



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 ACADEMIES – LIVERPOOL 1

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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?	X	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	X	<input type="checkbox"/>
Section B: Outline of the school	X	<input type="checkbox"/>
Section C: Education vision	X	<input type="checkbox"/>
Section D: Education plan	X	<input type="checkbox"/>
Section E: Evidence of need	X	<input type="checkbox"/>
Section F: Capacity and capability	X	<input type="checkbox"/>
Section G: Budget planning and affordability	X	<input type="checkbox"/>
Section H: Premises	X	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	X	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	X	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days 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)	X	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed: 

Position: 

Print name: 

Date:

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

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

X

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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 Cathedrals Academies Trust was formed to develop high quality educational provision that meets the needs of our increasingly diverse inner cities, building social cohesion and providing outstanding opportunities for children and young people to break the cycle of disadvantage. Our Cathedrals remain a potent and visible symbol of the identity of our cities and have a long established history of educational provision and social leadership.

Cathedrals have had a formative role in the development of education since early medieval days, and the first Cathedral schools were centres of advanced learning. During 2015 the English Cathedrals highlighted through their conference ‘Essential Blessing’ the contribution that is made to church growth and education through the whole range of work with children, including through choirs and Cathedral schools.

We therefore wish to develop provision that builds upon this rich tradition to provide a vibrant and forward looking educational model that meets the needs of children and families of all backgrounds based upon an ethos and values that are fundamental to the British way of life.

Through the pioneering work of Bishop David Sheppard (Anglican Bishop of Liverpool 1975-1997), and Archbishop Derek Worlock (Catholic Archbishop of Liverpool 1976-1996), Liverpool was at the forefront of thinking on social cohesion. They based their work on the values that unite faiths and communities rather than the differences that can often divide them. Fundamental to this approach is a shared understanding of common values that drive the work of the Trust. These values, whilst derived from a Christian tradition apply equally to all, whether from a Christian perspective, other faiths or none, namely:

- Wisdom
- Endurance

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

- Service
- Compassion
- Trust
- Peace
- Forgiveness
- Friendship
- Justice
- Hope

These values will permeate all aspects of life in the schools. The examples of how they will feature in the day to day experiences of all pupils and staff are as follows:

Wisdom: pupils and staff alike will be encouraged to embrace a scholarly approach. An academic curriculum offer to match the highest performing schools will be developed for pupils. Whilst staff will be encouraged to continue to develop their own practice through research. Academic knowledge and understanding will be used to define how the schools operate, including expecting pupils to make informed decisions about behaviour.

Endurance: there will be a “no excuses” culture throughout the schools. Teaching and classroom support staff will be expected to deliver the highest quality lessons at all times; all staff will be expected to model professionalism at all times; and pupils will be expected to arrive at school on time each morning fully prepared to learn. Pupils will be encouraged to develop a resilient approach to their learning. In Key Stage 2 this will be supported through residential visits which will test pupils’ ability to operate “out of their comfort zone” by trying new activities. This approach will be adapted to suit the needs of individual pupils with additional requirements.

Service: Pupils will be expected to serve their peer groups, the school and the wider community through the undertaking of specific roles, for example School Councillor, Buddy, House Captain. The schools will seek to develop links with other community groups and organisations, for example residential homes for the elderly or faith organisations. This will support inter-generational understanding and wider community cohesion.

Compassion: Our behaviour policy will seek to emphasise the need for compassion, as will whole school assemblies. All pupils will receive age-appropriate messages about the difficulties that other face within school, in our local area and beyond. During RE and PSHE, pupils will explore appropriate responses to the needs of others.

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

Trust: The fostering of trust will start from the beginning of a pupil's time at the school, when parents will be expected to sign a Home/ School Agreement. For a child to thrive at school, we believe there must be trust on both sides. There will be regular opportunities for parents to engage with staff formally, for example during Parent Review Meetings, and informally, for example during morning drop-off and afternoon collection. This will be further facilitated through the work of our Family & Pastoral Manager.

Peace: The schools' Behaviour Policy will be the key driver for peace. There will be a strict zero-tolerance of bullying. We will encourage children how to verbally resolve their conflicts, rather than acting on impulse and physically hurting another friend. They will be urged to use kind words and gestures in the classroom, and never emotionally hurt another friend by calling them names. We will embrace a mutual respect for diversity, as well as a variety of cultural and international holidays. We believe that if we teach this same respect to children when they are young, they will grow to have a deeper appreciation and understanding of all cultures.

Forgiveness: All staff will receive relevant dispute resolution training. It would be naïve to state that there will never be disputes between pupils. However, staff will be equipped to deal quickly and effectively to minimise the impact of these situations. Children will be encouraged to acknowledge when their behaviour towards others has fallen short of expectations. At the same time, pupils will also understand the importance of forgiveness in order to be able to move forward in life in a positive manner.

Friendship: We will work with pupils and parents to explain the importance of friendship in a child's development, for example, by sharing toys, time, games, experiences and feelings, children learn that they can have their social needs met and can meet the needs of others. The school will also explore the issues around changes and developments in friendship, and how to manage these positively. In all areas of school-life we will support pupils to develop the key social skills that help with friendships: including cooperation, communication, empathy, emotional control and responsibility.

Justice: At a school-wide level, behaviour policies will be drafted in a child-friendly manner to ensure that all pupils understand the school rules and what happens if these rules are broken. At the start of each year classes will discuss class rules and agree a charter to abide by. During assemblies, RE and PSHE wider issues around justice will

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be explored, using real-life examples from across the globe to ensure that all children, regardless of faith, gender or nationality can relate to the examples used.

Hope: The schools' approach to extra-curricular activities will aim to foster a sense of hope. It is envisaged that our schools will serve some of the city's most deprived communities. We aim to broaden the horizons of our pupils and demonstrate to them that they have the ability, and the right, to achieve their potential. All pupils, from the earliest age, will be taken to some of the city, the region and the country's most notable places including the Cathedrals, Russell Group universities and the Houses of Parliament. This will expose them to life outside of their day-to-day surroundings and allow them to become familiar with new settings, minimising stress and anxiety in the future when they transition through education and into employment.

All of these values will be re-enforced through assemblies and classroom/ corridor displays. Pupils own work from RE and PSHE will be used to create some of these displays in order that from the earliest possible age, pupils have ownership and understanding of the importance of these values within school and beyond.

The Cathedrals Academies Trust has been pioneered by Frank Field MP who has served for 37 years as the Member of Parliament for Birkenhead during which time he has moved from seeing poverty combatted by income increases (no matter how desirable) to ones that are concerning life chances and character. He has written on education and, in 2010, reported to the Prime Minister on *The Foundation Years: preventing poor children becoming poor adults*. This report is now regarded as a scene-changing document and the current Welfare and Reform Bill before Parliament takes up its main recommendations.

The Foundation Years Trust, which he chairs, commissioned Cambridge University to establish a set of life chances indicators to measure children entering toddlerhood successfully and entering school successfully. These indicators were compiled in association with Birkenhead reception teachers. He is working with Professor Edward Melhuish and Leon Feinstein designing the research project which will examine the impact of the early interventions that the Foundation Years Trust are undertaking in Birkenhead.

For 12 years he chaired the Cathedrals Fabric Commission in England and therefore has a close link with English Cathedrals and the development longer term of their music. An added advantage of piloting a series of Cathedral Academies around the country will be to see to what extent can the highest performing schools improve on the life chances of children which all current research shows are largely determined by the time children enter the reception class.

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The Trust is supported by the Cathedrals who had a formative role in the development of education across the country. Cathedrals were centres of mission and learning, providing opportunities for growth in culture, faith and understanding. In different ways over the centuries, at their best cathedrals have sought to be places of learning for people of all ages. Most cathedrals have a Canon Chancellor, or someone with a similar role, with a responsibility to encourage education from “cradle to grave”. The Cathedrals are keen to continue to contribute to both good-quality educational provision and to musical excellence - in ways that affirm and support the breadth of their mission, through support for the Trust and its work. We envisage Cathedral representation on our Local Governing Bodies, to help formulate and cement the relationship between the Cathedrals, the schools and the Trust. Whilst initially our plans for Cathedral schools focuses on the North West, over time we see this as a model which could be rolled out nationally. It is important to acknowledge that the support given by the individual Cathedrals to the individual schools will be a bespoke offer, aimed at responding to the needs of the area. In Liverpool we see this offer being a further development of the Cathedrals’ existing outreach work, for example with our schools playing a more significant role in initiatives such as the Liverpool Cathedral Schools’ Singing Programme and the ‘Big Sing’ performance.

The Trust plans to establish two new 4-11 free schools in Liverpool to help meet the increasing primary population to be found in the city and in particular in its most diverse and deprived communities. The new schools will actively encourage applications from children and families of all faiths and none to ensure the schools represent fully the communities which they will serve. We recognise that many families choose faith sympathetic schools for their children, even where they do not share the particular faith on which the school is based, because they appreciate the values that are inherent in them. We believe that there is a clear demand for schools based on a shared value framework and that also meets the particular faith needs of all families, not by allowing them to ‘opt out’ but by recognising their beliefs and actively seeking to meet them in all their diversity. Whilst both schools will be modelled on a shared methodology, for example in areas such as overarching curriculum and financial planning, each school will have the flexibilities to tailor this approach in order to respond to the specific needs of its cohort. The data sets for both schools are likely to be very similar, in terms of percentages of SEN, EAL and FSM pupils. However, given the proposed postcode areas, through local knowledge, we know that the nationalities and culture of the EAL pupils served by the school located in L8 may be very different to those of the pupils served by the school in the L7 area.

The common values that drive the Trust will be the bedrock of the work of the academies. The body that represents Anglican deans, the deans conference, will act

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

as an advisory committee in developing a set of common values that we wish to promote. We will also seek to engage with the Roman Catholic clergy in a similar manner. They will help to ensure that that children who attend our academies will be active and willing participants in their community and wider society, understanding and respecting the views of others and will have the dispositions, attitudes and skills to be help them succeed in whatever path they choose through life.

At the heart of the Trust's approach will be the core belief that a child's background should never be a barrier to success in life and therefore the Trust and its schools will ensure that each child has the support needed to enable them to succeed through an appropriate curriculum, expert teaching, outstanding pastoral systems and close working with outside agencies to provide coherent, consistent and learning and care. Furthermore, the Trust will ensure that children have access to a range of experiences to inspire, enrich and engage, providing a rich basis for their learning and opening their eyes to the possibilities and opportunities available to them.

Our schools will have a strong focus on delivering a world class academic education. This will be achieved through the relentless drive for improved standards in all areas of school life. Staff and governors will be expected to deliver to the highest standards in terms of leadership and management, ensuring that the quality of teaching and learning is amongst the best in the country. Students will be expected to adhere to clearly defined rules around things such as uniform, behaviour and attendance. A curriculum offer to match the highest achieving state and independent sector schools will be developed.

The schools will also expose our students to a wide range of extra-curricular activities, aimed at developing skills and attributes linked to supporting British Values. We believe that children and young people from disadvantaged communities do not always fully understand the wider benefits of developing their social skills through participation in wider enrichment activities. TCAT will ensure that all students fully appreciate how important such experiences will be when it comes to gaining a place at university, an apprenticeship or a moving into employment. The Trust will strive for 100% participation levels.

Successfully narrowing the opportunity gap will allow our students the chance to fulfil their potential and progress to the next stage of their lifelong learning journey, ensuring that they are equipped to compete on an equal footing with students from a wide range of backgrounds, in an increasingly competitive global market.

The schools will adopt the National Curriculum with music and mathematics as a specialist focus. We expect that as a minimum every child will make good or better progress in our schools and that the schools will be in the top quintile for performance in all measures for similar schools and at least in the top two quintiles nationally. This

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will be achieved through outstanding leadership with a clear focus on developing excellent teaching that meets the needs of every child. To enable this the Trust will undertake much of the work of the school related to finance, health and safety, HR etc to ensure school leadership has a single focus: The improvement of teaching and learning.

Core to the Trust's philosophy is the well-researched ability of music to enhance child development and learning and attainment across the curriculum and in particular in mathematics¹. Cathedrals clearly have a rich musical tradition and in particular in choral work and we will utilise this experience to put music at the heart of the curriculum. We will draw on our links with the Cathedrals to develop the highest quality provision for both universal and specialist music teaching and learning. All children will have access to a structured curriculum that develops their musical skills, understanding and appreciation, focusing not only on traditional and classical forms from all cultures but also more contemporary forms that form the background to many children's lives. Music will be taught as a discrete subject at all Key Stages. For those with aptitude and/or interest there will be the opportunity to access specialist teaching and coaching through our links with the Cathedrals and the wider community. The Trust will make every effort to ensure that financial restrictions do not provide a barrier to this and will endeavour to provide specialist teaching and access to instruments at no or low charge. Where appropriate Pupil Premium funding will be used to support the delivery of music tuition. Music and performance will also be a key driver of the extra-curricular offer, allowing pupils to develop important life skills such as communication, resilience and team work.

The Schools will:

- Provide an exceptional academic education to all their children
- Add value to the academic achievement of every child
- Provides a nurturing environment to engage all children
- Provides the best standards of teaching
- Perform within the top quintile of similar schools on all measures

¹ <http://www.nafme.org/take-action/what-to-know/all-research/>¹

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- Become the school of choice for local parents of any faith or none
- Achieve OFSTED ratings of Outstanding within 5 years.

The Schools will be part of The Cathedrals Academies Trust (TCAT), a multi-academy trust established by Frank Field MP in partnership with David Ross, Principal Sponsor of the David Ross Education Trust. The aim of the Trust is to improve the life-chances of some of the country's most deprived children, who reside within Cathedral cities, where the contrast of the educational experience of the richest and the poorest in society is often at its most stark.

In the first phase of its development TCAT plans to operate across the North West of the country, focusing on the urban conurbations of Liverpool and Manchester, along with satellite towns, as a way of supporting the development of the City Regions and helping to shape a role for the Cathedrals within these City Regions. The Trust plans to grow to 10-15 schools within the first four years of its existence. Free Schools are seen as a route to develop in-house school improvement capacity, as a means to supporting sponsored academies which may join the Trust. These Free Schools will be the centre of the Trust's school improvement hubs. We strongly believe this our model will support the response to the challenges in educational provision, experienced within our region, as identified by Sir Michael Wilshaw on 25th February 2016.

Once the hub model around Cathedral Academies (Free Schools) and sponsored academies has developed and been embedded successfully in the North West region, the Trust may consider rolling the model out to other parts of the country in partnership with the relevant Cathedrals. We have already been approached by clergy in the North East to explore the possibility of extending our model to the Newcastle area.

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.

Liverpool 1	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Liverpool 2	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60

Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

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.

Subject/other activity	Hours per week	Mandatory / Voluntary	Optional	Timetable
English	5	M		20%
Mathematics	5	M		20%
Science	5	M		20%
Humanities: History Geography	2	M		8%
Design & Technology, Computer Science	1	M		8%
RE	1	M		4%
PE	2	M		8%
Music	2	M		8%
Art & Design, Drama	1	M		4%
PSHEE	1	M		4%
Total	25			100%

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.

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

Overview

This proposal is for the establishment of [redacted] near to Liverpool City Centre, [redacted]

[redacted] Based on existing data we would expect the data profile of the schools around the following:

Cathedral School – Liverpool 1	[redacted]
SEN	0.5%
EAL	42%
FSM	59%



The data sets for both areas are very similar and therefore many of the overall approaches within the schools would be replicated. However, it will also be necessary to tailor the operating procedures within the schools to respond to the diverse communities that these schools will serve, in order to be sensitive to cultural differences which will arise. For example, whilst both schools are likely to have a high percentage of EAL pupils, the nationalities and backgrounds of these pupils is likely to differ quite significantly between the two schools.

Both schools will differentiate the curriculum and teaching time across the key stages. Given the expected low starting point of many of our cohort, we believe that there needs to be a different approach to teaching EYFS to Key Stage 2.

School Day, Term and Year Organisation

Our aim is to organise our term times similar to those in Local Authority schools, to ensure that the Schools can play as active a role as possible within their local

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community, providing opportunities for pupils and staff to work with each other. The school terms will add up to 38 weeks.

We plan to accommodate working parents by offering wrap around care. We will offer breakfast club from 8am until school time. After school from 3.30pm we will offer support for children who require extra help with school work or we will provide activities that will be relaxing and enriching. Breakfast, after school tuition and holiday clubs will be charged to the parents with the exception of pupils in receipt of the Pupil Premium.

Pupils will be required to be in school for 190 days, with five INSET days to be taken which will be used to develop and share good practice across the Trust.

The school will normally open at 8am, with optionally attended breakfast clubs. All pupils will be expected to be in school before 9am, when the school day proper begins. Pupils will be required to attend lessons until 3.30pm.

A typical school day for EYFS and Key Stage 1 at both schools will be as follows:

- Breakfast club and pre-school activities- 8.00am (optional)
- School times- 9.00am to 3.30pm (Monday to Friday)
- Registration 8.45am-9.00am (Pupils must enter school for registration between these times.)
- Assembly 10.15am-10.30am Monday and Wednesday (and Friday whole school)
- Class Council Meetings 10.15am-10.30am Thursday
- Morning break- 10.30am
- Lesson resumes- 10.45am
- Lunch time- 12.15pm to 1.00pm
- Lesson resumes- 1.00pm
- Afternoon break- 2.15pm
- Lesson resumes- 2.30pm
- School finishes -3.30pm
- After school club starts/ booster classes - 3.30pm to 6.00pm

All pupils in Foundation Stage & Key Stage 1 will receive 26 hours & 15 minutes of school time per week.

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A typical school day for Key Stage 2 at both schools will be as follows:

- Breakfast club and pre-school activities- 8.00am (optional)
- School times- 9.00am to 3.30pm (Monday to Friday)
- Registration 8.45am-9.00am (Pupils must enter school for registration between these times.)
 - Assembly 10.15am-10.30am Tuesday, Thursday (and Friday whole school)
- Class Council Meetings 10.15am-10.30am Wednesday
- Morning break- 10.30am
- Lesson resumes- 10.45am
- Lunch time- 12.15pm to 1.00pm
- Lesson resumes- 1.00pm
- School finishes -3.30pm

After school club starts/ booster classes - 3.30pm to 6.00pm

Key Stage 2 pupils will receive 27 hours 30 minutes per week of school time.

On a Friday afternoon all teachers will have their PPA time from 1.15pm to 3.30pm. During this time, children will receive specialist music, D&T or PE teaching sessions, which will be provided by specialist staff including those from partner secondary schools and the Cathedrals.

Organisation of Pupils

Pupils will be structured into single age classes in each year group. Each class will have a class teacher and depending on the stage of the school's growth classes will benefit from an additional teacher to offer support to small groups or 1:1 tuition as well as the transition process from class to class. Class size will be a maximum of 30.

The schools will have a House System to foster a culture of mutual respect, teamwork and allowing pupils to develop a sense of ownership, responsibility and pride in their school and their community.

Curriculum Principles: The Basis of the Curriculum

The schools will implement an interesting, relevant and integrated curriculum providing a wide range of activities in each topic to ensure breadth and interest and contribute further to the development of literacy skills across subjects.

The key focus of the Free School will be on the basic skills of reading, writing, maths and ICT. This has to be the main focus for pupils to overcome their very low starting points on entry to the school. These very low starting points are a potential barrier to

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children attaining at or above national expectations. To overcome this, staffing, CPD and resources are to be focussed on high attainment in basic skills. Pupils will be expected to be able to listen, speak and read well so that they are able to access other areas of the curriculum enabling them to be successful in the rest of their education. Children will also be taught how to apply their basic skills in other areas of the curriculum and develop skills that will support them in further education or in their future world of work.

Children will be taught in single age classes with a maximum of 30 pupils in size. The time spent with the most highly trained staff will be increased due to the staffing policy of ensuring a higher number of teachers and less support staff so that children can receive focussed and highly effective whole class, small group and individual tuition.

Transition

For the first two weeks of the Autumn Term, Year R children will attend school on a part time basis only. (First week – half days, second week – half days plus lunch). This gradual induction to the school allows the staff to assess the strengths and areas for development of each individual at a very early stage, so as to support each child effectively responding to their individual needs.

The induction programme for all reception children and their parents takes place in the summer term prior to starting school. This will include:

- A home visit.
- A stay and play session with parents.
- A session in school with future class mates and allocated buddy.
- An informal picnic lunch with staff, parents and pupils.

An Induction Pack containing a range of information about the school and the build-up to starting school will be available at the new parents evening held in June.

In school year on year transition

Our staffing model has been designed so that as the school grows up to capacity there will be sufficient staff in school to ensure that transition from one year to the next is seamless. This will also be supported by 'End of Year Pupil Progress Meetings' where the current teacher and new teacher will meet to undertake a detailed planning and evaluation meeting for the class. The main focus of the meetings will be on agreeing end of year teacher assessment levels and within this identifying the priorities for each child in reading, writing and maths. The role of parents within this will also be a crucial supportive factor and therefore parents will be invited to meet their child's new teacher before the end of the academic year. There will also be further opportunities for

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meeting formally with teachers by the end of September and early January so that pupils' progress and achievement can be discussed as early as possible.

Transition to Secondary School

From the outset the schools will look to develop close links, at all levels with local secondary schools. The schools will explore the possibility of establishing a peer mentoring scheme by which older pupils at secondary school work as Peer Mentors for pupils in our school. The emphasis of this will be to promote good attendance, taking ownership of learning and a positive attitude to the school community. This will also ensure that when pupils transfer to secondary school that they already know of some of the expectations upon them.

Meeting the Needs of All Pupils

The Trust believes all children have the right to a broad and well balanced curriculum. Some children may have difficulty in accessing some or all of the curriculum and will consequently need special provision to enable them to develop academically, emotionally, and socially to their full potential.

The schools will be committed to the education of any child who comes up against any barrier to education. An education, health and care (EHC) plan will be developed for any child for whom this is the most appropriate route. Individual Education Plans will also be drawn up for children experiencing other barriers to learning such as English as an additional language, speak and language difficulties or looked after children.

The individual needs of all children will normally be catered for within the classroom situation by the class teacher. On occasions, however, some children may have a learning difficulty that requires extra support. This may be a learning difficulty in general or in one area of the curriculum, for example, maths. When such a situation arises the teacher responsible for Special Needs throughout the school will advise and support the class teacher in providing a thorough programme of work, which will lead that child through their difficulties. Sometimes this may be a short-term measure and other times throughout the child's school career.

If we feel unable to adequately provide for a special needs child from within the school resources, we would commission the services of a Teaching School Alliance with expertise in this area. The Trust has already started to develop links with local TSAs including the SJP Teaching School Alliance which is able to provide a range of school improvement services, across all key stages, delivered by professionals including SLEs and NLEs from locally-based outstanding schools. These include:

- Bespoke English, maths and science support;
- Support with NQTs and RQTs;
- Whole school reviews; and

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- Departmental and/ or thematic reviews.

For children with more complex learning difficulties there are clear Review and Statement procedures which enable the support services to assist with such things as extra staffing, resources, the preparation of specific work programmes, additional funding etc. Review meetings will include a range of people concerned and involved with the development and education of a child with special educational needs. The meetings do, of course, include the parents/guardians. Such meetings will identify the needs of a child and recommendations will be made as to how best to provide for those needs.

Throughout a child's education at the school's judgements will be made as to which approach will best meet his/her needs. The school will regularly keep parents informed of progress and will consult from time to time if and when various types of extra support are being considered, such as the provision of speech therapy.

Usually the teachers will identify when a child needs extra support but sometimes the parents may be the first to notice it or perhaps a child starting school for the first time is already receiving support. If parents have any concerns, questions or information relating to their child and the need for additional support, it will be made clear that they should make these known to the Headteacher.

Management of Inclusion within School

Role of Special Educational Needs Coordinator

In line with the recommendations in the revised Code of Practice 2001, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Reviews for all pupils with a statement of special educational need.
- conducting termly meeting for parents with children at School Action Plus
- carrying out referral procedures to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a pupil may have a special educational need

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- maintenance and analysis of whole-school provision map for vulnerable learners
- maintenance of a list of pupils with special educational needs
- liaising closely with a range of external agencies including Education Psychology service, Speech and Language Therapy service, CAMHS, CYPS.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on SEN register
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting at least termly with each TA assigned to children with statements and children at school action plus level to review and revise learning objectives
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs.

Role of the Class teacher

To liaise with the SENCO to agree:

- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEN list.
- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" the educational provision made generally for children of their age in schools maintained. (SEN Code of Practice 2001)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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Learning Support Assistants who are directly involved with a child or group of children will liaise with the class teacher and SENCO in order to plan for, and meet the needs of, that child. Regular support and monitoring will be provided by the SENCO.

Role of the Governor with responsibility for SEN

There will be a named governor with responsibility for SEN.

They will:

- Liaise with the SENCO to ensure an up – to - date oversight of the school's arrangements and provision for meeting special educational needs
- Work in partnership with the Head teacher, SENCO and Governing body to develop and monitor the schools S.E.N policy
- Work within the governing body to establish appropriate staffing and funding arrangements
- Be aware of how funding, equipment and resources are deployed

Pupils with EAL

Due to the significant number of pupils that are likely to have English as an additional language, we have a core of five strands of EAL development that will be employed to meet the needs of EAL pupils. This approach has proved highly successful in other primaries which have a similar pupil profile.

The five strands are:

- Specialist Speech & Language & EAL Teachers and assistants.
- Planned Opportunity for Speaking and Listening: encouraging a greater use of planned speaking and listening activities, not only in the core subjects, but across the curriculum. Class teachers will recognise the importance of maximising the time available for practicing spoken language and minimising the time in which pupils are only listening. Speaking and listening activities and the use of 'talk prompts' will be planned mainly for use in the whole class. However, in some cases, activities of a similar nature will be focused on a smaller group of pupils. Example: Speaking and listening activities will be planned using roles in dialogue. Children will be designated a role – chair, reporter, scribe and observer (Raising Achievement of Bilingual Learners in Primary School).
- Encouraging use of first language in the classroom will be encouraged by teachers who will use this to build confidence in pupils. Computer software such as 'EMAS' will be used to enable two-way dialogue through different languages.

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- Talk Partners: Offering opportunities for children to “Buddy up” to enable them to verbalise and communicate questions to help develop their understanding and language.
- Pre-teaching: pre-teaching key vocabulary to EAL learners and doing some preparatory work in advance of introducing a new topic to the class is key. Also creating some pre-teaching packs, including a multilingual CD and bilingual story books would assist in this.

We will ensure pupils with EAL have:

- full access to mainstream provision regardless of their proficiency in English.
- an initial assessment of EAL using QCA ‘A Language in Common’ to record stage of language acquisition where it is below English NC Level 2 on arrival to the school and basic vocabulary screening.
- differentiated work to lessen linguistic difficulties without significantly reducing academic challenge.
- additional support may be given through: teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

All children who attend the school who have EAL, will be baselined using the LIC programme and then support will be decided upon based on their individual needs.

The schools will offer specific opportunities to identified pupils, some of which may be self-selecting, in order to allow pupils with academic gifts and non-academic talents to fulfil their potential. Pupil premium funding will be used in some instances to allow access to these activities. It is important to remember to cater for the needs of the higher-achieving Pupil Premium pupils, as well as those experiencing barriers to learning. The higher-achievers need to be given opportunities to broaden their expectations and opportunities. Examples of how the schools may achieve this is: through engagement with universities to facilitate visits; and through music tuition which we would hope to deliver in partnership with the Cathedrals and other high profile partner organisations operating across the region.

The Trust will develop a clear approach to the use of Pupil Premium funding, to ensure maximum impact for all pupils. This will include:

- Establishing our aims for what we want each school to achieve with Pupil Premium (PP) funding;
- Analysing the barriers to learning for PP pupils;
- Deciding on the desired outcomes of our PP spending;
- Identifying success criteria against each outcome;

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- Evaluating PP strategies;
- Carrying out research into what has worked well elsewhere, in similar settings;
- Deciding on the optimum range of strategies to be adopted;
- Undertaking staff training to ensure all staff are capable of delivering against the strategies adopted;
- Monitoring the progress of PP-eligible pupils frequently and ensuring that this is reported to the Local Governing Body; and
- Putting an audit trail on the school website for PP spending.

We will develop a Trust-wide suite of statutory and non-statutory policies to ensure that a pupil accessing education at any of our schools is dealt with in a consistent manner, these will include:

- Admissions;
- Special Educational Needs;
- Health & Safety;
- Accessibility Plan;
- Supporting Pupils with Medical Conditions;
- School Behaviour; and
- Equality Information and Objectives.

The implementation of these (and other) policies will ensure that Trust (and each school) is fulfilling its legal obligations under Equality & Diversity legislation to ensure that every child has full access to the curriculum and all other aspects of school-life. This approach also allows the Trust to develop and share best practice.

Teaching and Learning

Key to the success of the schools will be the relentless focus on the quality teaching and learning in:

- Speaking and listening;
- Reading;
- Writing; and
- Numeracy.

Application of the following skills will be through a connected curriculum which focuses on the skills of:

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- Critical thinking and problem solving
- Oral communication
- Written communication
- Teamwork
- Leadership
- Creativity and innovation
- Life-long learning and self-direction
- Professionalism and work ethic
- Ethics and social responsibility
- Developing a positive identity
- Healthy habits

The connected curriculum will be based on the discrete subjects identified in the national curriculum and Religious Education. The Early Years Foundation Stage will base its curriculum on the Early Learning Goals, but will still have a strong emphasis on the basic skills.

Children will be given opportunities to develop these skills through play based learning throughout the Early Years Foundation Stage and in additional learning opportunities for older children at playtimes, lunchtimes and after school activities. Trips, visits and visitors are planned into the curriculum to enhance children's understanding of wider opportunities. All these activities will be designed to enhance children's acquisition and use of extended language.

The provision at the Cathedral School Liverpool 1 [REDACTED] will take account of every aspect of a child's development. We will aim to provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of all our children. The curriculum will give children the opportunity to achieve the highest possible standards of numeracy and literacy whilst ensuring they can become confident in physical, artistic, practical and social skills. We allow for the individual needs of each child to be met within well-planned learning experiences.

Areas of learning will include:

- English;
- Mathematics;
- Science;
- Religious Education;

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- Music (to also include whole class and individual tuition, using the specialist teachers); and
- IT and Computing;

The following subjects will be taught as part of a connected curriculum through units of work which may cover more than one subject at a time:

- Art;
- Music;
- Physical Education;
- History;
- Geography; and
- Design and Technology (using the specialist teachers as appropriate)

The following areas will be covered during focus units of work in each year group as appropriate to age and development.

- Personal, Social, Health Education (PSHE) (including Sex and Relationships education and drugs awareness).

Additional time will be allocated to English and mathematics teaching which reflects the priorities the school will place on continuing to raise standards in these areas.

The SLT will have responsibility for monitoring the quality of teaching and learning through learning walks, book scrutiny and formal lesson observations. Where it is believed that the quality of teaching is falling short of the school's expectations a bespoke CPD programme will be developed for the member of staff involved. This will include being buddied with a stronger teacher, which include working with colleagues from the other school.

The Headteacher will have lead on any capability processes should this course of action prove necessary.

Literacy and Numeracy

Basic skills in literacy and numeracy will be taught in the mornings, to maximise pupil's learning. The Free School will have a very strong focus on raising standards through the use of:

- Specialist teachers to deliver small group and 1:1 tutoring
- A staffing structure based on supporting the above
- Rigorous collection of assessment data and effective use to inform planning and provision of interventions.

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These approaches create smaller teaching groups, which enable teachers to target pupils' needs effectively. This is because the range of ability amongst pupils in any one class is reduced. This leads to higher levels of achievement and attainment. Therefore, the curriculum is targeted on personalised learning and is very much standards driven. The schools will invest in teaching staff rather than teaching assistants to increase the degree of accountability for standards.

The Trust is aiming for zero tolerance of illiteracy. Phonics and reading will be taught at the right level for each child across the school, regardless of a child's age. This allows the very high levels of mobility and poor levels of language of children who enter the school to be most effectively addressed. This will include ensuring that higher-achieving pupils have access to a wide range of reading materials. The schools will ensure that libraries are well stocked, and will use initiatives such as the one recently launched by Penguin Classics, in partnership with the DfE, to achieve this.

There will be a clear focus on the teaching of phonics through the EYFS and KS1 through the use of the Letters and Sounds framework. The school will also use Read Write Inc Phonics, Spelling and Comprehension programmes to ensure that a clear progression and development strategy is in place.

Science

Science will be taught through discrete units of work linked to the national curriculum for science.

ICT

A substantial amount of money will be invested in implementing innovative use of technology across the school and curriculum. As part of the ICT Curriculum pupils will learn to type but all other skills will be learnt through other subjects where ICT will be used as a vehicle to improving learning. An Online learning environment where pupils can share work with each other and their teacher as well as work on documents collaboratively will be established. Pupils will earn ICT licences as their skills progress and this will enable them to undertake new skills and responsibilities.

Physical Education

Two hours of PE will be delivered by both the class teacher and a specialist teacher each week.

Early Years Foundation Stage

Children will follow the Early Learning Goals and activities will be based on teacher assessment and an individual knowledge of each child's learning needs. Phonics, reading, maths and speaking and listening will be taught discretely, whilst other learning opportunities allow children to develop and apply knowledge and skills through a play based curriculum.

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Key Stages One and Two

At both Key Stage One and Two the children will be taught 1 ¼ hours of literacy (including phonics, handwriting and spelling) and 1 ¼ hours of numeracy each day.

Enrichment to the Curriculum and Extra-Curricular Activity

The school will aim to broaden pupils' horizons. This will be achieved through the curriculum and by developing trips and visits, encouraging visitors and through providing the children with practical, real life experiences. Staff will work with the sponsors to raise the children's understanding of the world and vocational opportunities in an age appropriate way. As part of the Trust's ethos, children will be encouraged to learn about the world of work by taking on jobs across the school. Children will be encouraged to earn rewards which can be saved towards trips at the end of a term, thus encouraging a deeper understanding of the importance of a strong work ethic.

To achieve this the Trust can benefit from the learning achieved by David Ross, through his work with the David Ross Education Trust (DRET) which has one of the State-sectors best developed extra-curricular offers. A rich menu of exceptional extra-curricular experiences that enhances pupils learning and raises aspirations will be developed. Many of the pupils will have never left their home towns, it is therefore important to encourage them to experience life beyond their comfort zones. This will be achieved through:

- Engaging Schools with local businesses.
- Forging links with Higher Educational establishments.
- Making a University education seem within their reach.
- Raising aspirations and attainment.
- Collaborating with organisations that have strong links with children in education.

Proposed extra-curricular activities will include:

- Music lessons – specialist tuition;
- Sports Development – learning from experiences gained through involvement with DRET;
- Homework club;
- Sports clubs;
- Arts club;
- Specialist mathematics teaching through project work; and

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- Training of identified pupils for leadership roles – school council, pupil leaders, play leaders.

MUSIC AND MATHEMATICS SPECIALISM

The Cathedral Free School will have specialisms in both music and mathematics. These two subjects link well together and when studied from an early age will aid the overall academic development of a child. The school will capitalise on the academic research undertaken and ensure its application throughout the school in order to aid the academic achievement of its pupils. Music and mathematics will be at the core of the curriculum from Reception and through all key stages and will also permeate the whole of school life.

Mathematics will be delivered as a discreet subject and the school will strive to become a Beacon School in the delivery of mathematics. As well as curriculum time solely devoted to the discreet delivery of mathematics the subject will also be delivered in practical application throughout the extra-curricular enrichment programme and all pupils will learn of the practical application of maths in many different areas such as budgeting, science, banking, commerce, technology and meteorology.

Mathematics will permeate the teaching of many of the curriculum subjects such as geography and science and this will be clearly demonstrated in the schemes of work. The practical application of the subject will be taught throughout the school so that pupils view mathematics as part of normal everyday life and not just as a discreet subject. Basic mathematical practical applications will be taught such as in the exploration of non-standard units of weight in relation to baking, in problem solving and in business applications..

Music will also permeate the whole curriculum of the school and the schools aim to offer a unique curriculum for all pupils and especially those who display an aptitude for music. The music curriculum will be steeped in the ethos of the Cathedrals. Music will be taught by specialists from Reception through to Year 6 and it is expected that all pupils will study a musical instrument and sing. It is through the studying of a musical instrument from an early age that the brain can be stimulated aiding cognitive ability in perception, attention, memory, motor skills, language, visual and spatial processing and executive functions such as problem solving, flexibility and sequencing. The schools will ensure the outstanding musical education for all pupils in order to ensure that the skills learnt, studied and developed will aid the overall academic learning of the pupils. Music will also give them life skills that will hold them in good stead for future careers and the school will cultivate a love of the arts. The extra-curricular programme will be wide and varied allowing all pupils to appreciate and explore our rich heritage of the arts, the contribution they have made to the development of British Values.

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A team of experienced and highly qualified peripatetic instrumental staff will deliver tuition in small groups or on a one to one basis to all pupils across the entire instrument range. Pupils will be able to explore a wide variety of instruments in reception and at key stage 1 before they choose the instruments they would like to study. There will be clear monitoring of the progress of all pupils, excellent communication between home and school in order to facilitate practice sessions for the pupils and frequent recitals and concerts in order for pupils to gain high level performing experiences and for family and friends to become thoroughly involved in the musical development of the pupils.

Links will be made with all the North West's top orchestras such as the Hallé, Royal Liverpool Philharmonic, Opera North and Northern Ballet Theatre as well as the Royal Northern College of Music in Manchester. Our aim is for instrumental staff to have experience with these orchestras or the RNCM and that delivery of tuition will be of the highest standard available.

The academic music curriculum will focus on all areas of performance, composition and listening and appraising, will be innovative in its approach yet totally inclusive to acknowledge the differing abilities across the cohort.

QUALITY ASSURANCE OF TEACHING AND LEARNING

This is key to the development of every pupil and the academic curriculum and extra-curricular enrichment programme will work together to ensure the best possible learning experience for all pupils. There will be an outstanding learning environment with a classroom code which will enable all pupils to ensure their own learning is the best it can be whilst ensuring they enable the learning of all pupils around them. Good home school relationships will be built and all parents will be encouraged to provide a good learning environment for their children at home with regards to homework and self-directed study. Given the diverse nature of the cohorts our schools will serve we accept that this may not always be possible. As such the schools will strive to provide opportunities for children to experience a good environment for self-directed study by arranging homework clubs.

The quality of teaching and learning will be monitored by the Senior Leadership Team and all schemes of work will reflect the specialisms and numeracy and literacy. It is expected that:

- All pupils will have a clear understanding of each task and its purpose
- All subjects will identify subject specific key vocabulary which will become standard language in the lesson
- All work will be differentiated for pupils and classroom Teaching Assistants will be used to aid this.

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- Marking and feedback will be key to pupil progress. It will have detailed comments showing achievement, good work and to identify areas for improvement allowing each pupil to revisit work and improve upon it. This will be monitored and checked by teaching staff.

There will be a whole school marking policy outlining the principles and criteria for the school which will then be reflected in each Key Stage's marking policy. A whole school policy will ensure consistency across the school whilst also allowing departments to have a marking policy that is in line with this but subject specific

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.

D2 – measuring pupil performance effectively and setting challenging targets

The Trust Impact Measures will focus upon:

- All pupils making at least expected progress in their learning in Reading, Writing and Maths;
- Pupils' attendance levels being in line with national averages;
- Achieving at least at the National Average for attainment at both Key Stages;
- Being within the top quartile for similar schools for attainment at both Key Stages;
- Being in the top quartile for all schools for progress for both Key Stages;
- Ensuring that at least 60% of children are at age related expectations at end of the EYFS; and
- Ensuring that at least 80% children are at age related expectations in reading.

Targets will be set for each cohort of pupils in regards of the following areas:

D2 – measuring pupil performance effectively and setting challenging targets

Target Setting

To close the gap on attainment the following approach to target setting will be adopted:

- We assume all children will reach L4 in English & Mathematics by age eleven;
- We will identify those children who will not - these children will be subject to an individual programme and subject to challenge on progression rates;
- Agree expectation;
- We will identify those who are able to reach L5/L6; and
- Put strategies in place to enable all children to reach potential This happens for each year group replacing L4 with the relevant expectation for that year group.

Where relevant pupils will also have targets set for:

- EYFS related targets in all areas;
- Attainment (age-expected) in Reading, Writing, Speaking & Listening and Maths;
- Progress in Reading, Writing, Speaking & Listening and Maths;
- Attendance and Punctuality; and
- Reading Age.

National Primary Baseline Assessment, KS1 assessment and in year data will provide us with the information to set challenging targets, which include every child making expected progress with 50% making more than expected progress.

Success Measures for attendance will be set at minimum levels in line with national averages for overall attendance.

Progress against all of the targets will be recorded and reviewed at least 3 times per academic year – December, April and July. These will feed into the accountability framework put in place by the Trust and governors to hold the Headteacher to account. The Headteacher will hold staff accountable during Achievement Meetings.

Analysis of progress will be used to identify the impact of strategies employed in the school and to identify redeployment of resources towards needs. This will include analysis of the performance of all groups of pupils within the school including:

- Boys
- Girls
- FSM
- LAC
- Young Carers

D2 – measuring pupil performance effectively and setting challenging targets

- SEN
- G&T
- Ethnicity
- Attendance

Key Stage Leaders will take responsibility for collating the termly report for their area which will be reported back to governors.

ASSESSMENT AND REVIEW

Governors shall be expected to report to the Trust against KPIs which will be set for the school on a termly and an annual basis.

The school will focus on the development of a progression gradient - i.e. the linear progression that charts national expectations against age for each year group.

All children will be assessed each half term and plotted on the progression gradient. These progression rates will be the subject of an individual discussion with each teacher and Head/KS coordinator. The key discussion being:

- Is the child on or above the expected progression gradient?
- If not what intervention is in place and when do we expect a return to attainment on or above the line?
- Can we move the child to a higher progression gradient? (e.g. to achieve L5 at 11) Class teachers will build an assessment portfolio of evidence for pupils for Reading, Writing, Speaking & Listening and Maths.

The evidence collected will come from a range of sources including:

- Observations made in class
- Written work in books
- Tests and assessments
- Running Records
- Progress Trackers
- Observation notes

The assessment portfolios will be standardised and moderated internally within school and externally with other schools or professionals to ensure accuracy and consistency of judgements.

An overall judgement will be made on a child's level by taking into account all the evidence collected. All assessments will be used continually to inform the next steps of learning required.

D2 – measuring pupil performance effectively and setting challenging targets

Testing and teacher assessment will occur throughout all areas of the curriculum but with an emphasis on the National Curriculum Core Subjects, namely mathematics, English and science. Updating of the records will be an on-going process so that they reflect the progress being made and provide all stakeholders with the information they require to ensure that each child is individually supported to achieve his or her best.

Tracking Pupil's Progress

Assessment Manager 7 will be used to enable senior leaders to acquire a strategic view of standards and progress of all pupils and different groups of pupils. Information will be added to the tracker on a termly basis. The Tracker will be updated weekly to take account of high levels of mobility.

A rigorous system of monitoring and scrutiny will involve all teachers and non-teaching staff.

- All teaching and support staff will be organised into learning teams. Team leaders will be appointed from the senior management team and include an DHT, EYS and KS1 phase leaders.
- Staff CPD will follow a coaching model within the learning teams. NQTs will be mentored and a rigorous Trust-wide programme will be provided that runs parallel to the learning team system.
- Each learning team member will be involved in a cycle of lesson observation, feedback, targeted support and book and planning scrutiny over a 6 week period.
- Each learning team member will be involved in pupil progress reviews termly. Curricular and numerical targets will be set and the information recorded on raising attainment grids. Venn diagrams will be used to map and track pupil attainment in English and maths combined and progress in relation to numerical targets. AM7 will be used to map attainment in relation to national benchmarks and floor standards, as well as pupils converting 2 levels progress from Key Stage 1 to Key Stage 2.
- SIMS will be used to analyse data collected termly. This will inform the SEF and Headteacher's report to Governors and will be shared with the SLT and all staff.
- The learning team system will be linked to Performance Management and other school improvement systems e.g. School Development Plan.

Assessment Procedures

Half-Termly

- Range of attainment grids will be completed following teacher assessments. These are based on the use of APP materials, level descriptors, in-class tests and other supplementary materials;

D2 – measuring pupil performance effectively and setting challenging targets

- Venn diagrams will be used to map and track attainment and progress towards floor targets in English and maths combined;
- Pupil progress meetings will be held between class teachers and team leaders to discuss current attainment and expected progress of all children in the class.
- Numerical targets will be set for the next term and recorded on the range of attainment grids. Targets and progress will be reported to and reviewed by the senior management team. Targets will be discussed with pupils, parents and carers.
- At the end of each term, IEPs for children at school action will be evaluated and new IEPs written. IEPs will be shared with parents. Targets will then be set and shared with pupils and parents/carers.
- At the end of each half term, IEPs for children at school action plus/statements will be evaluated and new IEPs written. IEPs will be shared with parents. Targets will then be set.
- Attainment judgements will be made termly for all children across a range of abilities in reading, writing and Maths, using levelled assessment materials developed by school but based on APP criteria, securing levels documents, N.C level descriptors and other supplementary materials. Coverage of the National Curriculum for non-core subjects will be marked off half termly.

Daily

- Assessment for learning will be used to inform daily planning in all subjects and recorded on planning sheets.
- Work will be marked to the Success Criteria for each piece, including weekly extended writing, which is completed independently and levelled
- Initial and final assessment will be carried out to monitor progress within the units

Monitoring

The accuracy of pupil progress and attainment data will be monitored by;

- Team leader review half-termly, checking on progress, raising attainment grids and Venn diagrams. This will be shared at SLT meetings and follow up actions are agreed. Individual programmes will be created and actioned. A training record will be kept for all staff.
- Moderation by subject leaders, AST (SATS marker at Key Stage 2) and consultants (as required)
- Report to Governing Body
- Verification of end of year and SATS/EYFS data by the Trust's Primary Lead Adviser
- Lesson observations and book/planning scrutiny.

Strategic Overview

D2 – measuring pupil performance effectively and setting challenging targets

A strategic overview of standards and progress will be gained from the analysis of data entered termly into SIMS. This will be filtered to analyse the performance of identified groups of learners and to feed into termly action plans and the report to the Governing body. SIMS AM7 will be used to monitor pupil progress towards their end of year targets and FFT predictions.

Parental Involvement and Reporting to Parents

Parents will be expected to attend information sessions at least three times a year. Academic, behaviour, attitude and attendance targets will be discussed, set and reviewed with parents at these meetings. Individual Education Plans and Behaviour Plans will also be discussed at these meetings for children with particular needs.

Attendance at these meetings by parents will be encouraged by using incentives seen to work in schools serving similar communities.

Annual reports will be sent to parents at the end of the academic year.

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.
-

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

Staffing Principles

- An experienced Headteacher responsible for the strategic leadership of the school, as well as operationally on a day to day basis delivering the expected outcomes
- Maximising the number of qualified teachers
- Ensuring all teaching staff have management and/or curriculum responsibility

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

- Providing a flexible non-teaching staffing complement to meet the needs of each cohort

The staffing plan below shows the initial school staff in 2017/18 and, for each year subsequently, how the staff would be built up as the school grows. This is followed by a diagram that shows the staffing structure and responsibilities.

The Leadership Team will be responsible for maintaining high academic standards and for ensuring that the needs of every individual pupil are met where possible. They will be expected to strategically plan and review, along with the Local Governing Body and for all actions to reflect the ethos and character of the Trust.

Our staffing structure reflects our emphasis on having high quality staff in place to be able to offer pupils more time with these staff. It also incorporates our model in supporting the growth of the school and on-going year on year pupil transition.

Specialist music teaching and sports coaching will be bought in through third-party providers in the first instance, to allow the schools maximum flexibility in terms of longer-term appointments.

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Staff – All FT unless stated)							
Headteacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Head FS & KS1	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Head KS2				1.0	1.0	1.0	1.0
SENCO	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reception Teachers	1.0	2.0	2.0	2.0	2.0	2.0	2.0
Y1 Teachers		2.0	2.0	2.0	2.0	2.0	2.0

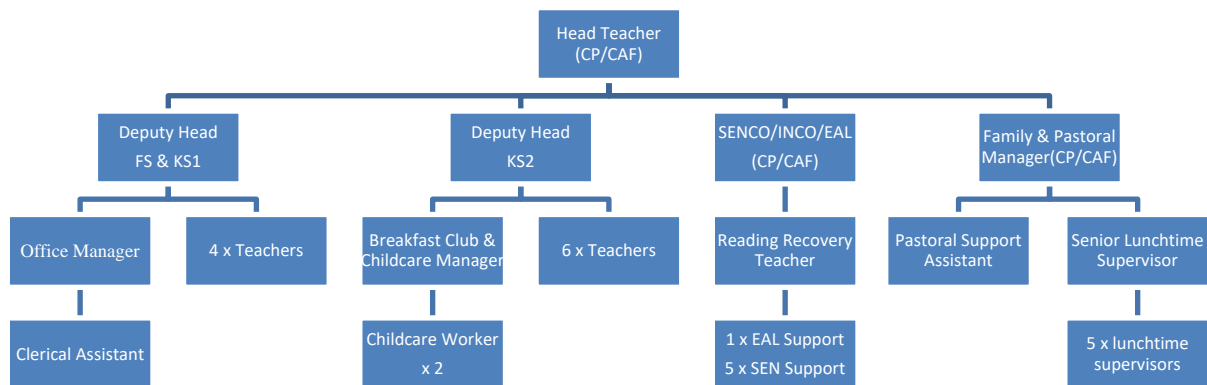
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Y2 Teachers			2.0	2.0	2.0	2.0	2.0
Y3 Teachers				1.0	2.0	2.0	2.0
Y4 Teachers					2.0	2.0	2.0
Y5 Teachers						2.0	2.0
Y6 Teachers							2.0
Office Manager	0.5	0.5	1.0	1.0	1.0	1.0	1.0
Clerical Assistants				0.5	0.5	1.0	1.0
Breakfast Club & Childcare Mgr (30 hrs)	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Childcare Workers (30 hrs)	1.0	1.0	2.0	2.0	2.0	2.0	2.0
Reading Recovery Teacher			0.5	0.5	1.0	1.0	1.0
EAL Support		0.5	0.5	1.0	1.0	1.0	1.0
SEN Support	0.5	0.5	1.0	1.0	2.0	2.0	3.0

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

Family & Pastoral Manager	0.5	0.5	1.0	1.0	1.0	1.0	1.0
Pastoral Support Assistants					1.0	1.0	1.0
Senior LTS (0.23 FTE)	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Lunchtime Supervisors (0.23 FTE)	1.0	2.0	3.0	3.0	4.0	4.0	5.0

Final staffing structure



SLT structure

As shown in the diagram above, the proposed school will have a Senior Leadership Team (SLT) of five members: the Headteacher, two Deputy Headteachers, the SENCO and the Family & Pastoral Manager.

The Headteacher will take overall responsibility for the performance management of the whole SLT and all other teaching staff in school.

Each of the 'teaching staff' members of the SLT will have responsibility for the quality of teaching and learning within their area of the school as well as the monitoring and evaluation reports back to the Headteacher.

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

Each Deputy Headteacher will also have responsibility for managing staff within a 'non-teaching' area such as Admin staff or Childcare staff.

The SENCO will have management responsibility for the education support staff.

The Family & Pastoral Manager will have management responsibility for the pastoral and lunchtime staff.

Three members of the school staff will be trained appropriately and will be responsible for Child Protection and the Common Assessment Framework process.

Change over time

In 2017/18

- Reception teacher appointed
- The Deputy Head (FS & KS1) will have a 0.8 teaching commitment for a reception class with the SENCO providing cover
- The Headteacher and Deputy will each take responsibility for curriculum leadership in literacy and Mathematics
- The Headteacher will line manage the Childcare Team until the appointment of the second deputy in 2020/21

In 2018/19

- Year 1 Teachers appointed
- A second reception teacher will be appointed releasing the Deputy
- Y1 staff appointed
- EAL support appointed (0.5)
- Additional LTS appointed

In 2019/20

- Year 2 Teachers appointed
- Office manager role becomes full-time
- Reading Recovery Teacher appointed (0.5)
- SEN becomes full time
- Family & Pastoral Manager becomes full time
- Additional LTS appointed

In 2020/21

- Year 3 Teachers appointed

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

- Deputy Head KS2 appointed with initial responsibility for Y3 class (0.8)
- Clerical assistant appointed (0.5)
- EAL Support becomes full time

In 2021/22

- Year 4 Teachers appointed
- Second Y3 teacher appointed to release Deputy KS2
- Reading Recovery Teacher becomes full time
- Additional SEN support appointed
- Pastoral support assistant appointed
- Additional LTS appointed

In 2022/23

- Year 5 Teachers appointed
- Clerical Assistant role becomes full time

In 2023/24

- Year 6 Teachers appointed
- Additional SEN support appointed
- Additional LTS appointed
- All staff in place

Contingencies

The staffing structure above is predicated on achieving two full classes of 30 in each cohort. Should this not be achieved the following responses will be considered in the following order:

- Reductions in the number of support staff
- Reductions in SLT
- Recruiting only one cohort in a particular age group

Ensuring Viability

If the school was not at full capacity, it may be necessary to look at revising the staffing structure in order to reduce costs. To facilitate this process, from the outset it will be important to ensure that staffing contracts are developed in such a way as to allow for staff to be deployed more flexibly.

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

The priority will be to ensure that all classes have access to qualified teaching staff at all times, to ensure that academic standards are not compromised in any way by budgetary constraints. If cost savings are required, where necessary, rather than appoint to substantive support staff posts, third party providers will be used to deliver services or temporary appointments will be made.

In addition to this, to reduce costs the following actions could be taken:

- In the first two years of operation the SENCO could undertake the role of Family & Pastoral Manager, supported by the SEN Support. The size of the SEN team remains constant during 2017/18 and 2018/19 which indicates that there may be some capacity in the first year. Where necessary the School would buy in specialist services from third party providers e.g. Education Welfare Officer.
- Prolong the period of time during which the Deputy Head FS & KS1 has a teaching commitment – at present this post has a full teaching commitment in year one of operation, but no timetabled commitment thereafter.
- If the school continues to have surplus places prior to the start of the 2020/21 academic year, a decision will be taken about the need to appoint a second Deputy Headteacher. The leadership structure could be revised to incorporate either an Assistant Headteacher for KS2 or a Phase Leader, either option would provide cost savings, without damaging the quality of curriculum delivery. Roles and responsibilities within the SLT would need to be assigned. However, given the smaller scale of the School, it should be possible for the Headteacher, Deputy Headteacher and SENCO to undertake these will appropriate (less costly) administrative support.
- Pupil numbers for the School will be confirmed by March of each year and therefore decisions on further teacher recruitment will be taken at that point. In each group the School will aim to have a more experienced member of staff working alongside an NQT or recently qualified teacher. Recruiting NQTs and RQTs will initially help with the overall financial viability of the School.

The plan is for the School to be part of a wider multi-academy trust. As the Trust develops there will be economies of scale that could be achieved, such as joint appointments. These appointments could include back office staff, such as a Business Manager and administration teams. As the schools reach full capacity the Trust would also consider the viability of appointing substantive specialist teachers, such as music and PE. The Trust will prioritise the financial viability of all of its schools/ academies when undertaking its annual strategic planning review, and this will inform decision-making.

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

The Trust will make every effort to ensure that the schools are reflective of the communities in which they are based and that our children have an understanding and acceptance of the rich diversity of faiths and cultures of their community. The Trust will actively market the school to families of all faiths and none. Whilst our underlying values are derived from a Christian view we believe that these are universal and apply to all faiths and to people with no faith. We will actively seek links with all local faith groups to ensure that the worship needs of all children, families and staff can be met and will promote individual belief. We will follow the locally agreed syllabus and will differentiate clearly between aspects of RE and worship to ensure that parents and children can follow their own religion, if any, whilst gaining an understanding of that of others.

We acknowledge that the two schools will serve very distinct communities, and whilst we have outlined broad principles below, there will be a need to tailor the approach to respond to the needs of differing cohorts. For example, we may expect there to be a higher intake of Muslim children in the school proposed for the L8 area, whereas there may be a significant number of EAL children who identify as Christian (but are from predominantly Roman Catholic heritage) attending the school in the L7 area. We would seek to learn from lessons experienced in other parts of the country, as well as from best practice within our own area when seeking to ensure that the schools fully support all pupils and their families.

RE

Religious Education will be taught as a discrete subject for one hour per week in all Key Stages. A key thread of the teaching will be around gaining a greater understanding of religious diversity and practices, this covers learning about the key religions represented in the UK. All children will have the opportunity to visits places of worship that are important to different to faiths. The schools will actively promote diversity through celebrations of different faiths and cultures.

Collective Worship

Collective worship will be part of the education of each child and will be inclusive of, and accessible to, all children. It will respect the personal integrity and beliefs of pupils.

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

Some will have a religious faith, some will not. Worship will be mainly of a broadly Christian character reflecting the varying traditions of Christian beliefs.

Through careful selection of themes and approaches, collective worship which is based on the broad principles and values of Christianity will also be appropriate to pupils whatever their background or personal beliefs, whether Christian or otherwise.

The schools will explore themes such as compassion, peace, forgiveness, justice and hope. Although these not exclusively Christian, can be considered broadly Christian but they are also central to the teaching of a range of religious traditions. As well as providing Christian material, the School will incorporate resources from a variety of religions and invite representatives of a range of faith traditions to contribute to acts of collective worship.

The schools will develop a Collective Worship Policy which will be accessible to all parents and staff.

Any parent wishing to withdraw their child from RE lessons and/ or collective worship will be supported by the School. The right to withdraw a child will be published on the School website, in the prospectus and in the Collective Worship Policy.

School Policies

All policies will be developed in such a way as to acknowledge and celebrate equality and diversity. Cultural and religious differences will be taken into consideration when drafting policies, particularly in relation to school uniform, provision of school meals, behaviour (relating to rewards and sanctions), educational visits, as well as policies linked to HR such as recruitment, conduct, discipline and grievance.

Engagement with Faith Groups & Communities

The School will build on the excellent work of Bishop David Sheppard and Archbishop Derek Worlock to become a beacon for community cohesion. We will seek to support and benefit from the ongoing work that the Cathedrals undertake to promote multi-faith cohesion.

Pupils will be encouraged to have a curiosity to find out and understand cultures and faiths that are different from their own. They will visit all the main places of worship in and around the city.

We will work closely with charities and faith organisations to encourage pupils to interact with children from other schools, both locally and further afield, through organised activities. We envisage the Cathedrals being a recognised and respected venue to support such activities.

PSHE

During PSHE lessons and assemblies, children will learn about the importance of having rules and how these relate to laws. We will use a range of PSHE resources to

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

promote moral, spiritual, social and cultural awareness among pupils. Pupils will be encouraged to develop a sense of justice. They will understand and will be able to discuss why there needs to be consequences for those who break the rules or laws. By being immersed in the ethos of the school, pupils will learn about their responsibility to be law abiding citizens

How we influence democracy will be explored through PSHE and assemblies. This will include looking at historical figures such as Nelson Mandela and Gandhi and exploring the effectiveness of different approaches. Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and will be advised how to exercise these safely, for example through e-safety and PSHE lessons

Prevent Strategy

As part of our commitment to safeguarding and child protection we will fully support the government's *Prevent Strategy*, and take guidance from *Teaching Approaches to help build resilience to extremism*. The School will develop a Tackling Extremism & Radicalisation Policy.

However, in summary our approach will expect that all staff should be vigilant around children who may:

- demonstrate a change in behaviour
- use language or phrases that are not age-appropriate and may have been learned or copied from older persons or the internet
- express extreme views in discussion with others or in their writing
- ask questions that push the boundaries or challenge the thinking of others towards extreme view points
- use language that is offensive to others eg racist, homophobic, sexist
- wear or draw symbols related to extremism eg swastika

All of the above will be consistently challenged and dealt with as part of a broader behaviour policy.

Any procedures employed by the schools will be in partnership with the procedures and practices of the Local Safeguarding Children's Board.

Many of the day to day things that we will do in school will help children become positive, happy members of society will also contribute to the Prevent strategy.

During our collective worship, in RE and PSHE, and part of our whole school ethos, we will teach children about respect, democracy and different faiths and beliefs to help them develop into rounded individuals who have respect for others. During

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

lessons about online safety, children will be taught to ask questions about what they read and understand that what they read on the Internet is not always true or safe.

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they cannot access extremist and terrorist material, or by vetting visitors who come into School to work with pupils.

British Values

Our values are wholly compatible with the teaching of British Values and these will be promoted throughout the life of the school through a carefully planned and active curriculum.

How we will promote British Values

The schools and all their stakeholders will be dedicated to promoting values which ensure pupils develop a strong sense of social and moral responsibility which will prepare them for life in modern Britain. These values will be promoted as follows:

Democracy

The School will value pupil voice and will ask the pupils about their learning, their concerns and for their ideas about how we can make things better for them. This will be done by using pupil questionnaires and through pupil leader teams. At the start of each year children will vote for their class representatives through an election process. Through their class representatives, children will have the opportunity to have their voices heard in front of the Junior Strategic Leadership Team (JSLT). The JSLT also will also have a budget which they choose how to spend.

The Rule of Law

The school will have a Positive Pupil policy. This will allow children understand the School rules and what happens if these rules are broken. At the start of each year classes will discuss class rules and agree a charter to abide by.

Liberty

Alongside rules and laws, we will promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we will provide boundaries for our children to make choices safely, for example:

- Choices about what learning challenge or activity to do.
- Choices around the participation in extra-curricular activities.
- Choices about lunchtime options, and so on

Mutual Respect and Tolerance

All adults in the school will be expected to actively model respect with one another, and with the children, in how they speak and treat one another. Each school will be a

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

diverse community and, through the creative curriculum, we will promote an awareness of different faiths and we encourage our pupils to recognise and understand these faiths. We will actively challenge pupils, parents or staff who express opinions contrary to fundamental British Values, including extremist views. The School will look into the possibility of working towards becoming a UNICEF Rights Respecting School.

British Values through the Curriculum

Interwoven within the curriculum in a range of curriculum areas will be planned opportunities to teach the values of our society. Some examples are:

- **Geography:** We will ensure that children have a better understanding of what Britain is, learning more about its capital cities and counties, its rivers and mountains, where Britain is in relation to the rest of Europe and other countries in the world.
- **History:** Britain and its influence in modern times will be aspects woven into our imaginative learning projects
- **Music:** The study of British composers and their influence worldwide.
- **Art:** The study of how British artist influence others around the world.
- **Physical Education:** Promotion of the concept of “fair play”, following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.
- **IT/Computing:** Children will be taught about respect and bullying in the online world also, through our learning platform and through regular e-safety lessons.

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

Liverpool local authority, in a recent meeting with Trust representatives, identified a shortage of primary school places across the south Liverpool area. This is the part of the city that adjoins the Cathedral areas and therefore matched TCAT's criteria closely. [REDACTED]

[REDACTED] we believe operating in these areas would best fit with our mission. Evidence of demand for places, in terms of basic need, is shown in the annex relating to this section.

Whilst Liverpool is historically a city with many faith schools, predominantly Church of England or Roman Catholic, unlike many cities, the cathedrals do not have recognisable associated schools. We feel that our schools will add to the choice and diversity available within the city because, whilst our schools will be ecumenical, they will also develop close links with the Cathedrals – supporting the city's strong tradition around social cohesion. Our schools will be based on the values that unite faiths and communities rather than the differences that can often divide them. Fundamental to this approach will be a shared understanding of common values that drive the work of the Trust. These values, whilst derived from a Christian tradition apply equally to all, whether from a Christian perspective, other faiths or none.

In the annexes we have shown performance data for the primary schools within our identified postcode areas. This information also demonstrates that by operating in these areas, our schools will broaden the offer available to parents in these communities.

The two schools will serve very distinct communities, and whilst we have outlined broad principles throughout this application, there will be a need to tailor our approach during the pre-opening and post-opening stages to respond to the needs of the differing cohorts. For example, we may expect there to be a higher intake of Muslim children in the school

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

proposed for [REDACTED], whereas there may be a significant number of EAL children who identify as Christian (but are from predominantly Roman Catholic heritage) attending [REDACTED]. There are existing Christian-ethos schools in the city of Liverpool which serve diverse communities, including in some cases having an intake of 50%+ Muslim pupils. Therefore, parents from a wide range of background across the city have demonstrated their willingness to support the kind of offer we are proposing.

We will tailor further consultations in such a way as to ensure that they are accessible to all parents. We will seek to engage with local community organisations such as the Liverpool Arabic Centre, the Merseyside Caribbean Centre, Merseyside Polonia, the Pagoda Chinese Community Centre and Merseyside Somali Community Association. We will also work with the local authority to gain access to other harder to reach communities who may not have established community groups, such as the Czech Roma community as well as engaging with new arrivals to the country through groups such as Asylum Link Merseyside.

We acknowledge that further work needs to be done, in order to evidence successful engagement with parents and the local community. However, from the feedback we have received so far, through a Facebook page which has been established to promote the schools, we are confident that there will be significant demand for places at both of our schools.

We plan to engage more actively with the community through the following activities:

- Press releases – the lead proposer has very good links with all of the relevant local media and we are confident that positive coverage for the projects could be achieved by working closely in partnership with key journalists;
- Set up an online questionnaire and survey for people to provide their views and opinions;
- Consultation with local nurseries and family centres [REDACTED]
[REDACTED]
- Consultation events in visible local venues such as Tesco [REDACTED] and the Smithdown Road shopping area [REDACTED], where members of the local community will be asked their views.

We plan to ask questions specifically to parents/carers who would consider Cathedral School – Liverpool 1 and [REDACTED]. However, in addition to these, there will be more generic questions on the questionnaire designed to gauge public perception of the proposed free schools. These will be:

- Do you agree that a free school would provide additional parental choice for [REDACTED]
[REDACTED]

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

- Would you support a free school underpinned by the Cathedral Academies Trust vision?

To support with this broader consultation, we will secure the services of a marketing and PR agency with relevant expertise. This will ensure that we maximise all opportunities to fully engage with key stakeholder groups.

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

X

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

Overview

To engage with the local community, the Trust took advice from an education marketing and PR professional who has significant experience in relation to consultation around Free Schools and academies. We were advised that, based on the demographics of our target audience, social media would be the most effective method to quickly engage with as wide a cross section of our target audience as possible.

We established one Facebook page to promote both schools, as we felt this was the most effective way of developing the Cathedral Academies Trust brand. Establishing two separate pages may have caused confusion. A screen shot of the page is shown in the annexes.

Results

Overall the page has been viewed by 8,343 people, of these, 325 have engaged with the page: accessing all posts and comments. In addition to this, 166 have actively indicated their support for the projects by “liking” the page.

We are confident that we will be able to engage further with our key target audience. Of those who have accessed the page to date 77% are women and 23% are men.

The age ranges are:

	18-24	25-34	35-44	45-54	55-64	65+
Women	2%	19%	39%	15%	1%	0.6%
Men	2%	6%	9%	5%	0.6%	0

This clearly illustrates that the 77% of those viewing the page fall into our target age group for parents, which is 18 – 44.

We have received some positive feedback from potential parents including the following quote from the governor of an outstanding primary school in the area:

‘Sounds like a top idea! A great way of bringing communities, cultures & a mixture of faiths together – with “one primary target”.’

Further evidence of our engagement with the community will be demonstrated at the interview stage of the process, if we are successful

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

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

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

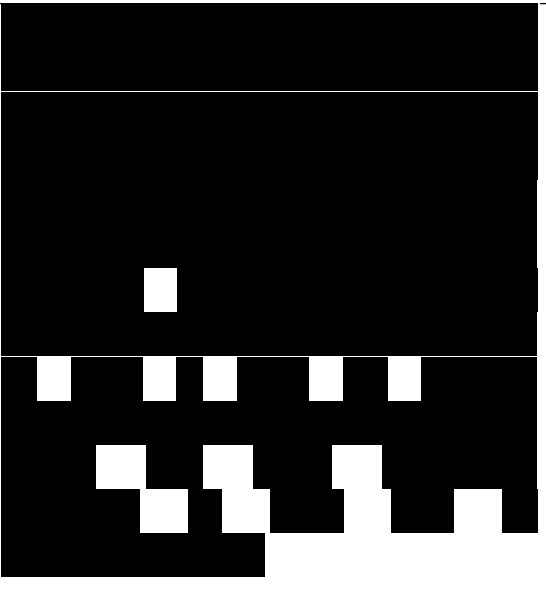
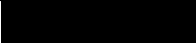
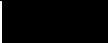
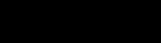
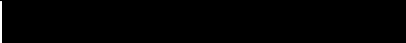




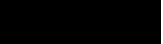
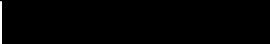
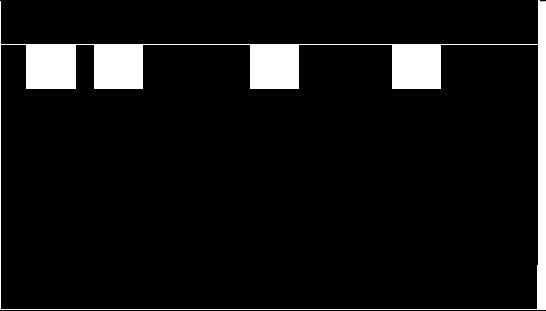

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.


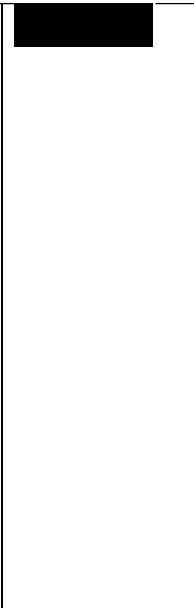
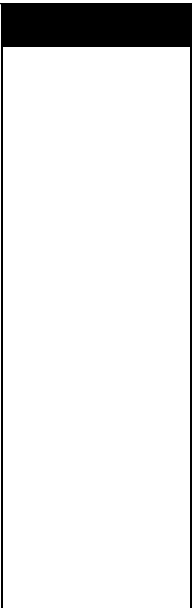
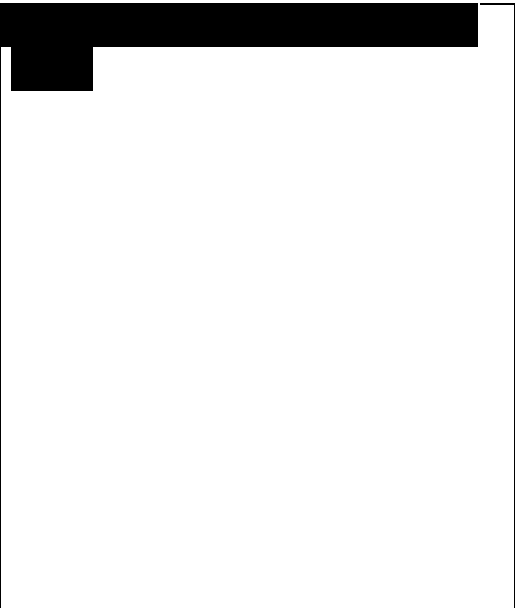
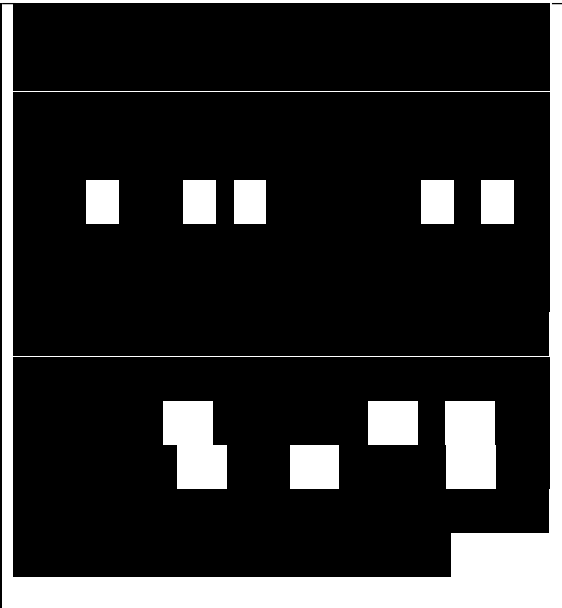
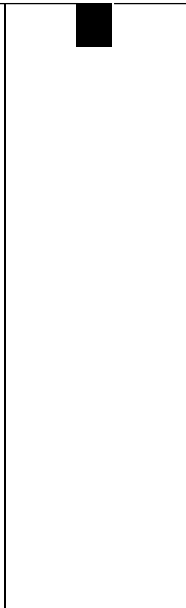

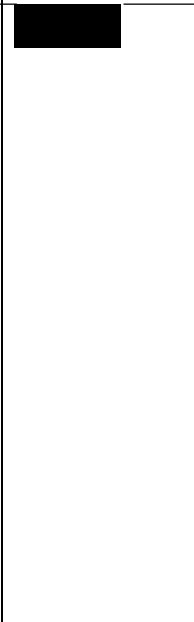
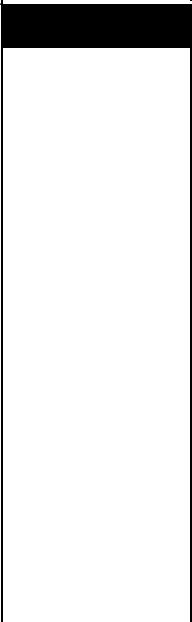
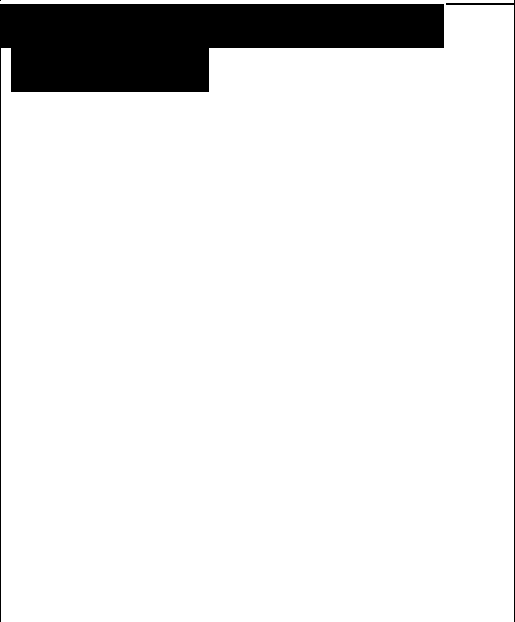
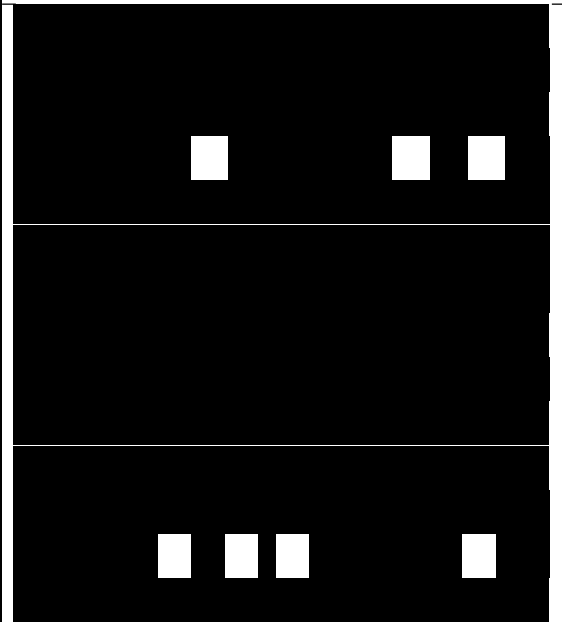
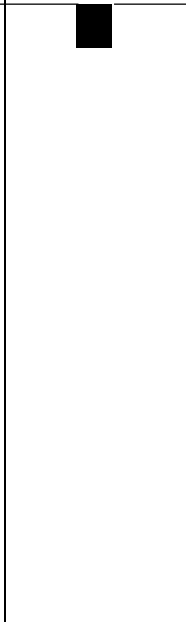
If you do not meet the criteria set out above, please:




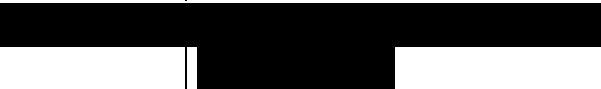


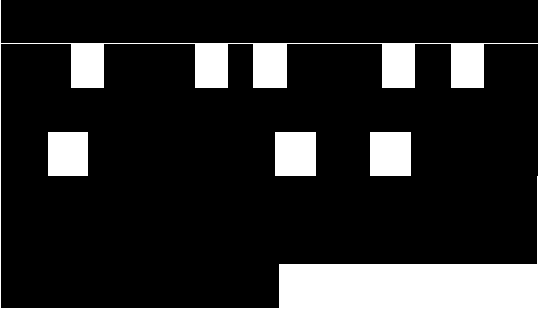



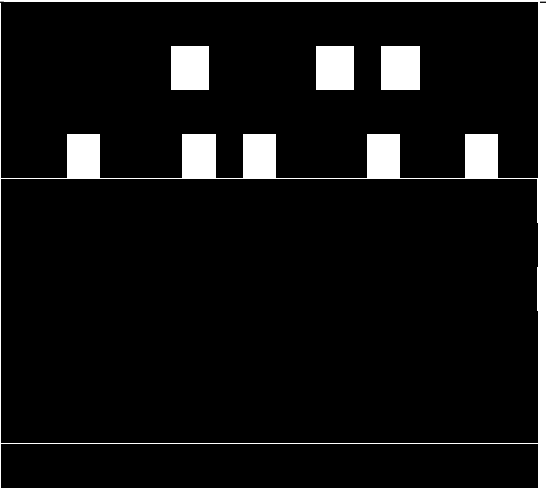

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

F1 (a) Skills and experience of your team

Through [redacted] experience as [redacted] which has established Free Schools and fully sponsored academies, [redacted]

[redacted] This includes covering off all key educational deliverables involved in the set-up of a new school, as well as ensuring on-going high quality leadership and management of the school. [redacted] will be accountable to Trustees, who in turn will be accountable to DfE, for progress of the project.

[redacted] The outcomes in [redacted] at Key Stage 2 have improved at over twice the national rate over a three-year period, resulting in two sponsored academies being judged 'Outstanding' at first inspection post-conversion and a third judged as 'Good'.

Prior to opening, [redacted] on the project, ensuring that during the set-up of the school the Trust vision is at the heart of the plans at all times, including during the procurement/ build/ redesign of any necessary land/ buildings. [redacted].

[redacted] will link with other members of the project team to monitor progress against the project timeline.

In the first instance [redacted] will lead on the appointment of a well-qualified team able to deliver on all elements of the project including education, finance, HR, ICT, marketing and asset management. Some of the team have already been identified (see below). Where possible [redacted] will use [redacted] to support the establishment of the schools. This will include the following people:

Education Adviser

F1 (a) Skills and experience of your team

will include identifying how the sponsor vision can be delivered through an innovative curriculum which responds to the needs of the community that the school will serve.

[REDACTED]

Once successful Principal Designates have been appointed the successful candidates will access any specific support, prior to the first Ofsted inspection, through local teaching school alliances including SJP Teaching School Alliance which can offer school to school support provided by outstanding local primary schools led by National Leaders in Education.

During this period, Trustees will commission a Whole School Review to build the capacity of the leadership team to accurately judge the quality of provision. This is a collaborative peer review process which will take place in partnership with the Headteacher and other senior leaders and will include analysis of data, learning walks, interviews and work samples. Pupil and parent voice will also be an integral part of the process.

This review process will assist the schools in effectively addressing any issues, to ensure that they are judged good or better at its first full inspection.

Finance Support

Prior to opening,

[REDACTED]. All

necessary contracts will be established and in place to guarantee the effective running of the school from the outset. The Trust will commission a qualified accountant with extensive experience in educational finance, to take on this role. [REDACTED]

[REDACTED] The Trust will develop a collaborative relationship with its auditors and will access additional support from these sources if required. [REDACTED]

[REDACTED]

[REDACTED]

F1 (a) Skills and experience of your team

HR Support

[Redacted]

Project Management

[Redacted]

Procurement of Additional Capacity

With some representatives of the Trust Board and the Project Lead having extensive experience of opening and operating both Free Schools and academies, the Trust are confident that they have access to a wide range of professionals with the necessary skills and expertise to fulfil the following roles outlined below.

The Trust has already started to engage with third party organisations who are able to provide the necessary short to medium term capacity. All appointments will be made once DfE approval for the project has been granted. It is envisaged that some of the individuals that will be contracted to support the project will be DfE-approved education professionals, with experience of providing support to the academies and Free Schools programmed through the DfE framework.

The Trust will ensure that the procurement of the support outlined above will be in line with the Trust's own procurement policy, which has been developed to adhere to regulation or guidance outlined in the Academies Financial Handbook.

ICT

Prior to opening, the Lead ICT Adviser will be responsible for all aspects ICT deliverables linked to either curriculum or back office services that must be completed in order to guarantee that the school opens on time and within budget. The Trust will

F1 (a) Skills and experience of your team

commission an ICT professional with experience in schools to ensure that ICT supports and complements teaching and learning. To support in this area, the Trust will secure the services of a company such as CAA Communications who will develop, within the context of our overall vision and strategy, a bespoke support package to will help us set out the technology, systems and information management infrastructure to support our aims.

Marketing & PR

Prior to opening the Trust will commission the services of a marketing and PR agency with specific educational expertise to support the development and implementation of the stakeholder consultation plan, the communications plan and any branding/marketing activity including production of the prospectus, to drive the admissions numbers. To support in this area, the Trust will secure the services of a company such as MC2 to provide strategic advice to position the Trust as a true leader in world class education, devising its marketing strategy and brand from scratch to establish the organisation as a key driver in raising aspirations and achievement in children and young people. This will be achieved through media relations and social media support to the Trust and its schools, tailoring compelling stories for education trade, regional news and national press audiences.

Asset Management

An asset management professional will be commissioned as required to support with any property and construction elements of the project. The Trust will seek an individual with extensive experience of delivering major programmes within the public sector. To support in this area, the Trust will secure the services of a company such as Arcadis who work with schools and education providers, to develop their assets to better support teaching and learning, applying commercial and technical skills to deliver efficiently.

Legal Advisers

The Trust will procure the services of a legal team with a strong track record of educational projects to support them in all legal aspects including preparing and submitting all documentation relating to the Funding Agreement. In particular advice and guidance will be given on admissions, exclusions, SEN, property and construction.

Trust Board Capacity and Support

As lead proposer Frank Field has established a Board of Trustees with appropriate skills and expertise, including the Principal Sponsor of a well-respected multi-academy trust, to ensure the success of the Trust and its schools/ academies. In addition to this, to enable him to undertake the role of Chair of the Trust effectively, Frank has garnered backing from Baroness Morris of Yardley who has agreed to support and mentor him in this new role in the first 12 months of operation.

F1 (a) Skills and experience of your team

Baroness Morris, the former Secretary of State for Education, is currently Chair of the Birmingham Education Partnership (BEP), a Headteacher-led organisation, working to build a robust and ambitious system of continuous improvement, building on the very many existing strengths amongst schools and school leadership in the city of Birmingham. BEPs focus is such that it believes schools must not be isolated from each other and need to be part of a wider education community, working closely with local strategic partners. The Trust will learn from this approach when building its links with the Cathedrals, the local universities and colleges and the business community, to ensure that it is effective at local community level.

During the pre-opening phase, each Trustee will oversee and quality assure one of the key work-stream areas of education, finance, HR, safeguarding, health & safety and leadership development. Frank's role will be to ensure that all Trustees understand and are discharging their duties effectively during this phase.

[REDACTED]

Both schools will adopt the same policies and procedures, therefore time-savings can be achieved in terms of effectively delivering against this work-stream.

[REDACTED]

[REDACTED]

[REDACTED]

The development of the Education Plan will be overseen by [REDACTED]

[REDACTED]

. They will also support the recruitment partner during the selection process for the Principal Designates. All three are able to offer the equivalent of half a day per week to support in this area. In the longer-term, school improvement support will be rigorously quality assured and challenged with input from these Trustees.

The importance of local community engagement is extremely important to the Trust Board, who have successfully obtained support in principle for the project from both

F1 (a) Skills and experience of your team

the Mayor of Liverpool and the Dean of Liverpool Cathedral. Over time the Trustees will work with both parties, and other key stakeholders such as Archdiocesan representatives, to shape how these local partnerships can be mutually supportive as well as beneficial. [REDACTED]

[REDACTED], supported by Frank due to his existing local connections. [REDACTED]

Recruitment of Principal Designate

The plan is to have the Principal Designates in post a minimum of one term prior to opening in September 2017, although it would be preferable to have the successful candidate take up post two terms in advance to support with all key elements of the pre-opening phase, including marketing. The services of specialist educational search and selection organisation to support with the appointment of a high calibre candidate. The position will be advertised nationally using TES Online to ensure maximum exposure. Ideally we would seek to appoint an experienced Headteacher however strong applications for well-qualified Deputy Headteachers would also be considered.

The following timeline would allow for a serving Headteacher to be appointed to take up post in January 2017:

Week Commencing	Activity
4/7/16	Advertising and search goes live
5/9/16	Closing date and long-listing
12/9/16	Long-listing technical interviews and short-listing
19/9/16	Final panel interviews

In the that an appointment is not made during the first round of interviews, a second round would follow:

Week Commencing	Activity
3/10/16	Advertising and search goes live
14/11/16	Closing date and long-listing
21/11/16	Long-listing technical interviews and short-listing

F1 (a) Skills and experience of your team

28/11/16

Final panel interviews

The recruitment and selection process would include a wide range of activities to fully test out the skills and expertise of candidates. The search and selection partner would source a school with a similar demographic willing to support the process to ensure that real-life scenarios can be tested.

An exemplar selection process would include:

Technical Interviews

- Data analysis exercise: to test the candidates' ability to read, understand and act upon school data
- In-tray exercise: to test the candidates' ability to prioritise and identify key areas of risks including safeguarding/child protection and Health & Safety
- Teaching and learning observation and feedback: to test the candidates' ability to judge the quality of teaching and learning in line with Ofsted criteria, and provide constructive feedback to staff in an appropriate manner
- Panel interview to test knowledge and expertise against the Headteacher standards, a recent or current serving Headteacher in attendance.

Final Panel Interviews

- Pupil panel interview: to test the candidates' ability to interact and engage effectively with pupils
- Presentation and Q&A session with Trustees and members of the Local Governing Body
- Final panel interview to probe areas of development identified throughout the process.

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
Governor training	Pre-opening	The Trust will seek support from the National Governors' Association to identify a suitably qualified professional to undertake induction training for both the Trust Board and the Local Governing Body.

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

TCAT will provide an excellent opportunity for leaders in its schools to truly collaborate and work in partnership innovating and designing 'World Class' educational experiences. This will enable all young people to succeed and be inspired. As the Trust develops, it will also ensure staff in its secondary schools will be far more exposed to the work of the primary sector, so better able to build on the learning and progress pupils have made in Primary Schools.

The Trust will ensure a consistency of experience for all pupils. The curriculum will be designed by the best and most creative leaders within the Trust to allow pupils from primary schools to enjoy learning; to make the very best progress they can; to be inspired and 'secondary ready' by the time they enter Year 7. Staffing will be more flexible in the future – for example by allowing some colleagues to teach across primary and secondary phases and by supporting minority subject development such as Philosophy.

Whilst statutory policies will be standardised across the Trust, academies will develop joint operating procedures for a wide range of school improvement areas. For example, shared attitudes and strategies for improving attendance and behaviour will have a powerful impact if students and parents arrive at secondary school already aware of the systems in place for supporting them. Often it is the most challenged families who find the transition to secondary phase difficult because they struggle to adjust to another set of values and school structures.

Staff Continuing Professional Development (CPD) will be challenging and innovative in the Trust. The opportunity for sharing pedagogical development across phase in a sustainable and meaningful way will only serve to promote better learning outcomes for all pupils in the future. This is particularly true as we face a raft of exciting changes to education in this country – for example the removal of 'levels' will mean teachers need to plan carefully monitoring and tracking systems to ensure progress is a seamless function and that pupils are not simply lurching from the dynamic of one Key Stage to

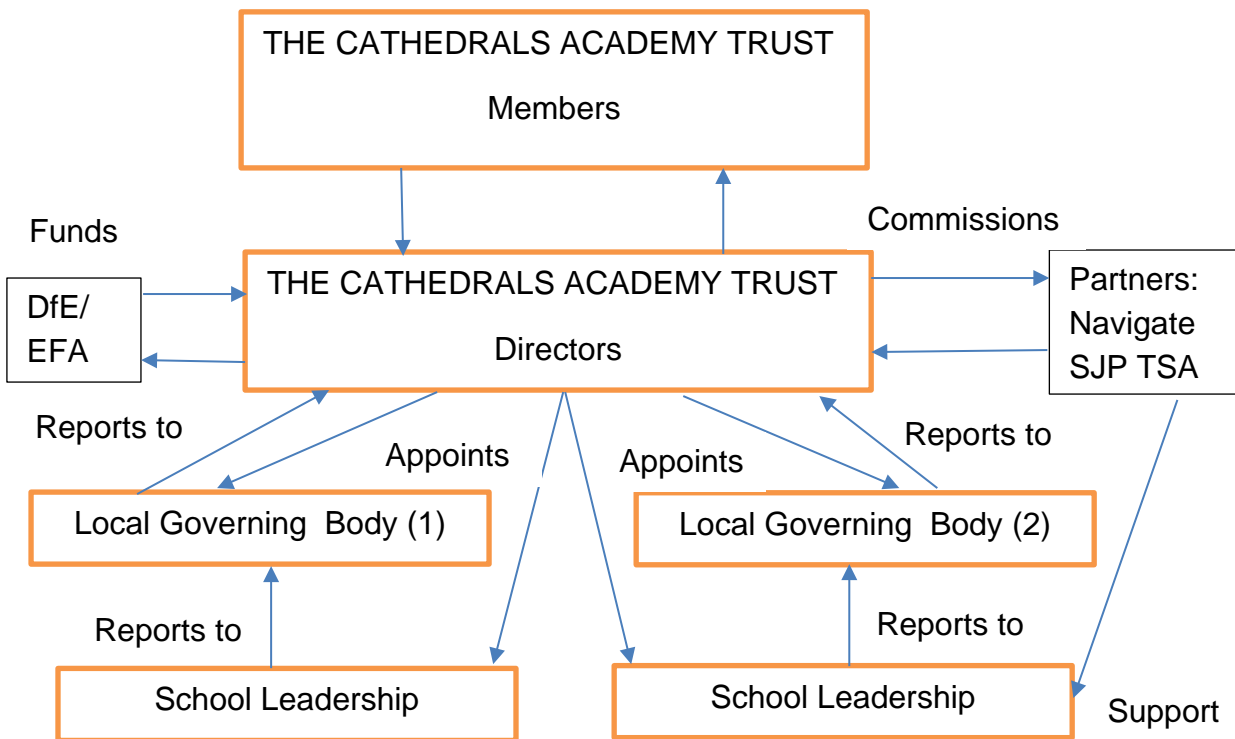
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

another.

Staff within the Trust will be held accountable for the performance of their pupils by the Trust Board who will hold a responsibility for ensuring all pupils are successful within the Trust. The ability to deploy specialist knowledge where it is most needed to support school improvement is a vital component of the Trust.

Governance capacity will also be a key driver for improvement. We have been able to recruit high profile professionals to be Members and Directors of the Trust. See below. The diagram below illustrates a proposed overview of governance at the TCAT.

Figure 1 TCAT Overview



Members of the Trust will hold overall responsibility for the performance of all schools in the group. They will appoint a Board of Directors who will in turn be responsible for monitoring the delegated responsibilities held at Local Governing Body (LGB) level (please refer to Scheme of Delegation below).

Table to illustrate Governance Structure of TCAT

Governance Level	Representation	Appointed by
TCAT members (3)	TCAT	
Board of Directors (9)	Member Appointed Directors (6)	Members

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

	Member (3)	
Local Governing Body (9)	Chair	TCAT Appointed
	Headteacher (1)	TCAT Employee
	Staff x 2	Elected
	Parents x 2	Elected
	Up to co-opted x 3	TCAT Appointed

The Board of Directors will contain three ‘Members of the Trust’ from Figure 1. These appointees will ensure the complementary skill sets necessary for successful leadership of the MAT are present at this level.

The Board of Directors and appointed Officers will work closely with a strategic partner, Navigate Resourcing Limited (Navigate). Navigate has a strong track record in supporting a range of educational clients to achieve strong leadership and management at all levels, including developing system-led school improvement capacity. They will work with the Trust to ensure that governance at all levels contributes to rapid and sustainable improvement in the overall quality of leadership and management at individual academy level. The relationship with Navigate will take the form of a Service Level Agreement, with individual Trustees having responsibility for the quality assurance of delivery in their particular areas of expertise.

The Trust will have access to policies (both statutory and non-statutory) and operating procedures developed by Navigate in its role as sponsor for nine primary academies in the North East and South Yorkshire through the Navigate Academies Trust (NAT). As a result, the Trust can ensure compliance with the regulatory framework – including stipulations in the Master Funding Agreement (and Supplemental Funding Agreements), the Academies Financial Handbook and relevant Charity and Companies legislation. Our proposed strategic relationship with Navigate will allow us to exploit two sides of the same coin – through Navigate, effective and proven commercial understanding, awareness and acumen and through Navigate’s sponsor experience running NAT where successive improvements in pupils’ outcomes were delivered in the nine academies in the Trust.

To shape and strengthen the relationships with the Cathedrals, there is Cathedral representation on the Trust Board. In addition to this, we envisage Cathedral representation on our Local Governing Bodies, to help formulate and cement the relationship between the Cathedrals, the schools and the Trust. Whilst initially our plans for Cathedral schools focuses on the North West, over time we see this as a model which could be rolled out nationally. It is important to acknowledge that the support given by the individual Cathedrals to the individual schools will be a bespoke offer, aimed at responding to the needs of the area. However, support and challenge at local governance level for the delivery of a world class education is one element that we see

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

as consistent across all TCAT Cathedral Schools.

Process of governor selection

The Trustees at TCAT will establish a clear process for ensuring governor vacancies are filled by individuals who have the correct knowledge and skills set necessary to ensure they have the capacity to make a positive contribution to the work of the local governing body. The process includes the following stages, and would be applied when appointing new governors.

- The governors complete a regular audit of experience and skills to ensure the governing body as a whole contains individuals with the necessary skill sets needed to provide support and challenge to school leaders – for example finance; leadership; education; social care and safeguarding.
- Governor vacancies will be advertised with a specific skills set that is needed.
- Interested parties will be encouraged to submit a letter of application, together with their Curriculum Vitae.
- Successful applicants – those possessing the necessary skills sets – will then be interviewed by a panel of Trustees.
- Successful candidates will be invited to join the governing body.

Trustees will use their local networks to assist with the recruitment of appropriately qualified local governors, as well as accessing support from organisations such as NGA and SGOSS.

Support and Training for Directors and Governors

NGA recommended trainers will be appointed to provide external support and challenge to Directors and governors with respect to their use of data and observing teaching and learning.

The Trust will offer a comprehensive training programme, which will include:

- Preparing for Ofsted
- RAISEonline: Making Sense of School Data
- Safeguarding Children
- Handling Pupil Exclusions
- Safer Recruitment
- Managing Allegations

LGB governors will also be linked to subject departments to ensure they are able to exercise their duty to support and challenge the work of the school and to gain more

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

detailed knowledge about school life.

TCAT Members and Board Directors

Members

Name	Current role	MAT role	Skills
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Directors

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Vacancy*			

*It is hoped that a member of the Roman Catholic clergy will take up the vacancy to reflect the ecumenical nature of the Trust. The Chair is currently in discussions with representatives from both the Archdiocese of Liverpool and the Diocese of Salford.

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

TCAT Scheme of Delegation

1. Trust Members (Meeting Frequency – AGM + as required)

Role: Overall strategic responsibility for the Trust and the appointment of Directors.
Terms of reference: To determine the board of directors.

2. Board of Directors (Meeting frequency – Termly + 1)

Terms of reference for the board: Strategic oversight, setting visions and policies for the Trust, governance, contractual relationships with third parties and accountability to Trust members.

Vision and Accountability

- Setting out the vision for the Trust and its application at both Trust and academy levels
- Determination of corporate strategy and planning
- Compliance with all legislation, charity and company law
- Reports to the Academy Trust Members
- Sets the terms of reference for the Local Governing Bodies (LGBs)
- Appoints Chairs to LGCs
- Compliance with Articles & Funding Agreements determining the admissions policy and arrangements for each academy (in accordance with the law and DfE codes of practice)
- Setting HR policies and procedures (as legal employer of all staff), developing appropriate terms and conditions of service with each academy, including the performance management policy and pay policy
- Setting other Trust wide policies such as health and safety and DBS.
- Has the power to overrule decisions made by its sub-committees and the LGBs
- Oversight of PR to promote activities and protect the reputation of the Trust and academies in the wider community

Standards

- Oversight of standards and outcomes across the Trust
- Annual target setting for the Trust in general and for individual academies
- Regular reviews of performance across the Trust. (At least termly)
- Support and intervention strategies for individual academies

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

- Oversight of key performance data on a Trust and individual academy basis
- Power to withdraw delegated powers from a LGB and, if necessary, disband it

Appointments and training

- Ensuring processes in place for appointment of Trustees and Governors of LGBs
- Appointing the Headteachers in consultation with the LGB
- Responsibility for the performance management of the Headteachers in consultation with the LGB
- Appointment and oversight of any cross academy staff
- Training and evaluating the Trustees and Governors

The Chair will be appointed by the Trust.

Example of core agenda for a Board meeting

- Progress toward Academy Improvement Plan targets of each Academy
- Report on performance and progress from each Academy
- Report on performance from Business Committee
- Reports from any other committee set up by the Board
- Policies to be reviewed
- Standing items – Health and Safety, Safeguarding and Business Interests

Board of Directors' Finance Committee

Role: oversee the finances of the Trust and the academies

- Establish a funding model for use across the Trust and the academies
- Agree each academy's annual budgets (in consultation with the LGB)
- Compliance with Academies Financial Handbook
- Oversight of finances of each academy
- The development of a revenue generation policy
- Determination after consultation with each academy the extent of services provided centrally to the academy and the allocation of cost
- Oversight of the effectiveness of the delivery of centrally provided services
- Establish processes for local management and maintenance of assets and appropriate registers
- Seeking value for money and ensuring resources are applied appropriately at

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

academy level

- Monitoring and reviewing expenditure regularly
- Delivery of income generation activities
- Maintaining proper accounting records and preparing expenditure and balance sheets as required notifying the Trust of any changes to fixed assets used by the academy
- Supporting the Board in relation to the annual budgetary process
- Manage the academy's cash flow
- Observing proper levels of delegations and protocols

Composition (Total = 5)

Chair/CEO	1
Chairs of Local Bodies	2
Finance representative from Board	1
Headteacher	1

3 Local Governing Body (LGB)

The powers delegated to each governing body will depend on the circumstances of each Academy. The Trust will implement a system of earned autonomy role of the with each school/ academy judged by Ofsted to be good or better to have a high and equal level of autonomy whilst an academy judged to be less than good to receive only a limited amount of delegation from the Board of Directors. However, we will mindful of the fact that in the early years of the Trust it will be necessary for the Trust Board to retain tighter control of individual schools, whilst we embed our model and ensure successful outcomes at initial Ofsted inspections. Limited delegation means that all decisions will have to be ratified by the Board of Directors. The Board of Directors will reserve the right to disband a Local Governing Body in the event of any serious breach of Trust policy. The Trust would appoint a small team of professionals to operate as an Intervention Board. Terms of reference for each Intervention Board will be agreed by the Board of Directors depending on the necessary focus of their work.

Role:

- Day to day running of the academy, carrying the Trust's vision, policies and priorities forward, holding academy leadership to account
- Implementation of actions required to comply with legislation and the funding agreement

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

- Implementation of policies and plans agreed by the Board (eg admissions, DBSs and the academy's financial plan)
- Appointing lead governors to have oversight of key areas such as SEN, Safeguarding, Health and Safety and School Improvement Strategies
- Oversight of the curriculum and curriculum policies to meet statutory requirements
- Standards
- Holding academy Leadership Team to account for academic performance
- Quality of care and provision
- Regularly reviewing annual targets for performance as set by the Trust
- Oversight of the quality of teaching and learning across the academy with detailed knowledge of strengths and weakness
- Ensuring that the academy has appropriate intervention and support strategies in place to deliver high quality teaching and learning in all areas
- Overseeing the distribution and effectiveness of pupil premium funding
- Monitoring academy data – including use of Raiseonline/FFT/ALPS and other external data sources. Training will be provided annually.

Appointments and training

- Monitoring local HR activity and policy, eg ensuring the process for local performance reviews of staff
- Monitoring the employment and performance management of all staff employed by the academy and managing disciplinary matters in accordance with the set policy
- Raising concerns if it is felt that appropriate training and development is not being provided
- Governors take part in regular self-review

Example of core agenda for a Local Governing Body:

- Progress toward School Strategic Framework targets (includes curriculum development presentation)
- School staffing
- Report on progress toward student progress targets
 - Report on attendance, behaviour, admissions and safeguarding
 - Report on quality of teaching and learning

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

- Matters arising from Board of Directors meeting
- Matters arising from Finance Committee meeting
- Reports regarding specific school initiatives/issues eg PSHE and plans to constructively enable students to explore and understand 'British Values'

Composition of the Local Governing Body (Total = 9). Full delegation.

Chair	1	(Appointed by Board of Directors)
Parents	2	(elected by parents)
Staff	2	(elected by staff)
Co-opted - up to	3	(Appointed by Board of Directors)
Headteacher	1	

The committees will report to Board meetings through the year after the first Board of Directors Meeting has taken place in September.

Key expectations:

The Headteacher of each school will provide the following as a minimum for the LGB and a summary for the Board of Directors:

Autumn term

- A comprehensive written report on examination/test results which will also be presented to the LGB of each school
- Targets for the following year and progress towards them
- A detailed Headteacher's report to governors in the second half of the term covering all key aspects of school life including Teaching and Learning; Monitoring and evaluation; update on performance management; enrichment, community, business and enterprise, site issues, student voice and safeguarding.

Spring term

- A detailed Headteacher's report to governors (as for Autumn Term)
- For secondary schools a presentation and summary of 'Raiseonline' and the latest pupil progress data and presented in the format of the Ofsted Dashboard.
- An accurate account of current performance/standards and progress towards targets
- An updated report on the PHSE Curriculum and its delivery

Summer Term

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

- A detailed Headteacher's report to governors (as for Autumn Term)
- An accurate account of current performance/standards and progress towards targets

TCAT will be accountable externally through Ofsted inspections and the RSC. Also the range of required auditing processes prescribed by the Department for Education and the Education Funding Agency. There will also be a rolling programme of reviews led by the Trust and external consultants who will be appointed according to a best value process.

Independent Challenge

During the annual Strategic Planning Day, the Trust Board will undertake a self-evaluation process to determine their strengths and areas for development, and how these feed into the Trust's overall risk assessment. The self-evaluation will be externally verified using support from National Leaders in Governance, with a governance development plan being produced. This plan will be presented to Members who will hold the Trust Board to account regarding delivery against the Plan.

Managing Conflicts of Interest

The Trust will develop a policy around the effective management of conflicts of interest, including related party transactions. A Register of Business Interests will be developed for Directors, governors or staff and this will be a standing agenda item at all formal meetings. Directors, governors or staff will be expected to declare any conflict of interest before an agenda item is discussed and withdraw from the meeting for that item. All Directors, governors or staff will be made aware of the need to carefully manage any related party transaction.

Where related party transactions may occur, the Trust will engage the services of a third party procurement specialist to ensure that open and transparent procurement practices are adhered to at all times.

The Trust will appoint a clerking service to operate across all of the meetings and ensure a consistent approach to the organisation; agenda setting; conduct and recording of meeting business.

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

N/a

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
N/a

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
N/a

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

The finances of the DRET have been sound throughout this period – the Trust has submitted unqualified accounts for each completed accounting year, and has never gone into deficit

The Trust will seek to appoint internal auditors and external auditors to ensure that value for money is obtained from its financial resources. The Trust will implement a developed set of financial procedure rules, with a robust Scheme of Delegation with clear limits and delegated authorities All schools/academies in the Trust will use the same financial ledger system and budget system, and academies and staff work on a mutually supportive basis. This will provide the opportunity to share services and costs across the Trust.

The Trust Board will establish separate Finance and Audit committees. Day to day management of the individual school budget will be delegated to the Principal of each school/ academy.

The Trust will actively seek out saving and efficiency opportunities from procurement contracts, both spread across the Trust area. As the Trust continues to grow we expect to increase the efficiencies achieved from such actions, any savings from all such efficiencies will used to directly benefit pupil outcomes.

Balanced financial plans have been submitted both for 100% and 70% model. The financial plans were prepared based on the experience of spending patterns in primary school level academies, with a similar profile, which members of the core group have been closely involved with previously. Staffing numbers and costs are forecast to increase gradually as the school fills.

The financial plans show the school remains in in-year and cumulative balance throughout the plan. Staffing and other costs grow with pupil numbers and with EFA

G1 – budget planning and affordability

grant income, and a contingency is established early in the life of the school for unforeseen events.

The budget is particularly tight in the first year of the school's proposed operations, when key staff have to be appointed, site costs have to be met, but there will be only 60 pupils in the school. Careful management of appointments and non-payroll costs will be required; members of the core group have experience of managing budgets in a challenging environment.

The second financial plan shows the pupil numbers for the point at which the school can operate in a manner financially viable state. The school remains in balance each year and on a cumulative basis, with a contingency established early in the life of the school.

Reduced pupil numbers result in lower grants, and this reduction in grant income is matched with reduced and delayed staff recruitment and reduction of non-pay budgets that can vary with pupil numbers.

The budget plans have been prepared on the basis of two separate schools. However, if both projects are approved, given their geographical proximity to each other, the Trust envisages that further savings may be achieved through joint procurement, and where appropriate joint appointments, particularly around back office staff and key leadership roles. Evidence of these savings and their lack of impact on pupil outcomes will be provided to the DfE Education Adviser and EFA representatives during the pre-opening phase.

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.



Department
for Education

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