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
CATHEDRAL ENTERPRISE SCHOOL

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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?	✓	
2. Have you provided information on all of the following areas (where applicable)?	✓	
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, and includes page numbers?	✓	
4. Have you fully completed the appropriate budget plan(s) where necessary?	✓	
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?	✓	
6. **Independent schools only*:** Have you provided a copy of the last two years' audited financial statements or equivalent?		

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?		
8. **Independent schools only*:** Have you provided the documents set out in the criteria document specifically around your current site?		
9. **Re-applications only:** Have you changed you 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?		
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?	✓	
11. **Studio schools only:** Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschoolTrust.org?		
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, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	✓	

* 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**
12. Have you sent: • 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 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? (See guidance for dates and deadlines)	✓	

Declaration

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

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

- the requirements outlined in the 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: [redacted]

Date: 1st MARCH 2016

NB: This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink. Please tick to confirm that you have included all the items in the checklist:	

Section A – applicant details (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

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The Cathedral Schools Trust ("CST") is committed to serving the young people of Bristol and surrounding area. It already runs an **outstanding** oversubscribed 11-18 secondary school and in the last three years has started a primary Free School that has already been categorised as good with outstanding leadership. The Trust wishes to grow to approximately 6 schools and as part of their growth strategy wishes to apply to open and run an 11-18 Free School in the North of the City of Bristol with a focus on enterprise and business.

CST understands the need to work collaboratively to improve educational outcomes for all children within Bristol and the South West. We are aware that at present the system lacks a Bristol coordinated approach with multiple applications for Free Schools in this wave. This competition, in part, is driven by the desperate shortage of secondary school places within the city of Bristol, at 77% first choice 2016 compared with 91% for the south west. We recognise and embrace the importance of partnership work within our Trust and with other schools and sponsors. We hope to ensure that we work with other successful sponsors to develop a co-ordinate response to demand and school improvement in the best interests of children.

Values:
The CST believes in education that develops encourages young people to be imaginative, knowledgeable, hopeful, and equipped to make play a significant role in society in the UK. It believes children should be safe and it hopes that they will be happy. Our core values are derived from Christian teachings and are representative of all faiths and worldviews. The CST believes that children will benefit if they learn reverence for one another and for the world. We believe we should all want to live life fully. The Trust welcomes children of all faiths and none.

The CST will to create a community of learning that embraces teachers, students and their families. We know we can learn from one another and we are sure that good relationships are at the heart of good education. The Trust values diversity and encourages excellence. Our students will be full of hope and a force for good in the world. Music currently plays an important role in the life of our schools enhancing the sense of community via performance and celebration. The focus will be on working in partnership, with a rigorous but collegiate approach to support and challenge school leaders, staff and governors. The MAT will be fully inclusive and will include both non-faith community schools and Church of England schools. It will support and build leadership and

management capacity, and it will value and encourage the continual professional learning of staff. We will always seek to improve.

We want every pupil to have:

- An outstanding, inspiring classroom experience
- An education tolerant of and interested in other world views and interpretations
- Access to an enriched musical curriculum and support
- The opportunity to develop academically and personally through access to appropriate curricular and co-curricular education

Vision:

Our commitment to community prompts us to establish a family of no more than six schools over the next 2 years. Aiming to celebrate diversity the schools within the Trust will celebrate their difference and they will enjoy high levels of autonomy including the freedom to develop partnerships with schools and providers outside of the MAT. All schools within the Trust will be committed to distributed leadership and the dissemination of best practice. Initially, the Trust hopes to encourage successful schools to join and develop the provision, benefitting from our commitment to musical excellence and inclusion, in time it will generate the capacity to support and sponsor schools which are facing challenging circumstances. It is likely that the CST will make applications to open Free Schools and the family of CST schools will be geographically placed within the county formerly known as Avon.

OUR MISSION:

The Cathedral Enterprise School ("CES") will offer an outstanding 11-18 education and build a school that supports young people in becoming compelling individuals, who are determined, optimistic and emotionally intelligent, with sensitivity to their community and global concerns. Our students will leave the school with the best possible educational outcomes, in addition to having confidence, ambition and curiosity matched with personal resilience and tenacity. They will be well prepared for the world of work.

The CES will have shared values but have a radically different curriculum entitlement serving a clear area of need for the city. In 2016 only 77% of families secured their first place preference for a secondary school and the situation will become much worse over the coming years. Bristol is a divided city and the local catchment policy replicates the challenges of the communities within schools across the city, as a result some educational communities suffer from low aspirations. In order to ensure that the new school serves a wider cross section of Bristol families the admissions policy will be designed to enable children from a mixture of socio economic and cultural backgrounds have the opportunity to join the school. The aim therefore, is to create an exceptional, diverse and aspirant 11-18 school within an area of need supported and complemented by another 11-18 outstanding school within the city. The curriculum of the school will focus on enterprise and the world of work.

The reasons why the sponsor sees this as vital are: -

Raising achievement. There is a need to raise the standards of achievement and academic attainment in Bristol. There has been some improvement in attainment at GCSE but it is still not good enough. In addition the attainment at years 12/13 is still below what the city and business community needs. The CST are already making a difference to Bristol outcomes at 11-18 and the CES will develop capacity.

Unique partnerships between Employers, University and post-16 learning. The Trust has an ambitious vision to establish the CES as an outstanding and innovative 11-18 provider for students across Bristol. The distinctive curriculum will offer traditional GCSE and A-levels alongside courses recognised by Chartered Institutions with a focus on Professional, Legal and Financial Services Business Community. This sector accounts for 12% of the workforce in the South West and the West of England LEP expects a growth rate of 13% by 2018. The sponsor recognise the importance of connecting and working with the Bristol economy, the Universities and the business community of the South West to develop future generations of exceptional high calibre graduates and apprentices in key sectors of the local economy. We are aware from meetings with the West of England LEP that inward investment activity within the region is hampered by a skills shortage and in particular a lack of STEM qualifications. This bid seeks to address this need.

Value for money at post-16. The economics of post-16 learning demand that each institution should be aiming at having a minimum of 300 places in each year. This would enable the school to offer a good range of A-levels and vocational courses and attract a wide range of students. Recent data from the DFE is clear; institutions below 160 in each year group fail to achieve good value added at post-16. In Bristol there is a clear correlation between the size of provision and the outcomes achieved. The CES will share its post-16 provision with Bristol Cathedral Choir School developing three clear level three routes. A-level, BTEC vocational and a mixed economy.

Future expansion of 11-18 in this area of Bristol. There is a need for more 11-18 education providers in Bristol over the next few years with swelling primary school numbers feeding into secondary schools. The current unfilled post-16 capacity are in areas of the city that have failed to attract students in recent years and fails to offer high quality level 3 provision in the facilitating subjects and the capacity will be needed for 11-16 places by 2018. The Local Authority projects a rise in Year 12 figures citywide from 1385 in 2014 to 1475 in 2017.

Increase capacity at Year 7 building on the popularity of the most oversubscribed school in the region meeting the demand of parents. The LA projects primary numbers to expand from 5250 in 2014 to 6000 in 2020 and secondary figures to expand from 16,200 to 22,000 by 2020. In particular there is a shortage of places in the north of the city an area traditionally popular for CST schools.

Increasing achievement and participation among BME students and the economically disadvantaged. Currently high levels of FSM students (10%) do not sustain their destination. The existing schools in the Trust have a high levels of BME students and are very aware of the need to enable their students to achieve places in the best universities and careers. The City currently has 16% BME students in education. The CES will attract at least the same percentage and ensure that they achieve as well or better than the whole cohort (Bristol Cathedral Choir School currently is 31% BME). The school will also seek to serve the disadvantaged students in Bristol and will have clear targets for those who are on FSM and pupil premium in Year 7-11. The school intends to admit the same average of PP students in Bristol state secondary schools of 38% compared to 28% nationally cohort (Bristol Cathedral Choir School currently is 20% PP). The FSM/Pupil premium students will achieve the same or better as the whole school cohort.

Build on the success of two oversubscribed and high quality schools within the Trust. Both the institutions within the Trust are heavily oversubscribed at Year 7 (925 applications for Year 7 2016 for 120 places) and Reception with many parents eager to secure a place for their child. The current strengths at BCCS at post-16 are in their specialisms of music and mathematics with

students gaining places at top music colleges and at Russell Group Universities. The number of students at post-16 is growing rapidly. BCCS has recently been judged to be “outstanding” and it is anxious to improve. Last year the GCSE results placed it in the top 100 schools nationally and at KS5 the VA was significant. The school works closely with other schools in the city to develop leadership and pedagogy and we hope that this expertise can be disseminated further through the success of this bid. BCCS students achieved 60% A*-B and 30%A*-A post-16 results in 2015.

Offer value for money overall. The investment in this school will provide high quality 11-18 education for 1350 students. The Trust already has playing fields with attached planning permission which can be shared between all the schools within the group. We run a successful school improvement service as a result of a deliberate strategy to increase capacity in leadership of pedagogy, supporting the most vulnerable and the music specialism. The Trust runs CPD accredited with the university of west of England for NQ Teachers, middle leaders and aspirant senior leaders. The Trust also works with a number of external school improvement agencies to deliver CPD across a range of schools and educational authorities.

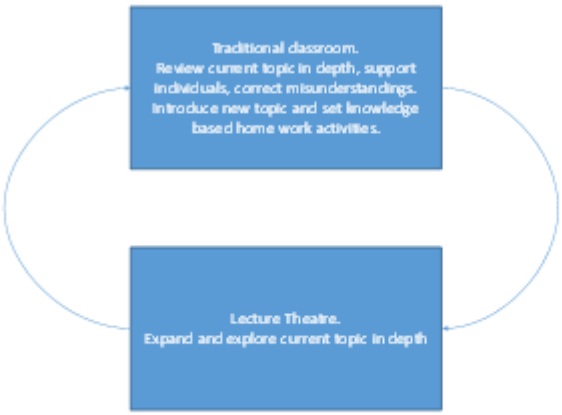
Offer an outstanding enrichment and wider learning opportunity. Each student will develop a personal professional profile and gain the Employability’ Award, which will provide a full range of technical, communication, analytical and team-working skills and experiences through business, social enterprise, leadership, music and sport. This will develop their entrepreneurial skills, positive attitudes and creative leadership and enable them to use an ambitious enrichment programme to develop their character.

OUR AIM: To establish an 11-18 school which will:

- Provide the very best educational outcomes for all students, building on the success of the Bristol Cathedral Choir School (hyperlink to BCCS webpage with outcomes http://bccs.bristol.sch.uk/results-ofsted-more/examination-results)
- Support the most vulnerable young people in Bristol
- Provide a broad and balanced curriculum with a focus on preparation for working life and co-curricular participation, based on three pathways:
- Traditional academic GCSE and A-Level pathway
- Vocational pathway focused on information and creative technologies, business, computer engineering, music, art and design. Delivered via high quality level 2 and level 3 BTECs and apprenticeships.
- A blended pathway combining the two
- Provide an employability award wrapper for all students based on the Passport for Employability in Bristol (“PEBL”):
- Employability skills training and development such as technical, communication, analytical, team working and commercial awareness
- Mentors from the business world
- Careers information, advice and guidance built into the curriculum
- Strong links to higher and further education providers both in the south west, Oxford, Cambridge and Russell Group universities
- Strong links to high quality providers of apprenticeships
- Focus on co-curricular activities built into the curriculum including music, sport, performing arts, clubs and societies
- Development of skills focused on learning to learn and continuous development
- Development of entrepreneurial skills and positive leadership

- To promote aspiration and develop confidence, enabling students to formulate and attain their own goals
- Provide an extended school day that more closely mirrors the working day
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and welcoming of students with different faiths (and no faith) and beliefs.
- Develop their own values in a supportive community with a Christian ethos, which values integrity, optimism, responsibility, service, honesty, generosity, and compassion.

- All students will have access to bespoke professional facilities, outstanding teaching, and a curriculum, which develops confidence and articulacy. There will be a rich entitlement programme of additional school activities. Delivery of the curriculum will, in part, be delivered through the flipped classroom model with an increased emphasis on lectures:
  - Classroom overview of topic and knowledge homework set
  - Lecture to expand and explore knowledge
  - Classroom tutorials to discuss and rectify misunderstandings



The Sponsors / Project Group

The CST is a new Trust established in 2016 which opened a free school in 2012 and we understand the need for outstanding leadership and governance. The skill set of the project group is a vital component of any successful project. We understand that working with other education providers and universities as well as local businesses, third sector and local government is a vital part of the process.

The project group will draw on the expertise and strengths of the existing schools:
Bristol Cathedral Choir School: A four form entry school 11-18 sponsored by CST:

- Academy converter from the independent sector in 2008.
- Rated as Ofsted Outstanding in 2016
- Top 100 non selective schools in England for attainment 2015
- VA of 1020+ at GCSE four years in a row and top 100 schools for GCSE outcomes 2016
- The most oversubscribed school in Bristol. – 9 applications for every place

Cathedral Primary School. - Two form entry provision opened in 2013 Free School sponsored by CST

- Rated as Good with Outstanding leadership in 2015.
- The project team led by the CEO of CST have significant experience of project management, partnership and curriculum innovation and development.

The School will achieve the following targets:

- It will be popular with students and their parents – It will be oversubscribed in its first and second years
- It will achieve a value- added score better than any existing state provider in Bristol
- Progress 8 - Average Total Progress 8 score of 0.3+
- It will have a retention rate of 90%+ in both A-level and BTEC courses Year 12 - 13
- 100% of students will go into post-16 and 18 education, employment or training
- 95% of students will achieve qualifications at least equivalent to at least 3 A-levels at A*-E (higher than any existing state provider currently)
- 20% of students will achieve places in Russell Group Universities (with 11% nationally)
- 5% of students will take up a place in Oxbridge Universities
- 99% of students will achieve a Future Citizen and Employability Award.
- It will have the best conversion rate of GCSE to A-levels in Bristol and in the top 10% nationally
- It will have a value added of 1020+ or equivalent at GCSE by 2023
- It will have an average point score at A-level better than any other institution in Bristol and in the top 10% nationally
- Average point score BTEC better than any other institution in Bristol and in top 10% nationally
- Number of Level 8 and 9s at GCSE and A-level will place it in the top 10% nationally
- Percentage of students getting at least 1 Level 9 at GCSE and A-level will be in the top 10% nationally
- Value added from Year 1/Year 7 to A-level in sister institutions will show outstanding progress
- Attendance will be at least 96% 11-18.
- Retention rates Year 12 -13 96%
- 100% of teaching and quality of learning will be judged as at least good with 50% outstanding
- Ofsted rating within two years will be outstanding
- Retention into the Sixth Form joint provision will be at least 70%
- Student feedback scores will be high and remain high
- Parent feedback scores will be high and remain high at least 90% recommending the school to other parents
- Employer feedback will be high and remain high
- Percentage of students involved in employability award will be 100%
- Numbers of students involved in work shadowing / experience / work opportunity – 100%
- 20% Percentage of students achieving Gold Duke of Edinburgh
- 75% of students will represent the school at sport / a range of opportunities and city-wide institutions / orchestras.

Table of distinctive features at CES:

Distinctive	• A rigorous academic curriculum and a high quality vocational pathway focused on software engineering and business. • A new, distinct and forward-looking choice at 16+ in partnership with BCCS • A strong emphasis on employability and global awareness • Inclusive setting and experience for students from all socioeconomic backgrounds

	• A co-curricular entitlement ensuring that all students become involved in enrichment activities developing them into well rounded employable young adults benefiting from the music specialism of the sponsor group
Ensure students develop characteristics	• Determination, grit, resilience, tenacity, self-control, curiosity • Optimism, enthusiasm, zest, gratitude, confidence and ambition • Emotional intelligence, humility, respect and good manners, sensitivity to global concerns and creativity
Focused on high level achievement	• Wide choice of quality academic and vocational GCSEs and A-level • Professional vocational level 2 and 3 studies • Professional AAT qualifications • Building on the specialisms of partner schools Music and Mathematics Exams in Professional qualifications
Employability Award	• Professional development including employability events from Year 7 to 13 • Work/Research placement – private, public, including universities or voluntary sector • Leadership development • International activities – cross-cultural engagement and involvement • Workshops, lecture and masterclass programme • Access to a personal/professional mentor from the world of business or the university sector • Enterprise activities

Section D – education plan: part 1

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

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

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

	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			180	180	180	180	180	
Year 8				180	180	180	180	
Year 9					180	180	180	
Year 10						180	180	
Year 11							180	
Year 12			170	170	170	170	170	
Year 13				150	150	150	150	
Totals			350	680	860	1040	1220	

We have made a conservative estimate on Sixth Form numbers based on our experience that within Bristol there is a significant amount of movement post-16. The staffing model can be adapted at the point where class sizes rise in excess of 18 students within the Sixth Form.

Section D – education plan: part 2

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

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this

section. **All** applicants will need to complete the table of subjects and hours. Please use the table below.

KS3 - a two year Key Stage 3 focused on English, maths, science and technology. BCCS is also moving to a two year KS3 in order to allow teachers and students to explore and embed the the skills required for each subject and allow a greater breadth of study. It will allow students to concentrate on options which are relevant and appropriate. This KS3 curriculum is in line with the successful offer at BCCS.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	Mandatory	
Maths	4	Mandatory	
Sciences	3.5	Mandatory	
Humanities	3.5	Mandatory	
ICT/Computing	1.5	Mandatory	
PE/Sport	2.5	Mandatory	
Music	1.5	Mandatory	
Art	2	Mandatory	
Languages	2.5	Mandatory	Unless in support for either English and or maths
CIAG and Employability, PSHE, Citizenship, Higher Education	5	Mandatory	This forms the basis of the Employability Award

KS4 - a deliberately academic curriculum focused on English, maths and science, in addition to high quality BTEC Level 2 qualifications focused on business and software/computing engineering. Support pathway including English, maths, BTEC Workskills and/or ASDAN.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English Language and Literature GCSEs	4	Mandatory	KS2 to KS4 value add 1003.3 Sig+

Maths GCSE	4	Mandatory	KS2 to KS4 value add 1001 Sig+ over last 3 years
Sciences GCSE and BTEC	4.5	Mandatory	KS2 to KS4 value add 1004.2 Sig+ over last 3 years
History GCSE	2.5	Option	KS2 to KS4 value add 1003.7 Sig+ over last 3 years
Geography GCSE	2.5	Option	KS2 to KS4 value add 1003.7 Sig+ over last 3 years
RS GCSE	2.5	Option	KS2 to KS4 value add 1003.7 Sig+ over last 3 years
German GCSE	2.5	Option	KS2 to KS4 value add 1003.1 Sig+
Spanish GCSE	2.5	Option	
Computer Science GCSE	2.5	Option	
PE GCSE	2.5	Option	
Art GCSE	2.5	Option	
Music GCSE	2.5	Option	
Drama GCSE	2.5	Option	
DT GCSE	2.5	Option	
Maths Support	2.5	Option	
English Support	2.5	Option	
BTEC Work Skills Level 1 or 2	2.5	Option	
ASDAN	2.5	Option	
Business BTEC L2	2.5	Option	
Engineering Electronics and Computer Control Technologies BTEC L2	2.5	Option	BCCS will also offer this L2 BTEC in 2018
Information and Creative Technologies BTEC L2	2.5	Option	BCCS will also offer this L2 BTEC in 2018

PE Core	2	Mandatory	
CIAG and Employability, PSHE, Citizenship, Higher Education	5	Mandatory	This forms the basis of the Employability Award. BCCS has been piloting this award and will be rolling out to all year groups.

KS5 - a deliberately academic post-16 curriculum supported by high quality Level 3 BTECs focused on business and software/computing engineering, and professional accountancy and bookkeeping qualifications.

Subject / other activity	Hours per week	Mandatory/ Voluntary	Comments
A-levels			
English Language	4.5	Option	
English Literature	4.5	Option	
Maths	4.5	Option	
Further Maths	4.5	Option	
Physics	4.5	Option	
Chemistry	4.5	Option	
Biology	4.5	Option	
History	4.5	Option	
Geography	4.5	Option	
RS	4.5	Option	
German	4.5	Option	
Spanish	4.5	Option	
Computer Science	4.5	Option	BCCS will also offer this A-level in 2018
PE	4.5	Option	
Art	4.5	Option	

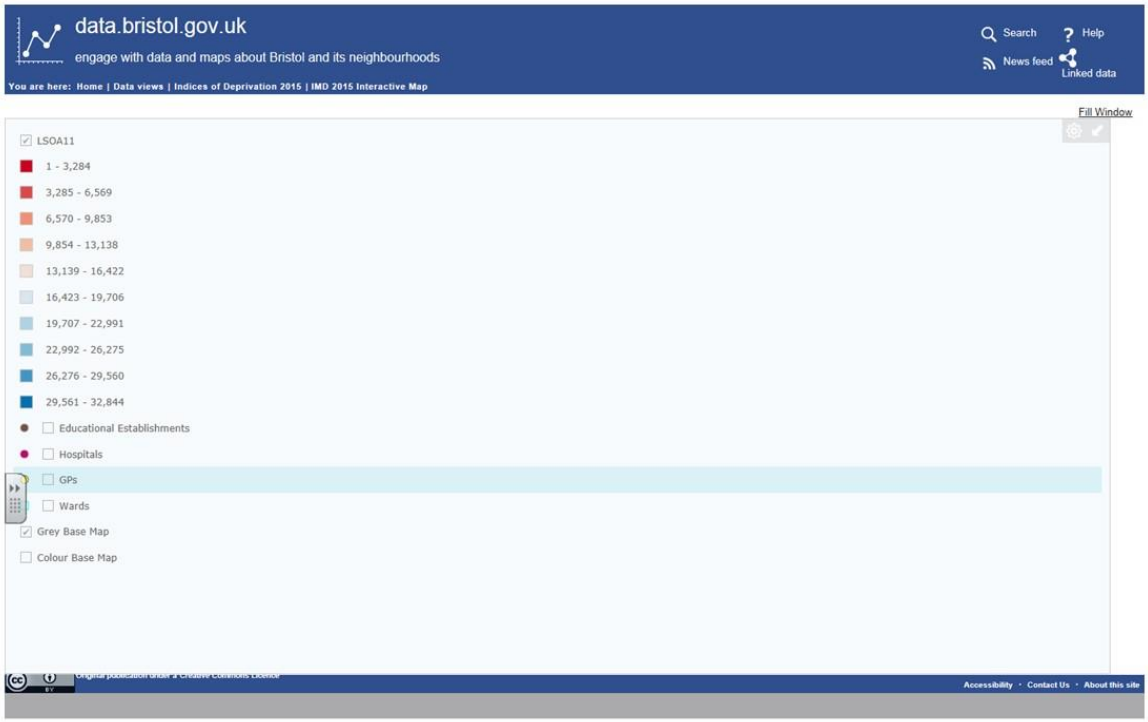
Music	4.5	Option	
Government & Politics	4.5	Option	
Economics	4.5	Option	BCCS will also offer this A-level in 2018
Music Technology	4.5	Option	
Psychology	4.5	Option	
Sociology	4.5	Option	BCCS will also offer this A-level in 2018
BTEC Level 3	4.5		
Business	4.5	Option	
Engineering Electronics and Computer Control Technologies	4.5	Option	BCCS will also offer this L3 BTEC 2018
Information and Creative Technologies	4.5	Option	BCCS will also offer this L3 BTEC 2018
Professional Qualifications			
AAT Accounting Diploma Level 3	2	Option	
AAT Accounting Certificate Level 2	2	Option	
GCSE English and/or Maths retake	3 per subject	Directed	
Supervised Study	4	Mandatory	
Extended Project Qualification	1	Mandatory Y13	Skills programme is mandatory.
CIAG and Employability, PSHE, Citizenship, Higher Education	5	Mandatory	This forms the basis of the Employability Award. BCCS has been piloting this award and will be rolling out to all year groups.

Suggested school day:

8.30am	Open for Students
9.00 - 9.25	Registration
9.30 - 10.30	Period 1
10.30 - 10.50	Break
10.50 - 11.50	Period 2
11.55 - 12.55	Period 3
12.55 - 1.40	Lunch
1.40 - 2.40	Period 4
2.45 - 3.45	Period 5
3.45 - 4.00	Break
4.00 - 5.00	Period 6

This timetable follows a similar format as at the Bristol Cathedral Choir School (BCCS), but the timings are offset so as to allow timetabling of teachers from both schools to work across the two schools. For example, a teacher working at the BCCS periods 1 to 3 will be able to have lunch and arrive at CES for periods 4 to 6.

The school will have a longer day to ensure that there is solid foundation preparing students for the world or work. It will begin beginning at 9:00 with 5 x 1 hour traditional lessons until 15:45, followed by a compulsory period 6 from 16:00 to 17:00. Period 6 will ensure that all students will be engaged in Employability, CIAG, Co-curricular, Mentoring, Tutorials, Support Lessons, Study Skills, Volunteering, Duke of Edinburgh, PEBL wrapper and Engagement Hub designed to develop their working and life skills. The school year will be a standard length (190 days)**.** We are considering a new academic year structure starting in mid-August and finishing in early July. The terms will be 5 weeks or 6 weeks in length, with more regular short half terms and a shorter summer holiday, 4 weeks, to support children from more challenging backgrounds. There will also be provision during the summer holidays to provide summer schools focused on outward bound residential opportunities including EPQ, DofE award and work experience for KS4+5, in addition to academic support for vulnerable students KS3 through 5. Furthermore, there will be summer workshops aimed at supporting parents/carers and their children. However, further consultation with BCCS is required because of the staff and resource sharing.



In setting a curriculum CST references and supports the Education and Skills commission report and recommendations 2014, in particular Passport for Employability in Bristol ("PEBL") and the TQEZ Engagement Hub. Throughout all key stages there will be an enhanced provision of Careers, Employability Information, Advice and Guidance (CEIAG) and STEAM available to young people (STEAM in this school context will refer to Science, Technology, Computer and Software Engineering, Arts and Mathematics). We do not envisage at this stage offering other types of engineering. This curriculum supports the strategy of the Bristol to become a learning city, and provides the skills identified as most required by Bristol businesses.

The curriculum will be broad and balanced, developed in the interests of students supporting them in their future employment and developing their communication skills. Curriculum Pathways will promote personalised progression to academic, technical and vocational routes.

Employability Wrapper:
Central to the curriculum entitlement at KS3-5 is an award centred on the Embark Award, Passport to Employability in Bristol (PEBL) and Premium Partners. All students will be timetabled in period 6 to take part in:

• Employer visits • Higher education opportunities • Work experience • Enterprise • Volunteering • Interests, values and beliefs	• Citizenship/PSHE • Employability qualities • Mentoring • Volunteering • Co-curricular activities including music, sport, Duke of Edinburgh, clubs and societies

• Setting goals and milestones	

Period 6 example timetable:
Monday: CIAG and Employability
Tuesday: Co-curricular activities
Wednesday: Study skills / supervised study
Thursday: Employer Mentoring, Peer Mentoring, Academic Tutorials, Parents Engagement
Friday: PSHE/Citizenship/UCAS

In order to deliver the employability wrapper the school will be working with employers such as key Bristol firms local businesses through the Engagement Hub, higher education including building on existing relationships with both the Universities of Bristol and UWE, Embark Award, Premium Partners, Unifrog and the BBC. The school will be recruiting a senior middle leader (Head of CEIAG) responsible for the management and operation of this provision delivered during period 6 each day. The award will be developed as a core provision from Year 7 through to Year 13 as a mini graduate development programme.

The school will also organise parental support workshops on employability, study skills, mental health, numeracy and literacy.

The Award has the following aims:

- To enable all students to track and document the development of the personal characteristics, values and habits which will enable them to thrive in a variety of settings post-18 and beyond. To help the student develop, recognise and articulate the skills they have that universities and employers want (CBI Report 'First Steps- A new approach for our schools' 2012)
- To help the students develop their employability and enterprise skills, knowledge, understanding and attributes
- To provide students with recognition the importance of co-curricular activities appearing alongside formal qualifications on a professional profile
- To provide students with mentoring opportunities with local employers and higher education providers
- A number of major companies have offered a range of experiences for students which will enable them to make choices about their future and as a school we will measure our success by what students are doing in employment at the age of 23
- Deliver an extended learning day/year which will facilitate leadership roles within sponsor schools, workplace experience, social enterprise and charity work
- Actively engage parents in supporting the learning experiences and future choices of their students

The Employability Award:
A certificate developed in partnership with the Engagement Hub, local employers and universities to help students develop their skills while at CES. The matrix below provides a template of the skills and knowledge that students will focus on during the Employability Award. This matrix correlates with the skills and knowledge identified in the CBI's First Steps report in addition to providing students with wider co-curricular experiences.

Skill Sectors (section D shows examples of the activity in each area)	A. Commercial Awareness & Enterprise	B. Sport & Fitness	C. Music & Creative	D. International & Language	E. Academic & Masterclass	F. Community Involvement	G. Personal Interest	H. Coaching	I. Personal Skills	J. Advice & Guidance	K. Mentoring
Relevant experience and understanding of Work											
Communication skills											
Technical and IT skills											
Leadership and team working											
Analytical, research and problem solving											
Literacy and Numeracy											
International and foreign language skills											
Creative thinking and Entrepreneurship											

Core Provision:

The core provision is deliberately based on academic foundations of STEAM subjects, languages and literacy at KS3 in order to support students developing the skills and knowledge necessary to access a challenging curriculum. The academic curriculum continues in KS4 and 5, but with options for a more vocational pathway for students drawn from business, engineering, digital media and performing arts.

KS3 – A two year KS3 in years 7 and 8. Number of periods a fortnight:

English: 8 periods, Maths: 8 periods, Science: 7 periods, Technology: 3 periods, PE/Sport: 5 periods, Music: 3 periods, Art: 4 periods, Humanities: 7 periods and Languages: 5 periods.

BCCS is also moving to a two year KS3 in order to allow teachers and students to explore and embed the skills required for each subject and allow a greater breadth of study.

KS4 – Years 9 to 11

GCSEs	**BTECs Level 2**
English Language and Literature	Business
Maths	
Sciences	Engineering Electronics and Computer Control Technologies
History	
Geography	
RS	Information and Creative Technologies
German	
Spanish	**Support**
Computer Science	Maths
PE	English
Art	BTEC Work Skills Level 1 or 2
Music	ASDAN
Drama	
DT	

English: 8 periods (Language and Literature), Maths: 8 periods, Science: 9 periods, PE/Sport: 4 periods, and 4 x options subjects of 5 periods each.

KS5 - The KS5 curriculum will be delivered with Bristol Cathedral Choir School. BCCS specialises in a traditional academic A-Level curriculum with well qualified and experienced leadership.

Level 3 value added tracker has BCCS's KS5 as SIg+ for progress from KS4 and an APS over 230. There will be 3 pathways available to students:

i. Academic – 4 A -Levels including 2 facilitating subjects for Russell Group universities and EPQ
ii. Vocational – BTEC rigorous advanced Level Three qualifications in professional skills or professional qualifications recognised by Chartered Institutions such as AAT
iii. Mixed route – mixture of A-levels and BTECs or professional qualifications recognised by Chartered Institutions such as AAT

We project that approximately 70%+ of post-16 students will follow the academic pathway based on BCCS progression and the expected demand in the city. BCCS in 2016 has currently received over 300 applications for a traditional academic A-level curriculum. We anticipate a number of students will choose alternative post routes and become apprentices in some of the local industries such as Rolls Royce and Aerospace, computer creative and gaming industries.

All students will have access to bespoke professional facilities, outstanding teaching, and an ethos of responsibility and opportunities to experience enterprise. There will be a rich entitlement programme timetabled into the period 6 employability wrapper including work placements, global awareness, higher education links and internships which will enable all students to realise their ambitions in application to competitive courses and/or within the competitive business environment of Bristol and beyond.

The proposal is to offer 5 level 3 vocational full-time courses, allowing students to progress to Higher Education. Each would have a significant proportion of work placement and project work, preparing students for the world of business. The courses are two years, except for Business Administration which is one year. However, each can be delivered so that students achieve a Diploma at the end of Year 12, allowing them an opportunity to reassess their career plans.

A-Levels	**Mixed Route**	**BTECs Level 3**
English Language English Literature Maths Further Maths Physics Chemistry Biology Economics History Geography RS German Spanish Computer Science PE Art Music Government & Politics Economics Music Technology Psychology Sociology	Combination A-levels and/or Level 3 BTECs and/or Professional Qualifications	Business Engineering Electronics and Computer Control Technologies Information and Creative Technologies **Professional Qualifications** AAT Accounting Diploma Level 3 AAT Accounting Certificate Level 2 **GCSE English and/or Maths retake** 3 periods a week

Year 12 - 4 x subjects at 9 periods each for level 3 courses or 4 periods each for Professional Qualifications plus up to 4 periods of supervised study.

Year 13 - 3 or 4 subjects at 9 periods each for level 3 courses or 4 periods each for Professional Qualifications plus up to 8 periods of supervised study. In addition, all Year 13 students will be required to complete the Extended Project qualification over 2 periods a week. Supervised study programme will be tailored to each individual student's needs.

Assessment and consistency

The schools within CST will work together to develop a clear assessment framework which enables teachers to set clear targets and make appropriate interventions to learners. Regular and consistent assessments opportunities will be established and baseline data set in line with national expectations. All schools within the Trust will make use of a shared VLE and data management system and samples of work and progress will be moderated across the group.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

The CES's Quality Assurance (QA) Procedures will work alongside its self-evaluation procedures, ensuring a self-critical approach to further improve the quality of provision and performance. Involving all staff, it will follow a regular audit, evaluation and assurance process to secure and improve the quality of teaching and learning. This process is underpinned by the Trust's methodological elements including self-assessment, peer assessment and where necessary external appraisal from partners within the Trust's School Improvement function and/or external consultants as required. The programme of QA will not only look to validate the quality of teaching and learning, but also consider the fitness for purpose of courses for the cohort and their value for money.

CES Procedures:

The self-evaluation framework, methodology and information management systems are the same across all schools with the Trust. Detailed self-evaluation will be carried out twice each year using the Trust's methodology of quality assurance will cover areas including:

- Data evaluation and analysis
- Learning walks
- Lesson observations
- Evaluation of student work
- Planning reviews
- Pupil voice interviews
- Parent and community voice
- External moderation of assessment
- Leadership reviews
- Periodic and annual review of courses
- Thematic/sub-groups reviews particularly on vulnerable and/or underperforming groups

There will be regular evidence based evaluation across the range of school activities to determine impact and suggestions for improvement that have a direct impact upon pupil's progress and achievement. This will feed the wider evaluation carried across classrooms, departments, school leadership, governors and the Trust, to evaluate the extent to which CES is maximising its effectiveness as a learning community, and also the more detailed actions that will be driving improvement in individual classrooms.
The processes required to carry out the quality assurance is reflected in the teaching and accountability structure of CES, with a leadership team, led by the principal, CES based teachers, and teachers from across the Trust teaching in the College.

The CES SLT, chaired by the Principal, will hold responsibility for the academic standards of the school and put in place a programme of quality assurance based around generic and identified needs. Six week improvement cycles will include the elements outlined above and be reported to the SLT and governors. These will run alongside processes for different staff groups (NQTs, middle leaders, support staff, teachers requiring improvement) and also different student groups such as high attainers, CLA/PP, BME groups, gender groups etc. The CEO of the Trust will line manage the Principal of CES and will monitor student outcomes as part of this cycle.

Importantly the school's QA process for teaching and learning will be validated by middle leaders across the academic departments and reviewed by the pastoral teams.

External Moderation:
A key element of the quality assurance will be the use of the moderation by the Trust's School Improvement Service of Teaching and Learning, curriculum models and assessment. A formal programme will be agreed in advance of the opening of the school to include:

- Assessment moderation, including shared mock marking
- Observations – peer and SLT lead
- Departmental / faculty reviews
- Curriculum planning
- Internally commissioned reviews from Ofsted accredited leaders

All senior and middle leaders within in CES will be paired with equivalent post holders across the Trust to carry out learning walks and departmental reviews. Leaders will share marking, in particular for exam focussed assessments, with mock examinations all being marked externally to provide an accurate validation of assessment for students.

In addition, the school will have an outward looking focus and will be seeking partnership arrangements both within and beyond CST, including other secondary schools, primary feeder schools, businesses, the LEP, further and higher education.

Business Support:
The Quality Assurance Programme will extend to include the Employability Award. Through core partnerships linking businesses, the LEP and university colleagues, Premium Partners, the Embark Award, the various aspects of the Award will be tested through:

- Sampling of student employability skills and workplace credibility
- Auditing of progression routes

- Observation of mentoring / coaching sessions
- Work-experience evaluation, both in terms of quality of placements and skills learnt.

Governor Procedures:
A particular strength of the Trust is the experience and depth of governors across the Local Governing Bodies (LGB) and governor training and support programmes. The LGB of CES will take a critical role within the quality assurance programme of the school. It will do so as part of its strategic role, acting as a critical friend.

The Governing Body will hold at least 6 meetings per year and have as a part of it role to:

- Ensure consistency of the school with the Trust and its constituent schools
- Monitor the business plan and performance metrics
- Annually ratify, review and monitor the school's Self Evaluation Framework and School Improvement Plan
- Monitor strategic objectives and risk register
- Review and monitor assessment/progress/external examination results
- Set/agree pupil performance targets
- Annually elect governors for the relevant portfolio areas and review annually the delegation of functions and portfolios
- Receive reports from the Principal

The appointment of portfolio holders will provide a context for governor quality assurance, operating under the following generic guidelines:

- Ensure governors have a clear understanding of the vision and aims and strengths and weaknesses of the school so they can effectively contribute to the school's self-evaluation process
- To contribute to the School Improvement Plan
- Make focused termly visits to the school and learning walks
- Explore specific aspects within the link subject area to gain deeper understanding of relevant issues
- Establish regular contact with people within the school with responsibility for the link subject area
- Provide support and encouragement and a listening ear for staff members with whom they are linked
- Monitor provision of equipment and use of school facilities
- Attend relevant training, including relevant INSET days
- Be involved with establishing/monitoring/evaluating the IMPACT of relevant policies adopted by the governing body within their link subject/specialist area
- Report back after visits, making recommendations as appropriate either via the agreed reporting format and at LGB meetings
- Ensuring good progress and accountability against agreed school improvement priorities
- Making effective use of objective information
- Triangulating the information provided by the school and benchmarking school performance against national data and other schools within the Trust

Governors' engagement to support the QA process as above will be through regular scheduled meetings with link SLT members, and an expectation that they rigorously hold SLT members to account. Governors of CES will also be involved with the Education, HR and Finance committees of the Trust.

A draft monitoring process will be as follows:

Term	**Focus of M&E Visit**		**Portfolio holder**	**Date of LGB meeting to collate / analyse outcomes**	**Agreed actions /date (complete after LGB Meeting)**
Term 1	Statutory compliance Behaviour and Safety Leadership and management	Policy review H&S Safeguarding Behaviour for learning English and Maths oversight discussion with subject lead / learning walk	Chair Chair/Safeguarding Behaviour Standards All Chair	September	Action Plan for policies
Term 2	Attainment and progress Key focus PP, BME and EAL Teaching and learning Behaviour and Safety Leadership and management CEIAG	Data point 1 Learning walk Behaviour for Learning –in class/pupil interviews	Standards Chair All	November	
Term 3	Attainment and progress	Data point 2/Learning walk	Standards Safeguarding	January/ February	Additional Governors' meeting

	Safeguarding SEND Leadership and management Futures Award	Raise online Interview Senior Leaders Interview Senior leaders/book look Review of appraisal targets	Teaching and learning (SEND) Chair Employability Champion		after Data Point 3
Term 4	Pupil Leadership Attainment and progress Disadvantaged pupils High Prior attainers Parents/carers Department Reviews Health and safety/safeguarding Appraisal Targets and DBS Checks Employer Satisfaction	School Councils Data point 3 Student interviews/book look Student interviews / book look / learning walk Parent questionnaires and open days Learning walk / book look / pupil interviews / discussion with subject lead Tour of School/interview lead Documentation / teacher interviews Surveys and focus groups	Partnership Standards Disadvantaged students All Teaching and Learning Leadership Teaching and Learning/standards All Safeguarding/ Leadership Employability Champion	February / March February	
Term 5	Attainment and progress Equalities and Diversity	Data point 4 Tour of School / interviews with School Councils	Standards Behaviour / Leadership	May	

	Safeguarding SEND	Observation / book look / discussion with parents Interview with Senior lead / parents/ pupils Interview with Senior lead Interview with Senior lead / pupil interviews / book look	Teaching and Learning Leadership Safeguarding Teaching and Learning		
Term 6	Attainment and progress EAL SEND Faculty	Attainment and progress EAL SEND Faculty	Data point 5 Interview with Senior leader / pupils / observations Interview with senior leader / pupils / observations Book look / pupil questionnaires / lesson observation	Standards Teaching and Learning SEND Teaching and Learning	June

Measuring performance:
The core outcomes for students as outlined in Section C are:

- The school has set ambitious targets for all students with a minimum of 2 levels of progress across each key stage
- Attainment and progress in a range of qualifications
- Progression into the highest quality universities and employment KS5
- Students achieving the Employability Award across all key stages

In addition, due regard will be taken of the 5 headline measures for 11-19 education:

- Progress (value-added measure)
- Attainment
- English and Maths progress measure
- Progress 8 achievement and attainment
- EBACC
- KS5 Retention
- Post-16 and 18 destinations

Attainment and progress will be measured through regular assessment and reporting, School KPIs, including comparison with internal targets and national indicators, monitored at governor level as part of a regular, periodic review.

KPIs will be set against a range of indicators to include:

- Students on roll
- Student attendance
- Course completion rates
- Post-16 in-year retention rates
- Recruitment of BME and Disadvantaged students
- Level 2 and 3 VA score (academic and vocational)
    - ⇒ GCSEs
    - ⇒ BTECs/Vocational Qualifications
    - ⇒ A2 Level
    - ⇒ AS level
- Evaluation of the gap between CLA/FSM and non-CLA/FSM students
- KS4 Progress 8 scores
- Level 5 English and Maths
- KS5 APS scores at all levels
- A*-B % (all levels)
- A*-E % (all levels)
- Student engagement in the employability award
- Individual subject VA scores and attainment measures
- Quality of teaching and learning
- Staff absence
- Pupil satisfaction
- Parent satisfaction
- Employer satisfaction

These targets will be monitored through a systematic reporting process which allows for effective evaluation and improvement. The information and management system is shared across the schools in the Trust to allow evaluation across all the schools.

The KPIs will allow for yearly assessment against targets through an evaluative review in September of previous performance, and more regular data point reporting to staff and governors, both at the school level and across the Trust.

The September evaluation will inform the self-evaluation and improvement process. Department leads will be subject to Principal / Governor led interviews with a particular focus on attainment and progress. An Education Committee will address whole school KPIs, ensuring the accountability of the SLT and appropriate challenge in all areas of school life. The Trust's Education Committee will add a further level of scrutiny on a quarterly basis.

Regular data point review will make use of analytical tools to monitor and track progress. Reporting of these will be in line with the school year, 5 times each year in accordance with the school and examination calendar. Summary data will be presented at each LGB, whilst

more detailed information will be scrutinised by governor portfolio holders with responsibility for the quality assurance of key areas of the School.

All of the above will contribute to regular leadership self-evaluation, with the formal SEF being updated on at least a six month rolling basis to inform a school improvement plan explicitly tied to key performance measures.

Data tracking:
A sophisticated school information management system will be at the heart of the monitoring of progress, teaching and learning. The data tracking model will be based upon the models in place in other Trust schools, to allow for consistency.

Baseline data will be established using KS2 results and CAT scores at KS3 and KS4, and prior GCSE scores and ALPS for KS5. This will inform targets for all students as well as acting as a performance measure for evaluating progress.

Regular 'data point' assessments will measure both current and projected attainment, and be analysed against a range of criteria including individual, subject, and groups (including D&SEN, CLA/PP, BME). Data will be captured on the School's information management system (SIMS) and transferred to common data evaluation tools SISRA Analytics, to allow for immediate access for SLT, leaders and teachers to current and projected performance, allowing for relevant and timely interventions. These tools are used across all the Trust's schools for consistency.

Class Progress Profiles (CPP) will capture and annotate ongoing data on student need, including D&SEN, EAL, PP, other disadvantaged and additional needs groups to inform planning. After each data point the CPP will be used to evaluate and articulate student progress towards targets, overall group performance against target, and also required interventions in light of the data. They will also form the basis of class teacher interaction with data tracking tools.

Governor access to data will be facilitated through summary and detailed KPI reports, updated in line with each data point.

The progress towards the Employability Award will be measured against an online portfolio tool. This will allow students to self-evaluate, set targets, and then procure evidence to support their progress towards targets. This will be monitored on an individual, group and institution level reporting on both the extent and quality of progress. The Trust has implemented an online portfolio tool Embark Award with the University of the West of England, in addition to integrating the Passport to Employability in Bristol (PEBL).

Monitoring the Quality of Teaching:
Initially, staff will be recruited based upon prior experience of teaching and supported in an extended residential induction period. They will also have access to the support and

development structures of the extended Trust including Masters level accreditation in NQT, Middle Leaders and Aspiring Senior Leaders courses.

Teachers from other schools within the Trust wishing to contribute to the teaching at CES will have to be typically teaching lessons which are good or outstanding. Their involvement at CES will then be subject to interview with the Principal / SLT of CES, and an additional performance management criteria and performance evaluation. Moderation of performance management across the schools of the Trust will ensure consistency of evaluation and expectation.

Having established the quality of teacher against a baseline standard, the ongoing quality of teaching will be assessed in line with the Quality Assurance Programme outlined earlier. Lesson observations and learning walks will be criteria driven, both for general purposes and also in pursuit of outstanding learning for different groups. These will be fed back to individual teachers to secure improvement, alongside being analysed for trends in Teaching and Learning to celebrate and model, or alternatively to provide support and training.

The expectation will be that staff will thrive and develop within the School, and a tailored CPD programme linked to their professional development portfolio and pay awards will provide the opportunity for their development in teaching. This will include access to peer observation, internal and external review, teach-meets and access to Trust led development courses. Links with the other schools within the Trust will allow for observation and development through accessing examples of outstanding teaching. Senior and middle leaders will be paired with equivalent post-holders from other schools within the Trust to share best practice and provide a critical friend support network. Links with Universities will allow for an imaginative and developmental approach to teaching which will look forward to student progression into the next stage of their education, encourage an inquisitive independence, and ensure a level of challenge for even the highest attaining students.

Equally, staff not teaching at a securely good level will be supported by an informal improvement plan with expectations of rapid improvement, followed by a formal improvement process if insufficient progress is seen.

All elements of teaching will be subject to reporting through the School KPIs, and include trend analysis of teachers, subjects and the whole school. The SLT will model the highest standards of teaching and learning as a core part of their own appraisals, as well as overseeing the quality of teaching throughout the school.

Reporting to Governors:
All governors will receive timely and regular reports, based around the School KPIs. In addition they will receive detailed evaluation of results and summary analysis of external reporting documents such as RAISEonline, PANDA and L3VA. These will form part of the yearly cycle of meetings and quality assurance outlined earlier. In addition governors will meet with their linked portfolio holders on a termly basis, being prepared to account the rest of the LGB opportunities and challenges facing staff. In all instances, governors will be provided with timely, succinct and clear data to allow them to fulfil their roles as critical friends.

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

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

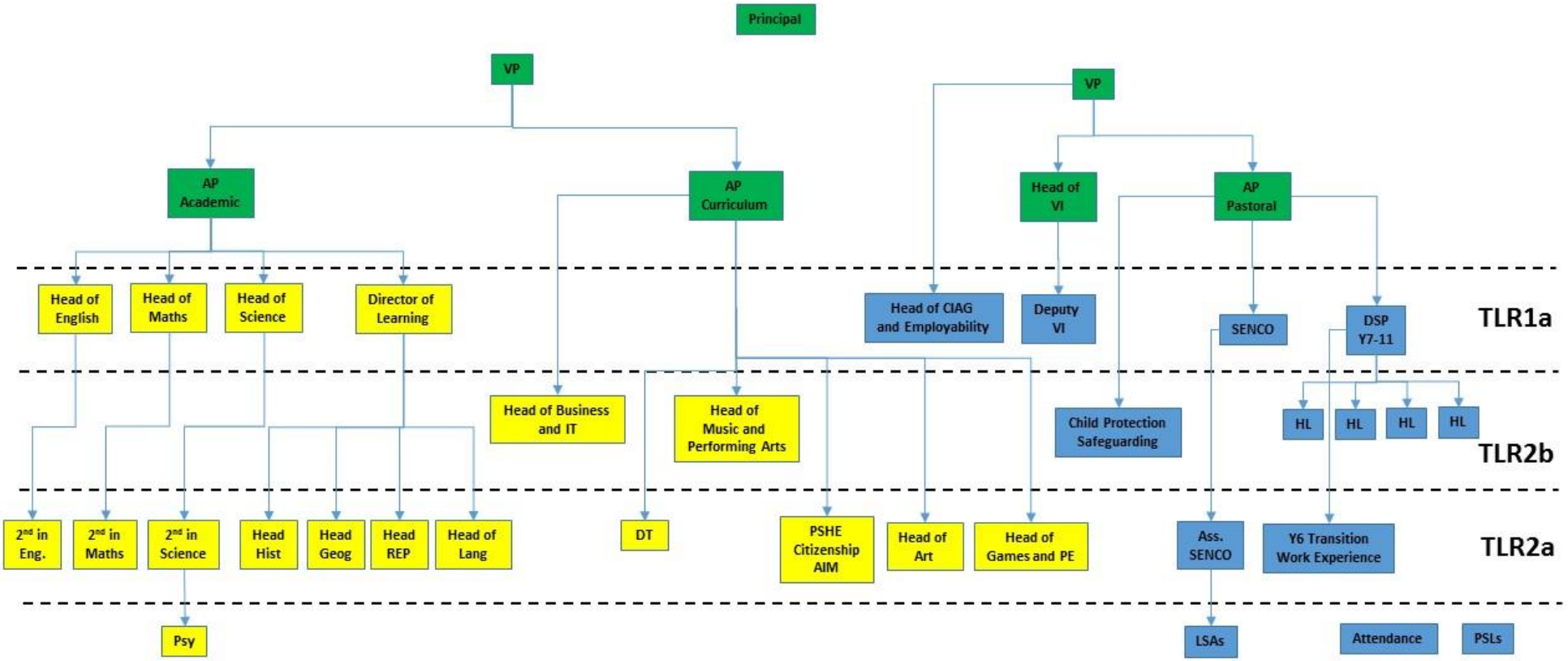
- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

A principal designate has been identified and has been involved in this application throughout. He will also attend interview if invited. In order to support the opening of this free school a new head of Bristol Cathedral Choir School has been appointed and the CEO of the MAT is leading the development of Cathedral Schools Trust growth strategy. The CEO will be able to devote a considerable amount of time, energy and resources to this project and is an experienced successful project manager within the free school process.

Subject	Position	YR1		YR2		YR3		YR4		YR5	
		Leadership time	Teaching time	Leadership time	Teaching time	Leadership time	Teaching time	Leadership time	Teaching time	Leadership time	Teaching time
ENGLISH	Head of English	0.3	0.7	0.3	0.7	0.3	0.7	0.5	0.5	0.5	0.5
	Second in English				1.0		1.0		1.0		1.0
	Teacher of English		0.8		0.6		2.0		3.0		3.5
MATHS	Head of Maths	0.3	0.7	0.3	0.7	0.3	0.7	0.5	0.5	0.5	0.5
	Second in Maths				1.0		1.0		1.0		1.0
	Teacher of Maths		0.8		0.6		2.0		3.0		3.5
SCIENCE	Head of Science	0.3	0.7	0.3	0.7	0.3	0.7	0.5	0.5	0.5	0.5
	Second in Science				1.0		1.0		1.0		1.0
	Teacher of Science		0.8		0.6		2.0		3.0		3.5
	Teacher of Psychology				1.0		1.0		1.2		1.5
	Teacher of Sociology				1.0		1.0		1.2		1.5
HUMANITIES	Head of Humanities	0.3	0.7	0.3	0.7	0.3	0.7				
	Head of Geography							0.3	0.7	0.3	0.7
	Head of History							0.3	0.7	0.3	0.7
	Head of REP							0.3	0.7	0.3	0.7
	Teacher of Humanities		0.5		1.5		2.6		1.5		2.0
IT/BUSINESS	Head of IT/Business	0.3	0.7	0.3	0.7	0.3	0.7	0.5	0.5	0.5	0.5
	Teacher of Computer Science		0.5		1.0		1.0		1.5		2.0
	Teacher of Economics				1.0		1.0		1.5		2.0
CIAG	Head of CIAG	0.4	0.6	0.8	0.2	1.0		1.0		1.0	
SIXTH FORM	Head of Sixth Form	0.4	0.6	0.8	0.2	0.8	0.2	0.8	0.2	0.8	0.2
	Deputy Head of Sixth									0.4	0.6

		YR 1		YR2		YR3		YR4		YR5	
Subject	**Position**	**Leadership time**	**Teaching time**	**Leadership time**	**Teaching time**	**Leadership time**	**Teaching time**	**Leadership time**	**Teaching time**	**Leadership time**	**Teaching time**
ART	Head of Art					0.5	0.5	0.5	0.5	0.5	0.5
	Teacher of Art		0.6		1.6		1.5		1.8		2.2
	Teacher of DT				1.0		1.0		1.6		2.0
LANGUAGES	Head of Languages							0.5	0.5	0.5	0.5
	Teacher of Spanish		0.8		0.8		1.0		1.0		1.0
	Teacher of MFL				1.0		1.0		1.5		2.0
SPORT	Head of Games/PE			0.2	0.8	0.5	0.5	0.5	0.5	0.5	0.5
	Teacher of Sport		0.6		0.6		1.5		2.0		2.5
MUSIC	Head of Music & Performing Arts							0.3	0.7	0.3	0.7
	Teacher of Music		0.4		1.0		1.5		1.5		2.0
DRAMA	Teacher of Drama								1.0		1.3
P6	Head of PHSE/Citizenship/AIM	0.4	0.6	0.4	0.6	0.5	0.5	0.5	0.5	0.5	0.5
	Teacher of PHSE/Citizenship/AIM				0.6		1.3		1.5		1.8
DSP	Director of Student Progress	0.2	0.8	0.4	0.6	0.6	0.4	0.8	0.2	0.8	0.2
SENCO	SENCO	0.2		0.5		1.0		1.0		1.0	
VP	Vice Principal (non-teaching from Yr2)	0.5	0.5	1.0		1.0		1.0		1.0	
VP	Vice Principal (non-teaching from Yr3)					1.0		1.0		1.0	
LEARNING	Director of Learning			0.4	0.6	0.6	0.4	0.8	0.2	0.8	0.2
AP	Assistant Principal (Academic from Yr5)					0.5	0.5	0.8	0.2	0.8	0.2
	Assistant Principal (Curriculum from Yr5)									0.8	0.2
AP	Assistant Principal (Pastoral from Yr5)									0.8	0.2
			12.4		**23.4**		**30.9**		**38.4**		**45.9**
	of which intervention groups		-0.6		-1.2		-1.8		-2.4		-3.0
			11.8		22.2		29.1		36.0		42.9
	cf figures from teaching model		11.8		22.2		29.1		36.0		42.9

CES Proposed Organisational Structure



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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and welcoming of students with different faiths (and no faith) and beliefs.

Develop their own values in a supportive community with a Christian ethos, which values integrity, optimism, responsibility, service, honesty, generosity, and compassion.

The sponsor group have significant experience of leading communities devolved from diverse backgrounds and belief systems. The Trust is rooted in Christian values but those shared by many other faiths.

It will be essential to build and nurture excellent positive relationships between learners and staff. This will be driven by highly skilled pastoral leaders with experiences of dealing with students from a range of socio-economic backgrounds, cultures, faiths and ethnicities. The staffing of the CES should be reflective of the diversity of the student body. Outstanding achievement is dependent on outstanding behaviour, consistently monitored and modelled by highly professional staff at all levels. It will be important to establish very high expectations of uniform in keeping with a business environment. The design of the building will be critical and we must ensure that lessons learned from BSF are at the forefront of our thinking throughout the design process. Access needs to be considered carefully so that attendance and punctuality can be monitored efficiently. The school will work closely with families, primary schools, LA, alternative education providers and other support agencies to ensure that support and interventions for children and their parents are provided throughout their time at the CES. Students will buy-in to the ethos of the school through a strong and robust student leadership body that will be central to a restorative justice process for staff and pupils.

Admissions:
The Trust is anxious to ensure that the students entering the school will be from a broad range of backgrounds and socio-economic groups. The oversubscription criteria will ensure that there is a wide catchment area for the school. Priority will be given to families who are in receipt of pupil premium funding.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The Trust is very popular. Bristol Cathedral Choir School is the most oversubscribed school within the city and beyond with over 950 applications for 120 places in 2015-16. The primary school cathedral Primary is similarly oversubscribed. The microsite launched in February 2016 has already attracted expressions of interest from over 300 families.

There is a high level of demand within the city the LA projects primary numbers expanding from 5250 in 2014 to 6000 in 2020 and secondary figures expanding from 16200 to 22000 by 2020. In particular there is a very high demand for places in the North of the City the planned area for the school.

Bristol Secondary Schools

(LA figures)

			Capacity				Surplus/Shortfall in capacity			
September Year 7 Admission Year (Y)	Year 6 (1 year before admission Yr)	Adjusted Year 7	Year 7 PANs	Existing Capacity 11-16	Actual/ Forecast Yr11	Total Actual/ Forecast 11-16	Year 7 Surplus/ Shortfall	11-16 Surplus/ Shortfall	Extra FE required	8 FE Schools
2012	3,711		3,918	19,590	3,167	15,988	661	3,602		
2013	3,608		3,918	19,590	3,112	15,927	708	3,663		
2014	3,933	3,540	3,918	19,590	3,130	16,355	378	3,235		
2015	4,072	3,665	3,918	19,590	3,201	16,890	253	2,700		

2016	4,327	3,894	3,918	19,590	3,274	18,158	-93	1,432		
2017	4,448	4,003	3,918	19,590	3,210	19,451	-205	139		
2018	4,806	4,325	3,918	19,590	3,540	21,325	-537	-1,735	-58	-1
2019	5,126	4,613	3,918	19,590	4,123	22,737	-834	-3,147	-105	-3
2020	5,148	4,633	3,918	19,590	4,455	23,256	-602	-3,666	-122	-3
2021	5,426	4,883	3,918	19,590	4,752	24,044	-795	-4,454	-148	-4
2022	5,520	4,968	3,918	19,590	4,655	24,591	-1,132	-5,001	-167	-4
2023	5,787	5,208	3,918	19,590	4,874	24,749	-869	-5,159	-172	-4
2024	5,589	5,030	3,918	19,590	5,050	25,165	-983	-5,575	-186	-5
2025	5,684	5,115	3,918	19,590	4,962	25,452	-1,073	-5,862	-195	-5
2026	5,789	5,210	3,918	19,590	5,077	25,859	-1,128	-6,269	-209	-5
2027	5,852	5,266	3,918	19,590	5,175	26,161	-1,184	-6,571	-219	-5
2028	5,916	5,325	3,918	19,590	5,247	26,381	-1,197	-6,791	-226	-6

The MAT is very popular with parents. In 2016 the two existing schools within the MAT were oversubscribed by 9:1 and 7:1 respectively. The primary school within the MAT is the second most oversubscribed Free School in the UK. The LA have a planned growth strategy which includes expanding the capacity of the existing schools in the area, but it also welcomes Free School applications to serve the growing needs within the city.

Current City Wide Provision Post-16:
The educational landscape has changed significantly over the last six years and the outcomes 11-16 have improved dramatically within Bristol. However post-16 outcomes have not kept pace. Ofsted review of the LA, the latest Ofsted Inspection findings, 'Provision of 14-19 education and training in Bristol', May 2014, indicates that there is an employability skills gap and a narrow range of quality vocational programmes which meet the needs of young people and the business sectors.

There are nineteen A-level providers in the city, eleven from the state sector. The average A-level score in the city is 218.39 against a National Average of 215.7 However the Bristol results are supported by the 8 independent schools which mask the poor performance from the state schools who only managed an APS of 198.65. In the wide range of state post-16 providers, all but one have an average point score per pupil below the national state school average, and a value added score that is negative. Six of the providers have very low levels of achievement. In the last full year Bristol had an overall retention figure of 7% less than the national figure. In the last year over 280 students left the state sector to do their post-16 education in the independent sector. In 2014 only 9% of students across Bristol got AAB or higher in at least 2 facilitating subjects compared with a national average of 15% (12% in state Schools nationally) and only 73% got 3 A-levels compared to 79% national (78% state schools nationally)

The new school aims to work collaboratively with the other secondary school within the MAT BCCS which has a successful and popular post-16 provision. The post-16 outcomes within the school are impressive with an APS of 226 and a sig+ VA score of 0.09.the CES will work closely with Bristol Cathedral Choir School on post-16 education.

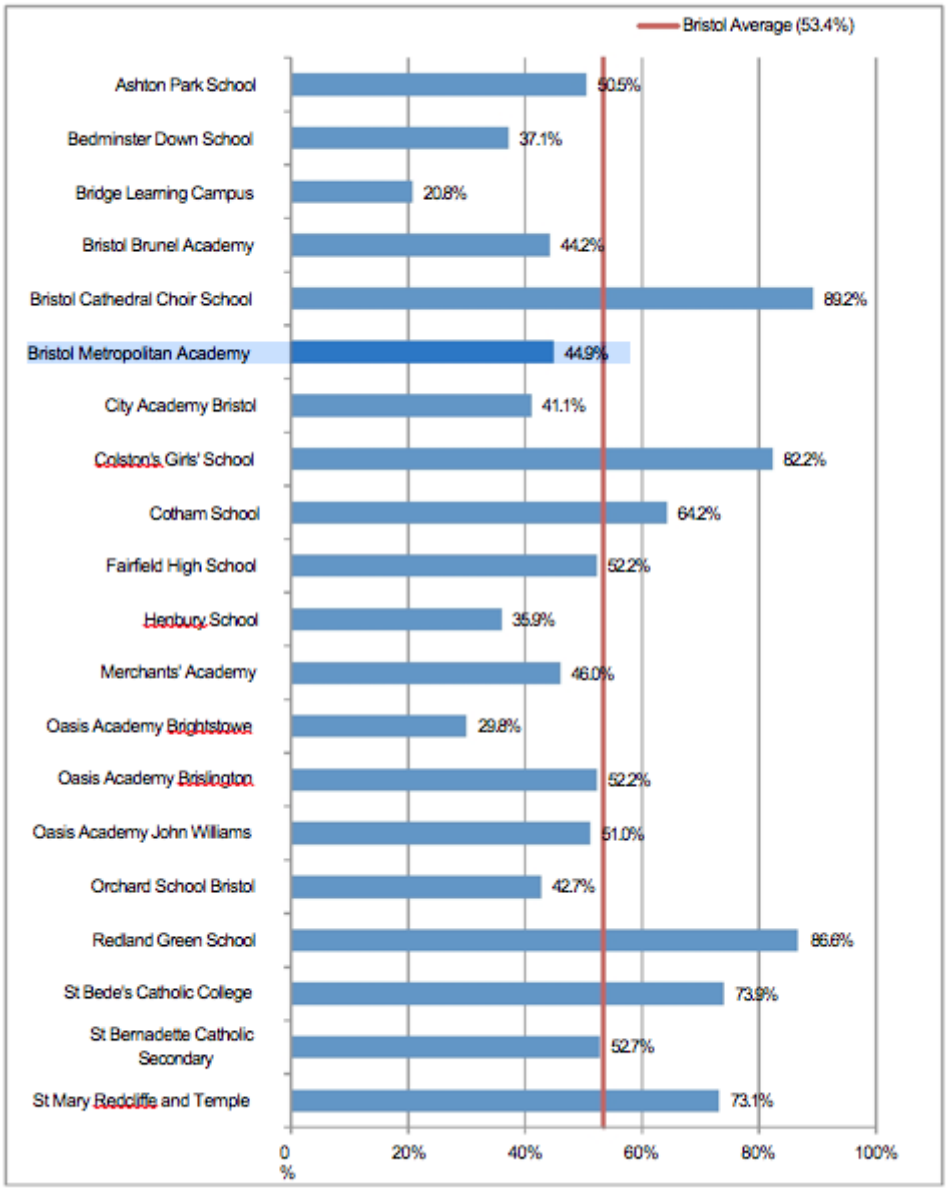
11-16 Provision Bristol:
The outcomes in the city have improved though there is still clearly much to do:

LEA	ESTAB	School Name	Average Attainment 8 score per pupil (ATT8SCR)
801	4030	Ashton Park School	45.5
801	4037	Bedminster Down School	42.5
801	4005	Bridge Learning Campus	30.9
801	4032	Brislington Enterprise College	41.9
801	6907	Bristol Brunel Academy	45.6
801	6908	Bristol Cathedral Choir School	60.1
801	4001	Bristol Free School	
801	6913	Bristol Metropolitan Academy	43.6
801	6905	The City Academy Bristol	36.7
801	6909	Colston's Girls' School	61.8
801	4100	Cotham School	53.4
801	4101	Fairfield High School	49.6
801	4031	Henbury School	38
801	6910	Merchants' Academy	43.2
801	6912	Oasis Academy Brightstowe	40.6
801	4007	Oasis Academy Brislington	
801	6911	Oasis Academy John Williams	44.8
801	4003	Orchard School Bristol	39.7
801	4627	Redland Green School	61.8

801	4602	St Bede's Catholic College	57.9
801	4801	St Bernadette Catholic Secondary School	47.1
801	4603	St Mary Redcliffe and Temple School	56.9
801	4006	Steiner Academy Bristol	
801	7042	Briarwood School	SUPP
801	7001	Bristol Gateway School	3.7
801	7011	Claremont School	SUPP
801	7000	Elmfield School for Deaf Children	SUPP
801	7002	Kingsweston School	14.4
801	7012	Knowle DGE	3.1
801	7014	New Fosseway School	NE
801	7015	Notton House School	13.7

There is clearly a wide variation in outcomes across the city and there is a clear need to disseminate best practice across the city and within the CST.

5 A*to C GCSE including English and maths - 2015 headlines



Source: Key to Success 23rd September 2015 (pre-checking)

E2 – successful engagement with parents and the local community

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

We have already begun a process of parental engagement developing a microsite attracting significant parental interest. Local people and existing parents have been well informed about the intended development of the trust.

The curriculum is designed to ensure that both students and their parents can access the facilities and curriculum. It will be important to ensure that we proactively engage with all families, particularly those families who are difficult to reach and/or need help supporting the education of their children. The Director of Student Progress, House Leaders, Head of CEIAG and SENCO will work within the community to support primary schools, families and students.

The MAT estate includes a 40 acre sports facility at Failand. Planning permission has been obtained to develop the facility to include all weather pitches covered tennis and extended parking. There are also significant Forest School facilities developed by Cathedral Primary School which are already shared with other schools. We are happy to share this facility with other schools and the business community and we are already in discussions with Sports England and other sporting bodies to generate value for money. The music specialist nature of the BCCS and CPS already generates significant partnership opportunities within the city via Bristol Plays Music and music school. All areas of the school should be available to rent outside of school hours.

During the Employability Period 6 provision there will be significant work with the Engagement Hub, the local business community, higher and further education. In addition, families and other schools in the area will engage will be involved with the period 6 provision as well as other extra provision around literacy, numeracy, supportive learning and mental health. Finally, the CST understand the LEP's skills agenda and will work closely with them to ensure that Bristol children leave school business and work ready.

Partnership work including a shared curriculum and dissemination of best practice is essential to the success of this school. The focus is to ensure that other schools have opportunities to contribute and receive support including leadership to local primary and secondary schools, in the delivery of the Employability Award, STEM subjects and Music provision. The school within the CST MAT will play a key role in ensuring that all schools are committed to working with the LA to ensure outstanding outcomes for all Bristol children, especially those facing challenging circumstances. This will require us to work closely with alternative learning providers, PRUs, school improvement teams, community learning teams, Additional Learning Needs and the HOPE virtual school. The delivery of

the CES provision requires collaboration with other education post-16 and Year 11 providers. Many of these discussions are already at an advanced stage but in reality no lasting agreements can be made until the outcome of this selection process is complete. Currently senior leaders within the CST lead on a Middle Leaders course for 5 academies across the city and on the city wide NQT programme including the residential programme for 13 schools. We also chair the Fair Access Panel, are a School Leader in dealing with radicalisation. The executive Principal is a member of a number of city wide working groups

Section F – capacity and capability

Please note:

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

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team
[Insert a short commentary on your plans to manage the pre-opening project here. Table expands] **Project Management and Finance** [redacted] has experience of setting up and leading project teams. The plan will be to use part of the pre-opening grant to develop a Project Management Team. The previous CPS free school project used external consultants to project manage the pre-opening phase of the Cathedral Primary Free School and therefore have experience of testing the market for this service. A tender exercise will take place to ensure best value as well as securing assurances on deliverability and quality of the team members. This project team can be supplemented with expertise from CST Trust support service team or specific consultants. The project manager will work closely with the project lead to ensure the project is delivered on time and to budget. A principal designate has been identified and has been involved in this application throughout. In order to support the opening of this free school a new head of Bristol Cathedral Choir School has been appointed and a Director of Teaching and Learning for the Trust is in post. In addition, the Trust has appointed a very experienced Director of Finance.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

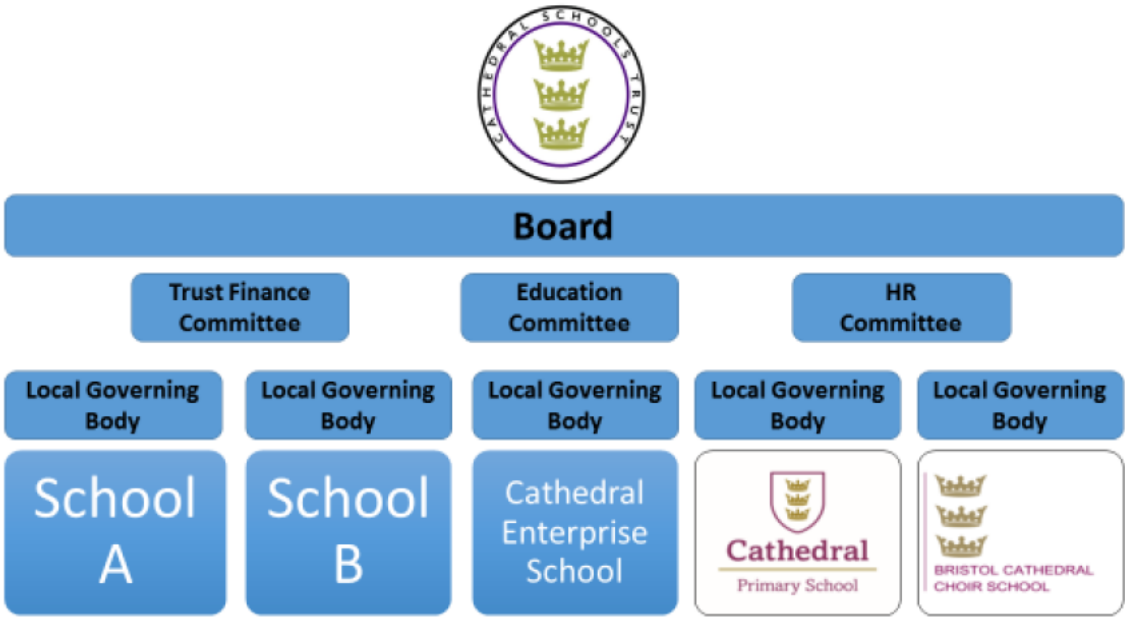
Skills/experience missing	**Where is the gap?** ie pre-opening team, Trustees, local governing body	**How and when do you plan to fill the gap**
Vocational programmes of study	Leadership and Teaching body	[redacted]
Employability Award	Leadership and Teaching body	[redacted]
Marketing and PR	Pre-opening team	[redacted]
Diversity / representation of different social/ethnic groups		[redacted]

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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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



All schools within the Trust will be supported by local governing bodies. There is a commitment by all schools to disseminate best practice and to distribute leadership. The drive for improvement is driven by the education committee and supported by the following structure:

The school improvement services are led at board level but individual schools are also allowed a level of autonomy in the best interest of all students. The scope for different levels of intervention dependent on need where schools might be struggling. Schools would be expected to work together both at primary and secondary levels. Where there are concerns over the performance of the school the Trust must act to ensure the quality of education is not put at risk. (See ' Governing Bodies')

The board for CST will meet at least eight times each year and will set clear targets for then CEO, in addition they will:

- Delivery on an annual basis a Business Plan for the College
- Prepare a quarterly outturn and on request a copy of the Projected Outturn
- Submit Annual Strategic Objectives, an Annual Risk Register and an Annual review of performance
- Be subject to a support programme from within the Trust in the case where CST judges that there is a breakdown in the way the school is managed or governed or is likely to be assessed by Ofsted as 'in need of improvement' or 'special measures'
-

The Principal of Cathedral Enterprise School will report directly to the CEO of the Trust who will support via weekly line management meetings.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and

- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector
NOT APPLICABLE

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
NOT APPLICABLE

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
NOT APPLICABLE

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability
There are considerable economies in this model which enable us to demonstrate excellent value for money whilst delivering an outstanding provision. Notable economies in this model arise from: • The lecture style delivery for 11-16 students equating to a 22% saving on classroom teaching • The extended working day enabling teachers to deliver a 60 hour working week rather than a 50 hour working week which facilitates a 15% provision for PPE • 3 out of the 5 Period 6 sessions in any week are delivered by the external business community as part of their CSR • The model is designed to encourage early leadership amongst the high calibre staff with significant responsibility assigned to Middle Leaders at a lower cost than SLT. To balance this, the TLR payments are set at a higher rate than the national standard. We attach the financial template spreadsheets for more detail.

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

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

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

	Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]		
Behaviour and safety of pupils	[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.		

	Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]		
Quality of leadership in, and management of, your school	[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning. The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school. Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future		

	improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils. please delete this guidance before submitting this form]		
The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.	[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - Trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]		
Any other comments or observations not captured above. Please			

note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.			

Governance self-assessment

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

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

Department for Education

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