



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

TRINITY HIGH SCHOOL

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Completing and submitting your application

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>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?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that 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: [REDACTED] (please delete as appropriate)

Print name: [REDACTED]

Date: 8th May 2014.

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 refer to the Excel application form.

Section B: Outline of the school

Please refer to the Excel application form

Section C: Education vision

Section C1

INTRODUCTION

Trinity High School (THS) will enable children to thrive, enrich the lives of local families and enhance community life. We are enhancing our approach to Project Based Learning incorporating elements of the Big Picture model, developed in the United States¹. In this way Chapel St will provide a distinctive model of education that blends the highest academic standards with preparing young people for the world of work - addressing specific skill shortages identified by UK employers and which are particular challenges for young people living in London.² Our unique solution of one school on three campuses will create extra school places (900 Year 7 to 11, plus 300 Sixth Form) in an area of growing need, whilst maintaining the small school feel essential for successful deployment of the Big Picture concept. The campus model will also address the shortage of large-scale development sites in Greater London, ensuring that a number of smaller sites can be considered for secondary provision.

As with all Chapel St schools, THS will reflect the community and be governed by local parents, staff and stakeholders. As a trust we will work with these individuals and groups to ensure the success of the school as a child-centred, family-focused and community-minded institution offering outstanding teaching and learning for the whole community.

¹ add footnote to Leaving to Learn Elliot Washor & Charles Mojkowski Heinemann 2013

² footnote to CBI/Pearson 6th Education and Skills Survey March 2013

RATIONALE

The rationale for this proposal is premised on five areas of need and demand.

1. THS will meet the basic and critical need for new school places.
2. THS will provide a distinct model of education offering greater choice to local families.
3. THS will contribute to outstanding educational provision in the area.
4. THS curriculum and pedagogy will address specific skill shortages identified by employers in the UK.
5. THS will be driven by the demand of local parents and carers.

THS will meet the basic and critical need for new school places.

Merton has a growing need for secondary places to provide for a significant bulge of children of school-age within the Local Authority's boundary.

Simple modelling³ of the School Capacity Data published by the DfE⁴ for secondary places shows that Merton has an average of an 8% shortfall in Year 7 places over the five years 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 based on baseline capacity as of May 2013. This puts Merton 15 out of 152 Local Education Authorities, or within the top 10% of authorities facing pressures on Year 7 places over this time frame.

In November 2013, Merton produced a revised estimate of secondary places required based on Greater London Authority forecasts.⁵ Three different models are presented ranging from the most conservative 'zero development' through to the 'alternate model' that shows the most inflationary growth. The forecasts for each of these models are given in the table below.

	Surplus / Deficit in Year 7 places						
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Zero development model	129	-25	-111	-177	-437	-423	-420
Standard model	113	-47	-138	-208	-477	-467	-469
Alternate model	92	-78	-182	-265	-557	-567	-594

³ This divides the published baseline school population (as of May 2013) evenly among the five secondary years with the baseline net Year 7 capacity equalling a 1/5th of the total number of school places. The growth in pupil numbers is assumed to be due solely to the incoming Year 7.

⁴ <https://www.gov.uk/government/publications/school-capacity-academic-year-2012-to-2013> -SCAP_2013_Final_Tables.xlsx

⁵ <http://democracy.merton.gov.uk/documents/s2189/Appendices%201112013%20Cabinet.pdf>

From 2015/2016, each of the models show that Merton will be unable to meet its statutory obligation to provide a secondary school place for every eligible child. Under the alternate model, there will be a shortage of 6 Forms of Entry (FE) in 2016/17 rising to a shortage of nearly 19 FE in 2019/20. Merton have stated their intention to meet this demand through expanding existing provision and creating new schools with no single school having a larger capacity than 10 FE.⁶

Following conversations with Councillors and Officers, Chapel St were encouraged to develop this proposal with local partners in order to meet this basic need in Merton. As part of their planning process, Merton have worked with [REDACTED] to identify potential sites for school development. Chapel St will work with the Local Authority and the Education Funding Agency on securing suitable sites to meet the growing demand for school places. Our campus approach will facilitate identification of a site by allowing smaller sites to be considered.

THS will provide a distinct model of education offering greater choice to local families

THS will offer a model of secondary education in Merton that is unlike anything currently available in the borough. Chapel St's approach to teaching and learning, that is demonstrating considerable success elsewhere (please see below), has as its foundation the Project Based Learning approach of the US Charter School High Tech High in San Diego.⁷ Up to 60% of the secondary curriculum in our existing schools is taught using this approach, with a strong emphasis on a personalised pathway for every child, high levels of family engagement in learning and school life and regular interaction and application of education within family life.

As a trust, Chapel St is constantly evolving and refining its pedagogy, learning from proven educational developments around the world. Big Picture Learning (initiated in the US and deployed in Australia, Israel and the Netherlands), funded by the evidence driven and highly influential Bill and Melinda Gates Foundation, has developed a philosophy of education that has had significant success in transforming education in the United States.⁸ Working with the Innovation Unit⁹, Chapel St will take elements of the Big Picture model to evolve its personalised learning and project based approach in THS. In particular:

- Projects will be developed with the input of external stakeholders (employers, universities, statutory agencies), including project planning, delivery and assessment. In this way we will build strong connections with the local economy, prepare young people for the world of work and open up pathways for internships, work placements and vocational learning.
- A part of each day will be spent working in smaller groups (20-25) termed Advisories where students will work on their Learning Through Interest project (see below). A member of

⁶ <http://democracy.merton.gov.uk/documents/s2188/School%20Places%20Strategy%201112013%20Cabinet.pdf>

⁷ <http://www.hightechhigh.org>

⁸ <http://www.bigpicture.org/big-picture-history/>

⁹ <http://www.innovationunit.org/>

staff, called an Advisor Tutor, will be assigned to each group providing intensive learning support and pastoral care.

- Learning Through Interest will be embedded in the curriculum. Students will devise a project of their choice, supported by their Advisor Tutor and an adult mentor (either teaching staff or an externally qualified and vetted stakeholder). At the end of each project, students will deliver an exhibition to an invited audience that will form part of the assessment of learning for that student.

This model will provide real choice for parents in Merton, creating an innovative model of teaching and learning that will result in the highest standards of achievement.

THS will contribute to outstanding education in the area

Chapel St community schools provide outstanding educational settings, raising the aspirations and expectations of families and transforming the educational attainment and life chances of our children. At the end of the first year of our Atherton Community School (ACS), we commissioned an independent review by an Ofsted inspector of the school utilising the Ofsted framework. This report found that over 50% of pupils commencing study were assessed as being below expected national levels of progress and attainment. Within the first academic year over 70% of pupils were exceeding expected national levels. At the recent DfE monitoring visit for ACS, the school was considered to be Good in all areas and moving to Outstanding. Particular mention was made of the powerful and tangible nature of the vision and ethos of the school and the continued attention to key school improvement targets set at the last visit.

The majority of schools in Merton at secondary phase are high performing and categorised as 'good' or 'outstanding' by Ofsted.¹⁰ THS will build on the track record of Chapel St in its existing schools and provide an alternative education model in the borough that delivers outstanding results. Chapel St commit to work within the common admissions process and to work collaboratively with the other providers in the area. We will ensure that we continue to share and develop best practice, effectively manage transition periods and the exchange of data where appropriate, and safeguard and advance the progress made to date in the borough.

THS curriculum and pedagogy will address specific skill shortages in the UK

Youth unemployment is increasing in London boroughs and at a faster rate than the rest of England.¹¹ The CBI/Pearson Education and Skills Survey 2013 found that:

¹⁰ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>

¹¹ <http://www.londonpovertyprofile.org.uk/indicators/topics/work-and-worklessness/young-adult-unemployment-over-time/>

- Structures are required that better support the transition from school to work and training
- Attitudes to work, general aptitudes and literacy and numeracy rank ahead of academic results alone in terms of the most important factors employers consider when recruiting
- Employers report that not enough young people leave school with work experience, or having developed personal qualities like self-management and attitude to work
- For the 14-19 age group, employers believe schools should be developing work awareness and relevant skills
- Nearly a third of young people starting their working lives are not confident they have the appropriate skills¹²
- STEM skills are in widespread demand and nearly two in five firms (39%) that need employees with STEM skills and knowledge currently have difficulties recruiting staff.

Government has gone some way to addressing some of these issues through the creation of University Technical Colleges and technical, practical and vocational education at age 14. However, very often young people pre-14 will have very little exposure to different career paths and/or opportunity to develop a range of skills that are not just required for technical jobs but for all careers in the 21st Century (time management, team work, problem solving, communication etc.).

To address the lack of skills and ultimately challenge the trend in youth unemployment in London, we will shape the curriculum at THS around Project Based Learning (PBL), infused with elements of the Big Picture Learning model that translate into the UK education framework. Specifically:

- Up to 60% of the curriculum at Key Stage 3 will be taught through PBL, with children learning through working on real life projects that require a range of skills and disciplines, both academic and practical
- Borrowing from Big Picture, wherever possible, we will partner with local employers to help shape PBL projects in their discipline, exposing young people to different career paths / options (including STEM subjects for which there are considerable skill shortages) and different employers and setting up the prospect of work placements. We are currently exploring methods of effectively engaging with employers with the Edge Foundation
- Borrowing from Big Picture Learning, students will engage in a Learning Through Interest project where they can work with external stakeholders on a subject that is of interest to them and present their results through an exhibition
- We will have a relentless focus on the core functional skills of numeracy and literacy, ensuring that students leave THS well equipped to thrive in the workplace

THS will be driven by the demand of local parents and carers

In our desire to work closely with Merton Local Authority (from September 2014 we will be running two primary schools within the borough), we scheduled a series of meetings with council officers to

¹² http://www.cbi.org.uk/media/2119176/education_and_skills_survey_2013.pdf

inform them of our approach to the secondary school – in particular our use of elements from Big Picture Learning and our proposal regarding a three campus model. Securing time with senior officers led to a delay in us being able to articulate our offer and consult with parents / carers. This has led to us having fewer numbers of first choice places than we have achieved for previous bids. Having consulted with Linda Kenedy from the DfE, she advised us to submit our proposal in the May 2014 round and continue to update the Department as more evidence of demand emerges.

We are clear about the need for secondary provision in the borough, and from the 70 families we have already consulted, 90% support our vision for a school that personalises learning and equips young people to thrive in a 21st Century UK. We are confident that in the coming few weeks we will be able to meet or exceed the 360 first choice places required to demonstrate parental demand for Trinity High School (please see Section E for a description of our approach to canvassing parents / carers).

VISION

Over the past three years Chapel St has worked with local partners in four very different communities to open primary and secondary Free Schools. In each case we have found that our vision of a child-centred, family-focused and community-minded school has provided local parents and community members with a unique opportunity to develop a school that delivers outstanding teaching and learning along with a range of integrated family and community services.

THS will serve children between the ages of 11 and 19 along with their families and local community. At Chapel St we believe in the transformational power of human relationships. To this end we work to foster relationships between children, staff and parents that assign individuals the value they deserve and unlock the potential therein. Our emphasis on relationships means that we look to open relatively small schools – our three campus model creates the advantages of a small school, whilst providing substantial provision that will help Merton meet the significant challenge it faces around school places. Although the model does present financial challenges, we have demonstrated that it is financially viable in Section G. Our track record in providing relatively small schools that are financially sustainable also supports our suggested approach.

THS will provide outstanding education. We will deliver outstanding teaching and learning for children, families and the wider community. The school will set aspirational targets for every child to achieve and will be measured by Ofsted (see Aspirations and Outcomes below). The school will utilise the National transition matrices for expected progress as a minimum expectation for each student. Quality teaching will be the highest priority at THS. Our teachers will incorporate higher order thinking skills into every lesson, develop collaborative partnerships and proven action research, encourage all children to be innovative drawing on the latest thinking and practice from cutting edge education models around the world and rigorously measure impact. Assessment will play a key role in self-evaluation, driving ever-higher standards in teaching and learning. Whether making judgements or analysing data, our methods will be unashamedly child focused and child driven.

THS will be child-centred. Pupils will enjoy a depth and breadth of relationships with staff and volunteers to foster a passion for learning, an understanding of their own gifts, strengths and interests, an ability to face their challenges, a capacity to overcome adversity and solve problems and a confidence and self-belief that will equip them to thrive in the future. By placing each student

in a small group, termed an Advisory, with one adult to oversee their academic and personal development, THS will ensure that every child enjoys a uniquely personal learning pathway.

THS will be family-focused. Staff recognise that the barriers and springboards to greater academic success and increased aspirations often lie far from the school campus. Working with and through our local partners we will build deep relationships with parents and carers and strengthen the links between home and school (using the Developmental Assets Programme to facilitate holistic development and family support). By helping parents and carers to learn and grow and offering the community the opportunity to invest in the lives of young people, THS will offer the best start to its students and a brighter future for Merton's residents.

THS will be community-minded. We believe that schools should play a role at the centre of the community and that the community should be involved in the day-to-day life of the school. THS will be made possible by the investment of Chapel St along with local community partners and stakeholders. Through our PBL programme pupils will benefit from a blend of traditional and innovative teaching methods and will continually explore and apply their learning through real life projects in and around the community. Community stakeholders will be invited to help shape, deliver and assess a range of projects – in this way we will harness the expertise and creativity of the local community and prepare young people with the skills required to take their place in the local, national and global economy.

THS will have a Christian ethos, serving families of all faiths and no faith; calling all to serve the good of our children and the local community. We are committed to developing schools that provide education with a 21st century Christian ethos, offering a place of hospitality and learning, gathering children and families from all backgrounds and working together for the good of the whole community. The school will not admit on the basis of religious observance and will teach the local SACRE syllabus in RE. Above all, the culture and community of the school will be driven by the Christian values of grace, love and fellowship:

- Teaching with a Christian perspective is more about *how* we teach than *what* we teach.
- The golden principle that 'we should treat others the way we want to be treated' underpins all we do in the school.
- The approach is inclusive, allowing children of all faiths and none to see knowledge as a useful tool to delight in, moving from 'so what?' to respect, wonder and reverence.
- Topics will be relevant to the vision and values of the school and the community, stimulating the children's thinking about moral or social issues whether they have a faith or not.

ETHOS

The Chapel St ethos is founded on the virtues of Grace, Love and Fellowship, ensuring that all of our projects are child-centred, family-focused and community-oriented. Our schools are enlivened by these three virtues that provide a foundation for a good life across many communities. The table below illustrates how our ethos is embedded in our schools.

	Grace	Love	Fellowship
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We believe that...	Every person and part of creation is unique and made in the image of God.	Every person is made to enjoy family.	Every person should benefit from and contribute to their community.
We commit to...	Develop schools that are child-centred.	Develop schools that are family-focused.	Develop schools that are community-minded.
We value...	Personality	Family	Community
How this is expressed in our schools...	Chapel St will personalise teaching and learning, care and support for each child in accordance with their particular gifts, abilities and challenges, providing every child with a coach and personal development plan.	Chapel St recognises that families take different shapes and sizes and ensure that parents and carers are fully engaged in their child's learning and development, while seeking to support and enrich the whole family.	Chapel St will look to involve the whole community in the life of the school, and students will play a positive part in a local and global community.
How do we achieve this?	Among other expressions, Chapel St will assign every student a member of staff to act as a personal coach providing regular coaching sessions, overseeing their educational progression, liaising with parents and carers and helping to provide a personalised pathway to attainment in school and beyond.	Among other expressions, Chapel St will use the Developmental Assets programme to help every student and their family to create a personal development plan that increases the number and range of personal assets that they can draw on both now and in the future. Staff will regularly visit families in their home to support this.	Among other expressions, Chapel St will use the High Tech High model of PBL to ensure students accelerate and integrate their learning through engaging projects that are located within, and impact the life of the wider community.

ASPIRATIONS & OUTCOMES

Academic Achievement

Our clear emphasis, as with our existing Free Schools, is on providing outstanding education for the young people who attend THS. To that end we will set the aspirational academic achievement targets below:

KS3/4	% of pupils making 2 levels or 6 sub levels of progress KS2 to 3	90%
	% of pupils attaining 5+ A*-C inc. English and maths % GCSE at the end of KS4	70%
	% of pupils making 3 levels of progress from KS2 – KS4 in English	85%

	% of pupils making 3 levels of progress from KS2 – KS4 in maths	85%
	% of students achieving 4 levels of progress	75%
	% of disadvantaged students making better than expected progress	85%

Holistic Achievement

As part of our focus on the individual, Chapel St believes it is important to recognise all forms of achievement. An end of year certificate will be awarded which recognises good performance in:

- Achieving academic targets
- Attendance
- Punctuality
- Achieving behaviour targets
- Compliance with school uniform expectations
- Attendance in enrichment activities
- Selfless contribution to the school community
- Selfless contribution to wider global community
- Performance in public arena
- Representing the school in extra-curricular sport/performance
- Work produced to display standard
- Participation in Duke of Edinburgh

Family Outcomes

THS will seek to engage every parent and carer in their child's learning and development, offering wider support and services, in conjunction with our community partners, to the most disadvantaged families. The school will look to achieve the following outcomes in engaging and enriching local families:

- Using the Developmental Assets programme (Search Institute, USA), THS will raise the resilience, aspiration and life opportunities of every child by increasing their own internal and external assets.
- Over 75% of parents will engage with their child's personal development plan, regularly attending parents' evening and benefiting from targeted programmes of parental support and training (in Atherton Community School 95% of parents/carers attended parents' evenings in the first year and over 90% were involved in some form of training to help them engage with their child's learning).
- Over 50% of parents will be involved in some part of the PBL aspect of the school programme.
- Over 33% of parents and carers will be involved in curricular and co-curricular activities within the life of the school.
- We will offer all families of children entitled to Pupil Premium personalised support to help raise aspiration in the home, access to training and services and regular engagement with

the Pastoral Manager and team.

Community Outcomes

THS will act as a community hub, enabling local individuals and groups to invest in the lives of young people and the regeneration of the wider community. This will include:

- Recruiting, training and supporting local volunteers to support specific areas of curriculum, co-curricular activity and involvement in school life.
- Engaging local community members, groups and businesses in the design and development of specific projects as part of the school's PBL programme.
- Facilitating targeted adult learning to raise aspirations and improve prospects of parents, carers and community members.
- Utilising the school as a community hub to host a wide range of community activities.

Section D: Education plan – part 1

We are opening a 6 Form Entry secondary school based on a three campus design that is due to open in September 2016. The proposal reflects the nature of the demand in the LA and the availability of suitable sites and has been agreed upon with Merton Local Authority.

	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			180	180	180	180	180	180	180
Year 8				180	180	180	180	180	180
Year 9					180	180	180	180	180
Year 10						180	180	180	180
Year 11							180	180	180
Year 12								150	150

Year 13									150
Totals			180	360	540	720	900	1050	1200

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week hh.mm	Mandatory / Voluntary	Comments
KS3			
English	03.00	M	Allocated time is for the elements of the schemes of work that do not fit within the PBL project. Additional teaching time will be included within PBL learning to teach those aspects of the scheme of work that are relevant to the specific project.
Maths	03.00	M	
Science	02.00	M	
Students will study most of the blocked area below through project-based approaches and the times per week will be variable depending on the nature of the specific project.			
Geography	02.00	M	
History	02.00	M	
PSHE	01.00	M	
Design Technology	02.00	M	
Drama and Performing Arts	02.00	M	Linked to PE where possible to give some students opportunity to extend their interest in e.g. music, drama and performance
Art	02.00	M	
PE	02.00	M	
Lit/Num/MFL	02.00	M	Extra Literacy and Numeracy for those pupils that need additional literacy support in Year 7 and 8
RE	01.00	M	Including Morals and ethics
Developmental Assets	01.00	M	Part of PSHE curriculum is delivered through developmental assets at CS Schools
Totals	25.00		
KS4			
English	03.20	M	
Maths	03.20	M	
Science	02.30	M	Single Science will be assumed in the basic timetabling with an option

			used for double Science.
PE	01.40	M	
PHSE	00:50	M	
RE and ethics	01.20	M	
All shaded are optional subjects any four chosen in KS4			
MFL	03.00	Mandatory to take options	All shaded are optional subjects any four chosen in KS4
Chemistry	03.00	O	Or the other half of double Science award.
Business	03.00	O	
ICT	03.00	O	
Physics	03.00	O	
Art	03.00	O	
Geography	03.00	O	
Biology	03.00	O	
Music	03.00	O	
History	03.00	O	
Vocational subjects	03.00		Delivered off campus through partnership and will form part of the student's option choices above
Totals	25.00		

Core subjects, English, maths and Science, will be taught discretely for 3 hours per week (Science 2 hours per week). This allocated time is for the elements of the Schemes of Work that do not fit within the PBL project.

Additional teaching time (2 hours per subject) will be included within PBL learning to teach those aspects of the scheme of work that are relevant to the specific project. If we were to break the PBL down into traditional subject areas and allocate time within the curriculum, the total time devoted per subject in Years 7 and 8 would be allocated as indicated in the table above. Mapping across the age range will identify how subject areas can contribute to the development of the whole child, engaging and motivating successful learners.

During Year 9, students will follow the same structure of timetable as in Years 7 and 8 with just the days changing for each sequence of teaching periods. Some of the time will be used to prepare students for Key Stage 4 (KS4) options and they will be allowed to experience separate Sciences and focus on core subjects in preparation for GCSE or equivalent. In the November half-term students will experience a carousel of learning experiences designed to assist them with their GCSE options process. The option process must be completed by February which will allow Year 9 to commence their GCSE courses in June.

Key Stage 5

Years 12 and 13 : Courses offered will reflect progression from Year 11 successes plus Duke of Edinburgh Gold.

Section D1:

Our expected intake

The London borough of Merton has a mixed profile in terms of deprivation and disadvantage for young people. Data from the Department for Education indicates that Primary schools within Merton Local Authority have a similar proportion of pupils with an SEN statement, or at School Action Plus, to schools nationally and similarly for pupils who are eligible for Free School Meals. However, the proportion of pupils with English as an additional language is higher within Merton Local Authority at 44% compared to 18% nationally.

Pupils leaving primary school within Merton Local Authority achieve standards that are typically slightly above those achieved across schools in the country as a whole (see table below)¹³.

Expected intake: Schools comparison	Schools in Merton LA	Schools in England
% of pupils at L4+ in reading, writing and maths	78%	75%
% of pupils at L4B in reading and maths and L4 in writing	68%	63%
% of pupils making expected progress in reading	94%	88%
% of pupils making expected progress in Writing	96%	91%
% of pupils making expected progress maths	92%	88%
% of pupils achieving L5	25%	21%
Average Points Score	29.1	28.4
SEN	6%	7.7%
FSM	15.5%	19.2%
EAL	44%	18.1%

¹³ <http://www.merton.gov.uk/learning/schools/schoolsperformance/examresults.htm>

The picture is similar for Secondary schools in Merton (see table below).¹⁴

	% EAL	% SEN Sment SA+	% FSM	% expected progress Eng	% expected progress maths	% A*-C English maths	KS 4% A*-C 2013
England National (state funded)	13.6	7.7	16.3	70.4	70.7	61.3	60.6
LA (State funded)	33	8.8	18.9	75.3	77.9	63.2	62.6
Bishopsford Arts College	38.9	14.9	26.1	72	72	58	56
Harris Academy Merton	34.7	10.1	29.7	76	93	74	74 +
Raynes Park	25.6	6.7	23.2	58	65	46	44
Ricards Lodge High School	43.5	12.1	16.2	83	80	68	68+
Rutlish School	47.9	8	17.3	77	76	65	64-
St Marks C of E	38.5	13.2	27.2	79	68	52	52-
Ursuline High School Wimbledon	30.4	3.8	10.2	81	93	75	75-
Wimbledon College	18.8	6.8	9	90	88	81	80+

For secondary schools the percentage of pupils with a statement of SEN, or at School Action Plus, is broadly in line with National data, but the proportion eligible for Free School Meals is slightly higher at 19% (16% Nationally) and the proportion of students with English as an Additional Language (EAL) is higher at 33% compared to 14% nationally

Based on the data above we anticipate that a significant number of our students will have English as an Additional Language on entry to our high school. We assume 7% of the intake on the SEN register at School Action Plus or with a Statement (in line with the National Average). Effective differentiation for all children will be the bedrock of teaching and learning in all classes at Trinity High School. The school will meet the needs of each child, and will have particular regard for those who are at varying stages of English language acquisition, those who have Special Educational Needs or Disabilities and those on the Gifted and Talented register.

We will use a variety of strategies to understand our students' prior achievement at the end of KS2 including published test results from the previous school, baseline assessment on entry of academic attainment and potential (including reading age) together with an on-entry assessment

¹⁴ <http://www.merton.gov.uk/learning/schools/schoolsperformance/examresults.htm>

using the Developmental Assets Programme (developed by the Search Institute, USA). The results from the wide range of on-entry assessments will be used to track accurately each student's progress from their entry point to the school and will inform the delivery of teaching in the classroom and at an individual level. The chance for young people to succeed will be maximised by our educational model (using concepts from PBL and Big Picture Learning) that offers the chance to follow interests and aptitudes from Year 9 and that delivers enhanced levels of progress for all students as they deepen and embed their learning as a result of the individualised approach to learning and the innovative approach to curriculum delivery proposed for THS.

The school will open with two Forms Entry into Year 7 at each of the 3 sites that together make up Trinity High School. The school will operate a one Form Entry Sixth Form (50 students) at each of its sites when students are ready to enter this phase of education (in 2021).

Curriculum principles

As an organisation, Chapel Street is acutely aware that a good education is the key for our children to compete in a global market where new technologies, new economies and new social environment issues are constantly 'moving the goal posts'. A narrow restricted curriculum will not do. As educators working together with parents we need to be responsive and proactive in ensuring that not only do our children excel at the core skills of reading, writing and mathematics but, our classrooms must be vibrant and alive, inspiring children to build skills valuable for tomorrow's world, such as critical thinking/problem solving, collaboration and communication. Young people must gain the knowledge, competences and aptitudes that will equip them to develop a love and thirst for lifelong learning and which will increase the chances of them being successful as they make the transition from education to work. It is vital that schools equip every young person with the attitudes, attributes and competences they need to lead fulfilling and productive lives.

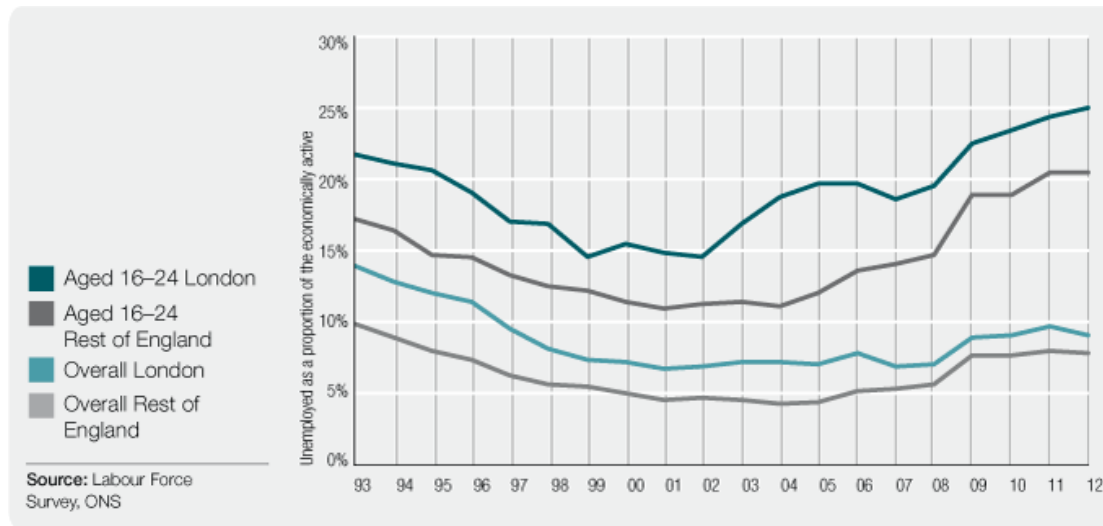
As touched upon in Section C above, the annual CBI/Pearson education and skills survey (2013) shows that many businesses (particularly those in the high growth sectors that should be leading our economic recovery) are not confident that their future demand for high-skilled employees will be met. The survey also demonstrates employers' belief that young people should leave school "rounded and grounded" with respondents rating attitudes towards work among school and college leavers as more important than formal qualifications. Although exam results matter, the survey concludes, their real world value is bound up with the positive attitudes and competences young people need for working life.

Trinity High School aims to provide its students with the best possible curriculum in order that they may achieve the highest levels of attainment, whilst also ensuring that they become "rounded and grounded" citizens of the future. Our curriculum is creative, innovative and flexible allowing the needs of individuals to be met. To ensure that we continue to meet the individual needs of each of our students a curriculum check is carried out each year that will identify the key requirements of our students and translate them into a practical solution.

Chapel Street will work with the local community to develop a school that raises attainment, enhances personal development, and which prepares young people to contribute to the local, national and global economy. The rate of youth unemployment in Merton, in common with other London boroughs, is above the national rate with a rising differential (see chart 1). By delivering our curriculum in an innovative way, which actively seeks to improve links between school and the local community, including local businesses, we will develop the skills needed by young people as

they prepare for the increasingly complex world of work.

Chart 1



Chapel Street is constantly reviewing and evaluating its educational model, to ensure that it reflects best practice from schools around the world. Working together with the Innovation Unit, a number of our Senior Leaders have been researching the Big Picture model developed by Elliot Washor and Charles Mojkowski in the US¹⁵. This model of learning, which is characterised by high levels of personalisation in curriculum delivery, has had a significant impact in the US. At Chapel Street we believe that all students would benefit from a greater degree of personalisation in their learning and for this reason we have focused on aspects of the US model which we feel are particularly suited to the UK setting and, with the high levels of youth unemployment in Greater London (as evidenced in Chart 1 above) of particular relevance in this bid. As a result of this research a number of features of Big Picture learning will be incorporated into the Chapel Street Education model. These are as follows:

Learning Through Internship/Leaving to Learn

In order to make learning more relevant to students, real-life projects will be developed with the input of external stakeholders (employers, universities, statutory agencies etc.) including project planning, delivery and assessment. In this way we will build strong connections with the local economy, prepare young people for the world of work and open up pathways for internships, work placements and vocational learning (Learning Through Internship). All of these work-related experiences will be linked to the interests of the students. Through a structured programme of regular internships based in the local community, the school will provide opportunities for our young people (post 16) to experience at first hand a meaningful experience of work which is linked to their own personal interests. A system of mentoring, with mentors drawn from local businesses and the community, will support youngsters in developing the specific skills needed in order to be successful in the future in that chosen career, whilst providing a network of local employers who

¹⁵ <http://www.leavingtolearn.org>

will help to inform school leaders about the skills, competences and aptitudes that are crucial for young people to be successful in the world of work.

Learning Through Interest

In order to individualise the curriculum a part of each day will be spent working in smaller groups where students will work on their Learning Through Interest project. These projects will be determined by the individual student, in consultation with their Advisor Tutor and parents. The content of the project, together with how it should be assessed and evaluated are determined as part of this consultation. By studying a project which interests the student personally they are receptive to input from their Tutor Advisor about how learning from other areas of the curriculum (subject specific and PBL) also apply in this piece of work. In this way, the student gains greater ownership of the learning and as a consequence the skills become more deeply embedded. At the end of the project the student organises an exhibition of their work to showcase their learning from this project.

Students matter at THS, they fit in well and their individual talents are known

In order to ensure that we know our students well and that they experience a strong feeling of belonging, on joining THS students are assigned to an Advisory Group. This group will consist of approximately 20 students who will stay together as a group for their time at Trinity High School, under the guidance of the same Advisor Tutor. This group will fulfil the normal pastoral functions of a Tutor Group in a traditional High School. The additional benefit is that the Tutor Advisor will be closely involved in each student's learning, in addition to the traditional pastoral role. When the time comes for students and their families to decide upon appropriate routes for qualifications, this member of staff will have an in-depth understanding of the skills and aptitudes of each student within the Advisory Group, which will inform discussions at this point. A further function of the Advisor Tutor is to provide coaching to the individual students, a system which is already successfully established at our existing Chapel Street Schools. At THS we are seeking to take the coaching principle a stage further, linking the pastoral and academic care of each student to one member of staff, rather than this role being shared across a number of different individuals. It will also be the responsibility of the Advisor Tutor to ensure that before graduating from THS, each student has in place a 3-year post graduation plan to ensure that their next steps are clear, whether that is in Further Education, Vocational education or a career.

All learning is celebrated and valued

All students will be required to meet set criteria in order to graduate from THS. As well as academic standards, students are expected to fulfil leadership roles and complete charity and community service requirements. In addition, they will draw together a portfolio of evidence against key competences (based on Developmental Assets) that demonstrates their key learning points on their learning journey and showcases their particular strengths, in addition to documenting the qualifications they have gained. Each student will receive a personal reference from mentors who have supported their Learning Through Interest projects as well as a detailed reference from their Advisor Tutor.

Aims of the Curriculum - Through the teaching of our curriculum we will ensure the students:-

- Make good progress during their time at Trinity High School
- Enjoy using spoken and written language effectively and imaginatively
- Develop mathematical skills and understand how to apply them

- Begin to understand the world in which they live through an interest in the environment, science and technology and their place in the community
- Develop physical skills, co-ordination and balance and learn to compete and co-operate when playing games and taking part in sports
- Develop confidence in themselves and respect for others and to have understanding and tolerance for people who are different from themselves
- Express themselves through excellent communication skills and performance
- Become increasingly aware of their abilities and in so doing develop them to their maximum potential and understand how these abilities may be related to a future world of work
- Have access to at least one adult who knows them very well as a learner, who will be the main point of contact between home and school and who will act as an advisor to that young person throughout their time at Trinity High School.

Research demonstrates that learning accelerates when students connect the skills they are learning with contexts with which they are familiar. This is the concept at the heart of Project Based Learning (PBL) a model that is at the heart of every Chapel Street School. Financial literacy, innovation, team skills, entrepreneurship, global awareness and citizenship, to name but a few, will play a crucial and constant role at the school, being integrated into the curriculum, contextualised across disciplines and extended through co-curricular projects and activities. As an organisation, Chapel Street has seen the potential of PBL to impact on academic attainment. When Atherton Community School, run by Chapel Street, opened in September 2012 40% of students joined Year 7 with standards below the national average in Literacy and Numeracy. However, by the end of their first year at the school 70% were above the national average. Students of all abilities made excellent progress in the core subjects, English, maths and Science. At the recent DfE monitoring visit for ACS the school was considered to be 'Good' in all areas and moving to 'Outstanding' (with particular mention being made of the powerful and tangible nature of the vision and ethos of the school).

From our own experience at ACS, in addition to the positive impact on academic attainment which we have seen taking place, PBL provides students with attributes that they can carry throughout their life and learning. These include:

- Cognitive advantage: Students will develop problem solving skills, capacity for prediction and modelling and ability to synthesise and evaluate thought and ideas
- Personal advantage: Students develop resilience, capacity for independent thought and decision making and ability to overcome challenge
- Economic advantage: Students develop transferable life-skills, capacity to manage money and ability to assert independence.

These are also skills which surveys show employers look for when recruiting employees (see Section C above).

Type of curriculum

- There will be a focus on core subjects to secure achievement above national expectations for the majority of students, providing access to the opportunities in the rest of the curriculum

- The curriculum will allow students to follow their interests and so engage in a deeper level of learning, as skills learnt in core subject areas are applied to relevant real world scenarios. This will be facilitated through interesting real-life projects to deliver learning in non-core subjects through PBL. In addition all students will undertake a termly Learning Through Interest project of their own design, supported by their Advisor Tutor and parents.
- In Year 7 and Year 8 all students will follow a common curriculum with a strong emphasis on Core Subjects, enhanced and enriched by Project Based Learning. In Year 7 students will also develop individual learning skills in order to ensure that effective Learning Through Interest is facilitated in the future.
- In Year 9 students will begin to follow pathways that reflect their skills and interests, which will inform their choice of options for KS4.
- There will be intensive support available for any student identified from the on-entry assessments to be working below the age-related national expectation.
- The school will deliver a broadly based and enriched curriculum that will be designed to engage student interest and increase motivation.
- The school will develop a curriculum that builds on the successes of students as they move through from the end of KS2 to KS4 and into the 6th Form.
- Assessment will identify when interventions are needed to ensure that students are on track to achieve the ambitious progress targets that we set for all students at THS. Former attainment will be taken into account in setting targets, but accelerated progress is our expectation for all students.
- The school will use a variety of methods to deliver the broadly based and engaging curriculum, including, discrete teaching of Core subjects, plus PE and MFL, together with an Integrated Curriculum delivered through PBL for the remaining Foundation Subjects. In addition, students will devise and study via individual projects based on their own interests.
- Dovetailing the design and implementation of the curriculum between Key Stages and developing strong transition strategies (KS2-3, KS3-4), the school will develop an approach that maximises student and family engagement and maintains the high level of achievement and attainment at the end of the primary phase, through the secondary phase, to FE and beyond. With this approach, students will build on their experiences and achievements from the primary phase whilst continuing to develop high levels of confidence and self-esteem. Students will develop a strong sense of belonging by being part of a smaller secondary community, and by having a small stable Advisory Group, overseen by one member of staff throughout their time at THS. In addition they will develop further their skills in reading, writing and numeracy, developing a love for learning and the resilience to face future challenges
- maths will be taught as a distinct subject analysing the language and skills of maths for a limited part of the week and then studied contextually through PBL over the rest of the week.
- English will be taught as a distinct subject developing skills and understanding in the English language for a number of lessons in the week. Learning will then be applied and developed through contextualised PBL for the remainder of the week.
- Science will be taught as a distinct subject analysing the language and skills of science for a limited part of the week and then studied contextually through PBL for the remainder of the week.
- In keeping with the needs of 21st century employment and training opportunities Science and technology will be high profile in the PBL at each of our campuses. The demand for STEM skills in the workplace is widespread. 2 in 5 employers seeking to recruit employees with

STEM skills and knowledge have experience difficulties recruiting suitable staff (see Section C above). In addition employers report that too many with the appropriate STEM qualifications do not arrive at the work place rounded, grounded and ready for work and often lack general experience of the workplace. In the way that we aim to provide all round development via the Developmental Assets programme, and regular and meaningful work experiences linked to interests, we will develop each of our students to be well rounded individuals well equipped to enter the world of work.

- The curriculum will provide opportunities for learning about the beliefs, rhythms and patterns of the Christian faith while providing an opportunity for each child to question and explore his or her own spiritual development. The school considers it essential that children learn about the Christian viewpoint along with all the major faiths represented in our local community and Britain today.
- Religious Education (RE) will be a compulsory subject at all Key Stages and based on the locally agreed SACRE syllabus. There will be a commitment to nurture, encourage and challenge those of all faiths and none.

The Curriculum model

Key Stage 3

Throughout KS3 across all 3 campuses that collectively make up Trinity High School, there will be an emphasis on the development of Core Subjects. This will be through a blend of traditional, but highly engaging, teaching methods, drawing on the best Active Learning principles, together with carefully planned additional teaching time via the PBL learning model, which will provide opportunities to demonstrate and explore practical applications of aspects of the subject being taught.

Project-based learning is the preferred model for curriculum delivery of Foundation subjects in Chapel Street Schools. By integrating different subjects and tying learning to real-world problems, we have demonstrated, through the results being achieved at ACS, that this makes school more engaging and meaningful for students. By orienting all activity around a clear enquiry, we ensure that students think about and use every fact they learn in school. Crucially, this approach does not jettison traditional classroom instruction. Students still spend a significant amount of time in ordinary classroom lessons; the difference is that these lessons also clearly linked to the broader enquiry. In the UK, a 1998 study followed 300 students with comparable socio-economic backgrounds and initial attainment levels in two schools from Years 9 to 11. In Year 11, three times as many students from the 'project-based' schools scored A* as those from the 'traditional' school, and more students passed maths overall."¹⁶ At ACS in Wigan, PBL is an important part of the teaching and learning model and at Burnley High School (opening in September 2014) PBL will take up 60% of curriculum time. Since ACS opened to students in September 2013 there has been an impressive impact on measured rates of progress. Data for current Year 7 students, as at the end of the Spring Term, indicates that in English the percentage making good or aspirational

¹⁶ Boaler (1998) 'Open and Closed Mathematics' (Journal for Research in Mathematics Education)

progress from the end of Key Stage 2 is above the National Average for those who had a baseline entry point of Level 3, Level 4 or Level 5. In maths, of those students who entered with a Level 4 or Level 5 at the end of Key Stage 2, a greater percentage are making aspirational progress than the National Average. Those with an entry level of Level 3 or below are performing broadly in line with National Average in progress terms after two terms.

At THS the curriculum will focus on delivering the National Curriculum via carefully structured Schemes of Work, which allow for a combination of teaching and assessment routes. Teaching of non-core subjects (except PE and MFL) will combine aspects from the Schemes of Work for a number of discrete subjects delivered via PBL. There will be a strong emphasis on literacy and numeracy, with every teacher considered to be a literacy teacher regardless of their respective specialisms. In accordance with current practice in our other Chapel Street Schools, we will plan for up to 60% of the timetable in KS3 to be allocated for PBL. The other time will be given to discrete subject areas to ensure all requirements of the National Curriculum are met, and a broad and balanced curriculum delivered. Mapping of any specific subject requirements of the National Curriculum will take place on a planning and review basis at the beginning and end of each project. This information will also form part of our assessment focus for each student, and inform future teaching and learning to ensure that learning shows progression throughout the year. As an organisation we now have significant experience in managing the delivery of the school curriculum in this way through our two schools in Atherton and Oxford and our school in Burnley (in pre-opening). We constantly monitor the impact of delivering the curriculum in this way and share our findings across the group, to ensure that all our schools are taking advantage of the best practice being developed by our practitioners.

An important element of the vision for the KS3 curriculum is that parents and carers are also involved in the learning experience. Teachers will be expected to have Schemes of Work under regular review to reflect best practice and topical themes to ensure parental support. Parents and carers will be invited into the school on a regular basis, and will be provided with relevant and accessible information to equip them to support their child's learning. In addition they will be encouraged to take part in particular projects and programmes over the course of the year.

The following subjects will be taught separately through KS3: maths, English, Science, PE, MFL and Religious Studies. Essential concepts and skills for maths, English and Science will be reinforced within the contextualised learning in PBL. By integrating more traditional teaching with PBL, students benefit from increased teaching time across core elements of the curriculum and develop greater ability to translate and apply their learning within multiple subjects. Learning is deepened and embedded further by students then following up their particular areas of interest, in some cases sparked by the PBL learning, which enables them to follow avenues of enquiry which are of specific interest to them. In some cases, this will provide an opportunity for students to explore areas of interest that in turn may inform their future decisions about potential career paths.

In addition to this core, PBL will occupy up to 60% of the KS3 timetable; this will include Geography, History, Art and Design, ICT and performing arts, and also reinforce the principles taught within the core subjects. The PBL will be themed around contemporary events with an emphasis on social, economic and environmental sustainability, locally and globally. Each term in KS3 will have specific foci.

The topics and projects will integrate the skills in literacy and numeracy that students have encountered in lessons and will provide the opportunity for linking to relevant situations and

settings. The curriculum will be inclusive and highly personalised. Following the key principles stated in our vision, we will contextualise learning as much as possible, though we will still have discrete sessions to teach knowledge and skills as appropriate. The projects will be presented to the students with clear success criteria for the outcome. The success criteria for the projects will be derived from Assessing Pupil Progress (APP) descriptors which teachers will draw from the essential skills for each subject, as identified in the National Curriculum. The APPs for each discrete subject of the National Curriculum will be written as the Schemes of Work are drawn up and clear tracking systems will be implemented to ensure coverage and progression for each subject, and to track individual students, irrespective of how the content is taught. In developing our assessment model we aim to create a system that is clear and robust, useful and informative for staff, transparent for parents and helpful for students in understanding how to improve further in their learning.

The aims in Year 7 will be for all students to develop strategies that support independent learning:

- By the end of the autumn term the aim will be for the vast majority of students, across the three campuses of Trinity High School, to have reading and comprehension skills above the national average
- By the end of the autumn term ICT literacy is sufficient to support independent enquiry e.g. to conduct searches on the Internet and to be able to record findings
- By the end of the autumn term all students to have mathematical knowledge and understanding at a level above the national average
- By the end of the autumn term all students to have above national expectations in Science, particularly in Scientific Enquiry
- To promote social and emotional intelligence to prepare students for group learning activities
- To promote legible handwriting in preparation for producing project work to display standard and ultimately KS4 examination entry
- To introduce co-curricular activities that extend the day and include sport, enterprise and horticultural activities
- Each student will belong to a small group known as an Advisory Group and led by a dedicated member of staff called an Advisor Tutor (see above). This member of staff will remain with the Advisory Group throughout their time at Trinity High School. This will enable each Advisor Tutor to develop a strong bond with the students in the group, getting to know them as individual learners and placing the member of staff in a good position to advise each student, and their family, about the choices open to that student as their education progresses into GCSE choices, and then onto Further Education or vocational education. The Advisor Tutor will be responsible for managing all aspects of pastoral responsibility for the group and will be the main contact point between school and home whilst the student is at Trinity High School. In addition, the Advisor Tutor will monitor academic progress and set improvement targets on a daily/weekly/termly basis, whichever is appropriate for the student.
- The Advisor Tutor will oversee the Individual Learning Plans for each of the 20 students in the group, holding regular review meetings with student and parents to ensure that the challenging targets are met and built on over time.
- The Advisor Tutor will involve parents in the learning and teaching of their children by holding briefing meetings that allow them to contribute to the PBL. Parents may also be allocated a

portion of outside space in which they can develop sustainable practices with their children (subject to site allocation).

- The Advisor Tutor will provide relevant, accessible information for parents about how they can support learning at home by holding regular information meetings in the first half term of the Autumn and Spring Terms.

The aims in Year 8 will be:

- To introduce the teaching of MFL to all students, including those who used time in Year 7 to establish sound skills in English and maths. Spanish is the favoured language in Chapel Street Schools as it is one of the three most spoken languages in the world
- To reflect the interests of students at each of the THS campuses, through increased student input into the design of projects for PBL
- To consolidate PBL with more demanding research-based projects
- To extend project work into the community and to foster relationships in the community which will provide additional expertise to support high-quality teaching and learning in the specialist areas, such as STEM, Business and Enterprise and The Arts
- To maintain regular parental briefing meetings to update on Learning and Teaching and equip parents and carers to take a decisive and supportive role in their child's learning
- To move Year 8 students into Year 9 immediately after the summer half term holiday (Year 7 will move to Year 8 etc.). Thereafter a pattern will be set throughout Trinity High School that will allow more rapid progression for more students.

The aims in Year 9 will be:

- To establish clear pathways for students that include specific academic routes based on three pathways; The World of Science, The World of Business and Enterprise and The Arts World offered at each of the three of Trinity High School campuses. When necessary, Trinity High School will work with local colleges and FE providers to provide alternative pathways for students seeking other vocational courses.
- To ensure students and parents understand the pathway options available to students for KS4.
- To complete options by January to allow the planning for, and commencement of, GCSE courses in June.
- To prepare students for individual subject teaching by introducing a carousel of 'taster' lessons of the individual subject areas, delivered by a range of teachers from across the three campuses, to assist with the Options process.

Throughout Year 9 advice and guidance and written support detailing opportunities, the scope of the courses, level, duration, demands, skill areas and other important information such as potential pathways into further education and training will be distributed to students and supported by a planned programme of coaching sessions, Advisory time and external speakers. Detailed information will also be made available to parents and carers so that they can effectively support their children through this critical decision-making process. Through the project-based curriculum, students will be encouraged to research particular opportunities and pathways as they discover skills and interests they may wish to pursue further and which they have researched via their Individual Learning Through Interest projects this year.

As students prepare to complete the KS3 part of their education, a close, careful analysis will be made of them individually - this will be informed by the end of KS3 assessment grades, a review of each student's strengths and their aspirations/ambitions. This analysis will form the basis for a personalised curriculum in Year 10 and Year 11. Trinity High School will always seek to reflect at least the Government's performance measures as a minimum expectation in setting targets. In the vast majority of cases targets will be aspirational, based on the student's attainment on entry. We will continue to deliver a student-first curriculum and should their strengths demand a vocational bias, Trinity High School will forge the appropriate partnerships with local businesses, and the local colleges to create an alternative pathway.

Key Stage 4

Building on the experiences from Year 9, at KS4 options and choices will be provided to students as part of a robust presentation of pathways and implications for further study and employment. The school will provide support and access to a range of L1 and L2 courses for the 14-16 cohort. Students will be encouraged to study a broad range of subjects to reflect their strengths, individual interests and aspirations. These options will be geared to one of three pathways; The World of Science and Engineering, The World of Business and Enterprise and The Arts World.

At THS the following subjects are compulsory for students at GCSE: maths, English and Science

Options are selected from the following GCSE choices:

Options (Choose 4)
MFL, Chemistry, Business Studies,
ICT, Physics, Engineering,
Drama, Art, Biology, Geography
Music, Ecology, History
Vocational courses off campus will be offered when appropriate.

It is likely the school will only offer GCSE (equivalents), but if the specific learning requirements of some students demand a different route the school will develop partnerships with colleges and HE providers. Provision will be made for a core of GCSE equivalents (around the 8 GCSE measure) with the option of taking extra subjects according to the ability of the student. This option will allow us to provide challenge for more able students.

The Advisor Tutor will continue to oversee the academic progress of all members of their Advisory Group and so will monitor very carefully the progress made by students with a view to early intervention by the end of the autumn of Year 10 where required and allowing the possibility of switching students to more appropriate courses. The school will continue to involve parents in the Learning and Teaching agenda of the different courses. After three years of PBL, we believe that following the experience of High Tech High, PBL may still be a feature of learning in KS4, but at this point not all of the examination syllabuses have been written and the present plans for assessment of GCSE as a final exam, might have an implication on how flexible we can be. It will be the aim of THS to keep a half-day per week in the timetable for community-based project work

during KS4 with students carrying out these projects in their Advisory Groups, hence keeping the close contact of the group and the Advisor Tutor.

Sixth Form

As the Sixth Form will not open for several years we plan to follow the range of courses available at the time. We have submitted financial plans based on the delivery of courses available today.

In the Sixth Form, students will have access to a range of AS/A2 and work-related courses both at the school site and through partnerships we will develop with other providers in the local area. The school will work closely with other institutions to provide as broad a range of courses as possible. This will ensure that there is a suitable course for virtually anyone who wishes to take advantage of what is on offer. From our experience in setting up a Sixth Form at Atherton Community School (ACS) we are confident that the initial discussions we have had on partnership arrangements will ensure that a range of pathways for students is put in place during the approval and pre-opening stages

From our experience at ACS an extensive General Studies programme will be available and many students will have an option to take the AS and A2 examination in this subject. In developing the school Sixth Form at Atherton, we have found the offer has changed slightly from the original planning with more A levels than we originally intended with a 70/30 split in favour of A levels. We have also found we have to include some Level 2 courses for those students requiring English and maths retakes.

English

English will be taught as a discrete subject developing skills and understanding in the English language for a number of lessons in the week. Learning will then be applied and developed through contextualised PBL throughout the rest of the week. The English curriculum will build upon the skills acquired throughout KS2. Specifically students will be challenged to develop an appreciation and love of reading by reading a wide range of fiction and non-fiction. They will understand increasingly challenging texts and learn to read critically. In writing, students will be taught to write accurately, fluently, effectively and at length for pleasure and information. The English subject leader, reporting to the Senior Leadership Team (SLT) will be responsible for the leadership of English including monitoring of teaching, learning and assessment through each phase and across each campus, ensuring that English is taught to a high standard and in a consistent way at Trinity High School.

Students will be able to apply the skills that have been learnt during English lessons through the extended learning opportunities provided by PBL. In particular, the emphasis in this style of learning on students producing multiple drafts of their work as the project progresses, encourages students to refine and develop their skills to improve the work ready for the next round of critiques. During PBL students receive feedback from both staff and peers (Peer Critique) that provides specific information about where the piece demonstrates the key elements of the success criteria and where improvements can be made. In this way, students learn from each other's learning and deepen their own understanding of key concepts in order to improve their own work.

Multiple drafts are also valuable for personalising assessment, because they provide teachers with the means to assess, not only a student's final product, but also the extent to which they have improved their work during the process. This can be valuable for all students, but it is particularly

helpful for students with special educational needs, and students for whom English is not a first language. At the end of each project students demonstrate their learning by way of an exhibition that is open to parents and the wider community. Here students articulate how the project was planned, what was learnt and the success criteria used. Through their participation in the exhibition students will learn the skills necessary to speak confidently and effectively.

PBL provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing. English assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to subject learning and research and to advocate, generate and evaluate actions for their own learning. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social / economic local and world views that promote social justice.

Teaching and learning in English will place particular emphasis upon the role of performance and presentation. Students will have regular opportunities to present their work to other students, staff, family and community members, both in written and spoken form. Whether through spoken word, dramatic performance or published form (students will regularly use online publishing tools such as Blurb), students will become accustomed to producing and sharing work of the highest quality in different styles and settings. The opportunity to improve work based on the feedback received from peers and teachers provides students with the means to effectively improve their work, with the chance to exhibit to a wide audience providing the motivation. We already have good evidence from ACS in Wigan where younger students have experienced a PBL approach and developed a more confident attitude to presenting, critiquing, reflecting and feedback than their older peers joining the Sixth Form.

Students will learn all aspects of English and daily apply these lessons and learning through the project-based curriculum. The school will encourage all students to read widely in order to research projects and also to read for pleasure. We will invest time in reading from the summer before our students start in Year 7 to ensure they do not lose ground during the summer holiday, and build on this through the Autumn term in Year 7 through a structured programme of individual support to improve each student's proficiency in basic English skills (to the National Average age-related expectations for the end of KS2). A focus on English also presents opportunities for the further engagement of parents and carers in children's learning. The school will offer on-going support and training for parents and carers, as appropriate, to ensure that support continues for these students at home or through open homework clubs.

maths

Students at Trinity High School will learn to reason mathematically, develop fluency and solve problems. The maths programme of study will include: algebra, ratio and proportion, number, geometry and measure, probability and statistics. Students will learn all aspects of maths in addition to regular sessions on applying learning in each strand through the integrated curriculum. There is a wealth of learning opportunities to be capitalised upon through PBL. For example, we may include applying shape, space and measurement skills in designing sections of an allotment or design graphs to scale to record findings from Science investigations. There are also opportunities to use music in PBL to support and increase depth and challenge in maths learning.

We will seek high standards and attainment in this area. Lessons will focus on broadening and deepening understanding using applied learning and problem solving from resources such as

Nrich (University of Cambridge Centre for Mathematical Sciences) before accelerating to higher levels of the curriculum. This type of exemplary practice has proved successful at other Chapel Street Schools in engaging learners in critical thinking, mathematical agility and problem solving. We will use the *CAME* (Cognitive Acceleration in Mathematics Education) training and materials to create fun, contextualised and challenging activities, stretching higher ability learners and allowing less able students to access higher order mathematical thinking with the arithmetic skills they already have. Financial literacy will also form a key part of the maths curriculum, consolidating learning through recognisable scenarios.

Through a programme of structured CPD the school will ensure that teachers understand the progression of skills from the end of KS2 right through to GCSE level, and beyond, to ensure that students are always taught at the appropriate level with sufficient challenge to engage interest and motivate. The maths subject leader, reporting to the Senior Leadership Team, will be responsible for the leadership of maths including monitoring of teaching, learning and assessment through each phase and across each campus, ensuring that maths is taught to a high standard and in a consistent way at THS.

Mathematics provides opportunities for students to develop the proficiencies of problem solving and reasoning essential for the exploration of a range of issues and their solutions. Mathematical understanding and skills are necessary to measure, monitor and quantify change in social and economic systems over time. Statistical analysis enables prediction of probable futures based on findings and helps inform decision-making and actions that will lead to preferred outcomes. Using their skills from mathematics lessons students can observe, record and organise data collected from a variety of sources and analyse data relating to the study of many other subject areas.

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives and is vital to the world's future prosperity. All our students will be taught the essential aspects of the knowledge, method, processes and uses of Science. Through building up a body of key foundational knowledge and concepts, students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is happening, predict how things will behave and analyse causes. Trinity High School will work towards the highest standards in Science, enriching quantitative and investigative learning and providing students with the opportunity to choose pathways into further learning or training in this area. We will ensure that our students build deep knowledge and understanding of scientific concepts through hands-on learning activities which promote scientific thinking and investigation and analytical skills.

Physical Education and Sport

Chapel Street Community Schools Trust is working with the YMCA to deliver a creative values-based and community supported approach to Physical Education. These partners will work with the school to help design and deliver the PE curriculum. Although PE will be treated as a discrete subject for the purposes of allocating staff time, learning in PE will be integrated, where possible, with other areas of learning and development. For example, a lesson on passing skills within a ballgame will be the practical activity in a PSHE lesson on communication, collaboration and teamwork. In addition, partners will also train parents and community members to run co-curricular sports programmes such as school teams and weekend sports events.

We anticipate that sport at Trinity High School will be one of the elements that provide cohesion and whole school identity across the three constituent campuses of the school. Our school House system, which will run across all three campuses, will provide opportunities for intra school competition and school teams will enter local inter-school competition. We will also, through the local competition network, provide pathways for students who are more able in this area to compete at higher levels.

We will seek to establish strong links with local sports clubs to ensure that all students have the opportunity to develop their skills that will enable them to play their preferred sport to the highest possible level. We will ensure that we make good use of the specialist knowledge of the PE staff to provide high quality Sport and PE for all students at Trinity High School in order to capitalise on the benefits to be gained from students participating in physical activity.

Research has demonstrated that PE and Sport (PES) have the potential to impact on young people's development in a number of domains: physical, lifestyle, affective, social, and cognitive¹⁷. It is suggested that PES have the potential to make distinctive contributions to the development of children's fundamental movement skills and physical competences, which are necessary precursors of participation in later lifestyle and sporting physical activities. They also, when appropriately presented, can support the development of social skills and social behaviours, self-esteem and, in certain circumstances, academic and cognitive development. These benefits, however, do not necessarily result from participation, per se; the effects are likely to be mediated by the nature of the interactions between students and their teachers, parents, and coaches who work with them. Contexts that emphasise positive experiences, characterised by enjoyment, diversity, and the engagement of all, and that are managed by committed and trained teachers and coaches, and supportive and informed parents, significantly influence the character of these physical activities and increase the likelihood of realising the potential benefits of participation. This is part of our vision for our students.

Modern Foreign Language

For the majority of students entering Trinity High School, learning in MFL will commence in Year 7. For those students whose attainment at the end of KS2 is at a level below the national average, a personalised programme of intervention will be delivered with group teaching taking place when other Year 7 students will be studying MFL. For the majority of students we anticipate that this intervention will be complete by the end of the autumn term.

The preferred language for Chapel Street Schools is Spanish as this is one of the three most spoken languages in the world. However, we will continue to engage with parents and local primary schools about which MFL to offer as part of our on-going consultation process.

Teaching and Learning

¹⁷ Bailey, R. (2006). Physical Education and Sport in Schools: A Review of Benefits and Outcomes. *Journal of School Health*, Vol. 76, Issue 8, pp. 397 – 401.

Principles and Practice

THS will deliver outstanding teaching and learning for children, families and the wider community. The school will set aspirational targets for every child to achieve and will be measured by Ofsted. We are confident that the curriculum we are planning to deliver at Trinity High School will deliver the requirements of the National Curriculum, and much more. The Government has announced that from September 2014 National Curriculum levels will no longer be used for reporting attainment and progress. We are committed to developing an assessment framework that is built into our curriculum which will check what students have learnt, and whether they are on track to meet expectations at the end of the Key Stage. A number of alternative systems are under consideration, including the use of GCSE grades throughout KS3, but a final decision will not be made until we know what all the GCSE exam syllabuses will contain. In developing our assessment systems, we will seek to make the process of assessing our students informative, purposeful and transparent for teachers, parents and students. Quality teaching will be an integral part of the new school. The school will establish, implement, monitor and develop key policies around pedagogy. These will be further developed during the pre-opening and early Autumn Term when the Quality Framework will be introduced.

Chapel Street firmly believes that the way to improve standards is to improve teaching. Chapel Street as an organisation is constantly seeking ways to improve and develop the quality of teaching in all our schools to ensure that our students have access to the highest standards of teaching possible, informed by good practice from outstanding schools around the world.

The importance of agreed and consistent approaches to teaching and learning will be reflected in job descriptions and monitored as part of the performance management arrangements at THS school. Support and guidance will be offered to all staff as they strive to achieve the highest standards in pedagogy.

The core principles concerning learning are:

- a) The school will recognise and draw on the latest thinking, research and practice regarding learning. It will adopt a pragmatic view and draw on a wide repertoire of approaches
- b) Assessment for learning will be at the core of the drive for improved standards
- c) The key emphasis will be on independent learning. All students will be supported in their quest to access and process knowledge. Active learning will be encouraged
- d) A Learning Platform will be introduced. This will become central to learning and a means by which students access knowledge, monitor progress and develop skills for lifelong learning. All students will have access to a 'terminal', be it a PC, a laptop or other hand-held device
- e) Teachers and other specialist staff will support students in their learning
- f) In addition to helping students to learn, the school will strive to make students want to learn and enjoy doing so.

The core principles of Quality First Teaching are:

- a) Teachers and others involved in teaching will be role models with a strong passion for learning

- b) There will be varied approaches to teaching and these will be carefully matched to learning requirements
- c) All staff members, whatever their core role, will be regarded as enablers of learning. Obviously, teachers form the core of leaders of learning, but many other staff will have a part to play
- d) In keeping with the spirit and purpose of an emotionally intelligent learning organisation there will be a programme of induction and support and development for all staff
- e) Excellent teaching, combined with high-quality relationships and the expectations teachers have of students, will be a characteristic of the school embodied in the ethos of Grace and Love
- f) All teachers will have a personal professional development plan and will be encouraged to use this in a reflective way to improve and develop their work
- g) Teachers will be expected to be consistent in the application of the school's policies and to encourage students to explore, explain and evaluate their work using recognised best practice techniques and assessment for learning methodology including self and peer assessment
- h) Students' individual learning styles will be taken into consideration when planning lessons and teachers will be required to reflect individually and collectively on the methods and resources used within the classroom.

As shown in this Section, we anticipate that our intake of students into Year 7 will have higher numbers of students with EAL compared to the national averages. However, the data also suggests that for the majority of our students this is not a significant barrier to learning. We have built into the timetable, periods when students who would benefit from additional support in English skills have the opportunity to access this. In addition, provision for a team of TAs, one per cohort per campus, has been built into our staffing model to provide support specifically to EAL and SEN children under the direction of the school's SENCO and Disability officer. At Chapel Street we have an aspiration that a large number of our teaching support staff will be graduates with a desire to enter the teaching profession. In this way, we envisage a training programme of future teachers to provide the school with highly skilled individuals, with a good grounding in high-quality teaching, ready to be trained to teach at our schools. In the interim period, while they are training, these individuals will provide a very high standard of support for our more vulnerable students who require additional help in order to fully access learning opportunities.

We anticipate that in the early years of Trinity High School that there will be some spare capacity in teaching hours. This is a deliberate strategy on behalf of Chapel Street. The school as a whole will be able to draw upon this spare capacity to provide outstanding support for students with additional needs, and also to provide high-quality cover in the event of staff absence at one of the campuses.

Making judgments

Throughout each phase of learning, teachers will use daily formative assessment and monthly levelling (against the agreed benchmarks for the school in its assessment procedures) to moderate summative termly judgments. While daily teaching and learning requires constant formative assessment, teachers will level reading, writing and maths learning in books at least once per month using the APP success criteria determined for each subject from the relevant Schemes of Work. Frequent levelling of learning, particularly in core subjects, will ensure consistency and accuracy across the three campuses of the school, enabling teachers to provide

accurate feedback to students, which will build motivation to improve further. With this evidence documented in students' books and other work, teachers will record termly summative judgements in the MIS to give a measure of progress for individuals, classes and cohorts. This data will be used to identify staff-specific action points each term to ensure the school is constantly engaged with the improvement cycle. The Principal, together with the Head of Campus for each site, who will also be a subject leader in the early stages of implementation, will ensure that assessments are accurate and consistent with the national standard using the Assessing Students' Progress grids. For this reason, summative judgments will be a balance of test results, moderated with evidence of ongoing assessments in students' books.

The Principal and the rest of the SLT will lead the staff through annual standardisation of sublevels for the core subjects, to ensure learning is levelled according to a school standard consistent throughout the school. There will be an emphasis on developing collaborative links with partners throughout the Borough to ensure that our own benchmarks are moderated against those of other schools to ensure our judgements are sound and our assessment methods reflect good practice.

Once judgements have been standardised across the three campuses, we will have termly moderation, using samples of learning to confirm teacher assessments. These will be recorded for tracking and monitoring. This practice of including evidence in books and work produced for end of project exhibitions, rather than just tests, will help to keep the focus on learning. Consequently, we will build and develop teachers' understanding of the criteria for different levels of competence as detailed in the GCSE grading system and, more importantly, their understanding of children's progression through these grades that will enable them to identify next steps for learning quickly and easily. The marking policy and its implementation will involve students reflecting on their learning with self and peer assessment, including peer critique in the cross curricular projects, as well as teacher assessment to identify next steps to move learning forward.

Teaching and learning through PBL

Learning is a lifelong skill and when it is effective, it relates to 'real life' and enables individuals to find and make meaning in the world. Through our PBL programme, students develop deeper knowledge and broader skills to help them flourish. At Trinity High School, staff will blend traditional teaching methods with PBL to provide a rounded approach to teaching and learning. Students studying at Trinity High School will be provided with a platform for lifelong learning and the confidence and skills by which to communicate and express themselves, and which will thoroughly prepare them for the next stage of their life. For this reason, it is essential that all our students have an effective grasp of the English language. As mentioned above English will integrate effectively with all areas of learning and figure heavily in PBL.

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Teaching in this way engages students in their learning through engaging with real-life activities and problems. Developing creative approaches across the curriculum, in part through the use of Project Based Learning, will enable students to better integrate and apply their learning. Following the lead of High Tech High schools in the USA, staff will encourage students to engage with curriculum elements through integrated projects. For example: how the effect of forces can be mitigated in order to build an accurate scale model of a load-bearing bridge; how what we know about growing plants from Biology can be applied to answer some of the challenges of sustainable food production in some of the most challenging growing environments on the planet; studying History through music and plays; developing literacy and writing projects through preparing

product descriptions and business plans for an enterprise pitch to a local business; song-writing and script-writing projects; exploring different religions and cultures through world music and art.

Essential Elements of PBL at Trinity High School will include the following:

- Significant Content - At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects, taken from the National Curriculum
- 21st century competences- Students build competences valuable for today's world, such as problem solving, critical thinking/problem solving, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed - such skills have been identified by employers as critical if young people are to be successful upon entering the work place (see Section C)
- In-Depth Inquiry - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers
- Driving Question - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration
- Need to Know - Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity
- Voice and Choice - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on their level of skill as independent learners and their PBL experience. In addition to the existing Chapel Street educational model, at Trinity High School students will devise and study individual projects framed by their interests for part of the curriculum time, which will provide opportunities to further personalise the curriculum to match the interest of the student. This aspect of Big Picture Learning is something that we feel impacts directly on engagement levels of students, increasing the relevance of learning and improving student motivation to learn at a deeper level
- Critique and Revision - The project includes processes for students to give and receive feedback on the quality of their work, against clearly defined success criteria, leading them to make revisions or conduct further inquiry
- Public Audience - Students present their work to other people, beyond their classmates and teacher.

From the commencement of our consultation, members of the Chapel St team presented the possibilities of Project Based Learning to teachers, parents, carers and community leaders. There has been widespread support for a highly personalised curriculum, with 90% of respondents supporting this aspect of THS (see Section E).

An example of PBL in practice is the community banquet created by students at Atherton Community School. As part of the Autumn Term PBL, students planned, created and hosted a meal for parents, residents and community leaders. The students used their learning in maths and Enterprise to develop the business with an event budget and fundraising strategy. Food Technology classes were devoted to the design and production of the menu; Art and Design lessons were used to develop the interior design and set production; Music and Performing Arts

teaching equipped students with skills to provide the entertainment; English and Drama teaching supported advertisement of the event and communications.

Qualifications

A range of GCSE equivalents will be on offer at Trinity High School (we will keep the range of available qualifications through to our first examinations in 2019 under review) as described above along with L2 and L3 courses in the Sixth Form. Academic courses will be a priority as Chapel Street schools offer a Sixth Form rather than college ethos. Vocational courses will be available through partnership with other local sixth form providers and colleges. In addition, as students move through the school they will have opportunity to be involved in programmes that provide accreditation e.g. Sports Leader Awards and mathematics leader awards for Year 7 - 9 students through our partnership work with local primary and special schools.

Enrichment activities

Enrichment and co-curricular opportunities will be a range of activities, both during lunch times and after school that will reinforce a love for learning but with the focus on students' areas of interest. Activities will include a variety of music and performing arts clubs such as a choir, orchestra, drama club, Aspiring Artists, and a dance studio. We will plan activities that are not only fun and engaging but also encourage and develop excellence by participants. We will utilise the opportunities that having specialist teachers on site (albeit at different campuses) will provide, to ensure a wide range of activities for students to engage in during the extended day which will broaden the range of learning for children beyond the classroom through maths Challenge, Technology Club, Running Club with sports teams, team and trust building events (e.g. building a raft in a set period of time), Enterprise Club and Cooking Club. Enterprising students will be encouraged to initiate new clubs supported by a staff sponsor.

Additional learning enrichment opportunities will include Saturday or holiday Skills Centres for Able, Gifted and Talented children and Games Groups for children needing to further develop reading and number skills but in fun, non-academic settings. In Atherton we are running a range of Saturday clubs for Year 6 students in the town to encourage applications for places into Year 7. This has seen an increase in first-choice applications this year and provides us with valuable learning for development of the transition activities at Trinity High School.

Chapel Street works closely with the YMCA who have significant experience in delivering wrap-around services to schools in the Greater London area. Trinity High School will seek to extend an existing Chapel Street partnership with YMCA to develop a range of co-curricular activities that support and extend areas of curriculum, encourage family interaction and promote physical health and wellbeing. All activities will be run in full accordance with our Inclusion and Safeguarding Policies.

Available space and staffing across the three sites will impact on enrichment – we will consider the contracts and Terms and Conditions of teachers and other staff to deliver a longer school day that includes some compulsory enrichment. Our three campus model will enable us to utilise the skills of a wider number of staff in order to offer a very broad range of activities across the three campuses.

We believe that the multi-campus nature of the school provides an opportunity to strengthen the family ethos and encourage a strong identity with Trinity High School through a range of sports and enrichment activities arranged along House lines. All students and staff will belong to one of

four Houses and competitions and mixed age activities will be planned for sports and holiday programmes. Some of the enrichment, such as visiting speakers and involvement in local community projects will be mandatory, with an expectation that all children will take part in some form of club or sports team after school as well.

Assessing and meeting the needs of all students

In keeping with the ethos of Chapel St, our commitment to grace, love and fellowship demand that we see every child as a unique expression of humanity and in the process of developing a unique pathway in life. We will therefore not make judgements about behaviours and lifestyle in the 'present' but always be working towards the future, personalising education with the end point in view.

On-entry assessments will be carried out when students join Trinity High School. This will normally be at the start of Year 7 and will be based on SATs style tests, to confirm the level that the student is currently working at, together with a Cognitive Abilities Test to help to build a profile of each student's strengths and weaknesses, and in particular identify those who may be underachieving, or indeed doing very well. From this initial assessment targets will be set to ensure that each student is challenged at an appropriate level from the start of their time at Trinity High School. All THS staff will aspire for our students to make 18 APS points of progress across KS3 & 4 from their starting point, which is taken from end of Key Stage 2 English and maths SAT's result. Using this baseline will allow us to ensure that the level of progress that students make at THS meets or betters the expected level according to RAISEonline. In order to ensure that assessments are accurate and measureable, we will only input progress data at the end of each term, with students making below average progress highlighted for intervention on Termly Intervention Plans (TIP's) which the Advisor Tutor will oversee.

The marking policy and its implementation play an important part in assessing student learning. At THS we will challenge students to reflect on their learning, through self assessment and peer critique (in Project Based Learning) as well as teacher assessment, to identify next steps to move forward, thus ensuring that students are actively involved in improving their own learning.

Our school will develop the whole student. Across Chapel Street schools we also use a simple assessment tool to identify which Developmental Assets already exist for a student and which need to be developed in his or her personal, familial or social setting. Data from the Government highlights that at a national level, children and young people from disadvantaged backgrounds do not make the same progress as those from non-disadvantaged backgrounds, even in high performing schools. Using the Developmental Assets assessment tool, our Family and Community Liaison Manager (see staffing) will design a programme of targeted activities which develop those assets that THS students lack, liaising with Advisor Tutors across year group cohorts, to ensure this work is as strategic and impactful as possible.

After completing an analysis of these assets at whole school level, the Family and Community Liaison Manager will then work with each child's Advisor Tutor to create a student development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing. A key element in the Developmental Assets programme is the love of reading. In using this programme to support our work with families, we will work with local community churches to foster strategic partnerships

between staff, parents and carers to ensure that a passion for language and literacy is fostered in the home.

English as an Additional Language (EAL) provision

We are aware that we will be working with children who have varying needs and abilities and have effective strategies for meeting children's linguistic and cognitive requirements across the spectrum of abilities. English Language acquisition will always be assessed first and separate from academic and cognitive ability. There will be very clear protocols for developing spoken and written literacy as a means for accessing the wider curriculum and progressing across the subject range.

██████████ ██████████. While our strategies are based on research and experience, Trinity High School will ensure that implementation will be carefully considered in the light of what is best for our school community. Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds, where appropriate.

Visual literacy, using images to convey and derive a range of meanings, will be a primary strategy for supporting language development and enabling achievement. It is a strategy for enriching and developing language to support EAL learners to access information, understand and engage with important themes in topics, texts and build knowledge through each stage of language acquisition. We recognise that while children may be able to see, they may not see critically. It is vital that we provide a range of scaffolding to support the interpretation of images. While this is part of good teaching practice in our highly visual world, it is especially essential for EAL students. In deciding what is appropriate support for EAL students we will liaise closely with that student's previous school to establish the level of competence and which strategies have been most successful in supporting learning and language acquisition.

We will draw on multi-lingual aspects of school in creative ways through other lessons such as through learning the etymology of key and new vocabulary by relating the terms and definitions in English to those corresponding ones in the children's home languages, where appropriate. Other strategies to support additional language acquisition (whether English or our school Modern Foreign Language, Spanish) is to display graphic organisers like simple tables, Y-charts, star diagrams, flow charts, mind maps and any other visual representations to support recall and conceptual/relational understanding.

Special Educational Needs (and Disabilities) provision

Trinity High School will provide outstanding support for children who have Special Educational Needs to help these children achieve their full potential. We will aim to promote in the school an atmosphere where young people enjoy learning with good discipline. Our ethos motivates us to ensure all systems and procedures will be in line with the Equality Act 2010. Our premises will be made accessible to students and/or staff with disabilities. Teaching, learning and pastoral care will also be designed to provide fair access to learning activities, assessment (e.g. using an amanuensis) and social development such as using friendship groups and buddy systems.

Where a student already has a recognised SEN(D) we will ensure that a thorough hand over of information takes places between the primary school and our SENCo. Where a student comes to us without an identified need, but this need becomes apparent as they progress through Trinity High School, we will work to establish a multi-agency team to assess the student's needs and how we can best support those needs. We will review existing Individual Education Plans (IEPs) and

develop these as necessary to take account of the additional needs arising from the transition to high school, with input from parents and carers, to ensure they are properly supported at this critical time in their school life. The Inclusion Manager will co-ordinate and manage the reviewing and updating of these plans. Trinity High School will draw on the experience of a governor in the network of CSCST schools who is an SEN specialist to ensure identification is accurate to plan the most effective provision.

In all cases, the following action will then be taken:

- Contact with home is established at an early stage in the transition process
- Provision is discussed at an IEP planning meeting between Primary SENCo and Trinity High School SENCo
- An Individual Education Plan is planned and agreed with the student and family
- Information is shared with staff
- The student is placed on the SEN register
- Progress is monitored
- Provision is reviewed and evaluated

The Special Education Needs Co-ordinator (SENCo) must have qualified teacher status and be appropriately trained. In the early stages of the school opening it is likely that we will appoint a SENCo with overall school responsibility based at one site who, as numbers on role increase, will be supported by an Inclusion Manager based at one of the other sites. Our school will use a graduated response to support for SEN(D) that encompasses an array of strategies. We will use the SEN Code of Practice as the basis for identification and provision of needs.

Initially support in the classroom will be similar to the waves identified in the National Strategies:

- Wave 1 will address high-quality teaching for whole class groups
- Wave 2 will identify small groups or individuals who require some additional support in the classroom
- Wave 3 will overlap with our graduated response to providing school action or School Action Plus support for those individuals requiring something additional to the usual strategies adopted in the classroom.

We have a defined process at our Chapel Street schools for identifying intervention at School Action, School Action Plus and where parents may be supported in approaching the LA for statutory assessment. For this reason, we will follow guidance on carrying out statutory assessment of a child's SEN and of making and maintaining a statement of SEN for children with severe and complex needs. The SENCo will be responsible for carrying out annual reviews of statements and planning for young people with SEN, and in addition, will be involved in deciding appropriate strategies to support students through the transition from Primary to the Secondary phase.

At Trinity High School, School Action will be characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention will be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by consistent and skilled use of behaviour management strategies
- have sensory/physical problems, and make little progress despite the provision of specialist equipment
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

School Action Plus will be characterised by a sustained level of support and, where appropriate, the involvement of external services. The SENCo or Inclusion Manager will change the status of a student at this level after full consultation with parents or carers at an IEP review undertaken within School Action. External support services will advise on targets for a new IEP and will provide specialist inputs to the support process.

School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching at a sustained level of support, a student:

- still makes little or no progress in specific areas over a long period
- continues to work at a level considerably lower than expected for a student of similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that often substantially impede their own learning or that of the group, and this may be despite having an individualised behavioural management programme
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Young people who have SEN or disabilities will have a range of provision from in-class differentiation to additional support where needed. IEPs will be reviewed on an on-going basis and used to identify personalised strategies to support each student's needs. We are committed to involving young people and their parents in decision-making and to effective multi-agency working for combined services around the needs of students and their families.

Our teaching model allows for a small team of Teaching Assistants (TAs) deployed across the three sites, to support teacher-led interventions but where Teaching Assistants are being used for specific children, they will work in the classroom to support groups of learners as directed by the SENCo and class teacher as part of good differentiated teaching. They may not always be working with students with SEN but may be deployed to work with other students to allow the class teacher

to support vulnerable learners. Alongside the class teacher they will work with individuals or small groups of children to deliver specific, targeted interventions as detailed in the IEP. This may include work outside the classroom for short periods of the day. TAs may work one-to-one at any point in the school day carrying out a variety of tasks to support individual children with statements of Special Educational Needs. We have a variety of strategies to overcome barriers to learning including clear assessment to identify the barriers and to pinpoint next steps for learning and targeted, time-limited interventions. Specific individual interventions will be assessed to measure progress and plan next steps. Outside agencies will be consulted where appropriate.

Impact evaluation of SEN provision will include both intermediate and final outcomes for each student, as outlined in his or her IEP. For example, while final outcomes will always focus on the attainment and progress of each individual, intermediate outcomes will include the particular factors that stagnate learning such as insecure place value or phonic understanding. While final outcomes may not demonstrate a higher summative judgment or test result in cases of profound need, there will still be an expectation of increase in attainment within a sublevel using APP (or P Scales if this is more appropriate) to define this criteria.

The Principal and Head of Campus from each campus will work closely with the SENCo and Inclusion Manager to monitor the progress of children on the SEN register. We will ensure assessment and monitoring procedures are aligned with P scales and target setting according to national conversion rates. While children with particular needs may not reach the same attainment as their peers, we will have the same age-related expectation for progress each year.

The CPD programme at THS will have significant focus on developing staff strategies for meeting the needs of children with dyslexia to those with emotional and behavioural disorder as well as target setting for students with SEN(D) based on the current Progression Guidance set out by the DfE.

Gifted and Talented provision

The team will focus on raising aspirations of all learners through helping each child discover and develop his or her gifts and talents to experience success and sense of achievement. Working with a Gifted and Talented (G&T) specialist (currently [REDACTED]) on the Chapel Street team, the school will employ refined differentiation strategies and methodologies to plan learning that raises the bar for all learning so that children of all abilities develop higher order thinking. Teachers will apply the theory that a 'rising tide lifts all ships' by planning activities with very high expectations for the most academically able children while providing scaffolding for less academically able learners to access the same material.

For example, while a whole class is learning to conduct maths investigations systematically, the teacher may work with lower and middle ability children to list criteria for systematic investigating, which they apply in pairs, or independently while higher ability children may immediately undertake the investigation. Both groups are functioning mathematically at high levels of cognition, but the former group is provided support to do so. This refined differentiation will prioritise using knowledge and skills in different contexts and at higher levels of cognition. This emphasis on broadening and deepening knowledge and understanding for the most academically able prevents creating gaps in learning which can occur with premature acceleration such as learning Level 5 areas of the curriculum before having a secure understanding of the Level 4 skills.

A register of the top 5-10% of each cohort (identified through a combination of statistical and behavioural indicators) will be used to identify children for monitoring to ensure they are being challenged and are learning at an appropriately accelerated rate to prevent stagnation when attaining higher levels.

Students identified on the G&T register will generally have excellent attendance and behaviour; however, using Developmental Assets our approach will include identifying barriers to learning for example developing social skills in some gifted children who have difficulty working with peers. We seek to ensure that G&T students have a positive attitude to their learning and are involved in all aspects of school life (attendance records, achievement, representation at enrichment activities, participation in the school council). G&T students who speak English as an additional language, will value their first and/or other languages as an economic asset for the future. The Inclusion Manager will be responsible for ensuring personalisation across the spectrum of needs and abilities encompassing SENCo as well as Gifted and Talented leadership. This person's role is to provide leadership in identification, monitoring and resources in helping to ensure we are meeting the needs for these students in each area.

Looked After Children (LAC)

We do not know whether we will receive any LAC students, but if we do they will be appropriately registered and carefully monitored as part of the 'Needs Analysis' exercise detailed above. Each student is an individual and some do not want any special treatment – this will be respected. However, special attention will be given when allocating a coach and at times of transition. Looked After Children achieve best when they have an adult who supports them and we will have coaches trained to perform this role. Continuity is also important and they will receive specific guidance at each stage of transition. We will pay particular attention to maintaining the student's school place with us as long as that is possible, even if the home placement changes locally. They will be invited to choose someone in addition to their Advisor Tutor if they need another supportive adult in school. Overall responsibility for LAC will initially lie with the SENCo who will be responsible for coordination with the child's social worker and for fully integrating an IEP with the student's care plan. There is not a typical LAC - all their circumstances are different. The Needs Analysis will determine whether they need support in a similar way to a student with social and emotional needs. ICT support will include access to a laptop to work with in quiet isolation and provision of a restricted blogging area where feelings can be shared with supportive staff.

Pupil premium

Use of pupil premium funding will be targeted on the appropriate students with the intention of narrowing the attainment gap and driving pupil progress. In line with best practice elsewhere we will have a senior member of staff allocated to track and monitor progress of targeted students.

In our other schools we have noticed a link between some pupil premium students and attendance and have appointed Attendance Managers to ensure students are in school through ringing families early in the morning to get their children up and into school. This is having real impact on the attendance figures and progress of those individual students.

Another lesson learned that we will seek to replicate is to use trained Teaching Assistants to support the higher-ability pupil premium students. We have also focussed more support on the Level 4 students where they are making less progress and specific activities for pupil premium students linked to accelerating progress. At THS we will implement strategies as required following a needs analysis of the students that transfer from Primary school. In addition, we will investigate

how effective previous strategies used by the student's last school have been in reducing any differentials in performance before deciding how to allocate money for the benefit of students at the start of Year 7.

Pupil transition

Transition starts with developing excellent relationships with the primary schools that our students will be transferring from (we will be running a primary Free School and Academy in the borough by the time the school opens in 2016). The Principal will visit all the schools that children will transfer from to raise awareness of the Chapel Street model but also to gain understanding of the incoming children's needs. Where appropriate this will be supplemented by follow-up visits from additional members of staff, including the SENCo, where additional needs are identified.

All students will be supported through a House system. Trinity High School will have 4 Houses in which all students and staff across all three campuses will be divided. In time, our Sixth Formers will each be members of a House and will contribute to all that such a system can offer in terms of personal development and support for younger members of the school. The adoption of a House system across all the sites provides valuable opportunities for our youngsters to feel part of the extended family of Trinity High School. Whilst each campus is likely to have its own distinguishing features, reflecting the local community that students are drawn from, the school as a whole will have a strong ethos that all students will identify with. To develop this ethos in the early stages of opening we will arrange for each campus to host a project day once a term so that students from the different campuses can have the opportunity to meet and learn together. Over time we will develop the benefits to their full potential in terms of role modelling of older students, aspiration, knowledge and peer support on choosing pathways and accelerated learning in mixed-age project groups. Eventually many of the Sixth Formers will have progressed through the Trinity High School pastoral system during their studies and the intention is that they will continue to contribute to the success of their House through utilising their leadership and communication skills. Year 12 and 13 students will be ideal role models inspiring younger students through their actions, advice and contribution to everyday life within their House and the school in general

On entering Trinity High School each student will be placed into an Advisory Group that will contain a maximum of twenty students from that year group. Each student will benefit from the encouragement, support and direction of the Advisor Tutor who will forge a positive, caring relationship with them. Strong links with families will be forged, as well as an in-depth knowledge of student qualities, skills and motivations which will enable us to provide the best possible teaching and learning and career guidance for their chosen life pathway. We believe this close link will be important to the student's positive experience of school life, providing a firm foundation from which to continue excellent progress across the usual transition points. We also believe that this relationship is likely to remain important for the period immediately following graduation from THS as our young people enter their chosen academic or career pathway after leaving us. The Head of Campus will ensure the students are receiving quality academic and pastoral support by having an overview of students, staffing and the curriculum – this will ensure a co-ordinated approach is undertaken so that the right balance of support and challenge is in place for each and every one of our students.

Many inter and intra House activities will take place throughout each academic year and the aim will be for students to be heavily involved in the organisation and running of such events. The development of leadership and organisation skills combined with the development of student altruistic and empathetic qualities shall be a major focus throughout an academic year.

The pastoral team will also consist of support staff who will work informally or through a referral process with students - this will be co-ordinated by the SENCo and Inclusion Manager. This extra support is available via staff referrals or student self-referrals and will consist of mentoring, counselling, learning support and the linking of students where the need arises with outside agencies.

In addition we recognise that not all our students may stay into Sixth Form at Trinity High School. Consequently we will develop links with other schools to deliver Sixth Form programmes and colleges. These links will include a range of transition activities linked to career choice and study pathways. We will use our relationship with the University of Roehampton to inform undergraduate student mentoring, internships and/or work-related learning to provide a range of information and experience supporting transition into further or higher education, training or employment. In the meantime we have experience in our other schools of Sixth Formers helping in primary provision. At our Tyndale Community School, our partner Magdalen College School has trained and sent their Sixth Form students to read with our children each week.

Section D2

Academic targets

Phase	Target	% pupils
All (2015-16)	Lessons judged good to outstanding according to the new Ofsted framework	85%
KS3/4	% of pupils making 2 levels or 6 sub-levels of progress KS2 to 3	90%
	% of pupils attaining 5+ A*-C inc. English and maths % GCSE at the end of KS4	70%
	% of pupils making 3 levels of progress from KS2 – KS4 in English	85%
	% of pupils making 3 levels of progress from KS2 – KS4 in maths	85%
	% of students achieving 4 levels of progress	75%
	% of disadvantaged students making better than expected progress	85%

Given how far away we are from opening a Sixth Form and our uncertainty over the qualifications that will be in use at that time, we have not specified targets for KS5.

Behaviour targets

Measures of Achievement	Target
Punctuality	97%
Student % attendance	95%
Persistent absence	2.0%

Unauthorised absences	0.8%
Fixed term exclusions	1.0%
Permanent exclusions	0.0%
Participation in community projects 2/year	100%
Percentage of parents and carers who attend parents' events	85%
Percentage of students moving to Level 4 Education	80%
Percentage of students achieving in DofE award schemes (from 2016)	80%

Strategic analysis of pupils' achievement and target setting

The Tutor Advisor of each Advisory Group is responsible for the progress of each student in that group and will set individual targets using the Chapel Street model of expected progress. Targets will be based on a minimum of 18 points of progress from a student's end of KS2 SATs results, moderated by the CAT scores where there are large variations between the two. This equates to 3 Levels of Progress. Students will also be tracked for 4 levels of progress and 5 levels of progress. The national transition matrices will be used to look at progress from KS2 to KS4 and used to assess whether the students throughout the school are making expected or better than expected progress.

The progress of students will be measured 5 times per year and reported to parents on a similar basis. In summer the students will take formal exams, in English and maths they will take Optional tests in order to moderate results. Each progress measurement will be analysed by sub-group (i.e. gender, pupil premium, LAC, SEN(D) etc). The outcomes from the progress checks will be reviewed by Heads of Department together with Tutor Advisors via Pupil Progress meetings. Targets will be set in partnership with students, and their families where possible, so they have ownership and understanding of the next steps for each area of learning core skills. Where students are underachieving, the lead teacher for Pupil Progress will set up strategic Pupil Progress Intervention teams where appropriate, and a Termly Intervention Plan (TIP) drawn up in consultation with the Tutor Advisor and the student's family.

In addition to tracking academic progress, THS will also track a range of data on other aspects affecting progress such as behaviour, attendance and home learning. For the majority of students this will be on a termly basis. Where there is any cause for concern logged about a student (whether this is of an academic or pastoral nature) the checks will be on a half termly basis. We will always investigate potential pastoral issues which may be contributing to any underachievement. The Developmental Assets programme has its own self-assessment but it is our intention to integrate the record keeping as much as possible so that we maintain coherent records of progress and attainment for each student.

Tracking and monitoring attainment and progress for students on the SEN register will include appropriate target setting using a narrative description, similar to current National Curriculum level descriptors, for attainment, and the National transition matrices for progress. The targets set will be based on national conversion rates and guidance outlined in the SEN Progression Guidance to

ensure children are appropriately challenged. Secured P scales will be used for core subjects where appropriate.

Regular monitoring of attainment and progress throughout the term will enable staff to evaluate the impact of interventions (tracking using group filters) and to personalise learning through movement between attainment groups for core subjects. The progress made by an individual student will form part of the information that is reported to parents throughout the year. Chapel Street has a strong belief in the importance of providing information to parents in such a way that is meaningful to them and easily accessible. We will embrace technological solutions in this area, for example posting live data in our secure managed learning environment to enable parents to see their child's progress. A key aspect of leading Curriculum and Standards will include helping staff understand and use assessment data to continually improve practice which in turn will impact on standards. The Head of Department for core subjects will identify key areas for development to target teaching and learning each term based on attainment in each assessment area. Heads of Department will be responsible for monitoring the effectiveness of teaching and learning in meeting the targets set for individual student progress. They will also act as the lead professional in the development of teaching and learning in their subject area and develop the pedagogy of other staff to ensure that all teaching in their subject, whether it is taught as a discrete subject or via PBL, is of a high standard.

The final aspect of monitoring and attainment is about analysing the data for cohort and school trends to identify priorities for continual school improvement. The senior leadership team will track horizontally for each cohort across the three campuses to identify cohort issues, while Heads of Departments will analyse and identify current issues arising in their subject(s) to inform decisions about appropriate intervention strategies, whether these are appropriate at whole school, group or individual level. This monitoring and evaluation process is reported to governors each term.

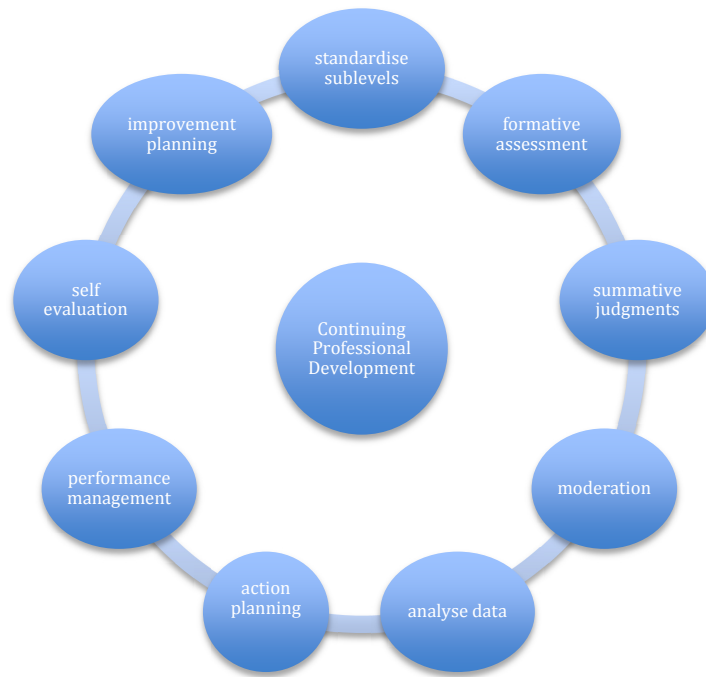
Assessment and data tracking

Each National Curriculum subject will have Assessing Pupil Progress (APP) descriptors, linked to the GCSE grade bands, which detail what knowledge/skills a student needs to demonstrate to be awarded that grade. Each term, for each subject, staff will plan and record which aspects of the individual subject Schemes of Work will be delivered through PBL and which will require discrete teaching. Part of the planning process for each project will be to draw up a combined APP tracker so that the progress of individual pupils can be mapped through the project for each of the subjects being delivered. A student's progress in other subjects will be recorded on the APP tracker for the individual subject. Progress in non-academic areas will be tracked using the Developmental Assets tracker. There will be a focus on securing high levels of evidence-based attainment across the curriculum which will provide students with the information needed to understand and evaluate their own learning. By understanding how they are making progress, both academically and personally, they are better placed to understand how they can improve further.

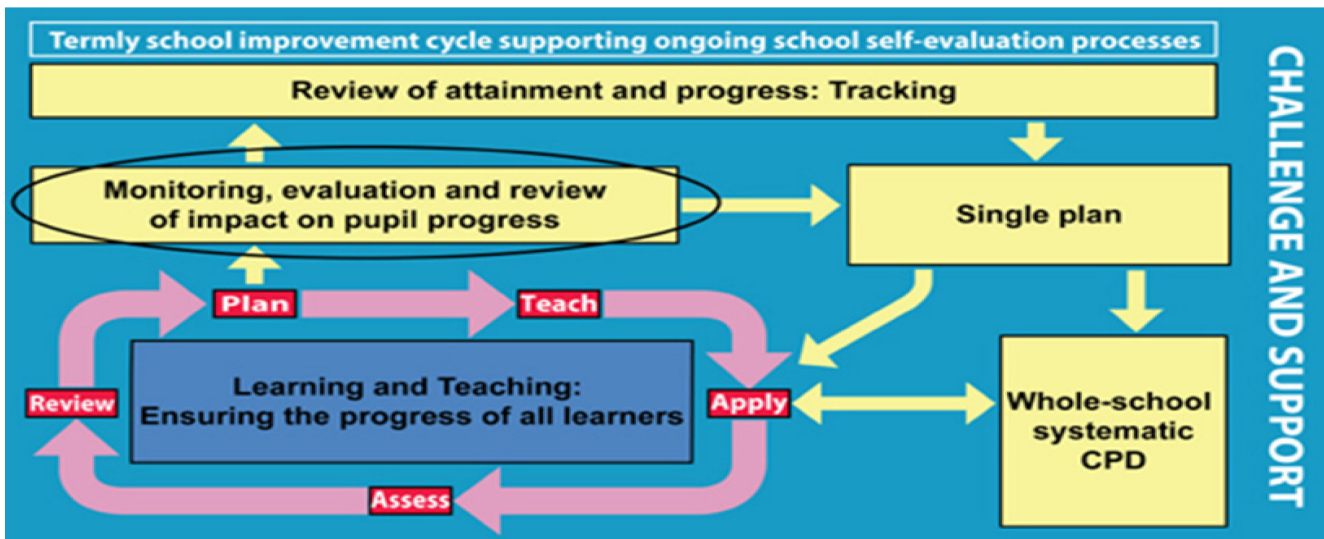
At THS, assessment will play a key role in whole school self-evaluation, as we strive for continually improving standards in teaching and learning. Whether making judgements or analysing data, our methods will be centred on our students and what they need in order to achieve well and be confident, rounded individuals. All members of staff with teaching responsibility will use data to identify the next steps for individual progression. Advisor Tutors will be primarily responsible for monitoring overall learning and progress for the individual members of their Advisory Group, with subject teachers being responsible for ensuring that students make the

expected progress needed to achieve their individual academic targets. Where a student has an identified SEN then the SENCo will be involved in monitoring progress towards the targets identified on the IEP and will liaise closely with the Advisor Tutor to ensure that the student is making good progress overall. The results from the Developmental Assets assessment will be used to help us assess a range of support that students may need and to dovetail this into our work with families.

Chapel Street’s cycle of School improvement at a strategic level is outlined below:



And the termly action plan for ensuring that school improvement priorities are being addressed is outlined below:



We will use SIMS for pupil tracking and data handling. SIMS Assessment Manager provides templates that will be used to track progress in all subjects. It will not be necessary to store electronically all marks/grades that contribute to the tracking of pupils. The most important data are the end-of-term teacher assessments, against the GCSE grade boundaries and Average Point Scores, that are used to record how the student is progressing through the year and, thereby, check the progress that has been made from their entry point to the school and whether they are on-track towards at least expected progress for the end of the Key Stage.

We will use electronic storage for any data that needs to be used in the future, either as a contribution to an overall teacher assessment for the year or as information to be passed on to other teachers. This will be governed by whole-school policy, and therefore stored centrally where it will be accessible to all, rather than on bespoke electronic systems, e.g. EXCEL, or in teachers' notebooks. However, marks that only contribute to an end-of-term teacher assessment, e.g. from weekly spelling and multiplication-tables tests or work in pupils' exercise books, may be recorded in whatever way is convenient and efficient. The data will be recorded in a way that keeps it safe until it is aggregated into summary assessments at the end of the term or year.

Monitoring and evaluation systems

The Chapel St team know from experience that quality and consistent assessment drives excellent teaching and learning. We are committed to ensuring that children and their parents and carers understand how they are progressing and how to further improve in their learning. For this reason, teachers will use daily formative assessment to moderate summative judgments each term. The marking policy and its implementation will involve students in reflecting on their learning with self and peer assessment as well as teacher assessment to identify next steps to move forward. For this reason, children will have 'learning to learn' sessions and Peer Critique training with their Tutor Advisors in order to develop a common language of assessment and progress. This knowledge will enable them to better engage with subject-specific material presenting the most challenge. Assessment will be made of a student's work from a number of sources including formal written work, results from examinations, participation in an exhibition at the end of a project in PBL and their individual learning carried out in the Learning Through Interest project, including work completed away from school during, for example, an internship. It is important that students

feel that all of their achievements, wherever they may occur, contribute to the assessment of their individual attainment and achievement.

Head teachers and Principals across the family of Chapel Street schools will have regular meetings to support the on-going improvement of teaching and learning. They will support each other in monitoring classroom practice and carry out joint observations to secure and moderate judgements about the standard of teaching and learning in individual schools. Senior teachers and teachers across the family of schools will support internal and external moderation of students' work. There is an agreed performance management approach that includes scrutiny of student work, conversations with staff, students and parents, use of progress data, local and national benchmarks and evaluation against agreed targets.

Management Information System

The intelligent use of MIS will maximise the data available to; track learners, monitor progress and highlight success or areas to be earmarked for intervention. The MIS system (we will use SIMS) will measure: attendance, punctuality, behaviour incidents, participation in Co-curricular, contact details, home communication records, SEN detail, G and T detail, EAL detail, FSM detail, academic performance, levels of progress and exclusions. The system will be able to produce statistical reports in any format and track any group of learners. These statistics will be reviewed on a half-termly basis and reports made available to staff and governors with an Action Plan attached to address areas of concern. This will be the responsibility of the Heads of Campus, supported by the SENCo and/or family liaison officer, where appropriate.

Research Driven Assessment

Not all assessment can be evidenced via SIMS. Therefore, parent involvement will be recorded on informal registers and we will develop the use of student and parent focus groups to obtain feedback on school systems and policies - these will be overseen by the family liaison manager and reported to the Principal. Participation in community events/projects will be recorded by the Advisor Tutor and will contribute to the student's graduation from THS. Reports on evidence collated will be made available to staff and governors in January and June each year with an action plan attached as appropriate.

Monitoring and improving the quality of teaching

The Chapel Street Trust will set objectives for the Principal of THS after consultation with the DfE advisor (in Year 1) and the Chair of Governors. These objectives will reflect the high aspirations for standards that characterises Trinity High School. Responsibility for monitoring and improving the quality of teaching will reside with the Principal. The Principal will receive an annual 360 appraisal, undertaken by the Executive Director / Education Director of Chapel St Trust and Chair of Governors.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The Chapel Street Performance Management policy sets three targets in each of three categories:

- Minimum
- Expected
- Aspirational

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the whole school plans for improving the educational provision and performance and improving the education of all students at Trinity High School.

The school will share with each teacher the national standards against which their performance in that appraisal period will be assessed. In addition to the targets which will drive whole school improvement, devised on an individual basis, each teacher will be required to meet each of the teacher standards each year. The Principal will also consider whether certain teachers should also be assessed against other sets of standards, for non-classroom responsibilities published by the Secretary of State that are relevant to them e.g. leadership and management. Teachers self assess four times a year against the standards, at the beginning of the year and then again at the end of each term. The results are used by line managers to evaluate the success of the school's CPD programme. We have developed standards in-house for Teaching Assistants and admin. staff on a similar basis.

The senior team will use a variety of evidence from classes to monitor the quality of teaching and learning including: scrutiny of students' work, conversations and questioning of pupils, progress data, displays, lesson observations, peer review, shared teaching and learning walks. Below is a snapshot of the programme of learning walks for Burnley High School from Autumn 2014 – a similar approach would be deployed at THS.

Focus Area	Date
Autumn learning review	
Behaviour: application of behaviour policy	W/c Oct 6th
Progress differentiation for SEN, Able G&T,	W/c Nov 3rd
Teaching & Learning: effective questioning	W/c Dec 8th
Spring Learning Review	
Behaviour: characteristics of effective learning	W/c Jan 12th
Progress: gender	W/c Feb 9th
Teaching and learning: Project Based Learning	W/c March 9th
Summer Learning Review	
Behaviour: tbd	Summer H1
Progress: Pupil premium	Summer H1
Teaching and Learning: tbd	Summer H2

Lesson planning:

Any lesson will incorporate teaching from the front, group work, interactive practical work, use of ICT and working individually. Independent and group activities will be differentiated according to ability. Children with SEN(D) will be supported as detailed above.

Across all age groups teachers will plan lessons in a number of ways. For Core subjects lessons will be taught within a sequence of learning objectives and activities. When planning for a project, lessons will be taught in a way that ensures progression in skills for each of the individual

subjects, key knowledge for each subject and opportunities for skills to be applied and learning enriched and deepened.

Lesson planning will be an iterative process, with clear objectives and activities that are flexible enough to be amended according to daily evaluations. Another key aspect of lesson planning is specifying the differentiated activities for each group to ensure sufficient levels of challenge for all students.

We will also develop a love of learning by giving teachers tools and resources to strengthen associations between learning and enjoyment. Examples might include the following:

- Analogies (across subjects examining how words, images, people, concepts relate to each other)
- I'm the Teacher! (identify common mistakes the class teacher intentionally makes to clarify misconceptions)
- PMI usually related to current or previous learning (identify the "pluses, minuses and interesting" things about a unique scenario e.g. chocolate door handles)
- Odd one out usually related to current or previous learning (identify which is the odd one out in a group of images e.g. blue isosceles triangle, red rhombus and green circle)
- Here's the answer. What's the question? (Suggest as many possible questions that could be answered by the word/number/explanation)

When planning lessons, whether for a discrete teaching session or a session of PBL, rather than planning activities to make it easiest for the lowest achievers to complete their work and then layering on more work for more able children, THS teachers will plan lessons starting with the highest achievers' activities and then scaffolding support for children who need it. This approach does not mean planning activities that are inaccessible for children who have SEN or still learning English. Rather our standard for lessons will be characterised by the consistency of provision of activities requiring higher order thinking skills as defined by Bloom's Taxonomy, regardless of the ability of each group. High expectations will be evident in day-to-day learning and documented in monitoring of books and planning rather than solely in summative assessments. Teachers will have opportunities across the three campuses to share best practice in developing questioning and high order thinking in students and there will be regular activity between teaching staff in Chapel Street schools through taking part in webinars, conferencing activity and shared training sessions - for example in delivering high quality learning through PBL. The Chapel Street central team already has a PBL officer who is supporting the organisation in moving forward on planning for PBL, developing activities and sharing best practice across the group of schools. As an organisation we will continue to seek out best practice in teaching and learning and disseminate this information across the Chapel Street family of schools.

In line with other Chapel Street Schools THS will shift the focus from achievement being a one-off event to achievement being a continual learning process meeting challenges along the way. This focus on challenge means that a love of learning will be an aim of the school community, for the staff as much as the children (hence the term 'continuing professional development' - CPD). Individual and class achievement will be celebrated using a variety of activities and strategies that we will continually be developing. In addition to verbal praise THS will operate a Merit system to encourage and reward students. Students will record Merits in their School Planners which they

may then trade in at the THS Merit Shop. It is up to the individual student to decide whether to elect to receive a small item achievable in a short space of time (for a small number of merits) or to save merits to trade in for an item that will take some time to achieve. This system gives control over the nature of the rewards to the individual student.

Awarding a merit certificate for perseverance or most improved maths/History/PE learning or behaviour for learning is an example of public celebration of individual achievement, where the focus is on improvement and continual learning rather than on one-time achievement. Cohort achievement includes various awards for e.g. making the most progress in a certain subject, building and exemplifying the school ethos or attendance. Such awards will be made on a termly basis.

Liaising with and reporting to parents/carers

The underlying principles that shape our approach to working with parents and carers are to encourage and support them as experts on their children and to assume that they want the best for their children. These two principles mean that we seek parents/carers' input in their children's interests, gifts and needs and we use a problem-solving approach, identifying appropriate strategies for working with their children when they face particular challenges. We will strive to build a relationship that is a "two-way street" and seeks to support and help develop family life. Parents will receive regular reports and invitations to parent-teacher meetings as outlined above.

At other Chapel Street Schools our experience has been that parents welcome our commitment to partnership. We experience a high attendance at parent consultation and parent information events. There is a high turnout to weekly assemblies and community celebrations. The impact of our outreach and family ethos has been to encourage parent and grandparent volunteers helping in our schools at lunchtimes and increased adult involvement in pupil learning helping to overcome the barriers to learning. This also supports our enrichment activity within the core curriculum and is expanding the impact of our PBL learning beyond the school gates.

This relationship with families is important at Chapel Street schools. Led by the Family and Community Liaison staff member, THS will create and implement a development plan for building family partnerships which seeks to build on the involvement that parents have with school throughout their child's primary education. Our framework outlines a three-tiered approach to pursue the interests and meet the needs of families: universal, targeted and intensive support.

Specifically, the Family and Community Liaison Manager will use a simple assessment tool to identify which Developmental Assets already exist for a child and which need to be developed in his or her personal, familial or social setting. Using this tool, the Family and Community Liaison Manager will design targeted activities which develop assets that children commonly lack across the school to ensure this work is as strategic and impactful as possible. Following this analysis at the whole school level, the Family and Community Liaison Manager will then work with each Advisor Tutor to create a personalised pupil development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing.

The Family and Community Liaison Manager will also facilitate a Parents/Carers' forum to provide opportunity for feedback and input into operations at school such as how easy it is for parents to find out about what is happening in school, how well their child is progressing and how they can support their child at school. This input will be a standing agenda item in Senior Leadership Team meetings.

In our other schools we are using activities that continue into the evening or on Saturdays with sessions and workshops for families and the local community such as parenting courses, Fathers' Club, Parents/Carers and Community Forums. Financial counselling and pastoral support will be available through suitably qualified volunteers. We anticipate these sessions will be targeted by need, based on the Developmental Assets analysis. Classes and sessions could also include strategic career development aimed at families and parents' economic well being such as adult literacy and numeracy, CV and application writing workshops, financial literacy and enterprise learning.

Section D3

With the support of our partners, Chapel St will build an outstanding staff team to meet the needs of children and families and deliver the vision and ethos of Trinity High School.

Once in post the Principal will be responsible for the implementation of our vision for the school, leading the Senior Leadership Team which will include the three Heads of Campus (one Vice Principal equivalent), SENCo, Head of Sixth Form and a Business and Operations Manager. These school leaders will be expected to ensure that the principles for teaching and learning outlined in Section D1 are embedded throughout the school.

The Principal will lead the development of our ethos in every aspect of school life, overseeing Continuing Professional Development including induction. The Principal will also be responsible for Standards throughout the school, Teaching and Learning and Developing Community Links. The Principal will be supported by the Chair of Governors.

With the split site arrangements, a Head of Campus will be appointed to manage the operation of each of the three campuses. The Heads of Campus will also have responsibility for line management of the Heads of Department and other teaching staff at the campus. Their leadership role will be to focus on standards in teaching and learning, appropriate collection and use of data to inform and support progress and, working through Heads of Department, to develop an appropriate curriculum. Each Head of Campus will have overall responsibility for the welfare of the students based at that site and will be the Designated Senior Person (DSP) for that campus. The SENCo will act as Deputy DSP for the school as a whole.

As mentioned in Section D1 we anticipate that THS is likely to have a higher than average proportion of students with English as an Additional language (EAL). Based on the evidence regarding average performance at the end of KS2 however, we do not anticipate that there will be a significant proportion for whom their EAL represents a significant barrier to learning. For this reason we will not employ an EAL Specialist at THS. However, Chapel Street does have access to an EAL specialist teacher (██████████) who is an important resource for the organisation and will be available to advise staff in the event of a THS student being identified as having additional needs in this area.

Our basic principle for accountability is that we provide a clear structure that is flexible enough to draw on the expertise of each school leader as appropriate. While the Head of Campus will be responsible for the performance and line management of the class teachers and Teaching Assistants at that site (one TA per site will be directly line managed by the SENCo), they will work with the Principal to organise the performance management structure according to the experience and expertise of the Leadership Team. The phased buildup of staff is shown in the tables below.

SLT	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: Assistant Head						1.0	1.0	1.0
Campus 1: Head of Campus	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: Head of Department				1.0	1.0	1.0	1.0	1.0
Campus 2: Assistant Head			1.0	1.0	1.0	1.0	1.0	1.0
Campus 2: Head of Department					1.0	1.0	1.0	1.0
Campus 2: Head of Campus	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3: Vice Principal				1.0	1.0	1.0	1.0	1.0
Campus 3: Assistant Head							1.0	1.0
Campus 3: Head of Department								1.0
Campus 3: Head of Campus	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of Sixth					1.0	1.0	1.0	1.0
Inclusion					1.0	1.0	1.0	1.0
Family Liason/Inclusion	0.8	0.8	1.0	1.0	1.0	1.0	1.0	1.0
SENCO	0.6	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TOTAL FTE	5.4	5.8	7.0	9.0	12.0	13.0	14.0	15.0

Teaching	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Campus 1:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1:		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1:		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1:			1.0	1.0	1.0	1.0	1.0	1.0
Campus 1:			1.0	1.0	1.0	1.0	1.0	1.0
Campus 1:			1.0	1.0	1.0	1.0	1.0	1.0
Campus 1:				1.0	1.0	1.0	1.0	1.0
Campus 1:				1.0	1.0	1.0	1.0	1.0
Campus 1:				1.0	1.0	1.0	1.0	1.0
Campus 1:				1.0	1.0	1.0	1.0	1.0

Campus 1:					1.0	1.0	1.0	1.0
Campus 1:					1.0	1.0	1.0	1.0
Campus 1:					1.0	1.0	1.0	1.0
Campus 1:					1.0	1.0	1.0	1.0
Campus 1:						1.0	1.0	1.0
Campus 1:						1.0	1.0	1.0
Campus 1:						1.0	1.0	1.0
Campus 1:							1.0	1.0
Campus 2:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2:	0.5	0.5	0.5	0.5	1.0	1.0	1.0	1.0
Campus 2:		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2:		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2:		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2:			1.0	1.0	1.0	1.0	1.0	1.0
Campus 2:			1.0	1.0	1.0	1.0	1.0	1.0
Campus 2:			1.0	1.0	1.0	1.0	1.0	1.0
Campus 2:				1.0	1.0	1.0	1.0	1.0
Campus 2:				1.0	1.0	1.0	1.0	1.0
Campus 2:				1.0	1.0	1.0	1.0	1.0
Campus 2:				1.0	1.0	1.0	1.0	1.0
Campus 2:				1.0	1.0	1.0	1.0	1.0
Campus 2:					1.0	1.0	1.0	1.0
Campus 2:					1.0	1.0	1.0	1.0
Campus 2:					1.0	1.0	1.0	1.0
Campus 2:						1.0	1.0	1.0
Campus 2:						1.0	1.0	1.0
Campus 2:						1.0	1.0	1.0

Campus 2:							1.0	1.0
Campus 3:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3:	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3:	0.5	0.5	0.5	0.5	1.0	1.0	1.0	1.0
Campus 3:		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3:		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3:		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3:			1.0	1.0	1.0	1.0	1.0	1.0
Campus 3:			1.0	1.0	1.0	1.0	1.0	1.0
Campus 3:				1.0	1.0	1.0	1.0	1.0
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Campus 3:						1.0	1.0	1.0
Campus 3:						1.0	1.0	1.0
Campus 3:						1.0	1.0	1.0
Campus 3:						1.0	1.0	1.0
Campus 3:						1.0	1.0	1.0
Sixth Form teacher							1.0	1.0
Sixth Form teacher							1.0	1.0
Sixth Form teacher							1.0	1.0
Sixth Form teacher							1.0	1.0
TOTAL FTE	8.0	17.0	26.0	38.0	51.0	60.0	67.0	67.0

Pupil support	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Campus 1:HLTA	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: TA	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: TA		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: TA		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: TA			1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: TA			1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: TA				1.0	1.0	1.0	1.0	1.0
Campus 2: HLTA	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2: TA	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2: TA		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2: TA		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2: TA			1.0	1.0	1.0	1.0	1.0	1.0
Campus 2: TA				1.0	1.0	1.0	1.0	1.0
Campus 2: TA				1.0	1.0	1.0	1.0	1.0
Campus 3: HLTA	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3: TA	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3: TA		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3: TA			1.0	1.0	1.0	1.0	1.0	1.0
Campus 3: TA			1.0	1.0	1.0	1.0	1.0	1.0
Campus 3: TA				1.0	1.0	1.0	1.0	1.0
Campus 3: TA				1.0	1.0	1.0	1.0	1.0
TOTAL FTE	6.0	11.0	16.0	21.0	21.0	21.0	21.0	21.0

Administrative	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Campus 1:Senior Admin/ Finance		0.5	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: Reception	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2: Admin / Data			0.5	0.5	1.0	1.0	1.0	1.0

Campus 2: Reception	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 2: Admissions				0.5	0.5	1.0	1.0	1.0
Campus 3: Exams Officer				0.5	0.5	1.0	1.0	1.0
Campus 3: Reception	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Technician				1.0	1.0	1.0	1.0	1.0
Technician						1.0	1.0	1.0
Technician					0.5	0.5	1.0	1.0
Technician							0.5	1.0
ICT Manager	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
ICT Technician		0.5	0.5	1.0	1.0	1.0	1.0	1.0
ICT Technician						1.0	1.0	1.0
TOTAL FTE	3.5	5.0	6.0	8.5	9.5	12.5	13.5	14.0

Premises	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Sites Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: Caretaker				0.5	0.5	0.5	0.5	0.5
Campus 2: Caretaker	0.5	0.5	0.5	0.5	0.5	1.0	1.0	1.0
Campus 3: Caretaker	0.5	0.5	0.5	0.5	0.5	0.5	1.0	1.0
TOTAL FTE	2.0	2.0	2.0	2.5	2.5	3.0	3.5	3.5

Catering	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Campus 1: Senior Cook	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 1: Asst		0.6	0.6	1.0	1.0	1.0	1.0	1.0
Campus 1: Asst						0.5	0.5	0.5
Campus 2: Cook	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Campus 2: Asst		0.6	0.6	1.0	1.0	1.0	1.0	1.0
Campus 2: Asst						0.5	0.5	0.5
Campus 3: Cook	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Campus 3: Asst		0.6	0.6	1.0	1.0	1.0	1.0	1.0
Campus 3: Asst						0.5	0.5	0.5
TOTAL FTE	3.0	4.8	4.8	6.0	6.0	7.5	7.5	7.5

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
GRAND TOTAL FTE	27.9	45.6	61.8	85.0	102.0	117.0	126.5	128.0

How the roles may change during the build up of numbers

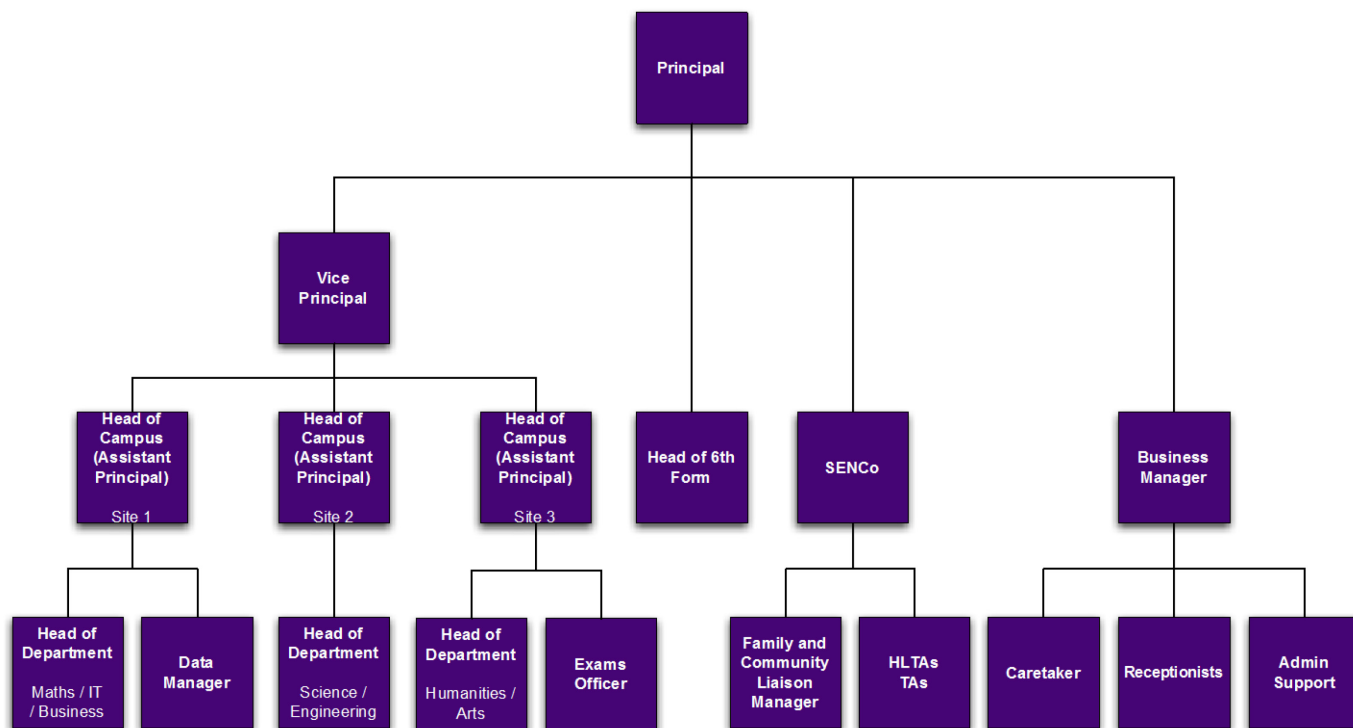
Principal	The Principal of Trinity High School will be appointed for the opening of the school in September 2016. Although the Principal will lead across all three campuses, operational control of each campus will be the responsibility of a Head of Campus. The Head of Campus posts will report into the principal and will have duties similar to an Assistant Principal within the overall structure. In the build up phase this role will be the equivalent of Head of Department level (see below)
Head of Campus (Assistant Principals)	We anticipate these individuals having experience at Head of Department level and ready to step up to senior leadership role. As the school grows these individuals will be trained up ready to take on the role of Assistant Principal when student numbers will make such a role necessary. For start up we will recruit a Head of maths, a Head of English and a Head of Science for these posts. As Head of Campus they will be responsible for the Pastoral care of the students at their campus, Teaching and Learning and Pupil Progress in their specialist subject (as Head of Department across all three of the sites)
SENCO	A senior teacher with some experience of teaching SEN students will be appointed on a part time basis in 2016/17. This role will become full time in 2017/18 as numbers grow. The SENCo will be part of the leadership team and will be responsible for ensuring that any student at THS with an SEN will make good progress and thrive. The SENCo will also act as the Deputy Designated

	Senior Person across the school. We have programmed an Inclusion Manager when numbers allow and we will review the exact roles of SENCO and Inclusion Manager dependent on candidates qualifications and experience (see section in D2 on Special Needs)
Head of Sixth Form	A Head of Sixth will be appointed in the year prior to the Sixth Form start. The Head of Sixth will be part of the Senior Leadership Team
Class teachers	<p>We will appoint experienced members of staff towards the middle and upper part of the main scale in years 1 and 2. We consider this essential to establish high standards for the school from the outset. As the school grows we will seek to appoint staff with a range of experience to ensure progression and growth within the Chapel Street family of schools.</p> <p>We are also proposing a model where in the early stages of opening the Head of Campus will have a part time teaching commitment to ensure high standards of teaching and learning of core subjects from the outset. The 2/3 additional members of staff with teaching responsibility will be trained to take on the responsibility of Heads of Department to ensure that there is sufficient leadership capacity as the school grows. We have allowed for spare capacity in teaching hours to allow for PPA and supply cover to be covered internally thus avoiding potential disruption to teaching and learning through staff sickness.</p>
Middle Leaders (Head of Department and Teaching responsibility)(TLR)	As the school grows we will appoint a number of teachers TLRs again, this provides opportunity for progression within the already appointed staff (subject to performance) but also keeps a balance with leadership and management responsibility as student numbers and the staff complement grows. We are very aware that the right balance of middle leadership creates the best environment for progression. Heads of Department will have responsibility for progress in their subject, across all three campuses, standards of teaching among subject staff and will be accountable for achievement and attainment in their subject area.
Secondary Subject teachers	Class and subject teachers and Teaching Assistants will work to the guiding principles for teaching and learning as outlined in section D2. Teachers will plan differentiated lessons to meet the needs and to challenge children of all abilities, including strategic deployment of learning support assistants in every lesson. Working together, teachers will ensure that small group support is distributed across each class throughout the week so that all children are supported and challenged. All teaching staff will be trained as Tutor Advisors, which will include specific training in coaching techniques. In addition, Teaching Assistants, will be trained as Learning coaches to support any student who requires an additional adult to support them, for example in

	the case of a LAC and to enhance support for students with additional needs.
Heads of House	Pastoral responsibility across all three campuses. Teachers listed above will have TLRs to account for this responsibility and be supported by the members of PE staff, Teaching Assistants and volunteers in managing and leading house activities.
Inclusion Manager	As numbers increase we will appoint an Inclusion Manager to work with the SENCo across all three campuses.
Teaching Assistants	Two per year group to support students with specific learning needs. With the three campus model there will be a degree of flexibility with some TAs moving between sites to support specific areas of work. We expect that a number of TAs will be of graduate calibre (individuals who will be eager to enter the teaching profession) and they will be supported by the school in this ambition. One TA will be line managed by the SENCo, the other by the Head of Campus.
Family and Community Liaison Manager	An essential post in Chapel Street schools to support the outreach and family activity in supporting students and families to progress with activity aligned to the use of Developmental Assets
School Business Manager	Key role all three campuses. Critical in setting up systems co-ordinated across the CSCST family of schools in early years and supported by the Chapel Street Central team with the full accounting function.
IT network technician/support	Possibility for a bought in service in early years of operation if a more cost efficient model is required although we have included FT staffing costs in the model. Critical to have systems working across all three campuses.
Data Manager	Covered in the early years of opening by one of the senior team supported by admin. Shared across all three campuses – Each of the Heads of Campus will have responsibility for use of data with teaching staff
Attendance/Admissions Officer	Admin Officer supported by CSCST central team in first couple of years
Receptionist/Admin/Head Teachers PA	Required posts but shared across all campuses where possible. There will be a requirement for Reception on each campus but, systems such as switchboards or CCTV can be wired to a central point
Site Manager	Shared across all campuses to provide economies of scale

THS Organogram

The diagram below shows the staff structure for key roles at THS at steady state.



Section D4

Religious Character or Faith Ethos

Chapel St schools are committed to fostering a twenty-first century Christian ethos, providing outstanding education for families of all faiths and no faith and a place of hospitality where all can come together to work for the good of the whole community. As part of our commitment to personalise education and support for every child and family, THS will ensure that staff work with parents and carers to care for their child in the most appropriate way.

Working with the whole community, Chapel St engages leaders from across the faith communities to ensure that children and families of all faiths are included in the vision and ethos of the school. Chapel St is developing a collaborative partnership with the Association of Muslim Schools, working one with another to ensure that Muslim and Christian families receive the support that they need in our respective schools and communities. In West Merton and North East Kingston, we have made contact with leaders of the Jewish, Muslim and Amadiya communities and will continue to build the relationship with these and other faith leaders over the coming months. In all of these dialogues Chapel St team members and our partners have communicated our desire to welcome children of all faiths and no faith and learned how the school might better serve families from these communities.

Christian Ethos

THS will offer an education and environment that is Christian in its ethos and wholly inclusive. We understand that we are subject to Section 48 inspections. In these evaluations, our distinctive Christian ethos will be evident in key areas in school life.

THS recognises and values every child's ideas, experiences, feelings and spiritual responses to the world around them. In learning to accept and respect each other, the school community will be an inclusive one open to all from different faith perspectives. We believe that including children of all different faiths, backgrounds and abilities exemplifies a Christian ethos. Inclusion is paramount in under-pinning educational opportunities and in sponsoring success and achievement. The golden principle that 'we should treat others the way we want to be treated' underpins all we do in the school.

This applies to the positive behaviour management at THS. Our Christian ethos and determination to foster a culture of grace, love and fellowship, will inform our approach to promoting positive behaviour. We specifically will refuse to identify children with their negative behaviour but address those factors that lead some children to make bad choices while seeking to draw out the best aspects of who each child was created to be.

Pedagogy

Teaching with a Christian perspective is more about *how* we teach than *what* we teach. Teaching the 'Christian way' involves teaching the same skills as in other schools, though our methods move beyond mastering information to being challenged and changed by it. Through encouraging children to question and evaluate, our pedagogy develops coherence within each child's own thinking and worldview. At the bedrock of the THS curriculum is an approach typified by our work with Developmental Assets and families that provides a framework for children to meet with cognitive and emotional challenge building personal resilience and tolerance.

This approach to pedagogy is inclusive, allowing children of all faiths and none to see knowledge as a useful tool to delight in, moving from 'so what' to respect, wonder and reverence. Looking in a classroom, you would see students learning vocabulary in Spanish or English focused on hospitality rather than consumerism. In a context where our emphasis is more on how we teach than what we teach, it is important to note that creationism or intelligent design will not be taught as scientific theories.

Over the past two years, Chapel St has had the privilege of implementing two Free Schools in Wigan and Oxford with two more in development in Burnley and Merton. We have found local faith groups to be very supportive of these schools and keen to work with Chapel St as a sponsor so that families of different faiths might benefit from and contribute to the schools. Having attended a recent public meeting, [REDACTED] ([REDACTED]), commented [REDACTED]

Curriculum

The THS curriculum overall will cover the range of subjects and skills needed to enable children develop a coherence of thought and understanding. In matters of faith, the curriculum will provide opportunities for learning about the beliefs, rhythms and patterns of the Christian faith while

providing an opportunity for each child to question and explore his or her own spiritual development. Our school will make use of the Standing Advisory Council for Religious Education (SACRE) in Merton to guide and enhance our Religious Education curriculum although across the group we will access local arrangements as appropriate. The school considers it essential that children learn about the Christian viewpoint along with all the major faiths represented in our local community and Britain today. For this reason, Religious Education (RE) will be a compulsory subject at all Key Stages. Our school is committed to nurturing, encouraging and challenging those of all faiths and none. RE lessons in our school will enable children to learn about all faiths as part of their general education and also part of their own spiritual development. We recognise and respect that the child will be drawn from and live in a multi-cultural society in which many different views are evident. Respect for and sensitivity towards those with different views will be encouraged.

Specifically, RE teaching and learning will be 50 minutes each in KS3 and KS4. In addition, students will have opportunities to explore the ethical aspects of the RE syllabus through the projects explored in PBL. We feel that this is an appropriate balance of dedicated curriculum time and extended learning time, since our aim is to develop a culture in which children *experience* what Christianity means in school life rather than only hearing about it, while providing time for children to discuss and explore what that means and how that resonates with their own faith traditions.

Worship

THS will be open to all. Collective worship will be mainly Christian, a daily activity with a variety of assemblies providing opportunities for students to connect their learning with their spiritual development. Topics will be relevant to the vision and values of the school, encouraging students to think about moral or social issues whether they have a faith or not. Each week there will also be an assembly with a multi-cultural focus (including other faiths) as we seek to reflect the international nature of the school. Christian festivals will be celebrated in the broader context of society but within an inclusive framework where all students' beliefs and questions will be encouraged to be expressed and explored.

For parents and carers who do not wish their child to take part in collective worship, school staff will work with the family to develop and lead alternative activities that provide students with an opportunity for personal or group reflection. This may involve support from local faith leaders to enable these sessions to reflect the family's own tradition. Students may also receive a coaching session during these times.

Other faiths

We are working proactively with local community faith leaders to identify appropriate ways to meet their young people's needs in collective worship times as well as in the day-to-day life at THS. For example, we will plan school dinners to meet religious dietary requirements, create time and space for worship during the school day, discuss with local Muslim leaders what space and washing facilities they feel they need for prayer and matters relating to dress and religious symbols. Likewise, staff will work with families to ensure that school uniform presents no barriers to students from different backgrounds and that students are allowed to honour and express their faith and tradition in culturally appropriate ways.

Conclusion

Chapel St, along with our local partners, believe that it takes a community to raise a child. By founding this school and implementing the plans outlined above with the support of trained professionals, active parents and dedicated community volunteers, we look forward to providing students and families from different backgrounds with new opportunities to thrive and flourish in THS. Above all, we are privileged to have the opportunity to propose THS as a community of grace, love and fellowship for families of all faiths and no faith.

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	180		23	13%	180		36	20%
Year 8					180		23	13%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	180		23	13%	360		59	16%

Section E: Evidence of need – part 2

Section E1

Evidence of Need

Please refer to Section C for a full discussion on the evidence of need. A brief summary of the *raison d'être* for Trinity High School is given below.

For secondary places, simple modelling of the School Capacity Data published by the DfE for secondary places shows that Merton has an average of an 8% shortfall in Year 7 places over the five years 2014/15, 2015/16, 2016/17, 2017/18 and 2018/19 based on baseline capacity as of May 2013. This puts Merton 15 out of 152 Local Education Authorities, or within the top 10% of authorities facing pressures on Year 7 places over this time frame. Modelling by Merton shows that in 2020/2021, if there is no additional provision, the borough could face a shortfall of 594 places or nearly 30 Forms of Entry.

Merton is aiming to fill the shortfall through establishing schools with a limited size (no more than 10 FE). Our proposed model of one school on three campuses retains a small school feel which is conducive to delivering PBL, whilst still introducing a considerable number of places into the system. The three campus model also addresses the difficulties of identifying suitable sites large enough in Greater London for the cost-effective provision of new school places.

There is evidence that youth unemployment is rising across England and is rising at a faster rate in London than in the rest of the country. Employers point to a lack of personal qualities, general aptitudes, poor attitudes to work and lack of experience of the working environment as barriers to recruitment. Whilst the government's technical colleges go some way to addressing the desires of employers, very often young people will have to make decisions at age 14 with very little preparation, foreknowledge or exposure to different career paths. In addition, the attributes that employers require are not just limited to those who choose practical, technical or vocational career paths, but are required of all new employees, including graduates, leading the CBI to state that '... we need to build structures that better support the transition from school to work to training.'¹⁸

Taken together, there is compelling evidence for the need to create a school in Merton with the pedagogy and approach of Trinity High School. Chapel St has already been approved for a primary Free School in the borough (Park Community School), which is due to open in September 2014 and we have put this proposal together following dialogue with Local Authority Officers - the start date of September 2016 for THS and the use of elements of the Big Picture Learning have all been shaped by our conversations with Merton Council.

We believe that THS can meet a critical need for school places, retaining a small school feel that meets Merton's aspirations and allows for a wider range of sites to be considered. Through our innovative use of PBL, enhanced by elements of Big Picture Learning and with an unrelenting focus on standards and core functional skills (numeracy and literacy), we believe THS can be an

¹⁸ http://www.cbi.org.uk/media/2119176/education_and_skills_survey_2013.pdf, p.6

effective structure that supports students transitioning from school to work, contributing to reducing youth unemployment and creating young people willing and able to contribute to 21st Century Britain's economy and community.

Evidence of Demand

Wherever possible, Chapel St endeavours to work collaboratively with Local Authority partners so that our educational offer enhances existing provision and is tailored to make the most impact in terms of need. Having already been approved to open Park Community School in the borough and running Benedict primary school as an Academy from April 2014, Chapel St wanted to maintain strong links with Merton Council and consult with them over our plans for THS. Whilst Merton welcomed the outline of our education plans and encouraged us to submit this proposal, it took time for us to arrange the necessary meetings with officers. As a consequence, the timeline for our community consultation was delayed and ended up including the Easter holiday period when parents of eligible children are not to be found at the gates of primary schools. Consequently, at this point, we have been unable to demonstrate the level of demand that we have previously achieved for all our other applications to the DfE.

However, we have been able to begin working with three local primary schools to consult parents. There are 210 Y3 and 180 Y4 children in total in these schools. Initial responses have been very promising with an initial coffee morning at one school (arranged by the school) attended by 24 Y3 and Y4 parents, all of whom expressed both concern about the anticipated shortage of secondary school places and appreciation of the THS offer, particularly the three-site and project based learning aspects. We have now begun 'school gate surveys' at these three schools and will continue with this for the next three weeks in the morning and afternoon. Further coffee mornings, again arranged by the schools, will be taking place. In addition, the head teachers of the three schools who are working with us are writing to other local primary heads to introduce THS on our behalf and invite them to participate in our 'school gate surveys'.

Therefore, we are confident that, given the crisis in school places, our working together with local primary schools and our management of two primary schools in the borough, we will be able to build a solid case for support by the time of interviews, meeting or exceeding our target of 360 first choice places. At our public meeting a member of the public reported that there was significant interest in a new secondary school and that interest was likely to grow as more people became aware of the Chapel St offer.

Prior to submitting this application we consulted with [REDACTED] at the DfE [REDACTED]. This was with the clear caveat that there was a robust plan in place to increase evidence of demand from local families and a commitment to keep the DfE apprised of changes in our evidence base.

Initial responses to our consultation have been highly favourable. During April and May 2014 local parents and carers in Merton were surveyed to gauge their response to the vision for THS. Chapel St, carried out face-to-face surveys regarding THS (please see Section E2 for details of where we have consulted). Chapel St also hosted an online survey where people could respond to flyers, media coverage or the information available on the internet.¹⁹ Each respondent was given the

¹⁹ <https://adobeformscentral.com/?f=9t8ltSpc2sds1CwwQv4vJA>

opportunity to read our full proposal document for the school²⁰ and receive further information online.²¹ The respondents answered the questions as detailed in the survey below.



A New Secondary School in Merton

You may be aware of a serious shortage of school places in Merton, with primary school places being a current concern and secondary school places a concern within the next two years. Chapel Street Community Schools Trust, a Merton-based national charity which sponsors state-funded schools, is working with local partners to open a new secondary school to help meet demand.

Do you have three minutes to give your opinion on what you think a new school should be like?

We appreciate that choosing a secondary school for your child seems a long way off but work needs to be done now to ensure there are enough places at good schools.

We are collecting information to demonstrate evidence of demand for a new secondary school. Your answers will not be passed onto unrelated parties and will only be used to keep you informed of progress and to demonstrate the need for a new school to the Department for Education.

The proposed **Trinity High School** would be a brand new state-funded secondary school opening in 2016. The proposed school would deliver outstanding education through a blend of innovative and traditional models of teaching and learning. **Trinity High School** would feature three smaller schools on their own campus and would have three specialisms (Science and Innovation, Arts and Business and Enterprise) combining the scale and efficiencies of a 1,200 pupil secondary school with the smaller and more intimate provision that many pupils and parents prefer.

A prospectus giving more details about our plans is available at www.trinityhighschool-cs.co.uk.

²⁰ <http://chapelstschools.org/wp-content/uploads/2013/08/trinity-web.pdf>

²¹ <http://chapelstschools.org/>

1. Please could you tell us whether each of our key features seems important, neutral or not important?

	Important	Neutral	Not Important
A. Every child treated as an individual: creating a personal development plan for each child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The whole person to be developed: high academic expectations, coupled with a focus on key life skills and character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. A range of after-school clubs and wrap around care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. A local school that offers parents additional choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. An inclusive Christian ethos, open to all and supporting children and families of all faiths and none	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. A school that will actively build strong partnerships with parents and carers so that they have every opportunity to be fully involved in their child's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Involving the community: the school that is a hub for the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which of the features above would you say are the three most important?

A B C D E F G

3. Are there any other important features about a school that you'd like to see included?

4. Overall, would you support a school with these values?

Yes No Not Sure

5. If this school was available in your area, would you make it the first choice for your child / children?

Yes No

6. If so, do you have children born in the following years:

	None	One	Two
Sept 2004 – Aug 2005 (starting secondary in Sept 2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sept 2005 – Aug 2006 (starting secondary in Sept 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Would you be interested in volunteering to support a school like this?

Yes No Not Sure

8. Please would you give us your postcode to validate the survey. We would like to keep you informed of progress so would also appreciate your contact details.

First Name: Last Name:
 Postcode: Telephone:
 Email:

Thank you.
 Thank you so much for taking part in this consultation.

The survey aimed to establish whether parents and carers supported the proposed vision, aims and ethos of THS, and importantly, whether they would make it their first choice of school for their children.

At the point of application, 73 local families have been surveyed with an overwhelming 90% saying that they would support a school with the proposed values. Out of all of the parents and carers surveyed, 90% said they would make THS the first choice for their child(ren). The table below shows the distribution of those who selected 1st Choice according to the year their child(ren) would start at THS for the first two years of opening. The map below shows the individual responses according to these start years. A full excel spreadsheet with responses and individual postcodes is available on request.

Start Year for THS	Number of 1 st Choice Places
2016	23
2017	36
TOTAL	59

Map of 1st Choice Respondents by Starting Year



Other results

Support for an Additional Choice

Our research shows that parents in Merton want more choice for their child's education. To the statement 'A local school that offers parents additional choice,' 83% of respondents said this was important.

Support for a Personalised Curriculum

Our research shows demand for a personalised education for children. To the statement 'Every child treated as an individual, creating a personal development plan for each child,' 90% of respondents said this was important.

Support for Academic Expectations

Personal and academic development is a key feature of a school for families in Merton. To the statement 'The whole person to be developed: high academic expectations, coupled with a focus on key life skills and character,' 97% of respondents said this was important.

Support for Parental Involvement

The ability to be involved in their child(ren's) education is welcomed by families in Merton: To the statement 'A school that will actively build strong partnerships with parents and carers so that they have every opportunity to be fully involved in their child's learning,' 96% of respondents said this was important.

Support for a Community Hub

Parents in Merton want a school that plays a full and active role in the life of the area. To the statement ‘ Involving the community - the school that is a hub for the local community,’ 80% of respondents said that this was important.

As with our other Free Schools, as more data comes in from the consultation, Chapel St will tailor its offer in light of the feedback received, undertaking further research to flesh out opinions and perspectives in greater depth where required.

Section E2

In our research to provide evidence for demand for THS we will endeavour to consult with all segments of the general public. Our efforts to date have been hampered by the Easter holiday period and the imposition of purdah for local elections. The table below outlines the locations where we have undertaken face-to-face surveys and those that are scheduled for after the submission date of 9th May 2014. Of particular note, whilst the proposed school has a Christian ethos, the table below demonstrates that we are in no way restricting ourselves to locations/respondents who belong to the Christian faith.

Locations for face-to-face surveys for THS
Benedict Primary School
Cranmer Primary School
Hillcross Primary School

In addition to face-to-face surveys at the above locations we have used the following methods to tell families in Merton about the proposals and solicit a response:-

- A public meeting held on 10th April 2014, Benedict Primary School (notes attached???)
- Press release in the Surrey Comet on 2nd April 2014
- Press release and advert in the Wimbledon Guardian on 4th April 2014
- Flyers and posters put up in key community spaces (libraries, GP surgeries, leisure centres etc.)
- Created a bespoke link on the Chapel St website and an online prospectus.

In addition to engaging with members of the general public, Chapel St always consults with key stakeholders in the community from education, political, faith and community arenas. The table below outlines who we have contacted regarding THS and the method of communication used. As noted above, the timing of our consultation has coincided with both the Easter holidays and a period of purdah for local elections. We will continue to consult widely with local stakeholders and document our research in the period up to interview, should we be successful with this application.

Stakeholder	Method of Communication
Education	
43 Primary Schools	Letter and prospectus
8 Secondary Schools	Letter and prospectus
3 Special Schools	Letter prospectus
King's College School	Partner – education
University of Roehampton	Partner - education
Political	
Merton Local Authority Officers	Meeting with Chapel St CEO
60 Local Authority Councillors	Letter and prospectus
Faith	
Bishop of Diocese of Southwark	Meeting with Chapel St CEO/Projects Director
Merton 316 (collection of faith groups that run a number of Big Society projects in the community such as Food Bank, St Pastors, Night Shelter and Job Club)	Meeting with Chapel St CEO/Parent Liaison Director
Community	
YMCA	Partner body

Local Authority Support and Partnership

As stated throughout this application, Merton Local Authority faces a grave crisis in terms of a shortage of school places. In light of our previous successful application for Park Community School in Merton, Chapel St approached the LA about opening Trinity High School. This application has been discussed with senior leaders in the authority including [REDACTED] the [REDACTED]. The timings of the school opening in September 2016 has been agreed with the LA as an appropriate and considered response to need, cognisant of planned school expansion.

Section F: Capacity and capability

Chapel St is an approved Academy sponsor. As such, sections F5 and F6 have not been completed.

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	<ul style="list-style-type: none"> • Leadership • Establishing governing body • Public face of project • Political liaison • Partnership and stakeholder management 	██████████.	4
██████████	Y	<ul style="list-style-type: none"> • Leadership • Managing school finances • Human Resources • Policy and procedures • Procurement 	██████████	8
██████████	Y	<ul style="list-style-type: none"> • Leadership • Governance of the Trust 	██████████	1
██████████	Y	<ul style="list-style-type: none"> • Managing School finances • Overseeing link between Trust 	██████████	1

		and School		
██████████	Y	<ul style="list-style-type: none"> Education (Chairs the Trust's Quality & Standards Committee) and target setting) 	██████████	1
██████████	Y	<ul style="list-style-type: none"> Ethos development Partnership development with faith and community groups 	██████████	1
██████████	Y	<ul style="list-style-type: none"> Ethos development Partnership development with faith and community groups 	██████████	1
██████████	Y	<ul style="list-style-type: none"> Leadership Project Management Marketing 	██████████	16

██████████	Y	<ul style="list-style-type: none"> Managing school finances 	██████████	8
██████████	Y	<ul style="list-style-type: none"> Marketing Communications 	██████████	4
██████████	Y	<ul style="list-style-type: none"> Parent Liaison Community Liaison Marketing 	██████████	6

██████████	Y	<ul style="list-style-type: none"> • Project Management 	██████████	16
██████████	Y	<ul style="list-style-type: none"> • Leadership • Educational expertise 	██████████	8
██████████	Y	<ul style="list-style-type: none"> • Educational expertise (PBL specialist) 	██████████	2

██████████	Y	<ul style="list-style-type: none"> ICT expertise (Overseeing ICT strategy, procurement, implementation and integration) 	██████████	2
██████████	N	<ul style="list-style-type: none"> Human Resources (Overseeing contracts, job descriptions, TUPE, negotiations with unions etc.) 	██████████	2
██████████	Y	<ul style="list-style-type: none"> Overseeing People & Culture for Chapel St (embedding the ethos of Chapel St across all schools) Human Resources (ensuring that recruitment and induction processes enable successful implementation of the school) 	██████████	2

F1 (b) Skills gap in pre-opening

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

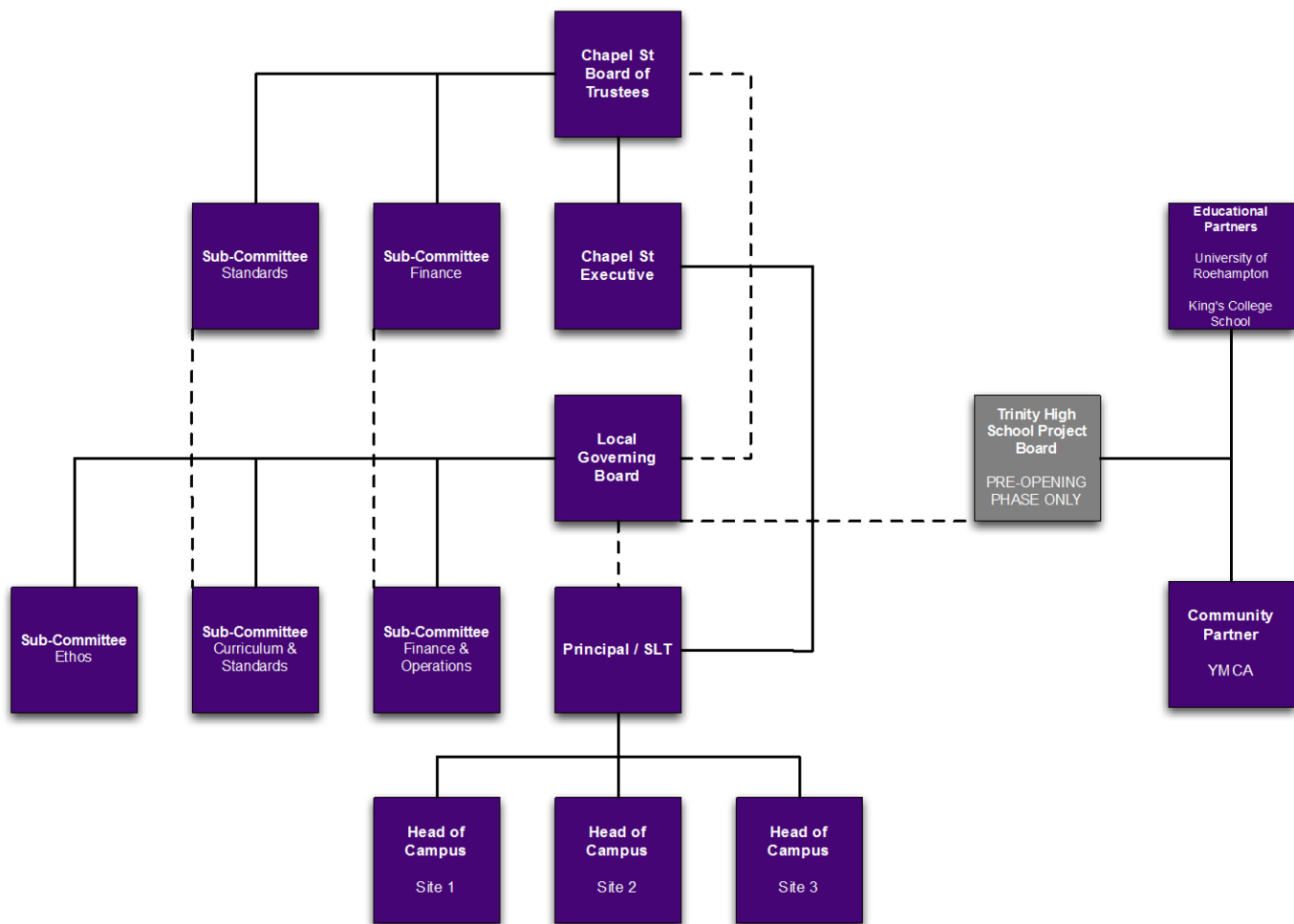
Skills/experience missing	How you plan to fill the gap
---------------------------	------------------------------

Skills/experience missing	How you plan to fill the gap
None	N/A

Section F2

Chapel St was founded to work with churches and local community groups to create successful schools in local communities. At the time of writing Chapel St have two Free Schools open (Atherton Community School and Tyndale Community School), are in pre-opening phase with Burnley High School and Park Community School, with Funding Agreement signed for Burnley. The Trust became sponsor of Benedict Primary School In January 2014 and sponsor of Westbridge Primary School in April 2014 . As with all the other schools in the group, the following governance arrangements will apply. These allow THS to be rooted in its local community and responsive to local need whilst receiving the benefits of a clear and consistent vision and the highest standards of professional support.

THS Organisation Structure (Pre-opening and Operational)



The Chapel St Board of Trustees, the Executive, Local Governing Board (LGB) and the Principal/SLT share the following objectives in terms of governance and management of THS:

- To ensure that the overarching vision and ethos of the Trust are clear and tangible in the school. A focus on standards, aspirations and inclusion will be at the heart of the ethos
- To establish a transformational organisation to enable all those involved – whether staff, pupils or local community - to become life-long and successful learners and responsible members of society and to ensure that their educational entitlement is secure
- To promote community cohesion through the work of the school
- To ensure compliance with all legal and statutory obligations as outlined within charity, company and education law, including ensuring that the Trust is compliant with all policies and guidelines issued periodically by the DfE, Ofsted, and other agencies and making sure that the requirements of the Funding Agreement are met at all times
- To fully engage partners and key stakeholders to make effective contributions and build long-term commitment of parents and carers, local government and the local community including enterprising businesses, other local schools and educational providers, in order to enhance and extend the educational offer

- To build an effective business model that combines personalised and successful education provision with a financially sustainable organisation, by sharing local and central resources to broaden provision and make it more cost effective and to enable national procurement to facilitate in this objective
- To ensure quality assurance and best practice in all areas of operation, management and leadership
- To ensure that all employment responsibilities are of the highest standard – and to demonstrate that people are at the heart of the organisation by going for appropriate kite-mark qualifications and making sure that there are clear development plans and career progression for each member of staff
- To make sure that all policies are in place – especially around SEN, designated teacher for looked-after children, inclusion/exclusion, Admissions, Free School Meals, information sharing through a prospectus, etc. (as an existing school provider these are already in place and are reviewed and updated at appropriate intervals and/or following changes in legislation)
- To ensure effective Safeguarding procedures are in place at every level of the organisation

To ensure these responsibilities are fulfilled, each of the groups play the following roles:

The role of the Chapel St Board of Trustees

THS will be sponsored by Chapel Street Community Schools Trust (CSCST), which is a Multi-Academy Trust, an exempt charity and company limited by guarantee, incorporated with governing documents that empower it to operate as a multi-school sponsor. CSCST Board of Trustees will be responsible to the Secretary of State for the effective implementation and development of the school and for the oversight of legal compliances, funding and employment.

The legal responsibility for THS will ultimately reside with the Trustees and members of the CSCST. The Members have been responsible for appointing Trustees in line with our Articles of Association and the Trustees themselves have co-opted new Trustees. As sponsor the Board of Trustees will be responsible for the following:

- Educational standards, in terms of overall progress and target setting sign-off and general approach, including SEN provision
- Employment responsibilities – including DBS registration and checks (delegating operational aspects to the Local Governing Board's sub-committees and school staff)
- Financial accountability
- Central procurement and resourcing as appropriate
- Asset & overall property management
- Overall policy-setting and their consistent application across the group (they will review existing policies in use for our open schools – and now for THS - on a regular basis)
- Insurance
- Recruitment of senior staff and career progression
- Health and Safety
- Safeguarding

The Board of Trustees meet once a term, and have established a Finance Committee and a Standards Sub-Committee to meet on the same cycle. These two key sub-committees will report to the Board of Trustees prior to and during the main Board meetings. The committees will act as

representatives of the Board to monitor the activities of the Local Governing Board's Finance and Standards Sub-Committees. They will also make recommendations to the Board of Trustees. The termly meetings of the Finance Committee receive minutes and management accounts from the Local Governing Board Finance sub-committee. Policies relating to financial control and procedures are set by the Trust and adherence to these are monitored by the Trust finance team and external auditors who report additionally to the Finance Committee.

The Education Development Director for Chapel St has developed a Self Evaluation Report which is completed by the Principal and members of the SLT (with guidance and scrutiny from the Education Development Director). This report measures key metrics for admissions, teaching, learning, attendance, exclusions, ethos, behaviour, staff mobility, coaching, PBL, Developmental Assets, pupil recruitment, partnerships and financial performance (including Pupil Premium tracking). A copy of the Self Evaluation Report framework is available on request. The Board of Trustees and Executive team receive a copy of this report in advance of their termly meeting. Where matters of particular concern at the school are identified by the Executive, these will be brought to the attention of the Board of Trustees, the LGB and the Principal.

The Trustees combine extensive experience in the delivery of large-scale projects, public service delivery and education. This team is presently devoting significant time to the development of new projects such as THS. Trustees, over the past months, have raised funds to support a large-scale capacity-building programme for the Trust. For details of the Company Trustees, including their area of expertise and track record, please see section F1a.

The role of the Executive

The Chair and Board of the Chapel St Trust devolves day-to-day leadership and accountability for Chapel St schools to the Executive Director and the Executive.

The Executive is composed of individuals with the necessary skill sets and expertise to develop Free Schools (HR, Finance, Education, Marketing, Communication and Project Management, IT - please see Section F1a above for further details). The Executive provide a range of central functions to Chapel St schools (e.g. Finance, HR, IT) and are responsible for developing key strategies that share best practice across the group (e.g. approaches to primary and secondary education, establishing and using performance data effectively). In addition to group wide strategies, local schools are able to access expertise from this group for any particular issues they may face. A member of the Chapel St Executive sits as a representative of the Trust on the Local Governing Board.

The role of the Project Board

In the pre-opening phase a temporary group called the Project Board (initially composed of members of the Chapel St Executive, educationalists, representatives from DfE/EFA, members of the Project Management team, project partners and other strategic stakeholders as required) is established to undertake the necessary tasks to ensure the school is ready for opening. A key task for the Project Board is to appoint a Local Governing Board (LGB). Once this has happened the Chair of the LGB and other representatives from the LGB will join the Project Board. The Project Board will then continue to provide support for the Principal Designate/SLT and LGB to ensure that everything is in place for the school to open on time. The Project Management staff that serve on the Project Board are experienced in completing pre-opening tasks for many Free Schools and

Academy projects.

Please note that, as with previous Chapel St projects, the Project Board will undertake most of the tasks in pre-opening (rather than the LGB as suggested in Section F3a). Therefore, whilst many of the LGB are not in place at the time of application (see section F3a), we are confident that we have all the necessary skills in place for pre-opening tasks (these are currently being delivered by Chapel St for Burnley High School (for which Funding Agreement has been achieved) and Park Community School through their respective Project Boards).

Role of Local Governing Board

When the school is operational, a range of functions and decision-making powers are delegated to the Local Governing Board (technically a sub-committee of the Chapel St Board). Following the Chapel St template agreed with DfE, the LGB will oversee the day-to-day running of the school to ensure that the aims and objectives of THS are met with regards to attainment, viability, sustainability, safeguarding and community transformation.

The Chair of the LGB will be jointly agreed by Chapel St Community Schools Trust and the community partners. The LGB will include 10 to 12 members including two formally elected members to represent parents. The Trust will also appoint a staff member, a Local Authority representative and other community members.

The LGB will be appointed and developed to ensure that the required knowledge, skills and experience are continually available to the Principal and Senior Leadership Team of the school. Training will be sourced from a variety of providers including Local Authority training programmes and an experienced Clerk who already provide services to other Chapel St schools. Among other items, training already developed across the group includes; vision setting; focusing on pupil outcomes; improving and progressing schools; how to create Strategic Leadership rather than concentrating on operational items; how to provide challenge to staff; intelligent use of data to benchmark and measure progress; effective and appropriate engagement with staff, pupils, parents/carers; time management for governors; learning from high performing schools (teaching and governance) and identifying ongoing training needs for governors.

For details on the typical composition of the LGB, please refer to Section F3a.

Responsibilities of the Local Governing Board will include:

- Maintaining a clear focus upon the progress of the School Development Plan, with sufficient reporting and control of school progress
- Practical applications: regularity of meetings, reporting between committees and main Board, decision making and recommendations
- Acting as a 'critical friend' to the school primarily through the Principal and Senior Leadership Team – offering challenging, positive and proactive support
- Acting as guardian of the ethos, vision and values as expressed within its local context – and of course ensuring that success is celebrated regularly
- Engagement with local stakeholders and businesses and to fund-raise for appropriate initiatives
- Local reputation and PR in supporting the work of the Principal and staff
- Pupil recruitment - ensuring the school always has a full complement of pupils as it grows towards capacity.
- Parental engagement

- To make sure all local admissions processes are adhered to. Local admissions will be supported by the LGB within the framework set up by the Board of CSCST – including the Independent Appeals process.
- Use of the property for the benefit of pupils and the local community
- Recruitment of staff
- Trips and visits within the framework of the centrally-set policy
- Safeguarding

The LGB will delegate areas of work to a range of specialist sub-committees. These groups will comprise professionals and community members with specific expertise in a range of areas.

Sub-Committees

To ensure the effective operation and organisation of THS, the Local Governing Board, under the relevant clauses of the governing documents of CSCST, will charge the following Sub-Committees to oversee specific areas of school life:

The Finance and operations Sub-Committee: has delegated powers in: recommendation of the annual school budget; termly monitoring of the school profit and loss account; determining the staff complement; moderating the appraisal process for teaching and support staff; buildings issues (including health and safety regulations); decisions on additional activities provided under extended school; review of complaints; review of equality issues; monitoring the impact of the Pupil Premium.

The Curriculum and Standards Sub-Committee: has responsibility for: agreeing and monitoring a curriculum policy and associated staff budget; establishing and monitoring a discipline policy; review of exclusions over 15 days; adoption and review of home-school agreements; ensuring academic targets are being met; monitoring of SEN provision.

The Ethos Sub-Committee: has the remit of: monitoring the ethos across the school; monitoring sustainability; monitoring family and community links; monitoring family and community development .

Members of the LGB receive the termly Self Evaluation Report along with the Board of Trustees and Executive every term. Governors are also expected to undertake 'learning walks' to assess firsthand the culture, environment, teaching and learning of a Chapel St school. The LGB are represented on the Chapel St Board of Trustees and thus have the opportunity to raise any issues at board level, should they feel that the Executive are failing to act in the best interests of, or provide the best service to the school.

Chapel St have used external consultants to develop rigorous and comprehensive training for the LGB of all their open schools.

Role of Principal

Day-to-day management of Chapel St schools is delegated to the Principals and their school staff teams. Delegated responsibilities and powers include: implementation of approved budgets and Trust policies; monitoring of the impact of ethos; and delivery of curriculum plans, development of

Project Based Learning, mentoring programmes and application of Developmental Asset Programmes

The Principal is line-managed by either the Executive Director or one of the Education Directors from the Executive, with extra support provided by the Chair of Governors. This is achieved through a weekly conference call and monthly face-to-face meetings. The Executive Director / Education Director will work alongside the Chair of the LGB in appraising the performance of the Principal against Key Performance Indicators. The data gathered in our Self Evaluation Framework (please see above) will inform this process.

In addition, as Chapel St grows as a family of schools, Principals in our three main clusters (London, Oxfordshire and the North West) are providing challenge, support and accountability to one another through routine visits, sharing of performance data and lessons learned.

Intervening in a school

The roles and responsibilities above ensure that timely and accurate information about the performance of the school is routinely collected. The organisational structure ensures that accountability is shared between a number of roles and there are multiple ways within the structure to raise concerns about the performance of the school or individuals. In particular, the following checks and balances ensure that we will know when to intervene in a school;

- The Principal is directly line managed by the Executive Director or an Education Director (a member of the Education team within the Executive), with weekly calls and monthly face to face meetings
- The termly Self Evaluation Report is compiled by the Principal and members of the SLT with oversight from the Education Development Director. The Board of Trustees, the Executive and the LGB all receive this report
- Members of the LGB are actively encouraged to experience first-hand the ethos, culture, teaching and learning of the school and can report directly back to the LGB without having to rely on data and information from the Principal alone
- The LGB Finance and Operations and Curriculum and Standards sub-committees receive detailed information about income/expenditure and educational performance respectively and are able to report directly to the LGB. Their work is also scrutinised through the Finance and Standards Sub-committees of the Board of Trustees
- Our developing model of challenge, support and accountability between school Principals within the same cluster, means that external senior leaders develop an intimate knowledge of a given school. Should an external Principal have a serious concern about the school, they are line managed by the Executive Director / Education Director who can raise the matter with the Executive, the Board of Trustees, the LGB or the Principal/SLT as deemed appropriate
- Chapel St in its other open schools has commissioned an external consultant to undertake an annual review of the school using the Ofsted framework with a report going to the Principal/SLT, LGB, Executive and Board of Trustees. This safeguard will be implemented for THS
- Every Local Governing Board has representation on the Board of the Trust. Should they feel that the school is not performing and/or the Executive are not acting in the interest of the school they are able to raise their concerns directly at the highest level of the organisation

Where concerns are identified relating to any aspect of the school a series of escalating interventions will be applied. Initially the line management process will work to support the Principal in responding quickly and effectively to any challenges or areas for concern. Where progress in respect of any matters raised is not identified within an agreed time-frame the Executive will direct the school to implement specific measures. Where additional external support is perceived to be necessary, School Improvement Advisers will be appointed to work alongside the Principal and any relevant staff in order to work towards defined targets for improvement.

The Board of Trustees has the power to escalate intervention in the event of more serious concerns. Where serious concerns about standards are linked to concerns about the capability of the Principal then appropriate capability procedures will be instituted. Where serious concerns relate to financial irregularity, external auditors will be appointed to review the financial procedures within the school. Where there are serious concerns related to the capacity of the Local Governing Board, the central Board will implement processes to terminate appointments and appoint interim governors.

In addition to the above, our policy documents in respect of disciplinary or grievance procedures, exclusions, complaints, safeguarding, whistleblowing, health and safety, etc. provide procedural lines for exceptional reporting. These lines are available at all times and are not bound by the regular reporting and monitoring processes outlined above. The Executive staff of the Trust are involved in this regular monitoring and are positioned to make recommendations to the Board in respect of interventions.

Managing risks of conflict of interest

The Board of Directors operate within a clear Conflicts of Interest Policy. This involves the Board of Directors and the LGB maintaining a transparent conflicts of interest register. Declarations of new conflicts of interest are a standing agenda item at the commencement of each meeting of the Board of Directors and the LGB. A Conflicts of Interest Register is maintained at the offices of the Trust and forms a key part of our Risk Management Policy and Procedures. Such conflicts may include those related to personal duties and financial interest, business interests, planning interest, other potential direct or indirect personal financial benefits. Where any matter is raised during a meeting (whether or not this matter was listed as an agenda item) which could involve any Director or member of the LGB in a potential conflict of interest, then such individuals are expected to withdraw from the meeting for the period of any discussion related to this conflict. Where any such conflicts are felt to compromise, on an on-going basis, the independent decision-making of either that individual director or the Board as a whole, then such a Director will be asked to resign.

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Company Trustee	See F1a	See F1a	See F1a
██████████	Company Trustee	See F1a	See F1a	See F1a

██████████	Company Trustee & Chair	See F1a	See F1a	See F1a
██████████	Company Trustee	See F1a	See F1a	See F1a
██████████	Company Trustee	See F1a	See F1a	See F1a
██████████	Company Trustee	See F1a	See F1a	See F1a
██████████	Company Trustee	See F1a	See F1a	See F1a
TBC	Chair of Governors	<ul style="list-style-type: none"> • Community engagement • Recruiting the Principal • Promoting the school • Developing LGB membership 		
TBC	Chapel St Trust Representative	Pre-opening tasks undertaken by Chapel St team in F1a	N/A	N/A
TBC	Finance	As above	N/A	N/A
TBC	Community Partner - Enterprise	As above	N/A	N/A
TBC	Community Partner - Faith	As above	N/A	N/A
TBC	Education Representative	As above	N/A	N/A
TBC	Staff Representative	As above	N/A	N/A
TBC	Parent Representative (x2)	As above	N/A	N/A
TBC	Local Authority Representative	As above	N/A	N/A

F3 (b) Skills gap for governing body

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

Skills/experience missing	How you plan to fill the gap
Chair of Governors	We look for the following blend of skills/experience in our Chair of Governors; ability to challenge the Principal and the Trust; an unrelenting focus on standards and ambition for young people; commitment to the

Skills/experience missing	How you plan to fill the gap
	Chapel St ethos; a clear commitment to children and families; an understanding of governance responsibilities; local knowledge and demonstrable commitment to the area the school serves; regular engagement with the school e.g. learning walks; able to synthesise complex data. Appointing a Chair of Governors will be a priority task for the Project Board.
All other Governors	As noted above, pre-opening tasks are undertaken by the Project Board for Chapel St with its breadth and depth of expertise. The appointment of the Chair of Governors is a key task for the Project Board and after their appointment, and with their input, we source suitable candidates to fill the remaining skills outlined above. The absence of an LGB at the start of pre-opening in the Chapel St model in no way threatens the viability of the school, but rather contributes to its success. By using a professional team to undertake pre-opening tasks we can spend time sourcing first-class governors with the right blend of skills to make sure the school benefits from outstanding governance.

Section F4

Our first appointment will be the School Principal

The recruitment of an experienced and capable Principal is critical to the success of the school. Consistent, efficient, inspirational and visionary leadership will play a very large part in this success. We believe that THS provides a rare leadership opportunity and an exciting prospect for an experienced school leader to help us deliver a vital resource for the whole community.

Ideally, we require the Principal Designate to be appointed in sufficient time that they can be in place for at least a part of two terms before opening. We understand that this is a challenging task and places great emphasis upon a timely approval of the application. As soon as approval is given, we will work on developing adverts, job descriptions, and person specifications, as well as all the interview plans that we have previously developed in order that we can start the recruitment process in a timely way. We would aim to advertise in September prior to opening in order to meet the deadline for a serving Head's resignation, which is the 31st January. This would ensure that we would have a full-time Principal by Easter 2016. In an ideal situation, we would have some access to the Principal in January, in order to support key tasks.

Key qualities and experience will be required of the successful Principal:

The Principal of THS will become a recognised leader serving the community, drawing together stakeholders from the private, public, voluntary and faith-based sectors to contribute to the life of the school and enabling THS to become a hub of community learning, regeneration and success. More specifically they will have the following:

Training and Qualifications

- Bachelor's Degree
- Master's Degree (ideally)
- National Professional Qualification for Head Teachers (ideally).

Experience of teaching and school leadership

- A minimum of 2 years' outstanding teaching in an urban school setting with demonstrated exemplary results
- At least two years of whole school leadership with evidence of having made a major impact on standards and leading whole school improvement
- Experience of teaching in a school with a high proportion of EAL students (ideally)
- Experience in effectively leading a robust performance management system monitoring, evaluating and reviewing performance of teaching and support staff
- Ability to consistently model outstanding teaching and learning
- Ability to evaluate instructional programmes and teaching effectiveness with evidence of successful strategies to improve pupil performance
- Ability to work with a diverse student body and staff
- Ability to ensure the implementation of effective business systems that ensure proper stewardship of school funds
- Ability to analyse assessment data to inform self-evaluation and action planning for further school improvement.

Personal skills and attributes

- A deep passion for social justice and equity for all children; a belief that all students can achieve at the highest levels, regardless of demography or background
- A love for children and an ability to build nurturing relationships with them and their families
- A commitment to the authentic expression of Christian faith in life and work and regularly able to lead acts of prayer and worship as part of school life
- A deep passion and commitment to offering lifelong learning (including their own), raising aspirations and developing opportunities for the entire local community
- The ability to exercise excellent judgment in decision making
- A strategic thinker and proactive problem-solver
- A team player
- Excellent communication, public relations and interpersonal skills.

Professional knowledge and understanding

- Can effectively balance the larger vision and plan for the school with ensuring the day-to-day operations are sound
- Knowledge in the recruitment, selection, training and supervision of personnel
- Knowledge of efficient, supportive and robust systems for monitoring and performance management
- Knowledge and understanding of principles of outstanding inclusion and differentiation
- Awareness and understanding of current practice and policy development in education, especially in SEN(D), Key Stage 3 and 4
- Understanding of all safeguarding and child protection practice including vetting of volunteers in the school
- Understanding of school improvement as a continuous cycle, within all levels of leadership
- Knowledge of and excitement about Project Based Learning.

Prior to THS opening in September 2016, the Principal will play a key and crucial role in:

- Driving up admissions interest and being a key figurehead throughout the Consultation and Marketing activities
- Finalising the Education Brief and compiling the School Development Plan prior to 'Sign Off'
- Supporting the project team in asserting accommodation requirements from an educational perspective
- Starting work to enable a credible development of the MIS
- Developing policies and procedures for the school – including ensuring health and safety and CRB checks are complete
- Interviewing and recruiting staff
- Developing the prospectus for the following year
- Overseeing all day-to-day operational plans (such as schemes of work) and ensuring these are in place.
- Being involved in the DUGs and making sure that the building is fit-for-purpose from the perspective of educational vision and delivery.

Chapel St will be robust in its recruitment procedures and will not depend on one way of recruiting as the project implementation timeline will be compromised if we cannot recruit effectively the first time. As outlined above, we require the Principal in place full-time for at least one term before opening in September 2016, budget and opportunity permitting. We understand that we are not able to enter any contractual arrangements prior to Funding Agreement without discussion with the DfE. The need to successfully recruit a Principal before opening is critical in generating real community belief that the school will actually happen! There is a significant increase in participation and admissions interest when this is the case.

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

N/A – Chapel St is an approved Academy sponsor – please see the strategic paper submitted for the Kingston Community School application for supplementary details on the organisation (this also applies for F6, F7, F8).

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

N/A

F6(a) Shared services

N/A

F6 (b) Shared services

N/A

Section F7 (Independent schools)

N/A

Section F8 (Independent schools)

N/A

Section G: Budget planning and affordability

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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]
[REDACTED]



Section H: Premises

Please refer to the Excel application form.


Annexes

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]

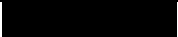
CV template

		Name: Position: Time Period:
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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 results or, for 16 to 19, average point score per entry and per student for level 3	

CV template

	<p>qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

CV template

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	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
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4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	

CV template

- 5.a **For education only:** if you are in a leadership position in your latest school (where available):
- 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 results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
 - school's best 8 value added scores for the years you were in post, if applicable

- 5.b **For education only:** if you are in a teaching or head of department role in your latest school (where available):
- Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including

CV template

	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
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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	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
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		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

CV template

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 - school's best 8 value added scores for the years you were in post, if applicable

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CV template		
	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
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:	██████████
	<ul style="list-style-type: none"> ▪ name of school/ 	██████████

CV template

	<p>organisation</p> <ul style="list-style-type: none">▪ position and responsibilities held▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">▪ the school's results for	N/A

CV template

	<p>the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
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CV template

	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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CV template		
1.	Name	██████████
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3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
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4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A

CV template

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5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	N/A

CV template

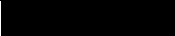
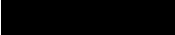
	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
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CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
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		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A

CV template

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CV template



	these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
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8.	Reference names(s) and contact details	

CV template		
CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	██████████
		██████████
		██████████

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4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
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CV template

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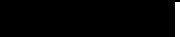
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CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	██████████
		██████████
		██████████
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body 	

CV template

	<p>membership number</p> <ul style="list-style-type: none">▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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 results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years	

CV template

	<p>you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	


CV template	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8.	<p>Reference names(s) and contact details</p>

CV template	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation

CV template

	<ul style="list-style-type: none">▪ position and responsibilities held▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<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>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

CV template

	are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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 results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	N/A
6.	Brief comments on why your previous experience is relevant to the new school	


CV template		
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: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████

CV template

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">▪ the school's results for the years you were in post – these should include, as appropriate,	

CV template

	<p>Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is</p>	

CV template	
	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

CV template

	<p>including:</p> <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">▪ the school's results for the years you were in post – these should	

CV template

	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	

CV template	
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)

CV template

3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">▪ the school's results for the years you were in post – these should	N/A

CV template		
	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A

CV template		
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.	N/A
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 including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and 	[REDACTED]

CV template

	<p>responsibilities held</p> <ul style="list-style-type: none">▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	

CV template

- 5.a **For education only:** if you are in a leadership position in your latest school (where available):
- 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 results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
 - school's best 8 value added scores for the years you were in post, if applicable

- 5.b **For education only:** if you are in a teaching or head of department role in your latest school (where available):
- Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including

CV template

	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
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: <ul style="list-style-type: none">▪ name of school/ organisation▪ position and responsibilities held▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including:	

CV template

	<ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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 results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your	

CV template

	subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
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	██████████
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CV template

2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none">▪ name of school/ organisation▪ position and responsibilities held▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	For finance only: details of professional qualifications, including:	

CV template

	<ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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 results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your	

CV template

	<p>subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	


CV template		

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████

CV template

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <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 results or, for 16 to 19, average point score per entry and per student for level 3	

CV template

	<p>qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

CV template		
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: <ul style="list-style-type: none"> ▪ name of school/organisation 	██████████

CV template

- position and responsibilities held
- length of time in position

This should cover the last four years. If not, please include additional roles

[REDACTED]

[REDACTED]

CV template

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">▪ the school's results for	N/A

CV template

	<p>the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3	N/A

CV template

CV template		
	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none">• [REDACTED]

CV template

CV template		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles	Name:

CV template

	<p>including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Position:</p> <p>Time period:</p> <hr/> <p>Name:</p> <p>Position:</p> <p>Time period:</p> <hr/> <p>Name:</p> <p>Position:</p> <p>Time Period:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, 	

CV template

	<p>Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is</p>	

CV template

	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	

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

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

N/A

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO
CONVERT ****



Department
for Education

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