



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

DERBY CATHEDRAL SCHOOL

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Application checklist

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

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed 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 or mainstream.fsapplications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date:

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

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



Section A

Please see Excel spreadsheet

Section B

Please see Excel spreadsheet

Section C – vision

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

Introduction

Derby Cathedral School (DCS), an inclusive secondary faith school for pupils of all abilities and from all backgrounds, is a joint venture between Derby Diocesan Academy Trust and Derby Cathedral. This new free school is scheduled to open in September 2017 (when basic need demand will be high, see also Section E) as a 4-form entry 11-19 co-educational school with 120 pupils in Y7. When full in 2023/24 there will be 840 pupils on roll including 240 in the sixth-form. The curriculum offer will be broad and balanced, with a value-added focus on music and mathematics to draw on the Cathedral's existing high quality musical provision and its scientific and industrial heritage.

The school will be a designated Church of England faith school but with completely open admissions being available to students of all faiths and no faith. Drawing upon the distinctively Christian nature of the school, Christian values and Character will be strongly emphasized through an explicit focus on Character Education. This will provide a strong ethos across the curriculum – both in lessons, in enrichment and through the extra-curricular life of the school, to support the development of core British values applicable to pupils of all faiths and none. Acts of collective worship and religious education, to which pupils and staff have a right of withdrawal, will also reflect the ethos of the school. The Cathedral School will be part of the governance structure of the Derby Diocesan Academy Trust (DDAT) with a customised scheme of delegation devolving powers on the basis of earned autonomy to a secondary phase focussed board which will hold the local governing body to account. For further details see Sections F and G.

Vision and Ethos

Inclusivity and high expectations are central to our mission, offering a warm welcome and a high quality education to pupils from families practising all faiths and those with no faith. Applications received from families will be judged against open, transparent and fair admissions criteria, which will meet all requirements of the Schools Admissions Code, Appeals Code and admissions legislation and provide full equality of access to those of any faith and to those of no faith. Drawing upon the heritage of the National Society for the Church of England and its desire to meet the needs of disadvantaged pupils, oversubscription criteria in the admissions policy will prioritise 20% of places for pupils eligible for free school meals / pupil premium. We will make sure that fully planned and appropriately staffed alternative provision is available for those pupils who are opted out of any or all faith-based activities including collective worship.

Our school will be effective, distinctive and inclusive offering our children and young people life in all of its fullness. (John 10:10) The Diocese is participating in DfE funded research into a Christian stance of character education and we will use the outcomes to enhance the ethos of the school and formation of pupils. Our position is that Christian values underpin and give reason for the existence of 'British values' and these are therefore secure in our school because they are rooted in the Christian narrative.

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

Our prevailing culture will embody our values, virtues and character by prioritising; Achievement, Responsibility, Confidence and Belonging. We will create a culture that values the common decencies of everyday life, that enables young people to feel safe and secure and at ease with themselves and others. We value good manners, we value politeness and personal courtesy. If our young people are unfamiliar with these simple life skills we will teach them formally, but the lesson is more effective if they observe such a culture in action, day in, day out; living it, modelling it and thriving and growing as a person. Individuals who value self and the common good. Character and virtue together will contribute strongly to our culture. Every young person in this school will be known as an individual – we will take great pride in this. Every child will be nurtured to develop every aspect of their personality, they will have genuine opportunities to reach and even exceed their potential; we will guide and encourage their intellectual, emotional, spiritual, creative and physical talents and positive behaviour will be recognised and rewarded.

There will be planned opportunities, through various lessons, activities and collective worship, to address these values and virtues formally grounded and rooted in the Christian faith. It will be necessary to do so in other ways, such as through the national 'What if?' approach to curriculum enhancement. We can't just assume that pupils are familiar with the notions of civic duty, natural justice, resilience or self-control. Accordingly, every opportunity will be taken to make these aspects of everyday life central to the achievement culture of the school and thus central to school life. It will be part of their learning, each and every day. It grows. It is layered. It becomes part of who they become and how they form. We want young people to be happy and enjoy coming to school. By the time each individual leaves this school, we want them to have that true sense of self-worth which will enable them to be of value to our changing society.

We understand that parents want more from a school than academic achievement. If children come to us not knowing the difference between right and wrong, we will teach it because the desire for the common good is at the very heart of the Christian faith. There is no opt-out of these core British values which will be expressed in clear non-negotiables around achievement, conduct and social interaction so that teachers can teach and students can learn. Of course this is not as simple as it might appear, but it is intended as a marker, a statement of intent, 'this is us'.

Studies in the wider curriculum offer including humanities will be inclusive and embrace the world's major religious and spiritual traditions. Timetabled time allocated to faith-based activities will not be disproportionate within our broad and balanced curriculum. The delivery of other curriculum areas, such as the study of evolution or theories of the origin of the universe in science, will take place in keeping with the expectations of the National Curriculum and each relevant examination syllabus. Proposers intend to make use of free school freedoms as agreed with the Principal Designate and the Governing Body.

As an 11-19 secondary free school with a curriculum focus on Music and Mathematics we will increase parental choice and diversity of provision in the Derby area while contributing both to solving a growing basic need problem and to lifting education standards in the LA. The curriculum foci are a key part of our vision and represent a platform from which we will build high levels of personal development, well-being and achievement from Y7 onwards.

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Back in 2006 Lord Adonis said *“music has a vital role to play in enriching the curriculum and driving up standards”* and we will in addition exploit the natural links between music and mathematics to secure gains in learning for our pupils. Music, as part of the core curriculum, will be a compulsory part of the curriculum to year 11.

The nature of faith schools as caring environments popular with parents, supporting personal development while securing high levels of progress where every child can achieve, is well documented - for example while faith schools account for only one in three schools (approximately) faith schools nevertheless frequently occupy the higher positions in LA league tables.

Rationale

The local basic need position is undisputed and becoming more acute: A number of City secondary schools are at capacity, some with limited opportunity to expand. This situation is compounded by the fact that two secondary schools, which are already at capacity, cannot expand any further. (Derby HMA Aligned Core Strategies, Preferred Growth Strategy). From the same source: *“Schools may not be willing to accept an increase in size...due to the impact it may have on education outcomes and the ethos of the schools.”* The LA recognises that a mix of expansion and new provision is needed to meet the growing demand for places: *“Based on the number of homes proposed in and around Derby, it is therefore unlikely that existing secondary schools can be expanded to meet the levels of growth anticipated.”*

35,354 houses are about to be built across Derby City Council, South Derbyshire District Council and Amber Valley Borough Council. A total of 19,175 will be located in Derby or on the edge of the city boundary. This extra housing alone is expected to produce a total of 875 secondary pupil places.

<http://www.derbytelegraph.co.uk/Derby-school-place-shortage-city-council-got-sums/story-21055332-detail/story.html>

Pupil number projections for the secondary phase (from the present academic year to opening, taken from ‘Pupils of Secondary School Age and Pupil Forecasts by Local Authority in England’, DfE) confirm the above position in terms of a growing trend.

Year	2015/16	2016/17	2017/18
Places	16283	16416	16678
Increase		+133	+262

The Cathedral School is needed in this location at this time

In addition to the basic need position as outlined above, education standards in Derby are mixed. In the secondary age range for state schools there is wide variation in school performance in terms of the percentage of pupils achieving 5 or more Grades A*-C including English and mathematics. At the top end are schools such as West Park School to the north-east of the city with 77% and Chellaston Academy in the south of the city at 70%. Towards the lower end of school performance league tables are the City of Derby Academy (40%), Merrill Academy to the south-east of the City at 33% and Noel-

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

Baker School (31%). The Cathedral School will contribute to raising standards in Derby via our high expectations of pupils combined with excellent teaching.

In terms of Ofsted inspection grades, the City of Derby Academy with 760 pupils on roll was inspected in January 2015 and judged to Require Improvement with Quality of Teaching and Achievement of Pupils graded 3. Merrill Academy (number on roll 860) was inspected in October 2014 and placed in Special Measures (grade 4 Inadequate) with all main Ofsted categories graded 3, except Achievement of Pupils which was Inadequate in alignment with the overall judgement. Taken together these schools have significantly more pupils on roll, at 1620, than The Cathedral School at steady state (840).

There are approximately 12 specialist secondary schools in Derby. Across the county, with around 45 additional specialist secondaries, there are 5 mathematics & computing schools but no music colleges even as a second specialism. As a result, The Cathedral School with a music and mathematics focus will improve parental choice and increase diversity of provision in Derby.

The school's Proposers are well-placed to secure the high expectation targets detailed below in this Section and expanded upon in Section D, with high levels of education expertise at Trust level and experience of operating schools across Derbyshire.

Local Area Context

Index of Multiple Deprivation reports identify the East Midlands as having just over 7% of its LSOAs within the 10% most deprived LSOAs in the country. The most deprived areas within the East Midlands are concentrated around the three cities of Derby (our location), Leicester and Nottingham. While unemployment levels have been falling in Derby recently, there are still between three and four thousand people without employment. The Cathedral School will help as far as possible in terms of a single school and job creation, with approximately 80 positions available when the school is at steady state, and we have set a zero target for NEETs in keeping with our high expectations and related aims for pupils' employability and access to higher education. Derby is an aspirational city with 12% of the population working in hi-tech industry. It is "*the 2nd best city to make a living*" (<http://www.totallymoney.com/press-centre/blackburn-best-place-uk-make-living-new-analysis-reveals/>). Japanese will be a language option at DCS; Toyota is a major employer in the area.

Our new school will support the aspirational aims of the City by contributing to higher standards of education in terms of pupil outcomes, as detailed in our targets which are listed in full in Section D. We will ensure that no pupil from any community family attending DCS is left behind; the Lord Bishop of Derby established the Redfern Commission which examined key themes and challenges facing Derby – "City needs to convince young people that it's okay to aspire to greatness". John Coyne, when Vice-Chancellor of the University of Derby, said: "We are ambitious but we need to have more ambition and remove the fear of aspiration. In some arenas it struck me, we didn't only have a generation that didn't aspire to as much as I felt they should, but almost that they were afraid to aspire." DCS will offer a truly aspirational environment to all who work and learn at the school, supporting each pupil to achieve more than they thought possible.

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The Lord Bishop of Derby and The Chapter are fully committed to raising opportunities for communities through education, and to the regeneration of Derby. Existing initiatives include Cathedral Apprenticeships in commercial outlets (including the Cathedral bookshop) and the only Apprentice Verger in the Country.

Intake Profile

Based on LA data and our preferred site we anticipate that the pupil profile will consist of 35% FSM pupils, 25% EAL and 20% SEN. Our curriculum offer will meet the learning and personal development needs of pupils with this intake profile in terms of school operations, resourcing and pedagogy.

Curriculum Plan Summary

Our curriculum model is based on the National Curriculum as a broad and balanced platform with a focus on music and mathematics. The curriculum plan as set out in Section D is capable of meeting the needs of our intake profile, is eminently deliverable and will ensure that all pupils, regardless of their background and prior attainment, disabilities, stage of English language acquisition, or levels of social deprivation, will have their learning needs met. We will prepare pupils well for the next stage of their education, including employment and higher education. The Cathedral School will offer a high quality education in terms of spiritual, moral, social and cultural education while promoting British values relating to democracy, the rule of law, tolerance and individual liberty.

The specialisms of mathematics and music are apt and well matched, with music supporting progress in other subjects, particularly mathematics (links provided below). They will be embedded in the curriculum at KS3 and KS4 through cross-curricular teaching and project work and as illustrated, for example, by the programmes of study shown below in this Section at KS4.

<http://www.telegraph.co.uk/education/9159802/Music-helps-children-learn-maths.html>

<http://www.scientificamerican.com/podcast/episode/rhythm-and-music-help-math-pupils-12-03-27/>

<http://blogs.ams.org/blogonmathblogs/2013/10/16/on-mathematics-education-and-music-education/#sthash.y04H88yS.dpbs>

While music making and participation in musical productions (both choral and instrumental) are known to encourage self-confidence, which brings benefits across the curriculum, Music education has proven benefits in terms of supporting cognitive development. The twin foci within our curriculum offer are designed to raise achievement for all learners via a key skill and support for cognitive enhancement.

Professor Susan Hallam's paper "*The Power of Music: its impact on the intellectual, social and personal development of children and young people*" demonstrates that engagement with music education has benefits that include creativity, language and literacy skills, numeracy skills, overall cognitive development and improved general health and well-being.

"Recent advances in the study of the brain have enhanced our understanding of the way that active engagement with music may influence other activities. The cerebral cortex self-organises as we engage with different musical activities." (Professor Susan Hallam)

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Information around Professor Hallam's research can be found at the link below.

http://www.laphil.com/sites/default/files/media/pdfs/shared/education/yola/susan-hallam-music-development_research.pdf

The examination options available to pupils at 16 will maintain breadth and balance and include both GCSEs and BTEC options. At Post-16 level, while there will be a natural focus on subjects such as music, music technology, mathematics, further mathematics and statistics, there will also be an appropriate mix of qualifications available including a range A-levels in keeping with the Russell Group list of 'facilitating subjects' together with vocational choices. Further details of the curriculum plan can be found in Section D.

Extended School Day and Enrichment

The school day will begin with breakfast club starting at 07.30, followed by registration in tutor groups initially structured by Year (Y7, Y8 etc.) and via vertical grouping when the Headteacher Designate deems that school's pupil population makes this a viable arrangement, and a morning act of collective worship at 8am. Formal learning will start at 8.30am and the core day will end at 3.30pm to be succeeded by a range of after-school enrichment options operating through to 5.00pm to widen the school curriculum and provide additional opportunities for skills acquisition in areas beyond the formal taught curriculum, together with personal development opportunities.

Activities will include a supervised homework club, performing arts productions, a debating society, sports and games including competitive matches, computer/internet clubs including programming and other technological activities, enterprise opportunities and Duke of Edinburgh Awards. These clubs, societies and sporting activities will form a varied programme staffed by teachers, parents, volunteers and paid experts, linked to the curriculum offered during the formal taught day to reinforce and supplement pupil enjoyment of learning and pupil progress and to support high aspiration in every way possible.

In order to provide a real world context for learning, some enrichment activity will be compulsory so that before children leave the school they will have first-hand opportunities to be part of a democratic process, a community project and will have worked to support a local charity. We want our pupils to use their Skills, Knowledge and Understanding to think for themselves and act for others.

High Expectations and Key Targets

We have set targets which reflect our aspiration to achieve high standards via excellent teaching, leading to sustained pupil progress across all Key Stages, setting out to position the school consistently in the top 10% of similar schools regionally and nationally. In addition to school self-evaluation we will use external verification to ensure that the judgements of senior and middle leaders at The Cathedral School are as accurate as possible. The full range of targets is set out in Section D.

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

Target Summary Table – please see Section D for all targets including EBacc at KS4.

<i>Focus</i>	<i>Target</i>
KS3	At least 100% pupils make expected progress, 80% above expected target
KS4	80% achieving A*-C En Ma
KS4	65% achieving EBacc
KS4	Attainment 8: Progress 8: score of +0.25
KS5	100% A*-E
Attendance	At least 97%
Exclusions	0 permanent exclusions
Destinations	0% NEETs at Y13
Quality of Teaching	100% Good/Outstanding (Ofsted criteria)
Parental satisfaction level	95% minimum from survey

(Targets for the end of KS4/5 will be reviewed with up-to-date cohort/national data.)

We recognise that from this summer targets will be based on Progress 8; % students gaining threshold in English and Mathematics (ie Grade 5); % students achieving EBacc although we do not yet know threshold for 'outstanding' but anticipate it will be +1.0 for P8.

Community Dimension

We will collaborate with the local family of schools while working at the heart of our community as a learning hub, celebrating both cultural and ethnic diversity, and advancing equality of opportunity by meeting all requirements placed on The Cathedral School Governing Body by the Equality Act 2010 and the PSED. We will cultivate positive relationships with and between communities and proactively oppose all forms of discrimination, contributing to community cohesion.

The Cathedral School will be a significant employer locally, and we will make our facilities available for hired use by community groups including clubs and societies, fulfilling a community need while developing an appropriate income stream in terms of income generation. Our partnerships with local industry and commerce (and charities) will widen engagement into these important spheres of activity.

Site

[REDACTED]. As required by free school protocol we have not engaged in any preliminary negotiations and will work closely with the EFA to ensure that an appropriate site is procured if this application is approved. If temporary accommodation is needed, the Trust has identified an appropriate site ([REDACTED]) which is owned by the Diocese and is available for use.

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Long-Term Plans

The Regional Schools Commissioner, Jennifer Bexon-Smith has provided a letter supporting DDAT's application to open a free school, see letter in the annexes. Having met the RSC to discuss the application to establish the Derby Cathedral School in January, we can confirm her support and eagerness that the School, if approved, will serve children from some of the City's areas of deprivation. DDAT will continue to explore opportunities to establish new free schools to meet demand across the City and Derbyshire, and support schools wishing to become academies serving Christian families as well as those of other faiths and those with none. The DDAT Board has recently approved a growth strategy that ensures the Trust grows in a steady and sustainable way, building capacity in advance to ensure quality of service to its member academies.

Summary of Key Features of Derby Cathedral School

- 11-19 free school increasing diversity and widening parental choice
- 120 places available in 2017 in the context of growing local basic need challenges
- a faith school with an open, fair, transparent and fully inclusive admissions process
- a school which welcomes applications from families of all faiths and no faith
- broad and balanced curriculum with an added-value focus on music and maths
- extended school day with breakfast club and after-school homework club
- wide range of enrichment activities including clubs, societies and sporting events
- enabling ICT and computing facilities
- vertical grouping approach to pastoral care to enhance pupil well-being and achievement
- a school where good behaviour, good manners and mutual respect are the norm
- teachers free to teach, focusing on pupil progress and attainment
- an environment where every child can and will achieve
- high expectations which will contribute to raising standards in the area
- building on high expectations we will mirror the generally higher attainment of faith schools
- personalised targets and learning pathways for all pupils
- collaborative within the local family of schools
- links with wider groups locally will contribute to community cohesion
- work in school and in the community will develop a sense of civic & social responsibility
- experienced Proposers with the requisite expertise to deliver excellent education

Section D – education plan: part 1

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals		120	240	360	480	600	720	840

Section D – education plan: part 2

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<u>Key Stage 3</u>			
English	200	Mandatory	Core subject
Mathematics	200	Mandatory	Core focus subject
Science	160	Mandatory	Core subject
Music	120	Mandatory	Focus subject
Geography	120	Mandatory	Humanities includes RE which is delivered within PSHCzRE
History	120	Mandatory	
MFL	120	Mandatory	Spanish at KS3 Y7 Y8 Japanese available Y9
PE	120	Mandatory	
Design Technology	120	Mandatory	
ICT/computing	80	Mandatory	
Art	80	Mandatory	
Drama	80	Mandatory	
PSHCzRE	80	Mandatory	PSHE, Citizenship, RE
Enrichment	(300)	Voluntary	Wide range of options Please see Sect D below
TOTAL MANDATORY KS3	1600 mins = 26h 40m	Excluding After-school Enrichment & Breakfast Club	
<u>Key Stage 4 GCSE</u>			
English	200	Mandatory	Core subject
Mathematics	200	Mandatory	Core focus subject
Music	200	Mandatory	Focus subject
Biology	80	Mandatory	Core subject
Chemistry	80	Mandatory	Core subject
Physics	80	Mandatory	Core subject

PE	80	Mandatory	
ICT/computing	40	Mandatory	Also taught in other areas
Options 1	200	Mandatory	History or Geography
Options 2	200	Mandatory	Spanish or Japanese
Options 3	200	Mandatory	Art or Drama
PSHCzRE	40	Mandatory	PSHE, Citizenship, RE Inc careers guidance
Enrichment	(300)	Voluntary	Wide range of options Please see Sect D below
TOTAL MANDATORY KS4	1600 mins = 26h 40m	Excluding After-school Enrichment & Breakfast Club, see below	
<u>Key Stage 5 GCE</u>			
3 A-levels pathway	960	Mandatory	See A-level options
Independent Study 3 A-levels	520	Mandatory	On-site
4 A-levels pathway or Vocational WRL programmes	1280	Mandatory	See A-level and Vocational options list
Independent Study 4 A-levels	200	Mandatory	On-site
PE	80	Mandatory	On-site, may include coaching of KS3/4 pupils
PSHCzRE	40	Mandatory	Includes: careers / HE guidance
Enrichment	(300)	Voluntary	Wide range of options Please see below
TOTAL MANDATORY KS5	1600 mins = 26h 40m	KS3/4/5 taught day times parent friendly (siblings)	

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

Curriculum Plan

Derby Cathedral School will offer a broad and balanced curriculum that prepares pupils for university, employment and employment opportunities. We will show below that the curriculum model for DCS is in keeping with our vision, suited to the intake profile, and is deliverable in terms of meeting the needs of learners (D1) staffing (D3) and financially (Section G).

Within the Christian ethos and our open, transparent and inclusive admissions process our intake profile is expected to reflect the local authority position (20% SEN, 35% FSM, 25% EAL) and our approach will meet the learning needs of all pupils. This will be achieved via personalised support in lessons and through combined Key Stage and vertical grouping support structures, together with a view that pupils' potential often remains untapped in that they are more likely to arrive under-educated than fundamentally lacking in potential, some having operated under lower expectations than DCS will tolerate.

Improving levels of literacy and numeracy will be a key priority in Y7 and Y8, with gains in self-confidence and self-esteem arising from the performing arts element of our areas of curriculum focus supporting higher levels of achievement throughout KS3 and KS4 where music is a core subject taken by all pupils and where participation in performances will be widespread including via our Community Music Room where our pupils will perform (see below).

Areas of Curriculum Focus

In keeping with our vision for DCS as set out in Section C, the school will have a value-added focus on Mathematics and Music. Music and mathematics are a natural combination as outlined in Section C and below.

Pupil self-esteem and self-confidence are boosted by music education and participation in performance type musical activities. Music education has great potential for improving achievement across the curriculum, given the research evidence which shows that Music education supports cognitive development. Music will therefore be a key part of our curriculum offer which with the equally important focus on Mathematics will provide a menu that meets the needs of our intake profile. A paper by Professor Susan Hallam "The Power of Music: its impact on the intellectual, social and personal development of children and young people" demonstrates clearly the many positive effects that pupils' active participation in music education and music productions can have on cognitive development. Impact has also been demonstrated on:

- creativity
- language and literacy skills
- numeracy skills
- overall attainment
- personal and social development
- improved general health and well-being

The paper by Professor Hallam can be found at the link below.

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http://www.laphil.com/sites/default/files/media/pdfs/shared/education/yola/susan-hallam-music-development_research.pdf

Music education at Derby Cathedral School will be rich in choral opportunities, with openings to perform in the Cathedral, and instrumental music making, including music technology.

The 'music for all' principle operating within our curriculum focus combination is supported in work published by Professor Graham Welch and Dr Pauline Adams. A key statement from Welch and Adams relating to the generally low priority given to Music in many schools is that "there is a real mismatch between pupils' genuine interest and the structure of the curriculum." The breadth of opportunities available within Music at KS3 and KS4 will act to ensure a close match exists between DCS pupils' interests and the curriculum offer.

Mathematics is not only essential learning for school pupils, it exists within our curriculum progression from KS4 to KS5 together with a range of subjects including many Russell Group 'facilitating subjects' for maximising access to higher education degree courses. It also represents knowledge, understanding and skills that have the power to improve the quality of life for all pupils. Employability and HE options will be maximised through the availability of such subjects. DCS will contribute to raising education standards in the wider context of Derby provision 11-19, where there are Good and Outstanding schools but also several lower performing institutions.

Through our curriculum foci and overall curriculum scheduling, DCS will:

- provide opportunities for all pupils to study and become qualified in Music, experiencing choral and instrumental performance in a variety of settings
- harness the natural harmony between Music and Maths
- boost self-esteem, self-confidence, cognitive development and achievement
- plan for cross-curricular learning to enhance meaning & relevance
- develop skills of research, problem solving and creative thinking
- maximise employability and access to universities including the Russell Group
- maximise personal development, well-being and the likelihood of future success

The DCS curriculum at all Key Stages will involve a longer than average taught week of more than 26 hours in length and will reflect our curriculum focus subjects while maintaining breadth and balance across all core areas of learning. We will make use of resources available from the Music Mark website and Mathematics education organisations including the Mathematical Association and the Association of Teachers of Mathematics. We will make a breakfast club available as part of our parent- and carer-friendly school day, together with a variety of after-school enrichment activities to maximise pupils' personal development. These will incorporate a homework club as well as cultural activities, and sport where purely participatory and fully competitive sport will be available.

Key Stages 3 and 4

Work from Y7 onwards will embody progress towards GCSE and teaching will be mindful of long-term goals and associated pupil targets. In this section we set out

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thoughts and plans in keeping with the breakdown of curriculum scheduling set out in Part 1 of this section. Key Stage 3 will involve a three-year programme from Y7 to Y9. Pupils attending Derby Cathedral School will experience a wide range of subjects in keeping with breadth, balance and an extended national curriculum approach. We will teach PSHCzRE, involving PSHE, Character Education, citizenship and the local approved syllabus for RE covering all world religions. SMSC education will include the promotion of British values and an appreciation of cultural differences set in an atmosphere of tolerance and mutual understanding.

In keeping with the Trust's inclusive vision and open admissions procedure, pupils from families practising all faiths and no faith will be made equally welcome and feel valued. Further details of our approach in this regard are set out in Section D4.

In KS4, through Y10 and Y11, there will be provision for Careers and HE guidance in PSHCzRE (personal, social, health, citizenship and religious education) which will continue into the sixth-form to Y13. SEN pupils will be supported so that their individual learning needs are met, and pupils with high prior attainment will receive appropriate challenge.

Key Stage 3

The following table summarises the KS3 curriculum at DCS, numbers given are periods/week where the total number of periods per week is 40.

Subjects	Notes
En 5 Ma 5 Sc 4 Music 3	Core and focus subjects
Hi 3 Gg 3 MFL 3 PE 3 D&T 3	Extended core
Art 2 Drama 2 ICT/computing 2	Breadth and balance ensured
PSHCzRE 2	Local syllabus for RE

Music will be a cross-curricular (x-c) part of Dr; Computing KS3 and Computer Science KS 4&5 will also be taught in x-c fashion.

English

At KS3 pupils will develop an appreciation and love of reading, and read increasingly challenging material independently through a wide range of fiction and non-fiction, including novels, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range available to pupils will include high-quality works from English literature, including classical works, early 20th century and contemporary, including prose, poetry and dramatisations including natural x-c links with Drama.

Pupils will consolidate and build on their knowledge of grammar and vocabulary through analysis of increasingly challenging texts, studying the effectiveness and impact of the grammatical features of the texts they read, drawing on new vocabulary and grammatical constructions from their reading and listening, using these consciously in their writing and speech to achieve particular effects while avoiding the grammatical problems pupils encounter in terms of correct spelling, punctuation and syntax.

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They will be given a variety of opportunities to develop creative and technical writing. In addition, DCS pupils will participate in discussions including via debates, mastering written and spoken language, with precise and confident use of linguistic and literary terminology. They will become increasingly capable of giving short speeches and presentations, expressing their own ideas while keeping to the point, delivering their speech with appropriate use of intonation, pace and volume. Pupils will listen actively to each other and develop powers of self-review and peer-review.

Mathematics

Mathematics (one of our core focus subjects) and allied numeracy skills are essential to everyday life, critical to science and technology, a natural companion to music, and necessary in most forms of employment - yet maths can be a scary subject to some pupils. It is one of our focus subjects for these very good reasons. DCS will overcome any potential barriers to learning by making sure that mathematical experiences are wherever possible fun and enjoyable, including by setting maths in everyday and work-related contexts, and by use of stage-not-age mathematical games and puzzles. At Key Stage 3, young mathematicians at the Cathedral School will become increasingly confident when working with abstract mathematical concepts, number patterns generalisations; developing an argument; and justification or proof using algebra and appropriate mathematical language.

Pupils will become adept problem-solvers by applying their mathematical knowledge understanding and skills to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simple steps while persevering in seeking solutions. Within the context of situations drawn from science, technology, music and other curriculum areas as well as everyday life, pupils will use algebra to generalise arithmetic, and to formulate mathematical relationships, including by substituting values in expressions; rearranging and simplifying expressions, and solving equations. Pupils will develop graphicacy skills, ensuring that a common approach is used across subjects including science and geography, in particular graphicacy skills and language pertaining to and properties of 2-D and 3-D shapes, algebraic expressions, probability and statistics. They will formulate and test conjectures about patterns and relationships; looking for proofs or counter- examples, reasoning deductively in geometry, number and algebra, including using geometrical constructions. Those requiring further challenge will begin to work with inductive proofs.

Pupils will acquire key skills concerning what can and cannot be inferred in statistical and probabilistic terms and when drawing conclusions from a variety of data types, linking this to use of the scientific method. They will construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data, using other subjects to make for a richer source of contexts.

DCS pupils will begin to model situations mathematically and express the results using a range of formal mathematical representations including spreadsheets, for example conducting thought experiments for stage-appropriate scientific experiments tests that for practical, safety or cost reasons cannot be addressed practically in a school setting. For example this may include modelling dynamics using gravitational field strengths on other planets in the solar system. They will learn about the mathematics of music via

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cross-curricular work involving beats, chords, octaves, frequencies, keys, scales and harmonics.

In their maths lessons and when working mathematically in other subjects, pupils will be taught to use conventional mathematical notation for operations, including brackets, powers, logarithms, roots and reciprocals, assigning appropriate priorities when working with combinations. They will use a calculator and other technologies to calculate results accurately and then interpret them appropriately including in terms of accuracy. Pupils will derive and apply formulae to calculate and solve problems involving perimeter and area of plane shapes, also the volume of cubes and other 3D shapes. In order to ensure appropriate pace and challenge for all pupils, teachers' professional decisions about progression will be based on the security of pupils' understanding and their readiness to move on to the next stage of learning regardless of age.

Science

At Key Stage 3 pupils will gain understanding of the world through science lessons which encompass the specific disciplines of biology, chemistry and physics, leading to and supporting separate sciences at GCSE. They will learn essential aspects of the knowledge, methods, processes and uses of science, including the strengths and limitations of the scientific method alongside the pursuit and development of contingent truth. Through building up a body of key foundational knowledge and understanding, pupils will recognise the power of rational explanation and develop their sense of excitement and curiosity about natural phenomena. They will display increasing understanding of how key knowledge and relevant scientific concepts can be used to explain what is occurring, predict how things will behave, and analyse causes. They will have access to a rich menu of practical, investigative activities in laboratory and field settings, using sensors and data recorders to enhance their studies and reports. By developing an understanding of the nature, processes and methods of science, pupils will become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

In addition to the development of safe working practices and key practical skills through both hands-on experimental work and observing demonstrations by skilled science teachers, pupils will make predictions using scientific knowledge and understanding and devise experiments to test their predictions by planning and carrying out the most appropriate types of scientific enquiries using the most suitable apparatus and methodology, including identifying independent, dependent and control variables where appropriate. In so doing they will make and record observations and data to appropriate degrees of accuracy, using graphicacy skills to represent outcomes in a variety of ways which are fit for purpose.

In lessons covering biological topics, pupils will study the structure and function of living organisms, how they are classified, and how they demonstrate the characteristics of living things. Appreciating cells as the fundamental unit of living organisms, pupils will learn how to observe and record and then interpret the differences between animal and plant cell structure, as well as sub-cellular features, including via use of a visible light microscope. Human biology will cover the skeleton, musculature and major body systems including digestive, circulatory, respiratory, reproductive and endocrine systems. They will examine what constitutes a healthy diet and how humans can best

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remain healthy and well through appropriate lifestyle choices. Pupils will also examine biological processes in detail, including respiration (aerobic and anaerobic), photosynthesis, mitosis and meiosis. Relationships within ecosystems will be studied, including representations of food chains and webs. Following work on the human reproductive process, pupils will consider genetics in terms of the cell nucleus and division, DNA, human variation, theories of evolution and adaptation. Public and controversial topics including genetically engineered crops will be covered, including via debates.

In chemistry lessons pupils will be taught about the particulate nature of matter, including the properties of the different states of matter (solid, liquid and gas) in terms of a particle model, observing and studying phase changes in that context. They will understand the difference between atoms and molecules, elements and compounds, compounds and mixtures, with a focus on both colloids and alloys and their applications. Pupils will know that elements have unique atoms that consist of a nucleus and electrons. They will learn the chemical symbols for the first 20 elements of the periodic table (with a historical perspective of how the periodic table came about and the fundamental basis for it in terms of atomic number), the main groups and the transition metals, as well as formulae for common compounds such as sodium chloride, water, methane and carbon dioxide. Pupils will experience the 'Periodic Table' elements song.

Experimental work including within investigations will consolidate pupils' understanding of the concept of a chemical reaction as distinct from a physical change, and they will investigate factors affecting the rate of chemical reactions and how the particle model together with energy considerations including catalysis provide an interpretation for chemical kinetics.

Acids and alkalis will be studied and pupils will learn how to take measurements of acidity and alkalinity using indicators and pH meters. Common reactions of acids, e.g. with bases, metals and carbonates will be examined via experiments, in which pupils will also learn the chemical tests for common gases (oxygen, hydrogen and carbon dioxide) and study displacement reactions. Beyond the energetics of chemical kinetics, pupils will study thermodynamics, examining exothermic and endothermic reactions and the concept of chemical equilibrium. Pupils will gain understanding of rearrangements of atoms via the making and breaking of chemical bonds in terms of compound formation and energetics. Following from their study of atomic structure – nucleus, electrons – pupils will consider the difference in properties between metals and non-metals and understand how they arise.

Pupils will learn about the structure of planet Earth, its surface of land and oceans and the layer structure of its atmosphere, understanding how the energy from the Sun and the planet's rotation drive weather systems, using satellite images to support their work. They will also study and investigate via experiment the rock cycle as well as rocks/minerals and their uses. Pupils will also consider how human activities impact on the environment.

During physics lessons pupils will investigate the laws of motion and the nature of force and the effects of balance or imbalance of forces on objects, including links to engineering via structures (e.g. bridges) and calculations based on displacement, velocity and acceleration. Turning forces will be examined via the principle of moments

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and how devices use three classes of lever to operate. The study of sound waves and acoustics will make direct connections with work in music lessons. Continuing with energy transport and waves, pupils will examine visible light and optics, then extend their work to cover the full electromagnetic spectrum and where each portion arises and (where applicable) is put to use. Electricity and magnetism work will include electric current, measured in amperes, series and parallel circuits, currents as flow of charge and potential difference, measured in volts. Pupils will see how Ohm's law can be verified without recourse to calibrated meters which assume it.

Pupils will learn about static electricity and charging by contact and by induction. They will plot magnetic field lines using iron filings and with a compass, learning about the magnetic field of the earth, its internal origins and its external influences including solar effects. Pupils will continue their work on the particulate model of matter by studying the structure of the nucleus, learning about radioactive processes and nuclear energy.

Study of space will include the position of the Earth within the Solar System, the Sun as a star, as well as stellar evolution using balance of forces and the H-R diagram and the implications for the Sun-Earth future. The collection of nearby stars as members of the Milky Way galaxy will be studied, and pupils will engage in telescopic observations as well as remote observations online at observatories offering this facility to educational establishments. Finally, pupils will learn about how astronomical distances are determined in principle and measured in practice.

Music

At Key Stage 3 music will be a clear focus of the curriculum, leading to continuation of music for all at KS4. Delivery will include cross-curricular work with other subjects including Science (the physics of sound for example) as part of the means by which we will embed our value-added specialism across the curriculum. Our approach will combine intellectual and personal development, enabling personal expression and reflection while promoting cognitive and emotional development. Reflecting its role as an integral part of culture, past and present, music at DCS will help pupils to understand themselves, relate to others and develop their cultural understanding while forging important links between home, school and the wider community.

Music at DCS will develop pupils' critical skills, their ability to listen, evaluate, to appreciate a wide variety of music, their own music-making skills, and judgements about musical quality. Links between music, mathematics, science and technology will be visible throughout pupils' experiences from Y7 to Y9. A variety of cultural origins will be included, from West Indies to Northern Europe, and there will be opportunities for choristers to perform appropriate pieces in the Cathedral, where parents and carers consent to this. A variety of instruments will be available for pupils to play, with RSM examinations available.

Within music education at DCS, pupils will:

- develop knowledge, skills and understanding through the integration of performing, composing and listening
- experience performance activities in a range of contexts within and beyond the classroom
- experience a range of live and recorded music from different times and cultures,

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including via Musicians in Residence

- experience a range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension
- explore ways in which music can be combined with other art forms and other subject disciplines and how thoughts, feelings, ideas and emotions can be expressed through music
- use music technology to create, manipulate and refine sounds
- learn to use staff notation and other relevant notations in a range of musical styles, genres and traditions
- learn to consider contextual influences that affect the way music is created, performed and heard
- learn about the role of music and musicians in society, of the music industry and of artistic and intellectual property rights
- perform in choral and musical productions

The school will use Ofsted's guidance from their review of the best music provision to ensure that DCS meets and goes beyond any national curriculum baseline in the following ways:

- all pupils study music through KS3-4 and all will share the same access to choral and instrumental performance participation, promoting equality of opportunity in music
- teachers will use musical sound as the dominant language of musical teaching and learning, this will be a key feature of DCS pedagogy
- planning for pupils' musical progression through and across the curriculum will be secure
- we will provide sufficient curriculum time for music – music has 120 minutes (3ppw) at KS3 and 200 minutes per week for all at KS4
- pupils' internalisation of music will take place through high quality singing and listening
- pupils will participate in choral productions including potential use of the Cathedral setting as detailed above
- technology will promote creativity, widen inclusion, and make assessment more musical
- strengthen senior leadership of music in terms of the Director of Music attending SLT meetings (as will the Head of Mathematics)
- we will sustain music-making opportunities for pupils in schools beyond national advocacy, structures and strategies
- self-review involving Ofsted-based criteria will take place, overseen by SLT and MLT with external verification to quality assure school judgements

Music will be used as a media to reach out to young people across Derby and to other faiths:

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- Cathedral Organists have taught young people who went on to win Russell Group places
- Cathedral Director of Music is developing a Derby youth choir to broaden access for young people
- DCS will use the Music focus to reach out to other faiths following successful work with Jamia Mosque
- East Midlands Orchestra uses the Cathedral

Non-focus curriculum areas, at KS3 and beyond, will not be treated as second class subjects as our curriculum provides value-added gains through cross-curricular working, and does not operate at the expense of other subjects. In terms of MFL we will focus on Spanish in KS3 with Japanese available in Y9 to those pupils who wish to continue with the subject at GCSE and beyond. Spanish is an excellent language for KS3 pupils given that it represents a major international language. It has been estimated that there are approximately as many Spanish speakers as there are English speakers (between 300 and 400 million). Spanish is one of the six official languages of the United Nations.

Humanities will include geography, history and RE across KS3-4 and we will meet statutory requirements for RE from 11-19 via the local agreed syllabus. PSHE, RE, Citizenship will be taught, with HE and careers advice becoming a feature from Y9 and KS4 into the sixth-form. Art and Drama will link closely with music in terms of the importance of creative and performing arts to pupils' intellectual and personal development and crucially in terms of participation in a wide range of performance events.

PE will be compulsory for all pupils 11-16 and sixth-form pupils will be able to participate via Independent Study time and potentially by coaching younger pupils. All age ranges within DCS will have access to local competitive sporting events and, where applicable, national competitions for talented pupils.

Our curricular delivery of ICT/computing will ensure that pupils receive a high quality and challenging experience with access to the internet available via wireless access and personal devices through and around the buildings. We will procure an appropriate ICT solution and MIS package which will support teaching, assessment, recording and reporting, and back-office administrative activities equally well. This will include an appropriate VLE with a tunable interface which will allow pupils to gain secure access when working off-site, including at home, and there will be areas of the school website for parents and the wider community which operate securely and allow access only to appropriate areas. Within ICT/computing we will ensure that all pupils acquire relevant skills via up-to-date equipment / software and high quality teaching. Within our community activities we will help to address the 'digital divide' in Derby.

Key Stage 4

As per the weekly schedule provided in Section C, Key Stage 4 will see all pupils taking English (Lang & Lit), Mathematics, Music and separate Science subjects, with both Design Technology and Engineering available as GCSE Options. PE will be undertaken by all pupils, and in addition to continuing the cross-curricular element of ICT/computing, there will be a discrete element at KS4 not least as we expect that a

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number of pupils will be considering Computing at A-level. Other options will include MFL (Spanish and Japanese for pupils studying the subject starting in Y9) together with the humanities subjects of geography and history. Tutorial sessions will continue in a similar format to KS3 with IAG on careers and HE becoming more prominent in Y11. The following table summarises KS4 subject scheduling which is mindful of the current and proposed national picture around the EBacc.

Subjects	Notes
En 5, Ma 5, Music 5	Core subjects and focus subjects
Biology 2, chemistry 2, physics 2	Core subject (Sc) as separate sciences
PE 2, ICT/computing 1, PSHCzRE1,	Commitment to PE, PSHCzRE and ICT
Option choice1 Hi 5 or Gg 5	Humanities within an EBacc framework
Option choice 2 Sp 5 or Fr 5	MFL within an EBacc framework
Option choice 3 Ar 5 or Dr 5	Curriculum richness maintained

Total 40 periods per week as per KS3

Given the DCS mission to use our areas of curriculum focus to help pupils achieve at higher levels across the curriculum, we expect that the majority of pupils will study 9 GCSE subjects but 10 will be possible including English Literature as well as English Language. However we will be flexible in meeting the needs of pupils and the Headteacher Designate will be able to consider how the needs of a small number of pupils, for whom this number may not be appropriate, can be met. Even so we anticipate that all pupils will have access to more than 5 subjects at GCSE and have set high expectation targets in terms of 5+ A8-C at GCSE and EBacc (see Target Summary below). We are aware of the plans to grade new GCSEs using a 9-1 scale and we are aware of the statistical underpinnings in grade relations; A*-C is used here as it relates to known benchmarks that are available now.

The DCS strategy for maximising success at KS4 will involve high quality teaching that DCS teachers will offer in all years including Y10/11. We will ensure that pupils are aware of grade criteria, written in pupil-friendly terms, and we will use the principles of Assessment for Learning (AfL) to ensure that each pupil knows what they need to do to achieve their target grades through constructive narrative feedback. To ensure that maximum benefit is derived from excellent teaching including in revision sessions, study leave will be limited in comparison to the usual position in secondary schools.

Key Stage 5

Y12 will be open to our own Y11 pupils together with pupils at other local secondary schools providing that the entry requirements are met in both cases. The courses and subjects available will reflect a popular mix of vocational provision and 'facilitating' A-level subjects to maximise opportunities for pupils with university degree applications. Due to the school growing organically from Y7 in 2017, such that Y12 will be populated in 2022, we do not need to make firm decisions at this point regarding the Post-16 offer as there may be further curriculum reforms in the interim, however at the moment we envisage that the following courses or a closely similar menu will be available. In any eventuality our offer will reflect the school's areas of curriculum focus.

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A-levels

English (Lit), Mathematics, Further Maths, Biology, Chemistry, Physics, Music, Music Tech, Computing, Geography, Business Studies, History, Japanese, Spanish

Vocational

Music Performance Level 3 Diploma & Extended Diploma (Rock School Limited)

BTEC Level 3: Performing Arts, Health & Social Care; Travel & Tourism

At least one subject in the likely A-level list is not taught at KS4 in DCS (Business Studies) but will be easily accessible to our qualifying pupils and forms part of the approach by which we will attract pupils in Y11 from other schools in order to sustain a viable sixth-form cohort. Subjects will usually have 8 taught periods each week. However, if the numbers of pupils wishing to take a subject are particularly low, we will aim to run courses wherever possible but may have to make adjustments.

This could mean that we may run a subject on fewer than 8 periods or run it for Y12 alongside Y13 pupils if this feasible. Pupils will have opportunities in-school for Independent Study when they do not have a timetabled lesson in one of their A-level choices. The VLE will include suitable facilities for KS5 study. As the first Post-16 cohort is not in school until 2022 we will use the early growth phase to consider TechBacc implications (in terms of the performance measure marking achievement by students aged 16 to 19 in 3 areas) in terms of core maths and the extended project elements, given that we are already offering Level 3 BTEC programmes. As we will aim for the highest of expectations for the school and those in it at all times, if this becomes a standard measure for Post-16 performance then we will adopt it, given the high ambitions we hold for this new provision in Derby and the need to meet the needs of all learners including Post-16 students. Our robust financial planning easily allows sufficient flexibility for this.

Our entry requirements for the 3 A-level pathway will be met by a minimum of 5 GCSE subjects at grades A*-C including En and Ma, with a minimum of Grade B in each chosen A-level subject -however in the case of mathematics a Grade A or A* (and equivalent in the numerical grade scheme) will be required, and further maths where the same requirement will apply. Pupils taking the 4 A-level pathway will require a minimum of 6 GCSEs at Grade B or better including En, Ma and the same requirements for mathematics and further maths applicable once again.

As outlined above, in terms of recent A-level reforms and potential future changes in the Post-16 framework, we remain in a good position in this regard as we intend to 'grow our own' sixth-form.

Teaching, Learning and Pupil Grouping

Senior leaders and subject leaders will have the capability as the school grows, to regroup pupils giving smaller taught group sizes. This could take place by taking four classes of 30 pupils and regrouping to create six taught groups of 25 pupils. This will not be a feature across the academic year in all subjects; it will be more prevalent with focus subjects but may take place across the curriculum. SLT and focus subjects will be empowered to implement what they consider to be the most appropriate arrangement in terms of meeting the needs of pupils and raising achievement.

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In every lesson we expect teachers to plan methodically, making full use of prior assessment data and metadata, and to apply differentiation techniques using their professional judgement to maximise progress for all pupils. This will remain essential since, however pupils are grouped, a range of abilities will still be present and any progress gaps for individuals and groups of pupils will need to be addressed at all times.

Technicians as well as TAs and HLTAs will work alongside pupils as well as assisting teachers to maximise support for learning. We will recruit teachers from the outset who are capable of delivering outstanding lessons in their subject up to and including A-level, maintaining their interest through e.g. Easter revision classes and Summer Schools, mock Oxbridge interviews and other mutually beneficial collaboration with local schools that have older pupils.

Performance Management/Appraisal

Opportunities for training, coaching and all forms of professional development will be available to staff at DCS, including both teaching and support staff, within the performance management framework that Governors will formulate and implement. We will not follow the DfE model policy in entirety, making use of Free School freedoms to create our own. To increase compliance in a higher risk area we will however adopt the competency proceedings element of the DfE model policy.

Continuous Professional Development is vitally important for all staff. As the school matures we will employ a variety of approaches including training from external providers together with in-house coaching as we expect all members of our staff team to maintain the highest levels of professionalism in all aspects of their work.

School Day and Year

School Day:

08.00 - 08.45	Breakfast Club
08.45 - 09.00	Registration
09.00 - 09.40	Lesson 1
09.40 - 10.20	Lesson 2
10.20 - 11.00	Lesson 3
11.00 - 11.20	Break
11.20 - 12.00	Lesson 4
12.00 - 12.40	Lesson 5
12.40 - 13.30	Lunch
13.30 - 14.10	Lesson 6 (afternoon registration taken)
14.10 - 14.50	Lesson 7
14.50 - 15.30	Lesson 8
15.30 - 16.30	Enrichment
15.30 - 17.00	Homework Club

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Our weekly schedule has 40 minute lessons for maximum flexibility. This means that SLT working with middle leaders can employ shorter taught periods in curriculum areas such as MFL where this can be advantageous, while retaining the option to schedule double periods of 80 minutes, and triple periods also which can help with practical work in subjects such as Art, Science and Technology.

We will follow the local 3-term year pattern and open for 380 half-day sessions (190 days) during each academic year. The taught week will consist of 26 hours 40 minutes in lessons with breakfast club, enrichment activities and a homework club with SLT supervision making up the extended day in terms of supporting pupils to maximise academic progress and personal development.

Enrichment

Enrichment will be central to school life at DCS. Every teacher and support staff member will be invited and expected to support the wider curriculum offer via enrichment. Examples of the type of activities available are given below, but as community volunteers with skills and interests will also have a part to play and are contacting proposers via the website, this should not be taken as an exhaustive list.

Enrichment Activities:

Choirs	Drama Productions
Instrument lessons	Cookery club
Orchestra	Film club
Steel band	Fitness training
Maths club	Competitive sport
Astronomical society	Judo
Scientific society	Gymnastics
Chess club	Personal finance workshops
Book club	Computer club
Visiting speakers	Debating society
Art Club	Website design

Older pupils particularly sixth-formers within the vertical grouping approach, will be encouraged to gain coaching awards and will then train their younger peers as part of pupil leadership development. Tutorial sessions will provide guidance on enrichment options and will encourage all pupils to make informed choices to boost participation towards our 95% termly uptake target.

Meeting the Needs of All Learners

According to the Children and Families Act (2014) "A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a. has a significantly greater difficulty in learning than the majority of others of the same age, or

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b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This is how we define SEN. We recognise that all pupils learn at an uneven rate from time to time and we will consider all available evidence and undertake careful diagnostic procedures in order to provide the support that pupils with SEN need to make appropriate progress. If a pupil arrives at DCS with an existing EHCP or Statement we will work with the pupil, their parents or carers and external agencies as relevant to make sure that the most appropriate support is available within the school's graduated response approach.

Pupils with special educational needs and/or disabilities are expected to make up around 20% of those admitted to DCS. SEND pupils will be given full access to the curriculum as our provision will be DDA compliant. Pupil level data from previous schools and information from parents will be taken into account in how we teach SEN pupils in KS3 and beyond. Our approach can be tailored to meet learning needs, from increased differentiation to working with external multi-agency support. As literacy is of such fundamental importance in terms of curriculum access we will review pupil information and in particular reading ages and spelling ages in order to produce individualised interventions so that full access to the wider curriculum is supported from day one. This will ensure that pupils make progress as rapidly as possible so that their reading age in particular is equal to their chronological age as a minimum.

A school's ICT provision has a key role to play in supporting mainstream SEN pupils as follows (this is not an exhaustive list):

- pupils who find handwriting difficult will experience a focus on developing high level keyboard and mouse skills that will enable them to produce and record work more easily at school and at home including via an e-portfolio
- speech to text to speech software will help SEN pupils via vocalisation of phonemes
- pupils with visual problems will be assisted through the use of different coloured screens and font sizes
- icons and screen menus may be enlarged
- screen contrast can be altered
- pupils with coordination and fine motor control difficulties will benefit from varied mouse speed, cursor travel rate and number of clicks to open a document
- sticky keys can help pupils such that one key will do the job of two
- personalisation of the VLE interface will be possible enabling ready access and enjoyable use for SEN pupils
- specific applications will assist in tailored fashion to assist with specific learning needs of SEN pupils

Governors will be aware of relevant duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing and revising an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010 and the Children & Families

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Act 2014. All aspects of SEN provision and associated processes at DCS will meet the requirements of SEN legislation and the current SEN Code. Examples of compliance will include:

- The publication of information including website provision (SEN Information Report)
- Statutory assessment of special educational needs
- Statements/EHCPs
- Annual reviews/transition plans
- Phase transfers of pupils with statements
- Transfer of statements
- Implementing tribunal orders
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Equality Act (2010)
- Parent Partnership Service/Disagreement Resolution Service
- SENDA (2001)
- C&FA (2014)

Role of the SENCO

The SENCO will have QTS and work with teachers and learning support staff, as well as pupils directly, to make sure that specific learning needs applicable to each SEN pupil are identified early, and met. The SENCO will ensure that detailed plans with measurable targets are in place for all pupils on the SEN Register. They will comply with the statutory duties required of schools in order for DCS to meet requirements and best practice as set out in the current Code. The list below sets out most of the key tasks associated with the role and responsibilities of the SENCO:

- Identifying and supporting pupils with Special Educational Needs and/or Disability, also maintaining the register (and the Gifted and Talented register)
- Assessing pupils who are causing concern academically, physically or with their behaviour
- Assisting and advising teachers in planning appropriate programmes of work for pupils
- Disseminating information about pupils and related strategies to relevant staff
- Monitoring pupil attainment and progress and setting up 1:1 interventions and group interventions
- Deploying and directing support staff resources for pupils
- Allocating teaching resources for use with pupils within the budgetary envelope in order to meet individual learning needs
- Ensuring that relevant staff have the necessary training and support to deliver

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programmes of work and successful interventions

- Regularly communicating with parents of pupils with
- Ongoing organisation of the staged assessment and graduated response in line with the Code of Practice and C&FA 2014
- Communication with outside agencies in relationship to the needs of the identified pupils
- Organising and attending annual consultation meetings
- Monitoring & reporting on statemented/EHC Plan pupils & SEN Register pupils
- Conducting annual reviews of statemented /EHC Plan pupils
- Monitoring, assessing and reporting on Gifted and Talented pupils and liaising with teachers to ensure their learning needs are fully met

Role of the Headteacher

The Headteacher at DCS will have ultimate responsibility for the day to day management of SEN provision. Their responsibilities will involve making sure that pupils with SEN including those with a Statement/EHCP are engaged in all the regular activities of the school, so far as is reasonably possible and compatible with the pupils receiving the educational provision which their learning needs call for; also the provision of efficient education for the pupils with whom they will be educated; and the efficient use of resources overall. They will be involved in appointing the SENCO and maintain an overview of the quality of SEN provision in DCS, reporting to local Governors.

Governing Body Role

The Governing Body's responsibilities to pupils with SEN and/or disability will include:

- Providing critical challenge to the Headteacher and SLT in terms of the quality of the school's provision for pupils with SEN
- Formulating, agreeing, implementing and reviewing an access plan for the school
- Publishing relevant information as required including the SEN Information Report
- Ensuring that all statutory responsibilities are met (see above)

We anticipate a governing body with 8 to 11 members, with a similar constitution to that of a voluntary aided school, to facilitate acquisition of an appropriate blend of skills while maintaining effective decision-making in a tight-knit body.

EAL (Pupils for whom English is an Additional Language)

Our intake profile is likely to include approximately 25% of EAL pupils. The needs of these pupils will be met as part of our overall approach to meeting individual needs as facilitated by our curriculum model and pastoral framework. We recognise that there may be a particular need to put in place specific support for these pupils, mindful of the important tenet not to confuse EAL with SEN.

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With particular reference to those pupils who need extra support with their reading and literacy more generally as a result of having English as an additional language, we will adopt an approach which is based on the 'Dual Iceberg' model. In this approach, common features of the pupil's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English both as a language and as a vehicle for learning in other areas.

In this way, pupils are able to make a more rapid transition from basic language skills to academic language proficiency. In addition, the rich cultural base across the length of an extended school day will support pupils who have English as an additional language, providing more exposure to English speaking in lessons as well as providing social circumstances for them to practise their English.

EBD

Pupils with emotional and behavioural challenges will be supported by the SENCO, subject teachers and learning support staff. Vertical grouping will offer additional security and comfort from continuity of contact. In addition, in time, pupil mentors will work alongside their peers as part of the pupil leadership development aspect of vertical grouping. If and where necessary, external professional support will be sought and the school will work closely with parents and carers of SEN pupils with EBD. The possibility of the tried and tested 'parent-in-classroom' approach (not necessarily the parent of an EBD pupil) will be considered where this is judged by the SENCO and SLT to be potentially beneficial and feasible following customary safeguarding checks and parent preparation.

Our stimulating curriculum model with benefits accruing to cognitive development as well as personal development, self-confidence and self-esteem will be an important source of motivation and success for EBD pupils. In addition, our commitment to high quality teaching in every subject area will ensure all such pupils have an opportunity to discover what they can do well and experience success. This includes academic work and social conventions within personal development goals.

We will make good use of the behavioural implications of immersion in certain types of low-intensity music described by Tomatis, Rauscher et al and Campbell as 'The Mozart Effect for Children' which can "reduce stress and improve awareness" (Campbell) in both corridors and classrooms. The DCS Behaviour Policy will reflect a positive 'behaviour for learning' approach which places equal emphasis on rewarding attendance, effort, positive responses and achievement as it does to tackling any episode of misbehaviour.

There will be clear guidelines, expressed in simple terms, for DCS pupils to follow and we will expect all who join the school to abide by the Behaviour Policy. Within a vertical grouping environment we expect that behaviour and pupil responses generally will be more secure, and we expect no more than three fixed term exclusions per year and no permanent exclusions – this reflects our commitment to being an inclusive school. These high expectations are included in the target summary as set out later in this section of our application.

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

Looked After Children (LAC)

DCS will implement a mandatory policy providing for support for any LAC in our school, while working closely with the LA, which will:

- be a comprehensive and enduring record of the pupil's experience, progress and achievement, academic and otherwise
- be linked to information in other education plans, including a statement of special educational needs and individual plans/targets
- identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- set long term plans and educational targets and aspirations e.g. in relation to public examinations, higher education, work experience and career plans and aspirations
- document identified actions for each individual to support the achievement of agreed progress and associated targets
- highlight access to one-to-one tuition and how this will be implemented if needed

Pupil Premium and E6FSM

Based on LA data and knowledge of nearby schools we expect around 35% of E6FSM pupils in our intake. DCS will maximise achievement via the impact of Pupil Premium (PP) funding on progress and attainment of FSM pupils by implementing an overall strategy consistent with recommendations in the Ofsted publication "The Pupil Premium: How schools are spending the funding successfully to maximise achievement".

We will also support children and young people from disadvantaged backgrounds based on the specific PP toolkit developed by the Sutton Trust and the Education Endowment Foundation. The SENCO will play a leading role on the development of our strategy for optimising use of the Pupil Premium.

In keeping with requirements we will prepare an annual report on how we spend PP monies and how we ensure that funding is used for interventions. The impact of our strategy will be monitored and evaluated continuously.

Gifted and Talented Pupils (G&T)

In keeping with the SEN Code applied to G&T learning needs, DCS will adopt a graduated approach to meeting the needs of the most able pupils to ensure they receive appropriate pace and challenge and thereby make progress at an appropriate rate.

G&T pupils will be identified from:

- all information available prior to joining DCS
- teacher formative assessment from Y7 onwards
- outcomes from summative tests

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

Our flexibility will make sure that developmental changes over time are always borne in mind so that any pupils' emerging strengths are identified, while pupils who join the school mid-year can be accommodated and settle in quickly with no regression. G&T pupils will be listed on a G&T register which will be maintained by the SENCO.

Gifted and talented pupils will be diagnosed by making use of recognised pupil characteristics including a willingness to ask pertinent questions, to persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, demonstrate creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and performance at an overall outstanding level.

Derby Cathedral School will harness pupils' strengths such as mathematical, musical, scientific or linguistic ability alongside performance talent in drama or sport through a curriculum which incorporates diverse enrichment and extension activities, including the opportunity for pupils to develop their strengths for the benefit of others - for example as mentors within the vertical grouping approach and as coaches in sporting activities.

Where a gifted and talented pupil is placed with an older or otherwise 'higher' class as part of their personalised learning menu, this will take place under the watchful and professional guidance of the SENCO and MLT, overseen by SLT. Any placement will reflect our personalised approach by being for a specific subject at any given time, and will not represent a blanket move across the entire timetable.

Homework 11-16 and Independent Study Post-16

Homework and Independent Study will play a key part in pupils' learning, providing a rich source of opportunities to develop independent study skills including research as well as consolidating recently acquired knowledge and understanding. DCS will set homework tasks in a variety of appropriate ways in keeping with national guidelines.

Y7-9	Homework across the KS3 curriculum to total 90 minutes per day, consisting of a range of activity types.
Y10-11	Continued range of homework activities including independent learning and research assignments to total 2 hours per day.
Y12-13	Independent study time of approximately ~5 to 10 hours per week in-school, also work at home totalling 2.5 hours per day.

The school will operate an after-school homework club with pupils who need or want it; we will keep parents and carers informed on matters relating to homework using the secure and limited access that allows parents to consult their bespoke section of the school website. To assure completion of homework and independent learning assignments, pupils will have access to the website VLE in the grounds of the school site, in communal spaces and from home.

As shown above and confirmed in financial terms by the financial planning spreadsheet and associated narrative in Section G, the curriculum is deliverable and capable of meeting the learning needs of all pupils in pursuit of the highest possible levels of achievement in keeping with the ambitious targets we have set (D2).

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

Pastoral Care

Early on in the life of any new secondary school which is growing organically from a Y7 intake, inevitably there will be a restricted number of year groups populated. In the first year, a horizontal tutor group structure is unavoidable and the tutorial grouping will necessarily be by age as only Y7 pupils will be present. At an appropriate time, when pupil numbers make for a viable arrangement as determined by the Headteacher in consultation with Governors, a vertical grouping system will operate with tutor groups associated with one of three Houses (to be named following further consultation) which will form the basis for in-school competitive activities including sport and debating as well as managing behavioural issues in harmony with year group and subject teachers. This arrangement will allow teachers to focus on teaching and learning. All staff will be able to build up a greater depth of awareness and understanding concerning pupils' academic and personal strengths (also areas for development) and to support each pupil in achieving their full potential.

Research on vertical grouping as set out at:

<http://www.verticaltutoring.org/VTPapers.html> demonstrates how this arrangement of pupil support and pastoral care has advantages for both personal development and academic achievement which make vertical grouping important in sustaining a positive learning culture in DCS. 1:1 meetings with form tutors will feature in Y7 and throughout Y7-Y13 in DCS.

The following list sets out advantages of vertical grouping based on VT Papers content:

Vertical Grouping: Social & Emotional Benefits that support Personal Development

- Vertical grouping reflects the work environment and wider society
- Enhanced relationships form between pupils of different ages
- A reduction in 'sub-culture' groups is seen
- A reduction in incidents of inappropriate behaviour occurs
- Pupil well-being is increased
- Mutual benefits accrue to older and younger pupils alike
- Parent and carer involvement is potentially enhanced
- Leading to improved pupil responses lead to a reduction in exclusions

Vertical Grouping: Support for Academic Achievement

- A better understanding of 'what happens next' by learning from older pupils
- Identifying individual pupil potential via continuous relationship(s) with tutors
- Improved longitudinal monitoring of pupils' progress
- A greater level of autonomy and responsibility in pupils
- A growth in pupil leadership
- Facilitation of peer mentoring
- A stronger role for pastoral leaders linking to achievement
- Support for a stage-not-age approach to personalised learning pathways

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

- Leading to raised levels of pupil achievement

The impacts of vertical grouping across personal development and academic achievement are mutually supportive. Improved pupil leadership and pupil responses are part of the positive, high-expectation environment which supports gains in learning and which we are determined to establish at DCS. Tutors will get to know the strengths and development needs of each pupil in the school quickly and more accurately, and as a result they will be able to work more effectively with subject teams and support staff by using this knowledge and understanding for the benefit of pupils' progress and well-being. Older pupils can act as role models and mentors within our vertical grouping approach to developing pupil leadership. Younger pupils will have the experience of older pupils to guide them, under the overall pastoral care of their Tutor. Given that the tutor-pupil relationship will endure for the time that a pupil attends our school, senior leaders must be alert to the rare but possible occurrence of a clash of personalities and we will be flexible in how tutorial groups are composed should this rare event materialise at any time.

To assist with the transition from Y6 to Y7 we will offer a wealth of information to prospective pupils and their parents, and we will schedule sample part-lessons on open days, offer taster days to pupils at local Primary partner schools where they can experience life in DCS including use of our specialist music facilities, all arranged in collaboration with their existing teachers so that maximum benefit will be derived from the day. We will arrange home visits where this would be useful with individual pupils.

Equally, when supporting pupils with the transition to the next stage in their education, we will just as supportive. In order to prepare sixth-formers for higher education or employment we will encourage attendance at University Open Days and offer specific HE and careers guidance in tutorial sessions from Y9 onwards with an increasing prevalence from Y11. We will continue to forge and develop strong links with universities including Russell Group institutions. We have set appropriately ambitious targets for destinations, with 0% NEETs at Y13 and 15% of our Y13 pupils obtaining a Russell Group university place which is above the national average. As with all DCS targets, these will be reviewed annually by Governors and SLT in the light of cohort information and new national data as it emerges.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Tracking

From September 2017, pupils will arrive with data which can be used as a basis for value added measures, and information relating to whether they have achieved the required standard. Form tutors and teachers will factor in the information actually received to ensure that work offering an appropriate level of challenge is available to every pupil in the new Y7 cohort, who will as a result experience appropriate levels of pace and challenge in lessons to ensure that expected progress is made through KS3 and beyond.

The school via SLT and MLT will assess the quality of teaching through regular planned and drop-in classroom observations within a professional open door policy. Maintaining all teaching as Good or better, and increasing the percentage of Outstanding teaching, will be a key aim of SLT and MLT. Senior staff, including the school's Headteacher and the school's SLT, will also team-teach with other teachers from time to time, sharing their expertise and resources as part of a programme of continuous professional development that includes coaching as well as training from external providers. DCS will use Ofsted-experienced external verification to ensure that judgements made by senior and middle leaders are as accurate as possible.

Monitoring and Evaluation

External monitoring will be undertaken by Secondary phase specialists. DDAT already work closely with an OFSTED accredited Secondary specialist within Derby LA and would seek to appoint this person or someone of similar quality to validate professional judgments regarding overall effectiveness and to broker appropriate external support for the school.

Teaching and learning will be judged by progress against agreed targets including informal but monitored termly milestone targets in order to identify and diagnose any sign of not reaching a target so that SLT can implement an appropriate early intervention strategy. It is always pointless to wait for any target to be missed as by that time it's too late to provide any remedy. In Derby Cathedral School, where the performance trajectory suggests a target is at risk including termly milestones, an EIS will be formulated and implemented. In all cases where an EIS is deployed, more frequent monitoring will then be used to examine the effectiveness of the intervention(s) and to plot corrections where these are seen to be necessary.

Teachers will undertake moderation and standardisation exercises as part of school management strategy and as part of their professional development, this will ensure that in-house assessments are accurate and will enable teachers to understand how outstanding teaching and learning can be achieved. We will make use of pupil voice in reviewing quality of provision.

The DCS target summary (see below) reflects our high expectation ethos. We expect all teaching to be at least Good based on current longitudinal Ofsted criteria with an increasing proportion of Outstanding teaching over time.

D2 – measuring pupil performance effectively and setting challenging targets

In terms of monitoring progress towards annual whole-school or Key Stage specific targets, class teachers and school leaders will all take key roles within monitoring, evaluation and intervention in order to maintain progress towards each target and ensure it is achieved. We will make every effort to sustain a 'gaining ground' culture even when targets are achieved.

Assessment, Recording and Reporting

Teachers at DCS will assess pupils' work on a regular basis. Formative assessment will be used by teachers to plan work which matches the developmental stage of pupils. The school will adhere to the principles of 'Assessment for Learning' (AfL) which includes giving clear written diagnostic feedback to pupils showing the strengths of their work together with constructive feedback on what they need to do to improve and reach the next level in their learning journey.

Data on pupil progress will be gathered from a variety of sources including lesson observation, pupil work scrutiny and test results, and will be compared against local and national benchmarks in the context of our targets by both SLT and Governors. Digested information arising from this will be provided to teachers in the most useable form in order to assist with the planning of lessons and sequences of lessons.

All DCS teachers will be able to review pupil level data via a secure area of the school's website accessible only to authorised personnel. ICT applications will be available for the school to use in manipulating data for use by teachers and school leaders. Pupils will participate in various self-assessment and peer-review activities in order to promote understanding of grade-related criteria and to contribute to improving their self-evaluation skills.

The parent and carer section of the school website will provide online information in real time, in addition to formal termly reports to parents and regular parent-teacher consultation events. This approach will ensure they remain engaged with and updated on attainment, progress and personal development matters. DCS will also offer support to parents which enables them to contribute to their child's learning where possible via curriculum awareness sessions, as we seek to maintain strong partnerships with parents as well as external agencies and professional organisations.

At the level of individual pupils and their progress, where this is giving cause for satisfaction or concern parents will be contacted with a view to reaffirming and maintaining good progress by devising the most effective early intervention strategy with each pupil. Our vision and ethos means we will work closely with all parents to ensure that pupils make expected progress or better in terms of academic, spiritual, moral, social and cultural education. In Y9 we will report to parents on summative assessments against the end of Key Stage outcomes, and will also meet reporting requirements for Y7 and Y8.

Ambitious Targets

The Trust has high expectations for all who work and learn in DCS. The following targets set out these ambitions for the school and its pupils in key performance areas.

Indicative Target List:

- At least 100% of pupils making expected progress through KS3 based on end of KS2 data, 80% above expected

D2 – measuring pupil performance effectively and setting challenging targets

- 80% achieving A*-C in English and Maths*
- 65% achieving the English Baccalaureate*
- Attainment 8: Progress 8: score of +0.25
- 100% A*-E at A-level (national 98%)
- 100% at least Pass in vocational programmes
- 15% achieving 3 A*/A grades in all A-level subjects
- 25-30% Y13 with a Russell Group university place or vocational equivalent
- Zero NEETs
- 100% quality of teaching as 'Good' or better with at least 25% 'Outstanding'
- Attendance 97% minimum
- Persistent absence 0.5% or below
- 0 permanent exclusions during each year
- Max 3 fixed-term exclusions per year
- 95% minimum of DCS pupils will participate in enrichment each term
- 95% parent satisfaction level in each survey
- An Ofsted inspection grade of at least 'Good' at the first inspection in our third year
- Gaps in attainment and progress will be closed through high quality teaching and the curriculum offered
- ALPS score for Post 16 at least 3-4

*Please note – when new grading system will become 1-9

The Headteacher will have responsibility for arranging various meeting cycles, including SLT, MLT and whole-staff meetings as part of planning and review. At the start of each day there will be a brief meeting of all teaching staff before morning registration for announcements and information dissemination purposes (allowing for an appropriate level of supervision to remain in place for safeguarding reasons).

Accountability

The Headteacher will be accountable to the Governors for whole-school performance, including in terms of DCS meeting statutory requirements, EFA standards of financial probity and viability as set out in the Academies Financial Handbook, and achieving agreed whole-school targets.

SLT will have whole-school responsibilities and report to the Headteacher; a senior leader will be available at all times to deputise for the Headteacher in their absence; this will be an AHT until the point that the DHT is appointed. The School Business Manager (SBM) will be accountable for financial management, drafting budgets including budget statements, projections, reports and statutory returns; the school site including health and safety; and day-to-day school administration.

Teachers, working with learning support staff, will be responsible for the progress of pupils in their assigned teaching groups, working with administrative team members to

D2 – measuring pupil performance effectively and setting challenging targets

ensure that resources are directed to SDP priorities with maximum impact on pupil progress and the achievement of school targets.

Governors will hold the school to account as part of their critical friend role, a key aspect of their work (please see Section F for further details). DCS will also be accountable to parents and pupils in a direct way for the overall quality of education provision including via Ofsted. Secondary phase expertise will also exist in all layers of governance, including the DDAT Board.

Local Groups

We will ensure that local groups are involved and supported in terms of consultation including Academies Act Section 10 statutory consultation if our application is successful and moves into pre-opening. Our communications strategy and Community Cohesion policy will facilitate management of information dissemination, access to site, and shared use of relevant facilities as well as outreach work, always mindful of meeting our obligations under the Equality Act 2010.

In addition to links with parents, the local family of schools, agencies and HE, there are several local businesses with which we are currently exploring potential links, including Barclays Bank given Barclays' stated position on Free Schools.

The DCS enrichment offer currently includes personal financial workshops and we will invite banking professionals to work with our pupils alongside staff. Our site will have facilities including hall space that could be used by local societies and groups, ICT facilities and sporting/fitness equipment which will also be of benefit to the community, not least in terms of ICT/computing where we aim to address the digital divide in Derby including via 'silver surfer' sessions.

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

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

Staffing Structure

The following table sets out our staffing growth plan as required to meet the demands of the DCS curriculum model and supply effective back-office functions each year until and beyond the point at which the school is full and steady state is reached.

YEAR	TEACHING STAFF F/T	SUPPORT STAFF (TTO unless stated)
2017 120 n.o.r	1 Headteacher 1 Assistant Headteacher 8.5 Teachers including MLT and the SENCO role	1 HLTA 0.5 HT PA (F/T basis) 1 School Business Manager (F/T) 0.5 Site Manager (F/T basis) 1 Reception/admin, 1 Finance (0.4) 2 Technicians (0.4) 1 Catering Asst (0.2) 2 Lunchtime supervisors (0.2)
2018 240 n.o.r.	1 Headteacher 1 Assistant Headteacher 14 Teachers including MLT and the SENCO role	1 HLTA, 2 TA 1 HT PA (F/T) 1 SBM (F/T) 1 Site Manager (F/T) 1 Reception, 1 Finance Asst 1 Admin assistant (0.4) 3 Technicians (1TTO, 2@ 0.4) 1 Catering Asst (0.2) 3 Lunchtime supervisors (0.2)
2019 360 n.o.r.	1 Headteacher 1 Assistant Headteacher 20 Teachers including MLT and the SENCO role	2 HLTA, 2 TA 1 SBM (F/T) 1 HT PA (F/T) 1 Site Manager (F/T) 1 Reception, 1 Finance Asst 2 Admin assistants 3 Technicians (2TTO, 1@0.4) 1 Catering Asst (0.2) 3 Lunchtime supervisors (0.2)

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

2020 480 n.o.r.	1 Headteacher 1 Assistant Headteacher 28 Teachers including MLT and the SENCO role	2 HLTA, 3 TA 1 SBM (F/T) 1 HT PA (F/T) 1 Site Manager (F/T) 1 Deputy Site Manager 2 Reception, 1 Finance Asst 2 Admin assistants 4 Technicians (2TTO, 2@0.4) 1 Catering Asst (0.2) 4 Lunchtime supervisors (0.2)
2021 600 n.o.r.	1 Headteacher 2 Assistant Headteachers 35 Teachers including MLT and the SENCO role	2 HLTA, 4 TA 1 SBM (F/T) 1 HT PA (F/T) 1 Site Manager (F/T) 1 Deputy Site Manager 2 Reception, 1 Finance Asst 2 Admin assistants 4 Technicians (3TTO, 1@0.4) 1 Catering Asst (0.2) 4 Lunchtime supervisors (0..2)
2022 720 n.o.r.	1 Headteacher 1 Deputy Headteacher 2 Assistant Headteachers 44 Teachers including MLT and the SENCO role	2 HLTA, 4 TA 1 Post-16 Clerk 1 SBM (F/T) 1 HT PA (F/T) 1 Site Manager (F/T) 1 Deputy Site Manager 2 Reception, 1 Finance Asst 3 Admin assistants 5 Technicians (4TTO, 1@0.4) 1 Catering Asst (0.2) 5 Lunchtime supervisors (0..2)
2023 840 n.o.r.	1 Headteacher 1 Deputy Headteacher 2 Assistant Headteachers 52 Teachers including MLT and the SENCO role	2 HLTA, 4 TA 1 Post-16 Clerk 1 SBM (F/T) 1 HT PA (F/T) 1 Site Manager (F/T) 1 Deputy Site Manager

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

		2 Reception, 1 Finance Asst 4 Admin assistants 5 Technicians (4TTO, 1@0.4) 1 Catering Asst (0.2) 5 Lunchtime supervisors (0..2)
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The above growth plan cannot specify subjects in terms of teacher recruitment since the school will not know the precise mix of subject recruitment needed until SLT and MLT recruitment has taken place and the specialist subject and subsidiary subject(s) of school leaders are known. Our strategy during recruitment at all stages of the growth phase will be secure in the knowledge that the teaching complement is sufficient to deliver the curriculum model in terms of timetabling, as evidenced for instance by the pupil-teacher ratios, and we will ensure that the relevant mix of subject specialists is available at all times to assure high quality teaching and learning.

Viability

The annual surplus figures in the financial planning spreadsheet confirm that the staffing structure and growth plan are viable. Pupil-teacher and pupil-adult ratios are in keeping with expectation.

SLT

The Senior Leadership Team will consist of the Headteacher, Assistant Headteachers and a Deputy Head. The Assistant Headteachers will have delegated responsibility for the lower school KS3-4 and upper school KS5. The Headteacher will be an education leader with excellent credentials who is capable of implementing the vision for DCS. This person will be appointed by open competition following advertisement at national level – details of the timeline and process are given in Section F of this application. The Deputy Head will deputise for the Headteacher in their absence and take delegated responsibility for a number of whole-school aspects depending on the background and strengths of the applicant who is appointed and how these fit with existing members of the SLT. A member of SLT will be the School Prevent Coordinator.

The SBM and the SENCO will attend SLT meetings, allowing them to make a welcome contribution to DCS development. In the first years of the school's life, SLT may have a larger teaching commitment than at steady state, but they will retain sufficient non-contact time to allow effective planning for future year groups. Working with Form Tutors drawn from the teaching team they will manage the curriculum-pastoral divide so that all DCS pupils receive the blend of academic and personal development guidance they need to achieve at the highest levels while maintaining pupil self-confidence and well-being.

MLT

The Middle Leadership Team will include the Directors of Music and Head of Maths, our focus subjects, together with other Heads of Department and pastoral leaders as set out in the Staff tab of the financial planning spreadsheet. There is room within the budget for the Headteacher to consider KS3 and KS4 posts of responsibility when the

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

school is open. MLT will be the engine room of the school, and will be encouraged to innovate. They will be responsible for the progress, attainment and personal development (including SMSC) of pupils in the relevant subject areas.

MLT will manage the teaching staff teams in their areas as well as learning support staff in order to achieve the maximum gains in learning for our pupils. We expect the type of ambitious teacher recruited to MLT roles to be aspiring to a SLT position in due course, and TLR payments will reflect distributed leadership of whole-school areas of responsibility suited to the experience and expertise of MLT members.

The SENCO will have QTS as required, and will either possess, or be in the process of imminently achieving, the national award. Their role has been summarised above. We see their work as vital to ensuring that DCS pupils achieve at the maximum level possible.

Teaching Staff

Our staffing growth plan and budget cannot specify in full which teaching posts correspond to which subject areas, given that we cannot foresee (for example) what the subject specialisms of SLT will be, and given that a teacher recruited for one particular subject may also be well qualified and suitably experienced in a second, subsidiary subject area. For example we expect that some of the discrete ICT lessons will be taught initially by one of the teachers of Design Technology, Science or Mathematics, but there may be another option depending on the strengths and subject backgrounds of other teachers.

Subject specialists will include specialist teachers in the separate sciences and the curriculum focus subject of mathematics. With a Director Music in post, the school will be well-placed to ensure that our curriculum focus is capable of leveraging whole-school performance through, for example, cross-curricular working.

Tutors will be drawn from the pool of class teachers, with some MLT members temporarily assisting in the first years after opening where required. Tutors will deliver the PSHCzRE programme of PSHE, Citizenship, and Religious Education together with IAG.

We will have sufficient teachers at all times to ensure that the curriculum can be delivered, as verified by the pupil-teacher (and pupil-adult) ratios and the planned utilisation ratio of 0.8 at steady state, this is within the top quartile for secondary schools.

Support Staff

The support staff team will be overseen by the School Business Manager (SBM) who will be responsible for financial management, site matters, FM and health & safety, sustainability, school administration and some aspects of marketing and HR not addressed directly at Trust level. The SBM will work with SLT to ensure that the resources of the school are appropriately directed towards the priorities in the School Development Plan. We expect the SBM to undertake income generation activities and that they will eventually exceed the school average specified by the National College for all schools at approximately ██████ per annum.

The SBM will have a National College SBM qualification (CSBM, DSBM or ADSBM) or equivalent, and an Accounting qualification would be desirable. In the first two years

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

the Headteacher's PA will share duties with Reception and support the school finance team and general administration. Over time, more administrative staff will be taken on, involving term-time only (tto) posts, to achieve efficient and effective back office operations supporting finance and administration.

Learning support will involve TAs, HLTAs, Technicians and in time, the Post-16 Clerk. The majority of the work in classrooms will involve TA and HLTA roles, particularly in terms of support for individuals e.g. SEN and EBD pupils. Middle Leaders and teachers will work with TAs and HLTAs in planning lessons, and share information to enable TAs and HLTAs to make a positive contribution to pupil progress. Technicians will support teachers in their relevant subject areas (Sc, D&T, Art) while the Clerk will assist with sixth-form administrative matters.

The site management team will grow from a full-time Site Manager initially to include a tto Deputy Site Manager operating with them under the direction of the SBM. We expect that catering will be delivered via a procurement route and have budgeted accordingly with an in-house Catering Assistant to manage meals on the school's side. The team of Midday Supervisors will assist with the smooth operation of lunch breaks. We are confident that our staffing plans during the period when our school is growing and when it is full, have an appropriate blends of roles, experience and expertise and are sufficient to deliver the Trust's vision in terms of a high quality curriculum and learning experience for our pupils leading to high levels of well-being and excellent achievement for all pupils. It is also affordable (Section G).

When examining the implications of a reduction in funding we have maintained fidelity to the DCS vision within a viable budget under reduced income, by which we have made apt savings for each year up to and including the year our school reaches steady state, in the following ways for a 30% reduction:

1. With fewer pupils, fewer teachers will be needed to deliver the curriculum, with three groups of 28 or thereabouts rather than four groups of 30 per year, while maintaining the quality of provision.
2. Middle Leaders, with an important role to play in setting standards and planning ahead, are not reduced in the first year of opening
3. Focus subject areas of Music and Maths are not impacted
4. Reduced pupil numbers will allow the school to operate with fewer support staff in terms of both learning support, technical support and administration, so reducing salary and on-costs as well as allied staff costs.
5. Costs per pupil in terms of variable costs such as resourcing (learning resources, ICT resources and admin resources) will also reduce with lower pupil numbers and staff numbers
6. Beyond the second year of operations to steady state, some but not all contingency funds will be used for their purpose under reduced total funding conditions
7. From the first year onwards the Trust will be aware of lower pupil numbers in the unlikely event of this arising, therefore the Trustees can rephase hiring of staff, including an SLT contingent of 1 AHT in keeping with a smaller school

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

8. The wider Proposer group retains capacity to support the school; SLT teaching load will increase and the Headteacher will teach 0.2 timetable
9. We would point out that from local basic need data and demand data gathered for DCS, we confidently expect the school will be over-subscribed from opening to steady state, but we are prepared to remain in a position where the vision can be delivered 70% pupil number under stress test conditions

We have modelled the above strategy and confirmed that it will achieve 30% savings arising from reduced pupil numbers, while maintaining capacity to deliver on our curriculum and maintain effective back-office functions. Although we confidently expect DCS to be over-subscribed, we have put in place viable strategies to cope with reduced funding as required.

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

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

How the Needs of All Pupils are Fully Catered For

DCS will be a Faith School with a corresponding ethos but, as set out in Section C, we will have an open admissions process and will admit a fully inclusive intake which will not involve pupils being admitted on the basis of faith. This is a very clear indication of the fact that DCS welcomes pupils of all faiths and world views. At open days and within a pupil's individual induction process for any in-year admissions we will set out the inclusive nature of the DCS offer. As a result, our provision is fully open to all parents of any faith and no faith and we have been making this clear in our marketing to date, and when in face-to-face or online conversation with prospective parents and carers. Our ambition is to achieve the best possible outcomes in terms of academic and personal development, not just for pupils from CofE families but to deliver the same for all pupils totally regardless of their family background. Our open admissions policy bears testimony to this commitment.

DCS policy and praxis are firmly based on the principles of equality and inclusion and we will monitor the impact of what we do via pupil voice as well as regular parental and community feedback to ensure that our aims are realised.

We have been indicating clearly, and will continue to reinforce the point, that DCS is open to all pupils regardless of faith (and those of no faith) and that every pupil will be welcome and valued as a member of our learning community. We will be tolerant of discreet religious symbols from all faiths as long as health and safety of the wearer (e.g. in science lessons) or other pupils is not compromised.

The DCS uniform will be hard-wearing and of a standard type, and will be finalised by Trustees in consultation with stakeholders. The uniform will be modestly priced and available to buy online as well as in-school so that all families and pupils are in a position to be proud of their school's uniform. We will assess the potential for an affordable business dress alternative for sixth-formers given that they are approaching the transition to working life or higher education, however as the sixth-form will be populated some years after opening, there is time to consider this and seek the views of pupils.

The school will operate collective worship of a broadly Christian character, from which teachers and pupils have the right of withdrawal. RE will be taught using the local agreed syllabus. In addition, leaders of other religions represented by pupils and staff in the school will be invited to participate. The school will feature religions of the world in displays, drawn from all faiths in order to represent the tolerant and inclusive nature of the school, and we will acknowledge the festivals of world religions. We will assist parents and carers by devising age-appropriate supervised alternative provision for those pupils who are opted out from religious provisions. The remainder of the curriculum is not subject to influence from the ethos of DCS. We will teach evolution in science lessons. DCS will also promote British Values and we will take our responsibilities under the Prevent Duty seriously. All teaching and support staff will be directed to DfE / Home Office guidance in these areas during induction, as well as

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

receiving copies of the relevant DCS policies, and it will be emphasised that policies must be adhered to. Given the nature of radicalisation as frequently an online process, teachers and particularly ICT staff will be reminded of the need for constant vigilance, and we will monitor ICT use (sites visited).

The DCS curriculum remains eminently suited to all pupils regardless of background, and is capable of meeting their learning needs as demonstrated above in this Section of our application. In terms of policies, all DCS policies and procedures will be firmly based on the principles of equality and inclusion, and will fully comply with statutory requirements and best practice guidance on equality and discrimination laws including the Equality Act 2010. Our school will have a relentless focus on raising standards through supporting learners to be the best they can be. We will foster positive relationships with parents and families and actively seek feedback about the school's work. DCS will be a listening school, as such we value the opinions of pupils and parents, including via Pupil Voice and Parent Surveys.

Community Cohesion

We will use the National Standards for community cohesion to ensure our work is appropriately targeted and we will be mindful of the Equality Act 2010 in all community engagements so that in all work with community groups, the Trust and Governors will meet all requirements under the Act. In school and during activities that take place within the community, we will instil a sense of social and civic responsibility which will contribute to pupils' personal development and wider community cohesion. We will implement the 'Prevent Duty' rigorously as required under the Counter-Terrorism and Security Act (2015) by applying updated national guidelines from HMG published in July 2015.

Section E – evidence of need

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

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

There is a clear rationale for establishing a secondary school in the central vicinity of the city of Derby.

A paper produced by Derby City Council and Derbyshire County Council in August 2014 concluded that:

- Pupil projections, particularly in the city of Derby, indicate that for secondary level places additional capacity could be required by 2019, even without any increased (housing) development
- A number of the city-based secondary schools are at capacity, or it is projected that they will be at capacity by around 2019. Many have a limited potential to expand.

An article published in the Derby Telegraph in January 2016 reported that 2015 GCSE results were 2.6% down on the 2014 figures. The Derby City councillor who was the cabinet member for education and skills was quoted as stating, "[the situation is] not good enough... quite simply, they [local secondary schools] need to improve...". Also, in January 2016, it was reported that 329 national institutions failed to ensure students attained five 'good' GCSE grades or met government standards. Including within this number were three Derby secondary schools, i.e.: 1. Bemrose School; 2. Da Vinci Community School, 3. Murray Park Community School.

Additionally, a number of Derby's secondary schools are evidently at full capacity – some with limited opportunity to expand. This situation is exacerbated by the fact that the county secondary schools of Ecclesbourne School and John Port School are also evidently at full capacity – as are establishments within the south west and north west of the City.

Structured canvassing undertaken by the Derby Cathedral School project team in winter 2016 indicated that enough firm registrations of interest in the school exist to make the establishment of it in the central vicinity of the city a viable undertaking. The majority of the parents who have registered an interest in their children attending Derby Cathedral School live in the key (central Derby and its immediate suburban /commutable) postcode areas of DE3, DE21, DE22, DE23 and DE24.

As Derby's regeneration framework moves the city towards becoming the UK's hi-tech industries capital, the proposed school will enhance localised choice and will equip its students with the skills and qualifications to enable them to access high quality careers in and around the city. As a CofE faith school with open admissions and a curriculum emphasis involving music and maths DCS will add to diversity of provision and increase parental choice in the area. Derby Cathedral's existing work to promote community diversity – for example via its Christian-Muslim dialogue group (established by the Dean of the Cathedral) and via its links with Derby Open Centre – will also contribute to the proposed school's ethos and community outlook.

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

Evidence of need and interest

In winter 2016, Derby Cathedral School implemented the following processes in order to attain registrations of interest in their proposed school:

- Face-to-face canvassing using structured materials – including a requisitely informative flyer (see annexes) – in order to attain firm registrations of interest
- Undertaking of a supplementary online registration of interest process, via the dedicated website for the proposed school
- Ensuring engagement with all sections of the city of Derby community, including those from a non-Christian faith and those of no avowed faith
- Promotion through the local media (local papers and radio) which promoted the ambition to establish Derby Cathedral School within the central Derby (DE1 postcode) area
- Attaining support from local primary schools, including the sending of their parents a text message informing them about the proposed new secondary education option

We attained the requisite registration of interests – as demonstrated in Table E1 (below) – including through members of the Derby Cathedral School project team engaging with and canvassing local parents (a) face-to-face and (b) via the online survey/registration of interest response form. The face-to-face engagement was undertaken at the following locations and settings:

- Potential pipeline primary schools located in the Derby (city) area – including those which are part of DDAT
- Community settings such as Springwood Leisure Centre and Derby Central library

The website: www.derbycathedralschool.org.uk provides prospective parents and members of the Derby community with the opportunity to learn more about the proposed school, to register their interest via a dedicated webpage: www.derbycathedralschool.org.uk/register and to ask any questions about the proposal (or to further support it) via an on-line contact form: www.derbycathedralschool.org.uk/contact-us

Parents and stakeholders who wished to learn more about the proposed establishment of Derby Cathedral School – potentially before registering their interest – were directed to the website for more information about the school. Derby Cathedral School project team also sent out communications through social media including via the school's Facebook page. Those parents who were keen to learn more about DDAT were encouraged to research and/or contact any of its existing portfolio of primary schools to get a flavour of how they operate and their general approach to education. Regular updates and communications are being – and will continue to be – sent to those who have registered an interest in Derby Cathedral School.

Marketing materials

Marketing materials including a specific information flyer (see annexes) were designed to provide a depiction of the proposed Derby Cathedral School, and the key characteristics that will underpin it. In addition, the website for the proposed school to which parents and stakeholders could refer, incorporates a prominent 'About Us'

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

section describing key features such as the plans for the first year intake and its proposed ethos and vision. When the Derby Cathedral School project team were undertaking face-to-face canvassing with prospective parents, the informative flyer was always handed to each one. This flyer contained specifics about the type of education provision which the school will offer – including an explanation that the school:

- Would help meet the significant demand for a secondary school serving communities within the city of Derby
- Would maintain DDAT schools
- Would have a specialism in Mathematics and Music and would adopt state-of-the-art ICT

The online survey/registration of interest process displayed identical (introductory) text.

Proximity and area of residence of parents expressing an interest

The Evidence of Demand data capture form invited parents to provide the following details (so as to register an interest):

- Name of parent/carer
- Name and date of birth of child(ren)
- Postcode
- Contact e-mail
- Do you have a child in Year 4 or Year 5 at the current time?
- Would Derby Cathedral School be your preferred/first choice?

We are including the First Choice Pledge form responses via the Flyer given to prospective parents and carers here because the facility to do so is set out in the rubric for Section E of the current application form. It adds to the demonstration of parental popularity being based on detailed information around our planned new provision. We are also aware that the 'Application Process Background Information and Glossary' document states that only CVs can be included as Annex material, but as Section E has been revised this wave we are basing our actions on the information contained in Section E of the latest Application Form. We believe that this most effectively reinforces the localised demand for our school and its popularity with parents.

We have therefore prepared three tables – and associated 'maps' (see annexes) – to show the area of residence of parents who;

(a) represented a first year intake and second year intake of pupils and

(b) who indicated that Derby Cathedral School would be their first choice, should it be established.

The tables show that it is evident that the school would be a popular choice and that there is a demonstrable demand for the establishment of Derby Cathedral School from parents who (a) have children within the two key initial entry cohorts and (b) who live within commuting distance of the proposed location.

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

Table E1: Need for Derby Cathedral School – First Choice pledges for first two intake years

	2017				2018			
	A 4FE	B first choice no.	C	D % over subscribed	A 4FE	B first choice no.	C	D % over subscribed
Year 7	120	125		104%	120	122		102%
Totals	120	125		104%	120	122		102%

Table E2: Mapping of 2017 Pledges/Entry for secondary school Year 7

Home Postcode of Child	Number of First Choices eligible for 2017 Year 7 Admission
DE23	30
DE22	20
DE24	19
DE1	19
DE21	16
DE73	8
DE3	5
DE7	3
DE6	2
DE12	1
DE56	1
DE72	1
Total	125

Table E3: Mapping of 2018 Pledges/Entry for secondary school Year 7

Home Postcode of Child	Number of First Choices eligible for 2018 Year 7 Admission
DE23	28
DE22	27
DE21	26
DE24	19
DE1	12
DE73	5

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

DE4	2
DE15	1
DE72	1
DE3	1
Total	122

It can also be noted that a **total of 570 number parents supported the establishment of Derby Cathedral School**. Additionally, 295 children being raised by these parents represented a pipeline cohort from September 2019 onwards.

Evidence of basic need including Post-16*Table E4: Projections for population(s) of 10 – 19 year olds (source ONS 2013)*

LA area: Derby	2016 Population	2018 Population	% change by 2018	2022 Population	% change by 2022 (from 2016)
10 – 14 years	7,000	8,000	None	8,000	+12.5%
15 – 19 years	8,000	7,000	None	8,000	None
0 – 19 years	15,000	15,000	None	16,000	+6.25%

The above table indicates that in volume terms, the number of 10–19 year olds resident in the city of Derby locality is projected to increase by 1,000 children between the years 2018 – 2022, which, in turn, will have an impact on secondary school's capacities in the local authority area.

Additionally a number of new housing developments have been (a) recently completed or are (b) set to take place in the city of Derby locality. These will increase the local population of young families and children – for example:

- Derby City Council's broad strategy for new housing seeks to ensure the delivery of a minimum of 11,000 new homes over the period 2011 – 2028. Between April 2011 – March 2015, 1,509 additional homes were constructed in the city. For the forthcoming years, the City Council envisages that a minimum of 2,200 new dwellings will be constructed – including at the (centrally located) Old Derbyshire Royal Infirmary which involve a minimum of 800 new dwellings [http://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/policiesandguidance/planning/Interim%20Housing%20Position%20Statement%20\(August%202015\)%20.pdf](http://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/policiesandguidance/planning/Interim%20Housing%20Position%20Statement%20(August%202015)%20.pdf)
- In March 2013, Derby City Council reported that a priority regeneration project would be at (the centrally located) Friargate Goods Yard. This would comprise a new residential development.

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

Ultimately, it is anticipated that 16,125 new houses will be built across the localities comprising Derby City Council's planning area during the period up to 2030.

Derby City Council currently already has a relatively high level of demand for additional pupil places. The demand for school places is continuous throughout the year and is evident across all school year groups. For example, the city of Derby local authority area currently already has a relatively high level of demand for additional secondary pupil places. Analysis of the Department for Education's annual school capacity survey published in May 2014 indicated that approximately 1 : 4 of the locality's secondary schools were full or had one, or more, pupils in excess of capacity, i.e.:

Table E5: Number of secondary schools that were in excess of Derby City secondary school(s) capacity (DfE May 2014)

LA Name	Number of secondary schools	Number of schools that are full or had one or more pupils in excess of capacity (2014)
Derby City	15	4

Additionally, the Department for Education's annual school capacity survey May 2014 provided (increasing) pupil number forecasts up to 2010 – 2021, for secondary school level, in the Derby City local authority area – i.e.:

Table E6: Projected increase(s) in pupil numbers at secondary level up to 2020 – 2021 school year (DfE 2014) for Derby City

LA area:	2016 – 2017 Pupil forecast	2018 – 2019 Pupil forecast	% change by end 2019	2020 – 2021 Pupil forecast	% change by end 2021
Derby City					
Pupil Numbers	17,021	18,287	+6.9%	19,891	+14.4%

This table indicates that the volume of secondary school pupils in the city of Derby is projected to increase in number by 2,870 pupils between the school years 2016 – 2017 → 2020 – 2021.

In terms of (further) reported pressure for school places in the city of Derby locality:

- An article published in the Derby Telegraph, in March 2015, reported that two existing Derby-based secondary schools could be expanded by up to 1,000 places (combined) to help cope with expected future housing growth in the west and south of the City. The article outlined how “a new report is going to Derby City Council cabinet next week... [it] reveals the progress in planning school places with an additional 18,000 houses proposed in Derby or on the city boundary, up to 2028. Last March, it was suggested in a council cabinet paper that two secondary schools needed to be built to cope with an expected 2,883 additional 11 – 16 year olds”.
- Channel 4 News reported in December 2014 that in Derbyshire, 42% of pupils attended a good or better school in 2014 – a figure which had decreased from

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

55% in 2013.

- An article published in the Derby Telegraph, in March 2015, outlined how Derbyshire County Council was seeking views about plans to create a new secondary school serving South Derbyshire due to the “influx of pupils into the area”.

Additionally, a paper produced by Derby City Council and Derbyshire County Council in August 2014 concluded that:

- Pupil projections, particularly in Derby City, show that for secondary level places additional capacity could be required by 2019 even without any increased (housing) development
- A number of the city-based secondary schools are at capacity or it is projected that they will be at capacity by around 2019. Many have a limited potential to expand.
- As a guide a new site of over 6,000 new homes would generate the need for a 1,200 place secondary school subject to an assessment of capacity in other nearby secondary schools

Finally in terms of educational standards, 8 of the 15 secondary education providers that are located in the city of Derby had KS4 (GCSE) results for 2014/2015 which were below the average percentage (47.6%) for the that local authority area. The number of pupils currently on roll at these 8 establishments exceeds the proposed number of places available at Derby Cathedral School.

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



E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

The Derby Cathedral School project team carried out demand gathering activities in the city of Derby and discovered significant support for the educational provision that it proposes to offer.

The team was able to hand out an informative flyer and answer questions about the proposed secondary school, the Derby Diocesan Board of Education, DDAT and on occasions, free schools in general. Parents were able to make an informed choice about the school, including as the flyer outlined that the school would plan to open in the central vicinity of Derby (see annexes). The Derby Cathedral School project team who canvassed and attained registrations of interest received a briefing at the outset of the application process which reinforced and emphasised the ethos of DDAT and the ethos and vision of the (proposed) new school. The project team was briefed on how to explain the key features of the proposed secondary school to parents who they canvassed, and to local stakeholders.

Verbal feedback and feedback via social media from the parents who our project team engaged with included:

“I really like the fact that this school would be in the city centre”.

“If the [Derby] Cathedral are behind this school then I wholeheartedly support it”.

Responses on Facebook about the proposed Derby Cathedral School can be viewed in the annexes. Essentially, in developing this application, the Derby Cathedral School project team consulted with and endeavoured to inform:

- Local parents and families
- (Other) local residents and community members
- Local faith groups including local churches, Derby Islamic Centre, Singh Sabha Derby and Derby Hindi Temple Geeta Bhawan
- Local businesses and employers
- Derby City Council and Derbyshire County Council
- Local educational colleagues

Generating community engagement

Essentially, we believe that the open, inclusive and educationally sound ethos of the proposed Derby Cathedral School attracted registrations of interest from across the locality we propose to reach and serve. Underpinning and seeming through our entire marketing strategy was the need to communicate to parents – and the city of Derby community – that the school will enhance (a diversity of) choice, continue to improve academic standards and develop community cohesion for local families. The table below outlines the methods and marketing/communication actions undertaken by the Derby Cathedral School team, in winter 2016.

E2 – successful engagement with parents and the local community

<p>Distribution of flyers and face-to-face canvassing</p>	<p>Approximately 4,000 flyers (and accompanying posters) which explained the ethos of Derby Cathedral School and which promoted the school website were distributed:</p> <ul style="list-style-type: none"> - throughout the central Derby vicinity and local primary schools - at local places of worship (including churches) - at local commercial premises in areas such as Derby city centre - Derby Central library - at local leisure providers such as Springwood Leisure Centre <p>During the period December 2015 – February 2016 members of the Derby Cathedral School project team canvassed parents and invited registrations of interest at the settings listed above.</p>
<p>Electronic canvassing and registration of interest collation</p>	<p>The Derby Cathedral School website hosted a registration of interest page during the period leading up to the application. The link to this page was widely distributed (including via global text message), to parents whose children attended local primary schools. The web-site link was also published on the information flyer (see annexes).</p> <p>Additionally, Derby Cathedral itself posted information about the proposed school on its own website, i.e.:</p> <p>http://www.derbycathedral.org/about-us/news/153-derby-cathedral-school.html</p>
<p>Facebook/Social Media</p>	<p>The local community was informed about the proposal via the Derby Cathedral School Facebook page:</p> <p>www.facebook.com/DerbyCathedralSchool</p>
<p>Promotional/Open Events</p>	<p>The Derby Cathedral School project team organised and facilitated an Open Event on Wednesday 9th December at Derby Cathedral in order to inform local parents about the proposed school. The event was attended by approximately 30 parents.</p>
<p>Text campaign promoting the school</p>	<p>A number of local primary schools were invited to send a text message to their parents that incorporated the Derby Cathedral School website and outlined how support could be registered.</p>
<p>Word of mouth</p>	<p>Our experience was that once the local community – in particular the central Derby community – learnt about the proposal for Derby Cathedral School, they spread the word to others and we subsequently received communications offering encouragement and support, plus registrations of interest.</p>

E2 – successful engagement with parents and the local community

Local media

A press release was issued in November 2015 which helped generate media coverage and registrations of interest – for example, www.derbytelegraph.co.uk/Plans-revealed-new-secondary-school-Derby-city/story-28262934-detail/story.html

Section F – capacity and capability

F1 (a) Skills and experience of your team

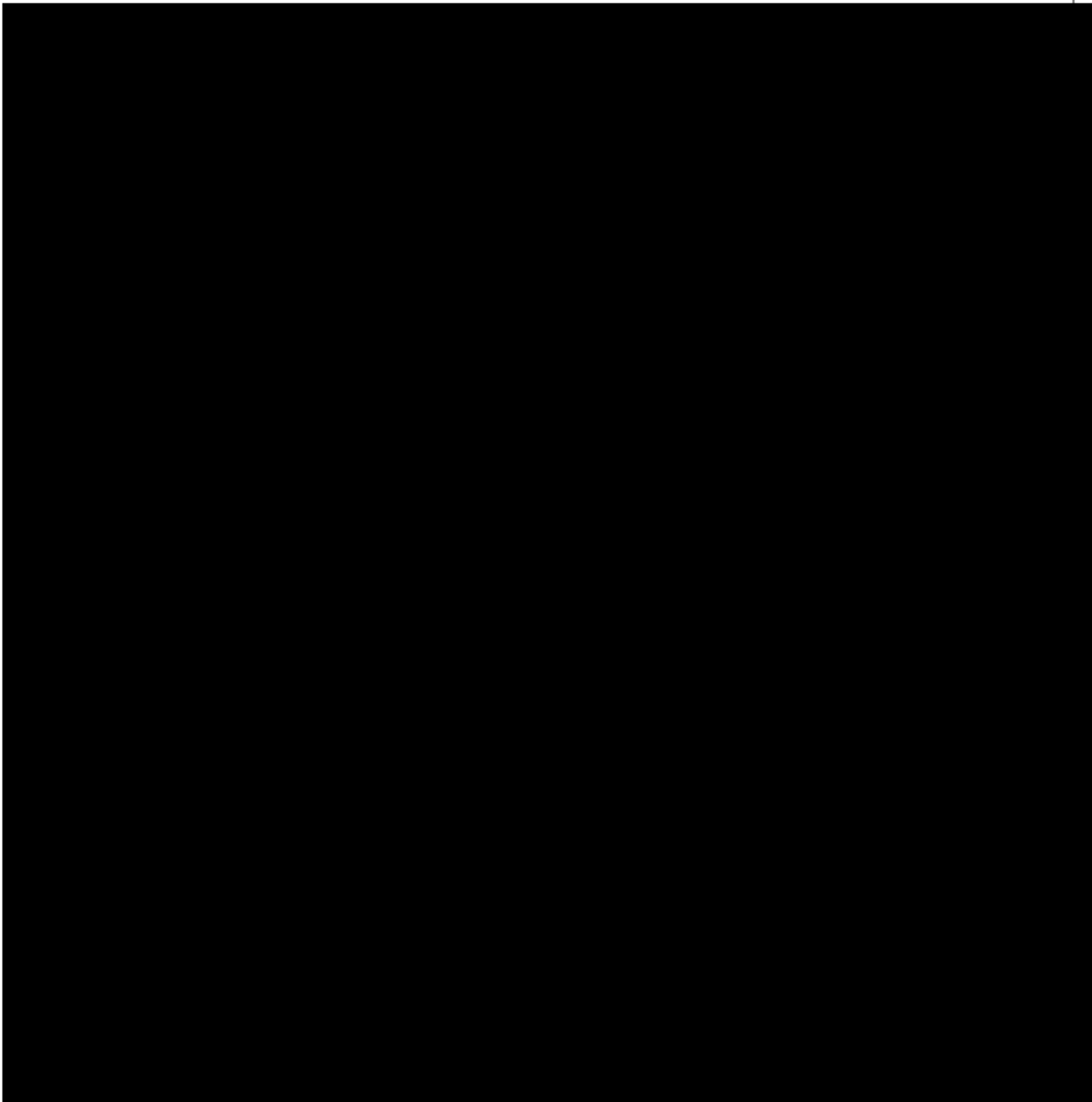
The list below outlines the members of the core team who will be responsible for the opening of the Derby Cathedral School.

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

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

The core team is made up from experienced education professionals who are either [redacted] or [redacted]. The team will be led by [redacted]



Time they can give (Days per week)	Pre-Opening	1	1	1	1	0.5	0.5	5
	Post Opening	1	1	1	1	0.5	0.5	5

F1 (a) Skills and experience of your team

The Governing Body Support

During Pre-opening we will seek to establish the make-up of the full Governing Body and Cathedral Board. In the post-opening phase we will need to ensure that we have parent and staff members, and will ensure that the full Governing Body is able to provide challenge and support to the Headteacher and carry out its statutory duties. During pre and post periods a great depth of knowledge, skills and expertise is available to help support the new school from the partnership in place with West Park Academy and Queen Elizabeth's Grammar School, as well as from the DDAT Board of Trustees and Operational Team.

On appointment, the Governing Body will receive a significant amount of training from the DDAT Educational Governance Consultant, appointed School Improvement Team and Chair/Vice Chair of the DDAT Board of Trustees.

All members of the Governing Body as well as all school staff will receive appropriate Child Protection and Safeguarding training and, beyond that, designated persons will receive appropriate training and updates at relevant higher levels. Derby Cathedral School places maximum emphasis on establishing and maintaining the very highest levels of safeguarding including site access and exit control, the SCR, DBS checks and maintaining competency levels. All Governors and staff will be supported via the Academy's Child Protection and Safeguarding policies as well as frequent training so that everyone knows exactly what must be done to keep students safe at all times including when working online at the Academy and at home. In this way Governors will be well-placed to discharge their oversight, support / challenge duties and obligations in this area.

The Role of the Headteacher Designate

We understand that attracting and recruiting a high quality Headteacher will be central to the success of Derby Cathedral School. We have not yet identified a Headteacher Designate and aim to recruit for this role through open national advertising early during the pre-opening phase with a view to naming the successful candidate in good time to enable them to engage with parents. The Headteacher Designate will play a central role in the pre-opening phase as well as once the school has opened and the final job description will be amended in light of the progress made during the pre-opening phase.

We believe that the opportunity to join a strong team of experienced individuals who are dedicated to having a positive impact on the lives of local young people will attract the best quality candidates to apply for the role. To reflect the level of experience we require from candidates, and to demonstrate our commitment to their professional development, we will offer a salary at the top end of the national leadership pay scales.

As the Headteacher Designate will join Derby Cathedral School two terms prior to opening, they will be heavily involved in translating the Proposers' vision into practical reality. The Headteacher Designate will be supported by Brian Walker and Anne Martin, to ensure they have the freedom to develop Derby Cathedral School with the help and advice of two of the region's NLEs.

If the application is approved, in pre-opening the Headteacher Designate will work with the Trust on recruitment and at open events for prospective parents, school documentation including the Education Brief and policy development, site and accommodation aspects, parental engagement and further evolution of the vision and

F1 (a) Skills and experience of your team

associated financial planning, and preparation for plus participation in remaining checkpoint events including the ROM and Pre-registration Ofsted visit.

The Headteacher Designate will be involved in the selection of the required staff to open Derby Cathedral School although, as discussed above, the Proposers will have already commenced the planning for critical appointments. Another crucial role for the Headteacher designate will be to continue the work of the Proposer team in engaging with the community. They will be tasked with ensuring the schools is fully subscribed and will become the figurehead for the school in the communities it will serve.

Recruitment of Headteacher Designate (HTD)

The Chair of the MAT Board, Dean of the Cathedral and NLEs will oversee the appointment of the Headteacher Designate. The depth and breadth of the panel will allow the group to form a clear set of criteria for the selection of a Headteacher Designate. A member of the panel will be safer recruitment trained.

The Trust will aim to recruit a Headteacher Designate with a strong track record of secondary school experience and with outstanding leadership qualities allied to a breadth of education experience. While possession of NPQH will be desirable, absence of this qualification will not be a bar to the appointment.

In keeping with DfE guidance we will expedite recruitment to be able to appoint a Headteacher Designate up to two terms in advance of the school's opening date and to join as early as possible, and if the HTD is a serving Headteacher, they will probably be required to meet a resignation deadline of the 30th September 2016 and if this can be met then they will start work at the beginning of the Term 2, January 2017. If the Headteacher designate is not in post as a Headteacher they can give notice at the end of October 2016 and still join at the start of the next Term.

Advertising will take place nationally, in print and online. The appointment will take place via recognised selection processes to include a structured panel interview, presentation and data exercise.

Headteacher recruitment timeline:

Date	Action
02/9/16	Agree Job Description and Person Specification and related selection criteria. Draft advertisement and accompanying materials
09/9/16	Advertise in TES, Eteach, and on school website, also through LA if possible
18/09/16	Applications closing date (midnight) giving 1 week & 2 weekends
19/10/16	Due diligence on candidates. Invitations to interview issued
23/10/16	Assessment Centre-type day(s) structured to cope with shortlist length, including panel interview, presentation, data exercise
23/09/16	Offer to preferred candidate subject to FA, DBS, references, medical questionnaire and any additional due diligence
Jan 2017	Headteacher Designate in Post

F1 (a) Skills and experience of your team

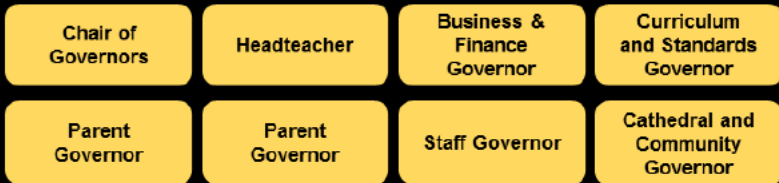
Should we be unhappy with the field for the first round of interviews, we will close the process and seek to re-advertise.

Rigorous processes will also be followed for other senior leaders, middle leaders and teachers (joining for their induction period prior to the start of Term 3 2017). The scope of the Proposer group experience is such that this can take place as soon as our bid has been approved. The group feels that while it would be advisable to wait until the Headteacher Designate has been appointed, but this is not a constraint on staff recruitment if the Headteacher process is delayed. QTS will be a requirement. Support staff will be appointed on the same timescale as middle leaders and teachers. All appointments to the School will be subject to receipt of satisfactory references, DBS clearance checks, FA, occupational medical questionnaire and additional due diligence post-interview but pre-offer.

F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Human Resources and Recruitment	Pre-opening team	Derby Cathedral School will have access to the advice of the dedicated HR support currently offered to DDAT member schools. This will be in addition to recruitment advice of the appointed project management team and will act as quality assurance on all HR activities.
Legal	Pre-opening team	DDAT have an appointed firm of solicitors – Michelmores, whose education team specialise in academy governance. An extension to the DDAT contract will be negotiated to cover the pre-opening stage of Derby Cathedral School as well as ongoing legal support.
Project Management	Pre-opening team	Derby Cathedral School intend to appoint a comprehensive project management team with extensive experience of the delivery of Free Schools. The appointed team will be overseen by the DDAT Business Director who will quality-assure deliverables on behalf of Derby Cathedral School. The proposed Project Team will include: Project Director, Project Manager, Education Consultant, Capital and Finance Advisor, Consultation and Marketing Advisor, and HR Advisor.

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



Staffing Roles

We understand the different roles of Company Members, Trustees, Cathedral Board members, Governors and the Headteacher Designate in opening Derby Cathedral School. We already have a Conflict of Interest policy and register of interests which will ensure that no person can have influence on decisions that could benefit them personally, or benefit a family member or friend or workplace associate. In a similar way, performance management and in particular responsibility for executive functions will retain independent challenge by avoiding any potential familial, friendship or collegiate relationship between line managers and those with roles involving critical oversight such as MAT Chair of Board, Chair of Governors, Chief Executive Officer and Headteacher Designate.

We have secured commitment from individuals to join the Cathedral School Board. However, we will seek to recruit openly to the governing body of the school from the wider local community as well as extend the current number of Trustees to ensure we have sufficient secondary expertise.

Governance Overview

Sound governance is critical to provide the challenge and support necessary for the effective running of Derby Cathedral School. The Trust is committed to ensuring that the appropriate lines of accountability, reporting procedures and, where necessary, interventions, are developed in order that this occurs effectively. Our Members are aware and comfortable with their powers and obligations under company – namely (but not exclusively) appointing and removing directors, voting rights and the ability to change the constitution of the company.

The MAT Board will be responsible for the strategic direction of the company in addition to their legal duties as company directors. We recognise the further responsibilities of Directors as Trustees under charity law.

Role of Derby Diocesan Academy Trust (DDAT)

Derby Diocesan Academy Trust was established in 2013 to ensure Diocesan schools within Derby and Derbyshire are able to explore academy status whilst retaining the distinct Christian ethos which has contributed to them historically outperforming their maintained counterparts. DDAT aims to support member schools by providing a comprehensive package of support which allows schools to concentrate on the core purpose of delivering excellent education to young people. The DDAT model has been designed to secure our church school heritage, provide highly effective external support and challenge whilst delivering much of the business side of being an academy.

The purpose of DDAT is to secure rapid and sustained improvement for every academy it sponsors, and to sustain and build on the improvement of our converter academies. DDAT is rooted fully in the distinctively Christian and inclusive ethos of the MAT and the DBE and the wider Diocese. DDAT enables schools to work together, share expertise and maximise resources. Our vision is for a family of DDAT academies that offers an outstanding learning experience for every child that will enable them to reach their full potential in mind, body and spirit, thereby genuinely Changing Their Lives.

As academies within DDAT develop and improve, they are expected and required to share their journey, skills and expertise with other DDAT academies. DDAT encourages and nurtures the dissemination of good practice, fostering a self-sustaining culture of aspiration for educational excellence across all schools and exemplifying Christian values in every area. We follow a number of guiding principles:

- To promote an educational community based on love and inclusivity, providing a beacon of hope where all can flourish
- To foster, maintain and celebrate Christian distinctiveness in our schools
- To ensure that our academies are centres of excellence with a focus on the nurture and achievement of all their members
- To promote mutual support, encouragement and benefit between all our academies
- To develop future and aspirational thinking based on our educational heritage and to make use of the latest research in pedagogy and child development
- To support the nurture and respect of God's creation with a close focus on the sustainability agenda
- All human beings are made in the image of God. Each child is a unique human being, made by God and loved by him, and worth the highest possible standards of education and care and the closest attention to what will enable them to flourish
- We must ensure that 'every child and young person has a life enhancing encounter with the Christian faith'
- To recognise and enable those who often remain invisible, through ethnic or cultural disadvantage, or through disability or poverty

Church schools have a particular vocation to the poor and vulnerable, to enable them through education to Change Their Lives.

DDAT will, by working closely and creatively with our partners from Derby Cathedral, aim to ensure that Derby Cathedral School achieves a good or outstanding Ofsted. We recognise that when adding new Academies into the Multi-Academy Trust we need to be sensitive in our approach with a keen focus on listening in the first instance. We are confident that through our partnership with DDAT, a high level of trust can be established very quickly and that we can build upon the positive momentum already in evidence within our trust.

DDAT has made a commitment that our academies will be fun places of learning where all are welcomed. Our academies are not alike but reflect the needs of the local community through an effective and visionary local Governing Body that includes strong parental representation. Our academies are highly effective, distinctive and inclusive.

DDAT aims for all learners trusted into our care to be able to:

- Use skills, knowledge and understanding to think for themselves and act for others
- Experience and enjoy diverse relationships
- Choose to journey in faith
- Be resilient, confident and compassionate
- Enjoy life in its fullness

Business Strategy

The DDAT Strategic and Operational Plan 2015 – 2018 concentrates on the following priority areas as the Trust expands and matures:

- Vision, ethos and aims: Continual review of the strategic objectives to ensure DDAT serves its academies to the fullest within a changing educational landscape

- Collaborative activity: Establishment of key groups including School Improvement Group, LGB chairs and Business Managers Forum
- Growth Strategy: Underpinned by the High Performing Academy Sponsor Research (2014) and the RSC High Performing Academy Trust's Advice (2015). DDAT is committed to sustainable growth allowing the Trust to embed its school improvement capacity and operational support functions through increased revenue contributions and a larger school leadership pool
- Key Financial Planning and Financial Data: DDAT academies receive their funding via DDAT and a percentage of this is retained in order to provide services to the academy. DDAT operates an 'earned autonomy' approach to the management fee and this will be applied to Derby Cathedral School with a higher percentage being levied until the school has completed its first Ofsted inspection where it will achieve at least a 'Good' judgement.
- School Improvement Strategy: The Director of School Improvement reports to the Board of Directors at least once a term. The status, priorities and successes of each academy are discussed as are any re-categorisation of the academies. At these termly meetings progress outcomes are presented and the board have an opportunity to question the outcomes. Annually, the Headteacher of each Academy presents their Academy Action Plan to the board and explains the priorities, actions and milestones to the board of directors. The directors then question and challenge the Headteacher.
- DDAT Governance: DDAT have implemented a governance support programme to embed procedures that link the LGBs with the DDAT Board and to ensure governance remains effective as DDAT grows. An educational governance consultant and trainer with considerable CofE MAT experience, leads the governance support programme. DDAT is also moving toward a regional hub growth plan that means we are able to restructure governance as we grow without losing sight of our clear vision and ethos. Our variable schemes of delegation for governance enables the trust to intervene when appropriate but allow for earned autonomy in successful schools.

DDAT Governance Responsibilities

Each Academy retains its own Governing body at local levels, which ensures that the specific needs of their communities are met.

The Board of Trustees has overall strategic responsibility and ultimate accountability for all of the Academies within the Multi-Academy Trust. The Board of Trustees sits above the local governing bodies of each Academy. The Board is comprised of 7 Directors with two further appointments due to be made imminently ([REDACTED]). We continue to ensure that the Board has a varied skills set with further appointments being considered if a requirement for a certain skill-set is identified. Representation from Chairs of Local Governing Bodies is also being considered.

It is expected that a formal sub-committee of the Board of Trustees will be established to oversee the work of the Derby Cathedral School Local Governing Body, reporting directly to the main DDAT Board of Trustees. This sub-committee, Cathedral School Board, will comprise the secondary expertise of [REDACTED] with the addition of the [REDACTED], as well as a further appointment to be made by DDAT.

Scheme of Delegation

The Board of Trustees has overall legal responsibility for the operation of the MAT and the Academies within it. However, the Board of Trustees works in partnership with its family of Academies and the established DDAT operational team of Finance Director, School Improvement Director, Business Director and Academy Hub Lead.

This Scheme of Delegation provides for certain functions to be carried out by one or more of the following:

- the Board of Trustees; and/or
- the Cathedral School Board; and/or
- the Chief Executive Officer; and/or
- the School Improvement Director
- the Headteacher of the Academy; and/or
- the Local Governing Body of the Academy including committees.

A draft Scheme of Delegation has been produced and will be subject to refinement during the pre-opening stage of the school's development, if our application is approved.

The Governing Body – Pre Opening

The Shadow Governing Body will comprise the members of the Cathedral Board.

This core team has access to a wide range of business, financial, and educational experience and to complement their own experience, a comprehensive package of project management expertise will be sought from a supplier with a successful track-record of Free School delivery, who will report to the Cathedral School Board on a monthly basis throughout the pre-opening phase. As the Cathedral School Board will be comprised mainly from the proposer group, they will ensure that the project progresses in line with their vision and will take a lead in decision making in areas such as consultation, staff appointments, local governor appointments, and agreeing school policies.

Designated work streams will facilitate communication and decision making and reflect the requirements of the project during this phase.

Post opening, the Cathedral School Board will retain a strategic oversight over the school's successful operation, reporting to the DDAT Board of Directors. A key action for the Cathedral School Board during the pre-opening phase will be to appoint a highly effective local governing body.

The GB will be constituted with the requisite skills and expertise to perform their role effectively as well as continuing to ensure the school operates within the ethos and strategic direction set in the pre-opening stage. Furthermore, the GB will provide support and challenge to the school's staff while recognising the role of the Headteacher in this regard. The GB will also be involved directly in some elements of school life, such as the recruitment of key members of staff and through regular interaction with pupils, whole school CPD opportunities and parent events.

All appointments will be made in line with the latest guidance from DfE and other sources (The Governors' Association) and we will provide training for new Governors in their role.

Derby Cathedral School Board Responsibilities

- To monitor the whole-school performance and report to the DDAT Board of Directors.

- To appoint and/or remove the Chair of the Local Governing Body.
- To assist in the appointment of Senior Leaders.
- To appoint and/or suspend a governor.
- Oversight of the financial performance of the school.
- Oversight of the overall performance of the school and its Local Governing Body.

Derby Cathedral School Local Governing Body Responsibilities

- Acting as a critical friend, holding the school and Headteacher to account for performance against targets
- Acting as the Admissions Authority for the school
- Agreeing targets for student achievement with the Headteacher
- Agreeing with SLT how the Prevent Duty will be rigorously implemented
- Managing the school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum is balanced and broadly based
- Overseeing pupil safeguarding to ensure it meets requirements and supports well-being
- Appointing staff, considering recruitment and retention strategy
- Carrying out performance review of the Headteacher
- Reviewing staff performance and pay
- Premises including health and safety
- Communications regarding key elements of strategy and website info publication
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Establishing and reviewing committees
- Receiving reports from an individual or committee
- Holding at least three meetings per year
- Pupil and staff discipline, including pupil attendance

Derby Cathedral School Governing Body Committee Structure

The governing body will have two main committees; the Finance, Audit and Resource Committee; and a Teaching, Learning and Inclusion Committee. These committees will include a majority of governors, but may also co-opt expertise to provide specialist input if required. This flexibility also allows the GB to access high quality professionals who are not able to fully commit to the time requirement to be a full member of the GB.

Committees will be responsible for oversight over their particular areas of expertise, at a level of detail which is not typically necessary for discussion by the entire governing body. Where appropriate relevant issues will be referred to the full GB for further scrutiny or a decision, as outlined in the school' scheme of delegation. Committees will work more closely with members of school staff to understand the successes, challenges and on-going work in their areas of responsibility and to recommend courses of action where necessary. We will also train Governors for their role in a Discipline Committee (including Appeals) so this can be formed at any time when it is needed.

Section G – budget planning and affordability

G1 – budget planning and affordability

We have developed a viable budget based on 100% pupil numbers which is capable of delivering the vision for Derby Cathedral School with an appropriate level of annual surplus each year from opening to steady state. This budget is consistent with the earlier Sections in our application. This budget is based on realistic assumptions about income and expenditure.

In order to develop our financial plan we examined the curriculum model to determine the teaching demand arising from it in terms of expected pupil-teacher ratio, and adult-teacher ratio in terms of support staff in expected roles. The curriculum model and staffing plan naturally reflect the vision for DCS. The result was a viable budget, with key indicators in the Summary tab of the financial planning spreadsheet confirming that the school's plans were financially viable and robust.

The financial planning spreadsheet confirms that:

- our plan is capable of realising the vision for DCS, achieving good value for money
- we have the means to meet or exceed the high expectation DCS targets
- the budget can cope with the challenge of reduced per-pupil funding while retaining fidelity to our vision and maintaining quality (please see Section D3)

Our strategic planning incorporates the build-up of pupil numbers starting with a Y7 cohort of 120 (4fe) and then adding another cohort of 120 in Y7 each year as the growth of the school continues to steady state.

This year-on-year growth leads to a predictable and adequate level of pupil number-driven income. Proposers have been conscious of the fact that we are making use of public money and that we needed to achieve the highest vfm possible as part of our obligations under the 'Seven Principles of Public Life' (the Nolan Principles). We will always adhere to these principles throughout the Pre-opening Phase if our application is approved, and when DCS is operating post-opening.

The 100% budget includes a zero figure for 'other income' (apart from school meals income) demonstrating that our financial planning is not reliant on income at-risk in order to achieve a balanced budget with reasonable annual surplus each year to steady state.

Successful delivery of our vision and education plan does not depend on voluntary donations or income generation activities. Nevertheless we confidently expect that there will be an appropriate level of income generation during and beyond the growth phase, for example from premises hire and other legitimate means.

Other features of our approach are as follows:

- Diseconomy funding in terms of Post-opening Grant supports the school when per-pupil funding is inevitably low in the first and second year, yet the school needs to operate effectively with a headteacher appointed; cost levels were set accordingly such that DCS is self-sufficient with an annual surplus at all times; the first year annual surplus is 5% giving a suitable level of flexibility and at steady state the annual surplus remains over 3%

G1 – budget planning and affordability

- The Trust and local Governing Body will ensure that funding for the school is used for the effective education of its pupils, with appropriate levels of prudence, and forward planning by the local GB may include capital developments via the cumulative surplus as permitted by the Academies Financial Handbook.
- Part of the above prudence includes incorporation of an element of support service costs to DDAT, with zero top slice in the first year increasing to 2% which would go towards e.g. school improvement services while other costs currently borne by the school *per se* would also transfer to the top slice in the future based on emerging needs and affordability.
- In the first year a school improvement service will be provided by DDAT at no cost and at reduced cost in the second year, supporting growth of the school in every way.
- After the financial plan had been constructed, any areas which were 'red flagged' in the Summary tab of the spreadsheet were reviewed and in terms of these areas all are essential to delivering our vision, preserving quality of provision, and meeting our high expectation whole-school targets and individual pupil targets.

Budget Overview

- There is an operational deficit with an annual surplus in the first year of operation, which arises due to the need to have a Headteacher and Middle Leadership Team members for curriculum quality and planning purposes when there are only 120 pupils, this is a standard situation with a new Free School and is supported by diseconomy funding (Post-Opening Grant).
- Non-pay costs are 'red flagged' in terms of educational resources but we have used the spreadsheet benchmark figure of █████ per pupil and in any case we wish to see resources focused on the quality of teaching & learning.
- The level of annual surpluses and resultant cumulative surpluses were reviewed, these are set at an appropriate level to help us to invest over the years in additional resources (including ICT refresh, and staffing in terms of internal promotions) ensuring that pupils benefit from funding while not compromising the quality of the education during the growth phase.
- Teachers are entered in the financial plan well above the lowest salary level in the main scale, and above the lowest point for the upper scale, in order to reflect and accommodate incremental drift; we anticipate hiring staff with a range of experience and expertise to match the demands arising from the vision which is also in keeping with the growth stage of DCS.
- In terms of the annual surpluses as a percentage of total income and the allied cumulative surpluses, we are happy that this overall position is appropriate and sustainable while remaining capable of delivering our high expectation targets as set out in Section D.

When setting salary positions we have used the standard national pay scales, with TPS at the current rate, and LGPS employer contributions for Derby. We have avoided setting salaries towards the bottom of the Main Pay Scale for teachers, which makes for a robust budget and which will allow us some leeway via flexibility to vary our offer in order to recruit staff of the highest quality to give our pupils the excellent education which they and their parents and carers deserve and expect.

G1 – budget planning and affordability

We will recruit an appropriate mix of staff with regard to experience in terms of both teaching staff and the support team. The process will involve open competition which is particularly important for the Headteacher and SLT posts in drawing a high quality field from national advertising including online. We value the combination of experienced professionals supporting less experienced staff while themselves benefiting from new ideas from more recently qualified teaching staff – this combination will provide exactly the type of developmental climate for learning that we want to instil and maintain at DCS.

We have set the salary of the Headteacher on the leadership spine at a level which we are confident will attract a school leader with the high levels of experience and expertise we require in order to ensure that leadership and management are of the highest quality to achieve the ambitious targets for DCS. The Headteacher recruitment timescale and process are set out in detail in Section F.

The back-office team will play an important role in delivering the DCS vision. They will be present at whole-staff meetings which address raising standards, where all staff supporting teaching and learning need to attend so that they can benefit from all relevant information and see the importance of their roles in this context. We will select applicants who can join the support staff team as multi-skilled contributors, team members who are flexible in terms of the tasks they undertake so that (for example) in the first year of operations, support team members can undertake a dual role and increase vfm at a time when per-pupil funding total is at its lowest.

Following completion of the 100% pupil numbers budget we are confident that the financial planning embodies sufficient flexibility in terms of the annual surplus, cumulative surplus and contingency positions to enable the school to cope with unforeseen problems as well as foreseen issues such as the ability to raise a salary offer (e.g. SLT) where this will secure the best people for DCS.

As can be seen from the Summary Tab of the financial planning spreadsheet, DCS is projected to operate an appropriate annual surplus from opening through to steady state, from 5% in the first year to over 3% at steady state, and has an appropriate cumulative surplus in each year of the growth phase. As there is never any in-year deficit, there is also no cumulative deficit in any year and the budget is both viable and robust in all years. Our robust financial planning has also allowed for contingences so that the viability of the school is not compromised at any point, with the consequent damage to the quality of the education on offer, and the ability to recruit the best teachers and support staff remains. In conclusion, DCS will be viable within the expected levels of funding available at both start-up and at steady state.

Section H – premises

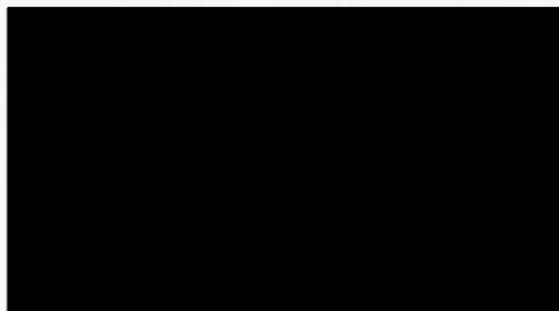
Please see Excel spreadsheet

Annexes

Derby Cathedral School letters of support



Department
for Education





8 January 2016

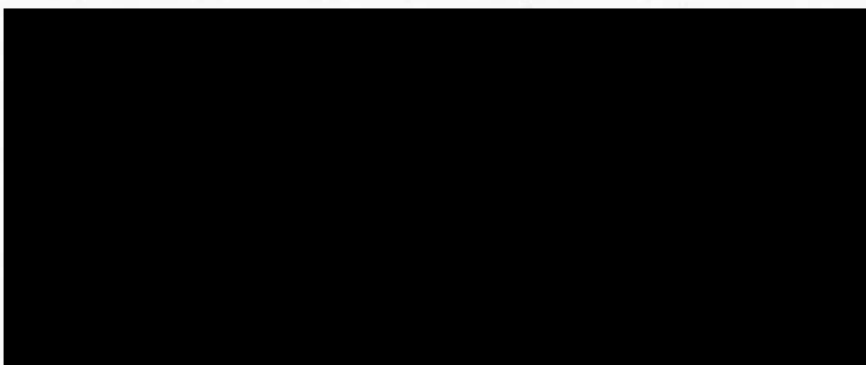


Derby Diocese Board of education
Church house
Full Street
Derby
DE1 3DR

Dear 

Thank you for travelling to Sheffield on Thursday 7 January to meet with me to discuss collaborative working and sharing your plans to submit a free school application. I believe your trust has capacity to apply for one free school at the present time and you confirmed 
 would made available to support the project development.

If you have any further questions, please contact my office.





Department
for Education

9 May 2014

Dear [REDACTED]

I am writing to encourage you, as an academy sponsor, to consider supporting further primary schools to join your academy trust and to consider submitting an application for a free school.

It remains a fact that many schools are struggling to deliver the kind of education that our children deserve. There are currently over 280 primary schools in Special Measures and around 80 deemed by Ofsted as having 'Serious weaknesses'.

I want to provide more primary schools with the opportunity to benefit from academy status. There is clear evidence that in recent years sponsored academies have improved at a faster rate than local authority schools: in 2013 primary sponsored academies saw results improve by three percentage points compared to one percentage point in local authority schools.

I would like to encourage you to consider whether your organisation has the capacity to expand and to sponsor further primary schools. These could either be primary schools that are interested in converting to academy status with a trust or they could be underperforming schools that would benefit from working with a sponsor. If you would like any advice on identifying potential primary schools which might be interested in joining your trust please contact [REDACTED]

In addition, I would like you to consider applying to set up a free school. Free schools can be set up by groups led by sponsors, parents, teachers, charities, outstanding schools, community and faith organisations where new school places are needed. Over 170 free schools are now open in every region of England, with more than 125 more due to open from September 2014 onwards, and once full these schools will provide 150,000 new school places. Details of how you can apply to set up a free school can be found on the GOV.UK website (www.gov.uk/government/collections/opening-a-free-school#free-school-application-process or search 'DfE free schools'). The New Schools Network (NSN) can offer support and advice in preparing your application, and they can be contacted at: www.newschoolsnetwork.org/

Yours sincerely

JOHN NASH

PAULINE LATHAM OBE MP

Working hard for Mid Derbyshire



HOUSE OF COMMONS

LONDON SW1A 0AA

[REDACTED]
Derby Diocesan Academy Trust
Church House
Full Street
Derby DE1 3DR

Our ref: PL/SHB

Thursday, 25th February 2016

[REDACTED]
I would like to offer my support to the Proposer Group for the development of Derby Cathedral School. This will provide the City with high quality secondary school places and will be an asset for Derby.

I am aware that the vision for Derby Cathedral School is to raise aspirations and opportunities for the young people of Derby. It will equip students with skills and qualifications that will enable them to access high quality careers in and around the City of Derby.

I would therefore like to offer my full support to this application and hope that it is successful.

Yours sincerely,

Pauline Latham OBE MP



Mrs Pauline Latham OBE MP - *Parliamentary Office* - Tel: 020 7219 7110

Constituency Office - The Old Station, Station Road, Spondon, Derby DE21 7NE Tel: 01332 676679

Email: pauline.latham.mp@parliament.uk Twitter: [@pauline_latham](https://twitter.com/pauline_latham) Facebook: facebook.com/pauline.latham.31
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Web: www.queenelizabeths.derbyshire.sch.uk Twitter: @QEGS_Ashbourne

9th February 2016

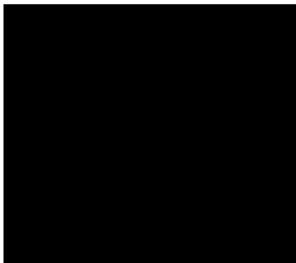
TO WHOM IT MAY CONCERN

Free School Application for Derby Cathedral Secondary School

[REDACTED] I would like to confirm my complete support of this application.

The Cathedral School will complement the offer of other educational establishments in the area, giving an opportunity of a place to children of all faiths and none, and satisfying a local need for additional secondary places.

Yours faithfully





West Park

A Specialist Mathematics and Computing Academy



West Road
Spondon
Derby
DE21 7BT

Tel: (01332) 662337
Fax: (01332) 280767
email: info@westpark.derby.sch.uk

'A caring school where we put pupils and their achievement first'

12th February 2016

Letter of Support for Derby Cathedral School

I am writing to confirm that West Park School are able to offer educational support to the Proposer Group if the application for a new secondary school is accepted by the Secretary of State. Our school prides itself on offering support to educational institutions to improve the education of learners within and beyond our own school.

We can support the development of Derby Cathedral School from application through to opening and beyond, developing a curriculum and structure to ensure that the students who attend Derby Cathedral School have the best possible chance of securing quality outcomes.

We recognise the need for quality secondary school places in the City of Derby and we are delighted to support the opening of Derby Cathedral School which we are confident will fully meet this need.

Yours faithfully,



Kedleston Road, Derby
DE22 1GB, UK

T: +44 (0)1332 591000

22nd February 2016

To whom it may concern,

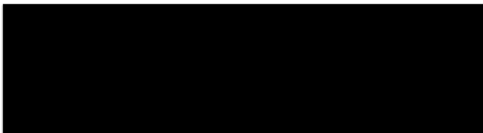
RE: Letter of Support for Derby Cathedral School

I am writing to confirm that the University of Derby is able to offer our support to the Proposer Group, if the Secretary of State accepts the application for a new secondary school. Our organisation prides itself on offering support to educational institutions to improve the education of learners across the region.

The University of Derby has strategic ambition to impact significantly on the economic and social wellbeing of our region and its place in the global economy. As such, we support the regeneration of Derby and agree that a new City Centre based Cathedral School, offering high-quality secondary school places, equipping young people with the skills required to embark on successful paths in Higher Education, will be an asset to the City.

We wish Derby Cathedral School every success with this venture and look forward to receiving updates on progress to opening, including opportunities to work collaboratively in the future.

Yours faithfully,



Executive



Vice-Chancellor Professor Kathryn Mitchell
Incorporated in England as a charitable limited company
Registration no 3079282

www.derby.ac.uk

To whom it may concern,

Letter of Support for Derby Cathedral School

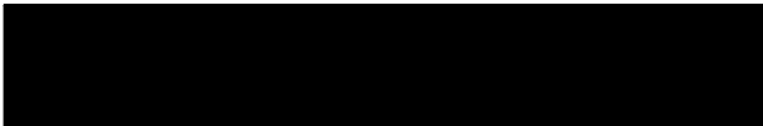
I am writing to offer our support to the Derby Cathedral School Application.

Historically, we have worked closely with Derby Cathedral as part of the Christian-Muslim dialogue group and we believe that the development of a City Centre based secondary school, open to all faiths and none, will further strengthen our common interests in celebrating diversity and promoting community cohesion in Derby.

Yours faithfully,



Derby Jamia Mosque
6 Rose Hill Street
Derby
DE23 6UT





26th February 2016

[REDACTED]
Derby Diocesan Academy Trust
Church House
Full Street
Derby
DE1 3DR

[REDACTED]

Re: Derby Cathedral School Application

I am writing to offer our support for the opening of Derby Cathedral School. As a Church of England Primary School situated in Derby, we were delighted to hear of your plans to provide high-quality secondary school places.

If the application is successful, Derby Cathedral School will ensure our pupils can continue their education within the supportive surroundings of a Christian school, something that our parents also fully support.

Please do not hesitate to contact us if you need our help.

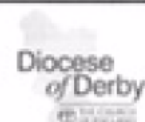
Yours Sincerely,

[REDACTED]

† Together Everyone Achieves More



Walter Evans CE Primary and Nursery School,
Darley Abbey Drive, Darley Abbey, Derby DE22 1EF
t: 01332 557139 f: 01332 557605 e: admin@walterevans.derby.sch.uk www.walterevans.co.uk



Derby Cathedral School maps of parental first choices pledges

Table A - Derby Cathedral School - Area of residence of parents who registered an interest in Year 7 2017 intake

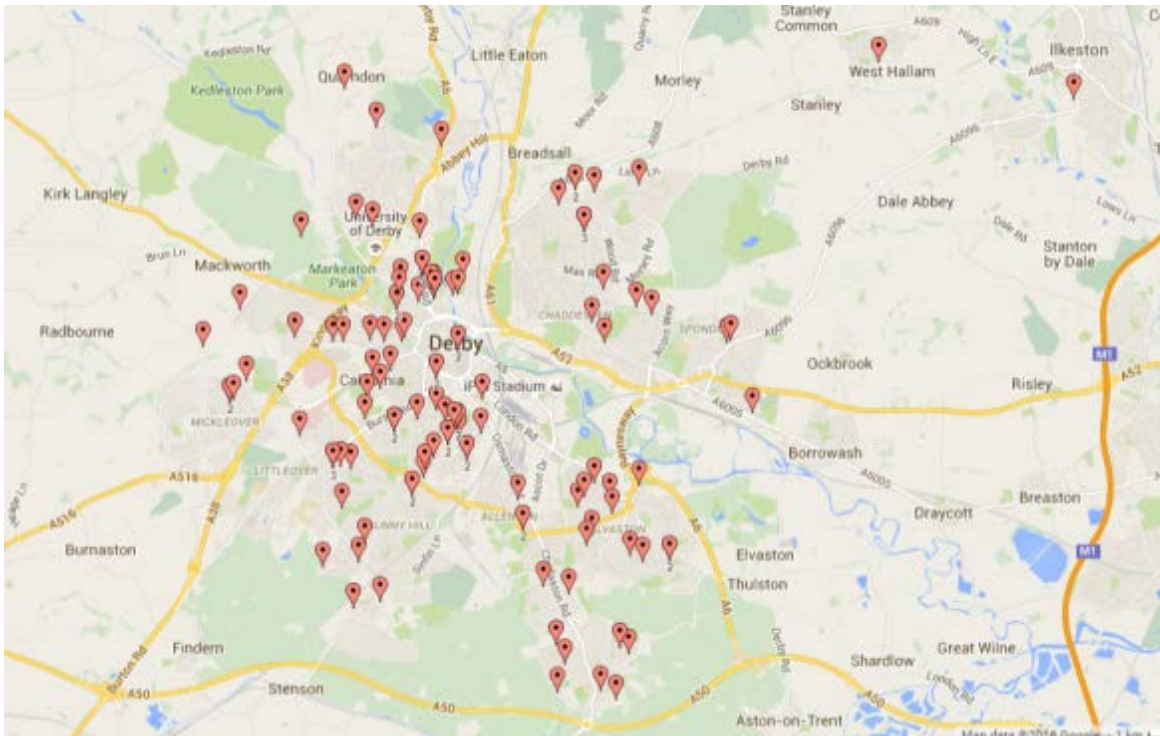
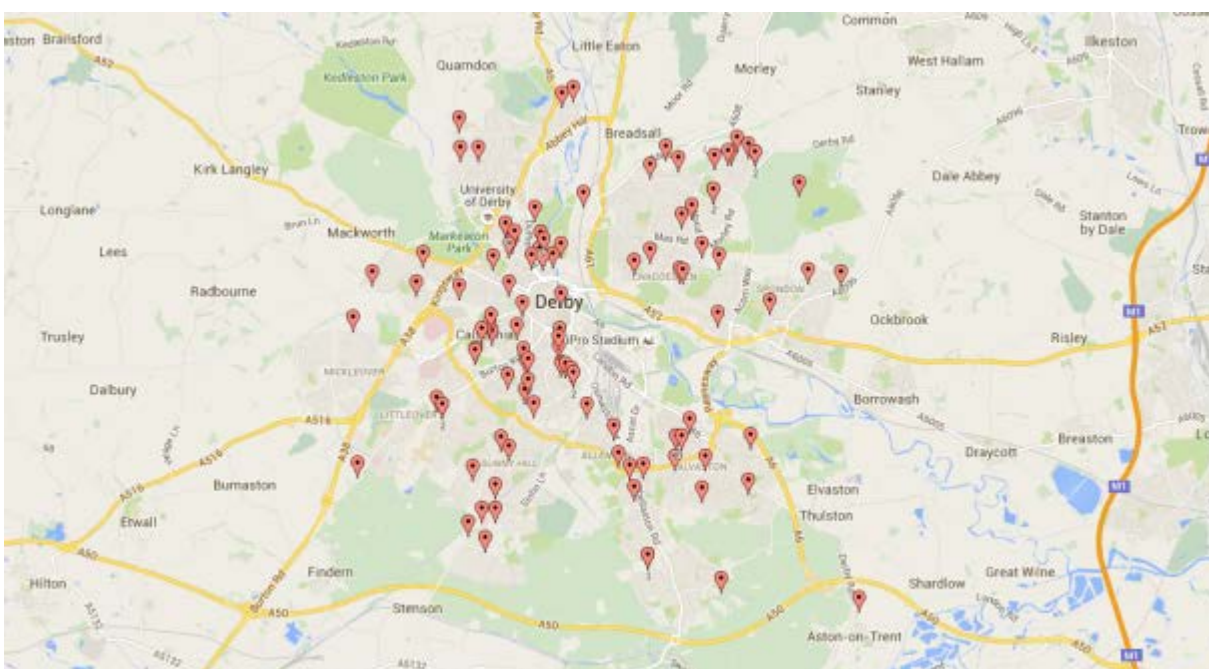


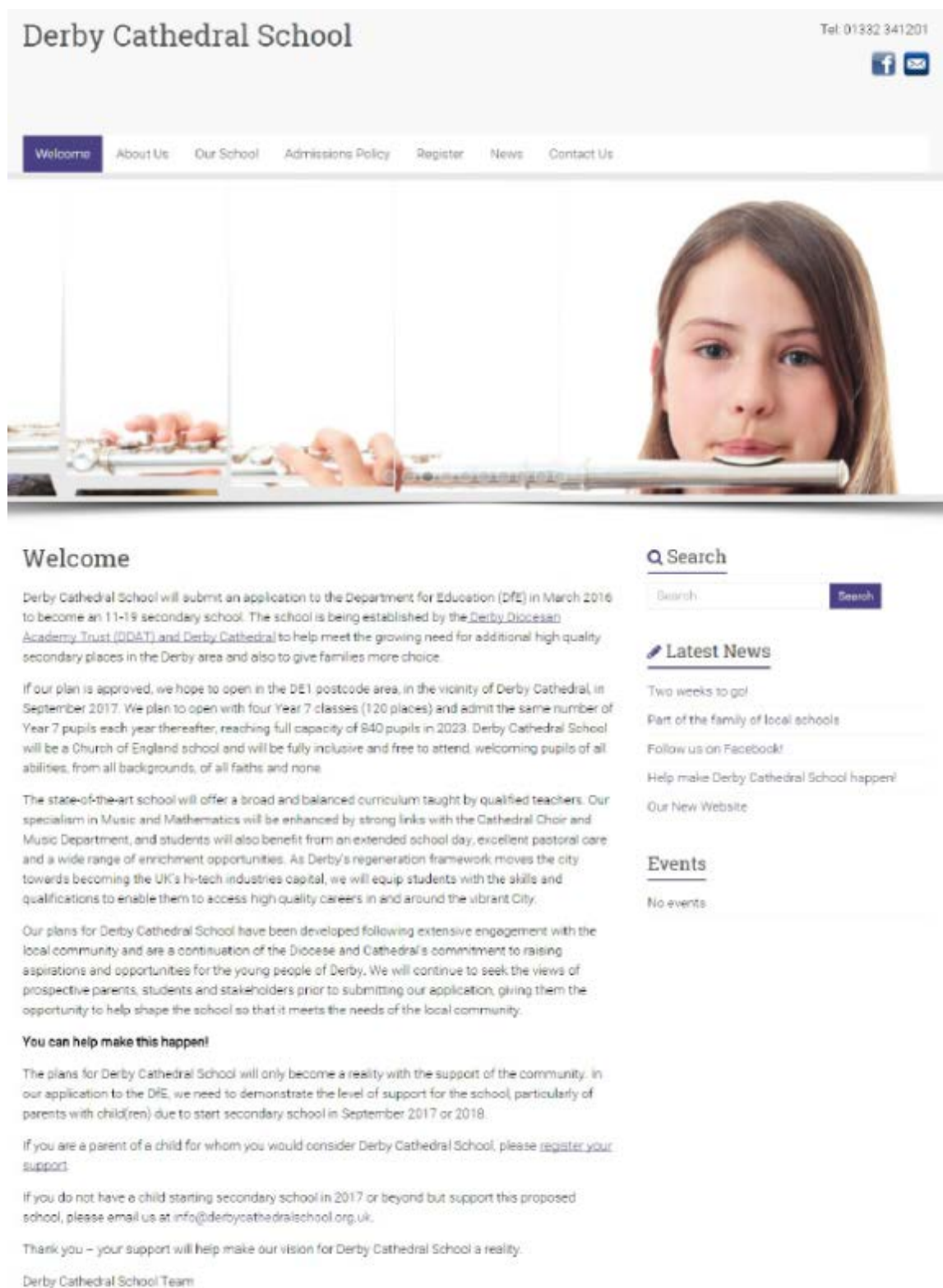
Table B - Derby Cathedral School - Area of residence of parents who registered an interest in Year 7 2018 intake



Derby Cathedral School community engagement

Website: www.derbycathedralschool.org.uk

15-page website including a registration form and regular news posts:



Derby Cathedral School Tel: 01332 341201

Facebook Instagram

Welcome About Us Our School Admissions Policy Register News Contact Us

Welcome

Derby Cathedral School will submit an application to the Department for Education (DfE) in March 2016 to become an 11-19 secondary school. The school is being established by the [Derby Diocesan Academy Trust \(DDAT\)](#) and [Derby Cathedral](#) to help meet the growing need for additional high quality secondary places in the Derby area and also to give families more choice.

If our plan is approved, we hope to open in the DE1 postcode area, in the vicinity of Derby Cathedral, in September 2017. We plan to open with four Year 7 classes (120 places) and admit the same number of Year 7 pupils each year thereafter, reaching full capacity of 840 pupils in 2023. Derby Cathedral School will be a Church of England school and will be fully inclusive and free to attend, welcoming pupils of all abilities, from all backgrounds, of all faiths and none.

The state-of-the-art school will offer a broad and balanced curriculum taught by qualified teachers. Our specialism in Music and Mathematics will be enhanced by strong links with the Cathedral Choir and Music Department, and students will also benefit from an extended school day, excellent pastoral care and a wide range of enrichment opportunities. As Derby's regeneration framework moves the city towards becoming the UK's hi-tech industries capital, we will equip students with the skills and qualifications to enable them to access high quality careers in and around the vibrant City.

Our plans for Derby Cathedral School have been developed following extensive engagement with the local community and are a continuation of the Diocese and Cathedral's commitment to raising aspirations and opportunities for the young people of Derby. We will continue to seek the views of prospective parents, students and stakeholders prior to submitting our application, giving them the opportunity to help shape the school so that it meets the needs of the local community.

You can help make this happen!

The plans for Derby Cathedral School will only become a reality with the support of the community. In our application to the DfE, we need to demonstrate the level of support for the school, particularly of parents with child(ren) due to start secondary school in September 2017 or 2018.

If you are a parent of a child for whom you would consider Derby Cathedral School, please [register your support](#).

If you do not have a child starting secondary school in 2017 or beyond but support this proposed school, please email us at info@derbycathedralschool.org.uk.

Thank you – your support will help make our vision for Derby Cathedral School a reality.

Derby Cathedral School Team

Q Search

Search

Latest News

- Two weeks to go!
- Part of the family of local schools
- Follow us on Facebook!
- Help make Derby Cathedral School happen!
- Our New Website

Events

No events



Events

Dec 2015						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

• [Open Even - 8th December](#)

Search

Latest News

- Two weeks to go
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- Follow us on Facebook!
- Help make Derby Cathedral School happier!



Curriculum

Our curriculum model, based on the National Curriculum as a broad and balanced platform, will have a specialism in Music and Mathematics and will provide opportunities for pupils of all abilities and backgrounds to succeed. Derby Cathedral School will also offer a high quality spiritual, moral, social and cultural education while promoting British values relating to democracy, the rule of law, tolerance and individual liberty.

The curriculum specialisms are a key part of our vision and represent a platform from which we will build high levels of personal development, well-being and achievement from Year 7 onwards. We will exploit the natural links between Music and Mathematics to raise achievement for all learners, encourage self-confidence and support cognitive development.

"Recent advances in the study of the brain have enhanced our understanding of the way that active engagement with music may influence other activities. The cerebral cortex self-organises as we engage with different musical activities..." Professor Susan Hallam

The examination options available to students at 16 will maintain breadth and balance and include both GCSEs and BTEC options. At Post-16 level, while there will be a natural focus on subjects such as Music, Music Technology, Mathematics, Further Mathematics and Statistics. There will also be an appropriate mix of qualifications available including a range A-levels in keeping with the Russell Group list of facilitating subjects together with vocational choices. Japanese will be included as a modern foreign language option.

State-of-the-art ICT and computing facilities will enable all pupils to gain full access to the curriculum. Continuous monitoring and assessment of the quality of teaching and each learner's progress will maximise pupil progress, create a culture of continuous improvement and facilitate early intervention where needed.

When they leave us, students will have received an excellent education preparing them for higher education and employment.

Search

Latest News

- Two weeks to go
- Part of the family of local schools
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- Help make Derby Cathedral School happier!
- Our New Website

Events

No events

Register Your Interest

Demonstrating the level of support for the school is a key element of our application to the Department for Education. If you are a parent/carer of a child for whom you would consider Derby Cathedral School, please complete the short form below.**

First name & surname *

Email *

Postcode *

Number of children you would like to register *

Child 1 - Date of Birth *

Your child's faith *

- Church of England
- No faith
- Other

If Derby Cathedral School is approved to open in September 2017, I would select it as the first choice for my child(ren) *

- Yes
- No

I would like to be kept updated with the school's progress. *

- Yes please
- No thanks

Submit

Q Search

Search

Latest News

Two weeks to go!

Part of the family of local schools

Follow us on Facebook!

Help make Derby Cathedral School happen!

Our New Website

Events

No events



Derby Cathedral School

Published by Alex Black [?] · 8 February at 16:32 · 🌐

With our proposals for Derby Cathedral School supported by Anne Martin, Head of the highly-regarded Queen Elizabeth's Grammar School in Ashbourne and Brian Walker, Head of the Ofsted-rated 'Outstanding' West Park Community School in Spondon, we are already well on the way to joining the family of local schools.

We will work together to equip students with the skills and qualifications to enable them to access high quality careers in and around the vibrant City.

Read more:



Part of the family of local schools | Derby Cathedral School

Part of the family of local schools simon rule Uncategorized February 5, 2016
Derby Cathedral School will be an inclusive school with high expectations...

DERBYCATHEDRALSCHOOL.ORG.UK

804 people reached

[Boost Post](#)



Derby Cathedral School added 4 new photos.

Published by Alex Rack [?] · 9 December 2015 · 🌐

The first Derby Cathedral School Open Evening took place yesterday in the retrochoir of Derby Cathedral.

Over 80 people were in attendance, and we'd like to thank everyone who attended for their enthusiasm and their ideas!



131 people reached

[Boost Post](#)

👍 Like 💬 Comment ➦ Share

Pamela Brinkworth and Sarah Newton like this.



Write a comment...

Press Enter to post.

Bruce Wiggins via **Derby Cathedral School**
30 January at 11:17 · 🌐

Derby folk, please register interest for a new school. They need this to help make it happen 🙏



Vision | Derby Cathedral School
Vision Derby Cathedral School is a joint venture between the Diocese of Derby and Derby Cathedral and is the next step in their commitment to raising aspirations and opportunities for the young people of Derby. It is being established at a crucial stage of the City's regeneration and will help meet...
DERBYCATHEDRALSCHOOL.ORG.UK

VISITOR POSTS


Jo Wannar
4 December 2015 at 18:59 🌐

I appreciate this is in the early stages, is there any of idea of where the school is proposed to be? I know it states de1, but I cannot think of where a school could be placed? Thanks

Like · Comment · 1 Comment

Chronological ·

Derby Cathedral School Hello Jo - we're looking into a number of opportunities within the DE1 postcode, and we will provide further information as soon as we can. Keep checking the website - www.derbycathedralschool.org.uk - to keep up to date!



Derby Cathedral..
DERBYCATHEDR...
Like · Reply · Remove Preview · Commented on by Alex Rock (🌐) · 8 December 2015 at 17:59

Ian Price
2 December 2015 at 09:47 🌐

Exoellent project. All the very best with this.

Unlike · Comment · 1 Like

Pamela Brinkworth
2 December 2015 at 08:56 🌐


Paying for success of this venture

Unlike · Comment · 1 Like

Facebook advertising campaign to promote events and page likes, 30.11.15 – 08.12.15

Derby Cathedral School
Sponsored

Help make Derby Cathedral School happen!
Please like our page:




Derby Cathedral School Education
427 people like this.

Suggested Page

Derby Cathedral School
Sponsored

Planned to open with Year 7 classes in September 2017 – like our page!



Derby Cathedral School Education
427 people like this.

Result: 295 page likes



Result: 250 website clicks (to the Events page of the website)

A5 flyer

Derby Cathedral School (11-19)

www.derbycathedralschool.org.uk/register

Register your interest NOW!
We need your support

Derby Cathedral School is a proposed 11-19 secondary CofE school planned to open in September 2017

This new school will help meet the growing demand for secondary places in the area and offer a high-quality education for children of all backgrounds and abilities, of all faiths and none.

The proposed school will be state funded by the Department for Education. It will be operated by an Academy Trust, and is a joint venture between Derby Cathedral and the Derby Diocesan Academy Trust family which already delivers high quality primary education across Derbyshire.

Initially planning to open in September 2017 with up to 120 places for Year 7 students, the school will receive a new intake of Year 7 students each year thereafter until the school reaches full capacity of 840 pupils in 2023.

We need your support NOW to make this happen

Please complete the short form on the 'Register' page at:
www.derbycathedralschool.org.uk

Find us on Facebook:
Derby Cathedral School

Telephone us on: **01332 341201**

- A non-fee paying, co-educational secondary school including Sixth Form
- 120 Year 7 places for September 2017
- Pupils of all abilities, from all backgrounds, of all faiths and none, will be welcome
- Broad and balanced curriculum taught by qualified teachers
- Specialism in Mathematics and Music with state-of-the art ICT
- High aspirations for all children with excellent pastoral care
- Extended day with wide enrichment offer
- Community focus with links to schools across Derbyshire including the Derby Diocesan schools
- Meeting local basic need, widening parental choice and increasing diversity
- Planning to open in the vicinity of Derby Cathedral

Press coverage

29.11.15



Derby Telegraph FRI 7.8 °C Cloudy

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Plans revealed for new secondary school in Derby city centre

By Derby Telegraph | Posted: November 29, 2015

By Zena Hawley



Comments (1)

A NEW **secondary school** is being planned for Derby city centre, it has been announced today.

The first Church of England secondary school in Derby, which would specialise in music and maths, would be open to pupils of all religions.

It would take 840 pupils and be built on a brownfield site.

It means Derby could have its first Church of England secondary school in the heart of the city by September 2017.

The Very Revd Dr John Davies, Dean of Derby, said the school is intended to meet the growing need for additional “high quality secondary places in the city area”.

He said: “It is intended to give families more choice, especially those who are disadvantaged and stand no chance of paying fees to go to a good school.”

The proposal is a joint venture between the Derby Diocesan Academy Trust and Derby Cathedral and a formal application is due to be submitted in March.

If the Department for Education gives the school the green light, the school could up and running by September 2017, with its first intake of four year-seven classes, offering 120 places.

By making the same offer each year, the school will reach capacity by 2023.

Dr Davies said: “The school will be fully inclusive and free to attend, welcoming pupils of all abilities, from all backgrounds, of all faiths and none.

“Our specialism in music in maths will be enhanced by strong links with the Cathedral choir and music department and students will benefit from an extended school day, excellent pastoral care and a wide range of enrichment opportunities.”

Derby Cathedral School will be a stand-alone academy, with its own governing body but will be able to access the structure and services of the existing Derby Academy Trust schools.

Dr Davies said: “We hope that strong links will be forged with schools across Derby and with the local authority, and our state-of-the art facilities will be shared with the community.”



Alternative provision will be available for students who opt out of any or all faith-based activities including collective worship.

Dr Davies said: "Timetables, allocated time to faith-based activities will not be disproportionate within our broad and balanced curriculum.

"The delivery of other curriculum areas, such as the study of evolution or theories of the origin of the universe in science, will take place in keeping with the expectations of the National Curriculum.

"There are natural links between music and maths."

Dr Davies said the plan for the school had been developed following extensive engagement with the local community.

He said: "We will continue to seek the views of prospective parents, students and stakeholders prior to submitting our application.

Alastair Redfern, the Rt Rev the Lord Bishop of Derby has been involved in the project and said: "Derby Cathedral School will deliver a first-rate education, ensuring that pupils reach their maximum potential and access world-class jobs in our vibrant city."

David Channon, director of the Derby Diocesan Academy Trust, said that the new school would appeal to everyone.

He said: "Not only to those with children already attending C of E primary schools, but equally to families of all faiths who wish to access a high quality education with high expectations."

Families with children who are due to start secondary school in either September 2017 or 2018, can register their support and an interest in the school's application at www.derbycathedralschool.org/register. An open evening will take place in the Cathedral on Tuesday, December 8, from 7.30pm, for anyone interested in the plans.

30.11.15



New Derby Cathedral secondary school could be a first for the city

By [Derby Telegraph](#) | Posted: November 30, 2015

By ZENA HAWLEY

Comments (0)

By September 2017, Derby could have its first Church of England secondary school in the heart of the city.

Plans are moving ahead to create the 840-pupil Derby Cathedral School, which will be built on a brownfield site in the vicinity of the cathedral, and specialise in music and maths.

The Very Revd Dr John Davies, Dean of Derby, said the school is intended to meet the growing need for additional "high quality secondary places in the city area".

He said: "It is intended to give families more choice, especially those who are disadvantaged and stand no chance of paying fees to go to a good school."

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"There are natural links between music and maths."

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Families with children who are due to start secondary school in either September 2017 or 2018, can register their support and an interest in the school's application at www.derbycathedralschool.org/register.

There will be an open evening in the Cathedral on Tuesday, December 8, from 7.30pm.

City may get first Church of England secondary school

December 10, 2015 - Joe Parker - News in Derby



Derby could be getting its first Church of England second school as a result of a joint venture between the Derby Diocesan Academy Trust and Bondholder Derby Cathedral

The planned 840-pupil Derby Cathedral School is to be built on a brownfield site and will give families more choice, especially those who are disadvantaged.

The Very Revd Dr John Davies, Dean of Derby, said: "the school is intended to meet the growing need for additional 'high quality' secondary places in the city area."

"The school will be fully inclusive and free to attend, welcoming pupils of all abilities, from all backgrounds, of all faiths and none."

Derby Cathedral School will be a stand-alone academy with its own governing body but will be able to access the structure and services of the existing Derby Academy Trust schools.

If approved, the school could be running by September 2017 and those who wish to register their support and interest can do so at <http://www.derbycathedralschool.org.uk/register/>

The school will be fully inclusive and free to attend, welcoming pupils of all abilities, from all backgrounds, of all faiths and none

— Very Revd Dr John Davies, Dean of Derby

Tags: Derby Cathedral, Derby Cathedral School

11.12.15

Friday 19 February 2016

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Derby seeks new school

by Margaret Holness, Education Correspondent

Posted: 11 Dec 2015 @ 12:09



THE Dean and Chapter of Derby Cathedral and the Derby diocesan board of education are seeking government approval to open a new school for 11-19-year-olds in the city.

Derby Cathedral School, as it would be known, would be the first C of E secondary school in the diocese, which has 110 C of E primaries.

If the project gets the go-ahead, the school would take its first 240 pupils in September 2017, reaching its full complement of 840 over six years.

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Top feature

Creation: an act of love

Our understanding of creation can too easily miss the point, suggests Jacob Sherman [Subscribe to read more](#)



Letter sent to Diocese of Derby schools

16th November 2015



Dear Friends and Colleagues,

Re: Derby Cathedral School Proposal

I am writing to inform you of an exciting proposal that Derby Cathedral and Derby Diocese Academies Trust (DDAT) are currently pursuing.

Working collaboratively, the Cathedral and DDAT are drafting an application to the Department for Education to open a brand-new Church of England 11-19 secondary school within our great City. The proposed school will be the first Church of England secondary-phase school within the Diocese of Derby and so will represent a momentous occasion for all of us should we be successful in our application.

The Cathedral School

If our plan is approved, we hope to open in the DE1 postcode area, in the vicinity of Derby Cathedral, in September 2017. We plan to open with four Year 7 classes (120 places) and admit the same number of Year 7 pupils each year thereafter, reaching full capacity of 840 pupils in 2023.

Inclusivity and high expectations will be central to our mission. Derby Cathedral School will offer a warm welcome and a high quality education to students from all backgrounds, of all faiths and none.

The curriculum offer will be broad and balanced, with a value-added specialism of Mathematics and Music. This will be enhanced by strong links with the Cathedral Choir and Music Department and students will also benefit from an extended school day, excellent pastoral care and a wide range of enrichment opportunities.

Our plans for the school are a continuation of the Diocese and Cathedral's commitment to raising aspirations and opportunities for the young people of Derby. As Derby's regeneration framework moves the City towards becoming the UK's hi-tech industries capital we will equip students with the skills and qualifications to enable them to access high quality careers in and around our vibrant City.

Derby Church House, Full Street, Derby, DE1 3DR

Tel: 01332 368660 Fax: 01332 361909

Email: David.Channon@derby.anglican.org Web: <http://derby.anglican.org/education/ddat/>

Registered In London as a Company Limited by Guarantee – Registered No. 08980079



Rationale

The local basic need position in Derby City is undisputed and becoming more acute: a number of City secondary schools are at capacity, some with limited opportunity to expand. This situation is compounded by the fact that two secondary schools, which are already at capacity, cannot expand any further. In addition, 35,354 houses are about to be built across Derby City Council, South Derbyshire District Council and Amber Valley Borough Council. A total of 19,175 will be located in Derby or on the edge of the city boundary. This extra housing alone is expected to produce a total of 875 secondary pupil places.

Your Involvement

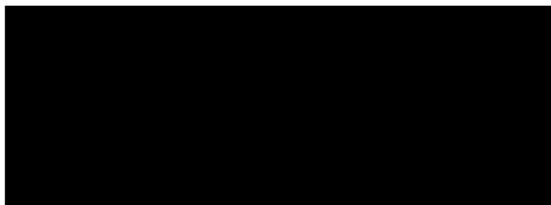
Although we are at the very beginning of this journey, we wish to seek the views of the Diocesan community at the earliest opportunity, and request that our research team is given access to your schools to measure the level of current demand from parents with children at your school. This is a critical time for the Cathedral and DDAT as we seek to determine whether there is significant need for a Church of England secondary school in Derby.

As part of the process to open the school, we will be required to conduct a full formal consultation with all potential stakeholders in addition to the research we are conducting at this stage. More details on this consultation will be given in the Summer Term 2016 if our application is approved following submission in March 2016.

In the coming weeks, you will be contacted by a representative of Place Group who will request that they attend the school during pick-up and drop-off times, maximising opportunities to speak directly with parents. Basic literature will be offered to parents and they will be asked whether they support the proposal or not. Please rest assured that parents will not be pursued if they do not wish to engage with the team and all conversations will be handled with the utmost professionalism.

Please do not hesitate to contact me directly should you wish to discuss the Cathedral School proposal. We hope that you share our excitement at the prospect of providing Church of England secondary provision.

Yours sincerely



Derby Church House, Full Street, Derby, DE1 3DR

Tel: 01332 388660 Fax: 01332 381909

Email: David.Channon@derby.anglican.org Web: <http://derby.anglican.org/education/ddat/>

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