



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

Cheadle Hulme High 2

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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 has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 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?	Y	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	Y	
Section B: Outline of the school	Y	
Section C: Education vision	Y	
Section D: Education plan	Y	
Section E: Evidence of need	Y	
Section F: Capacity and capability	Y	
Section G: Budget planning and affordability	Y	
Section H: Premises	Y	
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?	Y	
4. Have you fully completed the budget plans?	Y	
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?		

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: [REDACTED]

Date: 6/10/15

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

<p>Please tick to confirm that you have included all the items in the checklist.</p> <p style="text-align: right;">Y</p>
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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

Section C1

Cheadle Hulme High 2 (CHH2) will be a non selective, non-denominational, five form entry secondary academy. We will have a maximum class size of thirty pupils and at full capacity 750 pupils will attend the school. We plan to admit our first cohort of Year 7 children in September 2018 and the school will grow each year with Year 7 children admitted each year. Our aim is to co-locate CHH2 on the same site as CHPS which will open in September 2017. Opening CHH2 in 2018 will give us the opportunity to develop the shared facilities in the most cost effective way. The school is being proposed by the Laurus Trust (formerly Cheadle Hulme Education Trust). Cheadle Hulme High School, the founder school within the trust, is a hugely oversubscribed academy converter with a reputation locally (and further afield) for outstanding teaching and learning, the relentless pursuit of excellence and a determination to ensure that every child succeeds. It is a Teaching School and has been judged Outstanding in every category by Ofsted in 2011 and 2015. The vision which informs our work in the 11 – 18 school, and the framework which we have in place to deliver this vision, have generated the core values for our new secondary school. **This secondary school – in this area – would**

- Address basic need by helping to fill a projected shortage of school places in the local area
- Respond to parental demand
- Offer higher standards than local schools by raising academic attainment for all pupils (see below)
- Add to choice/diversity of provision locally
- Make use of academy freedoms to improve standards in the local area

"Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice."

Rationale

Address basic need

There are no significant surplus of school places in the relevant phase in the area;

The following data is provided from Stockport LA. The data shows that despite the PAN for CHHS being 270, the total number of projected students is significantly increasing. This results in a potential year group of 392 students in the academic year of 2021. The school does not have the space to expand further and these

figures are based on neighbouring schools (including underperforming schools) being at or over current capacity.

Cheadle Hulme High										4039							
Year		18+	17+	16+	15+	14+	13+	12+	11+	Spec	Total	Total Linked	Total Priority Area	PAN			
2008/09					222	264	238	248	243	0	1,215	371	362	250			
2009/10					261	238	245	247	248	0	1,239	343	377	250			
2010/11					236	248	253	249	248	0	1,234	338	326	250			
2011/12					241	258	249	256	300	0	1,304	358	356	250			
2012/13					252	253	252	300	270	0	1,327	329	324	250			
2013/14		0	0	54	243	247	297	274	270	0	1,331	302	325	250			
2014/15		0	48	78	246	290	274	269	284	0	1,363	326	297	250			
2015/16	Projected	0	120	150	285	270	267	285	285	0	1,662	353	341	270			
2016/17		0	150	150	270	267	283	286	290	0	1,696	365	352	270			
2017/18		0	150	150	267	283	284	291	292	0	1,716	355	343	270			
2018/19		0	150	150	283	284	289	293	300	0	1,748	360	348	270			
2019/20		0	150	150	284	289	291	301	300	0	1,764	368	356	270			
2020/21		0	150	150	289	291	299	301	300	0	1,779	361	349	270			
2021/22		0	150	150	291	299	299	301	300	0	1,788	392	379	270			
												Linked as % Priority					
Transition Rates																	
2012/13					0.98	1.02	0.98	1.00				1.02					
2013/14					0.96	0.98	0.99	1.01				0.93					
2014/15					1.00	0.98	1.00	1.00				1.10					
3 year average												1.03					
Rate used for projections												1.03					

Modelling Overall Student numbers

Any projection modelling beyond the numbers already in the school system is speculative. In the model presented below we anticipate that primary intake will plateau at around 3,600 and project that forward. Actual numbers already 'in the system' at nursery level and beyond are the black numbers in the table below. Transition rates vary year on year between 0.98 and 1 but given the drive for additional housing creation in Cheadle Hulme, more children may arrive in the area and require places. In modelling terms there has therefore been an assumed transition rate of 1.

YEAR	R	1	2	3	4	5	6	7	8	9	10	11	Primary Population	Secondary Population	YEAR
2017-18	3581	3563	3538	3447	3425	3445	3313	3037	2950	2886	2622	2540	24312	14035	2017-18
2018-19	3600	3581	3563	3538	3447	3425	3445	3313	3037	2950	2886	2622	24599	14808	2018-19
2019-20	3600	3600	3581	3563	3538	3447	3425	3445	3313	3037	2950	2886	24754	15631	2019-20
2020-21	3600	3600	3600	3581	3563	3538	3447	3425	3445	3313	3037	2950	24929	16170	2020-21
2021-22	3600	3600	3600	3600	3581	3563	3538	3447	3425	3445	3313	3037	25082	16667	2021-22
2022-23	3600	3600	3600	3600	3600	3581	3563	3538	3447	3425	3445	3313	25144	17168	2022-23
2023-24	3600	3600	3600	3600	3600	3600	3581	3563	3538	3447	3425	3445	25181	17418	2023-24
2024-25	3600	3600	3600	3600	3600	3600	3600	3581	3563	3538	3447	3425	25200	17554	2024-25
2025-26	3600	3600	3600	3600	3600	3600	3600	3600	3581	3563	3538	3447	25200	17729	2025-26
2026-27	3600	3600	3600	3600	3600	3600	3600	3600	3600	3581	3563	3538	25200	17882	2026-27
2027-28	3600	3600	3600	3600	3600	3600	3600	3600	3600	3600	3581	3563	25200	17944	2027-28
2028-29	3600	3600	3600	3600	3600	3600	3600	3600	3600	3600	3600	3581	25200	17981	2028-29

The total PAN for Stockport is 3035. As can be seen, by 2017 there will be more students than school places. Although the additional requirement is initially low, this

masks the considerable local issues that will be faced in the Cheadle Hulme area as demonstrated in the earlier table. In additional years the figures show how the situation develops - in 2018 there will be a shortfall of 278 places and by 2025 this has increased to a total year 7 shortfall of 546 places.

Considerable housing development is also taking place within Stockport. Within 2 miles of CHHS a significant development of 1887 new homes is being proposed. The North Cheshire Growth Village at Handforth East places greater pressures on the local issues identified above.

Respond to parental demand

We wish to build on the success of Cheadle Hulme High School (CHHS) in order to provide a better quality of provision for students in the Stockport area.

Cheadle Hulme High School is an outstanding school with the top academic results in the Stockport area. 86% of students gained 5+ A* - C at GCSE in 2015. The school is significantly oversubscribed.

This demand is sustained (and in fact increasing) from 2014. In 2015 CHHS had 914 applications for 270 places. This equates to over 3 applications per place within the school. Only 70% of 1st choice applicants have been successful.

	PAN	Total Applications 2014	Total Applications 2015
Bramhall High School	270	598	568
Cheadle Hulme High School	270	796	914
Harrytown Catholic High School	165	339	334
Hazel Grove High School	250	457	568
Marple Hall School	300	455	562
Priestnall School	255	567	620
Reddish Vale High School	270	243	170
St. Anne's RC High School	150	234	247
St. James Catholic High School	160	231	367
Stockport Academy	180	172	211
Stockport School	215	414	475
The Kingsway School	300	472	548
Werneth School	250	312	296

Standards

Key Stage 2 results are nominally above the national average in Stockport. The average KS2 points score is 27.9 compared with a value of 27.6 nationally. It would therefore be expected that students achieve above the national average at KS4. Trend analysis shows that this is the case. However this masks a significant fall in results over the past 4 years when authority wide results are compared with national figures.

In 2011, 6.4% more students achieved 5+ A*-C GCSEs including English and maths in Stockport than in all state schools nationally. However, the gap between Stockport and the national results has fallen annually. In 2014 only 1.7% more students in Stockport achieved 5+ A*-C GCSEs including English and maths.

	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs			
	English	Maths	2011	2012	2013	2014
England	71.6%	65.5%	58.2%	58.8%	60.6%	56.6%
Local Authority	70.1%	66.5%	64.6%	65.0%	65.8%	58.3%

The apparent headline measure success also masks significant underperformance in English with expected progress figures dropping below the national average in 2014.

The Sutton report into HE access (2011) shows that Stockport is failing to prepare students for success post-16.

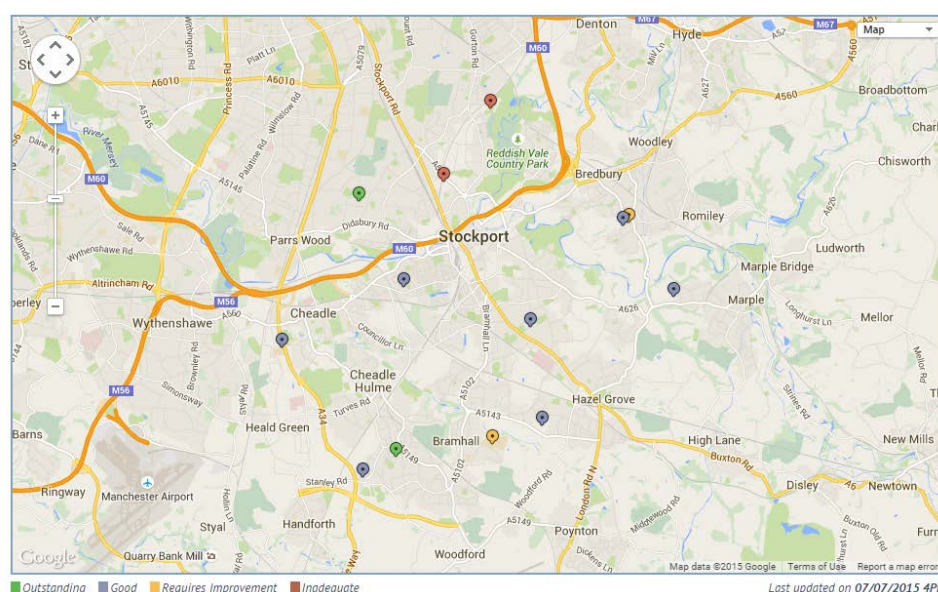
Only 45.3% of state school pupils from Stockport continued into higher education. This places Stockport 147 out of 148 local authorities. The figure is also significantly below the national average of 64.2%.

Only 0.5% of state school students in Stockport continue to study at one of the Oxbridge Universities. Again this is significantly below the national average of 1.0%.

A substantial part of our proposal would be to achieve post-16 success by providing students with access to the outstanding provision at CHHS Sixth Form.

The number of places in underperforming existing schools in the school's proposed vicinity comprises a total number of pupil places greater than your proposed school's capacity at scale.

CHHS is the only outstanding secondary school in the local area. Two local schools are rated as 'requires improvement' with others rated as 'good'. The closest school to CHHS is rated as RI and has some progress measures below the national average.



Due to two schools in the locality being rated as RI, there are more pupils in local schools identified by Ofsted as underperforming than the capacity of the proposed school.

The following table shows the 2014 headline data for local schools.

Distance from CHHS (miles)	Ofsted Judgment	School name	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving the EBacc
			English	Maths	2011	2012	2013	2014	
		England - state funded schools	72%	66%	58%	59%	61%	57%	24%
		Local Authority	70%	67%	65%	65%	66%	58%	27%
1.9	RI	Bramhall High School	62%	69%	73%	72%	60%	62%	38%
2.5	Good	The Kingsway School	75%	71%	72%	64%	70%	62%	16%
2.7	Good	Hazel Grove High School	84%	68%	70%	68%	68%	69%	36%
2.9	Good	Stockport Academy	70%	40%	41%	42%	41%	34%	10%
4.7	RI	Poynton High School	77%	75%	71%	70%	74%	73%	42%
n/a	Outstanding	Cheadle Hulme High School	82%	81%	74%	81%	77%	77%	43%

The table below shows the provisional 2015 KS4 results for the state secondary schools in the above list.

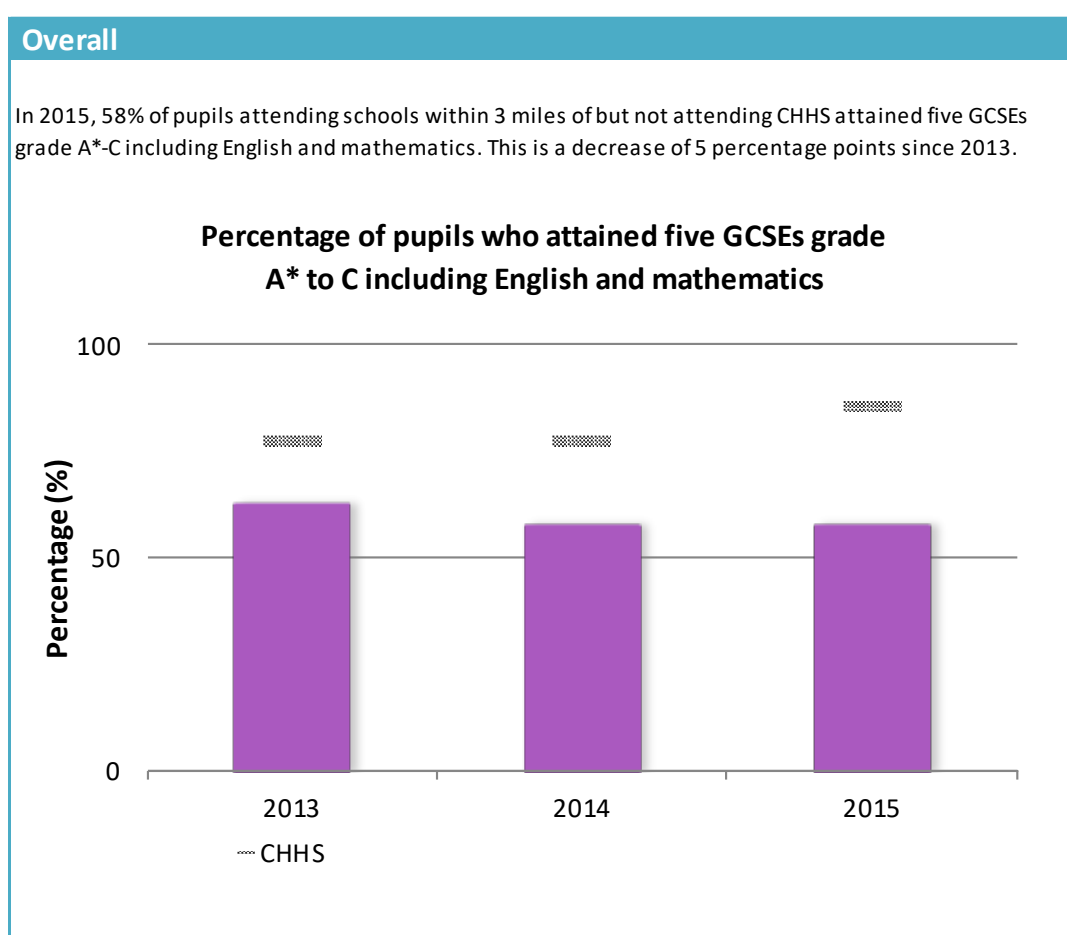
School	5 A*-C inc En & Ma
CHHS	86%
Hazel Grove	71%
Bramhall	64%
Kingsway	58%
Stockport Academy	Unknown
Poynton High School	53%

Two local schools in particular show significant underperformance in terms of either progress or attainment. This data endorses the fact that there are more pupils at

underperforming existing schools in the area than the capacity of the proposed school.

Historical Ofsted outcomes potentially mask educational underperformance. To date there are 5 Ofsted rated underperforming schools within a 5 mile radius of CHHS. This equates to 972 pupils each year, 4860 in total being educated in schools which are not good enough.

Within a 3 mile radius of CHHS there is significant educational underperformance. Moreover this problem is exacerbated as the radius increases. The graph below outlines the educational underperformance of local non-selective schools. It can be seen that in 2015 only 58% of students in schools within 3 miles of CHHS achieved 5 A*-C grades including English and mathematics. This is set against the performance at CHHS of 86%.



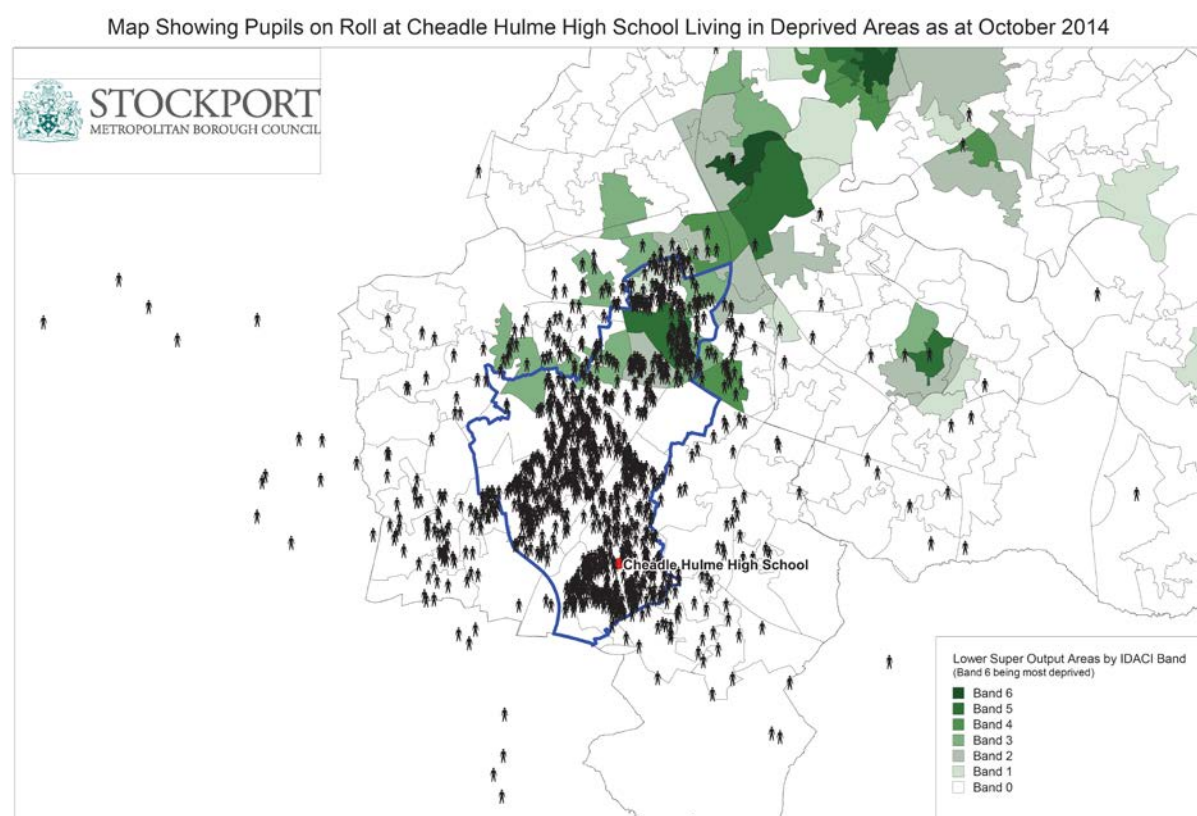
When considering disadvantaged pupils' achievement, the performance is even more disappointing with only 36% of students achieving 5 A*-C including English and

mathematics within a 3 mile radius of CHHS in 2014. This contrasts starkly with the 73% of disadvantaged students at CHHS who achieved this standard.

We would expect the cohort of students at CHH2 to broadly reflect the demographic of CHHS

The proportion of Looked After Children on roll at CHHS currently stands at 1.1% of the school population. We currently have the highest number of CLA students in the Borough at 16.

The school population draws from a large range of social backgrounds. From Acorn (2015) data our catchment ranges from a significant number of Category One households, particularly Executive Wealth, to those in Category Five. This includes a number of Struggling Estates and Difficult Circumstances households. The February 2015 School Census shows that on roll there are a total of 248 pupils living in deprived areas, of which 166 live in 25% of most deprived areas. This represents 17% of the total number of pupils attending the school.



Add to choice/diversity of provision locally

There are no pockets of deprivation in the Cheadle Hulme area. There is, however, risk of educational disadvantage and we believe that an additional secondary school will offer considerable **educational advantage**, and provide a local example of

'outstanding' provision. The proposal for a Free Secondary School in this area is based on the premise that the Laurus Trust has the expertise and professional standing to create a school that will offer the community an enhanced 11 - 16 offer.

Furthermore, the focus on academic excellence together with the Cornerstone activities delivered via the Aspire and Enhance* programmes will ensure that there is an increase in participation rates at A-level and beyond to Russell Group universities.

*The Aspire programme encompasses the full range of academic opportunities through the cornerstone of Academic Aspiration, whilst the Enhance programme is designed to enrich this experience through the remaining cornerstones of Culture & Creativity, Competition & Physical Endeavour and Leadership & Service. These programmes are summarised in the following section.

Make use of academy freedoms to improve standards in the local area

As described above, the incorporation of an additional Secondary school into the Laurus Trust would generate a number of educational advantages. It would also benefit from academy freedoms around organisation and budget, not least the ability to target financial, physical and human resources at key areas of school improvement as well as achieving greater cost effectiveness through the sharing of resources in a variety of ways. These will include

- appointing teaching and support staff to work between schools
- appointing IT, Finance, HR and Estates staff to work across the Trust
- creating common administrative appointments
- identifying and exploiting opportunities to exercise economies of scale
- sharing equipment, hardware and accommodation
- increasing the range and capacity for community and out-of-hours learning or extra-curricular activities which generate additional income and enhance local provision
- collaboration on research, CPD, pedagogy, etc.

Vision and Ethos

"Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice"

Our academic curriculum will be knowledge based and will ensure that the needs and talents of all students are recognised and developed. Ultimately, we will ensure the same level of academic excellence at CHH2 as is achieved at CHHS.

We do not just wish for our students to be successful whilst they are with us. We wish to develop the KASH (Knowledge, Attitudes, Skills and Habits) that will allow them to continue to be successful in whatever route they choose post 16.

Our ethos is built on the four Cornerstones of Success

- Academic Aspiration
- Culture and Creativity
- Competition and Physical Endeavour
- Leadership and Service

Academic Aspiration

Our ambition is for all of our students, regardless of background, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be resilient, to value effort, to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Culture and Creativity

Alongside our high aspirations for academic success we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in such activities as Art, Music, Drama and the development of oracy and literacy. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

Competition and Physical Endeavour

We strongly believe that physical activity and competition, both intra and inter school, are vital to the holistic development of young people, fostering their physical, social and emotional health. We believe that the benefits of physical activity and sport reach way beyond their impact on physical wellbeing and are evident in other aspects of education and welfare.

All students will be expected to embrace the notion of ‘mens sana in corpore sano’ ‘Healthy Body Healthy Mind’.

Leadership and Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and will encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities.

By the time they leave us we want each student to have that true sense of self- worth which will enable them to stand up for what is right and what they believe in and, in doing so, to be of value to society.

Our curriculum and approach to teaching and learning will support our Cornerstones and in turn be supported by them.

Aspirations and Outcomes

Our Aspirations and Outcomes link directly to our Vision and to the Cornerstones which provide the framework for the realisation of that vision -

Academic Aspiration

Learning will be at the heart of everything we do. Our aspirations and expectations will be high - *“for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice”*

- The outcomes outlined in Section D2 will be as a result of all teaching being judged consistently outstanding.
- The most effective pedagogies will be developed and utilised. Innovative practice, informed by research and a growth mindset, will inspire and engage our pupils and teachers alike. (See D2).
- The achievement of Pupil Premium pupils and SEND pupils will be equal to that of their peers or will be improving rapidly.
- From each different starting point, the proportion of pupils making more than expected progress (expected is currently three whole national curriculum levels) will be well above the national average. All pupils will make sustained progress in every year group and across all subjects including English and Mathematics. (More detailed targets are outlined in D2).

Culture and Creativity

Culture and Creativity will be embedded in the curriculum as well as offered via extra-curricular activities - **“We will ensure that children from all backgrounds are able to discover new talents and interests and develop existing ones.”**

- Opportunities for cultural and creative development will be incorporated into each individual subject's scheme of work. These opportunities will include visits both in and out of school time (for example, galleries, museums, exhibitions, theatre, concerts, drama and music workshops).
- The development of oracy and literacy will be incorporated into each individual subject's scheme of work.
- There will be a full programme of extra-curricular activities based on the Cornerstone of Culture and Creativity. 100% of pupils will take part in these activities.

Competition and Physical Endeavour

Opportunities for competition and physical activity will contribute to **the “holistic development of young people, fostering their physical, social and emotional health”**

- A comprehensive 'Healthy Body, Health Mind' programme will be developed. We will work with a number of outside agencies to ensure that we are able to provide a wide range of expertise, activities and opportunities.
- There will be a full programme of extra-curricular activities and competitions based on the Cornerstone of Competition and Physical Endeavour, including externally organised competitions. 100% of pupils will take part in these activities

Leadership and Service

Opportunities for Leadership and Service will enable pupils to engage with the local community and their peers and thereby develop **“the confidence to think for themselves ...tolerance, teamwork and collective responsibility”**

- There will be one 'community' event per term, for example a Christmas Market. 100% of pupils will take part in at least one of these events
- Opportunities for leadership will be made available via forms, houses, subjects and 'Cornerstone' groups and activities. 100% of pupils will take on a leadership role in school. 50% of pupils will embark on an externally accredited Leaders Course, for example Sports Leaders.

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								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7			150	150	150	150	150	150
Year 8				150	150	150	150	150
Year 9					150	150	150	150
Year 10						150	150	150
Year 11							150	150
Year 12								
Year 13								
Totals			150	300	450	600	750	750

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
KS3			
Mathematics	4	Mandatory	
English	4	Mandatory	
Physics	1	Mandatory	
Chemistry	1	Mandatory	
Biology	1	Mandatory	
MFL	3	Mandatory	
History	1.5	Mandatory	
Geography	1.5	Mandatory	
Computing	1	Mandatory	
Art	1	Mandatory	
Design Tech	1.5	Mandatory	
Performing Arts	1.5	Mandatory	
Physical Education	2	Mandatory	
Beliefs and Values	1	Mandatory	

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
KS4		Mandatory	
Mathematics	4.5	Mandatory	
English	4.5	Mandatory	
Science	5	Mandatory	
MFL	2.5	Mandatory	
History/Geography	2.5	Mandatory	
PE	1	Mandatory	
Options 1	2.5	Mandatory	
Options 2	2.5	Mandatory	
Beliefs and Values	Delivered through mandatory 'drop down' days		
KS3 and KS4			
Enrichment	A full programme of enrichment activities will be offered during lunch times and after school each day. As the Cornerstones of Academic Aspiration, Leadership and Service, Competition and Physical Endeavour and Culture and Creativity will form the Development Plan priorities, each Department will incorporate activities covering these areas into their schemes of work. Some enrichment activities will therefore form part of normal lesson time. See section D1.		

Vision

"Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice"

We wish to provide all students with the Knowledge, Attitudes, Skills and Habits (KASH) to continue with the post-16 study, further training or employment of their own choice. Students leaving CHH2 will be able to make informed choices regarding their future as a result of the KASH they have developed and the examination results they have gained.

Our principles are based on the firm belief that all students are entitled to an outstanding state education, incorporating learning and enrichment opportunities matching those offered in the best private schools; we are unashamedly academic. The 2011 Ofsted inspection of Cheadle Hulme High School included the phrase 'second best for anyone simply will not do' - it is this ethos which drives our determination to provide the best education possible for the young people of Stockport. Our Cornerstones framework, outlined below, is designed to ensure that all school leaders and staff are aware of their responsibilities in providing the opportunities which will contribute to this educational experience, and that students are aware of our expectations in terms of their commitment and involvement.

Cornerstones

We will develop the KASH needed to succeed after leaving school based on -

- Academic Aspiration
- Culture and Creativity
- Competition and Physical Endeavour
- Leadership and Service

Academic Aspiration

Our ambition is for all of our students, regardless of background, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be resilient, to value effort, to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Culture and Creativity

Alongside our high aspirations for academic success we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in such activities as Art, Music, Drama and the development of oracy and literacy. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

Competition and Physical Endeavour

We strongly believe that physical activity and competition, both intra and inter school, are vital to the holistic development of young people, fostering their physical, social and emotional health.

We believe that the benefits of physical activity and sport reach way beyond their impact on physical wellbeing and are evident in other aspects of education and welfare.

All students will be expected to embrace the notion of 'mens sana in corpore sano' 'Healthy Body Healthy Mind'

Leadership and Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, democracy, teamwork and collective responsibility. We place great importance on both leadership and participation and will encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities.

By the time they leave us we want each student to have that true sense of self-worth which will enable them to stand up for what is right and what they believe in and, in doing so, to be of value to society at large.

Curriculum Principles

The **Curriculum Principles** that underpin this vision are:

- We have an unashamedly academic approach to curriculum structure and pedagogy
- **Outstanding teaching** results in all students, including those who have Special Educational Needs and/or disabilities and those for whom the Pupil Premium provides support, making rapid and sustained progress. (Further detail in D2)
- Teachers are experts in their field. They have consistently **high expectations** of themselves and of their students. They plan and teach lessons that enable students to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check students' understanding throughout lessons and over time, anticipating where they may need to intervene and doing so with **notable impact on the quality of learning**.
- Teachers and other adults generate **high levels of engagement** and commitment to learning across the whole school.
- Consistently **high quality marking and constructive feedback** from teachers ensure that students make rapid gains.
- Well-judged teaching strategies, including **sharply focused and timely support** and intervention, match individual needs accurately so that students learn exceptionally well across the curriculum.
- Students' **attitudes to learning are exemplary**. Staff and students are unreservedly positive about both behaviour and safety.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an **exceptionally positive climate for learning**.

Students at CHH2 will be following the national curriculum. In order for our vision to be achieved the curriculum will be designed to support the development of KASH and the four cornerstones.

We believe in the importance of core knowledge and deep mastery. Socially disadvantaged students should receive the same education as those in the best private schools. Students should be explicitly taught the academic language needed to be academically successful. They should be provided with as broad and deep a knowledge base as possible so that they can think as broadly and deeply as possible. Our curriculum structure will be based on students developing a core body of knowledge. During the five years the students will be studying these core subjects, the curriculum will be designed to develop a deep mastery of this core material.

Mastery Curriculum Principles and Design

The content and principles underpinning the 2014 National Curriculum reflect those found in high performing education systems internationally, particularly those of east and south-east Asian countries/jurisdictions such as Singapore, Japan, South Korea and Shanghai. For instance the OECD suggests that by age 15 students from these countries are on average up to three years ahead compared to 15 year olds in England. What underpins this success is the far higher proportion of pupils reaching a high standard and the relatively small gaps in attainment between pupils in comparison to England.

Though there are many differences between the education systems of England and those of east and south-east Asia, we can learn from the 'mastery' approach to teaching commonly followed in these countries. Certain principles and features characterise this approach:

- Teachers reinforce an expectation that all pupils are capable of achieving high standards.
- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

The intention of these approaches is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery'.

Curriculum design

A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. Effective mastery curricula are designed in relatively small carefully sequenced steps, which must each be mastered before pupils move to the next stage. Fundamental skills and knowledge are secured first. This often entails focusing on curriculum content in considerable depth at early stages.

Teaching resources

A coherent programme of high quality curriculum materials is used to support classroom teaching. Exercises are structured with great care to build deep conceptual knowledge alongside developing procedural fluency. The focus is on the development of deep structural knowledge and the ability to make connections. Making connections deepens knowledge of concepts and procedures, ensures what

is learnt is sustained over time, and cuts down the time required to assimilate and master later concepts and techniques.

Lesson design

Lessons are crafted with similar care and are often perfected over time with input from other teachers, drawing on evidence from observations of pupils in class. Lesson designs set out in detail well-tested methods to teach a given topic. They include a variety of representations needed to introduce and explore a concept effectively and also set out related teacher explanations and questions to pupils.

Teaching methods

In highly successful systems, teachers are clear that their role is to teach in a precise way which makes it possible for all pupils to engage successfully with tasks at the expected level of challenge. Pupils work on the same tasks and engage in common discussions. Concepts are often explored together to make relationships explicit and strengthen pupils' understanding of connectivity. Precise questioning during lessons ensures that pupils develop fluent technical proficiency and think deeply about the underpinning concepts.

Pupil support and differentiation

Taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day: there are very few “closing the gap” strategies, because there are very few gaps to close.

Productivity and Practice

Fluency comes from deep knowledge and practice. The ability to recall facts from long term memory and manipulate them to work out other facts is also important. All tasks are chosen and sequenced carefully, offering appropriate variation in order to reveal the underlying structure to pupils. Both class work and homework provide this ‘intelligent practice’, which helps to develop deep and sustainable knowledge.

Implications

Teachers of mastery curricula must have deep subject content knowledge and pedagogical content knowledge. They engage in collaborative planning and are continually seeking to improve their effectiveness.

Specialist teachers will therefore require:

- Deep structural subject knowledge
- Strong understanding of the structure of the curriculum and its aims: fluency, accuracy, precision, reasoning and problem solving, and how to apply these to teaching
- Insight of what is meant by mastery of the curriculum, the factors that contribute to it and how it is achieved
- Appreciation of the importance of practice and the nature of intelligent practice to develop deep and sustainable understanding which contributes to mastery for all
- Knowledge of their subject as a network of interconnected ideas and an appreciation that making connections reduces the amount to learn, deepens knowledge and contributes to sustainability of understanding over time
- Opportunities to collaborate with other professionals
- Knowledge of how effectively to deliver high quality whole class teaching and provide access for all pupils
- The ability to provide quick feedback to pupils and effective intervention to support all pupils to keep pace with the rest of the class

How the curriculum meets the needs of the intake

We would expect an intake that would be broadly in line with that in local schools.

▲ School name	Attainment level when leaving primary school						Average key stage 2 point score (all pupils)
	Low attainers		Middle attainers		High attainers		
	Number	%	Number	%	Number	%	
England - all schools	NA	NA	NA	NA	NA	NA	NA
England - state funded schools only	84821	15.9%	275156	51.7%	172111	32.3%	27.6
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)							
<input checked="" type="checkbox"/> Bramhall High School	19	8%	115	46%	114	46%	29.0
<input checked="" type="checkbox"/> Cheadle Hulme High School	23	10%	113	48%	100	42%	28.8
<input checked="" type="checkbox"/> The Kingsway School	34	12%	153	53%	99	35%	28.2

The curriculum would meet the needs of a cohort as referenced in section C. The average percentage of disadvantaged students attending the four schools closest to (and within) Cheadle Hulme is 18%. We would expect to draw a similar percentage cohort of students into CHH2. Using the same methodology we would also have a small number of the cohort, 8% (approximately 12 students) for whom English is not their first language. We expect a similar percentage of students, 9%, to attend who have statements or require SEN support.

Stockport as an authority is poor at converting GCSE success into equivalent success at post 16 transition to university. The CHH2 curriculum would be about ensuring that students develop the depth and breadth of knowledge and skills as well as the attitudes and habits to enable them to be successful post-16 and then continue into the career or the higher education studies of their choice.

Curriculum Model

Year 7 Upon entry into Year 7, students will be placed into one of 5 Tutor Groups. Any sets will be based on attainment and informed by end of Key Stage tests and internal assessments. These arrangements may change as each student progresses through the Key Stage. Humanities subjects, Art, Music, Drama will be taught in mixed ability form tutor groups whilst PE, Computing and Design Technology will be taught in smaller mixed ability groups

Year 8 We would have a similar arrangement to Year 7. Setting arrangements will depend on the specific needs of the year group and be informed by National Curriculum tests and internal assessments.

Year 9 In Year 9, arrangements will be very similar to Year 8 with sets in English, Science and MFL. Art, Computing, Performing Arts, PE, History, Geography, Design Technology and Beliefs and Values will be taught in mixed ability groups.

We will operate a two week, 50 lesson, timetable cycle. All lessons will be 1 hour duration. The curriculum structure for each year group in Key Stage 3 will be as follows:

YEAR 7		YEAR 8		YEAR 9	
SUBJECT	LESSONS	SUBJECT	LESSONS	SUBJECT	LESSONS
Mathematics	8	Mathematics	8	Mathematics	8
English	8	English	8	English	8
Physics*	2	Physics	2	Physics	2
Chemistry*	2	Chemistry	2	Chemistry	2
Biology*	2	Biology	2	Biology	2
MFL	6	MFL	6	MFL	6
History	3	History	3	History	3
Geography	3	Geography	3	Geography	3
Computing	2	Computing	2	Computing	2
Art	2	Art	2	Art	2
Design Technology	3	Design Technology	3	Design Technology	3
Performing Arts	3	Performing Arts	3	Performing Arts	3
Physical Education	4	Physical Education	4	Physical Education	4
Beliefs and Values	2	Beliefs and Values	2	Beliefs and Values	2

- Following on from the success of the separate science programme at CHHS, we propose to teach students within the separate science disciplines from entering the school. In 2015 over 90% of students gained 2 GCSE grades in science at CHHS.

Options process

During year nine students will opt for their Key Stage 4 subject choices. All students will follow programmes that will lead to them studying subjects leading to the EBacc suite of qualifications. An emphasis on the EBacc qualifications at Key Stage three will prepare students for this but not at the cost of other subjects, which students will have the opportunity to continue to study.

The Key Stage 3 to 4 transition will be a key time where we ensure that students receive correct and relevant information, advice and guidance so that the curriculum is suited to their needs and future aspirations. Key to this period will be communication with stakeholders so that all learners, parents and carers are aware of the options available to them and the process involved. Following parental information events, all learners will have an individual consultation with a Senior Leader. Those at risk of NEET will have a further (and additional) consultation with a Level 6 accredited CEIAG professional.

As part of their Key Stage 4 curriculum all students will be required to study a Modern Foreign Language. In addition to this, students will be given the option to study a second language. Students will be required to study History or Geography. The Key Stage 4 transition will be organised so that students could opt to study both History and Geography. In addition to this students will then be given a number of subjects from which they must choose two to study. Opting to take both History and Geography would take one of those two option places.

The Key Stage 4 transition would begin in December of the previous year. Students would be given full information of any requirements for individual courses. A full series of 'taster' sessions would be provided. Furthermore, we will work with post-16 providers within the Trust to allow students to experience possible Key Stage 5 courses. This will allow them to see progression from Key Stage 3 to 5 and make more informed choices at this transition point.

Key Stage 4

Years 10 /11 Students will be taught in ability sets for English and Science. Whilst mathematics and option subjects will in principle of mixed ability, there will be strict guidelines in operation to ensure appropriate option choices.

Each student will continue with the compulsory core curriculum:

- Mathematics

- English
- Science
- Physical Education
- Beliefs and Values
- MFL
- History or Geography

Students complete their curriculum at KS4 with two further Option subjects. Their choices will reflect their individual interests as well as academic or skills based ability.

Subjects offered at KS4 will be GCSE -

Art and Design, Computing, Engineering, Drama, second MFL, History, Geography, Music, Product Design, Separate Sciences, Textiles

The English Baccalaureate

Students will study the subjects at KS4 which will allow them to achieve the English Baccalaureate: A GCSE in a Modern Foreign Language, Computing, History or Geography and, of course, the core subjects of Mathematics, English and Science.

The curriculum structure at KS3 and KS4 is to ensure that students develop a core depth of knowledge. The emphasis on the EBacc suite of subjects is to allow both depth and breadth in these essential subjects, ensuring that students have the opportunity to meet the school vision and achieve the grades and develop the qualities which will open the door to the future of their choice. The emphasis on these core subjects does not detract from students following other subjects in which they may have a particular interest or passion. We wish to prepare students through the core curriculum and enrichment activities to have the KASH in order to succeed beyond their time at CHH2.

Curriculum Content

CHH2 will be a fully inclusive school. All students will access all aspects of our curriculum. Effectively differentiated teaching based on the mastery approach will enable all pupils to engage in our curriculum and to experience success in doing so. Whilst we do not anticipate high numbers of students with English as an Additional Language, Special Educational Needs and/or Disabilities, it will be a priority for our school that such pupils achieve at least as well as their peers or that they are improving rapidly. As indicated in the tables on the previous pages, a high proportion of curriculum time will be allocated to the core of English, Maths, Science and MFL*.

*As a former specialist Language College, Cheadle Hulme High School, the founder school in the Laurus Trust, has achieved considerable success in engagement and

outcomes in MFL and we appreciate the benefits which high quality learning opportunities in this area bring to individual students and the school community.

English

The English curriculum at KS3 will have its foundations in the belief that there are only 7 basic plots in the world and mastery of the conventions of each 'story trope' will ensure that pupils are capable of appreciating, analysing and evaluating any text they may meet. The KS3 curriculum will be designed to ensure rapid progression from Year 7-9 in all the disciplines and skills required and provide a sound springboard for the demands and challenges of the KS4 years where all students will be entered for examinations in both English Language and English Literature. There will be a clear emphasis on written accuracy and all staff will promote a deep understanding of the rules of English grammar, punctuation and spelling whilst openly embracing originality and creativity in all written work. The inclusion of Literature from all eras, cultures and genres means that we will be able to provide a range of suitably engaging activities that facilitate the mastery of the skills of analysis and interpretation.

Regular assessments will be scheduled throughout all years in the main disciplines of Reading, Writing and Speaking and Listening so that teachers can evaluate impact and tailor their lessons to guarantee rapid progression. Students will be grouped in broad ability groups so that all can be challenged at a pace that is appropriate to their needs and staff will be adept at providing individual, personalised intervention wherever it may be required. At CHHS, GCSE results have been consistently strong for a number of years with 93% of students achieving A*-C in English Language. Students' appreciation of English is reflected in the ever-growing numbers who wish to pursue it at A-Level. We aim to replicate and extend this success at CHH2.

Mathematics

Mathematics will be delivered through our tried and tested mastery approach founded on Freudenthal Institute principles augmented by Shanghai methodology. Our existing mastery planning model, utilising a range of experiences and mathematical specialisms to inform planning across the department identifying and mitigating against misconceptions, will be embedded. This methodology has been developed over two successive research trips to Shanghai with the NCETM. As joint leaders of the North West One Maths Hub we will ensure that the national priorities at the cutting edge of mathematics are borne out in the classroom.

At CHHS in mathematics we do not believe in streamed setting. We select the most able mathematicians who are taught the curriculum with increased depth. The remainder of the school population are taught in mixed ability groups, with a small number of students who cannot access the mainstream curriculum being taught in a specialist group. Through this setting protocol we have seen our results rise to 88% A*-C with a third of our GCSEs graded A*/A. We aim to replicate and extend this

success. Pupils' achievement and enjoyment of mathematics is borne out in A-level uptake where it is our most popular A-level.

Science

We will deliver the Science curriculum through the separate science disciplines from year seven through to year eleven. Each subject will be taught by specialists. During Key Stage three students will cover the fundamentals of science, developing a deep understanding of core concepts and developing the key scientific skills which will enable them to delve deeper into the subject during Key Stage four. Key concepts within science will be returned to and developed during curriculum time. This will enable the mastery of concepts and skills needed for students to continue with the subjects successfully post-16. Through a mastery curriculum design and approach to assessment we will ensure that key misconceptions are challenged and a clear understanding of the fundamentals of science are developed. Regular low stake assessment will ensure that both staff and students are clear on the improvements which are needed. At CHHS we have had great success in teaching science through the separate disciplines throughout the school. Science GCSE results are very strong with over 90% of students achieving 2 GCSE A*-C grades in science in 2015. Uptake of Science at A level is also very high. Students are successful, motivated and enthusiastic about science.

MFL

The MFL pedagogy will be based on the highly successful model developed at Cheadle Hulme High School. It will have three principle strands. The first key strand is 'speak first' and will be based on the understanding that oracy precedes literacy. This has two implications for planning and classroom teaching. Firstly in year 7, when students begin to learn the language, all the language learning will be delivered through listening and speaking. The second key strand is 'scaffolding the learning'. The language learning will be built on patterns and the building blocks of grammar, phonetics, semantics, syntax etc. will be sequenced in such a way as to allow a logical progression in learning and to enable students to clearly understand and master the patterns in the language. The third key strand will be 'compelling contexts' - a curriculum comprising original and inspiring contexts and themes as a vehicle within which the systematic and methodical learning of language structures will be presented and driven. In the classroom the use of target language will be a priority and from day one students will be accustomed to expecting most of their lesson to be delivered in this way. The lessons will be rigorous, expectations will be high and the pace will demand that all pupils make accelerated progress in the language regardless of ability, temperament or background. Compared with national trends, examination results at Cheadle Hulme High School are excellent at both GCSE and GCE and the speaking components are a particular strength.

British Values

Aspects of British Values will be woven throughout the curriculum, enrichment opportunities and will also be delivered specifically in Beliefs and Values sessions.

As a Trust we acknowledge our duty regarding the Prevent agenda. All teachers will receive training around the Prevent strategy and we are aware of the need to educate our students to respect and value other cultures and also to be able to identify those at risk of Radicalisation and take appropriate action.

Length of the School Day

The school will operate a two week, fifty lesson timetable with each lesson lasting one hour

8.15 - 8.35	Before –school clubs (voluntary)
8.35 - 8.50	Registration
8.50 - 9.50	Unit 1
9.50 - 10.50	Unit 2
10.50 - 11.10	Break
11.10 - 12.10	Unit 3
12.10 - 13.10	Unit 4
13.10 - 13.55	Lunch/ Lunch-time clubs (voluntary)
13.55 - 14.55	Session 5
14.55 - 15.55	After school clubs (voluntary)

Qualifications

As stated in our principles at the start of this section, CHH2 will offer an unashamedly academic curriculum, designed to realise our vision for *‘every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice’*.

Students will be entered for GCSE qualifications which support their post 16 aspirations.

Enrichment Activities

Enrichment opportunities will be embedded in the academic curriculum and also offered as part of an extra curricular programme. Enrichment activities will be a key factor in contributing to the delivery of our vision

"...for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice"

Enrichment activities will support academic achievement, an understanding of British Values and the development of qualities or ‘character’.

(The curriculum during the school day and opportunities offered outside of school hours are wide, varied and support the breadth of learning for students well. Students' spiritual, moral, social and cultural development is promoted strongly. As a result, students' understanding of British values such as democracy, respect for others and the rule of law is impressive. Ofsted, 2015)

The building of character is predicated on four Cornerstones: Academic Aspiration, Leadership & Service, Competition & Physical Endeavour and Culture & Creativity. These Cornerstones will be a common thread throughout all our work; from the School Development Plan (SDP) to reporting to parents. They will provide the framework through which we will deliver our vision and as such will generate and underpin the ethos in which we operate *(There is an established and embedded ethos throughout the school of high expectations and aspirations for all. Ofsted, 2015).*

The programme will not be a 'bolt on' extra – it will be at the heart of the school's vision and ethos. The character traits, attributes and behaviours which the programme will promote are:

Academic Aspiration: Resilience, Valuing effort, Understanding failure, a 'can do' attitude

Culture & Creativity: Developing 'cultural capital', Discovering and growing talents

Leadership & Service: Leadership: Confidence, Tolerance, Teamwork, Responsibility, Courage

Competition & Physical Endeavour: Mens sana in corpore sano

The 4 Cornerstones will constitute the core programme. Other programmes and activities will be assigned to each Cornerstone as appropriate and to ensure balanced coverage. Examples include:

Academic Aspiration

Examples- The 'Pit Club' – a discussion group in which students discuss a topic and are challenged to justify/re-think/defend their argument in the face of deep questioning or opposition (developing perseverance, resilience and grit); 'CHH2 does TED' – students deliver a short 'TED Talk on a topic about which they are passionate (developing confidence, motivation, drive and ambition); 'Talking Topics' (Eg; Talking Maths, Talking Physics, Talking English...etc) – Similar to Ted Talks but subject based and in subject groups

Developing KASH programme: students must develop, alongside knowledge, the attitudes, skills and habits which, in combination, are needed for success (conscientiousness, curiosity and focus).

99% Programme: (based on the Thomas Edison quotation 'Genius is 1% inspiration and 99% perspiration). Students learn how to develop a growth Mindset through

examining how the brain works and habit changing strategies that can lead to success. The Mindfulness programme will develop similar strategies.

Culture & Creativity

Each Department and House will organise competitions and activities linked to this Cornerstone. Examples include Theatre Group, Youth Speaks, Trips/Visits, Productions and Concerts, Writing and Poetry competitions

Leadership & Service

Courses on Tolerance, Respect and British Values, a programme aimed specifically at girls (Style Academy) and the Respect for Me programme will be designed to develop tolerance, respect, honesty, integrity and dignity and to give students the confidence they need to take on roles of responsibility

Competition & Physical Endeavour

There will be House Competitions, Departmental Competitions, a number of teams and a D of E programme.

Development Planning and monitoring

As the four Cornerstones will constitute the SDP, the approach will be whole school. The SDP will overtly state that there should be no gap in participation. Participation of the most able will also monitored to ensure that these students are paving the way for future success and entry to post 16 opportunities, A-level study and top universities. Whole school targets will be outlined in the SDP. Departments will then map their Development Plans against the SDP and across the four Cornerstones, indicating how their targets, actions and desired outcomes will contribute to the delivery of the whole school vision for each Cornerstone. In adopting this approach, we will ensure that there is whole school ownership of the programme; that Departments and subject teachers have the opportunity to consider the wider implications of their subject in terms of the development of the 'whole' student and the contribution which the subject can make; that there is a wide and diverse offer; that participation is prioritised and monitored and that ultimately building character is embedded in subject development and classroom practice. The core and starting point of the programme is therefore 'in school', but where appropriate, external organisations and agencies will be used to deliver some aspects of some Cornerstones.

The ongoing monitoring of the programme will be via the Departmental Quality Assurance process where Departments will map their progress against their targets & desired outcomes for each Cornerstone. This will be a qualitative judgement but also quantitative in terms of data such as results, attendance & participation rates. Departments will conduct a student voice exercise as part of the QA process

Reporting to Parents

The element of the programme which will be communicated directly to parents/carers will be the KASH aspect of the Academic Aspiration Cornerstone and participation in aspects of the remaining 3 Cornerstones. In reports and Progress Checks, teachers will comment on the development of Knowledge, Attitude, Skills and Habits within their subject and in the associated Learning Conversations (outlined in D2) and at Parents Evenings, discuss how areas may be strengthened and developed. In addition, reports and Progress checks will identify activities which a student has undertaken within each Cornerstone, thereby demonstrating balanced coverage, strengths and also areas for development

Assessing and meeting needs of all students

Our vision – ***“for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice”*** – informs our strategy for ensuring that all students can achieve success and be prepared for the next stage of their education.

On entry to Year 7, all pupils will be tested in a range of baseline assessments. Two reading tests (Accelerated Reader STAR test and the NGRT digital reading assessment) will be carried out during the first half term. The results will be combined with KS2 data and analysed to provide all teachers with a definitive Reading Age for each pupil as well as a diagnosis of their reading strengths and areas for development. Spelling will also be assessed via the Hodder Diagnostic Spelling Programme and along with the Reading results, data will be shared with all teaching staff. These assessments, along with baseline assessments in Reading and Writing, allow staff to identify the academic, cross-curricular needs of each student and provide the support they require in order to make sustained and rapid progression through all areas of the whole school curriculum.

Any student who has hitherto underachieved in GPS or Reading will immediately be enrolled on an early intervention programme where they will receive individual or small group tuition, mentoring and support to address the issue. Pupils who are on the SEN register will be closely monitored and receive extra tuition from a specialist teacher from the Learning Support Service to address the gaps in their understanding and knowledge and remove all barriers to their success at CHH2. Similarly, students with English as an Additional Language will be assessed when they join us. All subsequent support will be on an individual basis with staff personalising their teaching to suit the needs of their students. Where appropriate, in-class support will be directed to the EAL students (particularly in the first few weeks) and we will use the CSAs to prepare different worksheets including word banks with pictures etc.

All subjects will make an initial assessment of students' ability during the first half term. The target setting and monitoring process outlined in D2 gives full details of the ongoing monitoring and intervention which will then take place.

Performance at KS2 together with knowledge of a student's specific learning and pastoral needs* will therefore be used to assess and identify the academic needs of each student. Ensuring that these needs are being met – i.e. that students are being sufficiently challenged, stretched and supported - will involve the process outlined in D2 which incorporates Learning Conversations, Progress checks, monitoring and intervention. This process allows for fine adjustment in line with any changes in the needs of an individual student.

* Further details of assessing students specific pastoral needs are given in the section on Transition

The role of the SENDCo

The Special Educational Needs and Disability Code of Practice 2014 recommends that key responsibilities for the Special Educational Needs and/or Disabilities Co-ordinator (SENDCo) include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

At CHH2 the SENDCo will have four key areas of responsibility:

- Strategic direction and development of SEND provision in the school
- Supporting Teaching and Learning for SEND pupils
- Leading and managing staff to ensure inclusive SEND provision
- Efficient and effective deployment of staff and resources

The role and/or responsibilities of other staff

Class Teachers are responsible for meeting the needs of all the pupils in their class. They will plan for any additional adults supporting an individual or a group of children and will ensure that these staff are aware of their role in the classroom. They will oversee the delivery of any classroom based interventions provided. On a whole school basis, Heads of House will coordinate academic support and intervention. (see D2 for further details)

Expert advice will be sought by Class Teachers from the SENDCo, Subject Leaders, Specialist Teachers and external agencies as needed in order to best meet the needs of every child. Heads of Year will coordinate targeted pastoral support for pupils and their families.

Other posts with responsibility for specific groups (including CLA)

Responsibility for More Able, Pupil Premium and English as Additional Language pupils in school will also be given to individuals identified with the most appropriate skills and/or experience. Whilst we anticipate a higher percentage of our likely intake will fall into the former group we believe it is essential to ensure that all groups of pupils, however small, are well catered for. Ultimately it will be the Head Teacher who is responsible for the achievement of these groups as with all pupils, however dedicated teachers will champion their needs, monitor their progress and make recommendations to the Senior Leadership Team about how their educational experience can be enhanced.

Responsibility for pupils in receipt of the Pupil Premium will be given to a member of the Senior Leadership Team. This role will involve coordinating a whole school approach, as outlined in the next section. This same senior leader will also be the main contact with each local authority in reacting to the individual needs of Looked After Children. Therefore, as the 'designated teacher' for Looked After Children this senior leader will work in partnership with the relevant Education, Social Services, Health and Education Services. They will also be the named contact for all Social Services, Health and Education Services. Intrinsic to this post will be the responsibility to develop knowledge of legislation relating to young people in care and of student support procedures by attending multi-agency training. It will be the senior leaders responsibility to ensure that teaching and non-teaching staff are made aware of the specific needs of those students in receipt of the Pupil Premium. The designated senior leader will also:

- In conjunction with social workers, arrange education planning meetings for new admissions to school/care
- Write, manage and review the PEP, (ensuring that all agencies have an opportunity to contribute to the action plan)
- Attend all relevant meetings arranged for each young person in care.

Organisation of Learning to ensure engagement and success for all students

Pupil support and differentiation

Taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support - there are very few “closing the gap” strategies, because there are very few gaps to close.

Staff within our SEND Department will provide specialised support for those students on the SENREG. Some staff will provide a ‘care’ service focusing on providing physical support - for example regarding eating, toileting etc. This provision will be funded by the local authority.

CSAs will have an allocation of non-contact time when they prepare individual and adapted resources for students in consultation with the subject teacher. Our CSAs will have high levels of qualification and expertise in SEND matters. Their focus will be very much on Progress and the Learning of the student, whereas traditionally, this may have focused around behavioural and mobility issues.

Our CSAs will contribute to department meetings and are seen as an integral part of the successful faculties here. This was very favourably commented on specifically in our recent Ofsted Inspection.

(Students who have a special educational need are supported extremely well by teachers and support staff and this ensures that they make equal progress to that of their peers in school. Ofsted, 2015)

Pupil Premium

The administration and strategic planning of the Pupil Premium is an area of key strength within the Trust. Since early 2012 the Trust has had a Senior Leader appointed as a Pupil Premium Champion and extended this provision to have a specific champion within Maths and English a year later. In the 2015 Key Stage 4 exams 73% of pupils in receipt of the Pupil Premium achieved 5+ A*-C EM.

As a Trust, we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. We have also developed our own approach to the Pupil Premium since its inception in April 2011.

In the first instance we continue to access the growing body of evidence provided by the EEF. Secondly, we have accessed and reviewed documents from the DfE and OFSTED

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium and we will apply these principles at CHH2:

- We will ensure that Pupil Premium funding is spent on the target group.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are underachieving and endeavour to work out why.
- We will use evidence to allocate funding to big impact strategies.
- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium

We will continually look to develop interventions and approaches that respond to the emerging needs of our students. We would expect to initially direct the pupil premium towards the following interventions:

- (1) Heads of Year will focus on PP attendance. A proportion of the Head of Year's time will be used to track and act to close any emerging gaps in the attendance of Pupil Premium students when compared with other students. Through individual conversations and rewards they will set high expectations and ensure high parental involvement. There will be specific, intensive, intervention where attendance falls below 95%.
- (2) Building on an existing model within the Trust there will be Heads of House with a focus on progress and attainment. It will be their role to ensure that every Pupil Premium student is known and that their progress is tracked. This role will create opportunities for Pupil Premium students to participate in House activities that build leadership positions.
- (3) Key Stage 3 Study Club. This will target Pupil Premium students to build habits of practice and perseverance. It also allows for smaller specialist tuition where and when needed and in response to emerging data.
- (4) POM Wednesday: Extending time that the school is open in the build up to the GCSE exam period. Providing conditions conducive to revision and helping students to prioritise and self-regulate their work.

- (5) Music Tuition and Drama Funding: increase the number of Pupil Premium students who access Performing Arts opportunities.
- (6) Stretch and Challenge. We will establishment a scheme of Stretch and Challenge that is an extension to the normal class work. Funding will be used to ensure that students in receipt of the Pupil Premium can access this material and are benefiting from its completion.
- (7) Independent Careers Interviews + 'Apprenticeship Club'. Extra careers interviews will be bought in from Stockport LA to ensure that all students have more than their basic entitlement. These interviews encourage students to maintain high expectations and build their knowledge of routes beyond 16.
- (8) Cultural Capital Program. Coordinated and run by the Senior Leader with responsibility for Pupil Premium. We will develop a cultural capital program which will increase the number of cultural activities (in the local area) that students become involved in. This fund will also be used to sponsor Pupil Premium students on specialist summer camps such as the Slaters' Chemistry Camp.
- (9) Breakfast Club: In the build up to exams students will be able to access a breakfast club where specialist staff are on hand to give guidance and give extra support. PP students will have an extra allowance, paid onto their accounts, to enable to them to have breakfast. This will be available to them throughout the exam period to encourage them to come and work with their teachers in school.
- (10) Response Fund: No child will be disadvantaged because of their background. This fund will be available for staff to request funding in order to tackle emerging gaps or to enhance provision within the curriculum or as an extra-curricular experience.

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multifaceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any attainment gap is the careful and thorough monitoring and tracking of individual pupils. At CHH2 this will be done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of 'progress checks' (see D2) which in turn allows middle and senior leaders to make informed choices

Working with other agencies to match the needs of pupils

When students are identified as requiring additional support this will be provided as quickly as possible. We will work closely with a range of services including Social Care, Educational Psychology, CAMHS, School Health, SfYP (Careers and EQS) and Behaviour Support Services.

Students will be able to self refer or be signposted to a number of agencies who come into our school to meet with individuals – for example, Mosaic (Drug and Alcohol based service), Young Carers, School Nurse and an independent counselling service.

Pupil Transition

On Entry

The transition process on entry will be coordinated by the Head of Year 7 and overseen by a member of the Senior Leadership Team. We will establish links with our main feeder primary schools and communicate with all schools that provide our Year7 cohort. Our transition programme will include visits to the schools to find out a range of information, including learning needs, levels of achievement, medical or other concerns and areas of excellence e.g. music/sport. We will therefore be aware of those more able students who should be appropriately stretched and challenged and those who will benefit from additional support, thereby ensuring that learning does not dip at the point of transition.

From a SEND viewpoint, we will attend Year 5 reviews onwards to ensure students can access our curriculum successfully. We will run a Transition (Summer) School for students who will benefit from the additional links to CHH2 – both from a learning (Level 3 and insecure 4) and social (very anxious about transition) point of view.

CLA will be well catered for with links established prior to the students joining us. Information gained prior to entry will allow us to provide best support from day one. It will also allow us to place the student in the correct tutor group and teaching group regarding faculties, peers and staff.

End of KS4

Transition at Year 11 will be coordinated by the assistant Headteacher with responsibility for CIAG and the Head of Year 11. (Prior to this, all students in years 9, 10 and 11 will be given some input through the Personal Learning Programme to raise their awareness of post 16 opportunities.) All students identified as being in need of guidance will be given the opportunity to meet with a Level 6 accredited CEIAG professional for a 1:1 interview in Year 11. Providers of post 16 education and Apprenticeships will be invited into school during the course of Year 11 and students will be given the opportunity to attend the Local Authority organised post 16 events in the Summer Term of Year 10 and the Autumn Term of Year 11. We will maintain close links with the main Post 16 educational providers for our Year 11 leavers. Meetings will be held to ensure safeguarding. Any issues will be passed on and if additional support is required for a student, this will be set in place prior to admission. Those students intending to progress to the Cheadle Hume Sixth Form will have a guidance meeting with a Director of the Sixth Form and the student's parent(s) to discuss their A level choices and assess their suitability for their chosen programme. The pastoral Head of Sixth Form will meet with students for whom additional support is deemed necessary.

An induction day at the end of the Summer Term will provide activities demonstrating the type of learning and KASH requirements which students will typically encounter at A level. Students will also be given subject specific induction tasks which will be completed during the Summer to ensure that they start the Autumn Term in an 'A level Mindset',

D2 – Measuring pupil performance effectively and setting challenging targets

Academic Targets

In order to achieve our vision, *for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice*, our targets will be challenging and will aim to put us in the top decile of state schools nationally

Over 90% of students will achieve good grades in both English and maths

Progress 8 will be above 1.0

EBacc success rate will be >75%

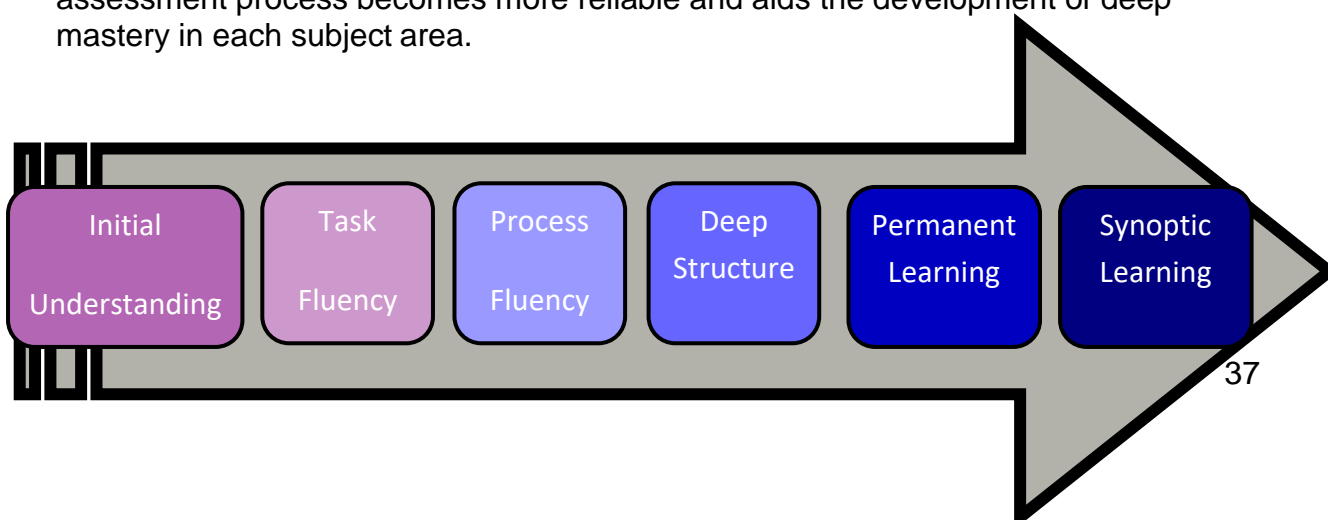
From each different starting point, the proportion of pupils making more than expected progress (expected is currently three whole national curriculum levels) will be well above the national average. All pupils will make sustained progress in every year group and across all subjects including English and Mathematics.

The achievement of Pupil Premium pupils and SEND pupils will be equal to that of their peers or will be improving rapidly.

Underlying approach

To support a mastery approach to curriculum design we will also use a mastery approach to assessment design. This approach will enable the effective monitoring of pupil performance and appropriate interventions to take place if students are not making the rapid and sustained progress that is expected.

An important aspect of developing any assessment system is building reliability into the grades awarded. A method of doing this is for tests to be frequent and short but also to build on subject knowledge and skills. Testing should be cumulative. Tests should assess the building of core knowledge over time and look for gaps that may be developing in knowledge that was previously evident. Through this method the assessment process becomes more reliable and aids the development of deep mastery in each subject area.



As student understanding develops, the assessment system will be used to provide evidence that initial understanding is progressing to a greater depth. The structure above will enable assessment design to emphasise the importance of developing a deep mastery of curriculum content.

The system in process

Every child will be clear of their target, where they are currently at and how they could improve - in ALL subjects. Targets will all contain an element of challenge. Every department is able to track and monitor individuals as well as significant groups of students in all year groups. This tracking leads to early intervention following the wave model.

Student level targets

At the beginning of each academic year, teachers will receive targets for all of their students. During the first half term, targets can be altered in negotiation with the student. At CHH2 we will challenge each student and for this reason statistically generated targets will often be moved up.

PREDICTION + CHALLENGE → TARGET

Targets will be set based on performance at KS2. Using the KS2 score a challenging target will be generated for GCSE. This target will be tracked back to ensure that each year target is also suitably challenging and leads to future success. Once individual targets have been set and agreed a whole school target will result from the summation of these targets. As all individual targets will contain a high level of challenge, a minimum of four levels of progress from KS2 to KS4, the whole cohort target will also be appropriately challenging.

Assessment and Monitoring

(Leaders and teachers record the progress of students exceptionally well through the school's dedicated data room. Leaders track students' progress in detail with informed passion and commitment. There is a climate of challenge and ambition for all. Ofsted, 2015)

Through quality first teaching staff will ensure that appropriate formative assessment techniques are utilised to ensure that all students make progress during each lesson. Regular summative assessment will be used in order to inform staff and students of their current achievement. A mastery system will be developed that will ensure that knowledge is both deep and transferable. The results of these assessments and teacher assessment grades will be collated half termly across the school in order to track an individual student's progress across all subjects. This data will allow individual, class, subject and faculty performance to be monitored. Appropriate interventions will be put into place for all students who are failing to make the

required progress within individual subjects and across several subjects. The latter intervention will be coordinated by the Head of House.

Assessment points will be used for internal monitoring and to inform students and their parents/carers of current attainment, progress and any potential issues. They will form part of the intervention process.

At the time of each assessment point a Teacher Assessment level/grade (TA) will be collected. At Key Stage 3 this will be reported as CHH Foundation Stage levels (FS). In line with the vision for students to master the material within the core subjects and beyond we recognise that KS3 is about developing solid foundations in the curriculum content. The foundation stage levels are designed to provide this foundation for success at GCSE.

The Foundation Stage levels will be mapped to the new GCSE grade boundaries. The general target will be for all students to be working at FS 4 or above by the end of Y9. This will mean that they have successfully completed the foundation stage and are GCSE ready.

	GCSE Equivalent	GCSE Equivalent
Pre-foundation stage (PFS)	G	PRE
Foundation stage 1	F	1
Foundation stage 2	E	2
Foundation stage 3	D	3
Foundation stage 4	C	4
Foundation stage 5	B	5
Beyond Foundation Stage (BFS)	A	6

At KS3 the foundation stage level reported will reflect the current teacher assessment level based on recent results for coursework, tests or activities within class. Once students enter KS4 GCSE grades (or equivalent will be reported). KS4 TA levels will reflect the grade which the student would achieve at the end of Key Stage if he/she were to continue to make the same rate of progress.

To allow differentiation between success at a particular stage, each grade will be broken down further to be High, Secure or Low. In line with the vision we wish to ensure that students also develop the attitudes and habits necessary for success beyond the school. At each assessment point additional information regarding student achievement in each section of KASH will also be reported. These will be rated against age appropriate expectations for the student and can be identified as:

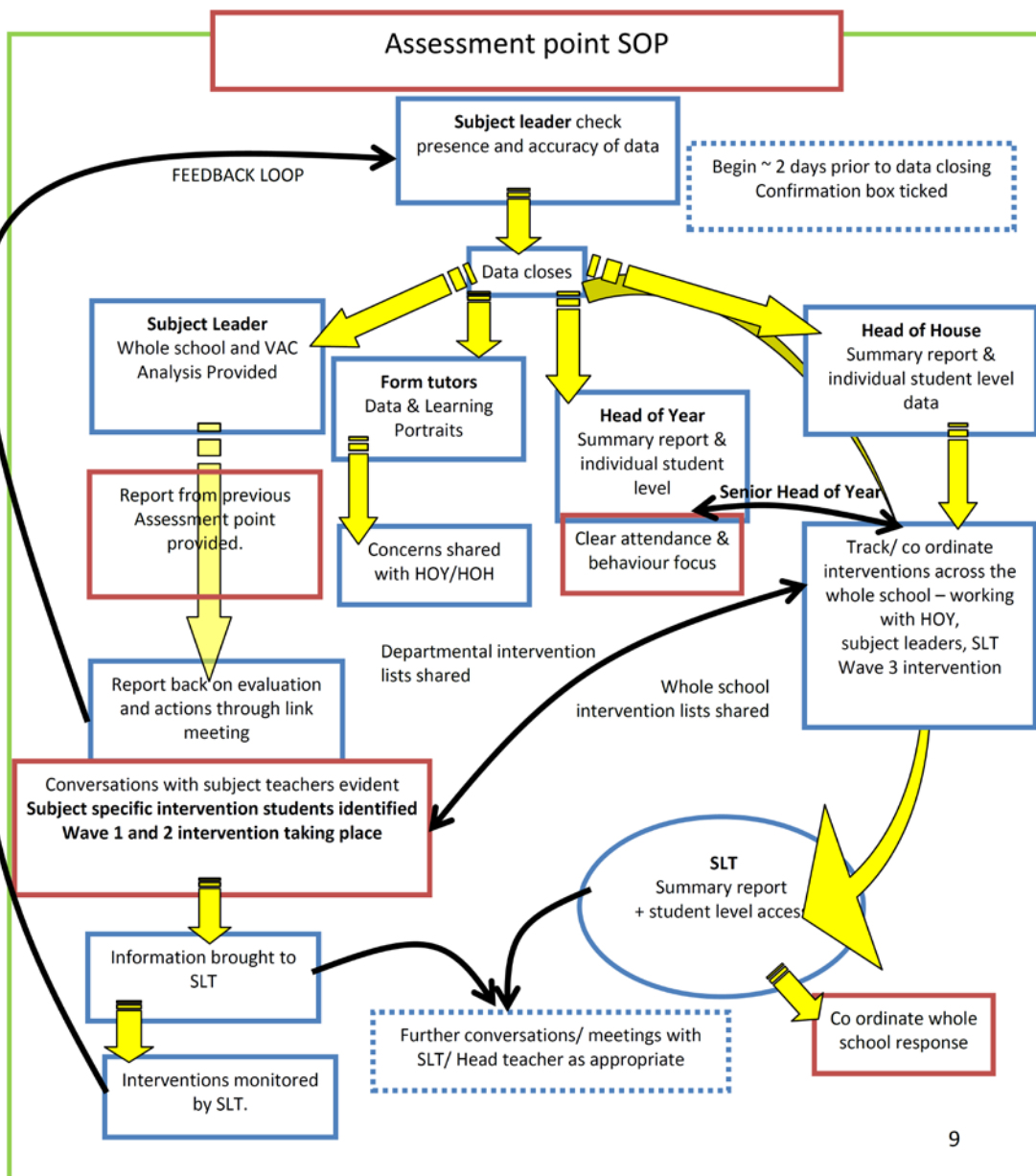
- Excelling
- Secure
- Enhancing
- Establishing
- Emerging

Professional judgement as well as teacher assessment grade data should be used when deciding the appropriate category.

This information will be used to ensure that each student is making sufficient progress in each of these aspects and for targeted intervention to be made when this is not the case. KASH reports will be reported through the VLE to parents/carers. Each subject teacher will have a 'learning conversation' with each student regarding the KASH report during which areas of strength and areas for development will be discussed.

Internal Reports

As a result of each assessment point it is important that all stakeholders are quickly aware of individual results and group analysis. We aim to get all data analysis available within one week of an assessment point closing. Learning conversations between students and staff will ensure that each student is clear on their own attainment and progress. KASH Report information will be issued to parents/carers. All data will also be analysed and results provided to teaching and support staff.



Through the target setting and assessment system described above student progress will be rigorously monitored and timely interventions put into place for all students who are failing to progress as would be expected. These interventions will be monitored by subject leaders, Heads of House and the member of the senior leadership team responsible for assessment and intervention. All interventions that take place will be reported to parents to ensure that they are aware of the additional work their child is completing.

Intervention

Intervention will take place in line with the 'wave' model. It is important that any students who are failing to achieve their full potential are intervened with.

Departments will identify students who are underachieving and who necessitate wave two or wave three intervention. Once these students have been identified it is important that this information is passed to the appropriate Head of House so that the results can be collated and intervention tracked across the school. A full analysis of the Departmental TA level analysis will be provided to the subject leader within two weeks of the reports closing.

Waves model of intervention

Wave one – Tailored teaching in classes

Wave two – Wave one plus additional, time-limited, tailored intervention support programmes.

Wave three – Wave one plus increasingly individualised programmes, based on independent evidence of what works.

Specific Responsibilities

It will be the responsibility of all members of staff in school to give students the support and guidance they require to reach beyond their potential and become successful students. Some members of staff have specific responsibilities with regards to student attainment and progress.

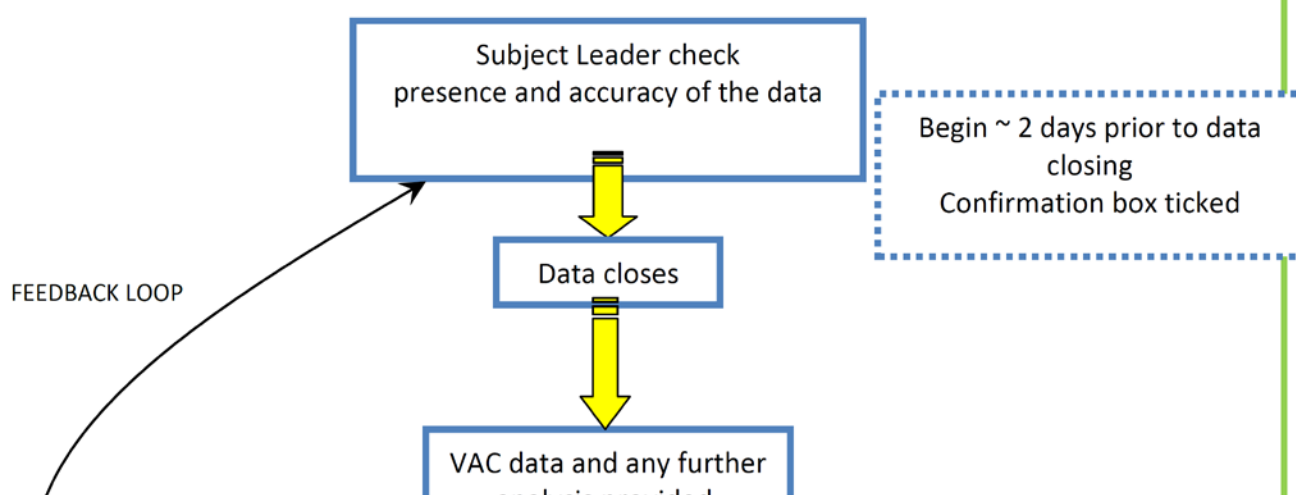
Subject teacher

The subject teacher will carry out intervention at wave one and wave two with the students identified as making less than expected progress or who are a cause for concern.

Subject leaders

The subject leader will have responsibility for the progress and attainment of all students within their subject area. The subject leader will ensure that progression of students remains a priority in terms of discussions with members of their department, in meetings and in classrooms.

Assessment Point SOP—Subject Leaders



The flow diagram shows the sequence of events that will take place when data from a KASH Report is provided. Pro forma's will be provided through leadership links to focus the analysis and evaluation process both at an individual class teacher and a departmental level. It is important that the information fed back through the leadership link contains a clear list of students with whom the department will be working. This will enable intervention across the whole school to be effectively co-ordinated. It is equally important that intervention strategies are evaluated to share successes and improve on current methodology.

Subject leaders will monitor and quality assure the use of learning conversations between staff and students. They will ensure that appropriate strengths and potential improvements are being identified and recorded on the KASH Report sheets.

The subject leader may delegate the analysis & evaluation of the assessment point data to a suitable member of their department and intervention may/will be carried out by many different members of staff. However, it is important that the subject leader maintains a clear overview of the strengths and potential concerns within the department and on what action is taking place as a result of these.

It is also the role of the subject leader to ensure accuracy, precision and validity of TA data that is collected. This will take place through moderation and discussion within departments. The QA of feedback and marking through work scrutiny will enable assessment data to be inspected and professional discussions to take place.

Head of House

The Head of House will analyse the data and identify students who are failing to make progress or making below expected attainment in a significant number of subjects. What is regarded as significant will depend on the number of students identified in each year group.

The Heads of House will co ordinate the whole school approach to intervention with groups and individual students. They will provide clear communication with subject leaders to enable interventions that are taking place at a departmental level to be as effective as possible. They will also provide data to help departments in the evaluation of specific intervention programs. Wave three interventions with individuals or specific groups will be arranged in conjunction with the senior Head of Year. Again the Head of House will work with the senior Head of Year to evaluate the impact of such programmes.

Head of Year

The Head of Year will have more knowledge of any specific barriers to learning that a student in their year group may have. Heads of House will ask Heads of Year to look at lists of students who have been identified from the KASH Report data and comment on the appropriateness of any intervention that is planned to take place. The Head of Year may be asked to help monitor individual students through the use of report cards or individual meetings. The focus of Heads of Year should be on rewards, attendance and behaviour – but certainly not exclusively only linked with these areas.

Progress Mentor

Students who have SEND will be mentored by a member of the SEND department. This is to keep a track of their progress across the school and monitor the final outcomes they are likely to achieve. In order to facilitate this Progress IEP's will be generated following each assessment point. This, together with the feedback from learning conversations, will be used to set appropriate targets for each student.

Form Tutor

Form tutors will be able to access all the data regarding their form group through the MIS assessment module. Form tutors will look at the data and have informal conversations with students during form time about their individual progress and attainment. Any concerns should be directed to the Head of Year or Head of House.

Leadership group

The leadership team will oversee the progress and attainment of all specific groups and individual students within school. Members of the leadership team will oversee the intervention that individual students and groups of students are receiving in school. They will meet with Heads of House, Subject Leaders, class teachers, Heads of Year, form tutors and Progress mentors to plan next steps and evaluate the intervention strategies that have been used.

Behaviour

“Our vision is for every student, regardless of background or circumstance to achieve the grades and develop the qualities which will open the door to the future of their choice”

Our intentions are:

1. To make learning our first priority
2. To ensure all students are safe and able to learn
3. To ensure that everyone is challenged and supported to be the best that they can be

(Students’ behaviour is faultless throughout all year groups. They are courteous and respectful to all staff and mutual respect abounds. Ofsted, 2015)

At CHH2 our climate will be positive and optimistic. We will have a learning and success culture where achievement and effort are rewarded; where all are challenged to do their best and where all are valued and respected.

Our *Behaviour policy* will be designed to support this aim. The basis of our policy will be positive: we wish to “catch students being good” and reward them for it. However, on occasions, students may behave inappropriately.

Students are responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions.

Students, parents/carers and school staff will share the responsibility to ensure that learning is not disrupted due to bad behaviour.

Behaviour for Learning – unashamedly academic

We will monitor closely ‘Behaviour for Learning’ in lessons. This will involve; how well equipped students are; their punctuality to lessons; how quickly they start their work

and how they continue to work throughout lessons. This will also include the completion of Preparation & Practice. Additional rewards will be given to students who show consistently good 'Behaviour for Learning'. We will record instances where we believe that a student's behaviour for learning is preventing them from making good progress. This will allow the Heads of Houses to put intervention strategies in place.

Specific Key performance indicators- Behaviour

- Zero permanent exclusions
- Zero fixed term exclusions.
- An analysis of referrals shows that no identifiable group of students is over-represented.
- Incidents of low level disruption are incredibly rare.
- Lesson observations report extremely high standards of behaviour and behaviour for learning, including students showing a thirst for knowledge.
- 100% of students achieve at least 100 House points during the academic year.
- An analysis of rewards indicates that no identifiable group of students is significantly under-represented.
- Evidence from regular walkabout confirms the exemplary standard of behaviour.
- The frequency and quantity of positive comments from members of the local community regarding the behaviour of our students out of school.
- Student voice activities, as part of our QA, further test the behaviour of our students.
- Parental survey to show that in excess of 97% of parents/carers report that 'the school deals effectively with unacceptable behaviour'.

Attendance

At CHH2 we will be committed to promoting the welfare of our students through regular school attendance. We know that every day lost to education can have a serious impact on students' attainments and overall progress in school. The link between good attendance and high levels of achievement is undeniable. Poor attendance and lateness may also be detrimental to the social adjustment and development of students.

We will therefore be fully committed to promoting school attendance by providing an environment and ethos where all students feel safe and can build positive relationships with their peers.

We expect that in return parents/carers will ensure that students attend school and are punctual. Underpinning this policy is the belief that promoting good attendance is the responsibility of staff, parents and carers and this must be evident in our interactions with students.

We will expect students to attend school every day and arrive on time. Students will be expected to be in school at least 5 minutes before registration time is due to begin.

Specific key performance indicators - Attendance and Punctuality

- An attendance level in excess of 97% for all students.
- A persistent absence figure of less than 1%.
- There is no gap between the attendance of students in identified specific groups and other students.
- Punctuality of students to school of greater than 99%. 100% punctuality of students to lessons during the school day.

Reporting to parents

There will be half termly assessment points which report whether students are performing in accordance with expectations. Students who are making excellent progress are commended. Strategies for monitoring and/or intervention are implemented for students not making expected progress.

The results of the assessment points will be reported to parents/carers, together with behaviour and attendance data and information showing participation in Cornerstones related activities. Parents/carers will have the opportunity to discuss their child's performance, in the different subject areas, at the consultation evening for each group. All reports will take the form of KASH reports ensuring that parents are aware of the progress that their child is making within each aspect of the KASH model.

Delivering the Vision

The monitoring and tracking system described above - built upon the principles of a mastery assessment system - will enable staff, students, parents and governors to be aware of the progress that individuals, groups and cohorts of students are making. This data will be used to ensure that the KASH for each student is developing in a way to ensure that the vision of the school is reached. That *all students, regardless of background or circumstance, achieve the grades and develop the qualities which will open the door to the future of their choice.*

We will effectively monitor, track and intervene in order to provide all students with the knowledge, attitudes, skills and habits (KASH) to continue with post-16 study, further training or employment of their own choice. Students leaving CHH2 will be able to make informed choices regarding their future as a result of the KASH they have developed and the examination results they have gained.

Monitoring and Improving the Quality of Teaching

Quality first teaching

As already mentioned within this section, quality first teaching is the key to each student's success. As a school we will also provide first class professional learning as well as effectively monitoring the performance of teaching staff in order to ensure that students are receiving the best education possible.

Developing the best – never stop learning

An important aspect of the culture at CHH2 will be the fact that we are all learners. We believe that the best educators are the best learners. All teachers should be striving to get better, to improve, in order to provide a better education for the students they come into contact with. Great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning. At CHH2 we will provide significant amounts of professional learning opportunities in order to ensure that staff continue to learn and to improve. As with the curriculum for the students, we understand that learning takes time and the professional learning approaches we will deliver will ensure that professional learning is also taking place over time.

Action Research Communities

Action research is inquiry based learning that is carried out by professionals within the school community. R&D has huge potential to make a difference for shaping the educational future of our school. **All** teaching staff at CHH2 will be a member of an Action Research Community (ARC).

ARCs are groups of teachers coming together to develop their understanding and research a particular aspect of classroom practice. They will be conducting research as a team throughout an academic year.

The action research will be linked with the SDP but may also inform the following year's priorities.

Within the meetings, work that has been completed will be discussed and potential changes or developments to the approach and conclusions debated. The overarching principle is that the research must in the end impact on student progress.

Über ARC

A place on the Über ARC is by application. This group will meet more frequently and for longer but the research completed will provide credits towards a Masters degree in Education.

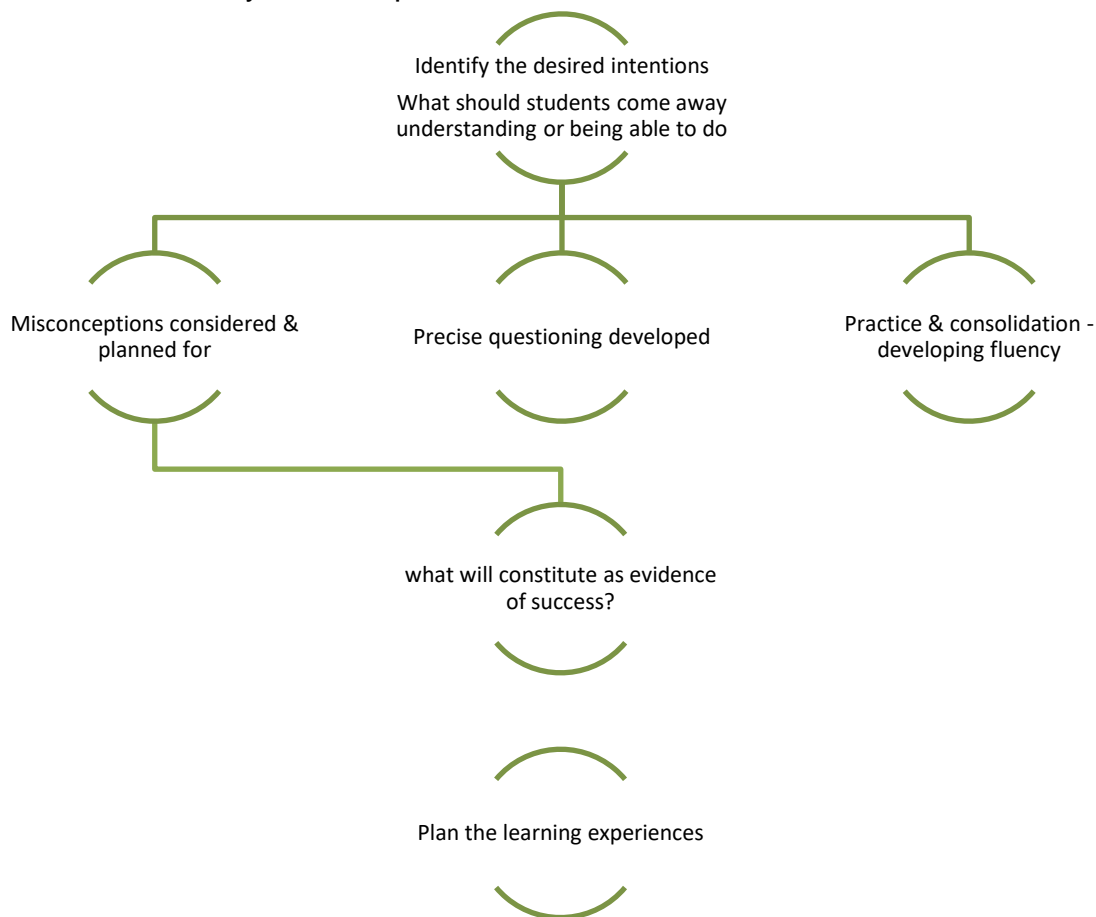
FPL Sessions

Further professional learning sessions will take place at points throughout the academic year. The primary focus of these meetings is to enable interested staff to stay up to date and discuss current classroom practice. A few sessions will cover some of the wider work that takes place within school.

Each session can be seen as a 'think piece' - an introduction to a particular area of work or strategy.

Mastery approach

Staff will also meet within departments to discuss subject specific pedagogy. They will use this time to share best practice and discuss and share methods to help students achieve beyond their potential.



In order to deliver a mastery curriculum, staff will need to engage in a discourse on learning over time. The approach identified above is to ensure that learning remains the outcome of the lesson planning by initially identifying the desired intentions and potential misconceptions that may arise.

Voluntary Professional Development

In addition to all of the above there will be additional voluntary professional development sessions provided for staff. These may be additional book study clubs where staff will meet and discuss an educational book or article with reference to its impact on their own practice.

Measuring the quality of teaching: typicality and triangulation

(Teachers know their subjects extremely well and are secure in their knowledge of the needs of each of their students to ensure that the levels of challenge are

appropriate for all individuals and groups to enable the highest possible rates of progress. Students who are academically more able are equally stretched to reach the highest possible standards in their examinations. Ofsted, 2015)

It is important that teaching and learning are monitored in order to ensure that all students receive the best education that can be provided.

“Intervention at the structural, home, policy, or school level is like searching for your wallet which you lost in the bushes, under the lamppost because that is where there is light. The answer lies elsewhere – it lies in the person who gently closes the classroom door and performs the teaching act –the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their 15,000 hours of schooling.” Prof J. Hattie

Lesson observation is one means of assessing teaching. Observation should be a tool that is used to add to a body of information about the quality of teaching over time. We are trying to assess typicality, what lessons are normally like and what impact is being had on student learning. In order to do this, observation, book scrutiny and student assessment results should be used alongside lesson observation to triangulate on the performance of an individual member of staff. At CHH2 we will conduct both formal and in formal lesson observation as part of this process.

Formal Observations

Formal lesson observations take place as part of the appraisal cycle. Staff will receive constructive feedback on their performance. Feedback will highlight particular areas of strength as well as any areas that need attention.

Informal Arrangements

Other observations may take place during the year. These may be more informal observations, peer observations to aid professional learning, or subject leaders monitoring the teaching and learning taking place within their department.

Faculty Review

As part of a full faculty review staff may be observed to gain a clear picture of teaching and learning standards across the whole department. Feedback will be received for all observations.

Walkabout

Walkabout is a means for the head teacher, and others who have delegated responsibility for teaching and learning, to assess the standard of learning that is taking place in the school. These classroom visits are ‘drop-ins’ to inform monitoring of the quality of learning. They are not a lesson observation of teaching but instead focus on student learning.

Timeline

The timeline for lesson observations is outlined below. If a member of staff does not teach a particular key stage then a different year group will be observed.

Autumn Term: Key Stage 3/4 observation – this observation will take place as part of the appraisal cycle.

Spring term: Key Stage 3/4 observation – this observation will take place as part of the appraisal cycle. The spring term cycle should be completed prior to half term wherever possible.

Summer term: Faculty review.

Each member of staff will be observed across two key stages during the autumn and spring term.

Lesson observations will be analytical and evaluative.

Concerns

If a lesson is considered to be 'not good enough' the member of staff **must be notified of this**. This applies to **all** types of lesson observation both formal and informal.

The observer will meet the teacher to:

- give clear feedback about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- discuss any support that may be required

The observer must meet with their appraiser to inform them of the concerns that have been raised. Through discussion with their appraiser it will be

- agree any support that will be provided to help address the specific concerns;
- make clear how, and by when, progress will be reviewed. This will include further lesson observations.

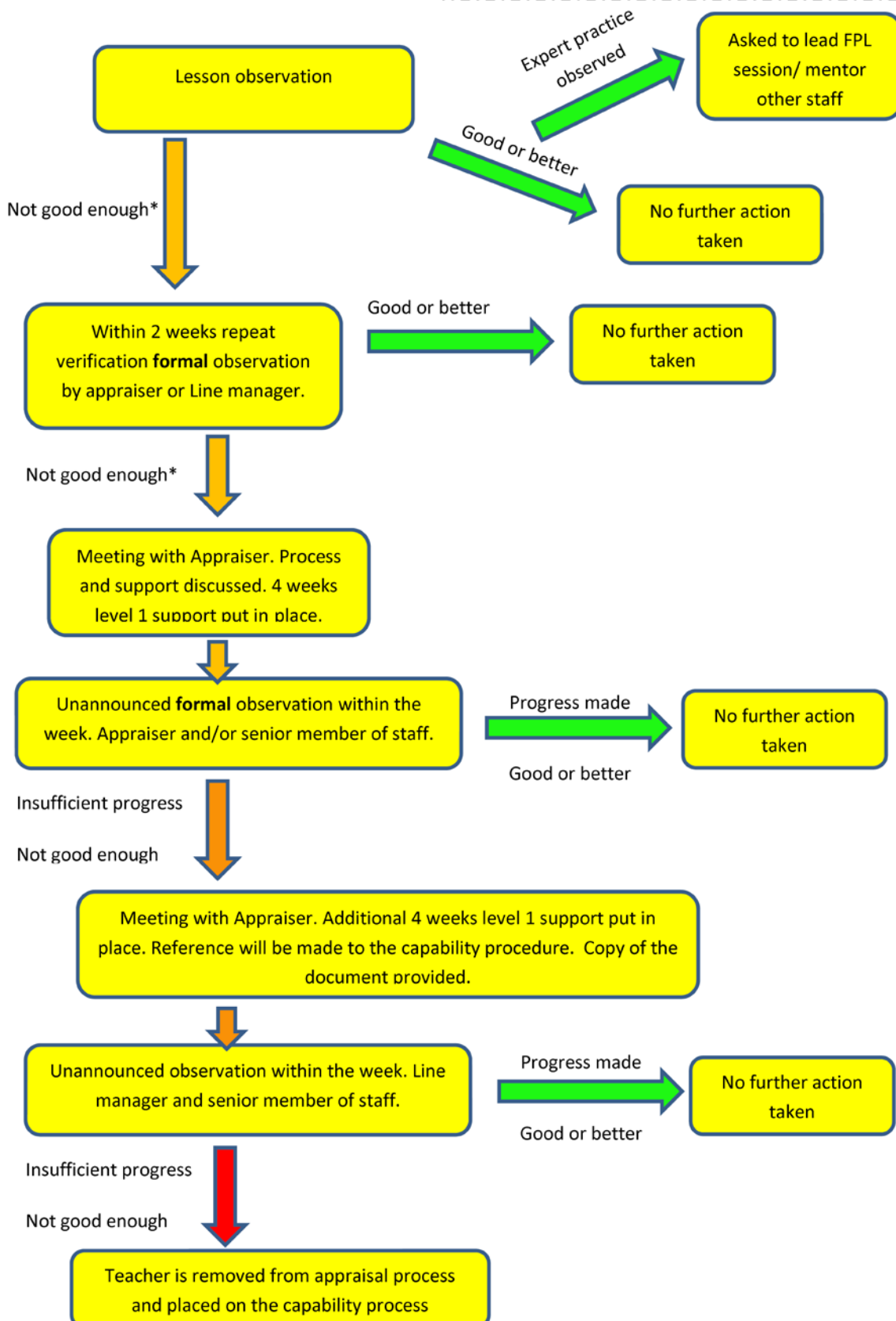
A repeat formal lesson observation will take place (this will then form part of the appraisal process) within two weeks in order to verify the original judgement and inform any support that will follow.

If any lesson is observed that raises 'serious concerns about the progress/ safety of students then a support programme **must** be put into place. The support package might include:

- HOD involvement and support mechanisms triggered at a departmental level.
- The teacher being able to undertake peer observations; pairing with a colleague whose teaching is judged to be excellent.
- Team teaching.
- Teacher being assigned a peer mentor.
- Lesson by lesson scrutiny of lesson plans and work by HOD and/or senior leader.
- Time limited period of support after which further procedures may be necessary.
- Further professional learning opportunities
- For an NQT any support package will usually be provided by their subject mentor.

Lesson Observation Outcomes

* If any lesson is observed that raises 'serious concerns about the progress/ safety of students' then a support programme **must** be put into place.



Section D3

The table below outlines the Staffing structure until CHH2 reaches full capacity.

Staff – full time equivalent	2018/19	2019/20	2020/21	2021/22	2022/23
Year Groups	Year 7	Year 7-8	Year 7-9	Year 7-10	Full
Senior Leadership Team					
Executive Headteacher	0.2	0.1	0.1	0.2	0.3
Finance Director	0.2	0.1	0.1	0.2	0.3
Headteacher	1	1	1	1	1
Deputy Headteacher	0	1	1	1	1
Assistant Headteacher	0	0	1	2	2
Total	1.4	2.2	3.2	4.4	4.6
Teaching Staff					
Subject leader: English	1	1	1	1	1
Subject Leader: Mathematics/ Computing	1	1	1	1	1
Subject Leader: Science	0	1	1	1	1
Subject Leader: MFL	0	1	1	1	1
Subject Leader: Humanities	0	1	1	1	1
Subject Leader: Creative & Performing Arts	0	1	1	1	1
Subject Leader: PE	0	1	1	1	1
SENCO	1	1	1	1	1
Teacher of English	0.5	1.5	2.5	4	5
Teacher of Maths/ Computing	0.5	1.5	2.5	4	5
Teacher of Science	1	1	1.5	3	4
Teacher of French	1	1.5	2.5	3	3.5
Teacher of Spanish	-	-	-	0.5	0.5
Teacher of History	0.5	0.5	0.5	1.7	2
Teacher of Geography	0.5	0.5	0.5	1.7	2
Teacher of RS/ Citizenship	0.33	0.33	0.5	1.0	1.0
Teacher of Art	0.2	0.2	0.3	0.5	0.7
Teacher of Drama	0.2	0.2	0.3	0.5	0.7
Teacher of Music	0.2	0.2	0.3	0.5	0.7
Teacher of Design & Technology	0.5	0.7	1.5	1.5	2
Teacher of PE	0.5	0.5	1	1	1.2
Total	8.9	16.6	21.9	30.9	36.3
Pupil Support					
Head of Year	0.8	1.6	2.4	3.5	4.4

Curriculum Support Assistant*	0.8	1.6	2.4	4.8	6.9
Technician(s)	0.5	0.5	0.5	1.4	1.8
Librarian	0.4	0.4	0.7	0.7	0.8
Total	2.5	4.1	6.0	10.4	13.9

*In years 1, 2 and 3 these will be attached to a year group (one per year) From Year 4 CSAs will be attached as follows:

In Year 4 CSAs will be attached to curriculum areas as follows: Maths/Computing, English, Science, MFL/Hums, Art/Tech, PArts/PE

From Year 5 CSAs will be attached to curriculum areas as follows: Maths/Computing (2), English, Science, MFL, Art/Tech/P.Arts Hums, PE (0.5)

Rationale

In the initial years, the staffing structure will look very different to the final structure that will be put in place. Teaching staff will need to be more experienced and able to take on a number of roles in years 1-4 of the school's existence, as student numbers will be too small for the school to be financially viable on more than one teacher per subject. Core subject staffing will need to expand more rapidly.

Bringing in further subject leaders in the second year will allow less experienced staff to take up the additional teaching posts. These staff who may be early in their career will experience significant rapid development as part of their induction process. This will enable them to become both highly effective classroom practitioners as well as develop in the 'Cheadle Hulme' ethos.

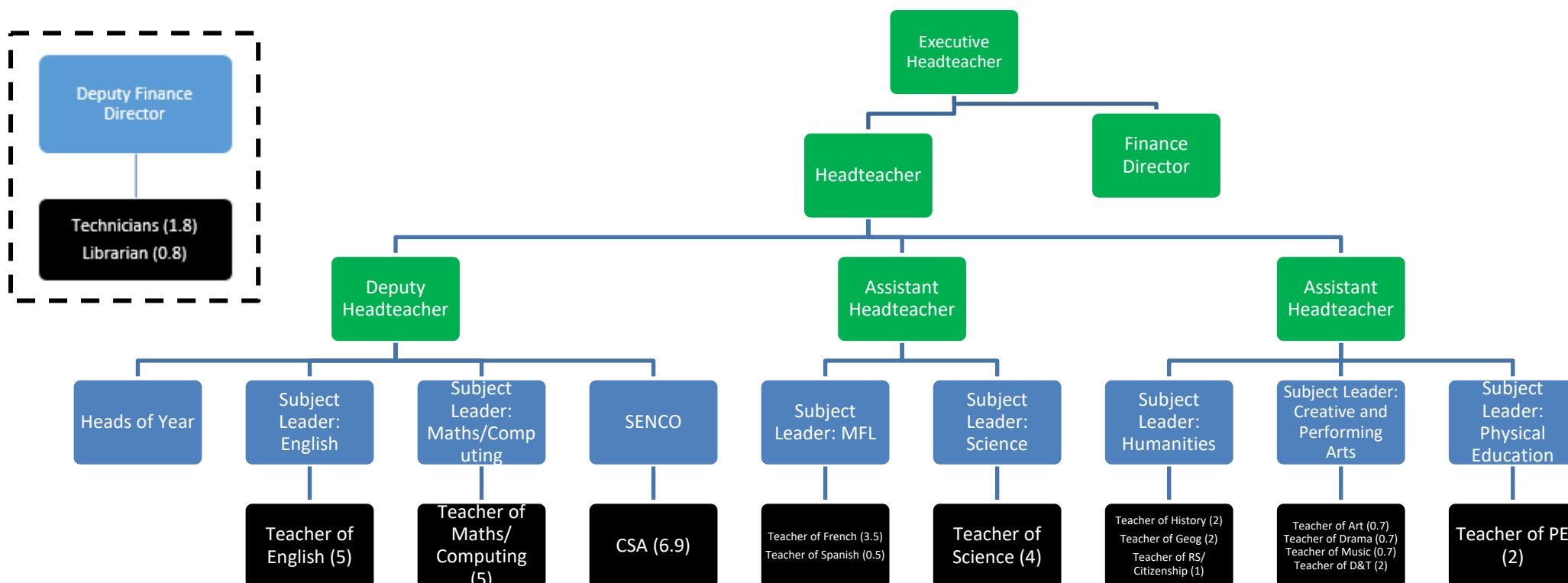
Where positions are shown as below full-time, this is pragmatic to ensure delivery of the curriculum, dependent on the first and second subjects of candidates at recruitment, and p/t proportions are largely balanced 0.4 and 0.6 to generate a "whole" teaching position wherever possible. We will work to recruit high calibre candidates, and will use their skills to deliver further aspects of the Cornerstone curriculum outside delivered lessons.

The advantage of the close proximity to both CHHS and CHPS will mean that staff can be shared as and when required to staff options according to student demand or to fill crucial vacancies.

CHHS, as a Teaching school with 27 SLEs, is required to overstaff in order to meet the demand for school to school support. This gives the Trust the unique advantage of rarely being in the position of struggling to appoint staff in shortage subjects as we already have significant capacity.

Organisational Chart

The flowing chart shows the staffing structure when the school has reached capacity.



The chart above shows the line management and accountability structure that will be formed in year five, when the school has reached capacity. Identified in green are all members of staff who have senior leader responsibility, blue indicates staff with middle leader responsibility.

Until assistant headteachers are appointed the headteacher will take all line management responsibility for these areas of the school and the specific responsibilities that they will be carrying out.

Phased Staffing Plan

Within years one to three, the staffing structure leads to a small shortfall in the number of teaching hours available for Design and technology. This will be made up from the excess in Art where the specialist teachers will be used to deliver the Textiles aspect of the design and technology curriculum.

In year three the staffing structure leads to a small shortfall in the number of teaching hours available for humanities. This short fall will be made up via the use of the leadership team. Currently the teaching hours of the leadership team are unassigned but this leads to flexibility to ensure that this shortfall is addressed.

In years four and five excess teaching hours are needed to account for the GCSE options process. Whilst it is not possible to predict the subject choices the students will make there are excess teaching hours to ensure that a minimum of seven option subjects can run.

Computing will be delivered by the maths department. Initially this may be supported by teachers from Science.

Leadership responsibilities

The leadership team will have the following teaching commitments and responsibilities.

Headteacher (0.2)

Deputy headteacher (0.5): Standards – academic, behaviour, attendance, Specific groups.

Assistant headteacher (0.6): Teaching and learning/ Professional learning/ research.

Assistant headteacher (0.6): Curriculum, assessment & data

These will cross reference with the positions of responsibility as outlined in section D2.

The deputy headteacher will have overall responsibility for standards. They will work closely with the headteacher, other assistant headteachers and middle leaders to ensure that academic standards are maintained. This work will link closely with the work of the assistant headteachers who will ensure that the curriculum delivers the vision for the school and that the assessment and data systems provide timely data in order to track standards in all aspects of the school's work. Effective teaching and learning is at the heart of what the school will do. The second assistant headteacher will ensure that quality first teaching remains the core of the school's business.

Setting and Streaming

Initially as the number of students and staff within the school will be low we will stream students based on KS2 prior achievement. This will allow the most able and students with identified learning difficulties to be effectively supported and challenged. Using the mastery model we will stream the most able and low attainers on entry. These groups will however be fluid based on continuing teacher assessment of individual student's needs. As the number of staff grows we will reduce the number of linear blocks to allow more setting across EBacc subjects as outlined in D2.

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 $D = (B/A) \times 100$.

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

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

	2018				2019			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	150	174		115%	150	153		102%
Year 8					150	174		115%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	150	174		115%	300	327		109%



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 information for this section has already detailed in Section C and covers -

- Addressing basic need by helping to fill a projected shortage of school places in the local area
- Responding to parental demand
- Offering higher standards than local schools by raising academic attainment for all pupils
- Adding to choice/diversity of provision locally
- Making use of academy freedoms to improve standards in the local area

Section E2

Before we went public with our proposal for CHH2 we had extensive discussions with the LA, in particular the Director of Education and Commissioner for school places. The Headteacher of CHHS also discussed the plans with all the secondary Headteachers of [REDACTED], including the local independent school, [REDACTED]

Our engagement with the local community involved meeting face to face with parents of the relevant age group in the following settings:

- Local primary schools
- Sports Clubs
- Sports Centres
- Community Centres

We also held four full day information and consultation sessions, over two weekends, at the [REDACTED]. We were able to engage with large numbers of the local community. We sited our stalls in the atrium between Tesco and Marks and Spencer.

During these sessions we discussed our proposals for CHH2 and were able to explain our vision for our proposed new school for [REDACTED]. We were also able to respond to the many questions. The informal feedback was overwhelmingly positive with a strong desire to begin construction now!

The autumn term open evening at [REDACTED] will also give us the opportunity to engage with several hundred prospective parents in the local community.

Please find our publicity leaflet below. This was made available on our website for electronic submissions of interest and as a paper based flyer for postal responses.

Cheadle Hulme High School
part of The Laurus Trust

Proposes

An additional
Secondary School
which will also be
located in
Cheadle Hulme

CHH2



“ Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice ”

An additional 11 - 16 secondary school for Cheadle Hulme

**Do you have children due to start secondary
school in 2018 (currently in Year 4) or 2019
(currently in Year 3)?**

If so, please read on...

What are we proposing and why?

Cheadle Hulme High School, part of the Laurus Trust, is a top performing secondary school ranked Outstanding in every category in its last two Ofsted inspections – 2011 and 2015 – and described as ‘an outstanding learning community where second best for anyone simply will not do’.

In 2015, total applications (all preferences) to join CHHS topped 914 for 270 places. This, combined with a growing primary population in the area, means that Cheadle Hulme needs an additional Secondary school. This school will also be located within the Cheadle Hulme area and will be called CHH2 (Cheadle Hulme High 2).

What can we offer?

As is the case in Cheadle Hulme High School, we will deliver the National Curriculum within our ‘Cornerstones’ framework – ensuring that every student has access to the key areas of:

Academic Aspiration

Our 2015 Ofsted report stated that:

“ The quality of teaching is outstanding across all year groups within the school and supported by teachers who know their subjects extremely well and are able to impart their knowledge to students with passion and rigour... ”

Ofsted 2015

Our ambition is for all of our students, regardless of background, to make outstanding progress and achieve grades which will open the door to the future of their choice. Our academic curriculum will be knowledge based and will ensure that the needs and talents of all students are recognised and developed. Ultimately, we will ensure the same level of academic excellence at CHH2 as is achieved at CHHS.

Culture and Creativity

Alongside our high aspirations for academic success we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in such activities as Art, Music, Drama and the development of oracy and literacy. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

Competition and Physical Endeavour

We believe that the benefits of physical activity and sport reach way beyond their impact on physical wellbeing and are evident in other aspects of education and welfare. All students will be expected to embrace the notion of ‘mens sana in corpore sano’ ‘Healthy Body Healthy Mind’.

Leadership and Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and will encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities.

Why do we need your support?

As our case for opening a secondary school will be presented to the Department for Education, we must demonstrate that parents who have children due to start secondary school in 2018 or 2019 would make CHH2 the first choice for their children.



To help us with our bid to build this new secondary school, please **complete the form below** and return to us as soon as possible.

Alternatively, you can register your support online at www.chhs.stockport.sch.uk

Thank you for your support

Please register your support and interest here →

Your Name:

Your Post Code

(Please give us your postcode to validate the survey)

Your email address

Child 1: Date of birth

Child 2: Date of birth

Child 3: Date of birth

I would select CHH2 as the first choice for my child(ren)

Please tick here ☐ *

The information provided will not be used for any purpose other than to assess the demand for the Secondary School. It may be shared with the DfE as part of our application.

*** This does not commit you to sending your child to the secondary school should the bid be successful, nor does it guarantee a place at the school**

Email: chh2@chhs.stockport.sch.uk

www.chhs.stockport.sch.uk

Cheadle Hulme High School Woods Lane, Cheadle, SK8 7JY

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

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)
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	10 hours
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	20

	Y				
	Y				10 hours per month
	Y				14 hours

	Y				6 hours per week
	Y				
	Y				Full time as needed - retired

	Y				As required up to full time.

How the Trust has built Capacity

The Laurus Multi Academy Trust (TLT) currently has just one school – Cheadle Hulme High School which is an 11-18 secondary school.

The Trust currently has one Free School in the pre-opening phase – Cheadle Hulme Primary School (CHPS) which is due to open in September 2017.

Gorseley Bank (a high performing local Primary School) are currently in the process of joining the Laurus Trust.

As an established MAT with an outstanding academic track record, 2 successive Ofsted inspections in which we have been judged Outstanding in all categories and a thriving and successful Teaching School we are confident that we have the capacity to manage the expansion of our Trust to open both CHPS and CHH2 as well as maintaining the extremely high standards at Cheadle Hulme High School.

This capacity means that, unlike newer providers of free schools, we have a wealth of both leadership talent (in our SLEs) and a rich source of outstanding teachers with proven records of successful outcomes, awaiting the opportunity to work in one of our Free Schools. Staff morale at CHHS is extremely high and for this reason we have a very low turnover of permanent staff. Our staff prefer to await promotion opportunities within the Trust whilst developing their practice by supporting other schools.

Thus we have the capacity to mitigate any potential staffing risks as initially the majority of staff at CHH2 will be taken from our existing staff at CHHS.

Detailed below are the ways in which we have been building capacity in order to be able to successfully expand the Trust.

At Trust Level –Newly appointed posts

Deputy Finance Director
Assistant Network Manager
Assistant Estates Manager
HR Consultants

In terms of pre-opening expertise, the Trust is able to draw on the considerable educational and financial experience of the persons named below. In addition, the Trust also has an existing HR provider and we employ a company to cover all aspects of our branding and marketing. As marketing was identified by the Trust as a skills gap we have recently appointed [REDACTED] to the GB of CHHS. [REDACTED] Group. In 2012 we were awarded capital from the DfE, via the Free Schools funding stream, to enable us to open a Sixth Form and build a new 300 capacity Sixth Form Centre. We have successfully managed the build programme as well as the implementation of the infrastructure and curriculum.

[REDACTED]

[REDACTED]

[REDACTED]

It is important that some key staff work centrally at Trust level across both CHPS and CHH2 given that we plan for them to share a site.

Building Capacity At Primary Level

Primary Leadership Development and Succession Planning

As the Lead Primary in the Laurus MAT, Gorsey Bank have been actively developing leadership capacity at all levels in readiness for collaborating with, sponsoring and supporting other primaries who join us. This has been done in a number of ways. Firstly through the School Direct route into Initial Teacher Training which is led by the [REDACTED] who is an SLE in ITT. Currently the Gorsey Bank School Direct Partnership comprises 12 good and outstanding schools in Cheshire East, Trafford and Stockport and our intention is to continue to recruit trainees with the potential to become outstanding NQTs given the opportunity to learn from and with the best.

Secondly, Senior Leaders are encouraged to become Specialist Leaders of Education. The [REDACTED] is an SLE in More Able, Gifted and Talented provision and has been advising schools about their provision by reviewing existing practice and making recommendations in line with the NACE Challenge Award. The [REDACTED] also holds SLE status and specialises in Teaching and Learning. Senior Managers are also supported in Masters level study and National College qualifications including NPQH, NPQSL and NPQML.

Thirdly, this year's Professional Learning Schedule has been expanded to include an 'Extended Professional learning' strand for Middle and Senior Leaders seeking to learn more about leadership at all levels through a Growth Mindset. Indeed Professional Learning and System Leadership are at the heart of Gorsey Bank's culture and they are actively working on their aspiration to be a Teaching School by engaging in school improvement work with a number of schools both locally and further afield. Sponsoring other primaries would be a natural next step for them and with this in mind building leadership capacity has been and continues to be a priority for them.

At Secondary Level

Teaching School Capacity Development

Since April 2012, when Cheadle Hulme High School(CHHS) was designated as a Teaching School, 32 Specialist Leaders of Education (SLEs) have been recruited to support other schools in a wide variety of subject areas. More specifically 27 of these SLEs are employed directly at CHHS.

These include: Maths (4) English (3) Science (3) Geography (2) History (1) MFL (3) Art (1) Drama (1) RS (1) Teaching and Learning (2) ITT/ NQT (3) CPD (1) Closing the Gap (1) Behaviour, Attendance (1).

The impact of their work has been immense and has resulted in sustainable improvement for many schools. One such example is the impact of the NLE/SLE support provided to a Derbyshire School in special Measures.

‘A specialist leader of education from Cheadle Hume High School has provided advice and guidance on the development of English schemes of work for Key Stage 3. A senior leader from this support school has worked with the deputy headteacher to improve the systems by which students’ progress is tracked. A National Leader of Education has provided effective guidance and support to the headteacher, particularly with regard to the development of a new curriculum plan for next academic year’. Ofsted Monitoring Inspection Report- March 2015.

Their subsequent Section 5 report took the school out of special measures and judged Leadership and Management to be good.

This rich vein of talented teachers will provide the capacity for us to ensure that CHH2 will provide the same high quality education as CHHS.

Pedagogical Practice Development

We have been actively involved in the DfE’s flagship NCETM China-England Exchange Research Programme having contributed to the initial SLE wave and subsequent secondary exchange. To date our findings from this work have informed the development of our pedagogic practice. Through a Shanghai style mastery approach we ensure that the knowledge and

skills of experienced teachers is more readily transferred to newer colleagues. The vehicle for this is Collaborative Planning Groups (CPGs).

CPGs are led by a master practitioner who has many years of classroom practice experience and one who consistently ensures outstanding outcomes for their students. There is then a gradient of experience from the master down to newly qualified and training teachers. In these groups the desired learning is examined through multiple lenses with a specific focus on misconceptions and horizon knowledge. Through our evaluations of this process we have seen a significant improvement in the quality of lessons being delivered, with less experienced teachers delivering as if they have been teaching for 10 years!

This mastery approach to lesson planning allows us to immerse colleagues within our pedagogic ideals and practices quickly and effectively. One of the advantages of this approach is that we are able to build both teaching and leadership capacity within departments quickly and with rigour. With the continued success of this methodology at CHHS we are rolling this out across the Trust.

At Governance Level

We have recently established a Governance Project group – [REDACTED], [REDACTED]. This comprises a group of highly skilled and experienced professionals who will work alongside the Core Project Group to provide, support, advice and challenge. This group will work with the Trust through to opening and will then become Trustees or Governors of CHH2.

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
None	

Section F2

The Laurus Multi Academy Trust (TLT) currently has just one school – Cheadle Hulme High School which is an 11-18 secondary school.

The Trust currently has one Free School in the pre-opening phase – Cheadle Hulme Primary School (CHPS) which is due to open in September 2017.

Gorsey Bank (GB) (a high performing local Primary School) are currently in the process of joining The Trust following a unanimous vote on September 29th.

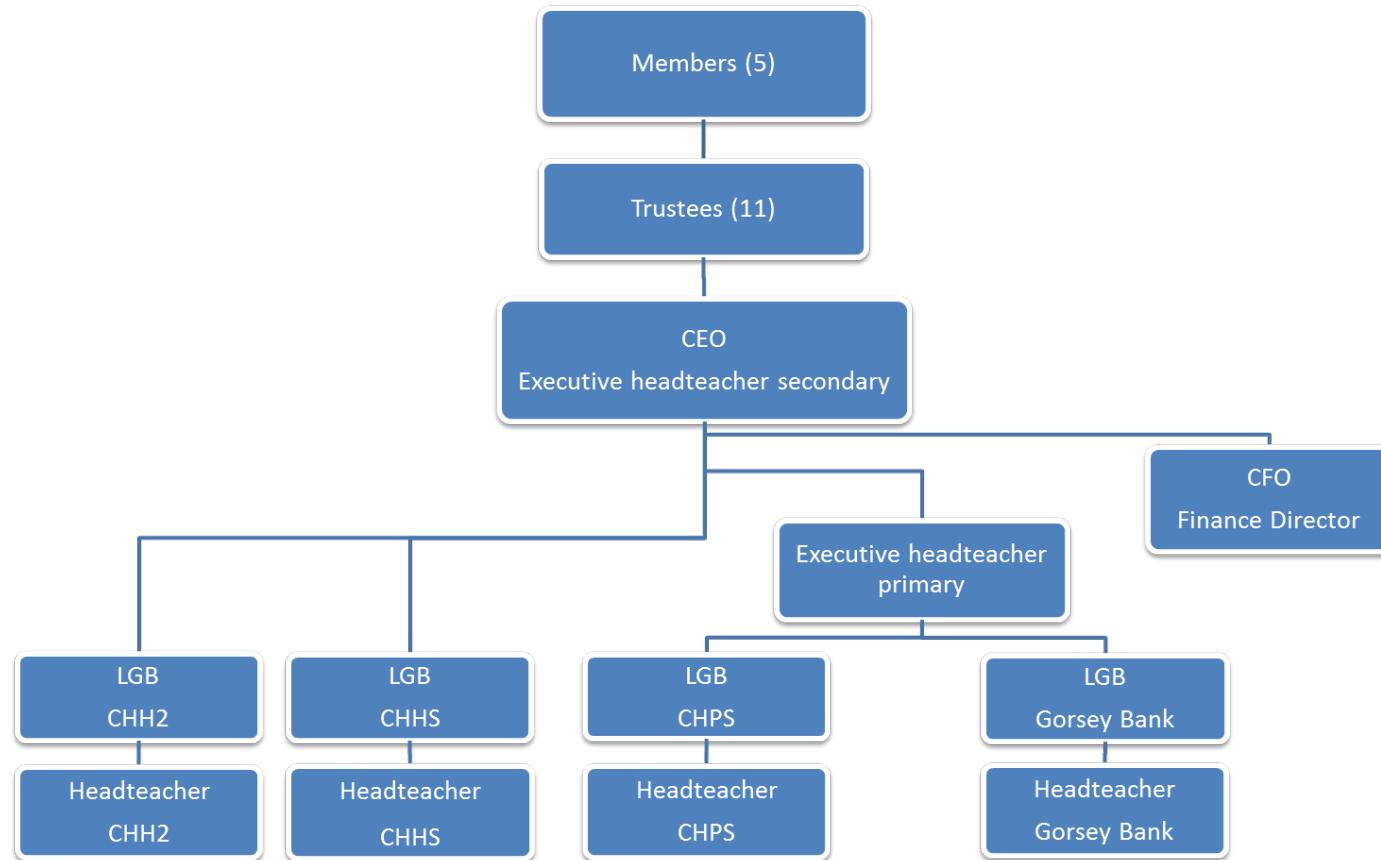
Moving from a single school to a MAT with 4 schools will mean a significant, but very positive, change in role for our Trustees.

The vision for our MAT is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice"

Delivering this vision across 4 schools, with new Trustees, will mean that the Board can share strategic thinking, combine skills and that school leaders and teachers can share thinking and planning to spread expertise and tackle challenges together.

The different leadership teams, teachers and other staff can also be shared across more than one school, enabling our Trust to find different solutions to recruitment challenges, to retain staff by providing new opportunities in different schools and to plan succession more effectively. As a group of schools we will find it easier to find and fund specialist expertise (specialist teachers and specialists in areas such as data analysis, finance, health and safety) and provide richer curricular and extra-curricular activities.

The proposed structure of the Laurus Trust



When the funding agreement is issued for CHPS The Laurus Trust will adopt in full the new Academy articles approved by the DFE and the structure of the Trust will be as below.

Members	The Laurus Trust Members. There will be 5 members including one Parent Member
Trustees	There will be 11 Trustees appointed by the Members.
Local Governing Body	Chair Relevant Executive Headteacher Relevant Headteacher 2 Parent Local Governors 1 Staff Governor 6 Board Appointed Local Governors

Roles, Responsibilities and lines of accountability

Governance Level	Membership	Meetings	Responsibilities	Accountability/ Reporting	References
Members	5 members to include chair and vice-chair of The Laurus Trust	AGM	To appoint Trustees. To sign off Financial Statements and Annual Report. To change the Articles.	SoS	N/A
Board of Trustees	11 Trustees	Twice per term	To promote and uphold the vision and ethos of the Trust. To ensure quality of educational provision. To challenge and monitor performance. To manage finances and property. To manage the Executive Heads. To exercise reasonable skill and care in carrying out their duties. To manage risk via each of the Trustees' Committees. To ensure compliance with charity and company law. To ensure operation in accordance with Funding Agreement. To appoint local Governing Body.	Report to Members at AGM	Standing Orders
Executive Heads	1 Primary 1 Secondary	Twice per term	To provide the leadership and management which will enable our schools to give every pupil high quality education and which promote the highest possible standards of achievement.	Reports to Board of Trustees	

			<p>To build leadership capacity.</p> <p>To secure the long term success of our Schools by maximising the potential of all staff and children.</p> <p>To work as part of the Altius Teaching School Alliance to train high quality new teachers.</p>		
Audit Committee	<p>Internal auditors as appointed by The Trust</p> <p>At least 3 - Trustees</p> <p>Finance director</p> <p>Executive Headteachers</p>	At least termly	To check the Trust's financial systems, controls, transactions and risks.	Reports to Trustees through approved Minutes	Terms of reference
Resources	<p>At least 3 Trustees</p> <p>Finance director</p> <p>Executive Headteachers</p>	At least termly	<p>To provide financial oversight of the schools within the Trust including financial planning, reporting and monitoring.</p> <p>To consider and monitor arrangements and policies in connection with the Trust's function as an employer.</p> <p>To manage all properties and estate of the Trust</p> <p>Ensure all health and safety legislation is adhered to.</p>	Reports to Trustees through approved Minutes	Terms of reference

Standards Committee	At least 3 Trustees plus Executive Headteachers Independent School Advisor	Termly	To provide challenge to Executive Headteachers. To be the forum for scrutinising the Trust's Performance as a whole, considering the impact of Trust wide interventions, identifying further strategic developments that will benefit/impact on Trust performance	Reports to Trustees	Terms of Reference
Local Governing Body	Chair Relevant Executive Headteacher Relevant Headteacher 2 Parent Governors 1 Staff Governor 6 board appointed Local Governors	Twice per term	To support the vision of The Laurus Trust. To provide a monitoring role in connection with the Academy. To govern admissions and exclusions. To monitor and be accountable for standards as outlined below: <ul style="list-style-type: none"> • The LGB will hold the school to account based on the agreed targets in the SDP. These targets will be set by the LGB and external QA including other Trust schools. Justification for each target will be sought based on prior attainment and historical performance. • Headline performance measures in each year group with reference to progress and attainment. These data will be broken down into discrete subject areas with a specific focus on the EBacc. Comparisons will be made with whole school targets and national data sets 	Reports to Trustees through approved Minutes	Terms of reference and scheme of delegation

			<p>(national levels and similar schools). The collation of these data is through the whole school data protocols which will involve external moderation.</p> <ul style="list-style-type: none"> • Triangulated typicality data will be provided to aid discussion on current teacher performance. This will be used as a data source for performance related pay decisions. • We will provide evaluation of professional learning impact based on the Kirkpatrick model mediated by Gursky's hierarchy. This will allow longitudinal assessment of value for the LGB <p>To represent the views of all stakeholders.</p>		
Headteacher		Twice per term	<p>To formulate aims and objectives for CHPS, for adoption, with or without modification, or rejection by the Local Governing Body.</p> <p>To formulate policies for achieving those aims and objectives, for adoption, with or without modification, or rejection by the Local Governing Body and</p> <p>To formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the Local Governing Body.</p>	Reports to Executive Headteacher and LGB	

In appointing Local Governors, the Trustees will take account of

- the need to ensure key stakeholders are represented
- there is a balance of gender, age and ethnicity
- the LGB has a range of career and job backgrounds
- there is the right blend of expertise and experience for the LGB

We ask all potential Local Governors to complete the NGA 20 questions skills audit.

In order to ensure that the information supplied is objective and accurate, we will enter into a Service Level Agreement with Stockport LA to provide an Independent School Advisor. As is currently the case at CHHS, the LGB would receive and comment on the ISA's report and, if deemed necessary, ask the ISA to attend to present their findings.

Governor training is a standing item on the LGB agenda.

Charles Nevin is a National Leader of Governance.

The role of the CEO of The Laurus Trust

This role at the Laurus Trust will be a blend of strategic and operational responsibility. The role will combine vision and delivery, shared responsibility alongside accountability and communication, and will require engagement with a wide stakeholder group.

While there will still be aspects where the CEO can be hands on, the key task will be shaping and setting the strategic direction for the Laurus Trust. Thus the CEO will balance their time between central activity and close working with the schools and their Headteachers.

The CEO will work centrally to lead the Laurus Trust central team, managing risk and monitoring performance across all schools.

The CEO will also be out in the schools themselves: providing direct challenge and support to Headteachers, developing capacity through training and facilitation, and also supporting improvements in the classroom through observation and evaluation.

The CEO will be the line manager for the Headteachers and will lead on their appraisal.

Their key accountabilities can be summarised as:

- Strategic educational leadership and performance management
- Financial accountability
- Operations
- Board management and stakeholder relations
- Communication
- Confidentiality
- Safeguarding
- Equality and equity

The role of the Primary Executive Head of The Laurus Trust

As a member of the Board of Trustees, the Primary Executive Head will report directly to the Laurus Trust.

The Primary Executive Head Teacher will formally report twice per term to the Trustees on the progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set within the Primary School Development Plan.

The role of the Headteachers of CHPS, GB, CHHS and CHH2

The Headteachers are 'Leaders of Learning' rather than traditional Head Teachers and will report directly to the Local Governing Body. The LGB will focus specifically on the quality of teaching and learning. The Headteachers will:

- formulate aims and objectives for CHPS, GB, CHHS and CHH2 for adoption, with or without modification, or rejection by the Local Governing Body; formulate policies for CHPS, GB, CHHS and CHH2, achieving those aims and objectives, for adoption, with or without modification, or rejection by the Local Governing Body; and
- formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the Local Governing Body.
- be the named child protection and safeguarding officer

Conflicts of interest**Independent Challenge to Executive Functions**

The Governors recruitment and other processes will ensure that any conflicts of interest between the Local Governors of the Primary School, the Head teacher and Cheadle Hulme Education Trust are dealt with by ensuring that clear lines of responsibilities are established.

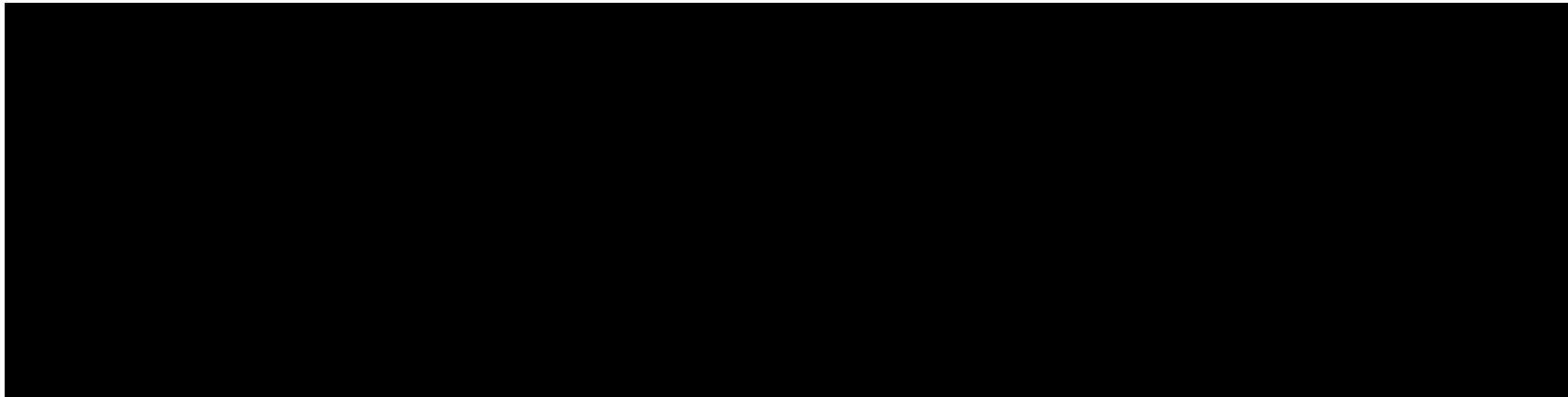
Thrice yearly detailed updates will be required with all stakeholders, via the Governing Body's Committees to allow challenges to be made to any day to day decisions and proposals. In addition the Local Governors will agree a policy specifically designed to deal with potential conflicts of interest.

The Trust and all local governing bodies sign up to the seven principles of public life as drawn up by the Committee on Standards in Public Life (CSPL) and the National Governors Association Code of Conduct.

F3 (a) Proposed trustees

The composition of our Members and Board of Trustees is currently in transition due to us awaiting the Funding Agreement for CHPS to be issued so we can adopt the new MAT Memorandum of Agreement and the Articles recommended by the DFE. It is for that reason that some Members and Trustees are designated as 'current and future', some 'Current' and some 'Future' only.

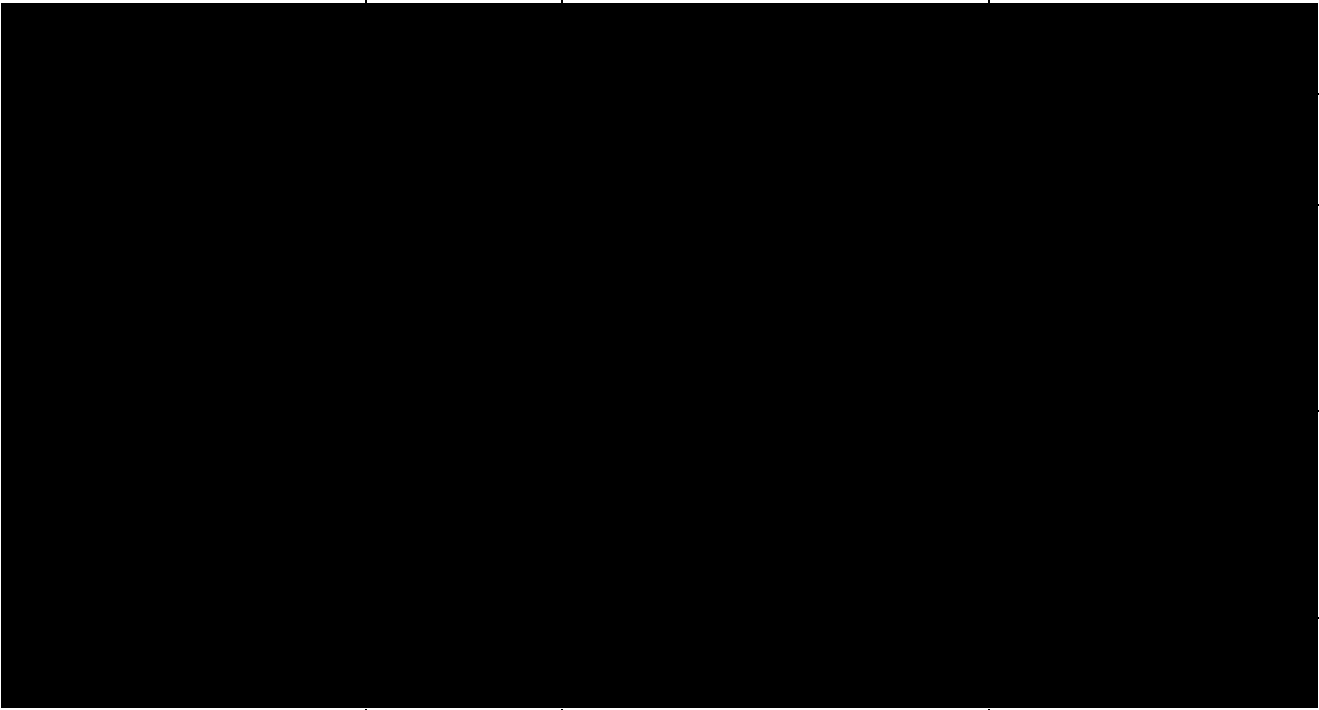
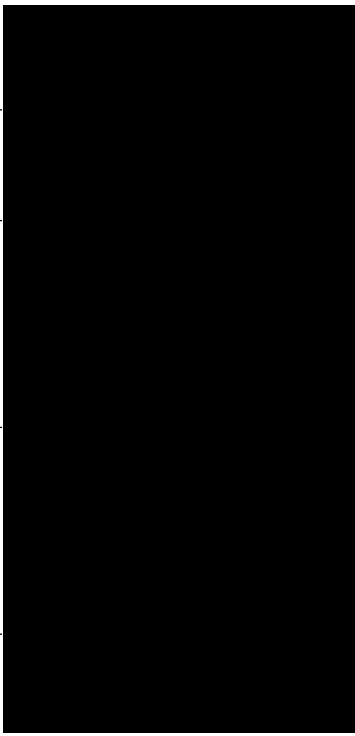
The diagram below shows this in a simpler form.



Name	Where live (town/city)	Role on board of trustees	Role(s) in pre- opening	Summary of relevant expertise	Available Time (hours per week)
					As required
					As required- retired
					As required
					As required
					10 hours per month
					As required

			Currently Governor CHHS		
					As required
					Full time
					As required
					10 hours per month

			As required-retired
			10 hours per month
			6 hours per month
			As required
			As required
			6 hours per month

						6 hours per month
						6 hours per month
						6 hours per month
						6 hours per month
						6 hours per month

F3 (b) Skills gap for board of trustees

We have completed the NGA Skills Audit for our Trustees which has identified the following areas.

Skills/experience missing	How you plan to fill the gap
Legal and Marketing	<p>We have already appointed a Governor suitably skilled in marketing to the CHHS LGB.</p> <p>We have a prospective Governor for CHH2 who has substantial legal experience.</p>

Section F4

We have already identified [REDACTED] as the Headteacher designate. As Deputy Headteacher at Cheadle Hulme High school, [REDACTED] has an outstanding track record and evidence of impact across key strategic areas:

Assessment and Standards

Appointed to the SLT in 2008, [REDACTED] initial responsibility was to develop a whole school data system which would enable data to be used to inform classroom practice. [REDACTED] work on target setting supported by high quality data and tracking systems has helped Cheadle Hulme High School to build a culture of high expectations for all staff and students. Many of these systems have since been adopted by other schools in our Teaching School Alliance and have therefore been instrumental in improving outcomes for students beyond CHHS. In leading the intervention team [REDACTED] ensured that there was a clear vision that 'Every Child Achieves' and that students should exceed their potential. The work on developing higher expectations has certainly led to an improvement in whole school performance.

Current data and inspection evidence indicate that progress in all key stages remains high. Intervention programmes are used effectively and in a timely manner to accelerate progress levels when tracking indicates a slowing in any progress by any student. Ofsted 2015

VA measures have remained well above the national average whilst the curriculum has also shifted to a more traditional academic model.

[REDACTED] has been instrumental in helping to bring about the outstanding examination results in recent years, culminating in the 2015 results of:

86% A* - C (inc English and Maths)	All students
73% A* - C (inc English and Maths)	Pupil Premium

Best 8 Value Added Score 1048 (based on 2014 methodology)

Quality of Teaching

[REDACTED] role has also had significant positive impact on the teaching and consequently the learning in our school. [REDACTED] has been extremely successful in creating a culture of continuous learning and improvement where staff welcome constructive criticism to develop their classroom practice. As Teaching and Learning Lead, [REDACTED] has skillfully succeeded in leading staff to the next level beyond outstanding. Instead of accepting that the vast majority of teachers at Cheadle Hulme High School consistently teach outstanding lessons, [REDACTED] has been able to both inspire and challenge them to continue improving their classroom practice.

“The quality of teaching is outstanding across all year groups within the school and supported by teachers who know their subjects extremely well and are able to impart their knowledge to students with passion and rigour.” Ofsted 2015

Leadership

A key factor in naming [REDACTED] as Headteacher designate is [REDACTED] ability to lead and motivate staff and also students. [REDACTED] leadership skills are evident in the previous paragraphs where he not only introduced new systems but inspired the wholehearted support and commitment of his colleagues. [REDACTED] line management of the Science Department has had a significant impact on the quality of teaching and student outcomes in this area.

- 91% of Students received A*-C in two Science GCSE qualifications
- 95% achieved A*-C in GCSE Science in Y11
- PP gap of less than 3%
- Over 50% of students achieving A*/A grades in Y11

Similarly, [REDACTED] line management of two Assistant Headteachers has encouraged performance at the highest level.

Role of the Headteacher

The Headteacher will be required to deliver the CHH2 vision -

"Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice"

In addition to the conditions of employment for Headteachers laid down in the Schoolteachers Pay and Conditions Document, we want our Headteacher to provide strategic leadership and hold overall accountability for direction, standards achieved and quality in order to

- Provide the leadership and management which enable CHH2 to give every student high quality education and which promote the highest possible standards of achievement
- Build leadership capacity
- Secure the long term success of the school by maximising the potential of all staff and students
- Work as part of the Altius Teaching School Alliance to train high quality new teachers

Knowledge and Experience

- Serving Deputy Headteacher (from Good or Outstanding school)
- First degree 2.1 or better
- Teaching Qualification
- Relevant recent professional development
- Experience of system leadership
- Track record of providing inspiration and strong leadership to all staff
- Track record of leading by example to promote the school's vision
- Experience of using research to inform teaching methods and pedagogy
- Evidence of using data, benchmarks and feedback to monitor progress in children's learning
- Sound knowledge of current major curriculum issues
- Ability to build and motivate strong teams
- Experience of developing, managing and recruiting staff
- A passion for inquiry based learning and providing further professional learning opportunities for all staff
- Experience of managing staff under performance
- Effective track record in management of finance and budgets
- Ability to demonstrate effective use of technologies
- Evidence of a commitment to promoting the welfare and safeguarding of children
- Evidence of promoting, implementing and monitoring equality

Personal Attributes

- Demonstrates high levels of emotional intelligence
- Communicates effectively
- Adaptable to changing circumstances and new ideas
- Approachable and enjoys being highly visible to students, parents and staff
- Demonstrates creativity and imagination to anticipate and solve problems
- Demonstrates good judgement
- Is committed and 100% reliable
- Has integrity
- Demonstrates the ability to be resilient, robust and calm under pressure
- Is able to win hearts and minds of students, staff and parents

Section G: Budget planning and affordability

Sections G1

Financial explanation

The detailed financial plan has been based on current costs of Cheadle Hulme High School, recruitment advertisements for secondary schools within Stockport MBC and benchmarked against a similar size, 750 pupils, secondary school within the area plus benchmark data for all Secondary Academies and LA Maintained Secondary Schools.

Income

The core funding for the secondary school, as per the Education Plan, has been calculated with 150 pupils in the first year of opening and additional 150 pupils each year to full capacity in 2022-23. All other funding indicators for example FSM, IDACI have remained at the LA Average.

[REDACTED]

We think the potential for attracting other sources of income would be limited whilst the secondary school is established within the area and achieves full pupil capacity. This of course would be reviewed once the secondary school has been built.

Expenditure

[REDACTED] National insurance calculations have been based on contracted in employer's rate and adjusted for the current lower earnings limit.

The Senior Leadership Team has been benchmarked and costed at ISR Range Group 5 and near the top of the scale to attract high calibre staff (Leadership point shown in brackets) as follows;

- Associate Head Teacher - Leadership scale 18 - 31 (28)
- Deputy Head Teacher - Leadership scale 13 - 17 (16)
- Assistant Head Teacher - Leadership scale 9 - 12 (11)

Teaching staff have been costed at M6 to attract the right calibre of staff and to account for performance pay. Additionally; Subject Leaders in English, Mathematics and Science have been costed with a TLR 1d and Subject Leaders in MFL, Humanities, Creative & Performing Arts and PE a TLR 2a for the additional responsibility. Any Teaching staff appointed to the Head of House position will also receive a TLR 1b, this has been costed against appropriate teaching posts but will not be subject specific. The SENDco has been costed on a UPS 3 scale plus a TLR 1, as per the Trust.

[REDACTED] National Insurance

calculated as stated for teaching staff. NI rates reflect the removal of the employer NIC rebate from 2016/17

All support staff have been costed at mid-point on the scale to allow for any incremental increases. The Heads PA has been costed at Scale 4, Receptionist, Admin Assistants, Finance Assistant and all Technicians have been costed at Scale 3. All with increased hours as the pupil numbers rise to full capacity. A School Business Manager has been costed from 2022/23 to manage the overall finances of the school, this has been costed at Band 4.

The following staff will be shared across the Trust and the costs have been shown in the staffing template;

- The Finance Director
- Finance Officer to support the Finance Director has been costed at SO1, as per the Trust.
- Caretaker to oversee the secondary school site, has been costed at Scale 6, as per the Trust. With an additional Assistant, costed at Scale 3 when pupil numbers increase.
- IT Supervisor has been costed at a Scale 5, with an increase in hours (FTE) as pupil numbers continue to rise year on year.
- Librarian has been costed at a Scale 4, with an increase in hours (FTE) as pupil numbers continue to rise year on year.
- Invigilation and mid-day supervision based on CHHS

A contingency has been calculated at 1% of the total income.

Value for money

As the school will be part of an already existing Trust, costs have been assessed against value for money already achieved. This will also ensure economies of scale for example existing contracts for goods and services as follows;

- Energy – Costs have been calculated on the sqm of the proposed secondary [REDACTED], based on the Trust costs.
- Admin resources – Existing suppliers within the trust who are continually reviewed to ensure best value.
- Cleaning and catering – The Trust has recently gone through a European Union Procurement competitive tender process for the cleaning and catering contract. Both contracts commenced 1st September 2014 and end 31st August 2017. The secondary school will become part of the new contract which will be retendered through the OJEU competitive tender process. The catering contract will be cost neutral, however costs have been included for free school meals. The cleaning cost has been based on the existing Trust contract, [REDACTED] for Trust accommodation 14,000 sqm.
- Audit Fee – The audit provision only covers the fee for the external valuation of the new Secondary Schools financial statements. The Trusts statutory accounts will be prepared by the Trusts Finance Director. The accounts in conjunction with the Trusts statutory accounts will be audited annually by the Trusts external

auditors, currently Grant Thornton. As normal practice the external auditors will be reappointed annually. The Finance Director has also brought in a new financial management package and the provision of cashless resources which will be extended to be used in the secondary school.

- HR Provision – The Trust outsources its HR provision and is based on a per employee charge.
- Payroll - The Trust employs its own Payroll Officer who will administer any payroll transactions and records.
- Marketing – benchmarked against Cheadle Hulme High School.
- Legal – current Service Level Agreement with Stockport
- Insurance – based on RPA costs. The Trust is currently in the process of reviewing its current Insurance arrangements.

- 

- Current Service Level Agreements with Stockport MBC have been included.

The calculation of the Trusts central costs has been attached at Appendix G.A. The central charge has been kept within the region 4% to 5%.

The Accounting Officer of the Trust will ensure that the Secondary School will meet its regularity and probity through its financial management and achieve value for money.

The Finance Director, who is a qualified Accountant (ACMA) will ensure compliance with relevant accounting regulations by the highest standards of openness, integrity and accountability. To ensure that it has the additional capacity to meet the expansion of the Trust the following additional support staff have been appointed;

- Deputy Finance Director who is also a qualified Accountant (ACA).
- HR Assistant to support existing HR provision and Payroll Staff.
- Assistant Network Manager and IT & Trainee Audi Visual Technician to support the IT and Performing Arts departments.

All other existing term time support staff have the capacity to increase hours to meet the needs of the new secondary school. Also, a number of existing support staff within the Trust also perform dual roles which has been effective especially with succession planning.

Additionally with the proposed expansion of the Trust, an effective process for independent checking of financial controls, transactions and risks will be achieved by the appointment of an internal auditor. The main function of the internal audit function will be to provide the Trust with an assurance on the adequacy of the internal control systems.

Section G2

The financial plan has been constructed in line with the education proposal. This has been established by looking at what learning experience and environment we would like to provide for the secondary pupils. The financial plan shows that we are able to provide this vision within the pupil income available. The plan has produced year on year surpluses and each year has remained within a 4% surplus of overall income. Additionally, it is anticipated that by 2025/26 the secondary school will have a maximum cumulative surplus within the range of 12-13%, this will enable the secondary once established to review its strategy and development going forward. The pupil to teacher ratio is also in line with CHHS which is currently 1:15.

The table below highlights the yearly surplus and percentage of total income.

	2018/19 £000s	2019/20 £000s	2020/21 £000s	2021/22 £000s	2022/23 £000s	2023/24 £000s	2024/25 £000s	2025/26 £000s
Annual Surplus	■	■	■	■	■	■	■	■
Annual Surplus as a % of Total Income	■	■	■	■	■	■	■	■
Cumulative % surplus in 2025/26								■

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)
		[e.g. 2017 to 2019)	[e.g. £k (2017) £k (2018) £k (2019)]
Staffing	Subject leader TLR reduced from [REDACTED]	2018 to 2025	[REDACTED]

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)
Staffing	Reduction in teacher numbers	2018 to 2025	██████████ ██████████
Staffing	Reduction in Senior Leadership Team Finance Director to █████ from 2022/23 Executive Headteacher to █████ from 2022/23 Delay the appointment of Assistant Headteacher until 2022/23	2021 to 2025	██████████ ██████████
Staffing	SENDSCO to reduce from ██████████	2018 to 2025	██████████ ██████████

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)
Staffing	Remove Heads of House to be shared with CHHS	2018 to 2025	
Staffing	Curriculum Support Assistants to reduce hours from ■ hours to ■ hours	2018 to 2025	

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)
Staffing	Administrative Staff reduce by [REDACTED]	2018 to 2025	[REDACTED]
Premises and Educational Resources	Efficiency savings target of Premises [REDACTED] and Resources [REDACTED]	2018 to 2025	[REDACTED]
Contingency	Reduce percentage from [REDACTED]	2018 to 2025	[REDACTED]

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)
Pupil Support Staff	Remove a Technician and reduce Heads of Year by [REDACTED]	2018 to 2025	[REDACTED]
MAT Central Costs	Reduce by [REDACTED]	2018 to 2025	[REDACTED]

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)
Other Staff Costs	Reduce by [REDACTED]	2018 to 2025	[REDACTED]
Income	Opportunity to release staff to provide school to school support at [REDACTED] a day	2018 to 2025	[REDACTED]
TOTAL			[REDACTED]

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				
		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Chair of governors						
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self- assessed Ofsted grade (1- 4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	<i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]</i>		
Achievement of pupils at your school	<i>[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]</i>		

<p>Quality of teaching in your school</p>	<p><i>[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.</i></p> <p><i>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.</i></p> <p><i>Consistency of student presentation of work and scrutiny reference progress and standards</i></p> <p><i>How marking, assessment and students feedback/reflection enhances pupil learning</i></p> <p><i>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</i></p> <p><i>How teaching promotes pupils learning and progression</i></p> <p><i>The review should be validated externally to ensure moderated outcomes for the school</i></p> <p><i>Reading, writing, communication and mathematics across the curriculum.</i></p> <p><i>Tutor and pastoral time including SMSC and British values</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
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Behaviour and safety of pupils	<p><i>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</i></p> <p><i>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.</i></p> <p><i>Health and safety procedures, policy, training and again supported by clear validated evidence.</i></p> <p><i>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</i></p> <p><i>Student questionnaires and reviews as evidence to support outcome conclusions.</i></p> <p><i>Parental questionnaires and where appropriate business partners.</i></p> <p><i>Pupils attitudes to learning and the creation of a positive ethos</i></p> <p><i>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
Quality of leadership in, and management of, your school	<p><i>[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</i></p>		

	<p><i>and overcome specific barriers to learning.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school,</p>	<p><i>[pupil recruitment and how the education will be adapted to meet the needs of all</i></p> <ul style="list-style-type: none"> <i>- progress on financial planning and cash management systems, including appointment of finance director</i> <i>- budget predictions and resource for ongoing budget management</i> <i>- trust's plans for ensuring funding agreement compliance</i> <i>- ensuring adequate systems and controls in place, including accounting software package</i> 		

<p>and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p><i>please delete this guidance before submitting this form]</i></p>		
<p>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.</p>			

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	<p>Please detail your duties as:</p> <p>a) company directors and charity trustees</p> <p>b) accounting officer</p> <p>Understanding of the strengths and weaknesses of the school.</p> <p>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)</p> <p>Holding school leadership to account</p>		

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		



Department
for Education

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