



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

Gosforth Great Park Academy

Reference number 99006

Contents

Application checklist.....	3
Declaration.....	5
Section A: Applicant details.....	See excel spreadsheet
Section B: Outline of the school	See excel spreadsheet
Section C: Education vision	6
Section D: Education plan – part 1.....	8
Section D: Education plan – part 2.....	19
Section E: Evidence of need – part 1	70
Section E: Evidence of need – part 2.....	75
Section F: Capacity and capability	58
F1 (a) Pre-opening skills and experience	66
F1 (b) Skills gap in pre-opening.....	70
F3 (a) Proposed trustees.....	78
Complete table and provide a short commentary on your plans.....	78
F3 (b) Skills gap for board of trustees	83
F6 (existing providers and any new applicants seeking to open more than one free school).....	86
F6(a) Shared services	87
F6 (b) Shared services	88
Section G: Budget planning and affordability	89
G3 Financial resilience to reductions in income	92
Section H: Premises	See excel spreadsheet
Annexes.....	97See PDF

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	✓	
2. Have you provided information on all of the following areas:	✓	
Section A: Applicant details	✓	
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	✓	
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?	✓	
4. Have you fully completed the budget plans?	✓	
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?		

<p>8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	✓	
<p>9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	

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

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

Section I of your application		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 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?</p> <p>(See guidance for dates and deadlines)</p>	✓	

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 (egg. 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:

[Redacted signature]

Position:

[Redacted position]

Print name:

[Redacted print name]

Date:

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

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

Section C: Education vision

EXECUTIVE SUMMARY

The Gosforth Great Park Academy will, as its central mission, focus on ensuring that young people in the rapidly expanding north Newcastle upon Tyne Great Park development enjoy access to a truly inspirational secondary academy. An academy of 1200 students, from year 5 to year 11, it will mirror in its aspirations, standards and size Gosforth Academy and Gosforth Junior High Academy; which are both outstanding institutions. 120 students will be admitted each year into year 5 and a further 120 into year 9 [hence a cohort of 240] once fully operational. The entry points segue with the extremely successful three tier system deeply embedded in the area, complementing the plans of the Gosforth Schools trust and Newcastle local authority.

We propose to open in 2017 for 60 students in year 5 and 60 students in year 9. Our gradual build up in numbers is related to the unique nature of the situation. It reflects the housebuilding plans of the local authority and developers on the Great Park and the likelihood that the proposed site will not be available until 2019/20. We anticipate therefore that mobile classrooms on our existing sites will be needed in the first few years and see the numbers stated as realistic if a high quality experience is to be delivered in these circumstances. We know there are these numbers of students who will require new provision which cannot be managed by expansion of existing schools which has already reached its upper limits.

The proposed school addresses the issue of basic need caused by the rapidly rising demographic trends of Newcastle and because of the extensive new housing developments of the Great Park. Additionally the school will raise outcomes across the city for all students and 'close the gap' for the most disadvantaged providing a resource longer term to help improve educational achievement across the region.

Our mission statement can be summarised in the words "Create your future!" which neatly encapsulates our purpose as a school: to educate, support and nurture all of our students so they can achieve their potential and fulfil their aspirations.

GOSFORTH FEDERATED ACADEMIES LTD

Gosforth Federated Academies Ltd is a MAT comprised of Gosforth Junior High Academy which provides education for pupils from years 5 to 8 and Gosforth Academy which provides for pupils from years 9 to post 16. Both Gosforth Academy and Gosforth Junior High Academy were judged to be "Outstanding" by Ofsted in 2008 and 2011 respectively, and both schools' outstanding status was maintained following Ofsted inspections in May 2015.

Gosforth Federated Academies Ltd is recognised nationally as an outstanding and innovative organisation that provides bespoke training programmes for staff both within Gosforth Federated Academies Ltd and from other schools within Newcastle Local Authority. This includes an extensive range of professional development programmes for teaching staff and middle leaders and an Associate Senior Leadership programme. This helps to ensure that there is always capacity within the leadership structure to work supportively with other schools. This was demonstrated, when in September 2007, Gosforth Academy assumed the administration duties of Gosforth West Middle School, a school in Special Measures, in a hard federation agreement. Within the same academic year, Gosforth West Middle School was judged by Ofsted to be, "A good school" and in 2011, "An outstanding school". Gosforth West Middle School (now Gosforth Junior High Academy and part of Gosforth Federated Academies Ltd.) remains an, "Outstanding" school (Ofsted 2015).

National accolades presented to Gosforth Federated Academies include commendations for our work helping disadvantaged students achieve *at the same level* as other students nationally and for being in the top 100 non selective state schools for E. Bacc. These nationally recognised achievements and strengths, along with a long track record of outstanding provision, help to provide significant advantages regarding professional development, leadership development and the recruitment and retention of some of the best teachers in the country.

We have many partner organisations – Newcastle Falcons [we host their Rugby Academy 6th formers], William Hulme's Grammar School [ULT] who we assisted in their journey from the private to public sector, Northumbria University, the Universities of Newcastle, Durham, Sunderland and Edge Hill as well as Hibernian – for our extensive work in teacher training.

We have considerable experience of providing school improvement support. Most recently this has been Hugh Robinson's NLE work at Haydon Bridge High School and in Gravesham, Kent at the federation comprising Meopham Community Academy, Chantry Community Academy and Istead Rise Primary School and at Erith School. Further evidence of our work in this area also includes assistance given to Gosforth West Middle School when it was placed into special measures. Our team made rapid transformation with Ofsted rating it 'Good' within one year and now, as part of our federation it having 'outstanding'. Outcomes at these schools have seen rapid and sustained improvements.

GOSFORTH GREAT PARK ACADEMY

RATIONALE

Demographic profile

As a result of the changing demographic profile of the Gosforth schools' catchment area, it has been established that there will be significant pressure for school places within the next 3 to 5 years. Current first and middle schools in the area are already expanding in an attempt to meet existing pressure helped by an £8 million Basic Need grant in 2015. Thus in 2021/22 there are already the stated numbers of students wanting to feed into the new school. [see Section E1]

We fully anticipate filling all the proposed number of places in 2017/18.

Within a few miles of the Gosforth Federated Academies Ltd, there has been extensive housing development (The Great Park Expansion). 3000 homes are to be built by 2030, half having already been completed. Local Authority forecasts predict that 700 primary and 700 secondary school places will be required in the near future. Our own meetings with existing Great Park residents have also revealed the demand and pressing need that parents are experiencing considerable anxieties over.

In December 2014 the Newcastle Schools Forum Report stated that there is a need in the Great North Park area for "1 7FE secondary school (as minimum) and 2 x 2FE primary schools in GNP (from 2021) identified and subject to further negotiation with developers but funding of buildings not yet identified (and excess of £20m needed)".

Educational choice and provision

Gosforth Federated Academies Ltd and an additional 11 schools form the 13 schools which constitute the Gosforth Pyramid of Schools. This pyramid of schools provides school places for children from nursery age through to post 16.

There is pressure for additional school places within all year groups within the pyramid of schools and waiting lists continue to grow. All pyramid schools remain fully committed to the three tier

system which is hugely successful here in Gosforth.

Parents and local politicians are entirely supportive and enthusiastic proponents of its merits. Parents want continuity and consistency and a way to help bridge the often challenging transition from primary to secondary school. As well as navigating the jump from primary to secondary, middle schools are also directly addressing parental concerns that their child may be overwhelmed moving from a small school to a large secondary.

Due to their long standing reputations for providing outstanding education for children, the Gosforth pyramid of schools continue to be the schools of choice for both the local community and from further afield. This is directly related to the examination and outcomes achieved by Gosforth Academy – across the city only a catholic single sex school achieves at the same level.

Comparison with local schools

Schools nearest to the proposed Free School location	Distance from proposed location of Free school in miles	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan (Statement or SA+)	Progress Measures relevant to your school type (%making expected progress in *reading, writing & maths or **english and maths)	Attainment Measures relevant to your school type (*KS2-% achieving L4+ in reading, writing & maths) (** KS4-% achieving 5 A*-C (EM)	Not included in the KS2 Performance Tables	Ofsted Rating
Archibald First School	3.4	12.8	19	1.7			x	1
Archbishop Runcie C of E First School	3.3	4.1	6	SUPP			x	1
Dinnington First School	5.5	19.2	SUPP	4.7			x	2
Regent Farm First School	3.5	36.3	17.9	7.5			x	2
South Gosforth First School	4	3.8	14.7	3.4			x	2
Grange First School	2.9	18	15.8	2.6			x	2
Gosforth Park First School	2.5	3.1	12.4	2.9			x	2
Broadway East First School	2.5	4.5	25.1	1.3			x	2
Brunton First School	0.8	1.5	4.1	SUPP			x	2
Gosforth Central Middle	3.1	8.4	12.4	5.6	R 88% / W 86% /	81		2

School*					M 90%			
Gosforth East Middle School*	2.8	9.3	11.7	6.9	R 87% / W 85% / M 84%	78		3
Gosforth Junior High Academy*	4.3	22.9	26.6	8.7	R 81% / W 85% / M 85%	70		1
Gosforth Academy**	2.8	9.9	16.5	5.3	E 80% / M 87%	79		1
Kenton School** not in Gosforth Pyramid	4.8	32.4	4.8	7.3	E 69% / M 55%	46		2
Average figures that may be applied to New School		13	14	5	E 80% / M 80% / Projected	80% Projected		
Local average		27	16	11	E 70% / M 71%	57		
National average		16	14	8	E 66% / M 67%	61		

At Gosforth Federated Academies Ltd we are exploring short and medium term solutions (open space conversion, new build extensions, re-designation of current teaching areas, creative thinking around how we deliver the curriculum etc.) in order to deal with current and future short to medium term pressures, but the reality is that within 3 to 5 years, capacity will have been reached and we will not be in a position to offer school places to those in our community who wish to join us. Already in September 2015 our year 9 is 30 students above the PAN – a level which is not manageable for much longer with the considerable constraints of the present site.

In order to further serve the Gosforth and neighbouring communities, we firmly believe that we are best placed to establish and run a Free School for children from year 5 to year 11. This Free School will become part of our existing hard federation of outstanding schools.

ETHOS

Like Gosforth Academy / Gosforth Junior High Academy our new school would be dynamic and diverse – demonstrating a clear energy and purpose where all students are valued, regardless of their background or ability. We pride ourselves on our comprehensive intake and our inclusive approach.

We are determined to be an ‘Outstanding’ provider ensuring that the new school can also be described as ‘a school in which nothing is merely ordinary and much is exemplary’ (Ofsted). The main areas of excellence would be languages, the gifted and talented curriculum, social inclusion, and the development of teaching and learning.

- ◎ Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal. Our values embrace honesty, trust, reliability, respect for the legitimate rights of others, care for the weaker members of society, regard for the environment and a kindness towards other people.

- ⊙ We believe that a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected, is the best way to promote these values.

VISION AND KEY FEATURES

Our vision is to foster the progress of our children as global citizens as well as members of the Gosforth Academy community. These core values will be communicated through a focussed assembly programme, outstanding teaching and learning and PHSE study. We retain a firm emphasis on academic progress and attainment at the school, focussing on high aspirations and a wide, varied and accurately targeted curriculum to create appropriate, closely tailored pathways for all pupils.

A praise code will deliver a clear discipline system as well as significant rewards for the majority of pupils who behave and work to the high standards that we will expect of them. This system of sanction and reward has equity at its core; it demands that all students will be treated in the same way, regardless of difference or background. Pastoral care will be exceptional, with dedicated teams of Pastoral Managers and Directors dealing quickly and effectively with issues of safeguarding and care for the whole child. Active community and parental involvement will be encouraged and a wide range of extra-curricular activities will be offered through activity weeks and school trips.

At the new school, our primary focus will be to instil a lifelong love of learning. Our key objective for the pupils will be to encourage them to be confident, hard-working and ambitious, regardless of background. This would be facilitated through outstanding teaching and learning, excellent leadership, strong discipline and a programme of assemblies and mentoring activities underpinned by a key focus on 'character education'. We want to produce aspirational, confident people who are active and reflective contributors to the communities, local and global, that they belong to. Our school will also be committed to academic attainment and social mobility. We aim for at least 80 per cent of students to pass at least 8 GCSEs [or equivalent] at grade C or above. A significant majority of students will also achieve the English Baccalaureate; we will encourage every student to progress to Sixth Form and undertake a sufficiently demanding course there to progress to a good university or career.

The school will aim, like the Academy, to achieve an 'outstanding' Ofsted judgement in all categories. We want to become a Teaching School as well as to become a member of the Youth Sport Trust's Leadership Partner School Network. There are several key facets to our Academy as we envision it: that we contribute to the training of outstanding teachers; we commit ourselves to progression and excellence, and that we integrate effectively into a flourishing community.

We want to produce students who are kind, honest and socially conscious. We should also aim to encourage our pupils to become aspirational, confident people who are active and reflective contributors to the communities, both local and global, that they belong to. Pupils should be encouraged to lead others, through peer mentoring or an active involvement with school issues. In short, we want them to assist and lead one another in this process and to take their rightful place within society.

Through our curriculum we wish to support not only the career prospects of our students but also the wider regional and national economies.

The Global Dimension

It is the intention of the Academy that all students will develop an understanding and appreciation of the global perspective of life in the 21st century. We will apply our proven curriculum and methodology that has placed Gosforth Academy to be in the top 100 non selective state schools for E. Bacc. We support the maxim that 'If you can't see it, you can't be it!' and start with flags, festivals and food as a way of involving all in an appreciation of other cultures. Global ideas and events will be made manifest throughout the curriculum so that all students will be involved with and encounter experiences which enhance their knowledge and understanding of the world. This approach is supported by the evidence of our current success, ratified by the British Council's 'International Schools Award', exam results for languages, and the plethora of links, foreign trips and exchanges we have with schools across the world. Perhaps the most distinctive feature of the proposed new school is its focus on languages. Virtually all other schools in the North East have only a small offer of MFL and poor achievement / low E. Bacc results – compared to our existing track record placing us in the top 100 non selective state schools. In 2014 one of the 14 secondary schools in a 10 mile radius matched our E. Bacc of 52%. The average across the other 13 schools was a mere 21% below the national average of 23%. In most years we send about 15 students to study MFL at Oxbridge / Russell group universities. The expansion of the Gosforth Federated Academies Trust would enable us to at least double this figure and to increase the breadth of languages offered within the curriculum and for enrichment. We work closely with the University of Newcastle's MFL department with students benefitting from regular visits and access to their facilities. They are very keen to develop this further with the opening of the new school.

Leadership and management

The directorship model of management which we would put in place lends itself to system management whilst being relatively easy to add capacity to the structure. As a former Language College, Training School and current member of the Leadership Partner School Network the Gosforth Federated Academies Ltd has for many years built capacity to work supportively with other schools. We would seek to continue to develop this. We have a great track record in recruiting and retaining outstanding teachers and support staff.

Curriculum

It is our intention in this Free School to replicate the curriculum and the approach to teaching and learning of The Gosforth Federated Academies Ltd. Gosforth Academy / Gosforth Junior High's curriculum has been rated as Outstanding in two consecutive Ofsted inspections. We intend to utilise the expertise of an extensive range of professionals currently working in federation within the new Free School; our staffing is designed and planned to build in significant additional capacity particularly in areas of leadership and the core subjects.

OUTCOMES

In terms of examination success and outcomes for students, Gosforth Academy is the most successful coeducational, non-faith school within Newcastle Local Authority. Since 2008 our 5A* to C [including English and Maths] has risen from 58% to 79% in 2014. Improvement has been sustained; bucking the national trend which saw a drop in 2014. For the last five years RAISE has

shown us as achieving Sig + at GCSE and in 2014 we were in the country's top ranking 4% of schools according to FFT.

With regard to achievement our expectation is that all students will make progress which is in line with the Outstanding classification of progress provided by Ofsted. Our primary focus will be on ensuring that over 90% of students make three levels of progress in English and Mathematics and that over 45% make four levels of progress in the same subjects.

Targets will be achieved by following the procedures and utilising the systems that have enabled both Gosforth Academy / Gosforth Junior High Academy to achieve Ofsted 'Outstanding' ratings and be such successful and popular schools. We strongly believe that the new school would make a real difference to the lives of young people, families and employers across Newcastle upon Tyne. The school would play an important role in raising aspiration and equipping young people with the skills and experience they need to succeed. With clear progression pathways through to further and higher education and apprenticeships and with strong community and international links the school would offer real opportunities for students to develop the skills, confidence and understanding needed for success in their future lives.

Academic targets

	Gosforth Academy 2014	Local 2014	National 2014	Our Targets for Gosforth Great Park Academy
5A*-C (EM)	79	57.4	56.6	85
A*-C English	85	68.5	68.8	90
A*-C Maths	85	70.4	67.7	90
3LP English	88	71.7	71.6	90
3LP Maths	84	65.6	65.5	90
4LP English	37	29	32	45
4LP Maths	42	27.2	29	45
E.Bacc	52	27.2	24.2	75
Progress 8	0.51	N/A	0	0.6

Other key targets

Behaviour

The PRAISE Code helps ensure the smooth running of lessons, without the disruption of poor behaviour. In the academic year ending 2015, 98.64% of lessons at both Gosforth Academy and Gosforth Junior High Academy were not disrupted by poor behaviour resulting in a student needing to be removed from a lesson. The target this year is 99% and this is a target that would transfer to the Great Park Academy.

The latest national data on exclusions is from 2013. This shows that nationally the average permanent exclusions as a percentage of the pupil group is 0.12%. At Gosforth this figure is 0%, which was also replicated in 2014 and 2015. The target for the Great Park Academy would also be 0% for permanent exclusions.

Attendance

In year ending 2015 the national average for persistent absenteeism (absent for 15% or more sessions) across all secondary schools was 5.8%, while at Gosforth Academy the figure was much lower, at 3.3% and 2.5% at Gosforth Junior High Academy. The target for the Great Park Academy would be 2% or lower, in line with the challenging targets set for Gosforth Federated Academy at present.

In addition, the percentage of lessons missed due to absence in 2014 nationally was 5.1%, with Gosforth Academy again being much lower, at 4.2%. The target for the current academic year is 4% and this would be the same target for the Great Park Academy.

In 2013/14 Gosforth Academy and Gosforth Junior High Academy attendance level continued to improve from levels already above the national averages to 96%. The target has now been raised to 98% and this will be the same at the Great Park Academy.

Global and Character Education

75% of students will by year 11 have been on a language exchange visit, completed work experience abroad or experienced an overseas educational trip.

100% will by year 11 have worked collaboratively with students in a school abroad – forging connections through the University of Southern Oregon's 'connecting classrooms' initiative or Simon Fraser University's Imaginative Education Research Group's global 'Learning in depth' project.

Gosforth Academy already has an Independent Learners Award at post-16 based on teacher recommendation following dialogue with students about criteria. We would formulate success criteria in partnership with students, staff and parents and seek for 95% of all students to achieve this accolade by year 11.

NEETs

One of the most important targets set by us is that no student who is with us at the end of Year 11 will be classified as NEET. In 2014, only 1.1% of our Y11 leavers were NEET, and only 0.5% in 2013. This compares extremely favourably with national figures, and is due not only to our students' very good academic and vocational outcomes, but also to the priority we give to high quality Information, Advice and Guidance.

Section D: Education plan – part 1

	2017	2018	2019	2020	2021	2022	2023
Year 5	60	60	60	120	120	120	120
Year 6		60	60	60	120	120	120

Year 7			60	60	60	120	120
Year 8				60	60	60	120
Year 9	60	60	60	120	240	240	240
Year 10		60	60	60	120	240	240
Year 11			60	60	60	120	240
totals	120	240	360	540	780	1020	1200

Our build up in numbers is related to the unique nature of the situation. It reflects the housebuilding plans of the local authority and developers on the Great Park and the likelihood that the proposed site will not be available until 2019/20. We anticipate therefore that mobile classrooms on our existing sites will be needed in the first few years and see the numbers stated as realistic if a high quality experience is to be delivered in these circumstances. Current first and middle schools in the area are already expanding in an attempt to meet existing pressure helped by an £8 million Basic Need grant in 2015. Thus in 2021/22 there are already these numbers of students wanting to feed into the new school. Gosforth Academy and the pyramid schools are already highly desirable to parents – by building up numbers slowly it is intended that 'damage' to other local schools will be minimised so that out of catchment area children do not monopolise available places.

Section D: Education plan – part 2

Proposed curriculum

- Two week timetable
- 7 period day
- 64x50 minute periods
- Period 7 on Tuesdays and Wednesdays reserved for extra-curricular enrichment, also with potential for intervention with targeted groups
- No period 7 on Friday

Subject	Y5/6	Y7/8	Y9	Y10/11
English	16	10	8	9
Mathematics	12	10	8	8
Science	6	8	8	12
History	4	4	4	-
Geography	4	4	4	-

French	#	6	4	-
Spanish	2	#	6	-
Art	2	2	2	-
Music	2	2	2	-
Design Technology	2	2	2	-
Computing/ICT	2	3	3	-
RE	2	2	2	-
Drama	2	2	2	-
PE	4	4	4	4
PSHCE	2	2	2	1
Guidance/Reading	2	3	3	2
Option subject 1		-	-	7
Option subject 2		-	-	7
Option subject 3		-	-	7
Option subject 4		-	-	7

- Y7-9 follow common core curriculum, with full entitlement to National Curriculum. KS4 programmes of study (GCSE courses) start in Y9 in the E. Bacc subjects, and in Y10 for the other subjects.
- Emphasis on English and Maths
- Promotion of independent reading for literacy via dedicated lesson each week, co-ordinated with library engagement, assemblies, cross-curricular provision #2
- Students' key stage 4 curriculum depends on ability/achievement to date, though all study common core of Mathematics, English Language, English Literature, Dual or Triple Science, PE and PSHCE
- Rigorous use of data from several sources to identify KS4 pathway/curriculum offer
- Aim is to give pathway which will maximise progression opportunities at 16
- Academic E. Bacc pathway for all judged to be able to have potential (compulsory MFL, History/Geography plus two other subjects)
- Triple or Dual Science depending on aptitude
- GCSE option subjects to be French, Spanish, History, Geography, Computing, Art, Music, Drama, Business Studies, Design Technology, Food and Nutrition, Religious Studies, PE
- Vocational pathways for those identified who would benefit (approximately 10% of the cohort)
- Vocational options to be Business, ICT, Health and Social Care, Art and Design
- KS4 RE delivered via PSHCE programme, assemblies and through one curriculum day per year.
- Planned assembly programme with visiting speakers, co-ordinated with PSHCE programme

- Careers education included in PSHCE programme, supported by assembly programme, cross-curricular provision, events (e.g. careers days); individual advice and guidance at key points (Y9, Y11)

We wish to align our curriculum where necessary with the Gosforth family of schools, and this means adopting their approach to MFL. There is a pyramid agreement that Spanish is taught across the whole of KS2, in line with the need to have a single language in the key stage, with a move to of French in Year 5. This move to a different single language in Years 7 and 8 is to ensure that:

- a) students have a generous allocation of English and Maths
- b) students get a flying start to French with a generous allocation
- c) they have experience of more than just one language before they opt for KS4 courses. We know from our current experience of language success [Gosforth Academy is in the top 100 non selective state schools for E. Bacc 2014] that this is a proven methodology.

#2 For all students, no matter their abilities or interests, the development of their literacy skills is vital. We wish to do all we can to ensure that students pursue their own programme of independent reading as it is well recognised that those who read regularly and widely tend to be more academically successful. Wider reading can not only improve spelling, punctuation and grammar - essential for employability as well as success in school - but also enrich the lives of our students, allowing them to become better informed and filled with enthusiasm for the discoveries and revelations that reading can bring. For these reasons, we wish to devote some curriculum time to encourage reading, engaging students in constant dialogue about their choices and experiences.

Comparison with local schools

Schools nearest to the proposed Free School location	Distance from proposed location of Free school in miles	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan (Statement or SA+)	Progress Measures relevant to your school type (%making expected progress in *reading, writing & maths or **english and maths)	Attainment Measures relevant to your school type (*KS2-% achieving L4+ in reading, writing & maths) (** KS4-% achieving 5 A*-C (EM)	Not included in the KS2 Performance Tables	Ofsted Rating
Archibald First School	3.4	12.8	19	1.7			x	1
Archbishop Runcie C of E First School	3.3	4.1	6	SUPP			x	1
Dinnington First School	5.5	19.2	SUPP	4.7			x	2
Regent Farm First School	3.5	36.3	17.9	7.5			x	2
South Gosforth First School	4	3.8	14.7	3.4			x	2
Grange First School	2.9	18	15.8	2.6			x	2
Gosforth Park First School	2.5	3.1	12.4	2.9			x	2
Broadway East First School	2.5	4.5	25.1	1.3			x	2
Brunton First	0.8	1.5	4.1	SUPP			x	2

School								
Gosforth Central Middle School*	3.1	8.4	12.4	5.6	R 88% / W 86% / M 90%	81		2
Gosforth East Middle School*	2.8	9.3	11.7	6.9	R 87% / W 85% / M 84%	78		3
Gosforth Junior High Academy*	4.3	22.9	26.6	8.7	R 81% / W 85% / M 85%	70		1
Gosforth Academy**	2.8	9.9	16.5	5.3	E 80% / M 87%	79		1
Kenton School** (not a Pyramid School)	4.8	32.4	4.8	7.3	E 69% / M 55%	46		2
Average figures that may be applied to New School		13	14	5	E 80% / M 80% / Projected	80% Projected		
Local average		27	16	11	E 70% / M 71%	57		
National average		16	14	8	E 66% / M 67%	61		

Curriculum Rationale

Gosforth Great Park Academy will draw the majority of its students from the new 'Great Park' housing development. We would expect this to produce students with characteristics similar to those of nearby existing schools with the likelihood of the area having increased affluence due to the nature of the housing development.

Approximately 13% of students will be entitled to a free school meal and we expect approximately 14% of students to require intensive support in their development of English as an additional language. This information profile has been established through consultation with and through analysing the intake of similar secondary schools.

With regard to curriculum it is our intention to replicate most elements of the curriculum of Gosforth Academy / Gosforth Junior High Academy at Gosforth Great Park Academy. We are determined to establish a curriculum which is academically rigorous and which prepares students brilliantly for university study and highly paid professional positions of employment. At the same time we will ensure that all students enjoy access, where appropriate, to very high quality vocational training.

Through ensuring that our academic provision is outstanding and through ensuring that all students enjoy access through partnership to superb vocational and apprenticeship based programmes we intend to provide a guarantee of excellence to all students regardless of ability.

Through enjoying access to an outstanding curriculum within which teachers and those professionals supporting teaching provide outstanding learning opportunities all students will make great progress in their educational journey. Part of our confidence in making this statement comes from the proven impact of our work at Gosforth Academy / Gosforth Junior High Academy. All students will have the opportunity to secure the E.Bacc qualification including those engaged in vocational programmes of study. Success at Key Stage 4 will have been built on a broad and balanced Key Stage 3 curriculum which has a particular focus on core skills. Whatever options choice students are on, that is why there is a clear focus on developing students' skills in both Maths and English. This is due to their importance not just as academic subjects in their own right, but also to the students' effectiveness as employees of the future; employers' organisations are rightly concerned that the young people who will work for them have excellent literacy and numeracy skills. With the E. Bacc at the core of the curriculum, we aim through rigour in KS4 to prepare students for progression into post-16 courses which will give them access to the finest university courses, as well as the wider skills they need to flourish. Through our curriculum we wish to support not only the career prospects of our students but also the wider regional and national economies.

Our curriculum offer will complement the local educational landscape by increasing the availability and provision of an approach which has been proven to succeed at Gosforth Academy, enabling even more students to access a curriculum which is geared to guaranteeing their successful progression at the end of KS4.

Curriculum Design

The curriculum is intended to:

- Be rich, varied and be designed to include, stretch and motivate all students
- Put the needs and interests of students first
- Provide smooth transitions between phases, integrating academic and vocational pathways
- Be enriched through partnership, offering a full programme of extension activities
- Develop core and functional literacy, numeracy and ICT skills through all subjects

- Provide 21st century resources and learning materials which will support independent learning in and out of school
- Be contextualised within the local and regional communities, yet international in outlook;
- Exceed statutory requirements
- Encourage enjoyment whilst safeguarding the learner at all times and in all activities
- Provide teaching strategies and a pace of learning planned to cater for individual needs
- Deliver a balanced attention to academic progress and welfare needs
- Ensure assessment which encourages high challenge, effective learning and helps students to make progress
- Facilitate teaching which is flexible, innovative, varied and challenging and constantly monitored for effectiveness
- Provide parents with the opportunities to support their children's learning
- Ensure interaction with the community in support of students' learning

The core skills of literacy, numeracy and ICT will be integrated and coordinated across all subject areas to ensure that students are able to improve their skills beyond national expectations. Schemes of work will be developed to ensure that these issues are implemented effectively and may be monitored during lessons.

Students with reading ages significantly below their chronological age will follow a reading recovery programme to enable them to be fluent readers. We would expect this to be less than 3% of students. A learning ethos which encourages independent learning, thinking skills and promotes personal development will be integrated in subject schemes of work. The work of an outstanding EAL specialist team will be pivotal in ensuring that all students, regardless of background, are able to achieve exceptional rates of progress.

Personal and social competencies will be taught by staff through the personal development programme covering all aspects of personal, social, health, citizenship, finance, emotional literacy and enterprise education, and through the behaviour for learning culture which the Academy will nurture in staff, students and families. The curriculum will encourage the study of local, national and international issues which will involve students looking outside their own community, to understand other cultures and develop a global perspective which will contribute to the further development of enterprise skills.

Lesson planning and schemes of work will follow best practice to ensure that lessons are accessible to all Academy students. Students with a special educational need will be supported to achieve their potential and to enjoy their education and graduate as competent and confident students of the Academy.

Information Learning Technology (ILT) systems will enable the innovative use of technology to support individualised learning programmes, and collaborative learning opportunities between sites and out of school hours.

ILT and Management Information Systems (MIS) will support the staff by providing student achievement and participation data. This will enable them to continually monitor students' individual progress and to modify learning programmes to meet students' needs as part of the student entitlement and reporting compact.

Parents and carers will be viewed as valued partners and co-educators. The Academy will develop opportunities to involve parents and carers in order that they may play a vital role in raising standards. The Academy will encourage and support them to further develop their skills and understanding. An important role of the tutors will be to maintain effective home-school liaison.

There will be individual intervention for those with SEND and English as an Additional Language.

The Academy intends to work in partnership with a range of local businesses, education providers and agencies. The Gosforth Federated Academies already has links with dozens of business partners ranging from John Lewis and Debenhams to Sage and The Baltic. We have many links with all the regional Universities [Durham, Newcastle, Northumbria and Sunderland], the local NHS trust, as well as with the Coastguard, Police and Fire and Armed Services. All of these partners are keen to expand their work with us in this future venture.

The extended hours' programme will provide a range of activities with access to supervised areas including; sporting practice areas, performing arts, science, design and technology, library, resources and ICT areas as well as extra tutorial and pastoral support. Students will be able to attend a range of workshops at the beginning and end of the day in order to enhance their studies. Extension, or enrichment, activities will include options such as digital media, music, webcast radio, thinking skills, cultural studies, ecommerce, dance or design. In addition there will be activities relating to languages [for example Latin, Chinese, Russian and Arabic] and a range of fitness, sporting and leisure activities.

The Curriculum Plan

Key Stage 3

The curriculum from Y7 – Y9 is continuous and coherent over the three years, the only difference in Y9 being the addition of Spanish to enable a choice of MFL to be made in the options process.

The Academy KS3 curriculum is designed to ensure that students maintain their progress and build their confidence through personal and social development, equipping students with the skills to make them successful lifelong learners. Continuity and progression during transition at the end of Y4 will be achieved through a variety of strategies and by developing exemplary partnership working with the principal primary feeder schools. Any students joining at the start of Year 9 will be able to choose options on an equal footing due to our curriculum being in line with the Gosforth Pyramid's middle schools.

In years 5 and 6 most lessons will be delivered by a class teacher with only some taught by specialists for example Performing Arts. Once reaching year 7 the more traditional pattern of specialist teachers for subjects will be in place.

To ensure English and maths provision is of the highest standard subject specialists will work closely with the primary schools to develop closer collaborative approaches to learning and early intervention for failing learners. This will include resources providing targeted support to prospective students who may underachieve in literacy or numeracy before transition. The monitoring, recording and sharing of information on each student's prior attainment, talents, strengths and weaknesses will be understood and can be built into learning and lesson plans. This will support the Academy's drive to maximise effective learning support for all students pre and post transition. As a result of these strategies and existing primary school practice, the students

will join Year 5 understanding the Academy's expectations and ways of working. They will know some Academy staff, and peer mentors and be familiar with the Academy, easing parental and student fears around transition.

The Academy will adopt a flexible approach to KS3 to ensure rapid progress for all students. Development and consolidation of literacy, numeracy and ICT skills will be given the highest priority. There will be a strong emphasis at this stage on developing personal responsibility and self-confidence in life and learning. National curriculum requirements will be fully met or exceeded and students will be offered every opportunity to develop and demonstrate subject knowledge, understanding and skills.

Where required additional curriculum support will be given to students demonstrating particular learning needs which may include:

- Additional emphasis on Literacy and Numeracy to support catch-up
- Breakfast and/or after-school clubs for homework and to further support literacy and numeracy catch-up
- Language teaching where provided for EAL students which will continue to meet the needs of students as appropriate
- Higher Level Teaching Assistants, learning coaches and peer mentors will support the work of the teaching team

The aims of the Academy learning agenda will be supported by a personal development programme including PSHCE, RE and Citizenship.

A programme of individual advice, guidance and careers education will be introduced early in Key Stage 3 to prepare students for the decisions they will need to make.

We justify a 2 year KS3 and a 3 year KS4 in our E. Bacc subjects since, with the advent of the new linear GCSEs, reformed to be even more rigorous, it is essential that students have sufficient time to be prepared for these crucial examinations. By beginning KS4 in Year 9 in the E. Bacc subjects, teachers will have more scope to teach the subject content in depth, with the chance to extend students' knowledge and understanding. Teachers will also have more time to build in more effective assessment structures, and thereby provide students with detailed personalised feedback – a strategy identified as one of the most effective interventions possible to boost achievement.

Key Stage 4

The Academy expectation is that the great majority of students who have undertaken the new Academy curriculum, with associated changes in teaching and learning styles, will achieve 5 A*-C GCSE grades including English and Mathematics. All students will be expected to achieve 5 A* - G grades including English and Mathematics. A significant majority will secure the E.Bacc qualification.

At Key Stage 4, students will be able plan pathways to Post-16 at Gosforth Academy 6th Form, HE, FE, training and employment. Individualised learning pathways will be possible, from Foundation Stage or Levels 1 or Level 2 (GCSEs and NVQs) to Level 3 (A-Levels and NVQs). All students will study a common core curriculum plus options. Teaching time for each subject at Key

Stage 4 will be planned to suit new qualifications including GCSEs, A-Levels and the prioritisation of subjects within the E.Bacc qualification. Where students have accelerated their pace of learning they may begin units of qualifications at Level 3.

Courses will be developed which offer exciting learning opportunities and effective routes to student success. Effective curriculum planning will ensure that academic and vocational pathways are both represented and valued for their contribution to the students' eventual progression from the Academy into education, training or employment. Curriculum planning will follow national guidelines regarding flexibilities within the 14-19 curriculum.

At Key Stage 4 the aim would be to broaden the curriculum and support vocational opportunities which reflects individual learning need and accelerated learning options as appropriate.

As students mature during KS4 and assume autonomy for their learning programme they will be supported to take control of their learning by developing independent learning techniques. A key element of learning to learn is the ability to develop study skills and a self-awareness of levels of skills. Underpinning this would be the development of staff skills in assessment for learning which will further enhance this work. The Academy will strive for excellence in all aspects of our work. The characteristics of excellence will be defined by:

- Demonstrating transformational pedagogy which has raised standards, encouraged student uptake of courses and led to successful pathways from the Academy into training, further education, higher education, employment or volunteering/gap year
- Teaching resources which have successfully helped staff towards better teaching and learning outcomes and personal attainment of additional accreditation and external course attendance
- Web based resources to support the broader education community to both recognise and emulate the success of the academy
- Student resources to aid learning, individualised programmes of learning and exemplar modules for sharing with the wider learning community
- Continual cycle of staff CPD

The KS4 curriculum will provide a full range of experiences and learning opportunities to develop independent learning and prepare students for studying outside the Academy. The personal skills required for employment and citizenship, such as teamwork, leadership, debating, listening and questioning skills, higher level writing, research and project management skills and problem solving techniques will be taught both explicitly and implicitly. Graduate students of the Academy will be well-prepared for life as confident and competent citizens and employees making a positive contribution in their communities.

We have compelling evidence for the success of our curriculum model from our experience at Gosforth Academy. Since we the introduction of this model, we have seen a significant upward trend of improved KS4 outcomes due to an effective matching of students to courses in which they are able to demonstrate success. We have selected those vocational courses which have proved to be most popular with Gosforth Academy students so far, thus providing the best match for likely demand and expected demographic. They have also been selected as they are not courses which are too narrowly specialised, and they will be of relevance to a huge number of possible careers that students may wish to pursue. We have chosen our vocational options due to the practical

benefits that our students will be able to draw from them. Business is valuable in preparing students for the world of work in almost any occupation or sector, as the generic skills such as communication and numeracy are applicable almost everywhere; whichever type of company or organisation they eventually work for, a vocational Business course will increase students' employability and therefore life chances. Similar arguments apply to our choice of ICT, due to the central role that it plays in almost all aspects of the world of work in an economy such as the UK's; gaining expertise in a wide range of applications will enhance the prospects of students being able not only to progress but also to impress once they enter the workforce. Health and Social Care has been chosen as it is directly relevant to the work of the NHS, the UK's largest employer; with an ageing population, there is a huge demand for workers in this sector which can only grow in years to come. Lastly, in the modern economy that we wish the UK to develop, the role of creativity will be crucial to organisations' and individuals' success; a vocational course in Art and Design will enhance students' ability to use creativity alongside technology and therefore improve their prospects in a similar way to the other vocational courses we have decided to offer.

Learning Options

Students and parents will receive individual advice and guidance from Careers advisers and Personal Tutors/mentors about which options are best-suited to the student's personal interests, abilities and aspirations. Information will also be offered to students and parents before they choose, about the possible choices which will be available at the end of Key Stage 4 for further study post-16. In Year 11, students will be given advice and guidance on the range of study options available post-16 to help them make the best possible choices.

Extending and Enriching the Curriculum

This will take place before the school day and after the formal end of the school day. All students will be required to participate in enrichment and extension activities at the end of the normal school day on every day except Friday. Each curriculum area will be required to put forward a range of curriculum opportunities designed to stretch or to consolidate learning. The evidence of our current success in this area suggests that about 75% of students will become actively involved throughout their school career. Music and performing arts will tie in with the powerful existing network of all the pyramid schools. This incorporates varied choirs, wind band, string group, fusion band, Ceilidh band, and rock school. One focus here is on inclusion of 'hard to reach' groups of students. Sports of all sorts will form a large part of the programme ranging from the traditional to other options such as tag rugby, handball, trampolining, Zumba and Pilates. STEM based activities including those increasing the participation of girls plus links with the MFL department at Newcastle University will complement a wide variety of craft and more traditional clubs. Where possible we will ensure that activity is accredited – for example through the Duke of Edinburgh's award scheme, music examinations or at GCSE.

Extension activities will support curriculum pathways and help personalise programmes. Extension activities will stretch the more able, including additional programmes for very able students, additional study support options, booster sessions and the opportunity to use the Academy facilities to complete coursework, undertake research and use online resources.

Promoting British values at Gosforth Great Park Academy

We will actively promote the following in our school:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

We intend to do this through:

- the PSHCE and General Studies/Critical Thinking programmes, through specific citizenship-focused lessons
- the wider curriculum, where we will map SMSC provision
- our assembly programme, which will include visiting speakers such as our local MP and NCS representatives
- events such as mock elections, a Year 10 RE/Citizenship day and 'the Anne Frank exhibition'
- extra-curricular activities such as the debating society
- the behaviour and rewards system, which set out clear expectations of students
- the example set every day by our staff

Approach to Teaching and Learning

The Academy will establish, implement, monitor and develop key policies around pedagogy. At this stage several core principles have been established which will guide and influence further work in this area.

Whilst raising achievement will be the one purpose of the Academy, the School will work towards academic excellence and consistently high standards of Teaching and Learning will be the core activity to this. The Academy will constantly reference its development in these areas to the latest research and practical developments. The partnership with Gosforth Academy / Gosforth Junior High Academy and the leadership of the Executive Principal with the teaching and learning team will be the main driver for this work which will become manifest through initial training and induction and continuing professional development work for all staff.

The importance of agreed and consistent approaches to teaching and learning will be reflected in job descriptions and monitored as part of appraisal arrangements.

Support and guidance will be offered to all staff as they strive to achieve the highest standards in pedagogy. Teachers are the leaders of learning and they will be encouraged and supported to work in the vanguard of good practice.

The core principles concerning **learning** are:

- The Academy will recognise and draw on the latest thinking, research and practice regarding learning. It will adopt a pragmatic view and draw on a wide repertoire of approaches
- Focussed questioning, timely and regular feedback and appropriate challenge will be at the core of the drive for improved standards

- A key emphasis will be on independent learning. All learners will be supported in their quest to access and process knowledge
- There will be planned progression for learners to move from teacher dependency to autonomous learning. This approach is central to the development of highly effective learners in Key Stages 4 and 5
- The Academy will not 'start again' with learners entering year 5. The skills they have acquired during the primary phase will be passported with them and the transition will be smooth
- The Learning Platform will be central to learning and be a means by which learners access knowledge, monitor progress and develop skills for lifelong learning. It is anticipated that all students will have high level of access to a 'terminal', be it a PC, a lap top or other hand held device
- Students will be supported in their learning by teachers and others who both enjoy their work and are passionate about their subject

Our vision for **learning** is that it should be:

- Incremental
- Co-operative
- Active
- Challenging
- collaborative

The core principles concerning **teaching** are:

- Teachers and others involved in teaching will be role models with a strong passion for learning
- There will be varied approaches to teaching and these will be carefully matched to learning requirements
- All staff members, whatever their core role, will be regarded as enablers of learning. Obviously, teachers form the core of leaders of learning but many other staff will have a part to play
- Teaching will adhere to our own expectations. That is, learning should challenge, build on existing knowledge, encourage reflection, combine both individual and collaborative approaches. This will become the 'Academy approach to teaching', supported by the appraisal process
- All teachers, at the point of the New School's opening, will be able to reach the diverse and high expectations required. In keeping with the spirit and purpose of an emotionally intelligent learning organisation there will be a programme of induction, support and development for all staff. However, all staff will be expected to aspire to the required approach, as recruitment and development continues beyond 2017
- Whilst there is no prescribed teaching style favoured by the Academy, all staff will be supported to deliver consistently excellent lessons
- Excellent teaching, combined with high quality relationships and the expectations teachers have of learners, will be a key characteristic of the Academy
- All teachers will have a personal professional development plan and will be encouraged to use this in a reflective way to improve and develop their work

Teachers will be expected to be consistent in the application of the Academy's marking, literacy and numeracy policies and to encourage students to explore, explain and evaluate their work using recognised best practice techniques and assessment for learning methodology, including self and peer assessment.

Personal characteristics of students will be taken into consideration when planning lessons and teachers will be required to reflect individually and collectively on the methods and resources used within the classroom.

Academy Terms and Year

The Academy will operate the same pattern as other Newcastle schools for 2017-18 and beyond.

In our conversations with prospective and local parents, they made clear to us just how difficult it would be if term dates were different for children in the academy for families who had younger children in primary schools which followed the Newcastle upon Tyne City Council academic calendar. It was also felt to be the case that it was important to match Gosforth Great Park Academy with the other schools in The Gosforth Federated Academies Trust as this would facilitate greater opportunities for student and professional partnership and exchange.

Organisation of pupils

It is our intention to ensure that Gosforth Great Park Academy has, as its major focus, the development of academic excellence in all students. Consequently, it will be our intention to follow the academic structures and setting policies of The Gosforth Federated Academies Trust.

This will see students setted by ability in all curriculum areas according to their ability in each specific subject. For example, a student could be in the top set for Spanish but a much lower set for Mathematics. Group sizes will reflect the need for intensive support where students are struggling most and this will enable the academy to focus strongly on ensuring outstanding progress of less able students and those with SEND. Lower sets will be smaller in size, approximately 12 students, and will at all times be supported by the work of a HLTA. Setting, where appropriate, allows teachers to tailor their teaching much more closely to students' abilities, though differentiation of course remains essential within setted classes, as it would with mixed ability groups. However, in a setted system there are additional opportunities for differentiation: the freedom to select particular content which may be appropriate for some sets but not others (for example, in English Literature, a more accessible text could be chosen for the least able and something with more stretch and challenge for the most able); the reduction of class sizes for less able students, together with the timetabling of in-class support for these classes. We believe that our highly effective behaviour management system will counteract the perceived issue of poorer behaviour in lower sets, and our rigorous focus on achievement means that meeting all students' targets is a priority, whichever set they may be in. In the first few years setting will potentially prove more problematic but we'll still attempt to band where possible.

A focus will be placed on intensive and very high quality provision for EAL. Students will receive intensive EAL provision for whatever period of time is appropriate. For some it could be as brief as one month, for others the involvement could last for three years. Students will be required to

reach the equivalent of a Key Stage 2 Level 4a in reading and writing to be judged ready to move into the rest of the curriculum and away from the intensive EAL provision.

For pastoral purposes students will be grouped in mixed ability form groups within in their own year group. These will be extremely important groups in terms of the development of friendships and for the promotion of PHSCE and the school's Behaviour Policy. PSHCE will be delivered through the tutorial period, through carefully planned cross-curricular initiatives and through three PSHE breakdown days, the proposed structure and content of which is set out below.

Academy Day

The structure of the school day deliberately reflects the outstanding curriculum structures at Gosforth Academy. It ensures that extensive time is spent on core skills of literacy and numeracy whilst at the same time providing opportunities for the detailed study of a whole range of other subjects. There would also be timetabled opportunities for the doubling of lessons, particularly in practical subjects such as PE and areas such as Triple Science at Key Stage 4.

The Academy will have 7 x 50 minute teaching sessions. Tutor time will be a focused session delivered around a theme of the week linked with the curriculum and central to the personal development of students.

Session Time	Activity
	Pre-school enrichment sessions
8.45 - 8.55	Registration
8.55 - 9.45	Period 1
9.45 - 10.35	Period 2
10.35 - 10.50	BREAK
10.50 - 11.35	Period 3
11.35 - 12.25	Period 4
12.25 - 1.05	1st LUNCH
1.15 - 1.55	2nd LUNCH
12.25 - 1.15	Period 5a
1.05 - 1.55	Period 5b
1.55 - 2.40	Period 6

2.40 - 3.30	Period 7
3.30 - 5.00	Extended Day/Curriculum

Meeting the needs of all pupils

The Gosforth Great Park Academy will, as a central part of its work, be totally committed to ensuring that all students regardless of need and ability make exceptional rates of progress in their time at the academy.

In keeping with our inclusive approach to achievement, our prioritised focus regarding achievement will be based on ensuring outstanding rates of progress for all including those with SEND and Pupil Premium. Exceptionally effective teaching / Quality First teaching will be supported by outstanding pastoral systems which utilise the expertise of a wide range of experts. This will include expertise in Family Support and Liaison.

The pastoral team, led by Assistant Principals, will establish highly effective links with all appropriate external agencies with initial priorities placed around those involved with Child Protection and safety. The approach will mirror the work in this area of Gosforth Academy / Gosforth Junior High Academy whose achievements in this area of its work Ofsted classified as being 'Outstanding' at their last inspections.

Students at the academy will be tightly setted by ability, ensuring through that setting structure the teaching is effectively differentiated and personalised. The quality of teachers' planning will be monitored on a weekly basis by the Senior Leadership Team; where practice is found not to be excellent then intensive support will be provided for that member of staff by the appropriate line manager. Setting by ability will also ensure that smaller groups are established where ability is weakest; all such groups will also be supported by the HLTA team.

Special and Additional Needs

The role of the SENCO

As the designated SENCO the post holder will lead on all aspects of provision for students with special educational needs. This will involve ensuring that all students with SEND can access the curriculum effectively and make good progress throughout the school through: developing and implementing appropriate assessment strategies; carrying out robust data analysis and self-evaluation processes; developing and monitoring effective and personalised intervention programmes; and leading review processes.

The SENCO will maintain the SEND register and manage our links with SEND professionals and agencies outside the school. They will also be responsible for exam access arrangements and the implementation of Education Health and Care Plans and Individual Learning Plans. A key element of the SENCO role will be working alongside colleagues to secure the best possible experience and outcomes for students with SEND. In particular they will support and develop the work of LSAs and the HLTAs and will contribute regularly to CPD for both teaching and non-teaching colleagues in order to ensure that teaching and learning consistently reflects current best practice in this area,

For the first two years of the new school the designated SENCO will be Assistant Principal Y5-8 and then after Y3 the SENCO will also lead provision for EAL students until a specialist in this area can be appointed.

SEND

The Academy teaching and learning policy will clearly state that it is the responsibility of all staff to ensure that lessons are planned to meet the needs of all students in the teaching group. The Academy programme for Continuous Professional Development will help staff to develop their skills to a very high level in order that they can meet this requirement effectively.

Need will be assessed initially on entry and with a referral system for teachers, support staff and parents used throughout the school. Careful attention will be paid to feeder school data.

Students that join the Academy with reading ages significantly behind their chronological age will be placed on an intensive reading recovery programme. This will be taught during time allocated to the integrated curriculum. It will be maintained until students have achieved the fluency necessary to enable them to progress through the normal curriculum.

Students with statements of Special Educational Needs or EHC plans will have their provision allocated through the SENCO with regards to the Academy policy for special educational needs. Students whose learning difficulties lead them to be placed on the SEND Register will have their particular needs disseminated to their teachers who will prepare their lessons so that the students make the best possible progress. Subject team leaders have the responsibility of ensuring that all Schemes of Work are modified to meet the needs of students with SEND.

Gosforth Great Park Academy will seek to welcome learners with a range of physical disabilities. We will ensure that physical and educational access is open to wheelchair users and those with physical limitations. We will commit to working closely with the LA and other expert agencies to ensure that each student enjoys maximum support and to establish an understanding of the appropriateness of Gosforth Great Park Academy in meeting each student's needs.

Arrangements for pupils with SEND and disabilities at Gosforth Great Park Academy will follow

The statutory Code of Practice and other guidance from the DfE

Gifted and Talented Learners

The Academy will designate leaders with spare responsibility for the progress of Gifted and Talented. Based on our current experience and predictions for the new school we estimate 8% of students being Gifted and Talented. Their responsibilities will include:

- the identification of G&T students
- the creation of the G&T register
- the oversight/co-ordination of provision for the G&T students
- monitoring and evaluation of their progress
- access to highly challenging experiences outside the normal academy day

The academy will refuse to place limitations on any student and will seek to recognise and immediately build upon any clear talent that emerges at any time. Gosforth Great Park Academy will establish a key foundation of academic excellence through its innovative teaching and

exemplary pastoral care. Students will be actively encouraged to aspire for future success with existing links to our regional Universities, Russell Group and Oxbridge being fully exploited.

Higher ability students will find themselves consistently challenged and stretched at the academy. They will be expected to assume the role of academy leaders, increasingly shaping the direction of our work both within and outside lessons.

Our curriculum, though broad, will be unashamedly academic. We are determined to show that, through outstanding teaching and outstanding systems and professionals which support that teaching, all students from whatever background are capable of achieving brilliant academic qualifications and attending the very best universities in the world.

Disadvantaged – Free school meals and Pupil Premium cohort

We are determined to show through the establishment of this free school that poverty and deprivation should in no way limit either the quality of a young person's educational experience or the levels of achievement to which those students are able to rise. We will build upon the existing best practice of The Gosforth Federated Academies Ltd where these students achieve *at the same level* as other students nationally. We were recognised for our existing success in this area by the Secretary of state for schools in 2014 and invited to work helping improve other schools.

There will be four main strands in addressing this issue: work by class teachers, department tracking and interventions, pastoral and support from senior staff and whole school academic interventions.

Whole school interventions will include assertive mentoring, Easter and Saturday school provision, specific small group teaching where appropriate, in class support by 6th Formers from Gosforth Academy, 1-1 peer mentoring and giving students early experience of success by competing the ECDL qualification at the start of GCSE.

Looked After Children

Nationally, Looked After Children are significantly disadvantaged when it comes to academic outcomes. Gosforth Great Park Academy will focus on the specific challenges and barriers to learning and personal development faced by young people in care, in order to maximise their achievements. In line with current practice at Gosforth Federated Academies, each Looked After Child will be specifically monitored and supported by an experienced specified member of the pastoral team, who will provide exceptional pastoral care, as well as academic intervention. They will also liaise with key staff both in and out of school, including attendance officer, Social Care and the Police, as well as foster carers.

Other support for Looked After Children will mirror the support for Pupil Premium students, namely there will be four main strands: work by class teachers, department tracking and interventions, pastoral and support from senior staff and whole school academic interventions.

Whole school interventions will include assertive mentoring, Easter and Saturday school provision, specific small group teaching where appropriate, in class support by 6th Formers from Gosforth Academy, 1-1 peer mentoring and giving students early experience of success.

The ICT Vision

The focus initially will be on ensuring compatibility in ICT systems across the Trust sites particularly in relation to assessment, attendance and the MIS platform. The system will support the use of live and stored teaching as a key resource across the partnership.

Where appropriate ICT (including multimedia resources) will be used in lessons and students will have access to ICT for personal study.

Our work in this area will be built upon an understanding that:

- All staff will have laptops which they will be expected to use to plan lessons, develop resources and to complete assessments
- A full VLE will be established with 'my learning space' for students, a parent area and a staff area for sharing schemes of work, lesson plans and resources
- On line systems to facilitate teachers and leaders to manage resources remotely from the workplace
- The facility for homework and coursework to be submitted on line and for feedback to be given on line will be of central importance
- Parental reporting will be a key feature and parents will be able to access information regarding targets and assessment, attendance, behaviour, rewards etc. at any time
- Wireless technology will help maximise the opportunities for the use of ICT and students will use hand held technologies within the classroom to support learning, engagement and evaluation

Video conferencing links will be used to link to other schools, businesses, sporting and cultural facilities offering a more varied learning experience to deepen understanding, increase awareness and understanding of the global community and to raise aspirations.

At Gosforth Great Park Academy, ICT will contribute to the removal of physical barriers to learning, and in meeting the needs of young people. The approach to ICT will be liberating for all students, but particularly those who struggle with the more traditional learning environments and formal approaches to learning.

Students' Transition

Transition

The Academy will work closely with its feeder schools to ensure a smooth transition for all. This will include making sure that appropriate information is available to staff and parents. The transition programme will begin early in the year preceding entry and the Academy will seek to secure the involvement of new parents using strategies including family interviews with the new intake; drop-in sessions at the Great Park Community Centre; arranging text messaging regarding absence or lateness; visits to primary schools and a visible leadership presence at the school gates.

Transition into the Academy will be a challenging time for all students. To assist this transition a senior member of staff will assume specific responsibility to ensure effective transition plans are in

place for all students, in particular those identified as vulnerable or with specific issues. Their role will to 'shadow' students and to ensure effective follow up and referral of relevant issues to the Principal, Assistant Principal, Year Leaders, other teaching staff and also regular communication with parents.

There are three main strands to a successful transition from a feeder school to a middle school: teachers, pupils and parents. Excellent communication will accompany appropriate information being given at pertinent times. We will ensure that all students make a seamless step in their learning journey.

There are many theories about how best to teach and develop young people. Therefore, it is imperative we have close working relationships with each feeder school to ensure we are fully aware of the strategies and methods that our students have been exposed to. We will develop a detailed understanding of how effective these strategies have been for each individual. This will be achieved through termly liaison meetings where teachers across local schools are given opportunities to discuss and share planning, jointly moderate and share data about pupils. More sensitive information would be shared between SENCOs, Key Stage Leaders and senior staff before being disseminated if appropriate, as part of the preparation for transition.

Students are clearly the most important aspect of any school transition and to be effective this process must start early. At Key stage 2 we would begin by introducing younger pupils to the school building, inviting them to watch performances, take part in lesson experience mornings and attend events hosted by our students. Regular visits will allow them to become familiar with site and staff while linking these to highly positive experiences. Year on year these visits will increase, incorporating opportunities to use our specialist facilities such as the science lab, sports gym and ICT suite. As the point of transition nears, the Key Stage 2 Leader will visit each feeder school and prepare the pupils for a transition day. The transition day allows students to have a full day in their new school prior to the summer break, lowering anxiety and worry because the pupils know their teachers, classes and what to expect. Students will also begin working in their new books during their final half term at their feeder school. The books have multiple purposes; it allows new teachers to see exactly what pupils are capable of, provides students with familiar equipment and reminds them of the standard of their work prior to the summer break.

The final strand is the involvement of parents. It is hugely important that parents feel supported and at ease during the transition period; this will only happen if they are well informed. This will be done by providing tours of the school, hosting several parents' information evenings and providing documentation that explains simply each step of the transition process. Information will range from what stationery students require to pre and after school care. Any parents who have specific concerns will always have contact details for the Key Stage Leader, who will happily meet and discuss any worries with them.

Transition at age 13 follows many of the same principles and practices listed above. Parents will be invited to meet senior staff in the autumn before their children move schools, given a tour with chances to observe lessons, talk to children and teachers and to question senior staff. Public open evenings will be arranged in October to showcase the work of the school and trust. Initially parents will be invited to our existing schools since we intend Gosforth Great Park Academy to

largely replicate the atmosphere, ethos and experience of these. As a larger family of schools, we fully expect that the three schools, working together, will be able to move beyond 'outstanding', offering one of the best available educational experiences in the region.

Induction evenings for parents, allied to induction days for students in July before entry will take place. Students experience a comprehensive programme to induct them and help them settle in. Additionally baseline assessments [allied to close work with feeder schools] will enable student progress and momentum to be maintained across transition.

At both transition points senior staff and SENCO / learning support staff will visit feeder schools extensively to discuss relevant information – particularly supporting the transition of vulnerable students. This group will be further supported with initiatives such as a 'homework club' taking place in the half term before the move based at Gosforth Great Park Academy, to enable these students to feel more known and at ease in their new school. We will copy our existing models of 'support friends' and 'peer mentors' comprised of older students who act as mentors. In the first few years proximity to the existing schools will enable us to utilise our existing students in these roles until all cohorts are full.

Student Voice

Student Leadership is imperative for the continuous progression of the quality of teaching and learning that the Academy community engages with. It involves welcoming and providing the mechanisms for an increasing level of reflection where students work in partnership with their peers, staff and the wider school community to raise standards and aspirations for all.

Student Leadership aims to:

- ensure continuous progression of quality learning through providing platforms that increase opportunities for the Academy to engage as a community
- raise standards and aspirations for all through facilitating a positive dialogue between all students and staff
- challenge students and capture their unique insights into the Academy community through building them the mechanisms through which to gain recognition
- involve all students as active participants who can contribute to Academy improvement and make a positive difference for the community

The Academy vision is to produce confident students who are fit to take their place as ambitious, productive and positive citizens of 21st century Britain. Parents and the wider community will be encouraged to develop a trust in the Academy through open and honest dialogue and sustained engagement. This will be facilitated by the existence of a Parent Forum which will meet termly with governors and senior staff.

The Academy's drive for engagement with the community will be taken forward through a number of strategies to create active partnership with parents and the community. The Academy will encourage community participation by:

- The promotion of the role of the student as participant in Academy life
- Initiatives will be introduced to promote parental/carers support for their children's learning

- The Academy continuing to be a resource for the local community
- The importance of links to business and universities
- Academy students becoming 'sports coaches' and 'peer mentors', thus enabling them to offer community service in the feeder primary schools

D2

Academic targets

	Gosforth Academy 2014	Local 2014	National 2014	Our Targets for Gosforth Great Park Academy
5A*-C (EM)	79	57.4	56.6	85
A*-C English	85	68.5	68.8	90
A*-C Maths	85	70.4	67.7	90
3LP English	88	71.7	71.6	90
3LP Maths	84	65.6	65.5	90
4LP English	37	29	32	45
4LP Maths	42	27.2	29	45
E.Bacc	52	27.2	24.2	75
Progress 8	0.51	N/A	0	0.6

Other key targets

Behaviour

The PRAISE Code (a detailed system of reward and sanctions) helps ensure the smooth running of lessons, without the disruption of poor behaviour. In the academic year ending 2015, 98.64% of lessons at Gosforth Academy/Gosforth Junior High Academy were not disrupted by poor behaviour resulting in a student needing to be removed from a lesson. The target this year is 99% and this is a target that would transfer to the Great Park Academy.

The latest national data on exclusions is from 2013. This shows that nationally the average permanent exclusions as a percentage of the pupil group is 0.12%. At Gosforth this figure is 0%, which was also replicated in 2014 and 2015. The target for the Great Park Academy would also be 0% for permanent exclusions.

Attendance

In year ending 2015 the national average for persistent absenteeism (absent for 15% or more sessions) across all secondary schools was 5.8%, while at Gosforth Academy the figure was much lower, at 3.3% and 2.5% at Gosforth Junior High Academy. The target for the Great Park Academy would be 3% or lower, in line with the challenging targets set for Gosforth Federated Academy at present.

In addition, the percentage of lessons missed due to absence in 2014 nationally was 5.1%, with Gosforth Academy again being much lower, at 4.2%. The target for the current academic year is 4% and this would be the same target for the Great Park Academy.

In 2013/14 Gosforth Academy and Gosforth Junior High Academy attendance level continued to improve from levels already above the national averages to 96%. The target has now been raised to 98% and this will be the same at the Great Park Academy.

Global and Character Education

75% of students will by year 11 have been on a language exchange visit, completed work experience abroad or experienced an overseas educational trip.

100% will by year 11 have worked collaboratively with students in a school abroad – forging connections through the University of Southern Oregon's 'connecting classrooms' initiative or Simon Fraser University's Imaginative Education Research Group's global 'Learning in depth' project.

Gosforth Academy already has an Independent Learners Award at post-16 based on teacher recommendation following dialogue with students about criteria. We would formulate success criteria in partnership with students, staff and parents and seek for 95% of all students to achieve this accolade by year 11.

Line Management

The Principal, Vice Principal and Assistant Principals will have line management responsibilities for Subject Leaders and performance manage a number of identified support staff. They will co-ordinate the Academy's overall Performance Appraisal system and ensure those that work across a range of teams are well supported but not "over-managed"; this could include teaching as well as non-teaching staff.

The Academy will value contributions from all team members and achieve and maintain appropriate recognition for high quality staff development (e.g. Investors in People). Furthermore, the Academy will expect all staff to fully involve themselves in appropriate training and development in order to maximise the experience for students. As such all staff, whatever their level, will be seen as leaders modelling the ethos and standards of the Academy.

The senior team will annually review specific responsibilities to best match experience and skills with the need for individual development.

Accountability and Appraisal

A key feature of the arrangements will be a very strong emphasis throughout the organisation on accountability and performance of the staff. This is regarded as the main 'tool' for driving up standards and achievement. Strong, robust and emotionally intelligent systems and approaches will be developed.

The appraisal cycle will be complementary to the development and planning cycle for the Academy and will comply with the statutory requirements. Both teaching and support staff will be included in the appraisal arrangements.

Appraisal reviews will be supported by Professional Development Portfolios stored and facilitated using the 'BlueSky' system. Targets will be linked to the Academy's priorities for improvement.

Support staff will have a bespoke transition and induction framework which recognises the importance of developing their professional attributes, professional knowledge and understanding and professional skills. For all colleagues working in the Academy, Appraisal will be a key process. It will provide the context for regular discussion and review of areas of strength and areas for further professional development.

Terms and Conditions

All staff will be employed on national terms and conditions. This will ensure consistency and flexibility across The Gosforth Federated Academies Trust.

Department Leadership Calendar

Leaders of teaching and learning will use a common format to monitor their areas:

<i>Autumn half term 1</i>	<i>Autumn half term 2</i>
Student data KS2 /GCSE results/value added - analysis/action Progress assessment for year/s ---- analysis/action Teaching, learning and assessment Department development v2 <i>Observe....</i> <i>Learning walk (focus...)</i>	Student data Progress assessment for year/s ---- analysis/action Teaching, learning and assessment <i>Observe....</i> <i>Learning walk (focus...)</i> <i>Work scrutiny....</i> <i>Student evaluations from...</i>

<p><i>Work scrutiny....</i></p> <p><i>Student evaluations from...</i></p> <p><i>Standardisation for...</i></p> <p>Meetings</p> <p>Director support meeting</p>	<p><i>Standardisation for...</i></p> <p>Meetings</p> <p>Director support meeting</p>
<i>Spring half term 1</i>	<i>Spring half term 2</i>
<p>Student data</p> <p>Progress assessment for year/s ----</p> <p>analysis/action</p> <p>Teaching, learning and assessment</p> <p>Department SEF January</p> <p><i>Observe....</i></p> <p><i>Learning walk (focus...)</i></p> <p><i>Work scrutiny....</i></p> <p><i>Student evaluations from...</i></p> <p><i>Standardisation for...</i></p> <p>Meetings</p> <p>Director support meeting</p>	<p>Student data</p> <p>Progress assessment for year/s ----</p> <p>analysis/action</p> <p>Teaching, learning and assessment</p> <p><i>Observe....</i></p> <p><i>Learning walk (focus...)</i></p> <p><i>Work scrutiny....</i></p> <p><i>Student evaluations from...</i></p> <p><i>Standardisation for...</i></p> <p>Meetings</p> <p>Director support meeting</p>
<i>Summer half term 1</i>	<i>Summer half term 2</i>

<p>Student data</p> <p>Progress assessment for year/s ---- analysis/action</p> <p>Teaching, learning and assessment</p> <p><i>Observe....</i></p> <p><i>Learning walk (focus...)</i></p> <p><i>Work scrutiny....</i></p> <p><i>Student evaluation from...</i></p> <p><i>Standardisation for...</i></p> <p>Meetings</p> <p>Director support meeting</p>	<p>Student data</p> <p>Progress assessment for year/s ---- analysis/action</p> <p>Teaching, learning and assessment</p> <p>Department development plan for next academic year v1</p> <p><i>Observe....</i></p> <p><i>Learning walk (focus...)</i></p> <p><i>Work scrutiny....</i></p> <p><i>Student evaluations from...</i></p> <p><i>Standardisation for...</i></p> <p>Meetings</p> <p>Director support meeting</p>
---	---

Driving improvement in teaching and learning

In addition to the monitoring and evaluation mentioned in this section CPD and Appraisal targets will be tailored to ensure that outstanding teaching becomes the norm with over 80% of observed lessons rated thus. Work will be overseen in this area by the relevant executive director / assistant principal and lead practitioners. We intend to utilise the IRIS system of lesson observation to give staff ownership of their own development and to facilitate peer review and coaching.

We will keep abreast of global best practice through our existing links with Simon Fraser University of Vancouver's Imaginative Education Research Group, through attendance at ASCL conferences in the UK and membership of ASCD in the USA. We would intend to set up Learning Hubs as part of staff CPD, managed by our lead practitioners to conduct our own research into best / next practice.

We will implement a rolling programme of Department Review led by one of the executive team. Each subject area / Key Stage will be seen in a two year rolling programme. The process will begin with department staff completing a proforma analysing strengths, weaknesses and areas for improvement. All teachers will be observed by a member of the executive team with paired observations including subject leader, other departmental responsibility holders, other lead staff.

As part of this there will be discussions with subject leader and senior staff about evidence from prior lesson observations. Learning walks, data. Individual teachers will receive detailed feedback – with personalised CPD put in place if required. Work scrutiny and student voice will be collated with findings and fed into a final report with recommendations made for future improvements. An action plan will be formulated and used in line management meetings to ensure impact.

Approach to assessment and data tracking

Students will be set challenging targets at each key stage that will be on or above FFT top 15% estimates.

Each year group will have a reporting and assessment calendar that will detail progress points at least three times each year.

Baseline assessment will be done via MidYis and specific departmental baseline tasks on entry and at the start of each academic year. These will be used in conjunction with previous external end of key stage results and transfer levels from feeder schools to ensure challenging targets are set for students from the very beginning of the school year. Regular progress data will be measured against these targets with swift intervention being used as and where appropriate.

Students will receive detailed information about their progress not only in their lessons but through a variety of other methods, including:

- The Assessment Point process. At three points during the year, each student will have a personalised conversation with each of their subject teachers in order to discuss their current position and levels of effort
- The student planner; Assessment Point information will be recorded in detail in the planner during the Assessment Point week
- Assessment Point summary reports which will provide a comprehensive summary of progress against targets and also include information regarding effort levels

Parents and carers will receive detailed information about their child's progress through a variety of communication methods, including:

- The student planner; Assessment Point information will be recorded in detail in the planner during the Assessment Point week. There will be space for a parent/carer comment at the end of each Assessment Point planner page
- Assessment Point summary reports; these will be sent home to parents/carers and provide a comprehensive summary of progress against targets and also include information regarding effort levels. We will expect all students to be operating at an effort of Good or Outstanding
- Extended summary reports; Parents and carers of students will receive an extended summary report at one point during the year. The extended summary reports will detail the same information as the usual summary reports but with the addition of Pastoral comments from the student's Form Tutor and Head of Year

Parents and carers will have two formal opportunities to come into school and meet with the teachers of their child via the consultation evenings / review days. Details of these will also be

sent out prior to each occasion. Parents will also be encouraged to utilise Parent View and the VLE to engage in their child's progress.

Subject teachers will be able to access background and prior attainment information for the students that they teach in order to personalise learning for all students. Throughout the year, subject teachers will assess regularly, with AFL and APP activities providing the foundations for the assessment of student performance and progress. Accurate and timely assessment will be used by all staff to enhance teaching and learning. All information will feed into the Assessment Point process that will be carried out with students. Information from each Assessment Point will be centralised and used to produce Summary Reports.

All departments, led by the Head of Department, will carry out regular standardisation and moderation of work and Assessment will be a regular topic for discussion in all departmental meetings.

Subject leaders will also analyse the data that is produced following each Assessment Point and use this to identify strengths and areas for intervention.

Target setting and the review and analysis of progress against those targets will be a pivotal part of the academy's work. This process will be in line with the exceptional work of The Gosforth Federated Academies in this area. At the centre of that process are Subject and Year Group Leaders who will work in partnership with the appropriate Senior Leadership Team line manager to review each term the progress being made by individual students, teaching groups, all key student profile groups and whole year groups.

Where significant cohort weaknesses in progress are identified, the key subject or year group leader will prepare a report for the Principal within 2 weeks of those concerns emerging. That report will identify in detail the strategies which will be employed to successfully address those concerns. Progress against the measures identified in that report will be closely monitored by the attached member of the Senior Leadership Team with half termly updates presented to the Principal and governors.

Where weaknesses in progress are based around a smaller number of individual students it will be the responsibility of the Subject and Year Group Leader to establish an appropriate intervention plan in consultation with other linked professionals. This could include lead practitioners, Learning Mentors, HLTAs or members of the EAL team. Again progress will be monitored by the lead professionals involved in establishing the individual support plan.

Although rare we know that there are occasions when the progress of students will be limited by a professional ineffectiveness. At the centre of our response to this will be key middle leaders whose responsibility it will be to challenge and support the professionals in their teams, involving lead practitioners as appropriate to support them in that process. Middle leaders will also ensure that team members benefit from exceptional CPD opportunities including planning effective training days within the academy which match the needs of all professionals. We will have a developing teacher programme (if there is some cause for concern) and a teacher experiencing difficulties (for more serious concerns) process which leads in turn to standard competency procedures.

Pupil Achievement

The academy will support every student and ensure that targets are set and the progress made agreed with the student and modified from time to time through the school year during regular learning reviews involving the student, and relevant members of the teaching staff as determined from time to time.

Middle leaders will have a key role to play in monitoring the overall pattern of attainment and progress and in supporting the transformational ethos and vision introduced as part of The Gosforth Federated Academies Trust partnership. A particular feature of the structure will be the induction into Year 5 and the culture and behaviours which will be developed for all new cohorts.

SLT and governors will receive a summary report at every assessment cycle analysing current attainment and progress against targets and identifying areas of concern.

Departmental performance (including individual student and class analysis) will be available for all Heads of Subject and Lead Practitioners and will form the basis of regular reviews to ensure the academy targets are being met and that the transformation in teaching and learning outcomes are realised.

Whole Academy Performance will be evaluated through:

- Use of local/national data provided by the LA, Fischer Family Trust and the Department for Education (RAISE Online, Performance Tables and Level 3 Value Added) to compare the Academy's performance with local and national achievements
- Analysis of departmental achievements against Fischer Family Trust targets and academy targets and in comparison with other departments in the academy
- Close scrutiny of the progress of identified groups of students (e.g. Special Educational Needs, Free School Meals, non Free School Meals, Pupil Premium, ethnic minorities, Looked After Children, Travellers) compared with similar groups nationally

These comparisons will be complemented by:

- A detailed Assessment Calendar, published to all staff and made available to all interested parties
- Published targets for all year groups based on Fischer Family Trust, prior achievement and expected progress. Targets for all students will be aspirational yet realistic in order to encourage them to make maximum progress
- Focused and regular reviews of student progress, with particular emphasis on examination groups, in order to counsel, mentor and encourage individual learners and to inform parents and carers of progress
- Regular consultation with learners, parents, carers, staff, governors and all other interested parties to monitor all aspects of the school's effectiveness

Subject and Year Group Leaders will, along with the attached colleague from SLT, present a detailed assessment report to the Senior Leadership Team regarding their own area of work on a termly basis.

Attendance

We will monitor attendance via the well-established Local Authority traffic lights system. Individual students' attendance will be categorised as either green: good attendance, amber: attendance that is causing concern or red: attendance that is likely to affect attainment and may lead to legal action being taken. Letters will be sent at regular interval to parents, informing them of their son or daughter's level of attendance. Absence will not be authorised for any reason if a student's attendance has fallen below a floor target level, unless medical evidence is provided. Attendance will be monitored on a daily and lesson by lesson basis by a member of the administrative team, who will also make first day absence calls to parents. In addition, an enhanced level of Education Welfare Officer support will be bought in from the Local Authority. The EWO will work closely with students in danger of becoming persistent absentees. In the case of prolonged absence owing to illness, we shall make arrangements, where appropriate, for school work to be provided.

Pupil Behaviour

A positive discipline system of rewards and sanctions will operate, called the PRAISE Code. PRAISE stands for: Perform, Reward, Achieve, Inspire, Succeed and Excel. The PRAISE code includes a rewards system, which reinforces positive attitudes to learning and behaviour choices, alongside an easily understood behaviour system with simple rules, which controls low level disruption. Both the rewards and the behaviour aspects are based on the student planner, which is the foundation of the system.

All students receive rewards every lesson, every day, which involve an interaction between the student and the teacher. Beyond the stamps that students can be awarded in class, they can also be awarded stamps around the school and for extra-curricular activities. Rewards in the form of stamps lead to further rewards such as certificates, postcards, trips and vouchers.

In class, a simple behaviour system operates, which escalates from a verbal warning to a planner comment, then a second planner comment and on to moved seats and, if necessary, moved rooms. Further sanctions may follow such as detention, isolation, internal exclusion and exclusion. Students demonstrating significant or persistent behaviour issues are given additional support from specialised staff.

Whole school self-review

The department leadership calendar will feed into a whole school review cycle with subject and pastoral areas producing annual improvement plans. This, allied with analysis of data and a system of lesson observation and departmental review will feed into the whole school self-evaluation document. Alongside this the governing body will examine data with the results of classroom data and the reports of line managers as well as by taking feedback from parental, student and staff surveys. They will be well trained and regularly updated, so that they are truly able to challenge and support the Principal in moving the school forward. They will have a particular focus on the methods used in measuring and tracking student progress prior to the production of KS2 / GCSE results in order to make sure they play a meaningful and effective monitoring role.

We also intend to utilise the services of the Trust's existing School Improvement Partner and Ofsted trained independent advisors in monitoring the effectiveness of the institution each year.

D3 staffing structure

Having identified the curriculum for each year group, we have planned the staffing to deliver it on the following basis:

- The final teacher-pupil ratio for the school when full will be in line with national averages
- For each year of the school's operation we have calculated the number of classes required for each subject, and therefore the number of teacher periods needed
- The first appointment in any area will be the subject leader to ensure the most effective curriculum planning and delivery
- The Assistant Principal (Years 5-8) will be appointed as a primary specialist from the outset in order to facilitate effective curriculum planning and delivery in KS2
- In the early stages the delivery of E Bacc subjects by specialists will be prioritised, with minority subjects such as art, drama etc. delivered through second subject specialisms
- There will be flexibility between key stages, with some secondary specialists contributing to the KS2 curriculum

Leadership and Management

The development of all aspects of strategic performance will be the ultimate responsibility of the Executive Principal of The Gosforth Federated Academies Trust. The operational leadership will be the responsibility of the Principal who will be appointed ahead of opening in September 2017.

To deliver the vision for the Academy:

- Leadership should be genuinely distributed throughout the organisation with strong team work and a sense of cohesion
- The staffing model must be capable of adapting to changes in strategic emphasis over time. Priorities, requiring strong leadership immediately on opening may be different to those of paramount importance in years to come

The core purpose of the leadership team is to:

- Play a significant role in ensuring the impressive performance of the academy and where possible that it exceeds all its targets for continuous improvement and becomes a model establishment for excellence
- Inspire, manage and lead staff and students to achieve their very best
- Establish a positive identity and ethos for the Academy
- Establish a culture that celebrates and promotes academic and wider achievement
- Work to translate the vision into agreed objectives and operational plans which will promote and sustain the Academy's improvement and which inspires challenges and motivates others to carry the Academy's vision forward

- Secure a collaborative Academy vision of excellence and equality that sets a high standard for every student and which takes into account the richness and diversity of the Academy's community

The specific responsibilities of the Vice Principal are to:

- Ensure very high quality systems for recruitment and performance management
- Deputise for the Principal as required
- Ensure a consistent Academy-wide focus on the raising of standards and on every student achieving their personal best
- Lead KS3 & 4 curriculum
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students
- Coordinate links with Partner schools
- Ensure high quality Performance Management
- Oversee recruitment and retention
- Ensure a sharp focus in Teaching and Learning is at the heart of our work

The Assistant Principals are to:

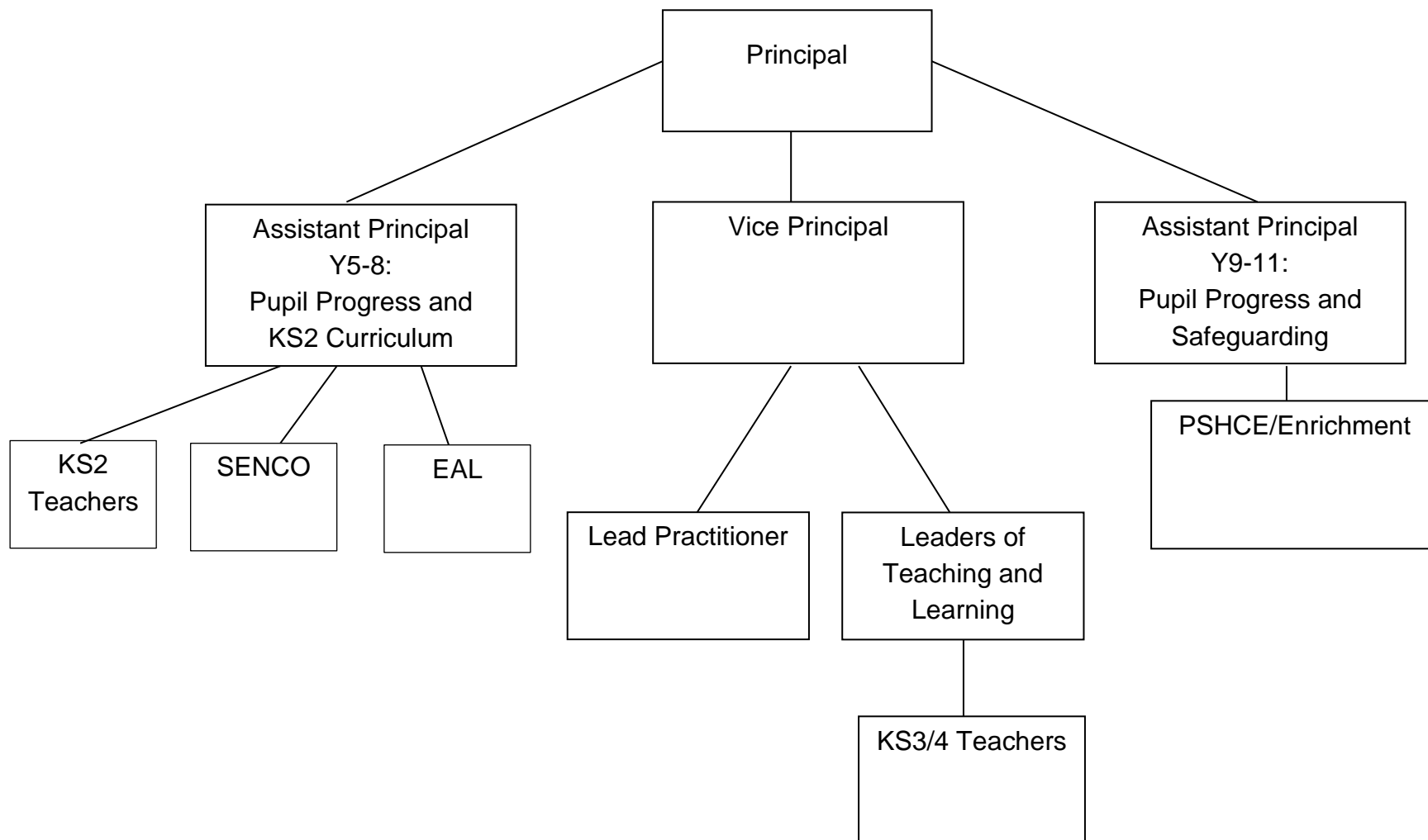
- Promote students' well-being, self-esteem and personal development through the management and development of an effective pastoral system
- Ensure the Academy safeguards the personal well-being of all students through the implementation and management of effective policies
- Develop and implement the Academy's 'Extension and Enrichment' programme, including monitoring its impact upon student engagement and achievement
- Lead the promotion of high standards amongst students in attendance, conduct, punctuality and appearance, and support colleagues in developing strategies for improving areas that are hindering students' achievement

Additionally the Assistant Principal Y5 – 8 will lead the KS2 curriculum and line manage EAL and Special Needs provision while the Assistant Principal Y9 – 11 will be the designated safeguarding lead and will line manage PSHCE and Enrichment provision.

	2017	2018	2019	2020	2021	2022	FULL
Students on roll	120 60+60	240 120+120	360 120+240	540 180+360	780 240+540	1020 240+780	1200 240+960
Leadership							
Principal	1	1	1	1	1	1	1
Vice Principal					1	1	1
Assistant Principal Y5-8	1	1	1	1	1	1	1
Assistant Principal Y9-11				1	1	1	1
Total Leadership	2	2	2	3	4	4	4
Curriculum TLRs							
English	1	1	1	2	2	3	3
Maths	1	1	1	2	2	3	3
Science	1	1	1	2	2	3	3
MFL	0.5	1	1	2	2	2	2
Hums		1	1	2	3	3	3
SEN/EAL			1	1	1	2	2
ICT		1	1	1	1	1	1
Design Technology			1	1	1	1	1
Visual Arts			1	1	1	1	1
Performing Arts			1	1	1	1	1
PE			1	1	1	2	2
Business/vocational					1	1	1
PSHCE/enrichment						1	1
Lead Practitioner							1
TLR total	3.5	6	11	16	18	24	25

Classroom Teachers							
MPR KS2	1	3	3	5	6	6	6
UPR KS2	1	1	1	2	4	4	4
MPR (KS3-4)		1	4.5	5	10	17	21
UPR(KS3-4)					3	5	11
Total Curriculum	5.5	11	19.5	28	41	56	67
plus leadership	7.5	13	21.5	31	45	60	71
Subject Specialisms							
			Eng	Eng	2 Eng	4 Eng	5 Eng
			Maths	Maths	2 Maths	3 Maths	5 Maths
			Sci	Sci	2 Sci	4 Sci	6 Sci
			MFL	MFL	2 MFL	4 MFL	5 MFL
			.5 Bus	.5 Hums	2 Hums	4 Hums	6 Hums
				.5 Bus	PE	PE	2 PE
					DT	DT	DT
					ICT	ICT	ICT
							Art
							.5 Bus
							.5 P.Arts

Executive Principal



The curriculum for Year 9 (year 1) and Years 9 and 10 (years 1 and 2) will be covered through a combination of subject specialists using second specialisms; enhanced teaching commitments for the Principal and Assistant Principal; and primary trained colleagues contributing to the secondary curriculum according to their academic background and subject strengths. These arrangements pertain to Humanities, ICT, Arts, DT and PE in year 1 and Arts, DT, PE and Business in year 2. Therefore from year 2 E.Bacc subjects will be led and taught by specialists. From year 3 all exam teaching will be led by specialists and subject specialists will also be available to contribute to aspects of the key stage 2 curriculum.

The leadership and team and TLR post-holders will initially be responsible for a range of areas which will, as the school grows, move across to appointed specialists. A Vice Principal, focusing in particular on standards and curriculum development, will be appointed for year 5, the second of two years of increased growth and therefore at a point when increased leadership capacity is required.

Year 1

- Principal leads Safeguarding, standards, monitoring and evaluation, performance management, curriculum development and partnerships.
- Assistant Principal Y5-8 leads PE, PSHCE/Enrichment, SEN and EAL Provision and all Pupil Progress provision
- LTL English leads Humanities and Arts
- LTL Maths leads ICT
- LTL Science leads DT

Year 2

- Principal leads Safeguarding, standards, monitoring and evaluation, performance management, curriculum development and partnerships.
- Assistant Principal Y5-8 leads PE, PSHCE/Enrichment,, SEN and EAL Provision and all Pupil Progress Provision
- LTL English leads Arts
- LTL Maths leads Business/Vocational
- LTL Science leads DT

Year 3

- Principal leads Safeguarding, standards, monitoring and evaluation, performance management, curriculum development and partnerships.
- Assistant Principal Y5-8 leads PSHCE/Enrichment and all Pupil Progress Provision
- LTL Maths leads Business/Vocational
- SENCO leads EAL provision

Year 4

- Principal leads standards, monitoring and evaluation, performance management, curriculum development and partnerships.

- Assistant Principal Y9-11 leads PSHCE/Enrichment
- LTL Maths leads Business/Vocational
- SENCO leads EAL provision

Year 5

- Assistant Principal Y9-11 leads PSHCE/Enrichment
- SENCO leads EAL Provision

The final appointment is of a lead practitioner for teaching and learning. Our current experience suggests that this unique role has major impact in energising continuous professional development, adds capacity in driving improvement in teaching and learning and assists in dealing effectively with any underachieving teachers.

	2017	2018	2019	2020	2021	2022	2023
Students on roll	120	240	360	540	780	1020	1200
	60+60	120+120	120+240	180+360	240+540	240+780	240+960
	Education support staff						
ICT Network Manager	0.5	0.5	1	1	1	1	1
ICT Technician	0	0.5	0.5	1	2	2	2
HLTA	1	1	1	1	2	2	2
Senior Learning & Pastoral Supervisor	1	1	1	1	3	4	5
Cover Supervisor	0	1	1	1	2	2	3
Technical Services Manager	0.5	1	1	1	1	1	1
Technician	0	1	1	3	4	6	6
Librarian	0	1	1	1	1	1	1
Library Assistants	0	0	0	1	1	1	1
Classroom Assistants	0	1	2	3	4	5	6
Language Assistants	0	0	3x0.2	3x0.2	3x0.2	3x0.2	3x0.2
IAG Officer	0	0	1	1	1	1	1

(2xYr5-8, 3xYr9-11)

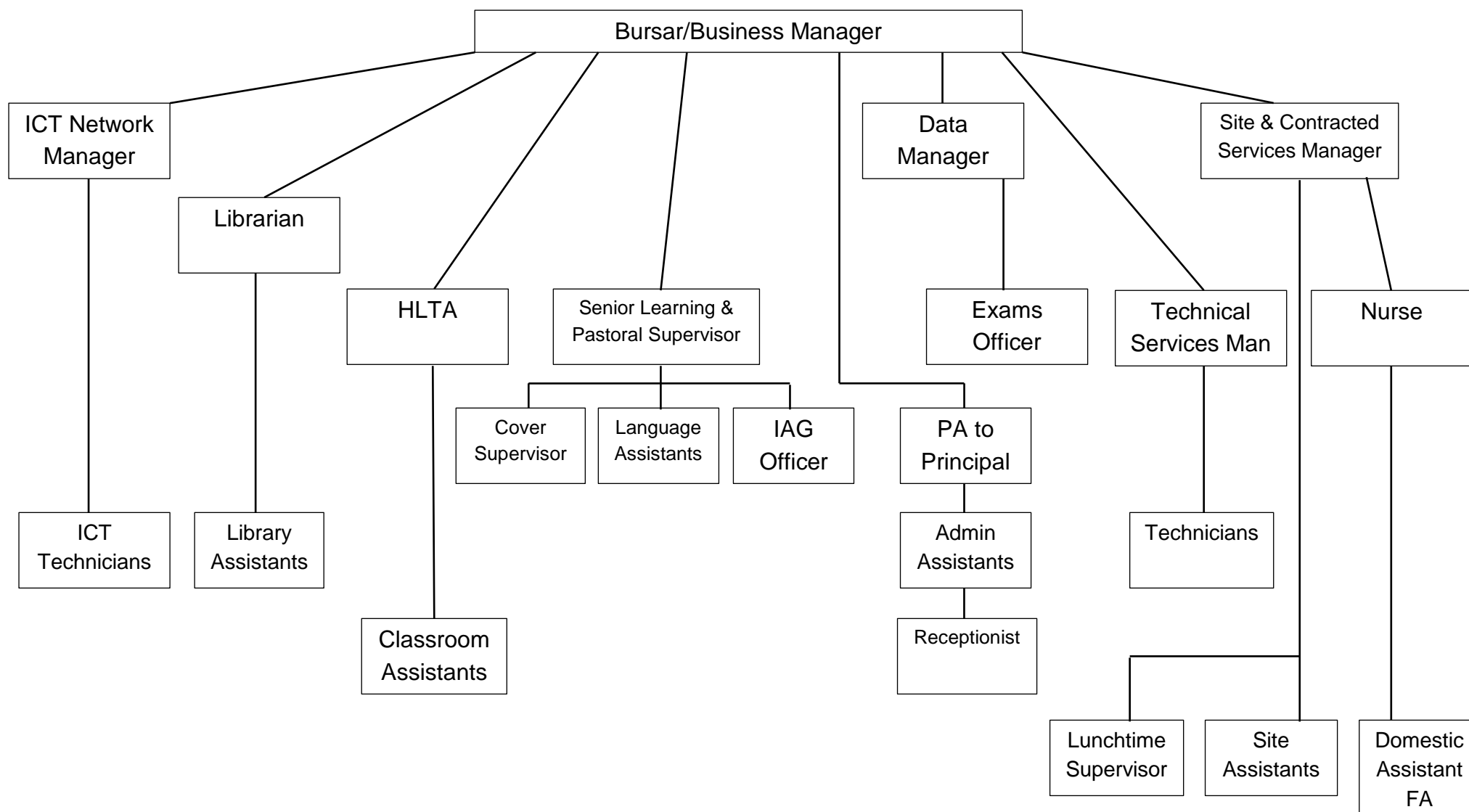
(2xGen, 1xPe)

(3xSc,2xTc,1xCA)

Nurse	0	0.1	0.2	0.2	0.2	0.2	0.2
Lunch-time supervisor	1x0.2	2x0.2	2x0.2	3x0.2	4x0.2	4x0.2	6x0.2
	Administration & Support staff						
Site Manager/Contracted services Manager	0.5	1	1	1	1	1	1
Domestic Assistant/First Aid	1	1	1	1	1	1	1
Site Assistant	0	0	0.2	0.2	0.2	0.2	0.2
Bursar/Business Manager	1	1	1	1	1	1	1
PA to Principal	1	1	1	1	1	1	1
Examinations Officer	0	0	0	1	1	1	1
Data Manager	0.5	1	1	1	1	1	1
Admin Assistant	0	0.5	0.5	2.5	4	4	4
Receptionist	0	0.5	0.5	1	1	1	1

GOSFORTH GREAT PARK ACADEMY

SUPPORT STAFF STRUCTURE



Education support staff

Year 1 the following staff would be appointed from the opening of the academy:

ICT Manager (0.5) (N8)
HLTA (N6)
Senior Learning & Pastoral Supervisor (N6)
Technical Services Manager (0.5) (N6)
Lunch-time supervisor (0.2) (N2)

Year 2 additional staff

ICT Technician (0.5) (N4)
Technical Services Manager (0.5) (N6)
Technician (N4)
Librarian (N7)
Cover supervisor (N5)
Classroom Assistant (N3)
Nurse (0.1) (N6)
Lunch-time supervisor (0.2) (N2)

Year 3 additional staff

ICT Manager (0.5) (N8)
Classroom Assistant (N3)
3 x Language Assistants (0.2) (N5)
IAG Officer (N5)
Nurse (increase to 0.2) (N6)

Year 4 additional staff

ICT Technician (0.5)(N4)
2 x Technician (N4)
Library Assistant (N4)
Classroom Assistant (N3)
Lunch-time supervisor (0.2) (N2)

Year 5 additional staff

ICT Technician (N4)
HLTA (N6)
2 x Senior Learning & Pastoral Supervisor (N6)
Cover Supervisor (N5)
Technician (N4)

Classroom Assistant (N3)
Lunch-time supervisor (0.2) (N2)

Year 6 additional staff

Senior Learning & Pastoral Supervisor (N6)
2 x Technician (N4)
Classroom Assistant (N3)

Year 7 additional staff

Senior Learning & Pastoral Supervisor (N6)
Cover Supervisor (N5)
Classroom Assistant (N3)
2 x Lunch-time supervisor (0.2) (N2)

It is anticipated that all education support staff will be appointed by the end of Year 7.

Admin support staff

Year 1 the following staff would be appointed from the opening of the academy:

Site Manager/Contracted Services Manager (0.5) (N8)
Domestic Assistant/First Aid (N2)
Bursar/Business Manager (N9)
PA to Principal (N5)
Data Manager (0.5) (N8)

Year 2 additional staff

Site Manager/Contracted Services Manager (0.5) (N8)
Data Manager (0.5) (N8)
Admin Assistant (0.5) (N4)
Receptionist (0.5) (N3)

Year 3 additional staff

Site Assistant (0.2) (N2)

Year 4 additional staff

Examinations Officer (N6)
2 x Admin Assistant (N4)
Receptionist (0.5) (N3)

Year 5 additional staff

1.5 x Admin Assistant (N4)

It is anticipated that all admin/premises staff will be appointed by the end of Year 5.

Support staff structure narrative

This structure is based on Gosforth Federated Academies support staff structure which has over a number of years been developed to manage the changing demands of the schools.

Posts which have been built into the structure from Year 1 are such that they will develop as the school grows to full capacity.

ICT NETWORK MANAGER

Overall responsibility for the ICT network, infrastructure, hardware, software and licencing arrangements. Work closely with teaching colleagues to ensure curriculum needs are a priority and will support the management systems. Take a lead role to establish and maintain the VLE. Line management responsibility for ICT technicians.

HLTA

In the first year the HLTA would provide any support to students either in small groups or as in-class support. The HLTA will have line management responsibility for the classroom assistants as they are appointed. One HLTA will administratively support SEN.

SENIOR LEARNING & PASTORAL SUPERVISOR

These posts are key to supporting teaching staff with the pastoral systems. They are the first point of contact for parents and have a cohort of pupils for which they take pastoral responsibility under the direction of the Assistant Principal. They will also support the cover supervisor team and take cover lessons as required. As the team grows they will take on additional responsibilities which will include line management of cover supervisors, language assistants, IAG officer and have responsibility for work experience and administering the pastoral system.

COVER SUPERVISOR

Once appointed one will be dedicated to working within the PE department but will also take responsibility for 'active play' during break and lunch times.

TECHNICAL SERVICES MANAGER

Initially will work with the general technician providing support as required across the school. Part of the duties will include running resources/photocopying. Will have line management responsibility for general technicians and will ensure all subjects who require technical support have appropriate access.

LIBRARIAN

Responsibility for the management of the library and line management responsibility for the Library Assistant.

NURSE

To be a link between the parents and the health professionals in order to support students in school with medical needs. Advise the senior team on health related matters and support the work of PSCH.

SITE MANAGER/CONTRACTED SERVICES MANAGER

To manage the site and associated contracts working closely with the Bursar/Business Manager on all site related matters. Will line manage the Nurse, Domestic Assistant, Site Assistant and Lunch-time supervisors.

DOMESTIC ASSISTANT/FIRST AID

Will be available during the school day to clean as required and provide a first aid service working closely with the Nurse.

SITE ASSISTANT

Working under the direction of the Site Manager to staff the school gate during the school day to support safeguarding. Receive and distribute parcels. General support to the Site Manager.

BURSAR/BUSINESS MANAGER

Will be a member of the Senior Team and represent all support staff. Responsible for all administration and finance functions and ensuring that all DfE and EFA returns are completed in an accurate and timely manner. Responsibility of the support staff management group. Line management responsibility for PA to the Principal, administrative assistants and receptionist.

DATA MANAGER

Would have line management responsibility for the Examinations Officer once appointed and would therefore be responsible for all data and examinations functions.

OTHER FUNCTIONS

In line with Gosforth Federated Academies many of the other functions would be contracted in i.e. catering, cleaning, attendance etc. It should be possible due to the current contract arrangements for these functions to benefit from economies of scale by adding to the current arrangements and therefore being in a preferential negotiation position.

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

Demand Table

	2017				2018			
	A	B	C	D	A	B	C	D
Reception	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0
Year 5	60	64	0	107%	60	61	0	102%
Year 6	0	0	0	0	60	64	0	107%
Year 7	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0
Year 9	60	63	0	105%	60	60	0	100%
Year 10	0	0	0	0	60	63	0	105%

Year 11	0	0	0	0	0	0	0	0
Year 12	0	0	0	0	0	0	0	0
Year 13	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0

Gosforth Federated Academies Ltd and an additional 11 schools form the 13 schools which constitute the Gosforth Pyramid of Schools. This pyramid of schools provides school places for children from nursery age through to post 16. Due to their long standing reputations for providing outstanding education for children, the Gosforth Pyramid of Schools continue to be the schools of choice for both the local community and from further afield. There is pressure for additional school places within all year groups within the pyramid of schools and waiting lists continue to grow.

At Gosforth Federated Academies Ltd we are exploring short and medium term solutions (open space conversion, new build extensions, re-designation of current teaching areas, creative thinking around how we deliver the curriculum etc.) in order to deal with current and future short to medium term pressures, but the reality is that within 3 to 5 years, we will not be in a position to offer school places to those in our community who wish to join us.

As stated in **Section C**, *“Within a few miles of the Gosforth Federated Academes Ltd, there has been extensive housing development (The Great Park Expansion). 3000 homes are to be built by 2030, half having already been completed. Local Authority forecasts predict that 700 primary and 700 secondary school places will be required in the near future. Our own meetings with existing Great Park residents have also revealed the demand and pressing need that parents are experiencing considerable anxieties over”*.

And, *“There is pressure for additional school places within all year groups within the pyramid of schools and waiting lists continue to grow. All pyramid schools remain fully committed to the three tier system which is hugely successful here in Gosforth.*

Parents and local politicians are entirely supportive and enthusiastic proponents of its merits. Parents want continuity and consistency and a way to help bridge the often challenging transition from primary to secondary school. As well as navigating the jump from primary to secondary, middle schools are also directly addressing parental concerns that their child may be overwhelmed moving from a small school to a large secondary.

Due to their long standing reputations for providing outstanding education for children, the Gosforth Pyramid of Schools continue to be the schools of choice for both the local community and from further afield. This is directly related to the examination and outcomes achieved by Gosforth Academy – across the city only a catholic single sex school achieves at the same level”.

Please refer to the table **Comparison with local schools in Section C**.

*In its General LA overview, The Newcastle upon Tyne Local Authority’s **Schools Capacity Survey 2015** (in italics) identified that:*

- *There has been significant and higher than anticipated growth in the pupil population in Newcastle in recent years, particularly in primary aged pupils. This is a result of increasing birth rates and inward migration, some of which is due to the new and continuing housing developments in the City, as well as the increased success and popularity of Newcastle schools.*
- *An additional 135 places are being provided for reception pupils from September 2015.*
- *The number of secondary aged pupils, having remained fairly constant for a number of years, is now starting to grow as the larger primary cohorts move through the school system.*
- *Over the next 5 years, the number of pupils in year 7 will increase from around 2,600 per year to over 3,000, the equivalent of around 14 additional classes or the entry to 2 medium sized secondary schools.*
- *There is a particular challenge in dealing with the growth in pupil numbers, as much of the growth linked to housing developments is also occurring in the parts of the city with the most popular school provision so places are already full based on parental choice as well as local need linked to demographic changes*
- *We are currently working with all schools in the city to develop solutions to meet the expected growth in the pupil population over the coming years, including a programme of school expansions to meet need as well as any options for additional provision.*

Regarding factors affecting overall LA pupil numbers, the survey states:

- *Existing large-scale housing developments in Newcastle Great Park and Scotswood are partially completed and a key source of some of the recent inward migration and pupil population growth creating particular pressure on early years, reception and KS1 places which will continue for a number of years*
- *Between 2016 and 2030, major new housing developments (Newcastle and Gateshead Core Strategy) are expected to create around 6,000 additional new homes with an estimated pupil yield of over 3,000 across the age ranges.*

*The Newcastle upon Tyne Local Authority's **Schools Capacity Survey 2015** also declares that within the Gosforth planning area:*

- *In September 2014 there were no unfilled places in the entry years in any of the schools in this area*
- *Schools in this area are very popular with demand for places coming from parents across the City and from neighbouring LAs as well as the local area.*
- *Gosforth schools have been directly affected by the on-going housing development in Newcastle Great Park which is to the north of the area (3000 houses have planning permission with around 1700 built and occupied).*
- *The proposed extension to the Great Park development and adjacent northern villages will put more pressure on places in this area in the next 5 years. There will not be sufficient places to meet demand.*

And that, actions (current and planned) to address shortage/excess of places. Include:

- *Starting in September 2015, additional reception places have been added as follows, with the expectation that these will be permanent changes as pupils progress through the schools:*
 - *30 places in Brunton First school (150 places in total)*

- 15 places in South Gosforth First (75 places in total)
- 30 places in Grange First school (150 places in total)
- Latest projections suggest that the increased primary places for September 2015 should be sufficient for the next couple of years. However, given the scale of housing developments and the very significant recent impact of these this will need to be kept under constant review through the updated health data on future cohorts.
- Gosforth Academy have increased their year 9 intake from 360 to 390 for September 2015 intake and created 30 additional places in year 5 and year 7 of the junior high academy (by admitting over PAN).
- In September 2016, 60 additional year 5 places are proposed, 30 each in two of the middle schools, including the junior high.

The report/survey clearly asserts that, ***The increased demand for school places is intended to be met by a combination of expansion of existing schools and some sites identified for new provision.***

In **Newcastle City Council's Newcastle Schools Forum Report 2 December 2014**, the following (*in italics*) was reported:

Demand for school places and short term options

Gosforth

- No unfilled reception places in September 2014
- There will be insufficient reception places in September 2015
- There will be insufficient Y5 places in middle schools in September 2016

The expected number of children feeding from the 9 First Schools of the Gosforth Pyramid of Schools into Gosforth Middle Schools in September 2016, 2017 & 2018 are:

2016 = 407
2017 = 437
2018 = 437

However, the number of places available for each of these years will be 360 (the combined PAN for the 3 Gosforth Middle Schools).

In addition, Gosforth schools will be directly affected by the on-going housing development in Newcastle Great Park which is to the north of the area (3000 houses have planning permission with around 1700 built and occupied). The proposed extension to the Great Park development and adjacent northern villages will put more pressure on places in this area in the next 5 years. There will not be sufficient places to meet demand. As stated in The Newcastle upon Tyne Local Authority's Schools Capacity Survey 2015, "*Starting in September 2015, additional reception places have been added as follows, with the expectation that these will be permanent changes as pupils progress through the schools:*

- 30 places in Brunton First school (150 places in total)
- 15 places in South Gosforth First (75 places in total)
- 30 places in Grange First school (150 places in total)"

The figures in the following table are indicative at this stage and are accompanied by projected pupil yields based on expected occupancy rates, family sizes etc. of different types of dwellings. The proposals to 2013 are projected to yield around 1600 primary age pupils and 1500 secondary age pupils.

<i>Development Site Location</i>	<i>No. of homes 2015-2030</i>	<i>Potential no. of additional homes 2030+</i>
<i>Dinnington</i>	<i>250</i>	<i>0</i>
<i>Hazlerigg / Wideopen</i>	<i>480</i>	<i>0</i>
<i>Great Park</i>	<i>1,200</i> <i>(Note: planning permission 2,932)</i>	<i>1000</i>
<i>Kenton Bank Foot/ Kingston Park</i>	<i>800</i>	<i>0</i>
<i>Newbiggin Hall</i>	<i>300</i>	<i>0</i>
<i>Callerton (upper, middle, lower)</i>	<i>3,000</i>	<i>0</i>
<i>Throckley</i>	<i>550</i>	
<i>Newburn Riverside</i>	<i>500</i>	<i>500</i>

In addition, **Newcastle City Council's Newcastle Schools Forum Report 2 December 2014** stated:

Proposed educational provision/requirements

Great North Park: Land (two sites) for new school developments equivalent to 1 7FE secondary school (as minimum) and 2 x 2FE primary schools in GNP (from 2021) identified and subject to further negotiation with developers but funding of buildings not yet identified (and excess of £20m needed).

NB: The proposed location for Gosforth Great Park Academy is in the Gosforth Great Park area (See Appendix D).

Section E: Evidence of demand – part 2

The response to our proposal to build a new school in the Great Park area has been extremely powerful and positive. Section E1 demonstrates that there is compelling evidence that there will be a great need for this school in this area.

In order to publicise our proposals to and gather evidence from the Gosforth Pyramid of Schools community and the wider community, we did the following:

Timeline of engagement

- Engaged in a media campaign which utilised local newspapers in particular. The main article appeared in the Chronicle newspaper on 22 June 2015 (**APPENDIX A**);
- Co-ordinated a leaflet drop of 10,000 leaflets to the wider community, including the Great Park area and adjacent areas
- Advertised and informed the community via Great Park Facebook
- Sent letters and texts to all parents and carers of children who attended schools within the Gosforth Pyramid of Schools;
- Advertised on notice boards at the Great Park Community Centre and Sport at Gosforth Sports Centre
- Held 2 public meetings, one on 29 June 2015, between 8.30am & 11am and the other on 30 June 2015, between 5.30pm & 7.30pm. These times were deemed the best fit to target as wide an audience as possible from the community. Over 150 members of the public attended. Grave concerns were expressed regarding the potential lack of school place provision in the area. There was overwhelming support for Gosforth Federated Academy's proposal to build a new school
- Launch of the online survey or hard copy survey

In addition we will continue to:

- Hold future, regular meetings to which members of the wider community will be invited (dates to be announced via text and on our website)

- Send Newsletters with updates (school termly)
- Action further press releases (in response to significant developments)
- Advertise on notice boards at Great Park Community Centre and Sport at Gosforth Sports Centre
- Continue to promote and inform the community via Great Park Facebook
- Continue to collect survey data
- Continue to report developments to all Heads of Gosforth Pyramid Schools at our monthly meetings (permanent agenda item)

In order to target families who we may not have reached via these communications (such as “hard to reach families”), we liaised with all Head teachers of local schools and asked if they would distribute our leaflets to ensure that their harder to reach families were informed of our proposals and meetings. These colleagues were kept up to date with all developments at our monthly Pyramid Heads’ Meetings.

NB: The “leaflets” to which reference is made can be found in **APPENDIX B(i) & B(ii)**

The Online/Hard Copy Survey

A screen shot of the survey can be found in **APPENDIX C(i) – C(v)** In addition, click [Here](#) for a link to the survey

The most recent summary of responses from completed surveys is as follows:

- The total number of respondents as of 12/09/2015 is 569
- 98% of respondents support our proposal to build a new school
- 279 respondents live at postcode NE13 and 247 respondents live at post-code NE3. The identified probable site for the new school borders NE3 and NE13
- Postcodes of other respondents : NE 5 = 15, NE4 = 10, NE2 = 7, NE6 = 4, and 1 respondent from postcodes NE 1, 7, 8, 12, 15 and 18, with one respondent stating, “House still to be built”. All of these postcodes are in close proximity to and/or located on good transport routes to the identified

probable site

- Over 90% of respondents indicated that they would choose Gosforth Great Park Academy as first choice for their children across all year groups. See **Demand Table** in **Section E1** for first choice preferences for year groups 5 and 9

A map the proposed site of the new school and of post codes of all respondents can be found in **APPENDIX D**.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Managing the project

Aside from this bid The Gosforth Federated Academies currently has no further plans for growth. We have considerable capacity to effectively ensure that the proposed new school does not negatively impact on current provision. This is as a result of our unique model of distributed leadership amongst the senior leadership team allied to our in house leadership development programme which actively seeks out and develops the next generation of school managers and leaders. We are confident that our current and future cohorts of associate leaders will amply enable us to both be involved in the creation of a new school and keep forward momentum in the existing federation schools.

A steering group already exists and meets weekly to chart progress. As soon as we are successful we will appoint someone to manage the project full time as a sole responsibility. This is likely to be an internal appointment since we have several colleagues with considerable experience of successfully managing large projects. However, we will seek the very best candidate to fulfil this role by opening up the field to external appointments. Alongside the appointment of a principal designate we will increase the dedicated project team to include more people – ably assisted by selected associate leaders. Other directors, support staff and governors will get involved as and when required – with any gaps they leave being filled by appropriate associate leaders.

We have already considerable experience of managing similarly large projects, having in the last few years experienced the new builds of our Junior High School and a multi million pound sports centre / PE department at Gosforth Academy.

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)
TBD	N	N/A	Project Manager	Project Management of major project/new school build. Educational track record at headteacher level. HR track record.	20
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				<div></div> <div></div>	
<div></div>	<div></div>	<div></div>	<div></div>	<div></div> <div></div>	
<div></div>	<div></div>	<div></div>	<div></div>	<div></div> <div></div>	
<div></div>	<div></div>	<div></div>	<div></div>	<div></div> <div></div>	
<div></div>	<div></div>	<div></div>	<div></div>	<div></div> <div></div>	
<div></div>	<div></div>	<div></div>		<div></div>	

F1 (b) Skills gap in pre-opening

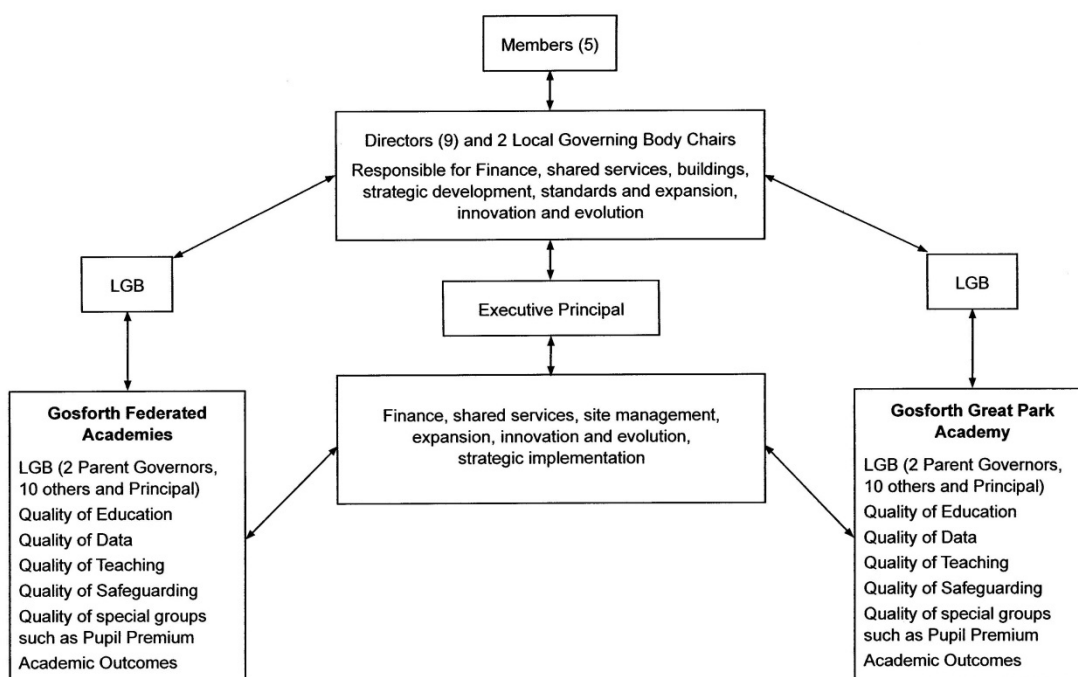
We are entirely confident there is no skills gap having carried out extensive consultation with LA, existing Free Schools and NSN. We will continue to work closely with our contacts here 'from scratch', however, and if needed would seek advice and guidance from an appropriate consultant.

Section F2

Upon opening, the Gosforth Great Park Academy will become part of the Gosforth Federated Academies Trust: a company set up and registered at Companies House in December 2010. That company currently has four members who have appointed 16 Company Directors. The 16 Directors will form the first Governing Body of the Academy and will look to form as soon as is practicable a Multi-Academy Trust Governance structure, as set out in the diagram.

The four members will appoint a fifth company member. We would hope to appoint a new member who has financial expertise. Such an appointment would bring a true balance to the current membership group. The company will then form a re-shaped Gosforth Federated Academies Trust, the trust will have nine directors. The Trust will then establish Local Governing Bodies for both the Gosforth Great Park Academy and Gosforth Federated Academies. These Local Governing Bodies will draw upon local representation including the current board of directors, staff, parental, employer and higher education representatives. Some of our existing Directors will become Governors on the Local Governing Body. The expertise within our current Governing Body is extensive; it should be possible to ensure that the current skills set is established in both Local Governing Bodies. We will undertake a full skills audit of our current Directors before any decisions are made. The chairs of the Local Governing Body will be invited to become Directors whilst in post as chair of the Local Governing Body (Governorship was rated as outstanding by Ofsted in 2008 and in 2015).

Governance and Management Structure of Gosforth Federated Academies Ltd



The role of the Trust

The Gosforth Federated Academy Trust works to guide the overall strategic direction of the organisation. The Trust maintains oversight of all aspects of financial and performance-based strategy. It will ensure that the Local Governing Bodies are functioning effectively. The members of the Trust will meet once per term to review the operational efficiency of the whole Multi Academy. These meetings will precede three of the six scheduled meetings of the whole Trust board. The Trust board will meet once every half term (6 meetings per year). The Executive Principal will present to the Trust the two interim audit reports and the financial year end full audit report. Further reports on academy progress and performances based outcomes will be presented at the other three scheduled meetings. This information should be detailed enough to allow the Trust to formulate effective forward planning and strategy development.

The Governing Bodies of the Great Park Academy and the Gosforth Federated Academies will work under the overall direction of the Gosforth Federated Academies Trust. Where the performance of any Governing Body in the Partnership gives cause for concern it is the responsibility of the Gosforth Federated Academies Trust to address these areas of concern. The Trust has the right to intervene directly should it have concerns regarding financial or academic targets; it has the power to overrule the Local Governing Bodies when appropriate and reduce or withdraw aspects of delegation if the trust deems that necessary. Financial management is the responsibility of the Local Governing Body but financial control rests with the Trust.

The role of the Local Governing Body

Each Local Governing Body will be responsible for holding the Academy to account on all aspects of performance including ensuring the effective performance management of the Academy Principal and the Senior Leadership Team members.

The Local Governing Body will share its workload between the four fixed committees (WAP, FARM, SRG, PM and PAY) and the designated lead governor of the ad hoc committees and will delegate to those committees and the Principal of the Academy appropriate powers. Any obligations not delegated will remain for the Local Governing Body to discharge. The Local Governing Body works with the Academy Principal to deliver all areas of delegated responsibility effectively. These include:-

- Quality of Education at the Academy
- Quality of Data analysis produced and appropriate interventions to bring about improvement
- Quality of teaching
- Quality of Safeguarding (including specific targeted groups)
- Academy pastoral care and ethos
- Application of relevant systems and processes to ensure the smooth, safe running of the Academy

Committees and Delegated powers

At its first meeting of the academic year the Local Governing Body will review its delegated power, standing orders and terms of reference. The Trust will nominate governors to take on the roles of Chair and Vice Chair for a twelve month period. It will also make whatever other decisions are needed to enable it to carry out its duties. If urgent decisions are needed to be made between

meetings the Chair, Principal and committee chairs are empowered to make that decision. This must be reported to the Local Governing Body at its next meeting.

The Chair of any Committees or the Principal may invite non-members of the committee to attend a committee meeting. Any such invitee may participate in the deliberations but will not have a vote. Any Governor may attend any committee meeting (except Pay and Grading Committee and Performance Management) and participate in the discussion and they will have voting powers even if not an allocated member of the specific committee in question.

Committees of the Local Governing Body

Whole Academy Performance (WAP)

The whole of the Local Governing Body and any specialist/guest advisers to be part of this Committee. The group will meet once per term (3 times per year). Responsibilities to include:

- Monitoring the student outcomes and achievement of all Key Stages
- Monitoring curriculum provision and development
- Ensuring appropriate target setting
- Monitoring professional effectiveness, teaching and learning
- Monitoring effectiveness of the performance management
- The receiving of reports from external bodies (Audit/Ofsted)
- Monitoring risk management including all issues around Safeguarding
- Monitoring the development of Academy policies and procedures

Finance and Risk Management (FARM)

This group will be made up of any governors who want to be part of it and it must have at least three governors to be quorate. It will meet at least three times a year. The responsibilities of this group include:-

- Monitoring the management of the Academy finances in accordance with the financial regulations of the Gosforth Federated Academies Trust. Overall financial control lies with the Trust board who will monitor all Academies in the Multi Academy Trust to ensure that best practice and economic property is guaranteed
- Monitoring the letting and performance of any major contracts (Those above £10k in value)
- Monitoring the development of the learning environment
- Monitoring all aspects of estate condition, problems and requirements

Strategy Review Group (SRG)

This group will meet in October (Term 1) and May (Term 3). It will have a Governor responsible for co-ordinating the group and the group will be made up of Chair, Vice-Chair, the chair of FARM, Principal and the SRG Co-ordinator. It will be responsible for:

- Monitoring the development and implementation of the Academy Development Plan
- Monitoring any issues that arise in the Academy year that impact upon the delivery of the Academy's plans. Done under the guidance and control of the Multi Academy Trust. So as to ensure best value and economy of scale are guaranteed

Performance Management, Pay and Grading Committee

The Chair and Vice-Chair and one or more Governors nominated by the Governing Body will conduct the Principal's performance appraisal. A Governor elected by the Governing Body will act as an appeal Governor to act in the event of the Principal wishing to appeal any decision in respect of the performance review. The Principal's performance reviewers will also act as the pay and grading appeal committee (heading any appeals that need to be heard by Governors, made by a member of staff regarding their pay).

Ad Hoc panels and areas of responsibility

From time to time Governor Appeals panels will need to be formed. The composition of the appeal panel will depend upon the matter to be addressed, whether or not any Governors have any conflicts of interest and Governor availability. The panels will deal with matters such as:-

- Exclusion appeal hearing (fixed or permanent exclusions)
- Employment related appeal hearings
- Complaints' management appeal hearings

Governors with areas of special responsibility

- Training
- Safeguarding including safer recruitment
- Inclusion
- Responsible Officer (internal auditor)
- Free School Meals
- Health and Safety
- E-Safety

The role of the Executive Principal

The Executive Principal will work for the Trust and will

- Ensure financial efficiency and probity of the Trust and each of the Academies within the Trust
- Monitor the Academies performance within the Trust, setting targets and checking progress against the targets set
- Ensure that the performance management of the Executive Team and Academy Principals are carried out properly and robustly. The Executive Team will include the finance manager, performance manager and human resources manager.
- Assess the appropriateness of any new potential members of the Gosforth Federated Academies Trust if expansion is considered to be the correct strategy for the Multi Academy Trust at that time
- Ensure that the work of the Local Governing Bodies within the Trust is effective with appropriate levels of support and challenge
- Ensure that the evolution and innovation of the Academies within the trust is balanced, appropriate and shared
- Ensure that systems and processes used within the Trust are effective

- Ensure that opportunities for efficiency savings and shared expertise across the partnership are fully utilised

Delegated powers to the Principal and key responsibilities

The key responsibility of the Principal is to establish an effective educational institution by leading on the creation and development of the most important systems and processes. These will create the ethos and culture of high expectation which will drive standards upwards. The main activities will be:

- Engagement with the Gosforth Academy Trust and Local Governing Body of the appropriate school
- Responsibility for safeguarding, health and safety and security
- Vision, ethos and planning for the appropriate school
- Creating and monitoring the Academy Development plan to ensure continuous improvement
- Monitoring achievements including the curriculum records for each student
- Student recruitment
- Ensuring educational progress, including SEND
- Leading the Senior Leadership Team and ensuring high quality performance
- Monitoring financial effectiveness
- *Overseeing staffing issues: including recruitment, performance and discipline
- Preparing governance agendas
- Linking with relevant partners
- Overseeing publications

The leadership and management of the Academy are important in ensuring that every student is successful in achieving personal targets. All leaders will make sure that the Trust's systems and processes are put in place to achieve a successful outcome. The Principal must endeavour to make sure this happens.

Minimising Conflict

The board of Directors must consider the potential for conflicts between their duty to the Gosforth Federated Academies Trust as a whole and duty to individual academies. There is potential for a conflict between a person's duty as a governor (to their respective school) and their duty as a director (to the Gosforth Federated Academies Trust) e.g. where a Gosforth Federated Academies Trust provides services to the member school. A director must ensure he considers and promotes the needs of each individual school for the benefit of the Gosforth Federated Academies Trust, and not simply focus on achieving the best outcome for their own school. In order to ensure that any such conflicts can be appropriately managed it would not be good practice for a chair of LGB to also be the chair of Gosforth Federated Academies Trust.

The Governors' role is strategic. It is important to recognise that the Governors are part of a team. They all have equal status and though appointed by different groups their main concern is the welfare of the whole Academy. Governors make decisions democratically, by consensus, Governors do not have individual powers to act alone and each Governor has a duty to act fairly and without prejudice.

The Federated Academies Trust is highly experienced in managing potential conflicts of interest. We have established procedures for maintaining and publishing the required register of interests and that meetings of Directors, Local Governing Bodies and Committees all have provision for declarations on agenda and where conflicts do arise they are managed in accordance with the articles of association. This is in part achieved through the trust's engagement of external auditors and solicitors whose role is to ensure that no conflicts of interest or poor practice takes place. They provide formal feedback and training; company members meet with our consultants to review any potential issues.

The smooth working of the Local Governing Body coupled with the guidance of our Trust will act to minimise any conflict of interest and enhance operational efficiency. The trust will also use independent experts to assess and review the performance of the whole MAT on an annual basis.

Meeting Sequence, membership and skills audit

Table of meetings sequence (see table).

Below is a grid showing the committees of the Multi Academy Trust and Academies. This sympathetic schedule should enable efficient and coherent leadership and Governance to evolve.

	Members	Trustees	Local Governing Body	
Half 1	Member (1)	Multi Academy Trust 1	Whole Academy Performance (Results) Strategy Review Group	Ad hoc (Results) Ad hoc (Appeals)
Term 1				
Half 2		Multi Academy Trust 2	Finance and Risk Management Performance Management/ Pay and Grading	
Half 3	Member (2)	Multi Academy Trust 3	Whole Academy Performance	Ad hoc Ad hoc (admissions)
Term 2				
Half 4		Multi Academy Trust 4	Finance and Risk Management Performance Management/ Pay and Grading	
Half 5	Member (3)	Multi Academy Trust 5	Whole Academy Performance Strategy Review Group	Ad hoc
Term 3				
Half 6		Multi Academy Trust 6	Finance and Risk Management Performance Management/ Pay and Grading	

A full skills audit of current Directors will be done before any decisions are made about the membership of our new structures. This will be done by July 2016 thus allowing time to make sure that members, trustees and governors have the correct balance of skills and experience to perform to the high standard expected.

With a two year run in to a new school opening; we are certain that the skills audit and our history of recruiting high calibre governors will make it possible to establish a very effective strategic Trust/Governance structure.

If required training will be commissioned to help plug any skill gaps. The skills audit and commissioning of skills training will become part of the Multi Academy Trusts annual review of performance.

F3 (a) Proposed trustees

Complete table and provide a short commentary on your plans.

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

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

			& [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]

It will take time to move from our current structure to the new MAT model. This transition will require:-

1. Full audit of our existing trustees to see if any skills gaps exist
2. Allocation of roles within the new structure
3. Members, Trustees and Governors may have to have several roles during transformation period
4. Develop training programme/courses to help cover any areas of development needed
5. Recruit new Governors from the community our partner trusts/schools and from the local Governor Agency

We are confident that we will be able to move from our current structure.

F3 (b) Skills gap for board of trustees

We are entirely confident that there is no skills gap. However, if required, we will commission training or consultancy to plug any gaps.

Section F4

Recruiting a Principal

The Gosforth Federated Academies Ltd enjoys an excellent track record regarding its ability to appoint outstanding senior staff, including Principals.

It will be our hope, working in partnership with the DfE, to seek to advertise the position of Principal Designate early in the autumn term of 2016. We would seek to make an appointment from January 2017, giving the successful candidate the opportunity to work alongside the Executive Principal and other senior colleagues prior to the academy opening.

We are confident that the position will be of interest to a wide range of highly successful educational leaders. We also believe that, with the support of external expertise in marketing, we can ensure that this position is extremely attractive because of the nature of the challenge involved.

We also know from our work as a Leadership Partner School that we enjoy an excellent reputation with leaders across the country. We have been involved in the delivery of leadership programmes with the National College including NPQH. This gives us valuable exposure to a wide range of potential applicants.

Though it will be our intention to seek out the very best applicants at a national level we also know that exceptionally strong applications will be made for this post by very senior colleagues currently working within the federation.

If we are able to make an appointment of a Principal Designate one term ahead of opening then that colleague will be able to work in partnership with the Executive Principal on finalising all aspects of educational provision at the new academy. This will include fine tuning the curriculum, systems for monitoring and assessment, the Behaviour Policy and the continuing development of the staffing profile though a number of key appointments will already have been made at that stage.

The proposed Specification for the position of Principal Designate is set out below:

The Principal/Principal Designate

Job Description

In choosing the first Principal for the Academy, we are looking for an outstanding leader, who is able to articulate the vision for the new Academy and who will inspire and empower others to share in achieving it. The successful candidate will be driven by a commitment to creating the best possible educational opportunities for the young people of Gosforth, in order to raise aspirations and transform lives.

Overall purpose of post of Principal:

In line with, and building on, the Principal will:

- Develop the Academy as a catalyst for social change, improving outcomes for students and the community as a whole
- Be committed to supporting the child through their learning journey from 9 - 16 and beyond
- Design and develop an outstanding, innovative, creative curriculum comprising high quality vocational and academic options through the latest technologies
- Develop in all students and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world
- Develop positive external relationships at a local and strategic level, in partnership with the sponsors and others, to promote the continued development of the Academy, as a central resource for the community
- To create and manage a complex institution
- To recognise and develop sustainable, commercial opportunities

Strategic direction and development

The Principal will:

- Provide the strategic vision, effective management and operational efficiency to fulfil the ethos of the Academy
- Lead a complex organisation effectively and efficiently and ensure the successful implementation of change
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities

Learning and teaching

The Principal will:

- Design and develop an innovative and motivating curriculum in conjunction with teachers, matched to students' needs including insuring high quality provision for students with SEND
- Drive up expectations and promote an aspirational culture

- Ensure focused, data driven improvement
- Involve students in the decision-making processes by developing policies and practices that treat students as partners in the learning process
- Promote inspirational learning and teaching
- Manage pastoral care, student welfare, safeguarding and anti-bullying procedures effectively
- Maintain effective assessment, recording and reporting systems of student progress, and establish challenging targets

Leading and managing staff

The Principal will:

- Promote the Academy and an ethos in which the highest achievements are expected from all members of the Academy community
- Establish and develop effective team working practices
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans
- Ensure an aspirational and motivational culture is developed and sustained.

Efficient and effective use of staff and resources

The Principal will:

- Work with the Finance Director to advise the Governing Body on the formulation of the annual budget in order that the Academy secures its objectives
- Ensure that the allocation and use of accommodation provides a positive and safe learning environment that promotes the highest achievement for all
- Develop the Academy's commercial opportunities

Accountability

- Work effectively with the Executive Principal, the Chair of the Governing Body and the Governing body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiency and value for money.
- Work closely with The Gosforth Federated Academies Trust, its other Academies and partners

Section F5

We have considerable experience of providing school improvement support. Most recently this has been Hugh Robinson's NLE work at Haydon Bridge High School and in Gravesham, Kent at the federation comprising Meopham Community Academy, Chantry Community Academy and

Istead Rise Primary School and at Erith School. Further evidence of our work in this area also includes assistance given to Gosforth West Middle School when it was placed into special measures. Our team made rapid transformation with Ofsted rating it 'Good' within one year and now, as part of our federation it having 'outstanding'.

To provide school improvement support for ourselves we will follow our existing process of having a School Improvement Partner [currently from Northern Associates]. We also use expert [Ofsted trained] consultants regularly to audit departments / areas as well as conducting yearly peer reviews with other schools in the Leadership Partner School Network and our partners at William Hulme's Grammar School in Manchester [ULT].

Weblinks to Ofsted and performance tables:

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136352>

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136352&qtype=SPON>

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

Gosforth Federated Academies Ltd, as a hard federation of two schools, has delivered balanced and surplus budgets since and before conversion. We pride ourselves in providing accurate information and in meeting all deadlines imposed by the EFA. We have submitted audited accounts each year in line with Companies House requirements. The annual full audit reports and quarterly financial procedures reports are very 'clean' and the external audit recognises that very sound financial management is in place.

F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (egg. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

As per spreadsheet when school at capacity

[REDACTED]

F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2017/18	2018/19
GOSFORTH GREAT PARK ACADEMY		
GOSFORTH JUNIOR HIGH ACADEMY		

Section G: Budget planning and affordability

Please see the excel budget templates.

G1 – BUDGET PLAN NARRATIVE

G1 G2 BACKGROUND

Gosforth Federated Academies Trust has an excellent and very experienced finance team. The Director of Finance has been employed at the school for the last 19 years and the Assistant Director who has a background in accountancy from the private sector has worked at the school for 8 years meaning they have extensive experience of working with the LA when a maintained school and subsequently with the Trust as an Academy.

The Director of Finance and Assistant Director of Finance played a major part in the conversion to Academy status which involved the introduction of new financial systems and procedures to ensure the production of all financial information to meet EFA and statutory requirements. As an early converter in the local community the finance team supported a number of local schools who were considering conversion and continue to be a point of contact for advice and support.

Prior to becoming an Academy in 2010 the predecessor school federated with a local middle school in 2007 – this school was in special measures and a deficit budget was inherited – the deficit was removed within two years of federation. This was achieved largely by excellent financial procedures and the ability to benefit by economies of scale in terms of purchasing of goods and services.

The finance team prides itself in providing accurate information and in meeting all deadlines imposed by the EFA and has submitted audited statutory accounts each year in line with Companies House requirements. The finances are subject to external audit and we are very proud that the annual full audit report and quarterly financial procedures reports are very 'clean' and recognise that very sound financial management is in place. Both schools have had surplus budgets since before becoming an Academy.

The experience and track record of the Gosforth Federated Academies Trust finance team clearly demonstrates they have sufficient financial and business expertise to support and manage a highly successful and financially viable organisation.

FINANCIAL EXPLANATION

Funding and income

The pupil numbers are in line with the information provided in the Education Brief. The size of the school is dictated by the demographic need supported by the need to establish a school which will

be large enough to cope with the demand on this new estate where the established local schools are already over-subscribed.

At this application stage no adjustments have been made in respect of free school meals, LAC etc. as this would be adjusted when reliable information is available.

Again no other income has been added at this application stage.

Post opening grant has been calculated using the number of empty year groups which only exist in the first three years.

Expenditure

Staffing costs have been calculated showing a build-up in line with the planned pupil numbers and financial resources available as are detailed in Section D and within the financial spreadsheets. The staffing matches the model required in order to deliver the planned curriculum model and therefore takes into the required number of teaching periods. The pay and conditions of all staff would mirror the arrangements in place at Gosforth Federated Academies for which there is a proven record of being able to attract the highest quality of applicants and in large numbers for any vacancy.

Leadership

The salary of the Principal has been set to show a rise in year 5 to recognise the increased pupil numbers. An Assistant Principal will work with the Principal until Year 5 at which time a Vice-Principal and a further Assistant Principal will be appointed again to meet the demands of the increased pupil numbers. The salary levels for the Vice and Assistant Principals used are UPS3 plus the appropriate allowance.

Teaching staff

The teaching establishment again grows steadily in line with the anticipated pupil numbers. The salary levels for subject leaders are UPS3 plus the appropriate allowance. For other teachers who have an allowance but are not subject leaders the salary level has been set at MPR scale 4 plus the appropriate allowance. UPS teachers have been set at UPS3 and MPR teachers have been set at MPR scale 1.

Pay progression and pay award costs have been added and these were calculated using HCSS budget setting software which is the package used by Gosforth Federated Academies. This is assuming all staff appointed stay in employment with the organisation.

Support staff

The support staff establishment again grows steadily in line with the anticipated pupil numbers. Support staffing has been modelled on the Gosforth Federated Academies structure which has

proven to be very successful and includes some unique posts which have been described in Section D. Support staff salary levels have been set against those in operation at Gosforth Federated Academies which have been subject to a Single Status Agreement and also include the Newcastle living wage allowance when appropriate. For term-time only support staff the pro-rata equivalent has been used for the calculation.

No catering/caretaking costs are included as current practice is to contract out these services and expenditure has been included against premises and other costs.

Pay progression and pay award costs have been added and these were calculated using HCSS budget setting software which is the package used by Gosforth Federated Academies. This is assuming all staff appointed stay in employment with the organisation.

Other staff costs

These costs including supply costs have been calculated against the existing school budget.

Non payroll costs

Allocations are in line with Gosforth Federated Academies which is the basis for the size of the proposed Gosforth Great Park Academy using a pro-rata of pupil numbers for the estimate. These costs have been calculated using either the existing school budget cost or the external contract cost. The narrative on the spreadsheet confirms the calculation.

The functions that would therefore be outsourced would be – building services, grounds maintenance, catering, cleaning, caretaking, security, refuse disposal, EWO (attendance officer), SEN support, H&S advice, Governor Services, HR/Payroll services, SIMS support, and Music Service.

Nominal allocations have been included to cover marketing, legal and audit fees.

Summary

The Income and Expenditure Account clearly shows an annual surplus over the seven year period. Years 1–4 are dependent on the Post Opening Grant but years 5-7 show an in year surplus.

The annual percentage surplus is under 12% over the seven year period and demonstrates that the school will be viable in year 8 when there is no additional Post Opening Grant for new pupil places as the school reaches capacity in year 7.

The staffing budget with the exception of year 1, if the Post Opening Grant is excluded, sits within the 70-80% tolerance.

G3 Financial resilience to reductions in income

Overview explanation

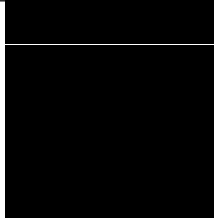
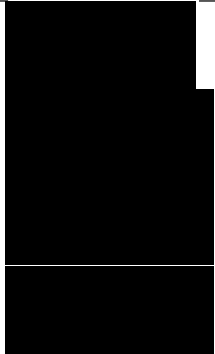
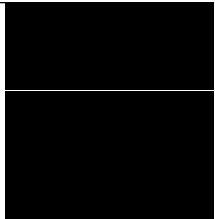

Because there are fewer students and we have budgeted with a close eye on national ratios for adults / students, teachers / students it was not difficult to make savings by having fewer teaching and support staff. The institution is simply 'grown' at a slower pace than in the 100% model with priority being given to core subjects. Where possible plans for the year previously were copied with the leadership team remaining responsible for certain subject areas / SEND for longer. Responsibility points are introduced more slowly to reflect the number of students, as are leadership posts / ranges of pay.

Amended plans would continue to support delivery of the education vision and plan although some teachers would need to teach a second subject or be employed part time.

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 changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Teaching	Slower growth of number of responsibility points, responsibility points at lower levels, some teachers part time, some teaching a second specialism. The fewest teachers needed to ensure curriculum remains unchanged. In Y1 7.5 teachers reduced to 5.3 In Y2 13 teachers reduced to 11.6 In Y3 21.5 teachers reduced to 17	2017 2018 2019 2020 2021 2022 2023	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	In Y4 31 teachers reduced to 22 In Y5 45 teachers reduced to 31 In Y6 60 teachers reduced to 45 In Y7 71 teachers reduced to 58	2024	
Pupil support	The fewest support staff needed to ensure curriculum remains unchanged and students still get the needed level of support. Pupil support staff will be expected to be flexible in their duties until staffing levels match demand.	2017 2018 2019 2020 2021 2022 2023 2024)
Admin	Staffing will be required to be flexible in their approach to duties. Confident that admin can be covered with staff in post and duties will change as levels increase.	2017 2018 2019 2020 2021 2022 2023 2024	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Premises staffing	Fewer students require fewer staff – for example roles of site manager / site assistant reduced.	2017 2018 2019 2020 2021	
Other staff costs	These automatically reduce when there are fewer staff.	2017 2018 2019 2020 2021 2022 2023 2024	
Leadership	New assistant principal and vice principal not appointed till later than original plan, no rise of range of Principal's salary [although progression <i>within</i> range still possible].	2020 2021 2022 2023 2024	
Central Services		2017 2018	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		2019 2020 2021 2022	
TOTAL			See table below

Budget year	Savings made	Target reduction needed [30%]	Surplus achieved
2017			
2018			
2019			
2020			
2021			
2022			

2023	<div></div>	<div></div>	<div></div>
2024	<div></div>	<div></div>	<div></div>

Section H: Premises

Please see 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, i.e. as one word document.

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



Department
for Education

© Crown copyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3
email psi@nationalarchives.gsi.gov.uk
write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus
download www.gov.uk/government/publications

Reference: DFE-00222-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk