



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

A Level Sixth Form School in Bury St Edmunds

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

Please include the name of your school in the file name for all Word and Excel templates.

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

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
<p>12. 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 who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: [REDACTED]

Print name:

Date:

Signed:

Position: Trustee of Suffolk Academies Trust (Lead Applicant)

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:



Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

West Suffolk needs, deserves, a world-class high performing Sixth Form School that can hold its head high in the company of the best of the best – in terms of teaching standards, range of subjects and academic achievement.

This proposal follows in the footsteps of Suffolk One, the 16-19 Academy, which since its inception in 2010 has become a hugely successful Outstanding (Ofsted, May 2015) 16-19 academy offering a diverse range of A Levels. It delivers exceptionally high outcomes and 'Value Added' score measures. We want to replicate this successful model in the west of Suffolk, in Bury St Edmunds.

Our vision is to develop an inclusive and inspirational Sixth Form School that sits at the heart of a collaborative learning community where all talents and achievements are equally valued. This proposal also meets the vision of Suffolk County Council's Children and Young People's Service to encourage and enable all children and young people in Suffolk to aspire to and achieve their potential.

This will be an exciting and forward thinking collaboration between the Suffolk Academies Trust and local upper schools with Sixth Forms, including the long-established successful King Edwards VI School (Bury St Edmunds) and Newmarket Academy (Newmarket).

These schools will close their small Sixth Forms and will transfer their students to the new Sixth Form School in Bury St Edmunds, which will deliver the wide selection of high quality A Level courses the students deserve.

The collaboration will also include those secondary schools that do not have a Sixth Form:

1. Sybil Andrews Academy (Bury St Edmunds)
2. Stour Valley Community School (Clare)
3. Castle Manor Academy (Haverhill)

By collaborating in a similar way to the School Sixth Forms in south west Ipswich (which all closed their small Sixth Form Centres and reformed in 2010 as a combined Sixth Form Centre – Suffolk One), the partner schools will:

- remove the current limitation of A Level choice for their students - who will have a much larger choice (typically over 40 A Level courses are available at large combined Sixth Form Centres such as Suffolk One).
- be able to refocus as 11-16 school providers to achieve the best outcomes for Year 7-11 students.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The new Sixth Form School will be based in Bury St Edmunds, located on the intersection of the A14 and A134, equidistant between Cambridge and Ipswich, and readily accessible to more rural towns such as Stowmarket, Newmarket, Thetford and Haverhill as well as the expanding and redeveloping former RAF bases at Mildenhall and Lakenheath.

Bury St Edmunds already has an excellent reputation for delivering high quality education through its primary and secondary schools as well as at West Suffolk College with its vocational and technical courses. The new Sixth Form School will replicate a “Hills Road (Cambridge’s top sixth form school) experience in Bury St Edmunds” to ensure that all 16 to 18 year-old academic students will benefit from world class A Level teaching. It will increase their opportunities and likelihood of going on to Russell Group and other high performing universities.

It will provide stability for parents who will be assured their children can continue to have Outstanding education from the start of schooling through to A Level, if that is the path they choose, and it will provide stakeholders with the confidence that it is sustainable and easily accessed.

How

Suffolk Academies Trust (SAT), with support from our local politicians, St Edmundsbury Borough Council, Suffolk County Council, New Anglia LEP, Suffolk Chamber of Commerce, amongst many others, will open a new Sixth Form School in Bury St Edmunds. SAT will use the experience of Suffolk One (an academy under the Trust) to guide the process of setting it up. [REDACTED]

[REDACTED] in 2010 and have managed the transition from a number of small Sixth Forms in schools to a highly successful and thriving large Sixth Form Centre. We wish to replicate their successful vision, ethos, A Level choice, provision and delivery in Bury St Edmunds. West Suffolk College will continue to offer the high standard and choice of vocational study programmes, complementing the A Level provision delivered in the new school, offering students in Bury St Edmunds the opportunity to combine A Levels and vocational learning in a study programme offered across both sites for the first time.

Suffolk Academies Trust (SAT) understands the political sensitivities within Bury St Edmunds and its surrounding area. The Trust’s sponsor – West Suffolk College - has very strong working relationships with all local schools and is well placed to work quickly and sensitively, bringing together all the necessary partners to ensure that everything is in place for the successful implementation of the project.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Why

The average local School Sixth Form typically has about 200 students which is far smaller than the average Sixth Form College which has around 1,700 students - a scale which allows them to offer a wide range of courses.

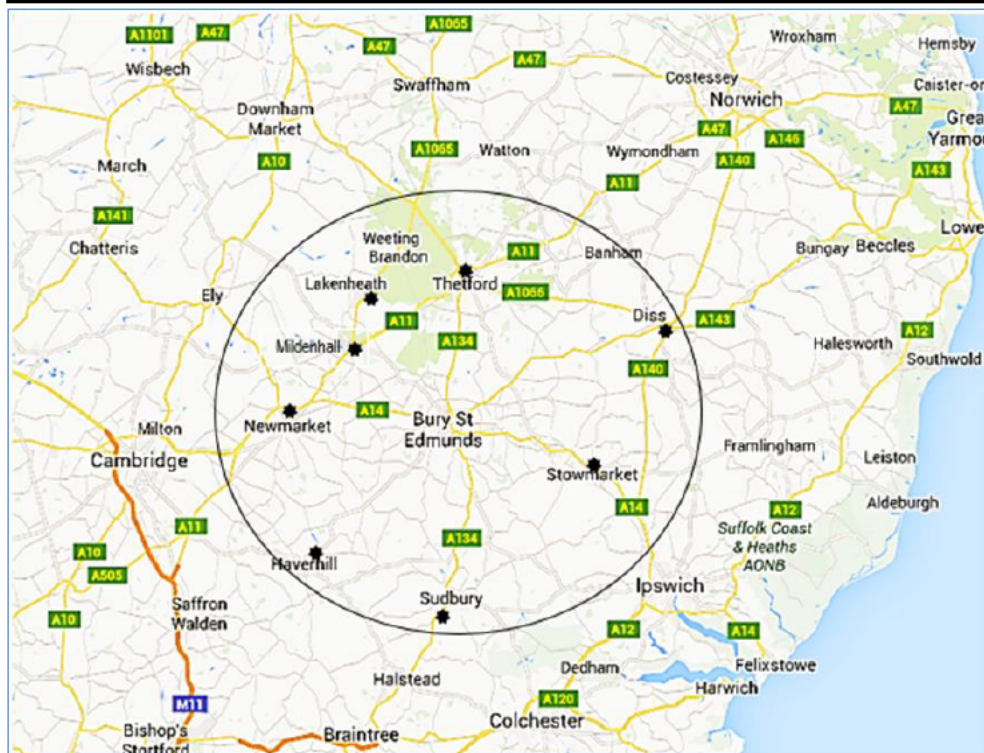
Reports by the DfE have noted that Sixth Forms with ≤ 200 students will:

- struggle to deliver a broad study programme
- struggle to deliver to a sufficiently high standard
- have high risk of closure
- not be financially viable (exemplified by recent school sixth form closures across the region after recent changes to post-16 funding which has declined significantly over the past two years)

The unique, forward-thinking support of the local upper schools for this new Sixth Form Centre adds momentum to create a “Hills Road” in Bury and give our young people access to a full range of excellent post-16 provision (A Levels at the new Sixth Form Centre and vocational learning at West Suffolk College).

This will provide the region with sustainable post-16 provision that is both financially viable, exceptionally high quality, convenient and desirable as well as the best value for the community.

Proposed catchment area of Bury St Edmunds Sixth Form School:



Section D – education plan: part 1

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12			254	536	550	800	950	950
Year 13			246	264	450	500	750	750
Totals			500	800	1,000	1,300	1,700	1,700

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
A Level Accounting	5	Voluntary	
A Level Biology	5	Voluntary	
A Level Business Studies	5	Voluntary	
A Level Chemistry	5	Voluntary	

A Level Classical Civilisations	5	Voluntary	
A Level Computing	5	Voluntary	
A Level Dance	5	Voluntary	Traditionally small numbers in School Sixth Forms therefore vertically integrated for Years 12 and 13. A larger Sixth Form School would enable discrete Years 12 and 13.
A Level Design Technology	5	Voluntary	
A Level Drama & Theatre	5	Voluntary	
A Level Economics	5	Voluntary	
A Level Electronics	5	Voluntary	
A Level English Language	5	Voluntary	
A Level English Language & Literature Combined	5	Voluntary	
A Level English Literature	5	Voluntary	
AS Extended Project	No GLH	Voluntary	Students are assigned a mentor.
A Level Film Studies	5	Voluntary	
A Level Fine Art	5	Voluntary	
A Level Food Technology	5	Voluntary	
A Level French	5	Voluntary	
A Level Geography	5	Voluntary	
A Level German	5	Voluntary	
A Level Government & Politics	5	Voluntary	
A Level Graphic Communications	5	Voluntary	
A Level Health & Social Care	5	Voluntary	
A Level History	5	Voluntary	
A Level Latin	5	Voluntary	Traditionally small numbers in School Sixth Forms, and this would allow us to save a valuable niche subject.

A Level Law	5	Voluntary	
A Level Mathematics	5	Voluntary	
A Level Mathematics (Further)	5	Voluntary	
AS Mathematics (Core)	5	Voluntary	
A Level Media Studies	5	Voluntary	
A Level Modern History	5	Voluntary	
A Level Music	5	Voluntary	
A Level Music Technology	5	Voluntary	
A Level Philosophy	5	Voluntary	
A Level Photography	5	Voluntary	
A Level Physics	5	Voluntary	
A Level Psychology	5	Voluntary	
A Level Religious Studies	5	Voluntary	
A Level Sociology	5	Voluntary	
A Level Spanish	5	Voluntary	
A Level Sport and PE	5	Voluntary	
A Level Textile Design	5	Voluntary	
A Level Textiles	5	Voluntary	
GCSE Mathematics (Re-Sit)	5	Mandatory	If A* - C has not been achieved previously.
GCSE English (Re-Sit)	5	Mandatory	If A* - C has not been achieved previously.
Tutorial	2.5	Mandatory	

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

We aim to provide a new 16-19 A Level Sixth Form School which will be a centre of academic excellence providing all learners with high quality learning, and a breadth of choice, allowing individual gifts and talents to flourish. We are committed to these

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

students developing the knowledge, skills and interest to give them access to the very best life choices for their futures.

Suffolk One was established in 2010 to do just this - and has succeeded; Suffolk One is an 'Outstanding' school (Ofsted, May 2015). Our aim is to replicate Suffolk One's A Level provision in the new Sixth Form School in Bury St Edmunds. We will work with our partner school whose high performing and successful Sixth Form will provide the basis of the initial student cohort. The new Sixth Form School will start with a culture of high aspirations and strong core values.

Suffolk One - Ofsted Inspection May 2015:

"The quality of teaching and achievement of students is outstanding"

"The onus on students to take responsibility for their own learning and progress means that they develop the essential independence and resilience that prepares them well for their next stage of their education"

"The college has created an excellent environment for students, including those who might be daunted by its size. Students feel completely safe and fully supported"

On consultation with local upper schools in Bury St Edmunds, the A Level subjects offered and student profile (EAL, FSM etc) seem broadly consistent with that of Suffolk One. However given its proximity to King Edward VI School and their intention to close their Sixth Form provision and transfer its students to the Sixth Form School, we have therefore based our assumptions on the data relating to Suffolk One and that of King Edward VI School.

The table below, indicates the percentage of the student population at Suffolk One in the academic year 2015/16 in receipt of Free School Meals (FSM) and Bursary funding.

Year Group (Suffolk ONE) 2015/16 Total Student numbers – (1848)	Year 12	Year 13	Year14	Total
Bursary Awarded	8.55%	6.50%	0.72%	5.26%
FSM	6.61%	5.94%	0.67%	4.41%

Year Group (King Edward VI School) 2015/16 Total Student numbers – (368)	Year 12	Year 13	Year14	Total
Bursary Awarded	7.40%	4.50%	0.00%	5.70%
FSM	3.50%	3.20%	0.00%	3.30%

Note: We have based our financial predictions on the Suffolk ONE model as this is more likely to be consistent with the wider catchment of the new Sixth Form School.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Curriculum

The broad curriculum offer allows students to study a programme which is personalised to meet their individual needs and we believe that this is one of the keys to the success of students.

The new Sixth Form School will be a provider of A Levels only which will replace the current provision in the high schools following the closure of their school Sixth Forms. The A Level curriculum will complement the excellent vocational offer at West Suffolk College and it is envisaged that students will have the opportunity to access specialist spaces at West Suffolk College and at their new Innovation and STEM Centre (planned opening 2018) which might benefit their A Level study; for example specialist workshops to develop theoretical practices in STEM subjects and the Arts.

On consultation with our main secondary school partner in Bury St Edmunds, King Edward VI School, it is envisaged that it would be beneficial to their students in Year 13 in 2018 to be a small Year 13 cohort in the new school. This would offer stability for their teachers working within the new school and they would know their students well to support them through to their final A Level exams without unnecessary disruption, and ensure the highest outcomes. It will enable the existing strong ethos and values of King Edward VI school to be instilled in the new Sixth Form School, giving the new Year 12 cohort a group of high achieving role models and to set a tone of aspiration.

As with Suffolk One, there will be the opportunity for students to undertake a highly personalised programme of study which could include A Levels, AS Levels and Vocational Level 3 qualifications, attending both the Sixth Form School (for A Levels) and West Suffolk College (for vocational options). This would help address a gap in the post-16 provision in the town, where students must select either traditional A Levels or a vocational course but cannot combine those routes together.

Moreover the new Sixth Form School will share West Suffolk College's strong Information Advice and Guidance provision to the benefit of all students.

Study Programme Options

- Traditional 4 AS/3 A Level Programme
- Five A Level programme (only in exceptional circumstances)
- Two A Levels plus Vocational Level 3 Programme
- Level 3 Vocational Course plus One AS subject (e.g. Engineering + AS Level maths)
- GCSE Maths and English Resits for all students still to achieve GCSE A*-C grades

The School Day

The taught element of the school day for students is 9.15am – 3.45pm, with the day being broken into morning and afternoon sessions each being 2.5hrs. This allows students and teachers time to immerse themselves in the subject matter. Although the lunch time break is set, the morning and afternoon breaks are not, allowing for flexibility

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

in delivery, this is particularly helpful when running the practical elements of courses, e.g. practical sessions and also allows for in depth discussion in all lessons.

All students will be expected to attend enrichment activities and/or independent study from 3.45-4.45 pm.

Academic qualifications are of course key to student success but employers and universities are also looking for students who are resilient, team players, self-starters and resourceful; to aid in the development of these attributes we will provide a comprehensive enrichment programme (details given below).

Enrichment

There will be a wide range of exciting enrichment activities available that are designed to enhance the experience and studies of our students. They provide students with excellent opportunities to develop their interests, extend skills, try new pursuits and enjoy an extensive range of leisure, recreational and intellectual activities. Activities vary according to student interests, but typically include:

A range of clubs and societies including:

- Debating
- Film
- Creative writing
- A full suite of sports
- Extension maths
- Student bands
- Choirs
- Careers workshops
- Volunteer projects
- Community projects
- Performing Arts Workshops
- Strong international partnerships and exchanges with other schools

Extended Project Qualifications (EPQ)

All students will be encouraged to undertake the EPQ in order to extend and stretch independent thinking and research. As an example, projects completed by Suffolk One students to date are diverse and have included an anthology of original poetry, an investigation into Alzheimer's Disease, the legacy of King John and the development of an electronic device linking mobile telephones with an external display screen to assist partially sighted people. The success rate for the Extended Project in 2014/5 has been outstanding with 97% of students entered achieving grades A* or A. The existing provision at King Edward VI School, which achieves 100% A*-C can also be directly utilised by the new Sixth Form School.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

A comprehensive awareness-raising programme for the EPQ will begin in May of Year 12 and each student will have a dedicated staff mentor who guides and advises the student through the process to ensure all students achieve outcomes of which they can be proud.

Institute of Directors (IoD)

Suffolk One is the only Sixth Form in the country to have student membership of the IoD and the IoD have confirmed that they would welcome an approach from the newly established Sixth Form to become the second Sixth Form to be a member of the IoD. Students will have the opportunity to join the Institute of Directors (IoD) and become a student member with the fees paid (IoD concession) whilst studying at the Sixth Form School. Students go through a rigorous application and interview process. Having an IoD Student membership provides students with a range of benefits which support them in their studies and in their future career, giving them a competitive advantage. IoD members act as Student Advocates and are tasked with garnering the views of students across a broad range of topics, such as teaching, support, IT, catering, transport and many more.

Stretch and Top End Challenge (S&TEC)

The S&TEC programme is designed to help us meet the needs of students with high ability, potential and/or talent. Students who will benefit from the S&TEC programme might fit any one of the following categories:

- Expect to achieve excellent GCSE results
- Intend to apply for the most competitive universities
- Intend to apply for the most demanding courses at university including Medicine, Dentistry or Veterinary Science
- Have a particular talent in Music/Drama/Sport/Art/Sciences/Maths
- Enshrine a scholarship programme for talented students who excel in performing arts, music or dance.

The S&TEC has been developed based on the High Schools' gifted and talented programmes and will attract those students who have achieved high grades at GCSE, who aspire to study at the most competitive universities, and for those with talent in art, sport, music and performance and those who yearn for something more from their studies.

S&TEC students will experience a wide variety of challenging and exciting learning opportunities, inside and outside college, each one planned to help them achieve their intellectual potential whilst having a great college experience.

Its aim is to give students the chance to study, play, perform and explore beyond the demands of sixth form qualifications, to prepare them for the challenges post Sixth Form study.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

One Plus (please note: name will be adapted for new school)

The *oneplus* scheme will be replicated in the new school to provide a bespoke programme of events, speakers and opportunities specifically designed to support our most able students in reaching their very best academic outcomes. In particular, *oneplus* offers a tailored, nurturing approach to enable students' progression to the most prestigious companies and universities, including Oxbridge and Russell Group institutions.

Who joins oneplus?

Students who achieve an average GCSE score of above 50.2 are automatically invited to join the *oneplus* programme. Included in this group are those who attained a minimum of 6 or 7 A grades, ranging to straight A* students, whose GCSE profile places them in the top 5-10% of the national cohort. Their exceptional GCSE profile identifies members of the *oneplus* group as being amongst Britain's brightest students, and the programme is designed to support their individual needs. We envisage a self-selection route where any student can opt in to this provision, helping to build a culture of high aspirations and high achievement. Attending talks from professionals, academics and experts will ensure students are well placed to apply to the most competitive course and institutions.

What does oneplus offer?

The *oneplus* scheme works with a number of leading universities and organisations to provide advice, guidance and enrichment opportunities that give the competitive edge in students' UCAS applications. In particular we have close working relationships with colleagues from St Catherine's College, Cambridge; the London School of Economics (LSE); and Queen's University, Belfast, who support us in developing *oneplus* students' confidence, skills and attitudes in preparation for their UCAS applications. We also work with institutions like the Sutton Trust and the Social Mobility Foundation to promote their mentoring schemes, work experience programmes and University Summer Schools. For example, with this scheme's support, past *oneplus* students have been selected for week-long programmes at the University of Oxford and The Houses of Parliament.

Benefits oneplus students receive:

- Seminars from Oxbridge and Russell Group University admission tutors on the UCAS application process
- Individual support in applying to competitive Summer Schools at a range of institutions, including Oxford, Nottingham and Bristol Universities
- Further support in applying to recognised mentoring and work experience schemes, such as the Aspiring Professionals Programme and the City Talent Initiative
- Access to local schemes to support applications to competitive courses, such as Medicine and Dentistry

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Inspirational lectures from leaders in a range of high-performing fields, such as a Law firm; The Guardian Newspaper; and Cloverdale Barclay, a London-based PR Company.

Does *oneplus* support Oxbridge applications?

A central part of the *oneplus* scheme is to support our most able students in their Oxbridge applications. Potential candidates are identified early in Year 12, before experiencing a year-long programme of one-to-one mentoring to hone academic skills and aptitudes towards ultimate success. As well as experiencing university visits, the final stage of this programme includes a two-day, bespoke workshop which is held in an iconic venue to stimulate high level thinking skills and debate.

Duke of Edinburgh award

The Duke of Edinburgh (DofE) award provides students with new skills, confidence and a broader aspect on life all skills which are valued by universities and employers alike.

Volunteering

The Volunteering Programme offers a wide range of worthwhile volunteering opportunities. We aim to find students a project that suits their individual requirements, so whatever their interests they can enjoy the experience of helping others whilst gaining work experience, building self-confidence, making new friends and having fun.

The Student Events Team

The Student Events Team is a group of students selected annually for a period from September and ending in March to allow students time for revision prior to their exams. Students interested in being part of this group go through a rigorous selection process. These students will be joined by Sixth Form Executives, student leaders who manage the school forum and support the activities of the Sixth Form School. The Sixth Form School will develop a student leadership strand to help develop and build student leadership skills.

The Student Events Team work closely with the Communications Team to provide an important marketing function, working as an interface between current and prospective students and planning events for the student body. The dedicated team make an important contribution to Student Open Events, the One Day (Year 11 taster day) and whole college charity events offering the chance to take on posts of real responsibility.

Continuous Professional Development

The structure of the school day enables the time between 8.30am and 9.15am to be used productively by staff; below are just some of the activities which take place during this very valuable time:

- quality assurance

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- student monitoring
- specific staff development e.g. Safeguarding Training, PREVENT, etc.
- teaching squares
- cross-curricular development
- UCAS reference writing
- Appraisal meetings

SAT will ensure that the systems and processes that are in place in Suffolk One will be replicated to ensure that teaching and learning in the new school will be of the same high standard as that in Suffolk One. CPD will be shared across the two organisations. There will also be formal and systematic links between the curriculum leads of the new school, Suffolk One and partner secondary schools to ensure that the curriculum offer and quality is outstanding for all students.

Successful Students

We aim to provide:

- The very best teaching
- Personal progress tutors and teachers who really care
- A wide range of enrichment activities from sport, music and drama to visits, debates and students' clubs
- Additional support for those students who require extra help with their studies
- A friendly, caring and safe environment with high expectations at all times

Visitors to Suffolk One frequently comment on its happy and purposeful atmosphere, we believe this comes from the friendly and respectful relationships which exist between staff and students, creating a learning community where each person is valued and can flourish. This will be replicated in the new school.

Student Prize Giving and Staff I-Awards

We celebrate student and staff success through an annual Student Prize Giving event where students are invited to return to the college once they have left to accept awards which have been nominated by staff across the school.

The annual staff I-Awards, is an opportunity for staff to vote for those they feel fall into one of the following categories of most:

- Initiative
- Inspiration
- Innovation
- Impact
- Inclusion

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Parent Engagement

Parents will be assured of the following:

- Online access to a report of attendance, progress and achievement information throughout the year.
- The opportunity to discuss the progress being made by their son/daughter with his/her personal progress tutor.
- Be informed at an early stage if there are any concerns or any significant issues concerning their son/daughter.
- They will be informed of unexplained absences, persistent lateness and attitude to learning.

Support for students

'Outstanding achievement and high quality advice and guidance, including from personal progress tutors, ensures that students' progression rates are also high' (Suffolk One - Ofsted Inspection Report May 2015).

Personal Progress Tutors (PPTs)

Personal Progress Tutors will be located in student services and provide students with a system of support that emulates those experienced at further education, university, within an apprenticeship scheme, or as part of an appraisal system with employers (for full time or supported employment).

The PPT will have regular opportunities to meet with their tutees within tutorials and calendared 1:1 sessions. The calendared 1:1 meetings provide both the PPT and tutee with time to reflect and evaluate student performance, as well as developing an action plan for improvement which can include addressing issues arising around student behaviour. It is important that PPTs develop effective partnerships to enable students, parents/guardians, Faculties and PPTs to work together as a team to ensure student success. This success will be measured using ALPS (A Level Performance Systems), progress review data, exam results and EDIMS (Equality and Diversity Impact Measures) data.

The Student Services Manager will be supported by the Year 12 and Year 13 Student Service Coordinators responsible for Student Progression. The Student Services Manager and Coordinators are in place to provide PPTs with guidance and support in terms of monitoring student performance, as well as procedures for dealing with discipline or welfare issues. In addition the Student Services Manager and Coordinators will support and supplement the CPD programme of the two schools that will enable opportunities for PPTs to work as a team to share good practice.

Additional members of the wider Student Services team include – the Information Advice and Guidance Manager and a Student Services Administrator, these roles provide specialised expertise to further enhance the provision provided by each PPT.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The Student Services Manager will oversee the support for those students' with SEND (Special Educational Needs and Disabilities) including those with Education and Health Care Plans (EHCP) (previously Statements) or those classified as SEN Support (previously School Action or School Action plus) in their previous school.

Tutorials

Tutorials are a mandatory element of school life for students and key to their optimum achievement and the benefits to students are explained in the following manner:

- Your PPT will meet with you at least once per week - this is useful for passing on information and making sure you are on track and happy.
- The themes of the group tutorials are deemed as important for all students, themes are determined through discussion with students and teachers to ensure that the sessions are relevant and will benefit all students.
- Tutorials will help you to gain many of the skills you will need in employment, it is important to recognise the value of group communication and consensus, along with many other skills including, listening, questioning, articulation, group work, empathy, patience, diplomacy, as well as gaining a wider social and cultural awareness.
- Attendance at Tutorials counts to your overall attendance.

Employer Links

WSC have wide ranging and significant links to employers in the region and these links offer students diverse experiences and help to develop valuable connections and improve their business knowledge. Students at the new school will also be invited to access speakers and other activities through UCS Bury St Edmunds which is located on the campus of WSC.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Student Performance

The new school will adopt and replicate the relentless approach taken by Suffolk One to ensure students have the very best opportunity of succeeding and exceeding their aspirations and potential. Key to the success of all students will be a relentless focus by all staff on the student. Potential staff and the community will be made aware of these expectations and values through focus groups, presentations and one to one discussions with the leadership of the school. The new school will adopt all of the practices in place at Suffolk One which have proven to be extremely effective in setting and maintaining rigorous standards of student behaviour, attendance and performance, including the processes shown below.

Progress Reviews

D2 – measuring pupil performance effectively and setting challenging targets

The progress of students is monitored continuously by teachers and Personal Progress Tutors on an ongoing basis, three times a year, November, March and May. Teaching teams review the progress of all students and predict outcomes against National Benchmarks for Attendance, Retention and Success. The Deputy Principal meets with those teachers who are predicting grades below benchmark with a view to establishing the strategies to be adopted to improve student outcomes.

Monitoring Tools

Suffolk One subscribes to the SIMs management information system, in addition the academy has developed its own student tracking system 'Dashboard' a very user friendly platform where both students and teachers can view the progress of students against individual modules and in relation to targets set. A file is attached which illustrates the function of 'Dashboard'.

College Quality Standards Review (CQSR) (Learning, teaching and support)

Context

Suffolk One is committed to being a leading 16 -19 Academy; the Academy of choice for students their parents and employers. We strive to be acknowledged nationally for excellence in learning and teaching and for the quality of students' outcomes. We recognise that our students are at the heart of all we do and are committed to properly understanding every aspect of their college experience.

An outline of the College Quality Standards Review (CQSR) process is detailed below, the Observation team includes, the Principal, Deputy Principal, Assistant Principal (Students), Directors of Curriculum, Heads of Curriculum and the Student Services Leadership team. At the end of each round of observations a moderation process takes place, this is followed by written feedback to the Director/Head responsible for the area having been reviewed. Reports on the CQSR are presented to Governors of the Curriculum and Standards Committee on a twice yearly basis.

The College Quality Standards Review policy is reviewed annually.

1.0 Aims

- To examine the quality of the curriculum and support and the students' experience of it.
- To identify and encourage the dissemination of effective strategies.
- To provide an essential component of both quality review and of the development of CPD.
- To initiate and to sustain a dialogue about the quality of teaching and learning and support across the whole college.

2.0 The Structure of the College Quality Standards Review

The College Quality Standards Review has two phases each intended to create a view of the working practices at One and the impact of these on the student experience.

3.1 Phase 1: Lesson and Tutorial 'Drop in' (Sept-Apr)

D2 – measuring pupil performance effectively and setting challenging targets

The College's Observation team will undertake short (10min) 'drop ins' to view practices and students learning behaviours in lessons and group and 1:1 tutorials. Student feedback will also be sought from students that are using the open-study areas.

The feedback from this phase is anonymised. However, staff members are able to request informal verbal feedback from the Observer who has undertaken the 'drop-in'.

3.2 Phase 2: Lesson and tutorial observation (Sep-Nov)

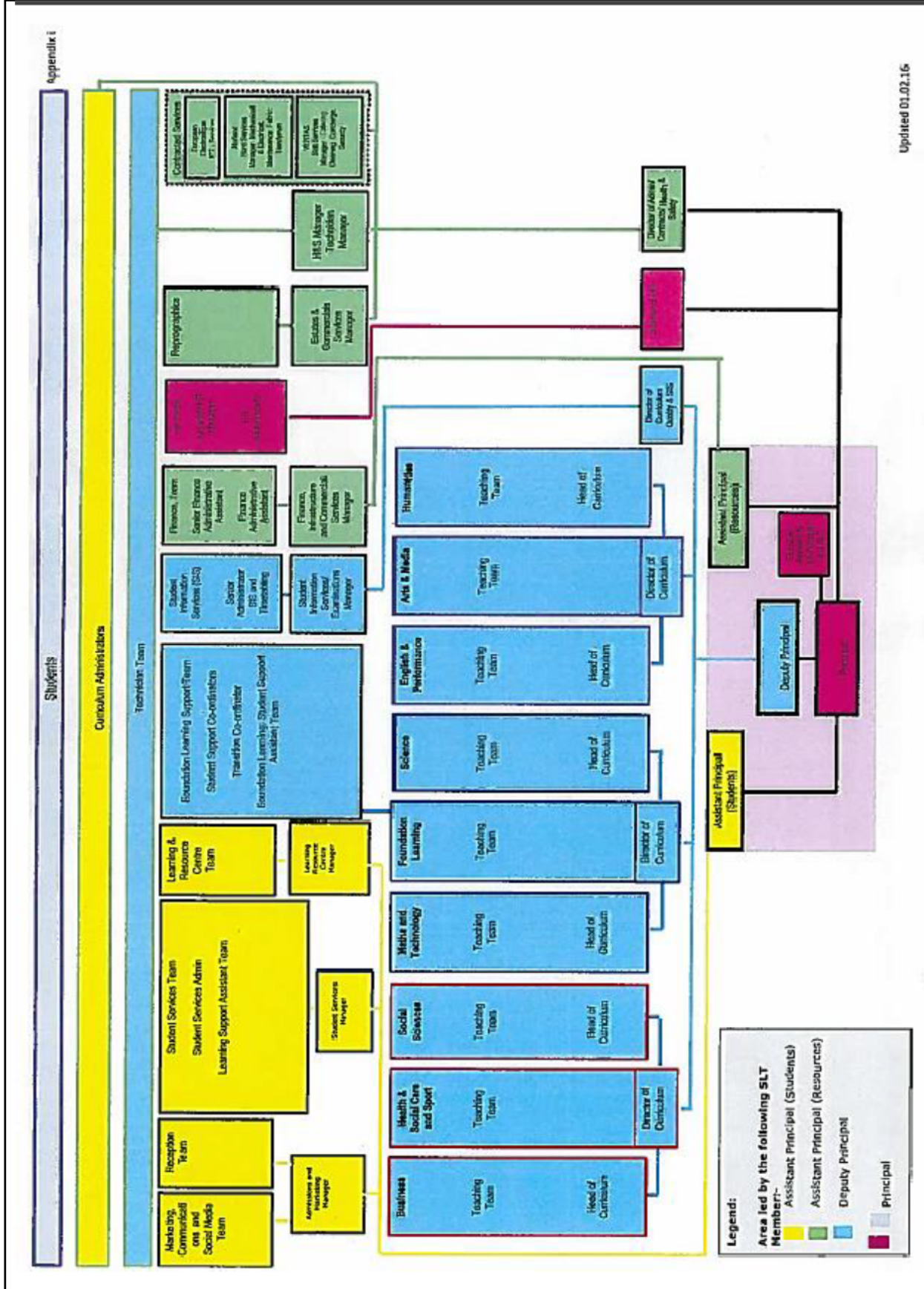
The College's Observation team will undertake a formal lesson observation (30-60min) to review classroom and tutorial practices and will seek to make a judgement on the professional working practises of staff.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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Please see organogram provided *below* which represents the school at full capacity, the financial template indicates how the school will grow towards this structure.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

We will benefit from the expertise and experience of the Senior Leadership Team of Suffolk One in the establishment of the new Sixth Form School in order to ensure that the staffing structure for teaching and support staff each year is appropriate to deliver quality teaching and learning for the numbers of students and cohorts in place.

We will ensure, through backfilling, that whilst the Senior Leadership Team of Suffolk One and key expert practitioners, will be supporting the establishment of the new school, standards of provision will not be compromised at Suffolk One. We all feel strongly that the student experience at Suffolk One must be one which is available to those in the West of the County, and that on no account must standards at Suffolk One but put at risk. In order to replicate the success achieved by students at Suffolk One a system of robust management, challenge and monitoring will be adopted by the new school, the Project Management Team will include representatives from Suffolk One, WSC and managers from partner secondary schools all of whom will work together to ensure that the relentless pursuit of excellence developed at Suffolk One becomes a key driver for the new school.

D4 – the school will be welcoming to pupils of all faiths/world views and none

D4 – the school will be welcoming to pupils of all faiths/world views and none

Our students will come from multiple faith backgrounds or perhaps none at all. The school will offer a warm welcome to all regardless of religion, ethnicity, sexuality, age or ability.

Inclusivity will be a key foundation of the school. An analysis of the potential pupil cohort indicates that we have a clear understanding of the makeup of our local community and that our offer will be welcoming to all pupils including those of all faiths and none. The school will promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Below is what will be available at the school for those students looking to worship, learn more or find a different pace in life. There are a number of different services available to both students and staff:

- **Multi-Faith Room**
a designated room available for prayer or quiet contemplation for students and staff of all faiths.
- **Diversity Festival**
Where students and staff can celebrate festivals of their faith
- A commitment to broaden the awareness of all students to different faiths, fostering a tolerant and open-minded atmosphere where all students can feel safe.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Whatever issues students may have, they will be sure to find a welcoming environment at the new school. We will have a Chaplaincy service accessed through Student Services at West Suffolk College for all our students.

Section E – evidence of need

E1 – provide valid evidence that there is a need for this school in the areas

E1 – provide valid evidence that there is a need for this school in the area

██████████ together with other of her Local Authority colleagues, and the Corporate Director has written to us, fully supporting our application (see Annex 1), stating that this new Sixth Form School is needed in West Suffolk. The letter includes the information that the Council has for some time been concerned about the quality of outcomes and the future viability of a number of small School Sixth Forms in the west of Suffolk, and this proposal provides the opportunity to regenerate the post-16 offer in the area and provide long term stability within the sector. Suffolk County Council welcomes the commitment of ██████████, (Bury St Edmunds) and ██████████ (██████████) to this proposal and their forward thinking agreement to collaborate to open the new Sixth Form School. Suffolk County Council also added that they encourage SAT to continue to build this partnership and to extend it to other institutions that are located within the west of Suffolk and south Norfolk, particularly those with small or underperforming School Sixth Forms.

Suffolk County Council agrees that the projected place numbers within the proposal, while ambitious, are achievable; particularly given the projected housing and population growth within the area. They also confirm that our planned opening date of 2018, whilst ambitious, is achievable.

Forecast data of 16-19 places provided to us by the Local Authority (see Annex 2) (February 2016) shows the number of students currently eligible for post-16 education, and those forecast from 2016-onwards in the area from which we would attract students to the new Sixth Form School. The number of planned post-16 places for West Suffolk will be rising from 2,132 in 2016 to 2,510 by 2025. The number of planned post-16 places for South Norfolk, who might attend a new Sixth Form in Bury St Edmunds, rises from 436 in 2016 to 604 in 2025.

Suffolk County Council have also shared their Education and Learning Infrastructure Plan (obtained February 2016) which states in Section 3 – School Place Planning:

“In contrast to Suffolk’s rural areas, the main urban areas and market towns are expected to accommodate major growth in the form of urban extensions or new communities.” (Section 3.1 The Local Context, page 5).

“The number of school aged children and young people is growing as the county sees spikes in local population growth, net increases in immigration and a large amount of

E1 – provide valid evidence that there is a need for this school in the area

new developments for the revitalised housing market. Our pupil forecasts show the total school population will increase by over 4,500 (5%) in the next 5 years (primary age increasing to over 6%; secondary starting to increase in the next couple of years and continuing for at least the next 10 years).” Forest Heath (catchment area for the new school is stated as a particular growth ‘hot spot’. (Section 3.3 Challenges to meet statutory duties, page 7).

Further information extracted from the SCC Education and Learning Infrastructure Plan:

Section 4 – Identified Issues – indicates various housing developments which are not included in the planned places data. Those that could sit within the catchment of the new school are:

Section 4.2 Babergh

- Chilton Woods, Sudbury – Potential development of up to 1,250 houses on the northern side of Sudbury, with an expected school places demand increase from 2017.
- Great Cornard – Potential development of 166 houses in the area, with an expected school places demand increase from 2017.
- East of Sudbury – Minimum of 500 new units as set out in Babergh/s local plan, with an expected school places demand increase from 2018.

Section 4.3 Forest Heath

(The District Council is currently reviewing its Local Plan housing allocations, meaning that the numbers provided below are estimates at this stage.)

Forest Heath remains one of the fastest growing districts in the country with a predicted increase in population of nearly 16% from 2011 to 2021, although caveated due to military personnel in the area. This trend will be magnified by the number of significant, potential new housing developments under discussion with the district planners.

- Red Lodge – Population growth and further development of an initial 400 houses with potential further expansion of upwards of 2,000 units* with an expected school places demand increase from 2015.
- Mildenhall – Population growth in the area. Longer term plans include possible expansion of Mildenhall to the west of over 1,000 new homes*, with an expected school places demand increase from 2018.
- Lakenheath – Significant housing proposed for over 1,700 dwellings* with an expected school places demand increase from 2017.
- Newmarket – Population growth and housing developments that could lead to 1,600 houses being built across the town, with an expected school places demand increase from 2017.
- Brandon – Population growth and current planning application for 1,650 houses to west of town, subject to a new relief road* with an expected school places demand increase from 2020.

E1 – provide valid evidence that there is a need for this school in the area

- Exning – Potential development of up to 150 houses* with an expected school places demand increase from 2015.
- Kentford – Development applications for up to 150 houses in the area* with an expected school places demand increase from 2016.

**Final housing distribution to be determined by the ongoing Single Issue Review.*

4.5 Mid Suffolk

- Ashes Farm, Stowmarket – Potential development of 400 houses with an expected school places demand increase from 2018.
- Lake Park, Needham Market – Potential development of up to 300 new houses, this could be closer to 450 new houses across Needham Market as a whole with an expected school places demand increase from 2016.
- Cedars Park, Stowmarket – Potential continued development at Cedars Park, possibly a further 100 houses. Developer aspiration for further 150 units in the area with expected school places demand increase from 2017.
- Chilton Leys, Stowmarket – Potential developments at Chilton Leys and land south of Union Road of over 1,000 houses when sites are combined. 215 are approved with over 800 to follow from 2019 with expected school places demand increase from 2015.
- Elmswell – Redevelopment of Former Grampian Harris for 190 dwellings with expected school places demand increase from 2017.
- Thurston – Potential development of 200 houses with expected school places demand increase from 2021.
- Stowupland – Development of 175 houses refused and has gone to appeal, but if approved would mean an expected school places demand increase from 2017.

4.6 St Edmundsbury

- Bury St Edmunds – School Organisation Review and significant planned housing development of over 5,000 units, with a demand increase in school places from 2015. The new Sybil Andrews Academy will now not have a Sixth Form and therefore there is an expected school places demand for 16-19 students from 2019/20.
- Haverhill – Proposed long term developments to the north and west of 1,100 houses. A further 2,500 new homes to be developed to the north east of the town by 2031 with an expected school places demand increase from 2020.
- Barrow – Approved development for 100 houses plus a further 75 allocated with an expected school places demand increase from 2015.
- Ixworth – Potential development of 170 houses, although this number could significantly rise with an expected school places demand increase from 2021.
- Great Whelnetham – Potential development of 80 houses (dependent on further consideration of Development Briefs covering allocated sites) with an expected school places demand increase from 2017.
- Kedington – 60 houses being built with a further 40 allocated with an expected school places demand increase from 2015.

E1 – provide valid evidence that there is a need for this school in the area

- Stanton – Potential housing developments in the area with an expected school places demand increase from 2015.

Anticipated growth in school places demand across the entire Suffolk region are shown in **Annex 3** (Suffolk County Council Education and Learning Infrastructure Plan obtained February 2016).

Please tick to confirm that you have provided evidence as annexes:



E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

We have consulted widely with many stakeholders including:

- Our local MPs
- The leaders of the Borough Council
- The leaders of the County Council
- The leaders of the Chambers of Commerce
- The leaders of the Local Enterprise Partnerships
- The leader of the local university
- Leaders of local schools, including primary schools and secondary schools within the catchment area

Annex 4: Letters of Support

Public consultation will commence in September 2016 with a lead into opening in September 2018. We will engage with the wider community at public meetings, attendance at community events, continued discussions with all local schools and parents to ensure all feel included in the consultation. We will also provide more details in the media to reach a wider proportion of the local community. We will be listening to their feedback and adapting our proposal as required/if necessary.

Section F – capacity and capability

F1 (a) Skills and experience of your team

██████████ has sent us a letter stating that we have capacity to open our proposed school (attached as Annex 5)

██████████ a Trustee of Suffolk Academies Trust (SAT) and ██████████ ██████████ will be in charge during pre-opening (CV attached as Annex 6), supported by Alan Whittaker, Principal of Suffolk One (CV attached as Annex 7).

██████████ is ██████████ as ██████████ ██████████ with specific responsibility for academic partnerships and development and growth of the SAT, and as such, has been given responsibility and the time for leading such projects as this. With 25 years' experience in education, ██████████ has extensive skills and knowledge in the sector as a teacher and education manager of a large faculty, and has access to further extensive specialist expertise both at West Suffolk College (sponsor of SAT) and Suffolk One (academy in the Trust).

This includes:

- Managing school finances (the Chief Financial Officer of SAT is the Vice Principal Finance & Resources of West Suffolk College)
- Leadership
- Project Management
- Marketing
- Human Resources
- Safeguarding and Health & Safety

In addition, as you will see from ██████████ we can demonstrate that we have access to strong relevant education expertise in terms of strong school improvement experience ██████████ also a headteacher of a school who meets the DfE's definition of a strong track record. With ██████████ leading and co-ordinating the project and being able to call on ██████████ skills and experience when required, there is absolutely no possibility that his responsibilities as Principal of Suffolk One will be compromised.

It is intended that a Principal Designate would be recruited to start in post from Easter 2018, the timeline for the planned recruitment exercise as shown below:

Recruitment Process for Principal Designate		
TASK	ACTION	RESPONSIBILITY
Develop job description – October 2017	Prepare job description and agree Evaluate post, collect information on market rates and agree salary and benefits in keeping with similar posts in the sector	CEO and HR

Information for Applicants – October 2017	Prepare information for applicants to include strategic plans, school's vision, values and mission, job description, terms and conditions, relocation arrangements, information about the Bury St Edmunds area and other relevant information. Make it available by hard copy and electronically.	HR
Advertisement – to be published by 27 October 2017	Draft advert based on above information and include closing date and interview date	HR & CEO
	Agree interview panel and notify of dates	CEO & HR
	Place advert on appropriate website(s) and in Times Educational Supplement	HR
	Agree selection process to include timetable for interview, presentations, meeting relevant colleagues etc.	HR
Shortlisting – for completion by 17 November 2017	Complete shortlisting matrix and identify candidates who most closely match the person specification	Panel Members
	Invite candidates to interviews with agenda for selection process and content of presentation	HR
	Request references, where possible, so that they are available following interviews	HR – all posts
Selection Process – for completion by December 2017	Presentations and interviews to be done together and safeguarding question to be included	Panel Members
	Whilst interviews are taking place, candidates to meet other staff	Applicants
	At end of selection process, gather feedback from all staff involved and agree successful candidate	CEO
	Copies of all references received to be shown to Chair of interview panel and Head of HR	HR
December 2017	Obtain DBS clearance	HR
Start Date 3 April 2018 (after Easter)	Contract signed. Relocation (if applicable) arrangements in place.	HR

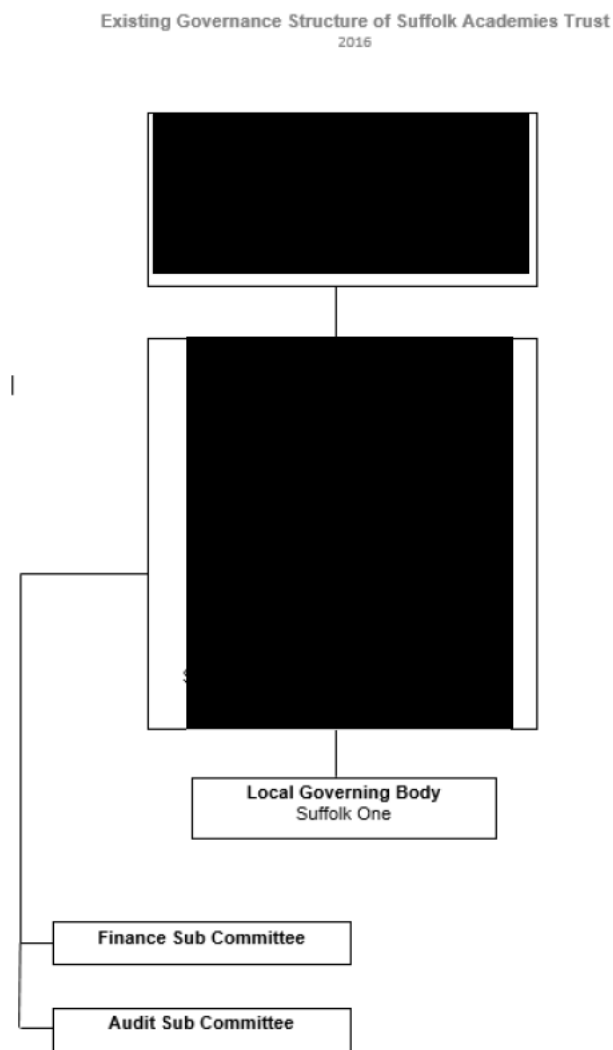
F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
<p>With the wide range of skills and experience of our team, we believe that we have no gaps either at operational level or in our board of trustees. [REDACTED] [REDACTED] were all in post at the time of the establishment of Suffolk One in 2010, and therefore have the experience and knowledge of the process, the phasing and development of student numbers, and the challenges around the setting up of such an organisation.</p>		
<p>We have carried out a skills audit of the Board of Trustees (Annex 8) which demonstrates that it is a group of individuals with wide ranging skills and experience to support the establishment of the new school.</p>		

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

The existing SAT governance structure is shown in the diagram, below:



There has been a very tight and highly effective financial control and monitoring by the Chief Financial Officer [REDACTED], reporting into both the Finance Committee and Board of Trustees.

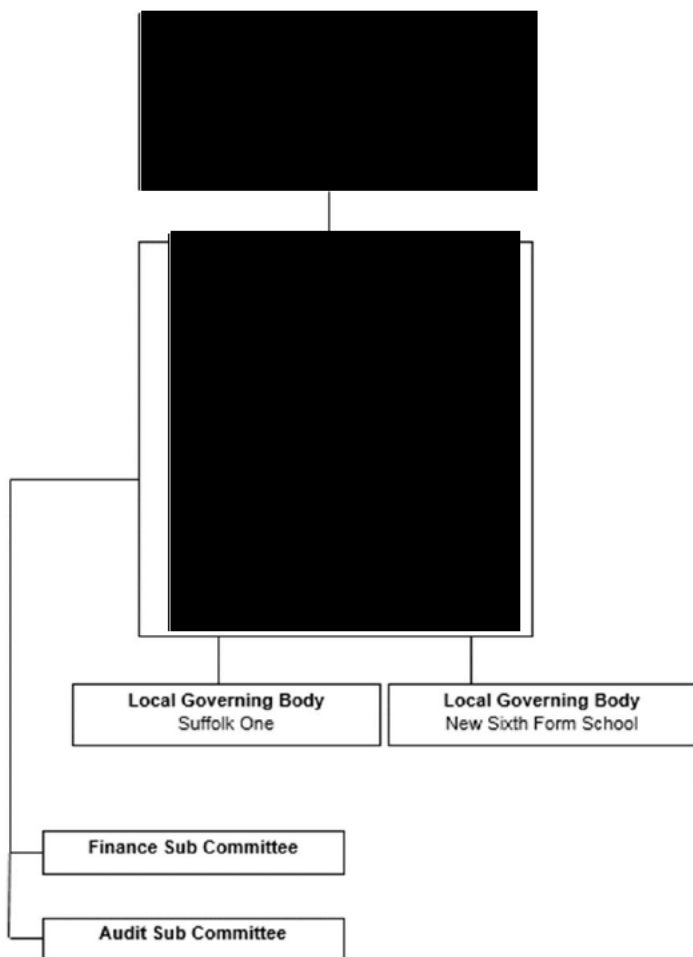
With the addition of the new School, we would retain the existing Board of Trustees with the addition of a Trustee nominated by the Governing Board of our main secondary school partner, King Edward VI School to the current vacancy.

The only change to the existing governance structure, which is highly effective and which comprises of a strong current Board of Trustees with a wide range of skills, knowledge and experience of driving strategic direction, would be to add another Local Governing Body (with the same structure as that of the Local Governing Body of Suffolk One) of the

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

new Sixth Form School with strong local and respected representation to be appointed. We would retain the current Terms of Reference and Scheme of Delegation which would relate to both Local Governing Bodies. See diagram below:

Proposed Governance Structure of Suffolk Academies Trust



This would retain the strong accountability for the new school and Suffolk One.

We do not anticipate there to be any conflicts of interest at all with this addition to the governance structure.

There will be no financial transactions that are likely to take place between any member/trustee (or a connected party/business) and the new school or academy.

Section G – budget planning and affordability

G1 – budget planning and affordability

Financial template has been completed and is attached to the application as an excel file.

The financial performance relies on the POG in the early years which is presumably what it is intended for at the time when an organisation is establishing itself. This will ensure that the foundations for a high quality future are ensured. It is also important to note that teaching staff costs may seem higher than expected due to the outsourcing of various functions from the outset which reduce the overall staffing cost total. The free school will also be expected to contribute to the central trust support which will range from certain essential operational services provided to the benefit of more proactive and strategic services that will share the benefit of best practice in the sector. This charge is minimal in the first year as the school establishes itself and this cost will be borne by the SAT but from year 2 is a percentage of income.

Section H – premises (use Excel spread sheet)

See separate attached excel file – A Level Sixth Form in Bury St Edmunds ABH.

[REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]
[REDACTED]

[REDACTED] [REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]



Department
for Education

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