<div style="background-color: black; width: 100px; height: 15px;"></div>
5.b	For education only: if you are in a teaching or head of department role in your latest school	<div style="background-color: black; width: 100px; height: 15px;"></div>
6.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100px; height: 15px;"></div>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<div style="background-color: black; width: 100px; height: 15px;"></div>
8.	Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px;"></div>

CV template		
1.	Name	<div style="background-color: black; width: 100px; height: 15px;"></div>
2.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 100px; height: 15px;"></div>
3.	Details of your last three roles including:	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>

CV template		
		██████████
4.	For finance only: details of professional qualifications,	██████████
5. a	For education only: if you are in a leadership position in your latest school (where available):	██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles ▪	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications	N/A

CV template		
5. a	For education only: if you are in a leadership position in your latest school (where available):	N/A
6.	Brief comments on why your previous experience is relevant to the new school	• [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles i	[REDACTED]
		Name: [REDACTED] Position: Dates:
		Name: Position: Dates:
4.	For finance only: details of professional qualifications,	[REDACTED]
5. a	For education only: if you are in a leadership position in your latest school (where available)	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief com-	[REDACTED]

CV template		
	ments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles	██████████
		Name: Position: Dates:
		Name: Position: Dates:
4.	For finance only: details of professional qualifications	N/A
5a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths re- 	██████████

CV template		
	<p>sults or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ 	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including	██████████
		██████████
		Name: Position: Dates:
4.	For finance only: details of professional qualifications,	N/A
5.a	For education only: if you are in a leadership position in your latest school	N/A
6.	Brief comments on	██████████

CV template		
	why your previous experience is relevant to the new school	
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	Finance
3.	Details of your last three roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications,	- ██████████
5.a	For education only: if you are in a leadership position in your latest school	N/A
6.	Brief comments on why your previous experience is relevant to the new school	Detailed description of role given in Sections F & G
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████

CV template		
3.	Details of your last three roles including:	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications,	- N/A
5.a	For education only: if you are in a leadership position in your latest school (<ul style="list-style-type: none"> ■ 	██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications,	N/A

CV template

5.a	For education only: if you are in a leadership position in your latest school <ul style="list-style-type: none">▪	██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████