

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

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

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] LONDON [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: [REDACTED] AND [REDACTED] are married.
7.	How you would describe your group: <input checked="" type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	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:	
Details of company limited by guarantee		
13.	Company name: TRINITY ACADEMY LONDON LTD	
14.	Company address: 9 TURRET Grove London SW4 0EX	
15.	Company registration number and date when company was incorporated: 07847013	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members:	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	██████████
	2. Name:	██████████
	3. Name:	██████████
	4. Name:	

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:

[REDACTED]

2. Name:

[REDACTED]

3. Name:

[REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

24. Please specify any religious organisations or institutions connected to your application (local, national and international). 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 (eg Pentecostalism, Deobandism, Reform Judaism, etc).

Most are Catholic, some are not. Mixed group.

Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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

Declaration to be signed by a company member on behalf of the company

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 and the funding agreement with the Secretary of State. 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:

Member of company

Print name: XXXXXXXXXX

Date: 3 JANUARY 2013

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

Section B: Outline of the school

1.	Proposed school name:	TRINITY ACADEMY
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2018 (Secondary phase) 2020 Sixth Form
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	ROMAN CATHOLIC
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes Yes, if not designated <input type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	CATHOLIC
11.	If you have a preferred site, please give details, including the post code:	NONE
12	Please tell us how you found this site:	N/A
13	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	SW4
15.	Local authority in which the proposed school would be situated:	LAMBETH
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	WANDSWORTH
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). 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. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

Section C: Education Vision

C.1 Overview of the kind of school we want to establish.

C.1.1 Trinity Academy aims to be one of the best schools in London, known for the quality and rigour of its teaching. We will have high expectations of ALL our pupils, irrespective of background or prior attainment.

We will deliver a curriculum that affords a broad, balanced and inclusive 'liberal education' that does not cap ambition, but keeps doors to future progression open for all.

Naturally talented pupils will be stretched to the full. Every pupil will be motivated, encouraged and supported throughout their time at the school to become the best that they can be. No one will ever be written off.

C1.2 Trinity will expect most of its pupils to go on to university, with a significant proportion going to the very best universities. We aim to ensure that pupils from disadvantaged backgrounds are well represented in that group.

Those who do not follow the university route will be thoroughly equipped for vocational training and the world of work with:

- Good qualifications in Maths and English
- A strong grounding in Science, the Humanities and a foreign language
- Competence in the use of information technology

- An understanding of business and enterprise
- Excellent oral communication and personal presentation skills.

C.1.3 In line with our Catholic ethos, Trinity will seek to develop the ‘whole person’, developing the spiritual, intellectual, moral and physical potential of all pupils and preparing pupils for a life of service to others in pursuit of the common good.

All children - of whatever denomination or faith and those with no religious background – will be made to feel equally welcome and valued at Trinity.

C.2 Rationale: Why we want to set up our free school

Why a new school is needed in Lambeth

C.2.1 According to the New Schools Network, Lambeth sits seventh in the list of the 20 local authorities projected by DfE to have the greatest deficits of mainstream secondary school places by 2014/15.¹

C.2.2 DfE has identified Lambeth as the London borough with the highest percentage of Year 6 pupils leaving the LA at Year 7.² A total of 946 children

¹ *Where We Need Secondary Schools*, New Schools Network, June 2012, p8.

² *Statistics of Education: School Destinations of Secondary School Pupils Resident in London Boroughs, 2010*, DfE Statistical Bulletin, August 2010, p7, Table 2.4.

resident in Lambeth took up Year 7 places out-of-borough in September 2011.³ When inflows are taken into account, Lambeth ranks as the fourth highest London borough in terms of net migration at Y7.

C.2.3 Lambeth is currently experiencing a huge surge in demand for primary school places, which will eventually feed through into an increased demand for secondary places. Previous projections based on ONS and GLA predictions have underestimated demand. The results of the 2011 Census suggest that more recent statistics have continued to understate the true numbers. (See Table C.2.A)

Table C.2.A: Children aged 5-9 in Lambeth

Age Group	Mid-Year ONS Estimate 2010	2011 Census
5-9	15,012	16,400

Source: Lambeth CYPS. (See note 4.)

Lambeth Council acknowledges that despite anticipated new secondary school openings, there will still be a secondary places problem from 2015/16. But the council's plans assume unchanged 'cohort survival rate' – i.e. that Lambeth will continue to export the same proportion of its secondary pupils to other boroughs.⁴ In the medium term, however, this outflow may be constrained by schools in receiving boroughs that are their own admissions authorities applying tighter distance criteria in case of oversubscription. Were that to happen on a large scale, Lambeth's school places problem could quickly become a crisis.

³ Lambeth Council via FoI request ref: 14968, October 2011.

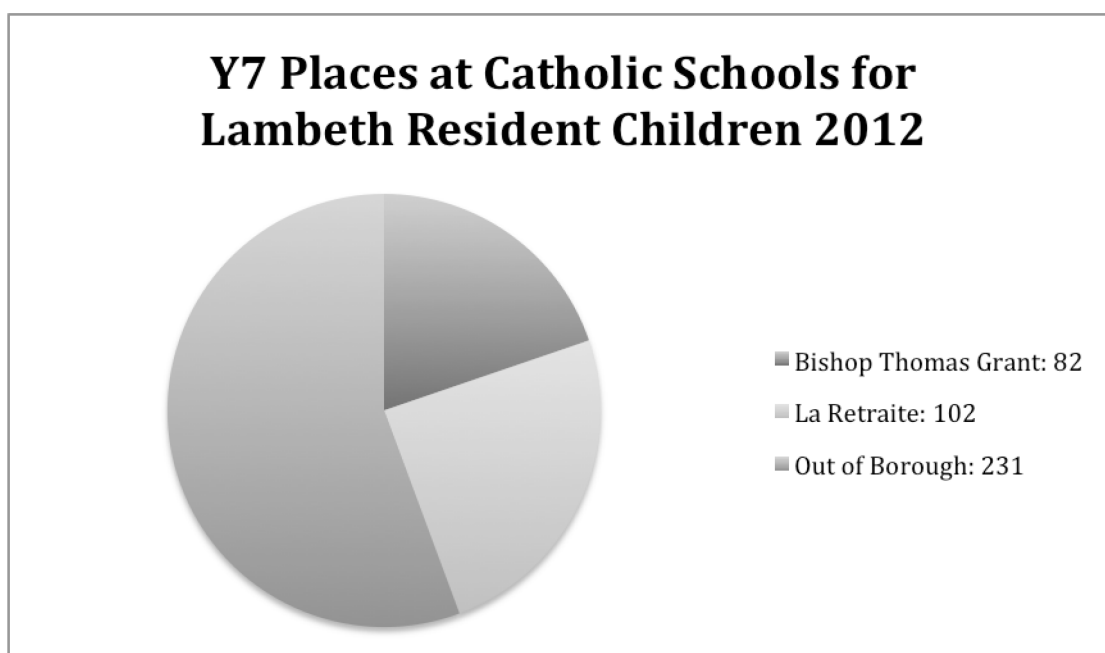
⁴ *Projections of Primary & Secondary School Demand 2012-2019*, Lambeth CYPS, October 2012.

C.2.4 For all the above reasons, further expanding secondary capacity in Lambeth would be a positive social good addressing existing and future basic need.

Why Lambeth needs more provision of Catholic education

C.2.5 In 2012, a total of 415 Lambeth resident children received offers of Y7 places in Catholic schools, but only 184 (44%) of those places were offered by the two Catholic secondary schools within the borough.⁵

Table C.2.B



These figures show that current local provision does not satisfy even half of the demand for Catholic secondary education in our area.

⁵ *Update on 2012 Secondary School Transfer Process*, Lambeth Schools Admissions Forum, May 2012.

C.2.6 Unsurprisingly, Lambeth’s two Catholic schools, Bishop Thomas Grant (co-educational) and La Retraite (girls only), are both oversubscribed. (For 2011/2012, Bishop Thomas Grant (BTG) received a total of 905 applications for 180 places, of which 229 nominated the school as first preference.⁶)

BTG is located in the southern part of Lambeth, close to four borough boundaries. It lists proximity to the school among its oversubscription criteria. Although nominally a Lambeth school, only 46% of BTG’s 2012 offers went to children living in Lambeth.⁷

C.2.7 There are a number of high-reputation Catholic schools that recruit across a wide catchment, some pan-London, such as the London Oratory and Sacred Heart High or the Cardinal Vaughan Memorial School and Wimbledon College. Because of their high reputations, such schools tend to be many times oversubscribed and the admissions figures show that very few Lambeth children succeed in accessing these schools. See Table C.2.C.

Table C.2.C

School	Y7 places secured by Lambeth children, 2012
London Oratory	8
Sacred Heart High	1

⁶ Lambeth Council Fol ref: 14968, October 2011.

⁷ *Update on 2012 Secondary School Transfer Process*, Lambeth Schools Admissions Forum, May 2012, Destinations table.

CVMS	8
Wimbledon College	1

Source: Lambeth Schools Admissions Forum Destinations Data

C.2.8 Consequently, Catholic applicants in Lambeth have to seek out Catholic places far and wide. In 2012, they dispersed among 16 destination secondary schools stretching from Sutton in the south to Kensington in the north, Merton in the west to Greenwich in the east.⁸ This results in many children facing long and complex journeys to school.

C.2.9 The level of demand identified in C.2.5 (415 pupils) represents only demonstrable SATISFIED demand for Catholic secondary education among Lambeth residents. In addition there will have been applicants who failed to win offers from Catholic schools and those who reluctantly decided to exit Catholic education at the end of Y6 because long journeys were not practicable. The 2011 secondary transfer list for one Catholic primary in Clapham shows 30% of its Y6 cohort leaving Catholic education.⁹ Our experience of discussing this dilemma with parents at school-gates is that the decision to opt out of Catholic education is generally made with reluctance. If a good school with a Catholic character were available, many say they would choose it.

C.2.10 The dearth of local provision and the resulting requirement to travel out-of-borough are likely to impact most heavily on disadvantaged and vulnerable families. Evidence published by DfE shows that pupils eligible for Free School Meals, pupils living in the most deprived areas as defined by IDACI, pupils with EAL, and pupils with SEN are all proportionally less likely to travel out-of-borough for secondary schooling.¹⁰

C.2.11 Demand for Catholic education is not limited to the Catholic community. It has been estimated that across England as a whole, 30% of pupils attending

⁸ *Ibid.*

⁹ Secondary Transfer List, St Mary's RC Primary Clapham, 2011.

¹⁰ *Statistics of Education: School Destinations of Secondary School Pupils Resident in London Boroughs, 2010*, DfE Statistical Bulletin, August 2010, pp 11-12.

Catholic schools are non-Catholic.¹¹ In London, however, the shortage of Catholic places means that non-Catholics are rarely able to access Catholic secondary schools. In gathering our evidence of demand we found that in South West London substantial numbers of non-Catholics are attracted to the idea of a school with a Catholic ethos and character. Our free school would enable non-Catholic families in our area who want to send their children to Catholic schools to do so – something not possible for most of them at the moment.

Why our area needs a school with a strong academic focus

C.2.12 According to provisional/experimental destination statistics released by DfE in July 2012, Lambeth sent fewer than 6 pupils to Oxford and Cambridge during the year in question and only 20 to other Russell Group universities.

The same statistical release reveals that individual London Catholic comprehensive schools such as CVMS (8 Oxbridge, 54 Russell Group) and the London Oratory (5 Oxbridge, 41 Russell Group) easily outperformed the entire borough of Lambeth against these measures.¹²

C.2.13 2011 KS5 Performance Tables show Lambeth performing below the national average across a range of indicators.

Table C.2.D : KS5 Performance in Lambeth

Indicator	England, state-funded	Lambeth
Average point score per	728.3	634.5

¹¹ www.guardian.co.uk/commentisfree/belief/2010/oct/12/nick-clegg-catholic-school-row

¹² *DfE: Destinations of Key Stage 4 and Key Stage 5 pupils in 2009/10: Underlying data – KS5 Institution level numbers.*
<http://www.education.gov.uk/researchandstatistics/datasets/a00210491/destinations-ks-4-5-pupils>

student		
Average point score per entry	213.1	203.6
% 3 or more A levels or equivalent	80.9%	72.6%

C.2.14 Although Lambeth's performance against the topline 5xA*-C (including M&E) measure is just over the national average, the 2011 KS4 Performance Tables show that the average take-up and achievement of the English Baccalaureate in Lambeth are both significantly lower than the national averages.

Table C.2.E Lambeth EBacc Achievement & Entry

Measure	England, state-funded	Lambeth
% of KS4 pupils achieving all English Baccalaureate subjects	15.4%	9.8%
% of KS4 pupils entered for all English Baccalaureate subjects	21.6%	15.0%

C.2.15 For Catholic children schooled in Lambeth and for non-Catholic children

attending our local school, Lambeth Academy (the only coeducational secondary in our planned catchment area), the picture is similar.

Table C.2.F Local schools' Ebacc achievement

School	%age achieving EBacc 2011
Bishop Thomas Grant (Catholic coed)	10% (up from 4% in 2010)
La Retraite (Catholic girls only)	10% (DOWN from 17% in 2010)
Lambeth Academy (local non-denominational coed)	9% (Up from 4% in 2010)

C.2.16 Both Lambeth's failure to send significant numbers to good universities after A levels and the sluggish, reluctant take-up of the EBacc in Lambeth schools suggest a prevailing culture of low academic ambition that stands in marked contrast to what local parents actually want from educators.

As a parent-group preparing this application, we have had literally hundreds of school-gate conversations with concerned parents in our neighbourhood. Aspirational parents of all social and economic backgrounds say they want a secondary school to have high expectations of their children, to have a relentless focus on academic excellence, to teach a curriculum based around traditional academic subjects that maximize the chances of their children going on to attain good enough A levels to win a place at a top flight university or give school leavers a flying start in finding a good job. They could not be clearer about what they want.

More affluent parents can get all that by using their economic power to move to the catchment area of a good school elsewhere. And some from our area have done just that. Others are willing to have their children travel long distances out-of-borough. Many from our area – and not just Catholics - do that. But neither of

these are an option for a large number of disadvantaged families, who become doubly disadvantaged as a result. We want to open our free school to provide a first class secondary education for all, right in the heart of our own community.

Why we have chosen the particular features of our school

C.2.17 Curriculum. Our KS4 curriculum will be based on the English Baccalaureate suite of subjects. We have a number of reasons for this decision. Two that we have already alluded to are:

- By studying a wide core of academic subjects all the way to 16, pupils maximize their opportunities post-16. It increases the chances of them taking A-levels and going on to university.
- It is what parents have very clearly told us they want.

We have further reasons – some cultural, some to do with economic competitiveness and the job market, others to do with social justice. We believe that reducing the ‘opportunity gap’ will help close the attainment gap. Further detail is provided in Section D.1.

C.2.18 At KS5 we will offer A/S and A levels because the outcomes we want to see include a high proportion of our pupils heading to university. We will concentrate on the ‘enabling’ A levels the most selective universities advise. Those not taking that route will be able to complete their unfinished business from KS4 – getting good grades in Maths and English - and take Level 2 or 3 qualifications in Business/Enterprise, thus preparing them for work. Further detail is provided at D1.

C.2.19 Age Range & Location. Our decisions on these features arise naturally out of our local context. We are a parent-led initiative responding to the particular circumstances of our own community. We want to found a good school to serve the Clapham, Brixton Hill and Balham districts of Lambeth,

which is where our demand comes and which is currently poorly served. The demand amongst local families is for an 11-18 secondary school that will prepare children for university or work and is located as close to the heart of our area as is practicable.

Summary of our rationale for establishing our free school

C.2.20

- **Our area needs more secondary school places fast – Lambeth will not have enough to cope in a few years time.**
- **Local provision does not come close to meeting local demand for Catholic education.**
- **Parents want an excellent school in the Clapham area and they have a clear idea what its characteristics should be. We want to found a school that measures up to what local parents aspire to for their children.**

To which we add:

- **Our own aspiration is that if we *do* successfully establish our kind**

of school, its example will ginger up other schools in the borough and the benefits will be enjoyed not just by pupils at our school, but by those attending other nearby schools too.

C.3 Vision & Ethos

C.3.1 At Trinity Academy we will motivate our pupils to aim for the stars. We will encourage them every step of the way on their journey through the school and re-motivate them if they begin to flag. For those with a natural appetite for learning, we will ensure their enthusiasm can take wing.

For all those who work and study at Trinity, the school's declared 'commitment to excellence' will not be an empty boast or a vague desideratum. It will be the supreme value governing every aspect of school life. Everyone – the Principal, the staff and every pupil – will be expected to give as much as he/she can to every task or endeavor, never settling for second best. Going to school at Trinity will be about challenge and response to challenge.

The school will deliver a curriculum based on an enlarged core comprising English, Maths, Science, Humanities and Foreign Languages. Teachers will deliver lessons with verve and panache, using their professional skills to engage pupils with subjects they never thought they could be interested in or had come to hate at primary school. Teachers will be ever alert to what pupils may have only imperfectly grasped, ensuring that understanding is secure before moving on. Progress data will be used to ensure everyone is moving ahead.

Pupils at Trinity will spend more time on the subjects they study than is the norm at most schools and teachers will foster a more profound understanding of content, together with the ability to think critically and the habits of investigation and reflection. This will mean more lessons timetabled during the week and consequently a longer school day. This is explained in detail in section D

Pupils will always know where they stand, what they are learning, what they will be learning next, how well they are doing and what they need to do to progress. So will their parents. And these things will be communicated in plain English, not in the opaque language of National Curriculum level descriptors. We want parents – and particularly parents from disadvantaged backgrounds - to be involved with their children’s education and feel free to discuss progress with teachers. Some parents may lack the confidence to engage if teachers use jargon. We want parents closely involved.

C.3.2 Trinity will provide an enriched school experience, with music, art and competitive sports all playing an important part in the life of the school. There will be after school clubs where pupils can explore drama, dance, debating, choir, orchestra and film making. Our South London children will be given the opportunity to try out activities that they’d be unlikely to have encountered in their urban environment, such as archery.

C.3.3 After school clubs will be only one dimension of the school’s enrichment programme. Pupils leaving Trinity need to be able to interact confidently, at university or in the workplace, with people who have been lucky enough to receive the very best education money can buy. To this end, our duty will be to equip our pupils with just as much ‘knowledge capital’ or ‘cultural capital’ as those whose parents have invested heavily in their schooling in the independent sector. We will offer an innovative timetabled enrichment strand, invested with the same status as an academic subject. This HORIZONS programme is described in more detail in section D. Its aim is to turn out knowledgeable, self-confident and sophisticated individuals by the time they leave for the wider world.

Catholic Ethos

C.3.3 Trinity will have a Catholic ethos and character, drawing inspiration from Gospel values. The school will aim to inculcate:

- A desire to search for the truth
- A due respect for faith & reason (including other faiths)
- A respect for the dignity of the human person
- A respect for the views of others
- The faculty of moral discernment
- A readiness to be of service to others, to feel empathy for them and act in solidarity with them .

C.3.4 The school will foster the cultivation of what the Catholic Church calls the Cardinal Virtues:

- Prudence
- Justice
- Temperance
- Fortitude

Prudence is about learning to make judgments about which is the appropriate course of action to take with regard to particular circumstances. **Justice** is concerned with fairness, what is deserved or undeserved, the rights of others, and making due recompense and restitution when you have wronged another person. **Temperance**, sometimes called ‘restraint’, involves learning self-control and exercising moderation. **Fortitude** is all about courage, resilience, sticking with things even when they are difficult. ALL children will benefit from acquiring these traits.

C.3.5 Trinity will be a true community of pupils, teachers, parents and friends. What distinguishes a community from a herd is that a community ensures that those with problems or disadvantages are not marginalized, but rather are of central concern to all members of the group. We will ensure that the school provides the highest standard of pastoral care.

Trinity Academy aims to transform the life chances of those who come to the school from disadvantaged backgrounds, those arriving with low levels of attainment at primary school, and those with special educational needs or disabilities.

In line with our Catholic ethos, these groups will not be seen as problems, but as priorities.

C.3.6 Although our Catholic ethos will primarily find its expression through the quality of relationships within the school and the values that inform them, it will find other forms of expression – in prayer and worship; within the curriculum; and in extra-curricular activity. In English Literature, there will be a module on the ‘Catholic novel’, centered on the work of Graham Greene, who lived and wrote in Clapham, where we want our school to be located. When pupils are taught about the Reformation, they might be asked to compare and contrast accounts written by Catholic historians such as John Lingard, Lord Acton, Hilaire Belloc and Eamon Duffy with those of non-Catholic historians, such as Lord Macaulay (another former Clapham resident). Musicians and choristers might come together to perform religious works by Mozart or Palestrina.

Aspirations & Outcomes

C.3.6 Trinity will be requiring pupils to have high ambitions and display a commitment to excellence, so it is incumbent upon the school to do the same.

For our school to prosper and attract enrollments in the medium term, we need to establish a strong reputation with primary school heads and prospective parents.

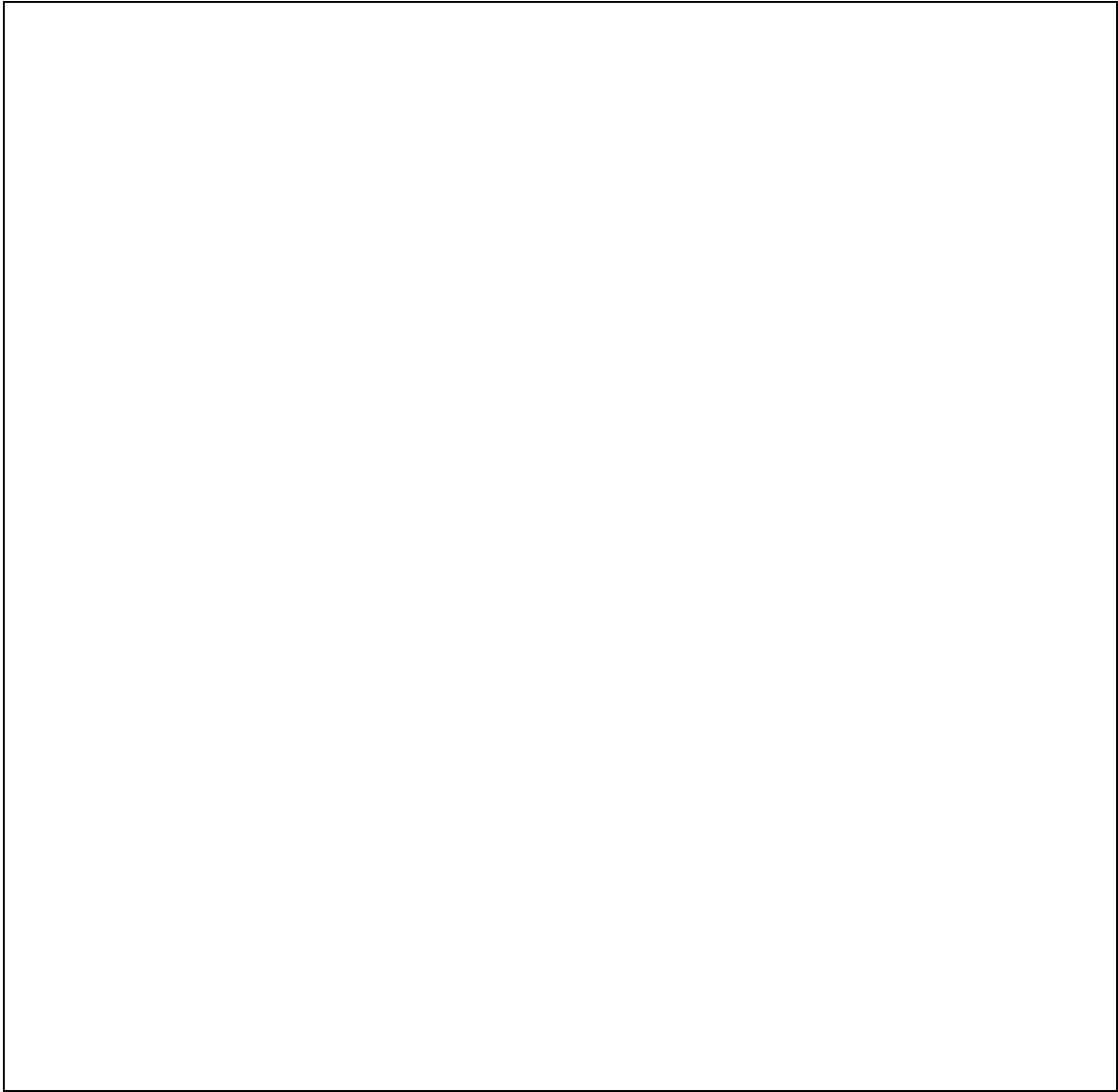
That means our first KS4 cohort results are vital.

We should be looking for 100% of our pupils to achieve six good EBCs/IGCSEs including Maths and English by the time they leave the school, 90% at age 16.

We would expect 80% to achieve the full EBacc.

Our ultimate aim is to ensure that ALL our 3xA-level cohort go on to university, with at least 30% winning places at Oxford & Cambridge, other Russell Group or 1994 Group destinations, with pupils qualifying for the pupil premium being strongly represented in the latter group.

Further detail is provided in section D5.



Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	240	360	480	600	720	840
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

Section D – Education Plan

D.1 Curriculum Rationale

D1.1 Trinity will offer a broad and balanced curriculum at Key Stages 3 and 4 built around an 'enlarged core', supplemented by Art, Music, RE, PE and our Horizons enrichment programme. We will adopt an inclusive approach such that the same core curriculum will be followed by all pupils except those whose cognitive difficulties or other special circumstances require alternative provision.

D.1.2 The 'enlarged core' will comprise English, Maths, Science, the Humanities, and Modern/Classical Foreign Languages. Our primary reason for making this choice, consistent with our vision, is that by studying this broad range of academic subjects right through to age-16 our pupils will keep open the opportunity to study the A level subjects that best position them to obtain a good university place.

D.1.2 The Russell Group advise pupils at KS5 to study what they term 'facilitating' subjects in order to maximise the range of degree courses they can access. Our enlarged core for KS3 & 4 consists of precisely the same subject choices.¹³

D1.3 Just as the Russell Group's facilitating subjects maximize options for those going down the university route, our curriculum will fulfil an equivalent role for pupils taking the KS4 to A level pathway.

D.1.4 We believe that there is a social equity argument for this curriculum as well, one that connects with our Catholic ethos and the part of our vision to do with wanting to

¹³ *Informed Choices*, Russell Group, <http://www.russellgroup.ac.uk/informed-choices.aspx>

help transform the life chances of pupils from disadvantaged backgrounds. Although we have not been able to find quantitative evidence to nail this down, we have plenty of anecdotal evidence from parents in our area to the effect that FSM pupils are proportionally more likely to be persuaded into a narrower curriculum at age-14. This diminishes their options for post-16 education. It seems likely that in some cases this narrowing results from low expectations in the minds of some teachers rather than the actual potential of the child. It is certainly the case that independent school and most selective schools provide a wide range of academic subjects up to 16; and many of the 'sharp-elbowed middle-class' ensure their children have access to these subjects at comprehensive schools too. We think such a curriculum should be seen as an entitlement for all.

D.1.4 It is an entitlement in another, less instrumental, sense. These subjects represent a common cultural inheritance to which all children have a claim and a right. Certainly no one should make the assumption that a child from a low-income family or an ethnic minority 'wouldn't be interested in History' simply on the basis of background.

Notable Features

D.1.5 *Classics*. An unusual feature of our curriculum will be the inclusion of Classics, which are not otherwise available in our area. We will teach Latin to two classes in Key Stage 3 and plan to introduce Classical Geek at KS4 as an option. Both would then be available at KS5. Latin connects to our Catholic character and culture – it remains the official language of the Church – and offers all children the chance to make connections between ancient and modern cultures and to explore the fountainhead of European civilization.

D.1.5 *Business & Enterprise*. All pupils would benefit from an understanding of how business and enterprise work. We will offer an option at KS4, Cambridge IGCSE, in which they can have hands on experience of running a business themselves. For those not planning to go to university we will offer appropriate Level 2 and Level 3 Business qualifications in the Sixth Form. This will benefit our pupils because most employment growth comes from the SME sector and the GLA sector employment long-term growth

forecasts suggest our pupils will be most likely to be find work in a business setting.¹⁴

D.1.6 Our Horizons enrichment strand will be an integral part of the curriculum and will be compulsory, while after club societies and activities will not. The programme is explained in D2. Its purpose is to broaden pupils' knowledge and experience and ensure that by the time they leave school they are equipped to recognize the same range of literary, cultural and scientific references and allusions as those who have been educated at selective or independent schools.

Anticipated pupil intake prior-attainment

D.1.6 2012 KS2 SATS results in Lambeth were higher than the national average at 84% Level 4+, with 22 local primaries achieving >90% Level 4+ English & Maths. Level 5+ scores in 20 primaries were above 30% and some schools were well over 50%.

Some of the 100% Level 4+ results came from schools with very high FSM, in one case >60%. EAL pupils performed as well as the borough average.

On the basis of looking at the primary schools in areas where our demand is clustered or where we know demand to be coming from, our guesstimate/prediction would be for an intake like this:

Low Attainers	Middle	High
10%	55%	35%

This kind of intake is one that has a very high potential to go either way - We believe that if weaker pupils given sufficient support and motivation, our proposed curriculum would be manageable by the likely intake.

Qualifications

¹⁴ *Employment Projections for London by Sector*, GLA, December 2011.

D.1.7 We want our pupils at KS4 to be examined for robust qualifications that merit the confidence of universities and employers and do not produce perverse incentives for schools. Such qualifications would require deep understanding of subjects, ask more open-ended questions of candidates, be linear and examined in Y11.

We expect to use the proposed **English Baccalaureate Certificates** because they are promised to meet those requirements and because they will presumably be most closely aligned with the core knowledge requirements to be set out in the forthcoming revised National Curriculum. We plan to use the revised National Curriculum as a general guide, and we would though our key stage structure will be slightly different as explained in Section D2.

In subjects where there was no EBC, we would want to use **IGCSEs** because they too generally meet the requirements specified above. We say this on the assumption (and in the hope) that more IGCSEs will be certified for use in English schools during the next few years, as there appear to be some gaps in coverage (e.g. Latin).

D.1.8 For pupils with SEN, our general approach will be one of inclusion, giving them support to access the same curriculum as their peers. However, there may be some pupils for whom EBCs are not appropriate and some other provision such as **Functional Skills** is needed. We expect those cases to be few and we will assess their needs in consultation with specialist professionals and the pupils' parents in order to provide a solution tailored to each individual's needs.

D.1.9 In the Sixth Form, we would – subject to its accreditation being extended beyond 2015 – and its remaining recognition issues resolved, offer the **Cambridge Pre-U**. This suite of qualifications aims to provide candidates with a better preparation for the university pathway. The scheme is very flexible: candidates can take individual subjects or combine three with an independent research report and a Global Perspectives paper in order to achieve the Diploma. The Pre-U offers all the facilitating subjects and offers many more. It can, if necessary, be combined with A levels. It has a linear approach, which, as the examining board puts it, provides 'the chance to reclaim teaching and

learning time at the end of the first year and decide the order, pace and depth of teaching and learning most appropriate for students.’ The danger would be that the linear structure makes the final examinations very high-stakes indeed, but we believe that the removal of stress in Y12, together with the other advantages the board claims for it, more than offset the resulting risk. The scheme is designed for the whole ability range. We believe that its smoothing of the pathway to university could help give Trinity’s pupils an edge in obtaining places at good universities.

If, however, the Pre -U were in the intervening years to become a less attractive option, we would offer the more conventional AS and A levels. For the purposes of this application we are assuming the Pre-U will go ahead.

D1.10 Summary of Curriculum Rationale

- **Our curriculum helps pupils keep their options open and will help more choose facilitating subjects at KS5 that will lead to good university courses**
- **Our curriculum is FAIR – it gives everyone the broad range of academic subjects that rich people pay for – including the Classics**
- **Our Business and Enterprise offers will help those who don’t go to university to get jobs**
- **Our enrichment provision will broaden pupils’ horizons**
- **Our KS5 offer will give pupils a better preparation for university study**

D2. Curriculum and Organization of Learning

D.2.1 Trinity will divide the five years of the secondary phase differently from most

schools. Our KS3 will run through Y7 and Y8 only and KS4 will be a three year stage from Y9-11. All subsequent references to key stages should be understood to refer to this arrangement.

Our reasons for this decision are:

- The new examinations for KS4 will be more demanding. They require deeper understanding, greater reading around the subject and probably will have a higher required knowledge content. We think our pupil outcomes will be improved by taking the syllabus more slowly over three years.
- This will NOT mean more ‘teaching to the test’. Quite the opposite.
- There is a risk of disengagement towards the end of the conventional KS3 as some pupils question the value of school and ‘can’t see the point’. A rite-of-passage at the beginning of Y9 provides an opportunity to re-focus.
- There is much more continuity in the subjects studied in our curriculum offer based on the extended core represented by the EBacc suite. That makes the key stage boundary less relevant anyway.

D.2.2 In KS3 our pupils will be divided into four tutor groups of 24 pupils each, streamed according to ability. This will be assessed on induction and in the light of KS2 attainment. Some classes will be taught within the streamed tutor groups, others will be setted in larger groups of 30. The subjects taught in this key stage are listed in the table below, along with the number of hours allocated to each subject and the demands each makes on teacher contact time.

Table D.2.A Tutor Groups

Subject	1	2	3	4	5	Teacher contact hrs/week	Learning group
Maths	4	4	5	5	5	23	TG
English	4	4	5	5	5	23	TG
Science	3	3	3	3	3	15	TG

French	3	3	3	0	0	9	TG
Spanish	0	0	0	3	3	6	TG
Latin	3	3	0	0	0	6	TG
History	2	2	2	2	2	8	4 sets
Geography	2	2	2	2	2	8	4 sets
Art / Music	1	1	1	1	1	5	TG
PE/Sport	2	2	2	2	2	8	4 sets
RE	2	2	2	2	2	8	4 sets
Homework Independent Learning / online practice/ reading/ Tutor time	2	2	3	3	3	Supervisory duty + support staff	N/A
Horizons Enrichment 1 Assembly 1	2	2	2	2	2	4 (excluding assembly)	4 sets
Totals	30	30	30	30	30	123	

D.2.3 Commentary on Curriculum Plot at Table D.2.A

1. Maths & English are both taught in the smaller tutor groups in order to allow five different ability classes to move each at their own pace, and also to maximize the amount of attention each teacher can devote in these key subjects to individual children. We believe this will benefit ALL children and improve outcomes.
2. The three weakest streams get one extra hour per week in both Maths and English, with 5 hours allocated to them. This is to allow extra time for grammar and oral communication skills in English, and to diagnose and sort out any deep seated conceptual problems in Maths. These latter are frequently found even in those who have comfortably reached Level 4 at primary school.
3. Science is taught as a single subject at this key stage and receives 3 hours per week.
4. Modern languages (French and Spanish) also receive 3 hours per week along with Latin, which is taught to the top two streams. For many pupils these subjects will be unfamiliar and may represent the biggest change in the transition from primary school. Our strategy is to get them off to a flying start and making real progress from the off. This will foster engagement, leading to better outcomes in

the longer term.

5. The Humanities – History, Geography and RE – along with PE are settled. We certainly don't regard them as 'soft subjects' but we judge that they are less intrinsically difficult – in the sense of generating problems with understanding a particular point than Maths, English grammar or foreign languages, and therefore less in need of being taught in a smaller learning group.
6. In the curriculum plot shown, Art and Music are scheduled to receive one hour each per fortnight. This is less than we consider ideal and is forced upon us by the tight staffing situation in our first year. Once further staff come on stream, this allocation will be rectified to one per week each, the time being found by reducing the independent learning hours. (This will not mean less homework!) Meanwhile, we can redress the imbalance by scheduling topics associated with Art and Music in the Horizons enrichment strand (whose function is described below) and by promoting art and music related activities in the extended school day activities time.
7. Aside from that one change regarding Art and Music, the curriculum allocations shown would hold good throughout Key Stage 3.

D.2.4 Horizons. When we introduced Horizons in Section 3.3 of our Vision, we described its purpose in these terms: *Pupils leaving Trinity need to be able to interact confidently, at university or in the workplace, with people who have been lucky enough to receive the very best education money can buy. To this end, our duty will be to equip our pupils with just as much 'knowledge capital' or 'cultural capital' as those whose parents have invested heavily in their schooling in the independent sector.* The programme will operate at all levels of the school and will be compulsory. The best guide to what it would be like are the TED lectures available on the internet.¹⁵ The format would be a short – 15 minute lecture, followed by a sparky debate/discussion as the subject is thrown open to the audience, who will engage with the lecturer. Sometimes a guest lecturers from outside would give the talks (we already have a feature film director and two well known writers lined up), but really this initiative is designed to make the most of the creativity and ingenuity of the teaching staff. We want

¹⁵ www.TED.com/talks

teachers to put a great deal into these talks – as if they’d been invited to give a TED lecture themselves. Really promising ones would be filmed and put up on the school’s Youtube channel. Pupils would carry on debating the issues raised on their school blogs. Topics would be extremely diverse, but the ‘commissioning editor’ – a member of the SLT – would seek to keep a balance between these thematic groupings:

- Science & Technology
- Politics/International Affairs
- Literary/Artistic/Cultural
- Philosophy/Ideas

In the first year or two Horizons would operate at the set level (30 pupils), but if our premises afforded anything like an auditorium space we would present them on a stage to bigger pupil groups. This programme would improve unassessed outcomes by helping turn out more sophisticated, self-confident and knowledgeable pupils.

Key Stage 4 Curriculum Plot

D.2.5 At KS 4 all subjects would be individually setted and the subjects and options set out in Table D.2.B would be offered. Pupils would take 7 to 9 subjects.

Table D.2.B: Key Stage 4 Curriculum

Core	Options
Maths	

English	
Science	Either: Double Science or two or three from: Physics Chemistry Biology
Languages	One, two or three from: French Spanish Latin Classical Greek (Min. 1 compulsory)
Humanities	One or two from: History Geography (1 compulsory)
Open options	Art Enterprise Computing
RE	
PE	
Horizons	

ICT

ICT will not be a timetabled subject , but will be mainstreamed across subjects, with subject teachers tasked to report on ICT proficiency progress within their own subject areas. We also hope to start an after-school Geeks Club and will seek to raise funding from local businesses to establish it. Computing is offered as an option at KS4.

D.2.6 KS5 Curriculum Plot

Pupils would progress to the Sixth Form for Pre-Us on condition of achieving 6 x A*-C at KS4 (this need not be the full EBacc). Some options may require a B grade. Pupils will take 3 subjects and may opt for the full Diploma. Timetables and curriculum delivery is tailored for subject/ class. (Relates to D.1.9)

Table D.2.C

Subject	Qualification
Maths	Pre-U

Further Maths	Pre-U
English	Pre-U
Art (Fine Art & Art History)	Pre-U
Physics	Pre-U
Chemistry	Pre-U
Biology	Pre-U
French	Pre-U
Spanish	Pre-U
Latin	Pre-U
Classical Civilization/Classical Heritage	Pre-U
Classical Greek	Pre-U
Geography	
History	Pre-U
Business Studies	Level 2 & 3
Maths & English/ other	Completion of EBacc
Horizons & RE	N/A

Broad & Balanced Summation

D.2.7 Our curriculum:

- **Combines Maths, Science and English with Languages & Humanities**
- **Promotes spiritual and moral development through RE**
- **Promotes physical development through sport and PE**
- **Passes benefits on to society via our pupils' actions in the world**
- **Promotes cultural development through Horizons, Art and Music**
- **Prepares pupils for the opportunities, responsibilities and experiences of later life by imparting knowledge and developing judgment, discernment, and by encouraging the cultivation of the Cardinal Virtues in RE.**

School Day & Year

D.2.8

Trinity Academy Timetable – Monday to Friday – All Terms

Applies to KS3 & 4

Time	Lesson/Activity
08.00	School opens
08.20	Registration
08.30	Lesson 1
09.30	Lesson 2
10.30	Break
10.50	Lesson 3
11.50	Lesson 4
12.50	Lunch
2.00pm	Lesson 5 with second registration
3.00pm	Lesson 6
4.00pm	Break / early dispersal
4.30pm	Homework club and after school activities (voluntary)
5.30pm	Begin late dispersal
6.00pm	School closes

Trinity will operate a 30 x 1 hr lessons timetable, with 6 lessons every day.

Pupil Organization & Pastoral Care

D.2.9 Pupils will be organised into Tutor Groups that double as teaching classes/streams in KS3. Each will have a Class Tutor who has motivational, pastoral and progress monitoring responsibilities. As the school grows, heads of year will be appointed, who will also have a pastoral role. In KS4 and KS5, each pupil will be allocated to a personal tutor. As the school grows, tutor groups at KS4 and 5 become vertical. (This helps develop good relationships across year boundaries). Pastoral activities are led by a member of the SLT. Where pupils have serious or chronic problems, his/her pastoral care becomes a whole-staff issue and response is planned by the SLT. This reflects C.3.5 of our vision.

D.3 Staffing

D.3.1 In the first year Trinity will have a small teaching staff. Because of the need to establish the character and culture of the school, we have judged it best to recruit nearly all of the SLT first. This means that all the SLT – possibly including the Principal – will have to teach. This may have advantages in the longer term because as new staff arrive, the SLT will have had the valuable experience of doing the new teachers' jobs first.

Staffing Growth Plot

	Year 1	Year 2	Year 3	Year 4	Year 5
Leadership including Principal	5	6	6	6	6
Teachers	3	12	23	32	43

Education Support	4	8	12	20	24
Admin/Bursar	4	6	8	8	10

At Table D.2.A we established that the weekly staff contact time for each year of KS3 would be 123 hours. At 21 hours contact time per teacher, this would require 6 FTE teachers. This is tight but manageable with an overall staff of 8. The problem is resolved in Y2.

SLT Plan – Responsibilities

Principal – Quality of teaching and learning. Discipline. Safeguarding. Critical risk. Recruitment. ‘Responsible Person’ for SEN.

Deputy - Pastoral, attendance, behaviour, external agencies.

Director of Studies – Curriculum, Data/Progress analysis, examinations.

Assistant – Data / Progress, Staff development, recruitment.

Assistant - Pastoral, Discipline, attendance, SENCO.

Assistant – Curriculum Delivery. Horizons co-ordinator.

Bursar – Finance, administration, premises.

In Year 1 SLT responsibilities will have to be parcelled out on a more ad hoc basis as SLT are also teaching. From Y 2, these roles would be settled.

Section D 4 : Meeting all needs

SEN

In order to ensure that the needs of every child are met we will take care to record in the register and identify the needs of all pupils coming into the school with identified SEN and remain alert to the possibility of SEN not previously identified by using data tracking, feedback from teachers and listening carefully to parental representations.

The SENCO will ensure that a plan is prepared for every identified case, based on best practice and external specialist advice, if required, and deploy the appropriate resources and interventions. The views of the child and those of the parents will be taken into account at every stage and each great care will be taken to ensure that the quality of communication between the school and parents is excellent so that parents are promptly notified of their child being designated as having SEN. And also that communications *within* the school relating to SEN work optimally – a child's needs cannot be met properly if those teaching her/him do not know what the needs are. Pupils with SEN will have ILPs or IEPs and these will be regularly discussed with the pupil.

SEN cases will be scrupulously reviewed at appropriate intervals.

A member of the governing body will have special responsibility for holding the SLT to account in matters relating to SEN and disabilities. The governing body will regularly and thoroughly review SEN provision as part of its monitoring of the school development. The school's SEN policy will be updated at least once per year.

Reports based on data analysis will be provided to the governors via the education committee on the absolute and relative performance of pupils with SEN.

Our approach to SEN will be inclusive – aiming whenever appropriate to educate them alongside their peers in the mainstream of the school and ensuring access to common curriculum and a broad and balanced education.

As appropriate, one-to-one tuition or work in small groups using online learning platforms assisted by support staff will be provided

The process of obtaining statements is often a very frustrating one for parents of pupils with SEN. Trinity will take care to liaise effectively with outside agencies. And will go the extra mile to resolve blockages in the system whenever it can.

Disabled pupils

Great care will be taken to see that pupils with disabilities are properly provided for and that their rights and entitlements – including new rights under the Equalities Act 2010 are respected and attended to.

Gifted & Talented

Our curriculum goes a long way towards meeting most of the needs of gifted and talented pupils, offering plenty of stretch and challenge.

But more still can be offered beyond the curriculum. Special events and trips – such as visits to the opera – and opportunities to meet up with gifted and talented pupils from other schools will be laid on. A member of the governing body will be made a G&T Champion and will chivvy all concerned to do more to discover more online resources, establish particularly difficult quiz sessions and so forth.

The progress of gifted children will be closely monitored and interventions will be made quickly if there is sign of disengagement, boredom, or behaviour issues.

Pupil Premium

Pupils whose families qualify for the Pupil Premium very often have needs that are invisible to the naked eye. No teenager would want their peers to know, for instance, that they didn't have broadband at home or that the reason their parents did not come to the parents' evening was because they couldn't afford to. Unfortunately, seemingly obvious remedies like sending minibus round to collect them can also be deeply humiliating. Trinity will do its best to identify such situations and will work with outside agency such the Society of St Vincent de Paul to make discreet interventions. We will

also keep the cost of school uniform affordable. No £80 blazers.

D.5 Key Performance Indicators

One of the over-arching ambitions for our school – set out in our Vision statement and underpinning our curriculum choices – is to **send students to the best universities**. But this is a long-term one and other KPIs have to be met first.

We set out at the end of Section C ambitious targets for KS4 attainment: *We should be looking for **100% of our pupils to achieve six good EBCs/IGCSEs including Maths and English by the time they leave the school, 90% at age 16. We would expect 80% to achieve the full EBacc.***

We chose these targets because they relate directly to our long term strategic aim and also to the more proximate matter of marketing our school and keeping it full. These are the kinds of targets parents understand and pick up on. Even if the EBacc is never supposed to be an accountability measure.

For the school, another key measure of success is to secure an **Ofsted Outstanding rating**, and in particular and Outstanding judgment on the teaching observed during the inspection. The governors will keep a copy of the Ofsted observation criteria handy at all times and return relentlessly to it at the education committee.

But criteria about the success of the institution, while not entirely beside the point, are second order issues. The really key thing is that the pupils are learning well and that

they get good grades. The significant measure for that will be the grades themselves and the measures the media overlook: **point score per entry**, for instance.

What leads to success is the great teaching being done in the classroom and the learning it produces. How to measure that?

Thankfully, the National Curriculum level descriptors will soon be consigned to the archive. This is a great opportunity for Trinity to design its own system of tracking progress. This would mean setting progress measures – proficiency, mastery, etc. for every topic in every subject and then devising a way of marrying that with hard data from online learning providers. We would want the SLT to take care to develop a system along these general principles:

- It should collect a lot of data, but not so much it is never used.
- Data must never be allowed to produce fatalism and low expectations – like FFT Ds.
- The best formative assessment takes place in the classroom, not on the computer.
- We must know the relative performance of different groups – boys, girls, FSM etc. but in the end the point of the data is to spot facts about individuals and tweak their personal learning objectives.

There will be other activities that must go hand in hand with the data collection – report writing for example and a uniform system of marking.

The culture of the teacher's common room will also be key. We want Trinity to be a school where every teacher is constantly trying to improve her/his teaching practice and

also respects the fact that it is the Principal's job to 'walk the halls' and to pop in to observe learning taking place. We want a school where teachers are self-consciously embarked on a great task in the performance of which they act collegially and professionally. The key to that is an SLT that understands it must LEAD, not drive staff along in fear. These factors ultimately have a huge effect on outcomes and will be borne in mind during teacher AND SLT recruitment.

D.6 Admissions

If Trinity Academy were not oversubscribed, we would give every applicant a place, If oversubscribed we would admit first children in local authority care, children who were once in care but are now adopted, and children with statemented SEN naming the school on the statement.

Then, if we were designated by the Archdiocese of Southwark, we would allot the remaining places in such proportion as was appropriate having examined the faith status of those places already allocated. Those (around half) deemed 'Catholic places' would be allocated on the basis of the following faith-based criteria in order:

- Baptised Catholics
- Members of the faith communities of parishes within the Deanery of Brixton and the Deanery of Balham or of specific (named) ethnicity based congregations (Polish, Portuguese etc.) within those deaneries.
- Distance criteria.
- Tie breaker: names out of a hat.

Non faith places would be allocated by distance criteria alone.

If the school is not designated, it would be a 'Catholic ethos' school and no faith based criteria would apply. Only distance criteria.

Our distance criteria would adopt a nodal system, establishing 3 reference points, one in each of the communities we have said we want to serve: Clapham, Brixton Hill, Balham. The weightings of how many places to allocate to each nodal reference point

would be made by the governors after an analysis of demand. Once established in a permanent site, the school might choose to make its gate another nodal reference point. Appeals would have to be entered in writing within a set number of days and the school's appeal panel would undertake to hear such appeals within as short a frame as possible and we would put all that on the website.

D.7. Behaviour Management

Trinity's behaviour policy would be based on the following:

1. Consistency: this is key to making a behaviour policy work. All staff must be clear that every infraction must be dealt with every time. If it is serious, sanctions must follow with the inevitability that day follows night.
2. The SLT must be clear that it will not blame a teacher or question their professional competence if they report behaviour issues. Bad behaviour is the pupil's fault, not the teacher's. The SLT must act on reports from teachers.
3. The disruption of learning in the classroom must be one of the most serious offences and always punished with sanctions.
4. Rewarding meritorious behaviour should be part of a policy.
5. Sanctions must follow swiftly upon the offence. Same day or next day. No later.
6. The Principal should have total autonomy in deciding exclusions.
7. Punishment should be proportionate and should involve a 'moral lesson' of some sort. The pupil must see why what he did was wrong.
8. Once punishment has been served, in line with our Catholic ethos, it will be time for reconciliation. This may have to wait until restitution has been made to recompense any wrong.
9. Parents who say their child is being bullied must always be taken seriously. Bullying includes cyberbullying. The rights of protected groups (now including transsgendered people) must be kept in mind when devising a policy to stop bullying.
10. Communicating with parents of badly behaving children is key.

Attendance

Home school contracts must be entered into – but they probably won't work. The school will need to develop a prompt response system such that parents are being texted and e-mailed and rung on their mobiles by a concerned school admin officer every time their child does not show. Having to come in to see a member of the SLT should be a requirement too.

Promoting the highest standard of behaviour

Trinity aims to establish the school as an orderly learning environment. Pupils must understand that school is DIFFERENT from home or the street. Paddington Academy's "the street stops at the gate" is a good slogan. Pupils must understand that swearing, aggressive and violent behaviour cannot be permitted on school grounds. Banning street slang or patois, and mobile phones can help create that sense of school being a place where things are done differently.

The case against bullying must be made in moral terms. And a positive opposite should be fostered: treat others with patience, kindness and respect.

Behaviour at Trinity will be expected to be more formal than at many other schools, but there will not be harshness or shouting.

Establishing very clear routines heads off many behavioural issues. It is the shared understanding that school is a place for learning that best boosts outcomes and creates the quiet sussuration that marks a hive of learning.

D.8 Faith Issues

Trinity Academy's Catholic ethos will never be a barrier to welcoming members of other denominations, faiths or those who have no religious background, because an intrinsic part of a Catholic ethos is a welcoming attitude towards those from different traditions – religious or secular – and a due respect for their beliefs and opinions.

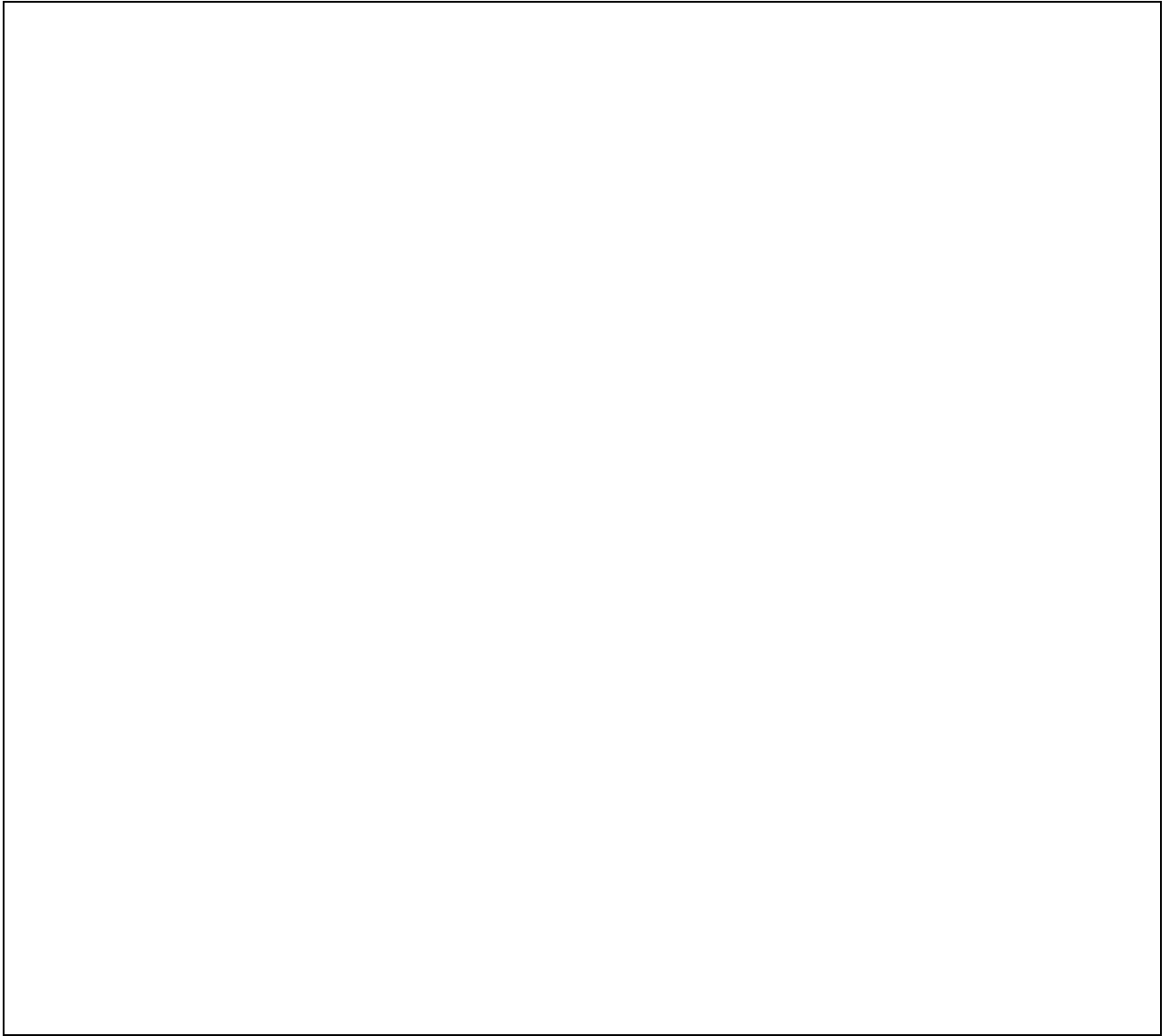
We will have no ban on the wearing of religious symbols such as small items of jewellery on gold or silver chains. Nor would we have any problem with reasonable forms of Islamic dress such as headscarves that could be colour co-ordinated with uniform items.

Across the UK, many Muslims opt to send their children to Catholic schools. In the Midlands there is a Catholic school with a majority of Muslims on the roll. Halal meat and other faith-related dietary requirements will be provided, just as fish will be served on Fridays.

The percentage of taught lessons at KS3 and KS4 according to our curriculum plot is 7.6%. This is below the figure required by the Bishops Conference of England and Wales, who look for 10%. But we hope to satisfy them that it is just as much since the 10% has been based on schools with fewer timetabled hours. RE is taught in sets at both Key Stages and that offers the elegant solution of establishing one set for Ethics and Philosophy, if there is a demand. Parents have the right to withdraw their child from all prayer, worship and religious instruction if they wish without being required to offer any reason.

Worship services at Trinity will mostly take place off site (in a church) and will be entirely voluntary for non-Catholics and technically voluntary for Catholics (no one will be compelled in any way).

Prayer within the school will be of a Christian character as the law requires. It may sometimes have a Catholic flavour and from time to time may even be sung in Latin. Most days, however, the prayers of a Christian character said by Catholics would be the same as those said by members of the CofE, give or take the odd 'Who art..... Which art' controversy.



Section E: Evidence of demand – part 1

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

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). *i.e. $D = (B/A) \times 100$.*

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

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e. $D = ((B+C)/A) \times 100$.*

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	0	85	71%	120	0	77	64%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

How we engaged with the community

E1.4 We engaged with the community in the following ways:

- We handed out leaflets outside 6 supermarkets and on Clapham Common
- We visited fetes and fairs
- We did leaflet drops through letterboxes
- We canvassed outside 11 primary school, four Catholic, 2, Cof E, 1 Muslim and non-denominational
- We distributed leaflets outside 3 Catholic Churches
- We distributed leaflets at a Polish dance club
- We held seven public meetings
- We visited Parent Teacher Associations
- We built a website
- We distributed 2000 leaflets
- We produced flyers advertising our public meetings.



E1.2. The following few pages contain the postcodes relating to the pins on our map.

Child's current primary school Year	Year beginning secondary: 2014	Year beginning secondary: 2015	Postcode
5	x		SW4
5	x		SW4
5	x		SW4
4		x	SW4
4		x	SW4
4		x	SW4
4		x	SW4
4		x	SW2
4		x	SW4
4		x	SW4
4		x	CR4
5	x		SW8
5	x		SW9
4		x	SW8
4		x	SW8
4		x	SW8
5	x		SW8
5	x		SW4
5	x		SW4
5	x		SW4
5	x		SW2
5		x	SW11
5	x		SW8
4		x	SW8
4		x	SW4
5	x		SW2
5	x		TWIN
5	x		SW2
			TWIN
5	x		SW4
5	x		SW11
4		x	SW4
5	x		SW9
4		x	SW11
5	x		SW17
4		x	SW8
5	x		SW12
5	x		SW2
5	x		SW4
5	x		SW8

Child's Current Primary School Year	Year beginning secondary: 2014	Year beginning secondary: 2015	Postcode
4		x	SW4
5	x		SW9
5	x		SW4
5	x		SW9
4		x	SW2
4		x	SW16
4		x	SW11
4		x	SW4
4		x	SW2
5	x		SE11
4		x	SW2
4		x	SW17
4		x	SW8
4		x	SW4
5	x		SW17
5	x		SW9
5	x		SW2
5	x		SE11
4		x	SW4
4		x	SW4
4		x	SE5
4		x	SW4
4		x	SW4
4		x	SW2
5	x		SE11
5	x		SW4
5	x		SW2
4		x	SW12
4		x	SW12 TWINS
5	x		SW16
5	x		SW12
5	x		SW12
5	x		SW12
4		x	SW4
5	x		SE11
4		x	SW12
5	x		W5
5	x		SW17
4		x	CR8

Child's Current Primary School Year	Year beginning secondary: 2014	Year beginning secondary: 2015	Postcode
4		x	SW4
5	x		SW9
5	x		SW4
5	x		SW9
4		x	SW2
4		x	SW16
4		x	SW11
4		x	SW4
4		x	SW2
5	x		SE11
4		x	SW2
4		x	SW17
4		x	SW8
4		x	SW4
5	x		SW17
5	x		SW9
5	x		SW2
5	x		SE11
4		x	SW4
4		x	SW4
4		x	SE5
4		x	SW4
4		x	SW4
4		x	SW2
5	x		SE11
5	x		SW4
5	x		SW2
4		x	SW12
4		x	SW12
			TWINS
5	x		SW16
5	x		SW12
5	x		SW12
5	x		SW12
4		x	SW4
5	x		SE11
4		x	SW12
5	x		SW9
5	x		SW17
4		x	CR8

Child's Current Primary School Year	Year beginning secondary: 2014	Year beginning secondary: 2015	Postcode
5	x		SW4
5	x		SW12
4		x	SW12
4		x	SW12
4		x	SW12
5	x		SE24
5	x		SW12
5	x		SW17
4		x	SW2
5	x		SW2
5	x		SW2 Twin
5	x		SW2
5	x		SW17
5	x		SW12
4		x	SW12
4		x	SW2
4		x	SW12
5	x		SW12
4		x	SW12
4		x	SW17
5	x		SW12
4		x	SW11
5	x		SW17
4		x	SW4
5	x		SW4
5	x		SW4
5	x		SW12
5	x		SW17
5	x		SW4
5	x		SW2
4		x	SW4
5	x		SW12
5	x		SW4
4		x	SW12
4		x	SW4
4		x	SW9
5	x		SW4
4		x	SW2

Child's Current Primary School Year	Year beginning secondary: 2014	Year beginning secondary: 2015	Postcode
5	x		SW16
4		x	SW17
5	x		SW17
5	x		SW16
5	x		SE27
5	x		SE19
5	x		SW4
4		x	SW8
5	X		SW12
4		x	SW4
5	x		SW4

E1.2 BELOW YOU WILL FIND OUR WEBSITE ONLINE SURVEY

Have Your Say

Let us know your thoughts about schooling in Clapham - just 7 simple questions....

Part A - Your Views

1	Are you concerned about finding a good secondary school place for your child in 2014 or after and dissatisfied with the range of choices in Lambeth and the surrounding area?	<input checked="" type="radio"/> Yes <input type="radio"/> No
2	Are you worried about the increasing difficulty many parents are already finding getting their children into the best schools across London because those schools have become heavily oversubscribed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
3	Would you welcome a new school being founded in the Clapham/Lambeth area that has the following characteristics? <ul style="list-style-type: none">• Committed to academic excellence• Offers a curriculum based on traditional subjects rigorously taught, supplemented by art, music, sport and a wide range of extra-curricular learning• Offers academic subjects not always available in state-funded schools, such as the Classics• Has high expectations of all its students• Insists on the highest standards of behaviour and discipline• Is open to members of all faiths, denominations and none• Has a Catholic, Christian ethos, aiming to develop the intellectual, moral, spiritual, physical and cultural potential of all its students• Values knowledge as well as skills• Offers a calm and safe learning environment where bullying and disruption are not tolerated	<input checked="" type="radio"/> Yes <input type="radio"/> No
4	Do you have a child/children currently at primary school?	<input checked="" type="radio"/> Yes <input type="radio"/> No

Part B - Your Support

Trinity Academy aims to be an excellent school with the characteristics described in Q3 above. The school can only be established in our community if a sufficient number of parents tell the Department for Education that this school is what they want. If you support the aims of this school and wish to see it founded, please sign the Evidence of Demand form below.

5	I support the proposal to establish Trinity Academy in the SW London area and approve the school's aims, curriculum, ethos and approach. If this school were to be opened in my community, it would be my first choice for my child's secondary schooling.	<input checked="" type="radio"/> Yes <input type="radio"/> No
6	In which year will your child/children start secondary school? First child would start September: <input type="text" value="2014"/> Second child would start September: <input type="text" value="No second child"/>	
7	First Name <input type="text"/> Last Name <input type="text"/> Postcode <input type="text"/> Email Address <input type="text"/>	

Please keep me up-to-date with progress and developments regarding Trinity Academy by e-mail

E1.3 This is the wording of the declaration that people signed when receiving our leaflet:

I support the proposal to establish Trinity Academy in the SW London area and approve the proposed curriculum, ethos and approach. If this school were to be opened in my community it would be my first choice for my child's secondary schooling.

How we engaged with the community

E1.4 We engaged with the community in the following ways:

- We handed out leaflets outside 6 supermarkets and on Clapham Common
- We visited fetes and fairs
- We did leaflet drops through letterboxes
- We canvassed outside 11 primary schools, four Catholic, 2, Cof E, 1 Muslim and 1 non-denominational
- We distributed leaflets outside 3 Catholic Churches
- We distributed leaflets at a Polish dance club
- We held seven public meetings
- We visited Parent Teacher Associations
- We built a website
- We distributed 2000 leaflets
- We produced flyers advertising our public meetings.

E.2 We have tried very hard to attract demand from a very wide range of backgrounds and traditions. We have had some success. People ranging from declared atheists to devout Muslims have signed our evidence of demand forms.

We have targeted social housing estates and some of the primaries located in particularly disadvantaged areas.

When people told us they did not have the internet, we made arrangements to bring printed materials to their flats.

We held a meeting with some Portuguese mothers who spoke no English, bringing our own interpreters.

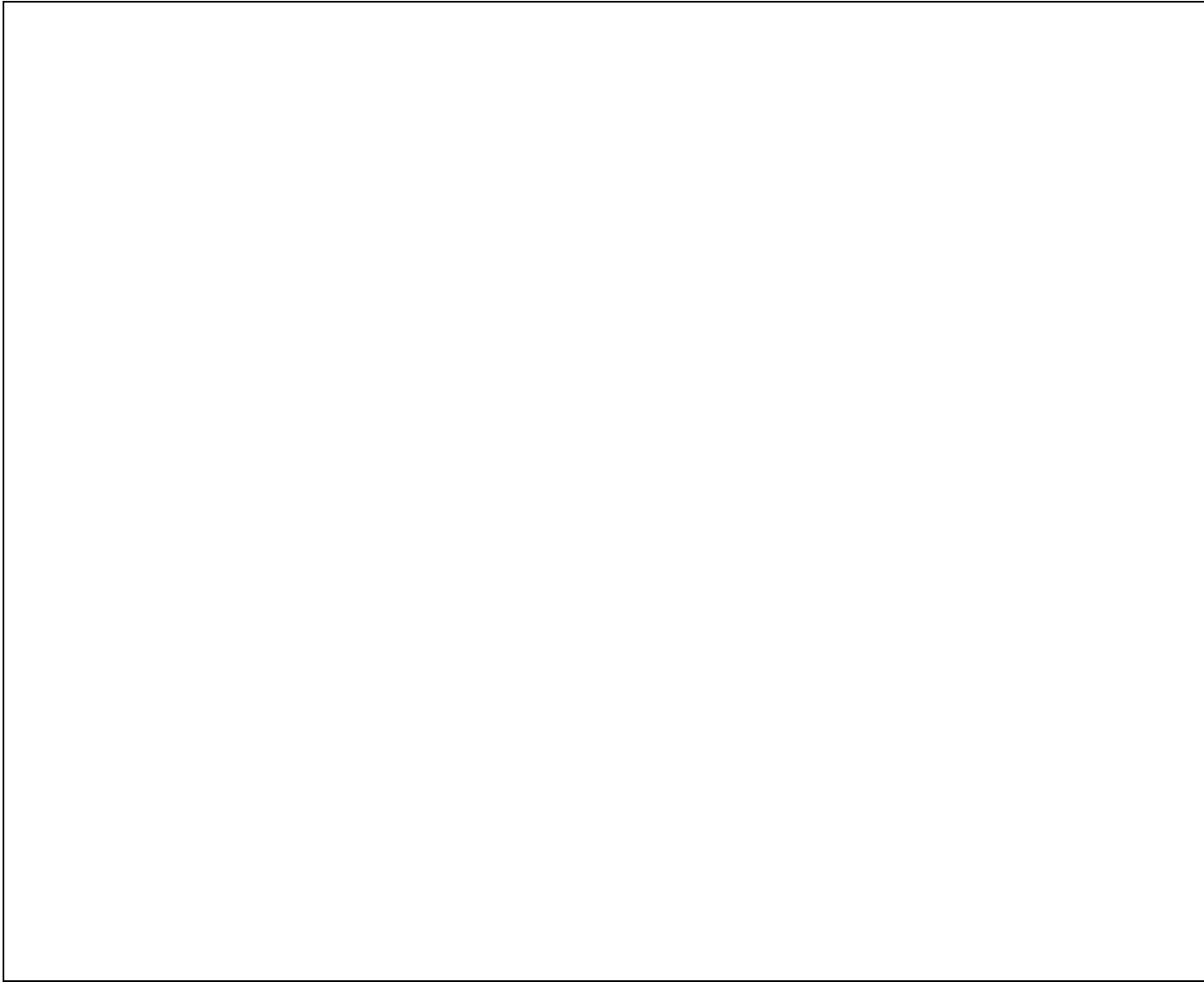
Very few people told us they objected to our Catholic Ethos (9 in all).

Four people said they objected to Free Schools and 6 to Academies.

We have taken care to include people of different faiths and others with no faith within our group.

We held a meeting with mothers from a non-Catholic primary school. One of the mothers there was sceptical but later joined our group and became one of the most tireless leafleteers.

If our school opened, we would be eager to work with other schools – of all types as would establish relationships with charities, such as our local hospice, where our pupils could help out there or raise money through sponsored runs.



Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

Section F : Capacity and capability

F1. The members of the company appoint the directors (who are the governors of the school). The members also formally 'receive' the annual accounts from the directors.

Once constituted, the directors form a governing body and the member role has little salience. In our case, all members are directors and expect to serve on the governing body.

Because our group of members is so small, we plan to appoint two more members before we appoint the directors /governors.

The Principal acts as the "chief executive" of the organisation and is ex officio a member of the governing body.

The Principal is both a member of the governing body and is accountable to it.

The directors/governors are both the Principal's co-members of the governing body AND the ones who hold the Principal to account.

At the end of this section you will find a diagram illustrating this relationship.

The roles of the directors are to exercise governance in the same ways as the trustees of a charity do. They are responsible for the financial state of the company and have duties in law in this respect.

We plan an education committee and a finance committee. They are essentially subcommittees of the governors who liaise more frequently with the school and report back to the governing body.

We would avoid or minimise conflicts of interest by having an interests register. The first item on the agenda of each meeting would be whether there were any new conflicts to register.

We do not anticipate any governor working for or selling services to the Academy Trust. Protocols are established in the model articles of association deal with such an occurrence.

Section F2

If we are successful in being approved to proceed with this project, we will be advised on education matters by [REDACTED], the former [REDACTED]. [REDACTED] is now retired and is prepared to give his time generously to this project. Because of his experience in this sector, [REDACTED] is able to offer us introductions and recommendations to people expert in many spheres of education.

Section F 3

We will be advised by [REDACTED], an experienced Finance Director who works for a number of Academies in several London Boroughs.

Recently, [REDACTED] has offered her services to help us. [REDACTED].

F4. We have also been fortunate to recruit [REDACTED], [REDACTED]. He will advise us on relationships with builders architects etc and will advise and warn about perceived problems.

The Members of the company are:

[REDACTED], who is the [REDACTED].

[REDACTED] [REDACTED] [REDACTED].

[REDACTED] [REDACTED] [REDACTED]. [REDACTED]

Also involved in our group and keen to assist are:

[REDACTED],

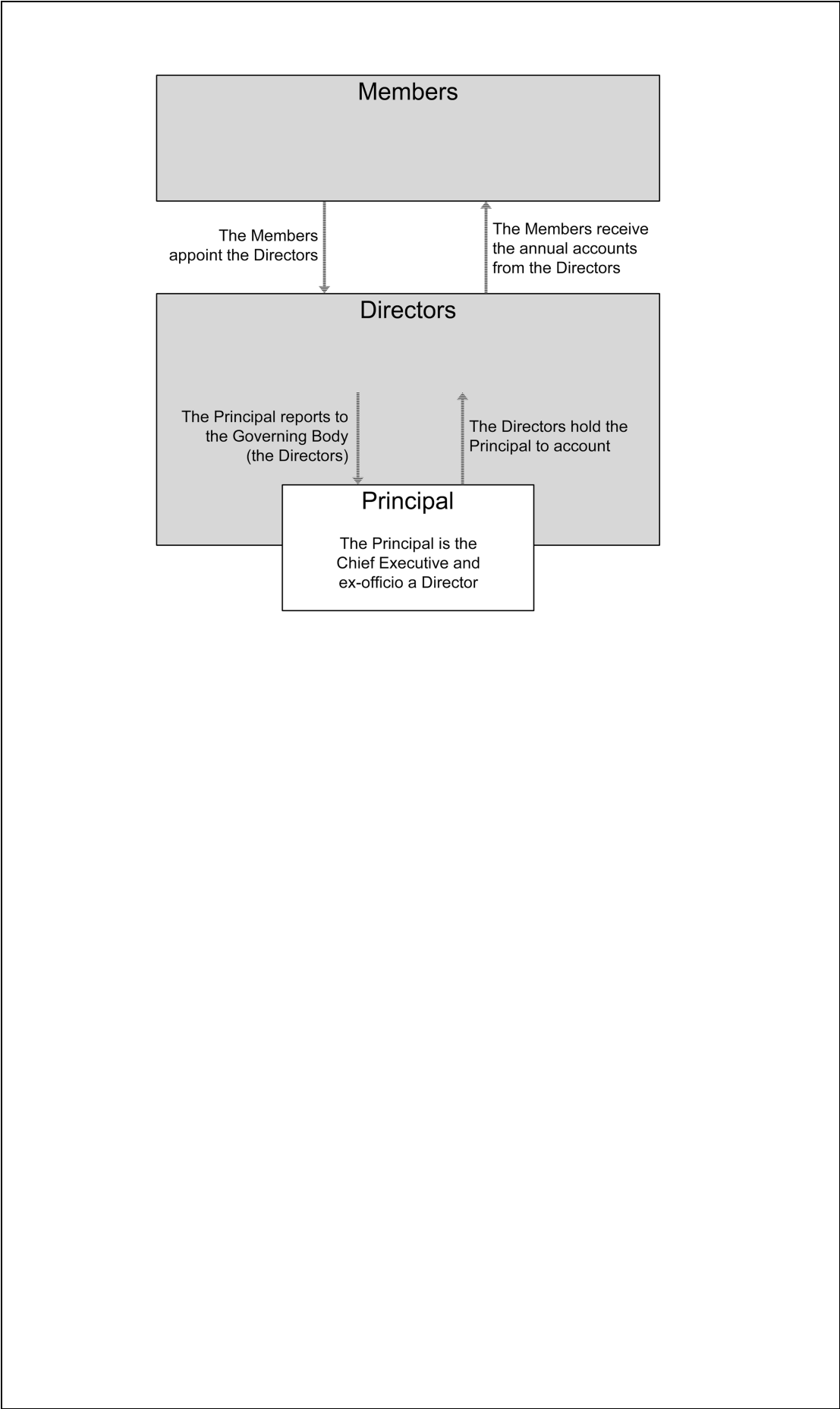
[REDACTED],
Our missing area of expertise is in recruitment and HR. We will be looking for someone to advise us in that area.

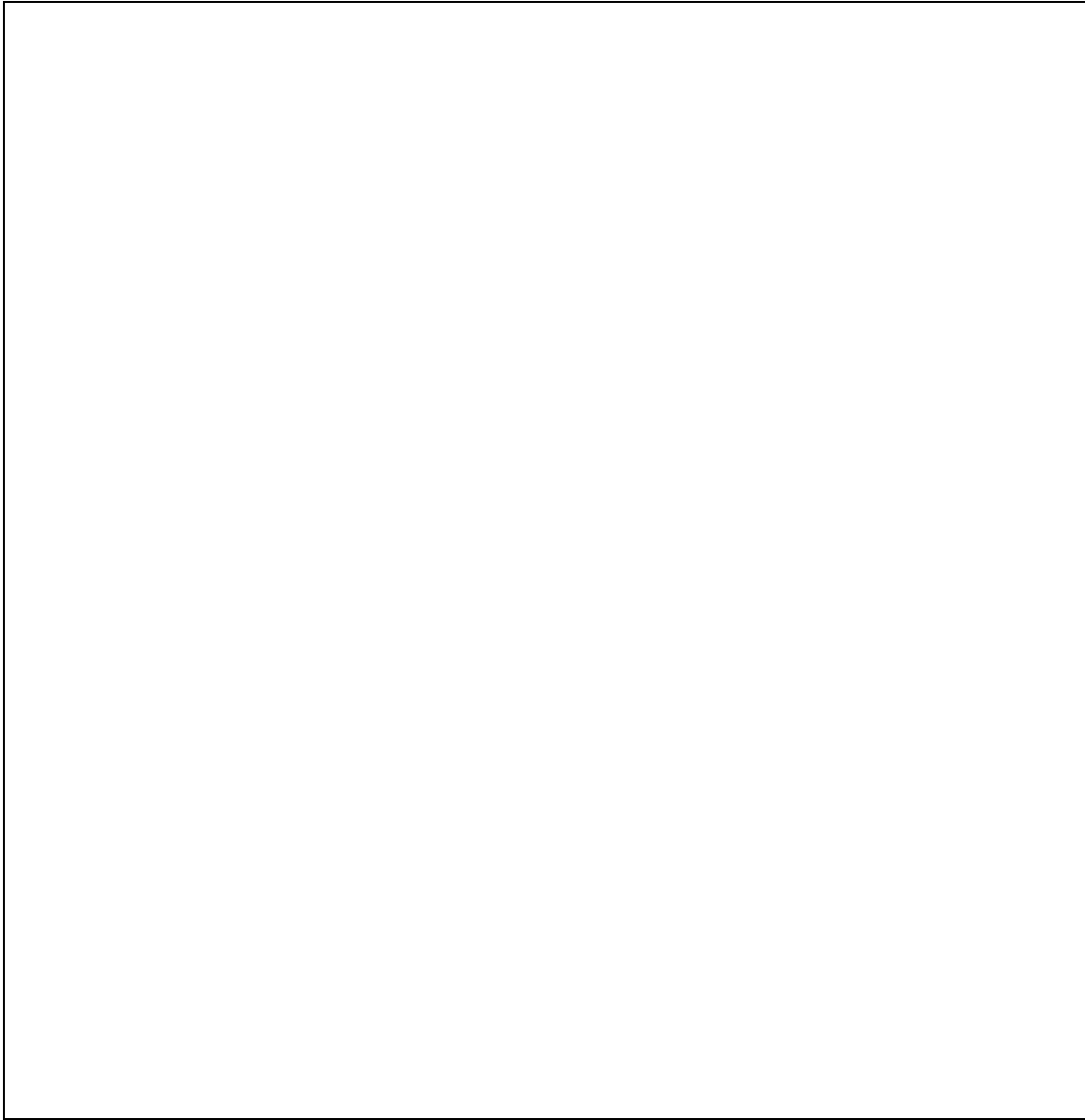
If successful, we would expect to be working with a project management company such as Place Group.

F5 Our Principal would have a very important role in the pre-opening phase preparing the school to be ready to admit its first cohort, being the public face of the school, being involved in the recruitment of other staff and planning the delivery of the curriculum.

In recruiting our Principal, we would be guided by the advice on timing and other matters published by the National College of School Leadership. We would also see the advice of Future Leaders.

In the end, however, we believe the importance of this appointments is so great that it would be foolish not use the services of specialist recruitment advisers experienced in this sector.





Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

[Redacted]

Financial Explanation/Commentary

This financial plan has been developed by the parents' group team and we have obtained the services of an experienced Finance Director who works for a number of Academies in several London Boroughs. He has worked as a provider of financial services in the education sector for around thirty years.

These plans have been produced following careful discussion with the members of the team and we believe that the figures allocated to each expenditure category are prudent, and will allow us to deliver the quality of education and the successful outcomes that our pupils (and their parents) have the right to receive.

[Redacted]

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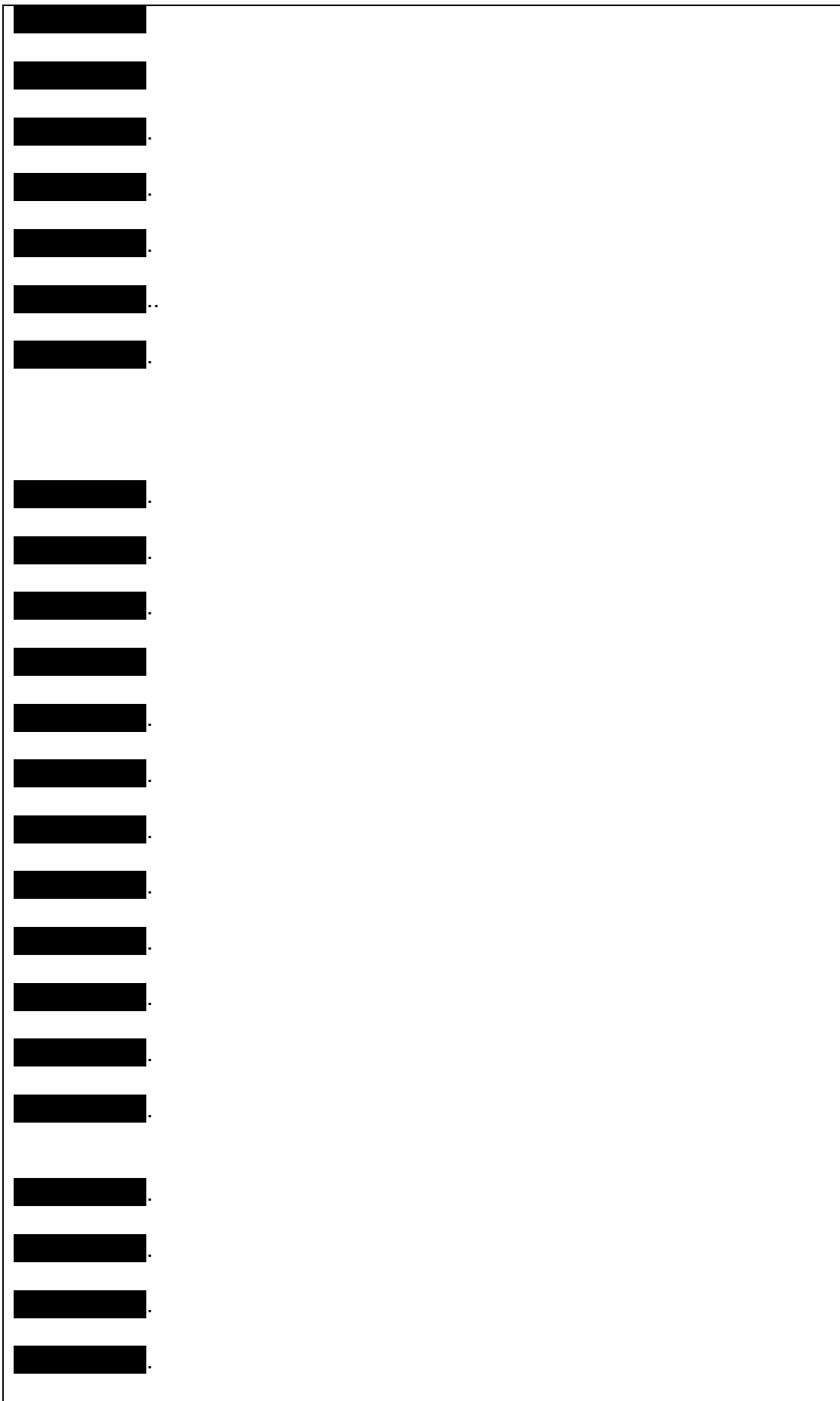
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[REDACTED]

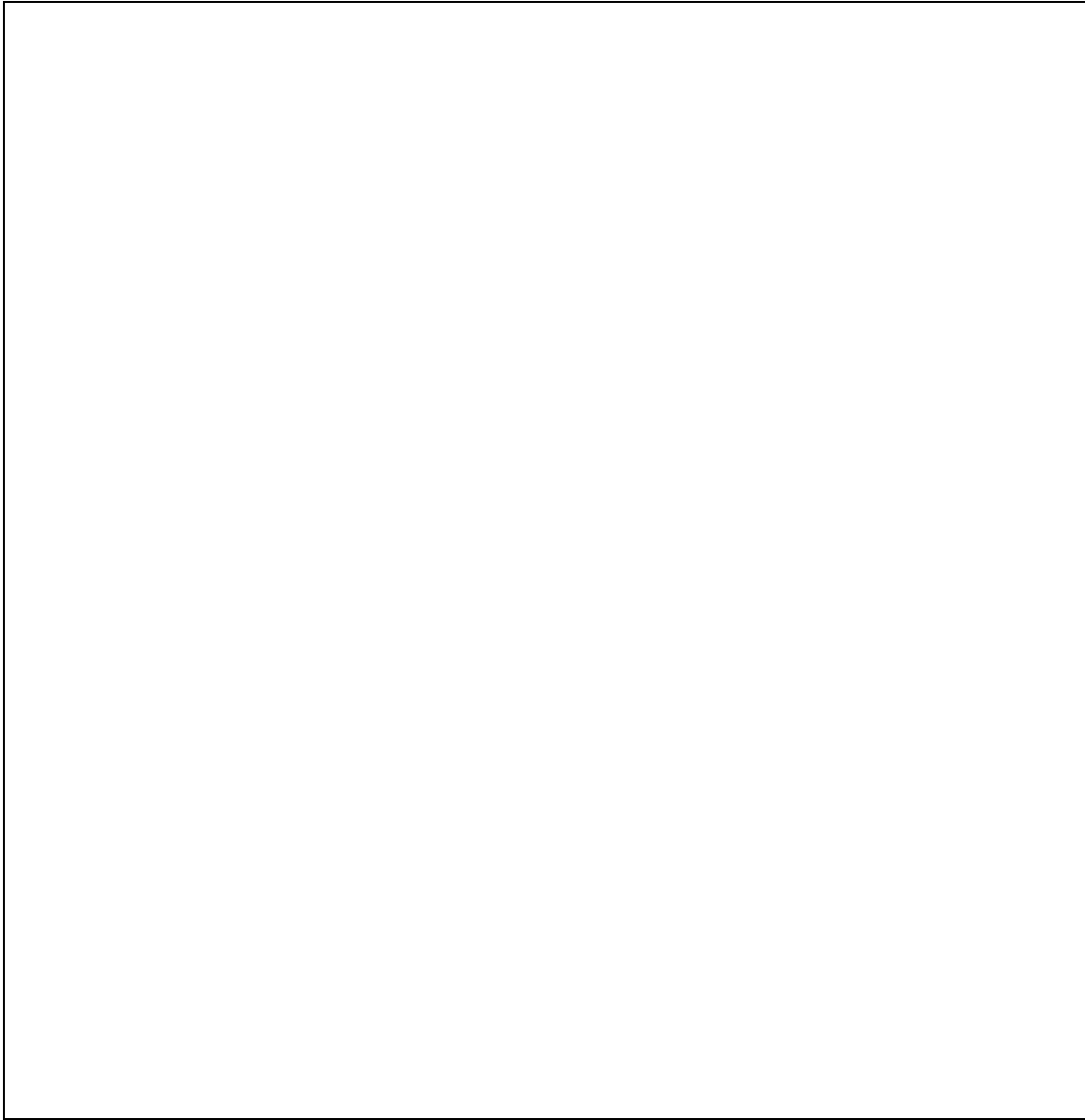
[REDACTED]

Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

Section H Premises

We have no site identified as yet.



Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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