Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

DIXONS TRINITY LEEDS

Contents

Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

Sections A to H, ie the completed word AND excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

Please include the name of your school in the file name for all word and excel templates.

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

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

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

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	X	
4. Have you fully completed the budget plans?	X	
5. Independent schools only*: have you provided all the financial information requested for in the criteria?		
6. 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 and a governance self-assessment form		
7. 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?		

8. 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? (See guidance for dates and deadlines).	X	
9. 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).	X	

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

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

Section I of your application		
10. Have you sent:		
▪ a copy of Section A (tab 1 of the excel template); and	X	
▪ 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	X	
▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days	X	
by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)		

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

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

- the funding agreement with the Secretary of State;

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

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

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

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

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

Signed:

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

Print name:

Date: 28.09.15

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

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

Section A: Applicant details

Please complete the excel application form.

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.

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the excel application form.

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.

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

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

This section will need to be completed by both route 1 and 2 applicants.

Section C1

Our proposal is for an all-through 4-19 co-educational school with a two-form entry primary phase feeding into a four-form entry secondary phase. The school will be located in the Harehills / Chapeltown area of Leeds and will open with 30 Reception pupils and 112 Year 7 students on the 4th September 2017, rising to our full capacity of 1,114 students by September 2024.

This is a Route 1 application because Dixons Academies Trust is an approved free school and academy provider at both secondary and primary level.

The new school will be a replication of the first secondary free school to be judged Outstanding by Ofsted, Dixons Trinity Academy in Bradford. Like Trinity, it will serve an area of disadvantage where there is a shortage of school places and where much of the existing provision is less than good. We want to help more children in more urban centres to get to and through university.

The Dixons Academies Trust currently comprises eight schools, three primary, four secondary and one 4-19 all-through. We run both new schools meeting growing demand and sponsored academies addressing educational failure. For the past three years, we have expanded by two schools per year and we are projecting a similar rate of growth going forward. Our shared mission is to lead educational system improvement in Bradford and the surrounding region, primarily by establishing high-performing non-faith academies which value diversity and maximise student achievement.

The school in Leeds will extend our reach within the surrounding region.

In the the Harehills / Chapeltown area, there is a current shortfall of almost 50 primary places; in 2017, the cohort presents a shortfall of 113 primary places with an admissions limit unchanged from 2015. As such, a single form entry in 2017 rising to a two form entry thereafter would offer an essential additional provision to primary places in this area.

Secondary projections in the Thomas Danby area show that in September 2015, 1545 students were allocated places with a net provision of 1620 available. However, with no planned expansion to places as yet, the projections are soon set to outstrip provision with 1806 places needed in 2017-18 (a shortfall of 186) and 2034 needed by 2023. This rise is exponential and sustained.

Extending beyond Bradford into Leeds will enable the MAT to have greater access to this talent centre, growing our capacity as a pathfinder for innovation.

Dixons Trinity has already been replicated once by Dixons McMillan, which opened in 2014 and has made a highly successful start. Trinity has also shaped many of the systems and practices at Dixons Kings Academy, which has been praised by Ofsted for the rapid pace of change since joining our trust. Trinity is now the model for any free school opened by Dixons.

For the past six months, the Principal of Dixons Trinity has been working as Executive Principal of the co-located Dixons Music Primary, increasing the pace of school improvement and developing all-through culture and systems. Together with the Principal of Music Primary, the Executive Principal has worked on establishing more consistent routines, improving the rigour of data analysis and self-evaluation, and embedding a culture of coaching and practice. Under the Executive Principal's leadership, the school has improved and a recent Ofsted monitoring visit confirmed that the school is on track to be judged, at least, Good at its next inspection.

Unlike the Music Primary, the primary phase of the new school will not have a specialism in music nor will it select 10% of its intake on aptitude. Nevertheless, it will use music to raise standards of achievement in reading, writing and mathematics. Music will also be at the heart of a joyful and disciplined school culture.

At Trinity, we have tried to take the best ideas from academies, schools, the independent sector and abroad. No individual element of our practice is revolutionary. Others have said that it is the way in which those ideas have been combined and embedded with rigour and simplicity that has allowed us to make such a strong start. We do not believe in off-the-shelf strategies or practices; there is no silver bullet. It is really about being values driven, having a clear vision, focusing relentlessly on results, operating strict routines, doing the simple things well every day, and building strong relationships at all levels.

At Trinity, we all have a sentence that states the lasting impression we want to leave on the world, our academy sentence is:

> ***The academy ensured that all students succeeded at university, thrived in a top job and had a great life.***

In order to achieve this mission, we focus on three key drivers: **Mastery**, which is the drive to get better at things that matter; **Autonomy**, or the drive to direct our own lives; and **Purpose**, which is the drive to connect to a cause larger than ourselves.

Our practice is thoroughly rooted in this approach and in the following three core values:

1. **Hard work**: we never give up; we remain positive so that we have strength to persevere with even the hardest work; we do what it takes for as long as it takes.

2. **Trust**: we do what we say we'll do and do not make excuses; we are loyal and have the courage to do the right thing.

3. **Fairness**: we play by the rules; we are respectful, polite and courteous at all times; we don't take advantage of others and helping a member of our team is helping ourselves.

At Trinity, we have created an impressive culture of success through the operation of strict routines and protocols, an unwavering focus on results and by offering the very best teaching and support. Students learn, behave and are well mannered. Teachers teach with skill and rigour, showing great courtesy. Staff and students enjoy what they do together.

In our achievement-oriented culture, it is cool to be smart, and all students work hard to climb the mountain to university or a real alternative.

Several distinctive features of our approach include:

Learning First

Our three core features of intelligent sequencing, tailored lesson planning and effective formative assessment shape how our students learn and our teachers teach. Within this framework, our teachers have the autonomy to teach as they best see fit.

Powerful Feedback

We harness the power of feedback to increase student learning by ensuring that regular feedback causes thinking rather than an emotional reaction. Moreover, our whole culture is built on tailored and on-going feedback and how we can all improve, learners and teachers alike. We engineer these feedback opportunities in order for everyone to be able to talk about their development in a reflective way.

Developing Crucial Skills

We begin every day with an Ebacc focus at Morning Meeting. We also spend 30 minutes of every day reading during DEAR (Drop Everything And Read) sessions. Our top three literacy strategies are: carrying a reading book (reading); speaking in full sentences (speaking); tracking the speaker/s (listening).

Driven By Data

Teachers and leaders have weekly 'progress summits' and spend a 'Data Day' after each assessment cycle dedicated to creating data-driven instructional plans that target whole class, small group and one-on-one intervention. Intervention can take place before, during and after the academy day.

Advisory Structure

Advisory groups form the core organisational and pastoral structure of the academy. The advisor is a coach, mentor, teacher and manager. Students within Advisories are coached to support one another in a structured programme that advances their autonomy and self-awareness.

Two Simple Questions

To keep motivation that lasts, we focus on two important questions. First, we ask a big question to orient each of our lives toward greater purpose – *what's my sentence?* In one sentence, we state what lasting impression we want to leave on the world. Then we keep asking a small question for day-to-day motivation – *was I better today than yesterday?*

Stretch Projects

In addition to their more traditional curriculum, Stretch projects allow students to explore an area of interest within a given theme. We aim to develop students' autonomy and grow their love of learning. This project is assessed through a student exhibition at the end of each cycle.

High Expectations, No Excuses

We have very clear rules about homework and equipment because students have to be ready to learn. Our students are expected to wear their uniform with pride and there is a strong attention to detail. Students are also required to be 'on task' and fully engaged in their learning at all times. Over time, our learners pick up strong learning habits in order to be better qualified, more successful and happier in the future.

Parents as Partners

At Trinity, parents, students and school leaders all sign a Home-Academy Agreement that outlines their shared commitment to hard work and consistent support of one another. Parents are given regular information on their child's progress in every subject, as well as our parents' evenings (2 per year), advisors also make regular phone calls to parents (at least 2 per year) to provide general information on their child's progress. Parents receive their child's progress grades 3 times a year and a presentation from their child in Cycle 3. Other ways that the academy communicates with parents include: texting service, academy website and blog, Twitter, Facebook and Newsflash (every 2 to 3 weeks).

More Time

With an extended academy day, students have more time in the classroom to acquire knowledge, skills and understanding, as well as more opportunities to participate in a wide range of co-curricular electives that enrich and broaden the learners' cultural literacy. There are no shortcuts to success.

Co-curricular Electives and the House System

As part of the students' enrichment, they participate in weekly arts and games electives which offer them a broad variety of disciplines to choose from. The House System is designed to engender healthy competition within the electives as students strive towards Mastery in any given area of focus.

Key successes of our approach include:

Mastery

The urge to get better and better at something that matters.

We demonstrate outstanding progress and achievement:
- Over 90% of students from the Class of 2019/20/21 are on track to achieve, at least, 3 levels of progress from KS2-4 across the curriculum; over 50% are on track to achieve 4 levels.

We ensure learning is rigorous, engaging and underpinned by meaningful feedback:
- The three core features of each lesson: intelligent sequencing; highly tailored learning activities; and effective formative assessment ensure learning is both systematically planned for and effectively checked. Teachers do the critical work in planning so that they are enabled to be highly-responsive in the classroom.

We embed a rich and exciting curriculum that embodies the laws of mastery: flow, pain and growth:
- The three laws of Mastery at Dixons Trinity Academy are:
  - **Pain**: the grit of excellence in action
  - **Flow**: forgetting yourself in a function
  - **Growth**: effort and persistence in learning

Autonomy

The desire to direct our own lives.

We create a joyful and disciplined school culture:
- 100% of lessons are graded good, or better, for behaviour; attendance is 97%; punctuality is 99%.

We develop gritty, confident and self-directed learners:

- 100% of students arrive at lessons on time
- 100% of students present an exhibition of their Stretch project at the end of each cycle
- 100% of students received CEIAG

We cultivate effective, autonomous leaders at every level of the organisation:

- 100% of staff, students and parents agree that the school is well led and managed

Purpose

The yearning to do what we do in the service of something larger than ourselves.

We establish a genuine three-way partnership between families, students and staff:

- 100% of parents attend consultation events and would recommend Dixons Trinity Academy to another parent.

We work with the Dixons Academies to replicate best practice and to contribute to continuous improvement:

- Dixons Trinity Academy has worked with all the Dixons Academies and supported over 40 schools nationally this year alone.

We establish a strong reputation for Dixons Trinity Academy:

- Dixons Trinity Academy is heavily oversubscribed – nine students apply for every place.

Section D: Education plan – part 1

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		30	60	60	60	60	60	60
Year 1			30	60	60	60	60	60
Year 2				30	60	60	60	60
Year 3					30	60	60	60
Year 4						30	60	60
Year 5							30	60
Year 6								30
Year 7		112	112	112	112	112	112	112
Year 8			112	112	112	112	112	112
Year 9				112	112	112	112	112
Year 10					112	112	112	112
Year 11						112	112	112
Year 12							90	90
Year 13								70
Totals		142	314	486	658	830	980	1110

Section D: Education plan – part 2

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

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

This section must be completed by route 2 applicants.

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Not applicable.			

Section D1

Dixons Trinity Academy and Dixons Music Primary will provide the curriculum models for the new school.

Ofsted identified the curriculum as a key element of Dixons Trinity's success:

"The outstanding curriculum ensures students achieve highly and rapidly develop the personal skills and qualities needed for success in the next stage of their education and in the world of work. Additional studies sessions enable students to master new skills or follow existing interests with subjects such as drama, debate, film or music. The academy promotes the development of students' spiritual, moral, social and cultural values extremely well through its values, routines, the taught curriculum and the many enrichment opportunities that they are able to access." (Ofsted, 2014).

There were three key principles that underpinned the design of the previously approved Trinity curriculum:

- All students have access to a broad, balanced and coherent curriculum that supports learning.
- A strong core ensures that basic skills are embedded at an early stage so that students are able to access the wider curriculum.
- An extended curriculum and more time ensures all students have access to catch-up, extension and enrichment.

In the three years since opening, we have further tailored the curriculum to support, challenge and better meet the needs of all students. The curriculum has evolved in the following ways:

The Academy Week

At Trinity we operate a longer working day. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding, as well as more opportunities to participate in a wide range of co-curricular electives. There are no shortcuts to success.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.15	Academy Opens	Academy Opens	Academy Opens	Academy Opens	Academy Opens
	07.30 – 08.00	*Breakfast / Morning Mastery*	*Breakfast / Morning Mastery*	*Breakfast / Morning Mastery*	*Breakfast / Morning Mastery*	*Breakfast / Morning Mastery*
	08.05 – 08.30	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**
1	08.30 – 09.25	Lessons	Lessons	Lessons	Lessons	Lessons
2	09.25 – 10.40	Lessons / Break	Lessons / Break	Lessons / Break	Lessons / Break	Lessons / Break
3	10.40 – 11.35	Lessons	Lessons	Lessons	Lessons	Lessons / Co-Curricular
4	11.35 – 12.30	Lessons	Lessons	Lessons	Lessons	Lessons / Co-Curricular

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	12.30 – 13.35	*Lunch / DEAR**	*Lunch / DEAR**	*Lunch / DEAR**	*Lunch / DEAR**	*Lunch / DEAR**
5	13.35 – 14.30	Lessons	Lessons	Lessons / Co-Curricular	Lessons / Co-Curricular	Lessons
6	**14.30 – 14.40**	Lessons / Co-Curricular	Lessons / Co-Curricular	Lessons / Co-Curricular	Lessons / Co-Curricular	**Afternoon Meeting Y7-9**
6	14.40 – 15.25					
7	**15.25 – 15.35**	Lessons / Co-Curricular / Prep	Lessons / Co-Curricular / Prep	**Afternoon Meeting Y7-9**	**Afternoon Meeting Y7-9**	
7	15.35 – 16.20			Prep Y10		
	16.20 – 16.30	**Afternoon Meeting Y7-9**	**Afternoon Meeting Y7-9**			

- All students must arrive at the academy by 8.00am at the latest; some students will be expected to arrive at the academy as early as 7.30am for catch-up in the core (e.g. Lexia or Morning Maths).
- All students begin their day with breakfast and Morning Meeting. This is a 25-minute opportunity for students to develop literacy and numeracy skills, strengthen school culture, reset value expectations, and celebrate each other.
- Y7-9 finish at 16.30 (4.30pm) on Monday and Tuesday; Y10 finish at 16.20 (4.20pm).
- Y7-9 finish at 15.35 (3.35pm) on Wednesday and Thursday; Y10 finish at 16.15 (4.15pm) on Wednesday and 15.25 (3.25pm) on Thursday.
- There are *optional* electives until 4.30pm on Wednesday and Thursday (these may be compulsory for those students who are not making as much progress as we would like and/or regularly fail to meet homework deadlines).
- Y7-9 finish at 14.40 (2.40pm) on Friday; Y10 finish at 14.30 (2.30pm).
- For Y7-9, same day corrections (detentions of up to 1 hour) start at 16.30 (4.30pm) on Monday and Tuesday; 15.35 (3.35pm) on Wednesday and Thursday; and 14.40 (2.40pm) on Friday.
- For Y10, same day corrections (detentions of up to 1 hour) start at 16.20 (4.20pm) on Monday, Tuesday and Wednesday; 15.25 (3.25pm) on Thursday; and 14.30 (2.30pm) on Friday.

*Drop Everything And Read (DEAR)

**Co-curricular electives* include activities in the arts; competitive games and team practice; clubs and societies; homework support and subject catch-up

KS3 Curriculum

The start of Key Stage 3 marks an exciting phase in the lives of our students. It is the period when they build on their primary education and prepare for their Key Stage 4 choices, most of which will be made in Year 8. Our curriculum is designed so that students can master the basics as well as offer more flexibility so that teachers can tailor their teaching to students' needs and aspirations.

There are four key principles underpinning the design of the academy's curriculum:

- All students have access to a broad, balanced and coherent curriculum that supports learning.
- A strong core ensures that basic skills are embedded at an early stage so that students are able to access the wider curriculum.
- A range of learning pathways to support and challenge all students.
- An extended curriculum ensures all students have access to catch-up, extension and enrichment.

Subjects studied and time allocations at KS3 – 2015/16:

	Weekly Lesson Allocation					
	Year 7			Year 8		
Subject	Group 1 / 2	Group 3	Group 4	Group 1 / 2	Group 3	Group 4
English	5	6	7	5	6	7
Mathematics	5	6	7	5	6	7
Science	4	4	4	4	4	4
Humanities	3	3	2	3	3	2
MFL	3	3	3	3	3	3
Art	1	0	0	1	0	0
Computing	1	1	1	1	1	1
DT	2	2	1	2	2	1
Music	1	1	1	1	1	1
PE	1	1	1	1	1	1
Stretch	1	0	0	1	0	0
CCE Games	2	2	2	2	2	2
CCE Arts	2	2	2	2	2	2
Total	**31**	**31**	**31**	**31**	**31**	**31**

Groups 3 and 4 will be allocated more curriculum time in the core to ensure that all students are supported to climb the mountain to university or a real alternative. Therefore, the curriculum is relatively narrower for Groups 3 and 4.

Students who are not on track to achieve their targets in the core may be expected to attend practice sessions in English, mathematics and / or science before school (from 7.30am).

During Stretch lessons, Groups 1 and 2 are challenged to extend their thinking by participating in weekly dialectic lectures. These lectures will focus on enquiry-based themes around critical thinking, philosophy, politics and ethics.

All KS3 students are expected to complete one independent 'stretch project' each assessment cycle. Projects are mainly completed at home; however, students are supported by their Advisor and through stand-alone year group sessions that take place at intermittent points within a cycle.

Co-Curricular Electives (CCE) include competitive games and a range of enrichment activities in the arts: dance, debate, drama, art, film and music – many of which offer accreditation upon completion. Students have the opportunity to elect a different activity each cycle in both the arts and games.

KS4 Curriculum

Our Key Stage 4 curriculum is broad and balanced with a strong core in the EBacc (English, mathematics, science, one language and history / geography) and a range of high value subject options such as classics, computing, design and technology, music and PE. We have limited the number of GCSE subjects to be studied by our students to a maximum of seven. This will reduce the exam burden and help ensure that our students are given the time and opportunity to develop intellectually.

Stretch modules (e.g. Duke of Edinburgh (DofE), first aid and computer coding), competitive games and a wide range of co-curricular electives (CCE) in the arts, further enhance the education being offered to students at Key Stage 4.

Subjects studied and time allocations at KS4 – 2015/16:

	Weekly Lesson Allocation		
Subject	**Year 9**	**Year 10**	**Year 11**
English	5	5	5
Mathematics	5	5	5
Science	5	6	6
Humanities	2	3	3
MFL	3	3*	3
RE	2	2	1
Option	2	3	3
PE	2	1	2
Stretch	1	0	0
CCE	4	2	2
Prep	0	2	2
Total	**31**	**32**	**32**

*A small group of students will not study a modern foreign language at KS4; instead, they will participate in extra practice sessions in the core.

During their weekly Stretch lesson, Year 9 students are given the opportunity to take part in an activity that sits apart from their traditional curriculum offer (e.g. DofE, sign language, first aid and photography). These lessons expose the students to new experiences; acquiring new skills and understanding in a range of disciplines that change each cycle.

Co-Curricular Electives (CCE) include competitive games and a range of enrichment activities in the arts: public speaking, drama, politics, design and music – many of which offer accreditation upon completion. Year 9 and 10 students will remain in the same activities throughout the year.

Co-Curriculum

At Trinity we operate a longer working day. With an extended academy day students have more time in the classroom to acquire skills, knowledge and understanding, as well as more opportunities to participate in a wide range of co-curricular electives. There are no shortcuts to success.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07.30 – 08.00	**Morning Mastery** *(mainly in English, maths and science)*				
Break	**Independent Study or Reading** *(iBase / IT Deck)*				
10.40 – 11.35	Normal Lessons	Normal Lessons	Normal Lessons	Normal Lessons	***Co-Curricular Electives*** **Year 9:** Competitive Games
11.35 – 12.30	Normal Lessons	Normal Lessons	Normal Lessons	Normal Lessons	
13.35 – 14.30	Normal Lessons	Normal Lessons	***Co-Curricular Electives*** **Year 10:** Competitive Games Arts electives	***Co-Curricular Electives*** **Year 7 & 8:** Competitive Games Jiu-jitsu Fencing	***Stretch*** **Year 7 & 8:** Dialectic lectures **Year 9:** Coding DofE First Aid Music Language Photography Sign Lang
14.30 – 15.25	***Co-Curricular Electives*** **Year 9:** Drama First Story Music Politics Public Speaking	***Co-Curricular Electives*** **Year 7 & 8:** Choir Drama Film Journalism Music Solid Works STEM Textiles			***Extra-Curricular Electives*** Music Tech Journalism *(Trinity Spark)* Societies Homework Support Independent Study or Reading *(iBase)*
15.25 – 16.20			***Extra-Curricular Electives*** Sports *(team practice and fixtures)* STOMP STEM Club Journalism *(Trinity Spark)* Societies Homework Support Independent Study or Reading *(iBase)*	***Extra Curricular Electives*** Sports *(team practice and fixtures)* Maths Club Societies Homework Support Independent Study or Reading *(iBase)*	
16.30 – 17.30	***Extra-Curricular Electives*** Sports *(team practice)* Trinity Rocks Homework Support Independent Study or Reading *(iBase)*	***Extra-Curricular Electives*** Sports *(team practice)* Trinity Choir Homework Support Independent Study or Reading *(iBase)*			

Mountain Rescue

The academy encourages high aspirations, high motivation and high achievement for all. This vision applies equally to students with any kind of special educational need. Our philosophy includes a strong teaching model and early intervention with extra teaching and individual attention for students who are having difficulty reaching the expected standards. Additional support for students is provided under the direction of the Mountain Rescue department which is for all students – be they disabled, gifted and talented, dyslexic, dyspraxic, with learning or behavioural difficulties, or for students who just need advice and support.

The metaphor of the mountain is an artefact of the school; daily, the students use the language of climbing the mountain to university. In the first Cycle of Year 7, every student attends a residential and climbs a real mountain, this experience is returned to throughout the student's time at Trinity. Every day is a step up the mountain. During a geography lesson, a Year 7 student with special educational needs turned to the SENCo, who happened to be his class teacher and asked for help; he made the metaphor his own, saying, "I need some help; I have hit a rock on the way up my mountain." From that interaction, the inclusion team was renamed as Mountain Rescue. The students know that we are all vulnerable to stumbling on our journey up the mountain, there is no stigma in Mountain Rescue.

At Dixons Trinity, our whole system is designed around the most vulnerable child, delivering true inclusion where equal quality of education means equal access to qualified teachers, subject specialists, resources, materials and educational experiences for all students. As such, we do not employ teaching assistants in the secondary phase, instead our curriculum is designed to ensure our students entering the academy with the lowest prior attainment receive additional English and mathematics lessons each week. These additional lessons are double-staffed (and sometimes triple-staffed) by subject specialist teachers; our students who need to make the most progress to close the attainment gap, therefore, also have the highest exposure to our most capable members of teaching staff. In primary, an experienced teacher is employed specifically to provide catch-up for disadvantaged students who are not making above expected progress – required to close the achievement gap. As such, intervention is highly responsive and happens within the curriculum.

In addition to the long term structural differentiation described above, all students are closely monitored and intervention for those who are not making expected progress is highly tailored. Daily planning identifies intervention and names individual students based upon both the most recent assessment data and ongoing observation (Inclusion Strategies and Intervention Plans support with planning, resources, assessing students, advice and information). With no TAs and no withdrawal, at Trinity, all teachers are teachers of SEND.

For the past 6 months, as part of Trinity's work with Music Primary, the previously approved primary curriculum has developed in the following ways:

Music Vision

Dixons Music Primary opened as a free school in September 2012. We use music to raise standards of achievement in reading, writing and mathematics. It is also at the heart of a joyful and disciplined school culture.

Singing is used to develop oracy. Performance is used to develop confidence and character. Learning to read music helps accelerate literacy and numeracy. Ensemble is used to promote interaction and co-operation. Instrumental work develops co-ordination and fine motor skills.

At Dixons Music Primary, we have tried to take the best ideas from academies, schools, the independent sector and abroad. Music helps our pupils to develop self-discipline and a growth mindset – to climb the mountain to university, succeed when they get there, thrive in a top job and have a great life. A step up that mountain every day; a little bit of progress every day.

EYFS

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.15	Academy Opens	Academy Opens	Academy Opens	Academy Opens	Academy Opens
	08.30 – 08.55	*Assembly*	*Assembly*	*Assembly*	*Assembly*	*Assembly*
Carpet	08.55 – 09.15	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.
1	09.15 – 10.15	Indoor Provision	Indoor Provision	Indoor Provision	Indoor Provision	Indoor Provision
Carpet	10.15 – 10.30	Maths Mastery	Maths Mastery	Maths Mastery	Maths Mastery	Maths Mastery
2	10.30 – 11.30	Outdoor Provision	Outdoor Provision	Outdoor Provision	Outdoor Provision	Outdoor Provision
	11.30 – 12.30	*Family Dining*	*Family Dining*	*Family Dining*	*Family Dining*	*Family Dining*
Carpet	12.30 – 12.50	Creative Writing	Art and Design	Understanding the World	Creative Writing	Creative Writing
3	12.50 – 14.00	Specialist Lesson RE / PSHCE	Specialist Lesson Music	Specialist Lesson Perf. Arts	Specialist Lesson PE / Dance	Specialist Lesson Computing
4	14.00 – 15.00	Indoor / Outdoor Provision	Indoor / Outdoor Provision	Indoor / Outdoor Provision	Indoor / Outdoor Provision	Indoor / Outdoor Provision
	15.00 – 15.30	*Brush Bus / Story Time / Home Time*	*Brush Bus / Story Time / Home Time*	*Brush Bus / Story Time / Home Time*	*Brush Bus / Story Time / Home Time*	*Brush Bus / Story Time / Home Time*

KS1 / KS2

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.15	Academy Opens	Academy Opens	Academy Opens	Academy Opens	Academy Opens
	08.30 – 08.45	*Morning Meeting*	*Morning Meeting*	*Morning Meeting*	*Morning Meeting*	*Morning Meeting*
1	08.45 – 09.45	Maths Mastery	Maths Mastery	Maths Mastery	Maths Mastery	Maths Mastery

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	09.45 – 10.15	Maths Meeting	Maths Meeting	Maths Meeting	Maths Meeting	Maths Meeting
	10.15 – 10.30	Playtime / Snack	Playtime / Snack	Playtime / Snack	Playtime / Snack	Playtime / Snack
2	10.30 – 11.30	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.
	11.30 – 12.30	*Family Dining*	*Family Dining*	*Family Dining*	*Family Dining*	*Family Dining*
3	12.30 – 13.00	DEAR	DEAR	DEAR	DEAR	DEAR
4	13.00 – 13.30	Handwriting	Spelling	Grammar	Handwriting	Singing
5	13.30 – 14.30	Specialist Lesson Science	Enquiry	Enquiry	Enquiry	Enquiry
6	14.30 – 15.30	Specialist Lesson Music	Specialist Lesson RE	Specialist Lesson Art / DT	Specialist Lesson MFL	Specialist Lesson Computing
	15.30 – 15.45	*Story Time / Home Time*	*Story Time / Home Time*	*Story Time / Home Time*	*Story Time / Home Time*	*Story Time / Home Time*

Maths Mastery

We follow the Ark Mathematics mastery programme. This is a mathematics curriculum, where pupils spend more time on fewer topics. They explore concepts using objects, conversation and problem-solving to build confidence in their understanding. Each lesson is in six parts and intelligently sequenced. Pupils sit in mixed ability groups and all children are taught the same objective. Pupils who grasp the concepts quickly are challenged to deepen their understanding through tasks and activities.

Maths Meeting

This is a brisk, fast-paced 30 minute session led by a teaching assistant. Every day, the format is the same. Children sing songs and rhymes and complete fun activities linked to: calendar, money, time, place value, shape, capacity, number facts etc. During this time, the teacher takes out pupils for immediate feedback after the mathematics lesson. The children will either address misconceptions, or have pre-teaching so they can access the next day's learning.

Read Write Inc.

This is a complete literacy curriculum for reading, writing, guided reading and spelling / grammar. The curriculum is rigorous and expects pupils to be reading fluently by the end of Year 1 (equivalent to the old NC level of a 2b by the end of Year 1). The focus is on high quality phonics, sentence structure and comprehension in reading. Pupils are expected to keep up, not catch up. One to one tuition happens daily in the afternoon to provide pupils who need it extra support.

DEAR

Drop Everything And Read happens daily to encourage a love of reading.

Enquiry

This lesson focuses on humanities and can also incorporate any of the other lessons taught within the curriculum. Focus skills and knowledge required for each year group are mapped out over the year. Pupils' interests also feed into the unit of work being studied each half term. A question begins each topic; for example: "Has transport always been the same?". Pupils then are taught research and enquiry skills and are enabled to develop their own learning based on their interests. The teacher still leads some enquiries, directing the children down certain pathways. The teacher uses children's ideas and enquiries to then plan further lessons. Students use the skills learnt in their specialist lessons within enquiry. Throughout the enquiry topic, pupils present information back to their peers and teachers, asking and answering questions to deepen their knowledge.

Specialist Lessons

These follow the National Curriculum expectations and are high quality and rigorous.

Section D2

Dixons Trinity Academy will provide the model for measuring pupil performance and setting challenging targets at the new school.

Ofsted identified high expectations and rigorous monitoring as key elements of Dixons Trinity's success:

> *Students' progress towards ambitious targets is tracked very closely… Class teachers are fully accountable for securing rapid student progress. Action to accelerate progress where an individual student may be at risk of not meeting their target is swift and effective.*
>
> *(Ofsted, 2014).*

There were three key elements that underpinned the approach to measuring student performance and setting challenging targets as previously approved:

- A 'Data Day' after each assessment cycle dedicated to creating data-driven instructional plans that target whole class, small group and one-on-one intervention.
- Weekly progress summits to ensure a razor-sharp focus on data and the impact of intervention is maintained throughout each cycle.
- Designated time before, during and after the academy day for small group and individual teaching.

Our appraisal cycle is fully aligned with our systems for monitoring and intervention and holds to account both students and staff. Families are given regular information on their child's progress in every subject. As well as our parents' evenings, families receive their child's progress grades three times a year and a presentation from their child in Cycle 3.

Teaching is developed through our bespoke coaching model over three weeks of each Cycle. For those who require it, the frequency of coaching can be increased. Coaching is coupled with our culture of practice. At least three staff Morning Meetings each week are dedicated to the practice model of training. Practice is built around key strategies selected from 'Teach Like a Champion'
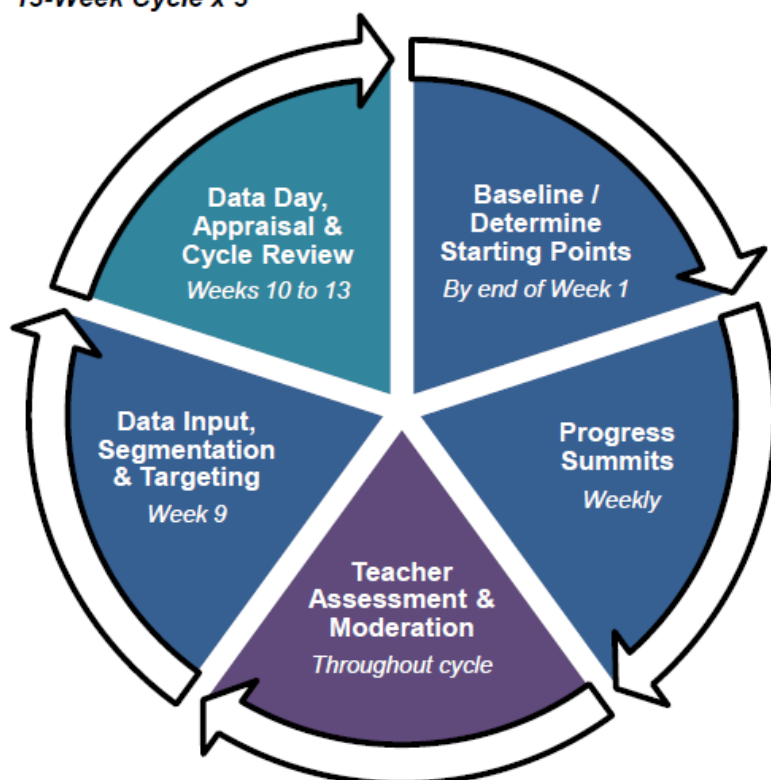
and involves real-time role-play. Practice can also be highly responsive enabling the review of routines and expectations (e.g. line-up or tracking) *(see Developing High Performing Teachers, Pages 26 to 30).*

In the three years since opening, we have moved from four cycles to three to allow for early assessment and more effective intervention with both students and staff. The following diagrams illustrate how our smart and healthy systems have evolved.

Monitoring & Intervention Strategy 2015/16

DIXONS TRINITY ACADEMY

13-Week Cycle x 3

Data Day, Appraisal & Cycle Review
Weeks 10 to 13

Baseline / Determine Starting Points
By end of Week 1

Data Input, Segmentation & Targeting
Week 9

Progress Summits
Weekly

Teacher Assessment & Moderation
Throughout cycle

Teacher assessments in the EBacc subjects should be externally moderated at the end of Cycle 1 and 3.

Progress and attainment data is tracked using SIMS:

- To allow for Data Manager manipulation (inc. segmentation and targeting) – KS3 PRAG / current GCSE grade
- To share secure, up-to-date information with everyone who needs it, when they need it

Progress Summits (every Wednesday morning):

- Lower / Upper School (led by HoY; Weeks 1, 2, 8 and 9)
- Department / Subjects (led by HoDs; Weeks 3, 4, 5, 6, 7, 10 and 11)
- Mountain Rescue (led by INCo; Weeks 12 and 13)
- Determine new actions:
  - Purple / Green – rewards
  - Amber – monitoring
  - Red – intervention (inc. quality first teaching; Morning Mastery; double / triple staffing; Mountain Rescue support)
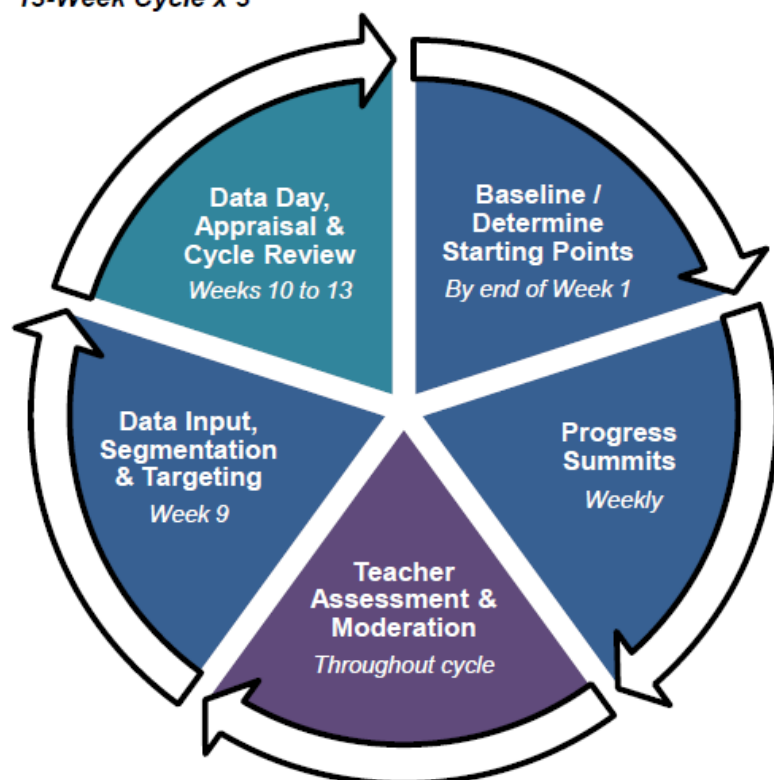
Staff Data Day Agenda (1 Day):

1 Progress Summit
2 Appraisal
3 Intervention Planning

SLG Cycle Review Agenda (1 Day):

1 KPIs
2 Academy Improvement Plan RAG
3 Appraisal
4 SEF

Monitoring & Intervention Strategy 2015/16

13-Week Cycle x 3

Data Day, Appraisal & Cycle Review
Weeks 10 to 13

Baseline / Determine Starting Points
By end of Week 1

Data Input, Segmentation & Targeting
Week 9

Progress Summits
Weekly

Teacher Assessment & Moderation
Throughout cycle

Teacher assessments in the EBacc subjects should be underlined externally moderated at the end of Cycle 1 and 3.

Progress and attainment data is tracked using SIMS:

- To allow for Data Manager manipulation (inc. segmentation and targeting) – KS3 PRAG / current GCSE grade
- To share secure, up-to-date information with everyone who needs it, when they need it

Progress Summits (every Wednesday morning):

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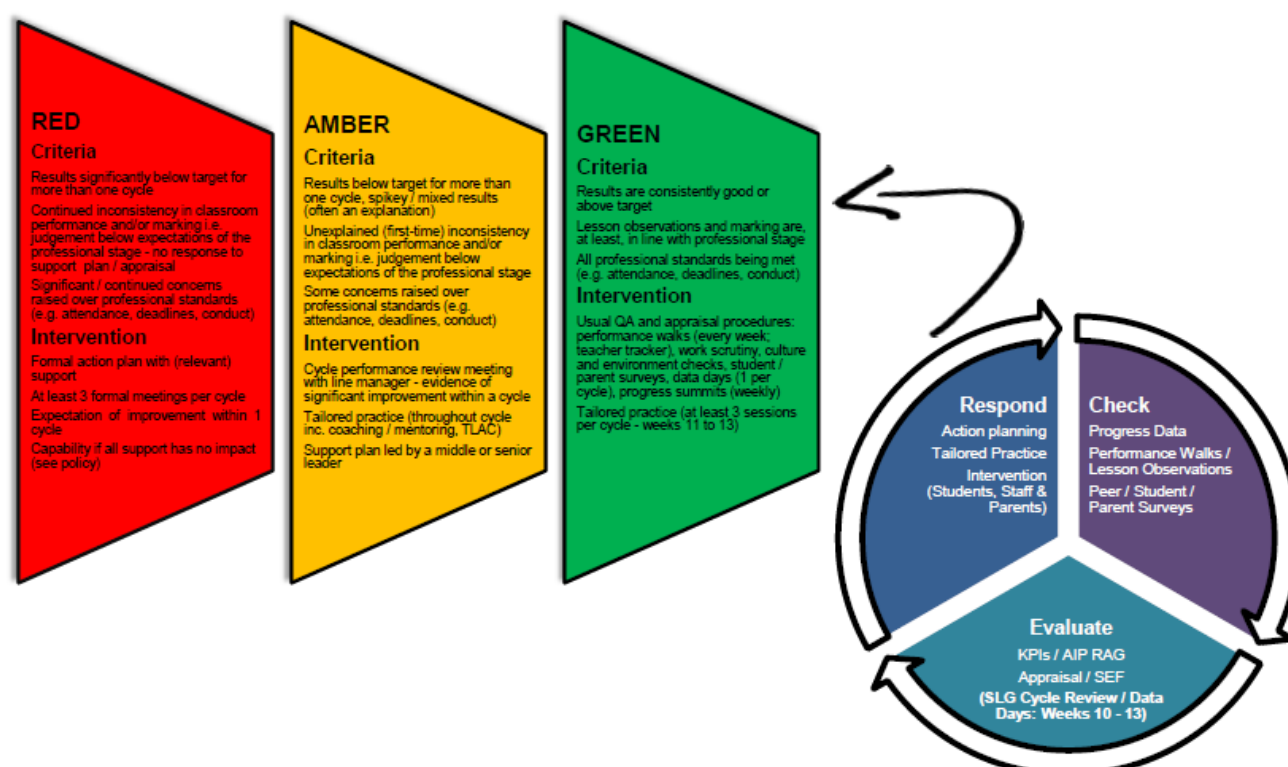
Staff Data Day **Agenda** (1 Day):

1 Progress Summit
2 Appraisal
3 Intervention Planning

SLG Cycle Review **Agenda** (1 Day):

1 KPIs
2 Academy Improvement Plan RAG
3 Appraisal
4 SEF

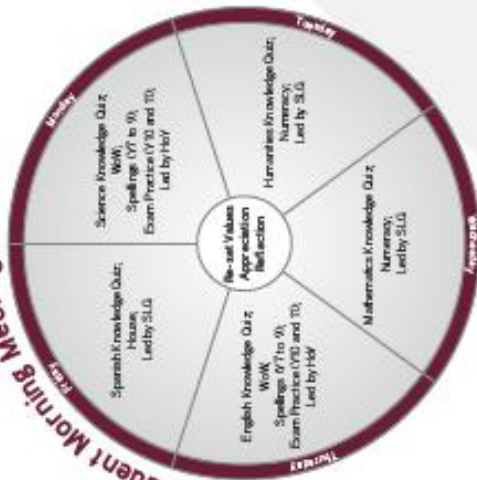# Performance Improvement Strategy 2015/16

13-Week Cycle x 3

RED
Criteria
Results significantly below target for more than one cycle

Continued inconsistency in classroom performance and/or marking i.e. judgement below expectations of the professional stage - no response to support plan / appraisal

Significant / continued concerns raised over professional standards (e.g. attendance, deadlines, conduct)

Intervention
Formal action plan with (relevant) support

At least 3 formal meetings per cycle

Expectation of improvement within 1 cycle

Capability if all support has no impact (see policy)

AMBER
Criteria
Results below target for more than one cycle, spikey / mixed results (often an explanation)

Unexplained (first-time) inconsistency in classroom performance and/or marking i.e. judgement below expectations of the professional stage

Some concerns raised over professional standards (e.g. attendance, deadlines, conduct)

Intervention
Cycle performance review meeting with line manager - evidence of significant improvement within a cycle

Tailored practice (throughout cycle inc. coaching / mentoring, TLAC)

Support plan led by a middle or senior leader

GREEN
Criteria
Results are consistently good or above target

Lesson observations and marking are, at least, in line with professional stage

All professional standards being met (e.g. attendance, deadlines, conduct)

Intervention
Usual QA and appraisal procedures: performance walks (every week; teacher tracker), work scrutiny, culture and environment checks, student / parent surveys, data days (1 per cycle), progress summits (weekly)

Tailored practice (at least 3 sessions per cycle - weeks 11 to 13)

Respond
Action planning
Tailored Practice
Intervention (Students, Staff & Parents)

Check
Progress Data
Performance Walks / Lesson Observations
Peer / Student / Parent Surveys

Evaluate
KPIs / AIP RAG
Appraisal / SEF
(SLG Cycle Review / Data Days: Weeks 10 - 13)

Cycles
Mastery - Autonomy - Purpose

Student Experience

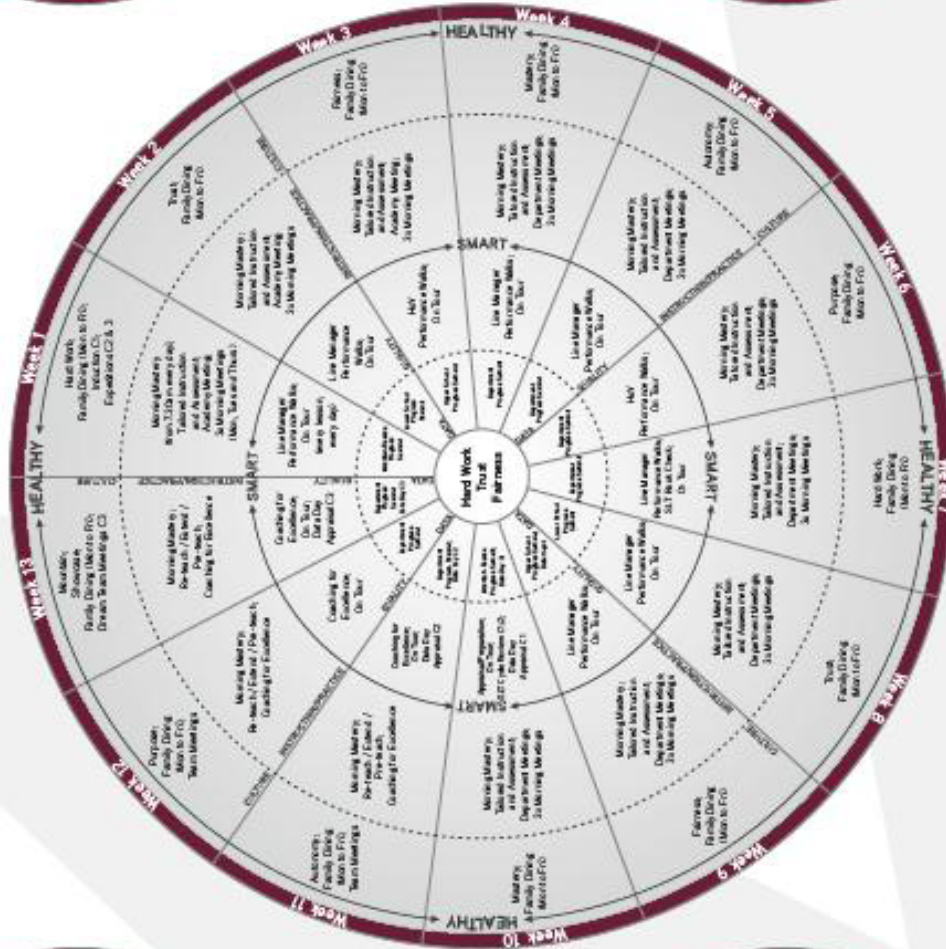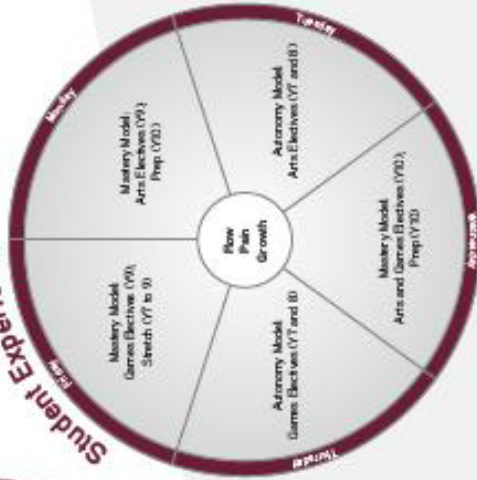Student Morning Meetings

Literacy

The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life.

DIXONS TRINITY ACADEMY

AN OFSTED OUTSTANDING SCHOOL

Developing High Performing Teachers

Principles

- Every colleague, even those who are 'high performing,' can get better.
- All staff are committed to acting on constructive feedback.
- A culture of practice and rehearsal will help all teachers refine their skills of delivery and ensure academy routines are executed with maximum consistency.
- A highly developed and professional staff team will ensure our students receive the very best education.
- CPD activities should be personalised as much as possible to meet the needs of the colleague.
- Colleagues should have some input into CPD plans.
- Individual 'Coaching for Excellence' is a powerful method and is an entitlement for all staff.
- All managers should play an active part in developing all members of their team/s.
- Peer observation is a useful tool to help colleagues evaluate their own practice.
- There should be a clear link between CPD planning and the academy Monitoring & Improvement Strategy.
- Effective monitoring, support and coaching plans should ensure that no member of staff is consistently underperforming.
- CPD time should be focused on explicit development and training, although the most effective operational discussions can be a form of training and development.

Appraisal and CPD

Start of the Academic Year

- Professional Growth Plans (PGPs) for all existing staff to be finalised.
- Confirmation of pay recommendation in light of external results / data.
- QA to focus on literacy, routines and learning environments.
- Teacher tracker to be populated.
- Invest heavily in new staff induction & existing staff members who were judged as red / amber in the last academic year.

Cycle 1 & 2 Data Day

- Cycle review (QA data: learning walks, progress data, lesson observations, work scrutiny & surveys).
- PGPs for new staff to be finalised at the end of Cycle 1.
- PGP review.
- Staff to be informed of their current monitoring PRAG (in relation to the academy career expectations).
- Coaching for Excellence plans.

Cycle 3 Data Day

- Cycle review (QA data: learning walks, progress data, lesson observations, work scrutiny & surveys).
- Final PGP review.
- Pay recommendation / discussion.
- Draft PGPs for next academic year.

CPD & Meeting Plan

1. *Daily Briefings / Practice (30 minutes)*
   - Monday: Key messages
   - Tuesday: Practice (Teach Like A Champion)
   - Wednesday: Progress Summits
   - Thursday: Practice (Teach Like A Champion)
   - Friday: Pastoral updates / WWW & EBI

2. *Weekly Peer Observation (55 minutes)*
   - Every member of staff will work in the back of a classroom for at least one lesson each week – this will help role model hard work to students as well as expose staff to different teaching ideas / tools.
   - An additional peer observation during Week 12 will be more developmental and should support staff to address their key next steps (run to the agenda of the observed, not the observer).
   - HoDs will work with staff to identify times and periods.

3. *Subject Training Sessions (9 per cycle led by HoDs)*
   - Although some instruction will be operational, much of the time will be devoted to developing subject pedagogy; moderation; data analysis / intervention; and SoW planning.

4. *Pastoral Training Sessions (2 per cycle led by HoYs)*
   - Although some instruction will be operational, much of the time will be spent developing PDS; training in PSHE; safeguarding; and SMSC.

5. *Literacy Sessions (1 per cycle led by the Literacy Lead)*
   - These sessions will be used to provide feedback and next steps in light of the findings from literacy QA.

6. *Bespoke CPD (2 per cycle led by SLG / UPS3 teachers)*
   - These sessions may be in small groups and will be designed using QA data / findings and requests from staff. They will also provide an opportunity to ensure all staff are aware of national changes in education.

7. '*Coaching for Excellence' (3 hours)*
   - Line managers (and UPS3 teachers) will work with colleagues to provide at least 6 x 30-minute sessions of coaching and tailored practice.
   - QA data will determine the nature and extent of each individual 'Coaching for Excellence' programme.

8. *Formal Appraisal Meeting (45 minutes)*
   - On data days, all staff will meet with their Line Manager to review their performance during the previous cycle, evaluate student progress data and to determine Coaching for Excellence plans.
   - Professional Growth Plans will be RAGed and reviewed.
   - Coaching for Excellence plans for the following cycle will be agreed.

9. *External Training / Meetings*

- Staff are encouraged to attend high quality and relevant courses which offer real value for money.
- HoDs will be encouraged to work with exam boards (e.g. take up the position of Assistant Examiners) to ensure they are fully up to date with curriculum changes and developments.
- HoYs will be encouraged to work with local confederations and the safeguarding board to ensure they are fully up to date with safeguarding procedures and best practice.
- The INCO will attend local SENCo network meetings to ensure the academy is fully compliant with any statutory obligations.
- The SVP will attend the South Bradford BAC to work collaboratively with local schools around admissions (FAP) and managed moves, as well as keep abreast of good practice around behaviour and safety.
- Quality courses offered by the National College / Future Leaders will be made available to staff who would benefit from a longer term CPD programme and will be ready for the next stage in his/her career within 24 months.
- The Principal will be an active member of the Dixons Leadership Group, Bradford Partnership and South Bradford Heads Partnership to ensure that Senior Leadership is open to development and external feedback.
- The Principal is a member of the Future Leaders Headship Institute for exposure to outstanding practice nationally and internationally

Coaching for Excellence

Process

Identification of the 'gap' from current practice to even better practice.	One area should be identified which will help colleagues develop into a highly effective practitioner. The challenge is to select the most appropriate key area. The key area selected should take into account QA data; career expectations; professional dialogue and judgement; and career aspirations.	
Decide which form of coaching will be most effective.	▪ Rehearsal ▪ Live coaching ▪ Traditional coaching	▪ Instructional coaching ▪ Observation and feedback
Plan the precise times for the coaching sessions.	All sessions should be booked into the diaries of the two colleagues. This time now becomes sacred and should not be changed. It is important to come to an appraisal meeting with an up to date diary.	
Record a summary of the coaching cycle on the Cycle Review document.	A summary of the individual cycle coaching plan should be recorded on the Cycle Review document – **no other planning document is required.**	

Individual Coaching for Excellence Sessions

Individual coaching session will be led by the line manager and should last approx 30 minutes. The line manager will have to plan carefully for this session in order for it be focused and productive.

1. *Praise (2 minutes)*
   - All colleagues have some strengths and it is important that these strengths remain whilst other skills are being developed and refined.
   - Adults value praise as much as children and it is a key motivational tool.
   - If there have been improvements in between sessions, this is the time to acknowledge and celebrate this.

2. *Probe (4 minutes)*
   - Use questioning to reveal the colleague's understanding of his / her area for improvement and begin to unpack the key next step.
   - Some colleagues will find this difficult and might be over critical of their own practice.

3. *Decide a key next step (2 minutes)*
   - This should flow from step 2 through professional dialogue and discussion.
   - Line managers can tell colleagues the key next step if it does not arrive in the previous section.
   - Line managers should ensure the next step is a key action point to bring about improvement that can be achieved by the end of the following week.

4. *Prepare & plan (5 minutes)*
   - Prepare step 5: line managers should have prepared for this section before the session; however, some 'tweaks' might be needed in light of steps 1 to 3.
   - Colleagues may watch clips from 'Teach like a Champion' (if this is appropriate).

5. *Practice / rehearse / instruct / coach (10 minutes)*
   - It is likely that rehearsal will be a key feature in this section of the session.
   - Astute line managers always pick the right moment to stop the practice and give quick feedback, and then the practice is repeated until it is effective.
   - Line managers may point towards other colleagues who should be observed or articles to be read etc.

6. *Follow up (2 minutes)*
   - Deadlines / milestones to be identified and agreed.
   - Colleagues to be clear on what has to be achieved before the next session, including anything that is needed for the next session.
   - If lesson observations are appropriate, this will be agreed and set.
   - If a learning walk with a particular class is required, this needs to be communicated to the SLT / HoD.

Teaching Staff Induction

Our staff induction can be broken down into four key stages as detailed below. Thorough and rigorous staff induction is essential to ensure all staff have the best possible start to their career at Dixons Trinity. The stronger the start, the stronger our students' progress will be. We will do whatever it takes to ensure all our staff develop into high performing teachers in the shortest amount of time.

Recruitment	• Recruitment evenings take prospective employees through the academy vision; values; drivers; reasons to work at Dixons Trinity; and reasons why someone might choose not to take their application to the next stage. • On recruitment day, all candidates have a short meeting with the Principal to reiterate key messages from the recruitment evening. Candidates are then given a tour of the academy so they develop an understanding of the academy culture – some candidates may decide to withdraw at this stage. • It is hoped that when a candidate is offered a position at the academy they have a well-developed understanding of the academy culture, values and drivers.

Summer Term	• Afternoon with the line manager
	• Participation in at least one Y6 transition day
	• Away weekend:
	  – Dixons Difference
	  – Vision, values, drivers and priorities
	  – Academy culture
	  – Measuring student progress
	  – Cycle of Teaching & Assessment
	  – Literacy (strategies & planning codes)

August Training Days	• Vision, values, drivers and priorities • Safeguarding & BSCB online module • Health & Safety • Curriculum • Inclusion • Teaching routines • Learning environments • Role of an Advisor • Literacy (templates and DEAR • SIMS, Class Charts, PiXL, room booking & network • Induction Professional Growth Plans (PGPs)
Cycle 1	• Three weeks of developmental short observations: • Week 2: Successful starts (mantra & expectations) – Principal • Week 3: Literacy – Vice Principal / Literacy Lead • Week 4: Learning Habits – Senior Vice Principal • Quality feedback to students (before Week 3) • Educational Visits Training (before residential) • Lesson observation Training (external trainer) • Appraisal Training (ideally Week 6 / 7) • Data Training (Data Day) • Learning Commons / Information Literacy Training (post Data Day)

Section D3

The staffing structure proposed for Dixons Trinity Leeds is based upon the curriculum model that has been refined at Dixons Trinity Academy, Bradford. In the first year of opening, the Senior Leadership Team (SLT) will be constructed of a Principal with oversight of both primary and secondary phases and a Senior Vice Principal with primary specialism; the Principal will have a secondary specialism. The only subjects with Heads of Departments (HoDs) would be English and mathematics, with an Assistant Head of Science completing the core subject team. In the first year, all other subject areas will be formed of single teacher departments. In EYFS, the first cohort of 30 students will be taught by the EYFS teacher, the Senior Vice Principal and supported by the Schools Direct; it is anticipated that additional capacity will be provided for primary through secondary teaching staff within specialism (such as PE).

In the second year, the primary structure takes its more stable form with the first cohort of 60 students. This structure is then replicated year on year with the two class teachers in each year group supported by a third teacher providing opportunities for double-staffing and intervention (echoing the structures of the secondary). Schools Direct will provide both additional capacity and a route for in-house training to facilitate the growing school.

Thereafter, the SLT will rise to a full team of 8 across primary and secondary; Heads of Year will come from the teaching body of staff as an additional responsibility. Middle leadership rises from a group of two in the first year to a total of nine when at full capacity; key stage leaders in primary will come from the teaching body as an additional responsibility.

At secondary, the staffing structure facilitates the delivery of the full KS3 curriculum (including our co-curricular offer) from the first year of opening. Students will study English, mathematics, science, humanities (discrete history and geography for the top 3 sets and combined as humanities for set 4), RE, a MFL, computing (facilitating the selection of the ICT or computing route at KS4), art (for sets 1 and 2), DT, music and PE at KS3. Our co-curricular offer is built into the staffing structure and the curriculum model. At Dixons Trinity Leeds, would recreate the current co-curricular offer providing a varied and full programme of co-curricular and extra-curricular electives (sport, art, music and drama) while other clubs and societies cater for more esoteric interests.

All students participate in co-curricular electives for two hours during the academic timetable; they also have the option to participate in extra-curricular electives at the end of every day.

At KS4, the addition of societies, Stretch modules (e.g. Greek, computer coding, sign language and first aid) and the Duke of Edinburgh's Award to the existing extended curriculum, which includes competitive games and a wide range of electives in the arts, further enhances the education being offeed to students.

This staffing structure includes the full staffing required to replicate this offer.

All students require the appropriate weighting of provision to best meet their needs and ensure levels of progress that exceed national expectations.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
7.1	Eng	Eng	Eng	Eng	Eng	Ge	Hi	Re	Stret	Mfl	Mfl	Mfl	Ma	Ma	Ma	Ma	Ma	Te	Te	Ar	Co	Mu	Pe	Sci	Sci	Sci	Sci	Gam	Gam	Arts	Arts
																		Te	Te	Ar											
7.2	Eng	Eng	Eng	Eng	Eng	Ge	Hi	Re	Stret	Mfl	Mfl	Mfl	Ma	Ma	Ma	Ma	Ma	Te	Te	Ar	Co	Mu	Pe	Sci	Sci	Sci	Sci	Gam	Gam	Arts	Arts
																		Te	Te	Ar											
7.3	Eng	Eng	Eng	Eng	Eng	Eng	Ge	Hi	Re	Mfl	Mfl	Mfl	Ma	Ma	Ma	Ma	Ma	Ma	Te	Te	Co	Mu	Pe	Sci	Sci	Sci	Sci	Gam	Gam	Arts	Arts
	Eng	Eng	Eng	Eng	Eng	Eng	Ge	Hi	Re	Mfl	Mfl	Mfl	Ma	Ma	Ma	Ma	Ma	Ma						Sci	Sci	Sci	Sci				
7.4	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Hu	Hu	Mfl	Mfl	Mfl	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Te	Co	Mu	Pe	Sci	Sci	Sci	Sci	Gam	Gam	Arts	Arts
	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Hu	Hu	Mfl	Mfl	Mfl	Ma	Ma	Ma	Ma	Ma	Ma	Ma					Sci	Sci	Sci	Sci				

In Year 7 and 8, sets 1 and 2 receive five lessons of English and five lessons of mathematics each week, set 3 six and set 4 seven. One of these lessons is delivered in a whole year group lecture facilitating both the strongest staff members working with the maximum number of students and the opportunity for highly-tailored intervention. Both of sets 3 and 4 are taught in a model of double-staffing with two subject specialists deployed to each lesson. This ensures that the students with most significant need are taught by our most qualified staff and receive ongoing in-lesson intervention.

All double-staffing is co-planned and can be adapted to best fit the needs of the intelligently sequenced learning. Double-staffing can be delivered through break-out teaching in the classroom with small groups working with each staff member; through carousel sessions; through one to one intervention; or through the creation of a smaller sub-group that can be flexible to best meet the needs of the students. Double-staffing is designed to facilitate groups 3 and 4; however, if a HoD thought it necessary to deploy the multiple staff members with an alternative group, perhaps for a critical piece of learning or in response to a need identified through data analysis, the curriculum is designed to ensure the double-staffing can be fluid and highly-responsive.

In our 3 year KS4 model, the weighting of subjects varies each year and for the different sets; the double-staffing model remains.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
9.1	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Re	Hu	Hu	Opt	Opt	Pe	Pe	Stret	Gam	Gam	Arts	Arts
9.2	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Re	Hu	Hu	Opt	Opt	Pe	Pe	Stret	Gam	Gam	Arts	Arts
9.3	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Re	Hu	Hu	Opt	Opt	Pe	Pe	Stret	Gam	Gam	Arts	Arts
	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci																
9.4	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Re	Hu	Hu	Opt	Opt	Pe	Pe	Stret	Gam	Gam	Arts	Arts
	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci						Hu	Hu									

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
10.1	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Re	Hu	Hu	Hu	Opt	Opt	Opt	Pe	Arts/	Arts/	Prep	Prep
10.2	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Re	Hu	Hu	Hu	Opt	Opt	Opt	Pe	Arts/	Arts/	Prep	Prep
10.3	Eng	Eng	Eng	Eng	Eng	Ma	Ge	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Re	Hu	Hu	Hu	Opt	Opt	Opt	Pe	Arts/	Arts/	Prep	Prep
	Eng	Eng	Eng	Eng	Eng	Ma	Ge	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci																
10.4	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Re	Hu	Hu	Hu	Opt	Opt	Opt	Pe	Arts/	Arts/	Prep	Prep
	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci						Hu	Hu	Hu								

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
11.1	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Hu	Hu	Hu	Opt	Opt	Opt	Pe	Pe	Arts/	Arts/	Prep	Prep
11.2	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Hu	Hu	Hu	Opt	Opt	Opt	Pe	Pe	Arts/	Arts/	Prep	Prep
11.3	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Hu	Hu	Hu	Opt	Opt	Opt	Pe	Pe	Arts/	Arts/	Prep	Prep
	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci																
11.4	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	Mfl	Mfl	Mfl	Re	Hu	Hu	Hu	Opt	Opt	Opt	Pe	Pe	Arts/	Arts/	Prep	Prep
	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci					Hu	Hu	Hu									

In Year 8, the students select their options choices, all students are facilitated to achieve the EBacc through this model. All students study English, mathematics, science, RE, Spanish and either geography or history. Options subjects include: art, art textiles, DT (product design), classical civilisation, an additional MFL, music, PE, ICT and computing. The weightings for staffing into KS5 have been constructed from the knowledge of our students' needs at KS3 and 4, their options preferences thus far and the knowledge of provision across the Dixons MAT.

In KS1 and 2, students have seven and a half hours of Maths Mastery; seven and a half hours of Read Write Inc, DEAR and handwriting; one hour of RE; one to two hours of Science; one to two

hours of geography or history; one hour of computing; one hour of MFL; one hour of art or DT; 2 hours of PE; one performing arts; two to three hours of enquiry (this links to the weightings of geography / history / science); one hour of music. As at secondary, co-curricular is built into the timetable through martial arts, dance and MFL.

At EYFS, a model of continuous provision is used. This is delivered through three twenty minute carpet sessions each day focusing on literacy (Read Write Inc) and mathematics (Maths Mastery). EYFS also is designed with one hour of specialist lessons on computing, PE, RE, performing arts, art or DT.

As at secondary, double-staffing is deployed to ensure the best staff are in front of our most vulnerable pupils. Read Write Inc is taught in sets according to reading ability with the best teachers teaching the lowest attaining groups. Maths Mastery is taught in mixed ability sets. Double staffing is used to pre-teach children who need it and also to provide intervention.

It is likely that key middle leadership and senior leadership roles at the new school will be filled by staff currently working at Dixons Trinity and Dixons Music Primary. This will help ensure that we get the culture, systems and alignment to our values in the new school right from the start. Therefore, the new school will provide progression routes for talented staff. However, no specific staff have been identified as of yet.

Staffing Structure

	2017	2018	2019	2020	2021	2022	2023
Principal	1	1	1	1	1	1	1
Senior Vice Principal (Primary)	1	1	1	1	1	1	1
Senior Vice Principal (Secondary)		1	1	1	1	1	1
Vice Principal (Primary)				1	1	1	1
Vice Principal (Secondary)			1	2	2	2	2
Assistant Vice Principal (Primary)				1	1	1	1
SENCO					1	1	1
The teaching loads of the Senior Leadership will cover elements of the structure of teaching staff in the relevant area of subject specialism. The role of Head of Year will be covered by teaching staff.							
Head of English	1	1	1	1	1	1	1
Assistant Head of English			1	2	2	3	3
Teacher of English	1	2	3	3	5	5	5
Head of Mathematics	1	1	1	1	1	1	1
Assistant Head of Mathematics			1	2	2	3	3
Teacher of Mathematics		2	2	3	5	5	5
Head of Science		1	1	1	1	1	1
Assistant Head of Science	1		1	1	2	2	2
Teacher of Science		1	2	4	4	5	5
Head of Humanities		1	1	1	1	1	1
Assistant Head of Humanities			1	1	1	1	1
Teacher of Humanities	1	1	1	3	3	5	5
Head of MFL			1	1	1	1	1
Assistant Head of MFL		1					
Teacher of MFL	1	1	1	3	3	4	4
Head of Computing			1	1	1	1	1
Teacher of Computing	1	1		1	1	1	1
Head of DT / Art			1	1	1	1	1
Teacher of DT / Art	1	2	2	2	2	2	2
Head of Music				1	1	1	1
Teacher of Music	1	1	1		1	1	1
Head of PE			1	1	1	1	1
Teacher of PE	1	1	1	2	2	2	2
Teacher of EYFS	1	3	3	3	3	3	3
Teacher of KS1		2	5	6	6	6	6
Teacher of KS2				2	4	7	11
Schools Direct	1	1	2	3	4	5	5
It is assumed that every class of 30 has one class teacher and a shared additional teacher rather than teaching assistants.							

Organisational Structure 2022/23
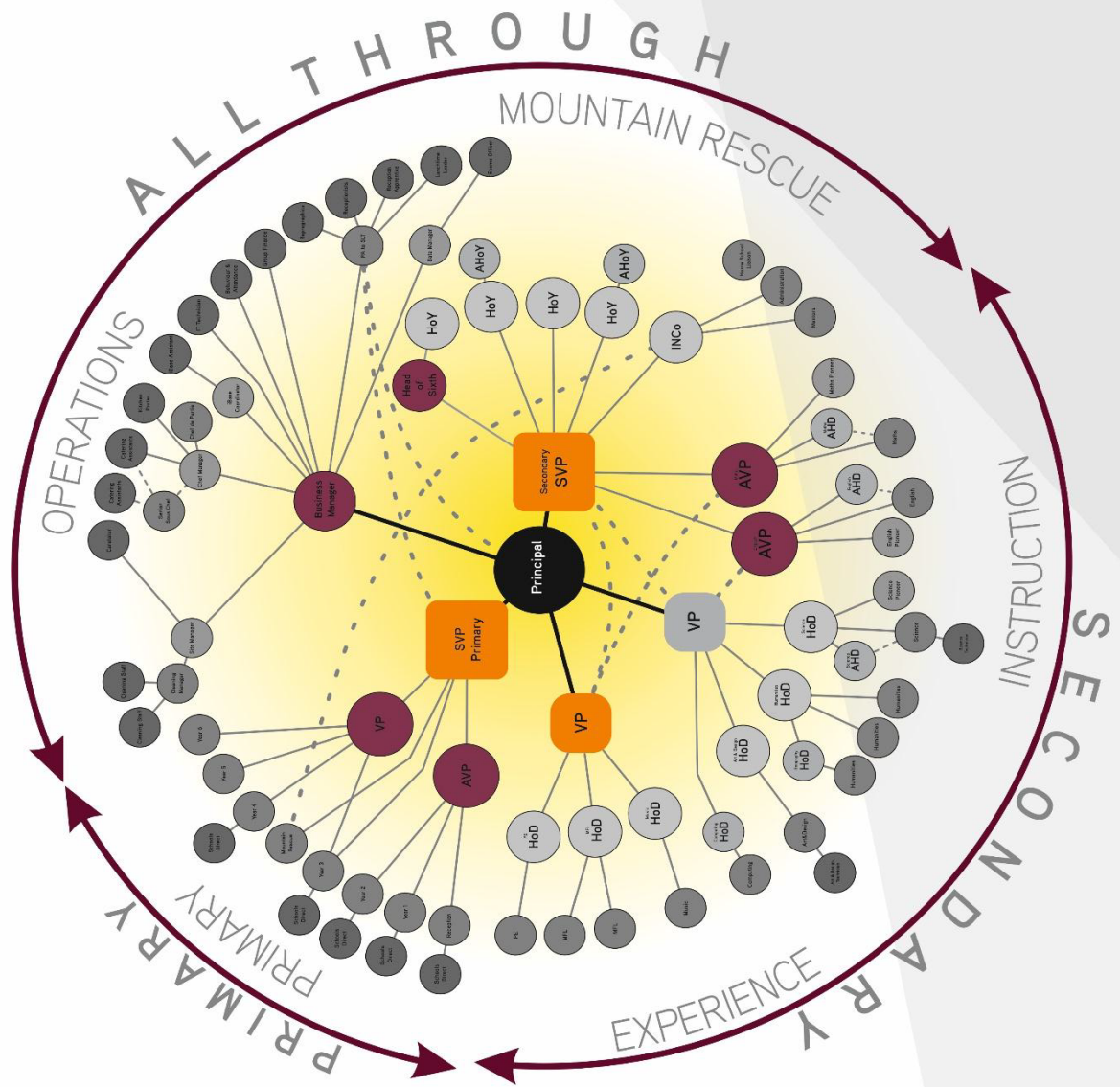
Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Not applicable.

Section E: Evidence of need – part 1

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

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.

- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

- Leave **column C** blank.

- In **column D** please express the demand (column B) as a percentage of the places available (column A). ie *D = (B/A) x100*.

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

- In **column A** please provide the proposed number of places in each year group.

- In **column B** please provide the number of children already on roll at your school.

- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.

- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *ie D = ((B+C)/A) x100.*

	2017				2018			
	A	B	C	D	A	B	C	D
Reception	30	48		160%	60	52		87%
Year 1	0				30	48		160%
Year 2	0				0			
Year 3	0				0			
Year 4	0				0			
Year 5	0				0			
Year 6	0				0			
Year 7	112	50		45%	112	60		54%
Year 8	0				112	50		45%
Year 9	0				0			
Year 10	0				0			
Year 11	0				0			
Year 12	0				0			
Year 13	0				0			
Totals	142	98			314	210		

Section E: Evidence of need – part 2

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

This section will need to be completed by both route 1 and 2 applicants.

Section E1

The national picture, as presented by The Department for Education in the *Statistical First Release* of the *National Pupil Projections: July 2015*, forecasts a national 20% increase in the secondary population between 2015 and 2024 and an 8% increase in the primary population over the same period. All state-funded school types, except maintained nursery schools, are projected to show an increase in pupils over the period 2015 to 2024 when increased births since 2002 will start to feed into the secondary projections. The report also presents key ONS variant scenarios likely to be prescient such as the use of a high net migration assumption which would see a 0.5% increase on projected figures at both primary and secondary phases.

In the Roundhay Road – Thomas Danby area, there is a current shortfall of almost 50 primary places; in 2017, the cohort presents a shortfall of 113 primary places with an admissions limit unchanged from 2015. The 2017 projections, however, are broadly in line with the admissions limit; the projections are based on NHS birth data manipulated using an algorithm that applies previous preference trends and the impact of housing developments alongside additional data. Again the admission limit in 2018 is stable at 555, however, the projections (the most conservative of the available figures) show a need for 564 places while cohort and birth data figures both rise exponentially to 734. This creates a shortfall of between 9 and 179 places. As such, a single form entry in 2017 rising to a two form entry thereafter would offer an essential provision to primary places in this area.

Secondary projections in the Thomas Danby area show that in September 2015, 1545 students were allocated places with a net provision of 1620 available. However, with no planned expansion to places as yet, the projections are soon set to outstrip provision with 1806 places needed in 2017-18 (a shortfall of 186) and 2034 needed by 2023. This rise is exponential and sustained.

Of the current primary provisions near the Thomas Danby site, with Ofsted reports, 86% are good or better. Of the current secondary provisions near the Thomas Danby site, 63% are good or better. As such, the proposal for Dixons Trinity to open a smaller than average all-through free school would appear to offer an ideal solution to the area's forecast basic need. Dixons Trinity, the first outstanding secondary free school in the country, should be a fitting model for excellence.

Having spoken to the local community in the collection of expressions of interest, the alignment with Dixons Trinity's mission statement is palpable: **"The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life."**

At Dixons Trinity, our mission is ambitious; but it is also grounded in an unwavering commitment to social justice. Our mission is clear and unpretentious and it will deliver a compelling strategy for success within the area.

Section E2

During the time we have spent collecting expressions of interest both in the Harehills and Chapeltown area and online, parents expressed their interest based on accurate information from a range of sources. The current Dixons Trinity Impact Report shares both a narrative of the mission of the school and key impact data evidencing the success of our free school model. This was accompanied by a covering letter which explained the proposed new free school and its potential location and design. We also produced a flyer which articulated how parents could express interest and offered a link to our website. The current website for Dixons Trinity is truly comprehensive including all the typical links to our policies, our Ofsted report and key documentation alongside practical information about our free school model. However, our website also offers a more complete view of life at Trinity through our 'Distinctive Features' videos which offer parents an insight into our methodology and the key artefacts of the Trinity model.

The rigour of the information provided was coupled with face to face interactions that occurred across the Harehills and Chapeltown area in community centres, primary schools and during our street-based work. These conversations were led by our family liaison worker, by senior leaders and by teaching staff from Trinity. This proved invaluable in offering a further more personalised layer of liaison with families; we were able to answer questions swiftly that may have been less immediate from the array of resources extant on both the website and within the documentation provided.

All the materials shared with families have been attached to the application to ensure they can be available for scrutiny.

At Dixons Trinity, Bradford, we are heavily over-subscribed with 1104 applications for 112 places for 2014/15, a ratio of around 9:1. Owing to the dedication of staff, students and families at Trinity, we have a growing reputation both locally and nationally which has resulted in significant press coverage in recognition of our current success. This press coverage is shared on our website: http://www.dixonsta.com/index.php/media-gallery/78-press. The Dixons MAT has a strong track record and reputation within Bradford which has resulted in it being a very popular choice for parents in the city. We are confident that this demand will extend to Leeds.

As part of our work in securing interest in the proposal to open the free school in Leeds, we contacted Leeds City Council. Based upon their knowledge and awareness of Dixons Trinity, we secured their support as evidenced in the letter attached to this application. In awaiting the support from Leeds City Council, we took the decision that we would not approach potential parents until we had a clear sense of the area of greatest need, which the Council identified as Harehills and Chapeltown. As such, we only began engaging with the community in the two weeks preceding this application. In that short space of time, we were able to secure 210 expressions of interest with 92% of these achieved in face to face meetings and 8% online. This provides evidence of the level of parental support in the proposed location.

Once the location was put forward, the Yorkshire Evening Post elected to publish an article that expressed support for the new free school and provided further evidence for families of the success of Dixons Trinity. This support was also shared by Roundhay Park Primary School free school group

and Ebor Gardens Primary School further evidencing the co-operation of the surrounding community.

On Monday 19th October, we will be presenting to a range of primary schools and families of Y4 and Y5 students in the Harehills and Chapeltown area at Bankside Primary School where we have received the full support of ████████████████████ ████████████████████ ████████████████████████████████ There will be a number of other local primary heads in attendance supporting our presentation to families.

As we have already demonstrated that we have interest from parents of a number of pupils close to, or above, the primary schools' capacity for each of the first two years of operation, and we have expressions of interest from parents for around 50% of the capacity at secondary for the first two years, we realistically expect to have more than 100% following the presentation on Monday 19th October.

If interviewed, we will expect to come fully subscribed at least.

All the expressions of interest we have already secured and (given who will be in attendance) those we expect to secure at the Bankside meeting, are from the LS7, 8 and 9 postal code areas, all of which are within commuting distance of the proposed sites. This is outlined in the schematic map below:
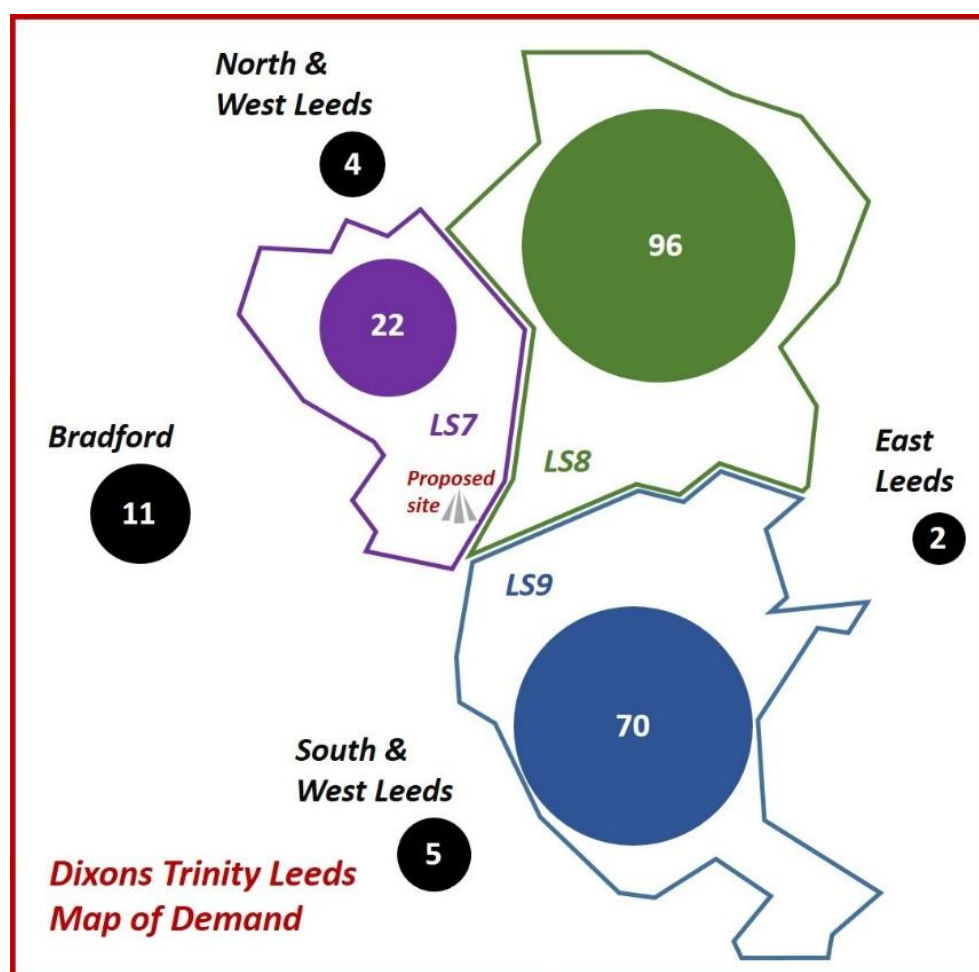
Section F: Capacity and capability

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

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

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F9

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

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's Sponsor Approval team.

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on

a case-by-case basis. It is the role of the department to consider which
of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

Complete table and provide a short commentary on your plans.

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

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	Ilkley, West Yorks	█████████████	████████████ ████████████ ████████	0.5 days per week
██████████	Y	Horsforth, Leeds	Project pre-opening; ██ ████████████	████████████ ████████████ ████████ since January 2015	1.5 days per week
██████████	Y	Bramhope, West Yorks	Financial planning, project funding and annual budget	████████████	0.5 days per week

████████	Y	Burley Woodhead, West Yorks	Governance final 2 terms pre-opening	████████ ████████	1 hr per week
████████	Y	Ilkley, West Yorks	Project pre-opening	████████ ████████ ████████ ████	0.5 days per week

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Not applicable.	

Skills/experience missing	How you plan to fill the gap

Section F2

Executive Educational Expertise

As an approved Academy Sponsor currently running eight Academies, we are well known to the DFE and have the experience and expertise required during the pre-opening phase and then once open. There are no skills gaps and we shall recruit at the appropriate times to add additional people to our team if we need to add capacity. In addition to four other sponsored Academies, the Trust has already opened three successful Free Schools itself, and has taken on and regularised the situation at another. Our Trust already includes both primary and secondary operations as well as one all-through.

It is important to be clear that the roles, responsibilities and authorities are very different in the Dixons Academies Trust than in a stand-alone free school or academy. The Chief Executive is the lead professional in the Group and carries the Governing Council's authority in agreeing targets with the Principals and holding them to account for performance. Equally, though, he himself is held to account by the Trust Board and Governing Council if performance drops at any of our Academies or Free Schools. The strength of this model of governance and accountability is shown by the successful growth of the Group over the past four years. Now we are larger, some of these management responsibilities will be delegated to an Executive Principal overseeing two or three schools. The CEO will continue to sit on all of our local governing bodies to make sure that there is always a focus on performance data and that the LGB provides challenge to the Executive Principal and Principal.

The outstanding and nationally recognised ███████████████████████████
████████████████████ for the new school, overseeing the work of a Principal in each of the Leeds and Bradford Trinity Academies. We have found that having an Executive Principal supporting, leading and mentoring a Principal enables our good Senior Leaders to take the step up to Principalship and allows them to grow into the role. He will dedicate a day and a half a week to the Free School during the preparation stages and will continue this when it opens.

The Principal of the new Academy will be recruited in January 2017 to assist in the preparation for opening. Historically, around a third of the staff for a new Academy have been recruited from existing Dixons staff and the rest have been recruited externally.

The Principal will also be supported by specialists elsewhere in the Group to prepare materials and policies. Once open, we will use our existing nearby Academies to provide support for new Heads of Subject as well.

Other Expertise

Following our recent growth, we have absorbed the finance staff across our Academies into one central team and have employed a second fully-qualified accountant as Group Finance Officer to support the work of our Finance Director. This arrangement will ensure that our academies and free schools continue to operate consistently to the standards expected in the Academies Financial Handbook but is cost effective by sharing the cost of specialist expertise across our Academies.

The team is large enough to manage our anticipated growth over the next two years and we do not anticipate the need to recruit additional capacity to serve the Leeds Free School. Led by the Group Finance Director, the team produces long-term as well as short-term financial plans. Reporting on finances would initially be to, and key decisions would initially be undertaken by, the CEO accountable to the Governing Council. The Group Finance Committee and the existing Dixons Trinity Local Governing Body will take up oversight of the budget two terms before opening.

A year ago we engaged GB3 for the strategic management of IT services across the Trust, and have set up a central ICT support team from the specialist staff across our Academies. Again in this area, we are resourced to cope with the additional schools we are planning.

The Trust has external contracts with two Human Resource consultancies and has in-house HR expertise and staff who support all of our academies. We can provide in-house support where required in terms of setting up contracts. We can confirm we have more than enough HR time to support the establishment of the new Free School and the recruitment of staff, and will continue to expand our in-house resource as needed.

The Trust already has experience of eight academy and free school projects – creating new academies/free schools as well as conversions. We can call down additional support on a short term basis if required. We have in depth experience of managing building projects and can call down support from a number of professional companies at short notice. We have extensive experience of working with EFA on sites and building projects for Free Schools and have successfully procured four building projects across our Trust in the last four years.

The Trust has a contract in place with MC2 to provide marketing expertise and support, as well as helping the Group with PR more generally. All of our Fees Schools have opened oversubscribed in their first year.

We have worked successfully with two firms of solicitors nationally recognised for their expertise in the area of academy conversion and free school opening, and will tender any legal work to get the best value for money.

The Dixons Academies Trust commits to provide the staff to deliver the opening of the Free School on time and to the highest expectations of the DFE. The Group has demonstrated it has the resources to deliver up to four new schools or converting Academies in a twelve month period. We expect to be operating below that figure for 2017/18.

Governance and Accountability

The Dixons Academies Trust has three levels of governance, to hold the CEO and Principals to account, and to ensure that the Trust operates as a charity and a limited company should do. Our success is built on clear and unambiguous systems of accountability with a clear focus on student progress. The diagram below illustrates the lines of accountability.

Full declarations of interest (pecuniary, other governorships and directorships) are made at the start of each academic year, and governors are obliged to declare any new ones as soon as they arise. No Dixons Governor at any level supplies services to our Academies or has any pecuniary interest

in any aspect of the Trust. Remuneration for all employees is processed through PAYE and no employee's earnings, no matter how senior, are made via third party arrangements.

The Members form a small Trust Board which meets twice a year. They set the overall purpose, ethos, and strategic direction of the Trust, and have the power to appoint the CEO and the Director of Finance to ensure that these are upheld. They also have a limited function related to agreeing annual reports and accounts and ensuring new Members are appointed when required. No expansion of the Trust can happen without the Members' approval.

The Governing Council meets four times a year and forms the board of directors of the charity, overseeing the day-to-day running of the Trust. It is drawn from the Chairs of the Academy or Free School Local Governing Bodies. It approves Group-wide policies and procedures, signs off all the Academy budgets, and holds the CEO to account for performance and outcomes across our Academies. It is assisted in this work by two committees. The Audit Committee checks that the Trust complies with all relevant legal obligations and regulations, both financially and operationally. The Finance Committee recommends an annual budget to the Governing Council, and reports on how well this is being met during the course of the year.

In practical terms, all operating decisions are delegated to the Local Governing Bodies, which meet four times a year. Our Local Governing Bodies are relatively small, usually with a maximum of 10 members, including staff and parent governors. Up to six of these Governors would be appointed by the Trust from people who are committed to our aims and values. Local Governing Bodies examine the performance of each Academy in detail, holding the Principals to account and making recommendations to the Governing Council as appropriate.
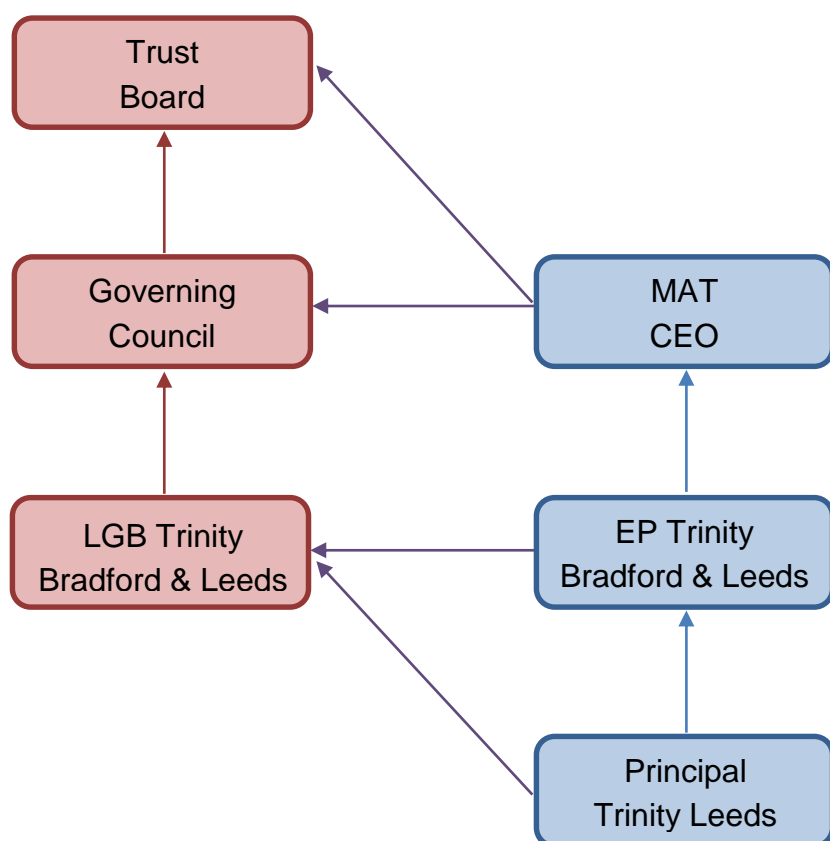
The Trust is experienced in training Governing Bodies and ensuring that Governors take on the key roles of monitoring and challenging the senior staff of the free school to deliver an outstanding school. Three of our Local Governing Bodies oversee two Academies in similar circumstances, as turnaround primaries, start-up primaries or start-up secondaries: we believe that the opportunity to compare the performance of two similar schools makes for more informed and perceptive governance. The Local Governing Body of Dixons Trinity, judged Outstanding by OFSTED, will take on responsibility for the new Leeds Academy from two terms before opening.

The Principal will be held to account by the Executive Principal, and they will both be held to account by the Governing Council. The Executive Principal will be held to account by the Trust's Chief Executive Officer, and they will both be held to account by the Governing Council. Key KPIs and targets will be set, delegated to the responsible staff, rigorously monitored, and reported on. If issues arise and are not addressed by the Principal, the Executive Principal will intervene to take action on behalf of the CEO and the Governing Council. It is clear that the Trust's accountability system is effective given our proven track record in opening and operating Free Schools successfully.

F3 (a) Proposed trustees

Complete table and provide a short commentary on your plans.

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

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
███████████	Menston, West Yorks	███████████████	Final approval	██████████ ███████████ ████████ █████████ since 2012	
█████████	Harrogate, North Yorks	Member	Final approval	HE sector consultancy & governance	
██████████	Rigton, North Yorks	Member & ████████ ██████████	Oversight of pre-opening	██████████████ ██████████ &	

				██████████ ████	
██████████	Burley Woodhead, West Yorks	██████████ ██████████ ██	Governance final 2 terms pre-opening	Former headteacher & educational consultant	
████████████	Cleckheaton, West Yorks	██████████ ██████████	Statutory and regulatory compliance	HE sector, NHS Governance, compliance	
███████████	Bradford, West Yorks	██████████ ██████████	Oversight of financial planning	Various roles in school governance within and outside our Trust	
███████████	Ilkley, West Yorks	██████████ ██	██████████ ██	██████████ ██████ ██████████ ██████████ ██████ ██████████	0.5 days per week
███████████	Horsforth, Leeds	LGB	Project pre-opening; ██	██████████ ██████ ██████ ██████████	1.5 days per week

			███████████ ████	███████████ ████ since January 2015	

F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board 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
Not applicable.	

Section F4

Recruitment of a Principal

As set out above, the Principal will not be recruited to start until 2 terms before opening but The Executive Principal will put in place preparations for opening until the Principal starts in post. Recruitment would be planned early in the Autumn Term 2016 to allow time for interviews to take place and if necessary a second round of advertisement and interviews to take place if an appointment cannot be made at the first attempt. There would be some informal headhunting among contacts the Trust has, specifically with Future Leaders, and a series of high profile adverts. The Trust also has some high quality Senior Leaders who are ready to take the step up to principal positions. The Executive Principal will put together a recruitment strategy and programme not only for the Principal but for other senior staff, all teaching staff and support staff. The Trust has recently implemented such strategies for its new free schools with great success and will undertake a major recruitment drive in the Spring before the Academy opens in September 2017. Once appointed, and before starting, the Executive Principal will involve the Principal elect in key decisions, and after appointment commences will oversee the establishment of the Free School.

Job Description

This role of Principal will be line managed by the Executive Principal and is answerable to the CEO & the Governing Council of the Dixons Academies Trust via a Local Governing Body.

The core purpose of this role is to provide highly effective professional leadership and management of Dixons Trinity Leeds that will promote a secure foundation from which to achieve high standards in all area of the Academy's work.

To achieve success, the Principal will:

- Provide vision, leadership and direction
- Communicate passion for learning and moral purpose
- Create a safe and productive learning environment which is engaging and fulfilling for all students
- Effectively lead teaching and learning
- Promote excellence, equality and high expectations of all students
- Evaluate academy performance and identify priorities for continuous improvement
- Secure the support and commitment of parents and the wider community

Key responsibilities

Empowered to Lead

1. Work with the CEO and governors and other key stakeholders to ensure the Academy vision is clearly articulated, shared, understood and acted upon effectively by all.
2. Work within the Academy community to translate the vision into agreed objectives and operational plans which will promote and sustain academy improvement.

3. Demonstrate the vision and values in everyday work and practice and inspire others to play a role in the leadership of them.

4. Produce and implement clear, evidence-based improvement plans and policies for the development of the Academy and its facilities.

5. Work with the CEO and trustees (providing information, objective advice and support) to enable it to meet its responsibilities.

6. Develop and present a coherent, understandable and accurate account of the Academy's performance to a range of audiences including staff, governors and parents.

7. Ensure that, within an autonomous culture, policies and practices take account of national and Trust circumstances, policies and initiatives.

8. Deploy the Academy's financial and human resources effectively and efficiently to achieve the Academy's educational goals and priorities.

9. Manage and organise the Academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

High Expectations

1. Develop a positive climate and an Academy ethos of high autonomy, high challenge and high accountability.

2. Develop a common culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

3. Demonstrate and articulate high expectations and set stretching targets for the whole academy community.

4. Ensure a consistent and continuous academy-wide focus on pupils' achievement, where all teachers take responsibility for using data and benchmarks to monitor progress in every child's learning.

5. Implement strategies that secure high standards of behaviour and attendance.

Values-Driven

1. Behave with integrity and treat people fairly, equitably and with dignity and respect to create and maintain a positive academy culture.

2. Build an organisation which reflects the Academy's values, and enables the systems and processes to work effectively in line with legal requirements.

3. Build an academy culture and curriculum that values the richness and diversity of Dixons Allerton's communities

4. Ensure that strategic planning takes account of the diversity, values and experience of the Academy and the community.

5. Work to safeguard and protect children, in collaboration with other agencies as appropriate.

Choice and Commitment

1. Build a collaborative learning culture within the Academy and actively engage with other Dixons Academies to build effective learning communities.

2. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

3. Manage own workload and that of others to allow an appropriate work/life balance.

4. Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.

5. Create and maintain an effective three-way partnership with students, parents and carers to support and improve students' achievement and personal development.

Highly Professionalised Staff

1. Recruit, retain and deploy staff appropriately to achieve the vision and goals of the Academy.

2. Develop and maintain effective strategies and procedures for staff induction and continuous professional development.

3. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.

4. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

5. Regularly review own practice and set personal targets, taking responsibility for own personal development.

Relentless Focus on Learning

1. Ensure that a passion for learning is at the centre of strategic planning and resource management.

2. Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.

3. Monitor, evaluate and review classroom practice and promote improvement strategies.

4. Ensure that the range, quality and use of all available resources improve the quality of education for all students and provide value for money.

5. Ensure a range of real-world learning experiences.

6. Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.

Person Specification

In filling this role, the Trust will be seeking someone with a good honours degree and qualified teacher status.

In terms of experience, we shall be looking for someone who can demonstrate:

- Evidence of impact as a teacher, middle leader and senior leader

- A variety of teaching and management experiences in at least two different secondary schools

- Evidence of having improved the quality of teaching through rigorous and robust Performance Management systems

In terms of personal attributes, we shall be looking for someone who displays:
- A commitment to the values, ethos and principles of the Dixons Academies Trust

- The drive, determination and moral purpose needed to further raise performance, close gaps, and grow the Academy's reputation

- A passion for learning and for enabling students to develop as effective and enthusiastic learners

- Integrity, empathy, humility, humour, enthusiasm and perseverance

- Self-confidence, personal impact, resilience, emotional intelligence and intellectual ability

- A concern for the welfare and well-being of all students and staff

- An ability to foster a culture of respect and openness

- Adaptability to changing circumstances and new ideas

- An excellent record of attendance

- A commitment to working with other Principals for the benefit of all Dixons students

In terms of decision-making, we shall be looking for someone who can:
- Make decisions based upon accurate analysis, interpretation and understanding of relevant data and information

- Demonstrate good judgement

- Keep things simple and consistent, refining and persevering with the chosen course of action

In terms of communication, we shall be looking for someone who can:
- Give clear messages positively and assertively

- Communicate effectively in speech and in writing to a range of audiences • Manage good communication systems

- Consult and negotiate successfully

- Chair meetings effectively

In terms of leadership and management, we shall be looking for someone who can:
- Successfully use a range of appropriate leadership styles

- Create and secure commitment to a clear vision

- Motivate, inspire and promote effective working partnerships with all stakeholders, including governors

- Set ambitious strategic objectives and successfully initiate and manage change and improvement in order to raise standards

- Model and demonstrate the Trust's core values to students and staff at all times

- Devolve responsibilities, delegate tasks and monitor and evaluate practices to see that they are being carried out and are effective

- Accurately observe lessons and give constructive feedback

- Exercise accountability effectively, efficiently and fairly.

- Deal sensitively with people and resolve conflicts

In terms of self- management, we shall be looking for someone who can:
- Prioritise and manage his/her own time effectively

- Work under pressure and to deadlines

- Achieve challenging professional goals

- Take responsibility for one's own professional development

- Demonstrate an date knowledge of essential aspects of Headship

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

Not applicable.

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

Insert text and provide evidence

F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (eg. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
Not applicable.				

F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2017/18	2018/19
Not applicable.		
	£0.00	£0.00

Section F7 (Independent schools)

Not applicable.

Section F8 (Independent schools)

Not applicable.

Section F9 (Independent schools)

Not applicable.

Section G: Budget planning and affordability

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

This section will need to be completed by both route 1 and 2 applicants.

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

In addition you should complete the excel budget templates.

Section G1

Overall Summary

The financial plan for Dixons Trinity Leeds was developed on the basis of providing strong well-rounded academic offer and therefore all decisions have been based on this premise.

The core strategy was to ensure that pupils had significant contact with teachers throughout the day to support their curriculum development and emotional well-being and behaviour.

The staffing structure took significant time to develop as a balance had to be reached in regard to semi-fixed payroll costs and the need to achieve a sustainable structure. A similar approach was adopted in resourcing curriculum needs and this was balanced against the non-curriculum operating costs; this has been partly achieved through the efficiencies available through the MAT's centralised service provision.

The aim of the financial plan was to ensure that sufficient funds were expended in the delivery of educational provision, but also to ensure the operational structure of the free school was safeguarded against unexpected costs.

The Trust financial plan provided in G1 (Excel File) successfully delivers a well-resourced free school budget and plan while also ensuring that the financial model is sustainable and value for money.

Validity of Financial Data

The financial plan has been developed based upon our knowledge and expertise as an existing Multi Academy Trust. In order to supplement our knowledge we have accessed the following sources of information to validate our initial assumptions:

- DFE Academy and Free School Benchmark Data

- LA S.256 National Spending Analysis

- Academy Finance Directors' Forum

We believe these benchmarks and our existing knowledge and experience as an existing and financially successful multi-academy trust provide a relevant and meaningful financial plan which successfully supports and aids the delivery of our educational plan.

Value for Money

Value for money is a critical factor in our decision-making and as an existing Academy Trust we have successfully delivered in regard to HM Treasury and DfE guidance. The financial policies and procedures of the Academy Trust incorporate various elements of value for money criteria which would be fully applied to Dixons Trinity Leeds through the delivery of procurement via the centralised services finance team.

Examples of Value for Money in general terms will include:

- Use of Approved suppliers

- Use of brokerage organisations (Energy/Insurance/IT)

- Requirement for 3 quotations on all purchases over £1,000

- Use of informal and formal tenders

- Use of OJEU Framework

The development of the centralised services team has also helped to ensure value for money is being achieved by reducing the need for specific groups of staff i.e. finance, IT, Admissions and compliance.

Contingency

Dixons MAT has considerable experience and knowledge of managing and operating academies and therefore has decided not to provide a contingency within the budget. The planning assumption have been based upon sound financial experience and allowances have been made within the staffing structure and curriculum resourcing to support any additional need/capacity. In addition the projected surplus year on year and cumulative surpluses we believe are sufficient to offset any material problem.

In addition the Dixons MAT also provides a further level of reassurance for Dixons Trinity Leeds.

Section G2

Financial Stability

The financial plan and budget has been developed and structured on the basis of a sustained growth strategy leading to steady-state, while providing a level of financial security so as to enable educational outcomes to be achieved. The assumptions and strategies used have briefly been identified within G1 and the financial projections up to 2024-2025, and also through the resilience exercise within G3. However, below we have identified a number of core areas which we believe support the deliverability of Dixons Trinity Leeds:

1. Income is based almost exclusively on student numbers; additional income has only been included were it has possible to accurately calculate the figure: therefore, we have taken a very conservative approach to income.

2. Deprivation indices within the area identified for Dixons Trinity Leeds are significantly higher than the LA average; however, we have chosen to adopt the LA average as per the funding model.

3. The teacher per pupil ratio has been maintained at a high level to ensure the quality of provision and consistency of relationships with pupils.

4. Dixons Trinity Leeds staffing model also does not provide for any agency or unqualified staff leading teaching and learning.

5. Employment costs (NI & Pensions) have been calculated at the actual rate per staff member's salary to provide a much more accurate financial projection.

6. Curriculum resourcing has been generously provided for, allowing for specialist and extra-curricular provision which is often lacking in many schools.

We believe our financial model sufficiently provides for educational and operational needs as well as ensuring each academic year is supported by an in-year surplus allowing the academy to build a modest surplus when steady state is achieved without the need to be reliant upon third p[arty borrowing or inter-company subsidies.
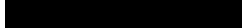
G3 Financial resilience to reductions in income

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

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

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

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Staff Salaries Budget lines 69 – 75	Staff salaries provide for the vast majority of costs within the Dixons Trinity Leeds financial model and as such most of the cost savings are delivered in this area. Teaching staff and those directly engaging with pupils will be reduced proportionally to reflect a 30% lower intake. This will also then be combined with vertical integrated teaching groups in the primary phase to allow greater efficiency around the staffing structure while ensuring that pupils retain access to qualified teachers.	2017/18 to 2019/25	████████ ████████ ████████ ████████ ████████ ████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	Support staff structures in the original model were minimal and therefore offer few savings. The capacity of the central service team would ensure support functions where suitably resourced and maintained. In the secondary phase, a 30% reduction would result in a restructure of the curriculum offer, with core elements of curriculum being protected (English, Maths, MFL, Humanities and Science). Non-core subjects and those requiring specialist resourcing would be removed from the curriculum offer at least in the initial years of the free school		██████████ ██
Other staff costs Budget lines 80 - 82	In line with a reduction in staffing numbers, employee related costs such as expenses and CPD have also been reduced. These cost reductions represent a linear relationship between staff salary costs and employee related expenditure. Recruitment costs have also been reduced to reflect the lower numbers of staff required, but these costs have not followed the linear relationship. The cost savings over the original allocation amount to 65%. This would be a realistic reduction owing to the benefits of a combined recruitment strategy across	2017/18 to 2019/25	████████ ████████ ██████ ████████ ████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	the Trust, with Academies within the Trust pooling resources, hosting recruitment open days, and using social media rather than conventional and costly advertising.		███████ ████████ ████
Premises Costs Budget lines 95 - 99	Premises costs have been calculated based upon a per-pupil method, with an element of fixed cost where appropriate. For example, pupil numbers will determine the amount of maintenance to the building as well as the vast proportion of utilities consumption. We believe these reductions are reasonably accurate as a result of having operated free schools during periods of growth to steady state.	2017/18 to 2019/25	███████ ███████ ██████ ██████ ██████ ███████ ████████ ████
Educational	Educational resourcing is positively correlated to the number of pupils and as referenced above, a 30% reduction in pupil	2017/18	██████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Resourcing Budget lines 108 - 112	numbers would require a complete review of the curriculum offer. Therefore, our savings would come from a linear reduction in costs as well as the removal of external/bought in curriculum provision. This in our opinion would still provide an effectively resourced curriculum and would be comparable with internal benchmarks.	to 2019/25	███ ███ ███ ███ ███ ███ ███
Other Costs (inc Outsourced) Budget lines 127 - 133	Catering costs would reduce in a linear manner providing a 30% saving in costs; the semi-fixed costs of catering are relatively low. The central recharge is calculated on a percentage of Trust income calculation, and therefore a reduction in income results in a reduction of charge. Due to the Trust's overall size a reduction of income at one free school would not materially	2017/18 to 2019/25	███ ███ ███ ███ ███

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	impact the allocation of central costs across the Trust. Asset replacements (IT, FF&E) would still be undertaken in the 5th and 6th year of operations, albeit at a more modest level. This would be in keeping with the Trust's policy on asset maintenance and replacement.		███████ ███████ ███████
TOTAL **Savings identified provide a balanced or surplus position in each of the years up to steady state**			███████ ███████ ███████ ███████ ███████ ███████ ███████ ███████

Section H: Premises

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

This section will need to be completed by both route 1 and 2 applicants.

Please complete the excel application form.

Annexes

In this section you should provide CVs of key individuals, any letters of support and maps. The annex is excluded from the page limit but should be submitted as part of your application, ie as one word document.

This section will need to be completed by both route 1 and 2 applicants.

Self-assessment form for independent schools

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

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	*[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]*		
Achievement of pupils at your school	*[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data.* *The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum* *Closing the gap for all pupil groups and ensuring that SEND pupils achieve* *Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/ moderation will be essential to ensure reliability.* *please delete this guidance before submitting this form]*		

Quality of teaching in your school	*[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management.* *Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.* *Consistency of student presentation of work and scrutiny reference progress and standards* *How marking, assessment and students feedback/reflection enhances pupil learning* *Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs* *How teaching promotes pupils learning and progression* *The review should be validated externally to ensure moderated outcomes for the school* *Reading, writing, communication and mathematics across the curriculum.* *Tutor and pastoral time including SMSC and British values* *please delete this guidance before submitting this form]*		

Behaviour and safety of pupils	[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]		
Quality of leadership in, and management of, your school	[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve		

	and overcome specific barriers to learning. *The Ofsted framework identifies detailed areas for review as does the National College such as the Headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.* *Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.* *please delete this guidance before submitting this form]*		
The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school,	*[pupil recruitment and how the education will be adapted to meet the needs of all* *- progress on financial planning and cash management systems, including appointment of finance director* *- budget predictions and resource for ongoing budget management* *- trust's plans for ensuring funding agreement compliance* *- ensuring adequate systems and controls in place, including accounting software package*		

and in particular the needs of disabled pupils and those who have special educational needs.	*please delete this guidance before submitting this form]*		
Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.			

Governance Self-Assessment

Your assessment against the Governors and Academies Financial Handbook		Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1 The roles and responsibilities of the directors/trustees	**Please detail your duties as:** a) **company directors and charity trustees** b) **accounting officer** **Understanding of the strengths and weaknesses of the school.** **Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)** **Holding school leadership to account**		

2 Structure of the board	Accountability system Structure of decision making		
3 Meetings	Please detail your board and committee meetings schedule and outline agenda		
4 Finance	Please give details of your chief financial officer, with appropriate qualifications and/or experience Schemes of delegation Approvals process- budget Investment policy Procurement including leases Internal control framework Contingency and business continuity plan Insurance cover		

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