



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

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

THE CHANCE ACADEMY

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	Yes	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	Yes	<input type="checkbox"/>
Section B: Outline of the school	Yes	<input type="checkbox"/>
Section C: Education vision	Yes	<input type="checkbox"/>
Section D: Education plan	Yes	<input type="checkbox"/>
Section E: Evidence of need	Yes	<input type="checkbox"/>
Section F: Capacity and capability	Yes	<input type="checkbox"/>
Section G: Budget planning and affordability	Yes	<input type="checkbox"/>
Section H: Premises	Yes	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	Yes	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	Yes	<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?	Yes	<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?	Yes	<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	Yes	<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)	Yes	<input type="checkbox"/>

Declaration

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

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

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

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


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

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

Signed:



Position:  (please delete as appropriate)

Print name: 

Date: 26.02.16

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:	Yes
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Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

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

The Chance Academy will meet the needs of local pupils to ensure that they achieve high academic standards and will have a strong focus on enterprise and employability as illustrated through the health sector and the digital industries.

ATT also have a second proposal for a special secondary free school (11-19) in Sandwell LA for pupils with Complex Learning Difficulties and Disorders. Both secondary and special free school applications for Sandwell LA are being submitted at this time.

ATT already have a total of five academies in the West Midlands area and a total of nine academies in the greater Midlands area.

Bristnall Hall Academy, the ATT academy in Sandwell, has achieved national averages for 5A*-C and the English Baccalaureate. Bristnall Hall Academy has higher than the national average for SEND, pupils eligible for Free School Meals and pupils who speak English as an Additional Language.

Senior leaders have quickly addressed the previous weak progress. As a result, teaching is improving and pupils are making significantly better progress, particularly in English and mathematics. The gap between the progress made by the most disadvantaged pupils and that of other pupils is also quickly narrowing”.

Bristnall Hall Academy, Ofsted Nov 2014

The general demand for school places in the Sandwell area, and the number of schools requiring improvement or rated as inadequate by Ofsted, means that currently few pupils get their first choice of secondary schools. The Telegraph newspaper reported this situation in March 2015, stating, “Only 26.1 per cent [of Sandwell pupils] got their first choice”.

ATT is proposing this 6 FE secondary free school to help meet the high local need for additional places and parental demand for high quality provision.

With improvements across all of their secondary academies, a highly successful academy in the local authority, and the available and planned capacity of the Trust to support their growth plans, ATT are confident they can deliver and maintain an outstanding secondary free school in Sandwell.

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

Basic Need for Places

The LA predicted need¹ (98.4% historically accurate) for secondary schools in Sandwell LA is: Oldbury (5 FE), Smethwick (6 FE), West Bromwich (5 FE), Tipton (6 FE), Rowley Regis (2 FE) and Wednesbury (5 FE). Sandwell LA is only 12 miles wide at its widest point.

As can be seen from the table on the following page, 5 further forms of entry are required in Sandwell by 2017/18. The demand continues to grow to 16 forms of entry required by 2019/20 and a projected 29 forms of entry in total required by 2024/2025. These additional forms of entry are in addition to the new Q3 Academy, the first new secondary school to open in ten years in Sandwell, which will be 8FE, with a planned opening in September 2016.

Year	Addition al forms of entry required	Oldbury	Rowley Regis	Smethwick	Tipton	Wednesbury	West Bromwich
2016/17	3	0	0	1	2	0	0
2017/18	5	1	0	1	0	0	0
2018/19	6	0	0	0	0	1	0
2019/20	16	0	1	3	2	1	3
2020/21	17	0	0	0	0	1	0
2021/22	17	0	0	0	0	0	0
2022/23	22	2	0	0	1	1	1
2023/24	27	1	1	1	1	1	0
2024/25	29	1	0	0	0	0	1
2025/26	29	0	0	0	0	0	0
Total	29	5	2	6	6	5	5

“We know that there is an acute shortage of places in many parts of the country, but this

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

survey confirms that there is also a considerable shortage of good school places full stop. With more than 130 000 families in the West Midlands not able to send their child to their school of first choice”.

Sept 2014

Sandwell has a growing young population. The number of 0-19 year olds has increased from 75,800 in 2005 to 82,734 (an increase of 9.14%) and this expansion continues, with a further 10.8% increase projected by 2021. Overall, since 2004, Sandwell has had a 25.4% increase in the number live births Births in Sandwell have increased at twice the rate of the overall increase in the West Midlands.

The young population in Sandwell is among the most diverse in the West Midlands, with almost half (40.4%) of its population from the BME groups – a significant change in the last decade. Ten years ago (2001 Census) the BME groups represented around 30% of the population.

The religion makeup of the population of Sandwell has also changed significantly. The numbers of Sikhs and Muslims in Sandwell have increased dramatically. In 2001 the Muslim and Sikh population combined represented 8% of the 0-15 year olds. In 2011, the proportion of Muslims alone had increased to 14.5% of the 0-15 population.

Correspondingly Christianity has reduced by 13% from 2001, and those having no religion has increased by 8%.

Pupil Health England records show the health and lifestyles of the people of Sandwell is worse than the UK average. Deprivation is higher than average, and 29.9% (19,000) of Sandwell’s children live in poverty.

Pupil Health England records also show that 24.8% of children in Year 6 are classified as obese, higher than the national average of 19.1%. The rate of alcohol-specific hospital stays among those under 18 was 56.2%, which is also higher than the national average. Life expectancy for both men and women is lower than the UK average.

“Leaders, including governors, have considered carefully how best to spend the additional funding for the most disadvantaged pupils. Improvements to these pupils’ achievement and rates of attendance show that effective use of this funding is making a good difference”.

Bristnall Hall Academy, Ofsted Nov 2014.

In September 2014, the New Schools Network published their poll which tested views on how parents view their local school, exploring what parents value in a good school and asking how their own school measures up.

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

The results showed that more than a third (39%) of parents in the West Midlands think the standard of schools in their local area is average, or worse, and more than half (59%) believe the number of places available is not good. More than 1 in 5 (22%) parents in the West Midlands say that they would have chosen a different school for their children if they had had a chance.

When free schools were described to respondents in the West Midlands, 87% of those expressing a view said they would welcome the chance to have a free school in their area, and 84% would consider sending their child to a free school if one opened locally.

ATT – Improving Education Together

ATT is committed to providing excellence for all pupils and improving education together. They are a leading multi academy trust committed to transforming the learning opportunities and aspirations for our pupils, and the communities in which they live. A commitment that extends to their staff, who are key to their success.

ATT has a total of twenty academies, ten primaries, nine secondary academies and one all-through that are based in the Midlands, East of England and South East. Four of ATTs secondary academies are in the Midlands. Bristnall Hall Academy in Sandwell is the most improved secondary school in Sandwell this year.

All ATT secondary academies are showing a strong trajectory of improvement since academy opening for all measures. No academy was below the national floor standard in 2015. There has been an overall 8 percentage point increase in the 5 A*-C including English and mathematics from 2013 to 2015.

Since joining ATT all academies have seen a positive trajectory in terms of Ofsted ratings. This success is down to the level and quality of support and challenge offered by ATT and the highly quality leaders and teachers that ATT recruit and develops.

Opened	Academy - Secondary	Pre-conversion Ofsted						New Principal	First inspection Ofsted						OEE 2015-2016 (SEF)					
		L+M	Teaching	Behaviour	Outcomes	OEE			L+M	Teaching	Behaviour	Outcomes	16-19	OEE	L+M	Teaching	Behaviour	Outcomes	16-19	OEE
Dec-12	Bristnall Hall Academy	2	2	2	2	2	Y	2	3	2	3	3	3	2	2	2	2	3	2	
Jan-13	Iceni	2	3	3	3	3	Y	3	3	2	3	3	3	2	2	2	2	3	2	
Sep-13	Mark Hall	4	4	4	4	4	Y	P	P	P	P			2	2	2	3		2	
Jul-13	Mildenhall	2	2	2	2	2	N	2	2	2	2	2	2	2	2	2	2	2	2	
Feb-16	Pool Hayes	2	3	2	3	2	N	P	P	P	P	P		2	2	2	2	2	2	
Jan-13	Sutton	3	3	3	3	3	Y	3	3	2	3	3	3	2	2	2	2	3	2	
Jan-13	The Dukeries	3	3	3	3	3	Y	3	3	3	3	3	3	3	3	3	3	3	3	
Jul-13	The Hathaway	4	4	4	4	4	Y	2	2	2	2			2	2	2	2		2	
Nov-12	The Nicholas Hammond	3	4	4	4	4	Y	2	2	2	2	2	2	2	2	2	2	2	2	
Feb-13	Westbourne	3	3	3	3	3	Y	3	3	3	3			3	3	3	3		3	

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Trust Total Good+	3	2	3	2	2		4	3	6	3	2	3	8	8	8	8	3	8
Trust % Good+	30	20	30	20	20		50	37	75	38	33	38	80	80	80	80	50	80
Progress Boards					5	8						4						2

Each academy when joining ATT receives a flight path that emphasises the key milestones on the journey to outstanding in terms of attainment, progress, teaching, leadership and management. As part of The Trust’s commitment to developing outstanding academies, a Link Improvement Director is allocated to each academy in order to support their journey to outstanding.

“The Principal has galvanised staff’s enthusiasm and set a clear direction of how the pace of improvement needs to continue to increase, including by linking this to the management of teachers’ and leaders’ performance. Teachers, support staff and pupils are overwhelmingly positive about the Principal’s vision for further improvement and for the changes he has already made.

The sponsor has provided a good level of challenge and support to academy leaders. As a result of this intervention the effectiveness of all aspects of the academy’s work improved”.

ATT Bristnall Hall Academy, Ofsted November 2014.

ATT’s growth strategy includes free schools and as such they have:

- Commissioned feasibility studies on all areas where they have successful academies
- Contacted LAs and worked closely with them to look at need, current and planned future
- Reviewed capacity to deliver free schools and where any skills gaps exist
- Reviewed free school plans as part of ATTs overall growth plans
- Planned capacity increase to deliver free schools successfully

Over the past year ATT has increased the capacity of the Trust, with significant new appointments including [REDACTED], [REDACTED], additional [REDACTED], [REDACTED], and increased capacity in their [REDACTED].

Recruitment is ongoing at ATT, and the additional capacity and skills that ATT would require to set up free schools have been considered and planned for. This planned increase in capacity includes an additional Hub Office for the ATT Estates Team, to manage current capital spend and proposed free schools, as well as ATT Regional Teams to support ATT Academy back office functions such as HR, finance and estates.

This proposal for The Chance Academy and that of the special secondary free school (11-19) also in Sandwell:

- Has been developed in close consultation with Sandwell LA

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

- Is based on in-depth Sandwell LA demographics and population and knowledge of Sandwell LA pupils and parents and carers needs
- Takes the best of practice from other ATT academies that are having success in similar demographical areas
- Takes into account the Trust's capacity and expertise and growth plans

ATT's vision for its academies is one of high expectations, inspirational leadership and personalised curriculum pathways for pupils, leading to improved educational achievements and enhanced opportunities for their pupils as they prepare for, and move into, adult life.

ATT academies are dedicated to developing pupils' individual aptitudes and interests, embedding core skills in literacy, numeracy, and information communications technology, providing a solid base for a successful future in education and employment.

The Trust believes it is imperative to give a commitment to all pupils. This commitment is to:

- Support all pupils to achieve at the highest level
- Ensure that all learners in secondary education achieve at least five good GCSEs, supported by a recognised industry qualification and a positive Progress 8 score
- Offer all pupils in all phases innovative and cutting edge e-learning opportunities, ensuring all pupils are able to master new technologies as they emerge
- Offer careers and vocational advice at all stages, to ensure that no pupil leaves education without a career plan
- Offer pupils the opportunity to be recognised for their achievement through varied and high profile awards' strategies (e.g. Enterprise Awards)
- Ensure that all pupils are well prepared for managing their life beyond education
- Offer all pupils an entitlement to a range of extra curriculum experiences which broaden their horizons and raise their aspirations

ATT academies strive to provide their pupils with a first-class education and the real-life skills that will benefit them throughout their lives. Pupils are encouraged to excel in the widest range of academic and developmental activities, as well as in the core subjects of the National Curriculum.

As an experienced and successful academy sponsor ATT will use their knowledge of what it takes to succeed in the Sandwell area and best practice from their existing academies to ensure the new Free School is an outstanding school that meets local needs.

ATT believe that they can help meet the need for secondary places within Sandwell local authority and deliver an outstanding academy that is well suited to the needs of the pupils, their families and the community which they serve.

ATT are:

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

- Rooted in the community, representing parents and a range of stakeholders
- Committed to working in partnership with local schools and the Local Authority
- Able to draw upon a wide range of proven educational, financial and school building expertise
- Ready and able to deliver, run and sustain a new special Free School efficiently and effectively
- Committed to making sure that everyone has access to the same levels of opportunity with access to high quality teaching and facilities
- Able to utilise and build on their business links, community and parent groups

The Chance Academy in Sandwell will adopt the ethos and values of the Trust. ATT's mission is to provide the very best education for all pupils and the highest level of support for their staff to ensure every child leaves their academies with everything they need to reach their full potential.

"We believe every child matters and deserves a first class education. Our team knows first-hand how to make education better for schools, pupils and teachers. For us, the future of UK education relies upon schools working closely together to share best practices, giving every child the best chance in life.

We set up ATT to make this vision a reality".

Academy Transformation Trust

The Chance Academy

The Chance Academy in Sandwell will:

1. Achieve high levels of achievement and attainment by all pupils
2. Achieve high standards of behaviour and attendance
3. Contribute to the social capital of the local community
4. Improve pupil and family well being

The Chance Academy will be to provide effective opportunities for learning for all pupils and will promote excellence in all its endeavours. It will prepare young people in Sandwell to lead full and creative lives.

The Chance Academy will develop and inspire confident pupils with a 'can do' attitude and an articulate voice within their community and will place a strong focus upon equipping pupils for life as learners and workers in the 21st Century. This will include:

- A focus on the skills of literacy and numeracy
- An innovative, skills based and enterprise curriculum
- Learning through the provision of opportunities for applied learning
- Personalised curriculum pathways, that are flexible and well-matched to widely varying pupil needs

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

- Personalised academic care and guidance at all stages
- An enrichment curriculum that offers all pupils opportunities in sport, health and digital media, culture and character formation within the formal curriculum

The Chance Academy will offer an extended school day from 08:30 to 15:45 with breakfast club from 7:45 and a range of extra curricular activities and clubs offered at the end of the formal school day from 16:00 to 17:00.

The Chance Academy will be established with a commitment to a full curriculum, a focus on educational achievement and wide opportunities for enrichment as part of the wider community of Sandwell schools.

The Chance Academy has a vision of a curriculum that is traditional in terms of the timetable and subject format yet contemporary and proactive to keep pace with a transforming world, with its inclusion of enterprise, innovation and technology. This will be an innovative new educational offer for a generation of young people in Sandwell.

The curriculum offer at The Chance Academy will have enterprise and employment skills built into the curriculum from the onset, and will have a strong focus on the digital and health industries, reflecting the growing local and national demand for a skilled workforce in these areas. The curriculum will include an extensive Enrichment Programme, exploit the community and local businesses as a resource, be guided by assessment for learning, and delivered by high quality specialist teachers and staff.

The structure of the curriculum model at The Chance Academy will allow for personalisation, ensure access for pupils of all aptitudes and abilities and balance the acquisition of skills and knowledge. It will provide scope for research-based work, the co-construction of learning and knowledge through collaborative planning, working beyond the school gate, learning with adults other than teachers, and pupils managing their own learning.

ATT believe that all pupils should become enterprising people ready to embark on new ventures full of boldness and initiative. Adults of tomorrow need to be independent thinkers, adaptable and lifelong learners since their careers will include many different jobs. The Enterprise curriculum at The Chance Academy will focus on the skills of communication, team work, problem solving, taking initiative, and decision making, and will be taught by all teachers and support staff.

All pupils at The Chance Academy will have the experience of running a business at the new school, with small start up funding, and any profit made will be given to a charity of the pupils' choice. The school will run Entrepreneur Awards in each year group, and an annual awards evening where a Business Champion will award the Entrepreneur of the Year Award, sponsored by one of our local business partners.

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

The curriculum offer at The Chance Academy will be as ‘real world’ as possible by engaging and working with the local business community. The curriculum will also involve visits, work shadowing, and work experience opportunities and internships in the businesses surrounding the academy. All pupils will have time devoted to Enterprise learning and Entrepreneurship lessons leading to the possibility, if desired, of a Certificate in Business and Enterprise at KS4.

This underpinning entrepreneurial curriculum will provide pupils with the key competencies, attitudes and skills to succeed in any work environment. ATT see this as vital in the current economic situation, and considering the employment difficulties in the local community, with nearly 20% unemployment currently for young people.

The Chance Academy aims to provide its pupils with a first-class 21st Century education, and the real-life skills that will benefit them throughout their lives. It is recognised that ICT is a key and important element of delivering The Chance Academy vision. Leaders and staff at the academy will exploit the latest and most sustainable ICT solutions to ensure that its vision, curriculum and desired style of teaching and learning can be implemented and sustained.

ICT will be embedded in its use as a tool for learning and life. Pupils will be taught how to apply their basic skills in other areas of the curriculum and develop skills that will support them in further and higher education or in their future employment. ICT will pervade all aspects of learning both within the academy and at home with pupils having access to high quality digital learning resources remotely.

The Chance Academy will promote a culture of continuous improvement and in raising standards and rates of progress through excellent teaching, personalisation of learning and regular reviews of practice.

Achieve high levels of achievement and attainment by all pupil	Achieve high standards of behaviour and attendance
<ul style="list-style-type: none"> • Above national average for 5 A*-C • Above national average for EBacc • Above national average for Best 8 Value Added • Above national average for A*-C in English and mathematics • All KS4 pupils achieve a ‘Progress 8’ measure indicating that they have performed at least as expected across 8 key subjects when compared with their peers with similar starting points 	<ul style="list-style-type: none"> • Community groups report positively on the behaviour of the pupil in and around the school. No cases of poor behaviour, bullying or anti social behaviour • Attendance over 97%, with under 0.5% unauthorised year on year (Sandwell LA 2015 95.9% attendance with 1% unauthorised) • Pupils arriving late lower than national benchmark • 100% attendance at governor

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

	<p>meetings</p> <ul style="list-style-type: none"> • 95% attendance rate at parents' meetings • Staff attendance above 95% • Fixed term exclusions well below the national average (3.5%) • Permanent exclusions well below the national average (0.6%)
<p>Contribute to the social capital of the local community</p>	<p>Pupil and family well being</p>
<ul style="list-style-type: none"> • 100% pupils go onto meaningful education, training or employment • Pupils leave equipped with the entrepreneurial and leadership skills, knowledge and adaptability to meet the changing requirements of the 21st Century • The community at large is aware of the contribution the school makes to community well-being and reports positively about the school • There are no reported racist or homophobic incidents in the community • There are positive examples of the school working with outside businesses as part of the curriculum offering • There are positive examples of adult community learning using the academy facilities and The Trust FE provision 	<ul style="list-style-type: none"> • Pupil year groups report that their peers feel safe and supported • There are no reports in the record book of bullying or antisocial behaviour • All SEND pupils are supported through their ECHP and targeted support to achieve their full potential • An ethos of caring, sharing and supporting others pervades through the whole school and is supported by all • Parents value the support they are given in assisting in their child's learning • Parents and carers are supported in their child's and their own learning • Parents and carers have access to training and qualifications using the academy and The Trust FE provision

The continuous assessment of pupils, appropriate to their age, aptitudes and abilities, from their arrival in the school will support The Chance Academy determination to ensure real progression of learning.

Pupil targets will be achieved through appropriate curriculum structures, high quality teaching and learning, excellent pastoral systems and effective assessment, monitoring and tracking. Progress of all pupils will be carefully tracked to ensure that no pupil is falling off track to secure their attainment and progress targets. Milestone targets will be set for groups of pupils so that emerging achievement gaps can be identified and

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

addressed.

This will be supported by an on-going focus on high quality well planned teaching; pedagogy which addresses individual needs; and the setting of challenging, realistic targets for our pupils in partnership with teachers, other professionals, parents and the pupils themselves. It is a clear intention that the new Chance Academy will exceed national minimum achievement benchmarks by a wide margin.

High quality teaching, opportunities for cross-phase learning groups, rigorous monitoring of pupil progress and timely intervention, the availability of specialist teaching across the phases and a robust cross-curricular extension and enrichment programme will ensure a rich curriculum designed for pupils to succeed.

ATT will set ambitious strategic targets for The Chance Academy in Sandwell and it is expectation that all pupils will achieve exceptional results. Key Performance Indicators of the intended outcomes are shown in the table below.

ATT are confident that their innovative curriculum design, Quality Assurance framework, close attention to data monitoring, culture of high expectations will transform the lives of all our pupils and deliver their vision for their new school. This is the basis on which all of ATT existing secondary academies have been founded, and all are exhibiting significant year on year improvements.

The Chance Academy will have access through the wider Trust including ATT Improvement Directors, back office support such as marketing, procurement, an Estates' Team and human resources in addition to specialist teachers and trained support staff that it can draw on to provide the appropriate support and challenge for all staff and pupils.

“The sponsor has provided a good level of challenge and support to academy leaders. As a result of this intervention the effectiveness of all aspects of the academy’s work improved”.

Bristnall Hall Academy, Ofsted November 2014

Section D – education plan: part 1

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

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

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

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

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Totals		180	360	540	620	800	800	800

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per 2 weeks KS3	Hours per 2 weeks KS4	Mandatory/ Voluntary	Comments
English	8 hours	8 hours	Mandatory	
Mathematics	8 hours	8 hours	Mandatory	
Literacy and Numeracy Skills	2 hours	2 hours	Mandatory	
Science and Health	6 hours	Mandatory at KS3 Mandatory (1) 4 hrs Option	Mandatory KS3, Core and Option KS4	
Physics		Option	Option from KS4	Some pupils will take combined science option – Health and Science. Others will choose to take multiple sciences in options.
Chemistry		Option		
Biology		Option		
Computer Science (ICT and Digital Technology)	2 hours	Option	Mandatory at KS3 and Option from KS4	STEAM Industry Strand
History	Land and Heritage Learning	Option	Mandatory at KS3 Option from KS4 Global Learning strand	Global Learning Strand. Pupils will be encouraged to take at least one Humanity as part of Options.
Geography	2 hours	Option		
RE	1 hour	Option	Mandatory	Unless parental request to withdraw.

				KS4 – within PSHCE programme
Language Skills (MFL)	2 hours		Mandatory	Creative Industry Strand. Pupils will be (encouraged to) select a MFL as part of Options.
Performing Arts Industry	4 hours (Art and Music)	Option (Performing Arts Industry)	Mandatory at KS3 option at KS4	Creative Industry Strand
Creative Art Technology (Graphics, Textiles)	1 hour	Option		STEAM Industry Strand
Industrial Technology (Resistant and Health)	1 hour	Option		Global Learning Strand
Physical and Nutritional Health (PE)	4 hours	4 hours	Mandatory	Creative Industry Strand
CEIAG	1 hour	1 hour	Mandatory	
Business Enterprise			Mandatory	
PSHCE/SMSC/PREVENT (RE at KS4)	2 hours	2 hours	Mandatory	
Option 1 MFL		4 hours	Mandatory	
Option 2 Humanities		4 hours	Mandatory	
Option 3 Science		4 hours	Mandatory	
Option 4		4 hours	Mandatory	
Curriculum Support	3 hours	2 hours	Mandatory	
Enrichment Activities	3 hours	3 hours	Mandatory/ Voluntary	List of enrichment activities in Appendix
Total Mandatory	50 Hours = 25 hours per week	50 hours = 25 hours per week		

[Add more lines as appropriate]

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

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

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

Meeting the Needs of Sandwell Pupils

In the West Midlands, where ATT are proposing this secondary free school application and a special free school application, ATT have two secondary academies with special school units and three primary schools already.

Through the free school programme ATT will have the opportunity of developing an academy from a 'blank canvass'. Bringing together their best practice in their other academies with knowledge of what works in the Sandwell area to ensure that life and learning for all pupils at The Chance Academy is the best it can be.

Sandwell rates of deprivation and children in poverty are higher than the England average with 29.9% (over 19,000) children live in poverty. Teenage pregnancy, children admitted to hospital for alcohol related health problems, and children smoking are all higher than the England average.

Children are significantly less physically active than other areas of England and the health of the people of Sandwell is generally worse than the England average.

Sandwell also has higher than national averages for:

- Free School Meals (FSM)- approximately 14% higher
- English as an Additional Language EAL- approximately 5% higher
- Pupils with a Statement or EHCP plans – approximately 3% higher

Attainment for Sandwell pupils is below the national average for percentage of 5 A*-C GCSEs, EBacc and Best 8 Value Added with 44% achieving 5+ A* - C GCSEs including English and Maths, a Best 8 Value Added of 885.28 and only 13% achieving the English Baccalaureate.

Nine of the sixteen secondary academies in Sandwell are currently Requiring Improvement or Inadequate as judged by Ofsted.

Sandwell employability figures as of June 15 suggest just under 15,000 people in the Borough were unemployed which is over 10.8% of the economically active population – five per cent higher than the national figure.

The unemployment rate among 16-24 year olds in Sandwell is also considerably higher than the national figure at 27.9%, over 12% higher.

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

Given these stark figures of deprivation, ill health and low attainment and employability ATT have focused on health and enterprise and employability for their curriculum focus. Strong links with business and industry will support curriculum planning and delivery as well as provide pupils with work-related experiences.

The Chance Academy curriculum has been developed by ATT leadership in close consultation with the [REDACTED] and [REDACTED] of Bristnall Hall Academy, the LA, local headteachers and local business leaders to ensure that it fully reflects the local context. Discussions on the curriculum will continue with these stakeholders as it develops, is implemented and reviewed to ensure it is fit for purpose and achieving the desired outcomes for pupils.

The Chance Academy Curriculum

Designed to deliver academic success, employability skills and improve the health and well-being of pupils and their families The Chance Academy curriculum focus will be on **enterprise and employability illustrated through the digital industries and health**. An exciting new educational offer for a generation of young people in Sandwell.

The Chance Academy curriculum is proactive in terms of meeting the needs of pupils within the local community and is in pace with a transforming world with it's inclusion of enterprise, innovation and technology. Given the rise in need for a highly trained workforce in the digital and health industries, both nationally and locally The Chance Academy curriculum will have a strong focus on developing the skills needed by pupils to succeed in these fields at a later stage in their education and career.

The Chance Academy has a commitment to developing links with emerging industries and local businesses and employers. ATT have developed partnerships with international companies leading on technology in education, have gained commitment from local business leaders and are reaching out to new employers in the area such as the £350 Million super hospital planned for Sandwell in 2018.

ATT academies are extremely successful at working with their local communities and businesses to ensure a rich meaningful curriculum is delivered to their pupils and families.

"The Nicholas Hamond Academy in Swaffham has earned the World Class Curriculum Mark from The Curriculum Foundation. The Curriculum Foundation defines a world class curriculum as one that is based on principles reflected in the locality and context of the school or academy. The Nicholas Hamond Academy was praised in particular, for the way it builds the spread and depth of learning opportunities and the extent to which students understand the purpose of their learning".

Case study - Nicholas Hamond Academy.

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

ATT recognise that a world class curriculum prepares pupils for the 21st Century, equipped with the knowledge and competencies to make them effective lifelong learners. A curriculum that broadens horizons while ensuring learning is relevant to pupils' lives and increases their chances of success in the workplace.

Enterprise and Employability Illustrated through the Health and Digital Industries

Curriculum models for The Chance Academy Key Stage 3 and Key Stage 4 can be seen in the diagrams on page 33, also in Appendix.

In both Key Stages there are common strands. These are:

- Core Skills
- STEAM Industry
- Creative Industry
- Global Learning
- Community Health

These strands, and the language used 'skills, industry, global learning and community health', are all designed to promote a positive attitude to a healthy and productive lifestyle and help address the local health, deprivation and employment issues.

Community Health, that includes Careers Education, Information, Advice and Guidance (CEIAG), Personal, Health, Social Citizenship Education (PHSCE), Spiritual, Moral, Social and Cultural Development (SMSC), PREVENT and Religious Education (RE) will be an important part of the curriculum at both Key Stage 3 and Key Stage 4.

In the curriculum models below in Key Stage 3 Community Health is seen as a strand and in Key Stage 4 Community Health runs through the curriculum. There are discrete lessons in the timetable for Community Health lessons in both Key Stages.

Vocational Learning is added to the curriculum model at Key Stage 4 however 'work related learning', the development of transferable and employability skills, is present throughout the whole curriculum. Pupils at both Key Stages will experience different models of the work related learning, learn how to apply transferable skills and develop strong communication and interpersonal skills.

ATT recognise that business links, from international to local, will play a key role in the development of The Chance Academy curriculum. ATT and High Point Academy leadership will work proactively with international and local businesses, with specific attention to health and digital industries, in the planning and delivery of a curriculum that focuses on real-life and work related learning.

The Chance Academy will work with leading international digital companies such as Discovery Education, Microsoft and Apple. ATT have current partnerships with many leading digital industry companies have begun a dialogue of '*what they are looking for in their employees? and what will be the future trends in their businesses?*'.

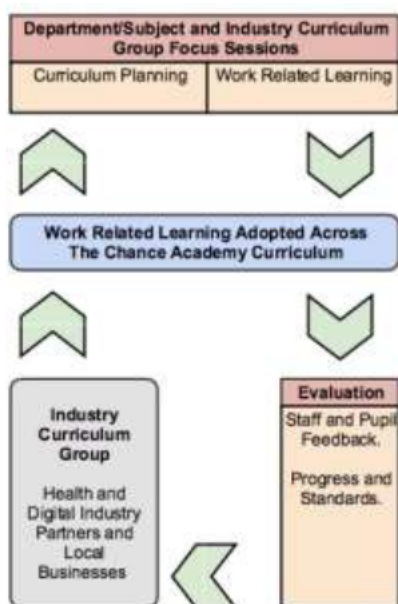
D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

ATT already have good links and relationship with business in the Sandwell and local area and will utilise these business links in planning and delivering the curriculum. The Chance Academy work with local businesses and successful employers, engaging them in key roles in:

- Curriculum Design
- Curriculum delivery
- Mentoring of pupils
- Provision of work experience (for all pupils)
- Governance

An Industry Curriculum Group will be formed and asked to meet twice a year to input on, review and help develop The Chance Academy curriculum with senior leaders, department leaders and subject teachers in focus group sessions. The purpose of these focus group sessions will be to allow department leaders and teachers to:

- Review the curriculum in terms of ‘What does this mean in the world of work? Why is this skill important? How will this learning help me if I want to be a nurse, a technician, a social worker?’
- Plan relevant learning opportunities and activities for pupils
- Explore opportunities for real life learning projects to be developed and delivered at the academy by teachers and industry colleagues
- Explore opportunities for work related learning outside of the academy



The Principal will be responsible for developing this Industry Curriculum Group and overview of curriculum development. They will be supported by senior leaders responsible for the strands - Core Skills, Science, Technology, Engineering, Arts and Mathematics (STEAM) Industry, Creative Industry, Global Learning and Community Health.

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

In addition to real-life and work-related learning being delivered through all curriculum subjects all pupils at The Chance Academy will have time devoted to Enterprise learning and Entrepreneurship through The Chance Academy extended curriculum and if they take the option leading to a Certificate in Business at KS4.

The skills developed in this aspect of the curriculum will include:

- Teamwork/flexibility and communication
- Investigation and Analysis
- Confidence, initiative and self-motivation
- Planning and organisation
- Leadership and decision making
- Creative thinking and problem solving skills
- Transferrable skills

The Chance Academy will recruit a team of business mentors from across the local community committed to supporting pupils' learning. Topics might include technology and the media, global issues and sustainable development, identity and cultural dimension, moral purpose, community participation, healthy lifestyles.

Pupils will engage in a variety of enterprise challenges and projects working with science, technology and business mentors as part of their Enterprise lessons. The curriculum will also involve visits to, work shadowing and work experience opportunities in businesses and local health providers in the local area.

The Chance Academy will hold Entrepreneurship Days and involve local businesses. These days will be dedicated to embed entrepreneurial abilities and develop key skills. The Entrepreneurship Days will allow pupils to work on projects across year groups, providing opportunities for leadership from older pupils.

Every year at The Chance Academy Annual Pupil Awards a local business leader will award the Entrepreneur of the Year Award to a pupil or group of pupils.

“A group of enterprising Business Studies pupils from Mildenhall College Academy made it through to the finals for the National Enterprise Challenge, a UK wide competition for schools, involving real-life business challenges. Pupils at the academy took part in a programme which concluded with them planning and presenting their ideas for a new rollercoaster ride at Alton Towers theme park. Nine teams from the academy took part in the challenge and the winning team presented their ideas at the final at Alton Towers”.

Case study - Mildenhall College Academy

Pupils will leave The Chance Academy as independent and enterprising learners with a desire to succeed, pride in their achievements, high self-esteem and confidence in their own identities. They will have a clear vision, achievable plans and the technological skills for a successful future.

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

The curriculum at The Chance Academy will guide pupils towards identifying themselves as:

Entrepreneurial	Keen to develop ideas, understanding risks
Aspirational	Aiming to be the best they can be
Confident and Competent	In their own ability, understanding and decision making
Professional	Upholding the highest standards in attitude, appearance and conduct
Hard-working	Enjoying a strong work ethic
Agents of Change	Prepared to push back the boundaries
Inquirers	Developing and exploring their own natural curiosity
Leaders	Responsible, promoting ethically and operationally good practice
Autonomous	Self-motivating seekers after knowledge, truth and success
Knowledgeable and Skilled	Understanding key concepts and able to apply them
Practical	Able to apply knowledge and understanding to practical solutions
Caring	Empathising with others in ways that lead to commitment to action
Reflective Thinkers	Critical and creative in their approach to complex problems
Risk Takers	Independent enough to explore new ideas
Good Communicators	Expressing themselves confidently
Decision Makers	Putting skills, knowledge and understanding into practice
Principled	Acting with integrity and honesty with a strong sense of fairness
Open Minded	Embracing ideas from others

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

The Chance Academy will deliver a personalised and innovative curriculum which encompasses aspects of the National Curriculum, develops 21st Century learning, enterprise and employability skills and the personal, social moral & spiritual well being of all pupils.

Personalised

The Chance Academy believe personalising learning and teaching means taking a highly structured and responsive approach to each pupil and their learning. Personalising learning means quality first teaching, informed use of data and creating a close link between learning and teaching by engaging pupils, and their parents and carers, as partners in learning.

Innovative

The Chance Academy will embed a culture where there is a positive approach to innovation and change. Curriculum planning and delivery will be dynamic and responsive to pupil, employer and community needs. There will be regular reviews allowing the exploration of current best and next practice with staff and the academy will develop the curriculum with a willingness to “*tweak to transform*”.

21st Century

Pupils at The Chance Academy will be encouraged to be ‘digital creators and not digital consumers’ with ICT and new technologies. With a focus on learning the academy will ensure all staff have the knowledge, skills and understanding to exploit ICT and new technologies as a tool to help pupils succeed academically and in the workplace.

The curriculum model, well connected with the leading international and local digital businesses, will ensure relevance and breadth as well as offer pupils unparalleled access to great opportunities for future employment and support in the digital industries.

Enterprise and Employability

The Chance Academy believes that all pupils should become enterprising people with the skills they need to embark on new ventures full of boldness and initiative. Adults of tomorrow need to be independent thinkers, adaptable and lifelong learners since their careers will include many different jobs. Having enterprise and employment as a focus will support pupils develop the competencies and skills employers need.

Pupil and Family Health and Well Being

Research evidence shows that education and health are closely linked. Promoting the health and wellbeing of pupils at The Chance Academy has the potential to improve their educational outcomes and their health and wellbeing outcomes. Adopting strategies and practices that seek to improve pupil health and wellbeing will have important benefits for whole academy as well as for individual pupils.

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

The Chance Academy Day, Term and Year

The Chance Academy year will be open 39 weeks, 190 compulsory days and will synchronise holiday dates with other academies and local authority schools in Sandwell.

The Chance Academy day will run from 8:30 until 15:15 with fifty times one hour lessons over a two-week timetable.

There will be a paid for breakfast club from 7:45, and earlier if there is parental/carer demand. All pupils will be expected to arrive for 8:20 so they are in their form rooms, prepared for the day, by 8:30.

The Chance Academy will be open until 17:00 for pupils to use ICT and other facilities. This will ensure that pupils without access to good quality ICT at home, or who do not have anywhere suitable for homework, can complete homework, including homework that needs ICT, at school.

Enrichment activities will take place after school and at lunch times, with all staff committing to leading, or participating in an enrichment programme most weeks. There may be some activities before school.

Whilst Enrichment activities will need to be self-funding they would be provided free for children eligible for Pupil Premium. A full list of The Chance Academy Enrichment activities can be seen in the Appendix.

The Chance Academy expect to run paid-for holiday clubs during every school holiday if there is sufficient parental demand. Once teaching GCSEs revision classes will take place during the Easter holidays.

Pupils will need to stay after school from time to time for personal learning plan reviews with form tutors, and to attend curriculum support/catch-up according to need. Where this is the case parents/carers will be informed at least 24 hours before.

Curriculum Organisation

The Chance Academy will be established with a commitment to a full curriculum, a focus on educational achievement and wide opportunities for enrichment. The curriculum will aim to develop each individual pupil so they are supported and challenged in accordance with their needs and abilities.

The structure of the curriculum model will allow for personalisation, ensure access for pupils of all aptitudes and abilities and balance the acquisition of skills and knowledge. It will ensure that all pupils develop excellent basic skills, understand the relevance of their learning for future education or work, and have the opportunity to apply this learning. It will provide scope for research-based work, the co-construction of learning and knowledge through collaborative planning, working beyond the school gate, learning with adults other than teachers and pupils managing their own learning.

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

The Chance Academy Curriculum will be:

- Personalised to meet the needs of all pupils
- Flexible in its use of time and resources to allow personalised curriculum pathways
- Coherent and relevant to pupils
- Have choice related to individual progression which will be pupil-led but guided by tutors or mentors
- Challenging and engaging
- Delivered using the full range of learning approaches available utilising resources both inside and outside the school
- Rich in ICT and new technologies to support teaching and learning
- Assessed in a variety of ways and for a variety of purposes
- Designed to prepare pupils for later life

The Chance Academy curriculum has been designed with the new Progress and Attainment 8 measures in mind, ensuring pupils take a strong compulsory core covering 'double weighted' and 'EBacc' subjects as well as a wide ranging offer of options to meet the needs and aspirations of the pupil cohort in Sandwell. It is a clear intention that the academy will exceed National minimum achievement benchmarks by a wide margin.

The Chance Academy timetable will cover all the compulsory areas of the curriculum, including PE and PHSCE. The ATT curriculum will require **all** pupils to take a solid academic core of English, mathematics, one science (as a minimum), a Modern Foreign Language and a humanities subject. Current curriculum timings are provisional. It is possible that The Chance Academy may need to dedicate more time to English and mathematics, and reduce the number of option choices for some or all pupils. Curriculum timings will be considered once the first cohort of pupils reach Year 8 and when schools has more experience with any potential changes to the National Curriculum and alterations to GCSEs and other qualifications.

As an ATT academy The Chance Academy will have a commitment to all pupils to:

- Support all pupils to achieve at the highest level
- Ensure that all learners in secondary education achieve at least five good GCSEs potentially by supported additional recognised vocational qualifications and a positive Progress 8 score
- Offer all pupils in all phases innovative and cutting edge e-learning opportunities ensuring all pupils are able to master new technologies as they emerge
- Offer careers', vocational and further education advice at all stages to ensure that no pupil leaves education without a further education and career plan
- Offer pupils the opportunity to be recognised for their achievement through varied and high profile awards' strategies
- Ensure that all pupils are well prepared for managing their life beyond education
- Offer all pupils an entitlement to a range of extra curriculum experiences which broaden their horizons and raise their aspirations

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

In Key Stage 4 all pupils at The Chance Academy will take English, mathematics, at least one science, a modern foreign language and a humanity subject which will form the core of our Progress/Attainment 8 offer.

Pupils will be able to add to this core with options from the STEAM, Creative, Global Learning and Vocational strands.

All the option choices will be DfE accredited and count towards the value added measures (Best 8) and discounted subjects will be avoided.

Below are provisional plans for the qualifications The Chance Academy will offer given that it will be September 2020 before the first cohort embarks on their GCSE courses. By 2020 Progress and Attainment 8 measures will be well embedded, and we will have a settled picture of all the qualifications that will be counted, or discounted for these measures.

The Chance Academy have selected subjects that contribute to Progress/Attainment 8 status including:

- 2 Core (English and Mathematics, the highest English Language / Literature mark is double weighted, the other is open)
- 3 EBacc (Language, Humanity, Science)
- 3 Open (from the DfE list, with no subject combinations that are 'discounted')

As the first entrants will not start their GCSE courses until September 2020 (at the earliest) The Chance Academy will evaluate the new academic and vocational courses, and their suitability for our intake, before making a final decision on the range of courses they will offer.

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

Key Stage 4 Core	
<p><i>Progress/Attainment 8 categories:</i> GCSE English (Language and Literature) GCSE Mathematics GCSE Certificate in Science (single or Double Award or GCSE in Separate sciences) GCSE Modern Language GCSE History or Geography</p>	<p>(Double Weight - highest score, other open) (Double Weight)</p> <p>(will contribute to EBacc and open)</p> <p>(EBacc or open) (EBacc or open)</p>
<p><i>Internally accredited core will include:</i> Physical Education Personal, Health, Social and Citizenship Education (PHSCE) Enterprise Religious Education</p>	
Key Stage 4 Options	
<p><i>Optional subjects could include:</i> GCSE Additional Mathematics English Literature Modern Language</p> <p>Computer Science Food Preparation and Nutrition</p> <p>Art and Design Drama and/or dance Music PE Design Technology</p> <p>History or Geography Religious Education</p>	<p>BTEC Enterprise (BTEC Voc Qual 2) Health and Social Care (BTEC Voc Qual 2)</p> <p>Vocational Technical Awards Certificate in Business and Enterprise (OCR Level 1/2)</p> <p>First Award in Information and Creative Technology (Pearson BTEC Level 1/2)</p> <p>Award in Science for Work (WJEC Level1/2)</p>
<p><i>Further opportunities will include:</i> GCSE in home language Microsoft Academy Cisco Academy Duke of York Technical Award Combined Cadet Course Duke of Edinburgh Outdoor pursuits First aid Personal finance Sports coaching qualifications Community Service</p>	<p>(All open, to be finalised once syllabuses and discounting clarified)</p> <p>A list of further approved subjects and qualifications will be considered as the Academy gains a better understanding of the cohort of pupils.</p>

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

All Key Stage 4 pupils will continue to study RE. Pupils will also have the opportunity to take an option in RE to attain GCSE RE at the end of Key Stage 4 or some pupils this will mean additional study as part of their Enrichment programme or as an extension of their PHSCE work.

Teaching and Learning

The Chance Academy recognise the importance of providing a needs' led, personalised curriculum for all pupils and that teaching will be most effective if it is designed to address the learning needs of individual pupils. Whilst learning groups are generally organised along age lines, age will not be a barrier to progression and there will be scope for pupils to be learning at a level relative to their ability.

The Chance Academy believe that the key to success with all learners is quality first teaching (QFT). QFT key characteristics at the Chance Academy will include:

- Highly focused lesson designed with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

It is expected that the quality of teaching at The Chance Academy will be 100% good or outstanding. Teaching will include a range of pedagogical styles, all focused on improving pupil confidence in becoming independent confident learners.

The structure of lessons is expected to follow guidance found in the ATT Teaching and Learning Principles, outlined below, and the lesson expectations document that exist within the ATT group.

ATT Teaching and Learning Principles aim to guide the partnership between staff and pupils and through this team work and collaboration achieve success.

<i>Pupils will make progress by</i>	Teaching and Learning Principles	<i>Teachers will ensure that pupils make progress by</i>
Knowing the purpose of their learning and understanding their starting point, end targets and how to achieve them.	Lesson Objectives and Planning	Setting personalised targets for each lesson and planning the steps to enable them to achieve them.

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

Providing feedback that is reflective of their current ability, that strengths and areas for development.	Assessment for Learning	Building in checks, which identify where progress has been made, areas for development and act on the feedback gathered.
Taking pride and responsibility for their learning, having the confidence to take risks and support their peers in their journey to achievement.	Culture for Learning	Nurturing an environment that establishes high expectations, independence and commitment to aspirational achievement.
Knowing what their personalised learning routes are, their abilities and how they are being challenged.	Differentiation	Knowing the needs of each pupil, plan for and ensure all are enabled to achieve to the best of their ability.
Taking opportunities to develop their independence, engaging with problems and explore different solutions.	Creativity	Utilising different learning styles, encourage independent thought and encourage discovery-based learning.
Engaging with all steps with focussed action and being passionate about their learning journey.	Chunking and Pace	Breaking learning down into clear steps that build towards the final goal to drive achievement.
Knowing where they are currently working at, what their target is and how to achieve them.	Progress and Data	Having a clear knowledge of the pupils and how to plan, measure and secure their best achievement.
Being inspired to explore and find answers to questions beyond their current understanding.	Questioning	Providing and developing a platform for deeper reflection, exploration and understanding.
Knowing their personal development areas and how to take steps to achieve them across the academy.	Literacy	Identifying, addressing and developing development areas in literacy and modelling high expectations.
Respond and act on the feedback and engage in on-going dialogue with staff about how they can make progress towards their aspirations.	Marking and Dialogue	Securing an on-going dialogue with pupils about their learning, making the steps to progress explicit and ensuring they are secured.

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

Assessment for Learning

The Chance Academy process of assessment will involve staff and pupils gathering, reflecting on, and evaluating evidence of learning, so they can judge which skills learners are developing and how well they are learning. With self-belief, a love of learning and raised self esteem pupils will be able to self evaluate critically, take responsibility for their own learning and progress.

All pupils will have an ILP as their roadmap to success, developed to suit individual talents, abilities and interests in order to achieve successful academic outcomes and secure future opportunities for employment or further study. Each pupil will have their own mentor to support their studies, career planning and guidance to help pupils achieve their goals.

Assessment will be an integral part of day-to-day learning and teaching, carefully planned at the same time as programmes and experiences, so that it reflects the learning, provides an emerging picture of progress and achievement in skills for all pupils.

By participating in the assessment process and contributing and evaluating their own evidence, pupils at The Chance Academy will develop a better understanding of their skills and attributes and develop a shared appreciation of what is expected of them and how they can improve. For all skills, including in health and wellbeing, pupils own evaluations of their learning through self- assessment will make an important contribution to recognising and reporting their achievements.

To ensure successful teaching and learning, teachers will be expected to use all available information, including prior attainment and assessment data. Assessment will enable both staff and learners to play a full part in gathering and evaluating evidence and planning next steps in learning.

Assessment of skills will need to be sufficiently flexible to meet the needs of all pupils. Well-designed assessment will help pupils understand why their skills are important, how they are developing and how they can be used across the curriculum and in their lives in and outside the classroom.

Pupil Passports

All pupils at The Chance Academy will have individual learning plans – their Pupil Passports. These will be regular updated by form tutors, or the academy SENCo for SEND pupils, and used to inform planning for the individual pupils.

As pupils progress through The Chance Academy, they will have monthly reviews with their form tutor, which will from the start include conversations about their learning, career aspirations and the qualifications and experience they will need to achieve them.

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

ICT and New Technologies

Personalisation of the curriculum and access to learning at The Chance Academy will be enhanced and supported by appropriate ICT and new technologies. The academy will employ the latest and most sustainable ICT solutions to ensure that its vision, curriculum and desired style of teaching and learning can be implemented and sustained. ICT will be embedded in its use as a tool for learning and life.

ICT at The Chance Academy will enable pupils to gain self confidence, social skills, communication skills, gross and fine motor skills, problem solving skills and a wide range of abilities and knowledge needed to enable them to take their place in today's society.

ATT are currently working in partnership with Discovery Education, the worlds leading multimedia education resource, to look at the impact of digital media on primary, secondary, special and FE pupils.

“Discovery Education works closely with the Academy Transformation Trust to help their schools move forward with digital practice. The Trust’s objective to raise aspiration and enhance opportunities for all pupils is closely aligned to Discovery Education’s ethos of Inspiring Curiosity.

ATT are excellent partners and understand the immeasurable value commercial bodies can bring to their educational provision, in terms of services, professional development and links to industry expertise. We look forward to strengthening our partnership through further creative collaboration”.

ATT and The Chance Academy will approach other ICT and digital industry companies in the area to gather support for The Chance Academy in talking about careers, offering work experience, providing enrichment activities and business mentors.

The Chance Academy will expect electronic communication to be the norm including email, learning platform, social media, but without any concessions for poor literacy and numeracy. Every job involves ICT to some degree and pupils must master these skills.

The Chance Academy envisage a sustainable ICT device provision with a ratio of around one device per two pupils, these will be allocated around The Chance Academy in subject areas so pupils can access them as required for specific pieces of work. These will be supported by whole school robust wireless internet access, tablets, digital cameras, video and sound recording equipment.

The Chance Academy will develop a shared learning platform, where resources, lesson plans and work will be stored. This will encourage collaborative planning and reduce staff planning time through sharing the load. The learning platform will be linked to Office365, or similar, that will provide the leadership, staff and pupils with access to a range of learning and management tools and resources.

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

Both pupils and parents will be able to access homework and learning information, and pupil accounts and data will be in the cloud so that learning materials can be accessed anytime, anywhere. To support pupils who struggle to access ICT equipment at home The Chance Academy will be open from 8:00am to 5:00pm so that they are able to complete any homework at the academy.

Electronic assessment systems will be available to all staff at home and school so that they can be used to inform teaching on a regular basis. Progress reports for each pupil will be available on the learning platform for teachers, parents and children, in real time. This will turn The Chance Academy website into an information centre for parents and children and for monitoring the skills curriculum as well as subject assessment.

It is expected that all pupils at The Chance Academy will have a strong grasp of ICT and Computer Science skills. Computer Science will be part of the core curriculum at KS3 and we will offer Computer Science qualifications at KS4. The academy will supplement this offer with online courses – such as Microsoft and Cisco Academy.

The Chance Academy will build a strong enrichment programme which uses industry standard qualifications, and open source learning.

e-Safety and Safeguarding

In preparing pupils for life in the 21st Century it is vital that they develop skills which equip them to be safe, responsible, resilient users of digital technology. As such The Chance Academy will aim to ensure that all pupils are capable of being able to:

- Communicate and engage respectfully with others
- Detect and report those who may otherwise wish to do them harm
- Critically analyse the quality and reliability of content
- Spot and avoid commercial scams

Leadership and staff at The Chance Academy will understand that it is critical that both the schools e-Safety and safeguarding policy and practice, specifically in relation to ICT and e-learning, are both of high standards and regularly reviewed.

The Chance Academy will make best of national guidance and materials available online to support e-safety at the school, including CEOP's thinkuknow website, 360 degree safe and Kidsmart from Childnet International, and resources for PREVENT online.

Pupils at The Chance Academy will be helped to develop a moral code of behaviour which spans both on and offline environments, a distinction of which many young people are unaware - their lives are closely woven between their online profile and offline activity.

The Chance Academy will use and promote the Trusts' Anti-Bullying Five Point Code.

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

“Last Year ATT ran a project across its academies during Anti-Bullying week called ‘Let’s stop bullying for all’ with a focus on SEND pupils. The Trust, led by improvement director, asked their academies to talk to their SEND pupils about their experiences of bullying and put together a five-point code on how to challenge and stop bullying.

After receiving a great response, ATT chose Mildenhall College Academy’s STAND acronym to represent the Trust’s code. Posters with the code were delivered to all ATT academies and all academies were thanked for their entries”.

Mildenhall College Academy

Best practice on e-Safety across the ATT academies will be shared regularly. On-going training will be provided for all staff and pupils on e-Safety. Guidance on the risks associated with Internet use will be delivered to all pupils through the schools’ discrete ICT/Computing lessons and PSCHE programme.

“Pupils working together to be e-Safe. This year secondary pupils from The Nicholas Hamond Academy and primary pupils from Admirals Academy joined together to take part in a workshop on e-safety. The pupils worked in small groups and came up with a list of do’s and don’ts around e-safety”.

Hamond Academy and Admirals Academy

In order for child protection measures to be effective, all users of ICT resources at The Chance Academy will be required to abide by the Acceptable Use Policy for the Internet and other ICT resources. This Acceptable Use Policy for staff and pupils will be monitored and reviewed at regular periods.

The Chance Academy will maintain the highest level of security available against unauthorised access to the school’s website and Network.

Appropriate levels of network security and software filtering will be implemented across the school’s ICT provision, to protect pupils from undesirable material and prohibit casual access to pupils by unknown third parties through such means as Internet chat rooms and gaming forums.

The Chance Academy will ensure it has suitable systems for the control of content available to pupils. This will contain a variety of access and security rights including those for email and data control. A clear policy will be established and practice monitored.

Parents will be kept informed via workshops on what happens in cyber bullying and how to work with their children against it.

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

Curriculum Enrichment

Curriculum enrichment contributes a huge amount to pupils' enjoyment of school, builds a foundation for lifelong learning, and helps them acquire skills that will serve them well in adulthood.

The Chance Academy will be committed to offering pupils as wide a range of experiences and activities as possible, to stimulate and extend their current thinking, reflect their interests and maximise their talents. These will include clubs, extension activities and educational visits (including at least one international and one visit with a residential). Enrichment will also offer the opportunity to study an additional subject online with tutor support.

This wide range of opportunities, supporting the curriculum and helping to personalise each pupil's programmes, will give our pupils a CV second to none.

The Chance Academy want all pupils to experience a wide range of exciting and engaging activities that stimulate and extend their current thinking and interests. A rich experience beyond the compulsory curriculum will help pupils develop into mature, well-rounded adults with strong moral beliefs and a sense of purpose.

Enrichment activities not only extend educational opportunity, but they also engage pupils in the values of The Chance Academy they also nurture different relationships to build between staff and pupils and the underpinning partnership learning throughout the academy.

ATT schools have an enviable record of providing a wide range of enrichment activities, including sporting, artistic, academic, buddying and technical. Each subject will offer regular clubs, extension activities and educational visits.

Pupils in Sandwell are significantly less physically active than in other parts of England. The health of the people of Sandwell is generally worse than the England average and life expectancy for both men and women is significantly lower than the UK average.

"About 24.5% of Year 6 children are classified as obese; this is higher than the average for England".

Healthy Cities Network

For this reasons The Chance Academy will have Enrichment activities that focus on health and well-being after school everyday, as well as slots before school and at lunch time.

All pupils will be encouraged to participate in these activities from Year 7 to Year 11, although the academy will be flexible for those with significant commitments outside the academy such as high level sports or dance coaching, local youth orchestras, bands, choirs etc.

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

The Chance Academy envisage courses leading to qualifications such as sports coaching, refereeing, curriculum-related work such as Microsoft and Cisco Academy, as well as cultural activities including film club, choir, orchestra, band, dramas and drama and musical productions. The extent of these activities will grow as The Chance Academy expands and older pupils are able to work with younger age groups.

The academy will put together a programme of visits to key cultural sites such as galleries, theatre, museums and other places of interest, related to the taught curriculum. These will not just be based in Birmingham but also further afield. During their time at The Chance Academy, as part of their wider development, every pupil will take part in at least one overseas trip and at least one visit with a residential element.

Approaches to Meeting Different Needs

The Chance Academy will aim to meet the needs of particular groups of pupils, for example, those who are suffering temporary challenges that affect learning can need additional support at different times.

“Approximately 30% of Sandwell LA’s children are living in poverty. Rates of deprivation and children in poverty are higher than the England average. Deprivation is higher than average and 29.9% (over 19,000) children live in poverty. Teenage pregnancy, children admitted to hospital for alcohol related health problems, and children smoking are all higher than the England average”.

Public Health England

ATT have a particularly strong focus, and track record of success, in driving up aspiration and achievement for pupils who come from homes and communities with multiple indicators of disadvantage or deprivation. At The Chance Academy there will be a commitment for all pupils to make progress at least in line with national expectations regardless of their background through the strategies which include the extended day, pupils individual learning programmes and intervention and revision lessons.

It is the expectation that at The Chance Academy there will be in excess of 27% (Sandwell average) of pupils who will attract Pupil Premium funding (This is 14% over national average).

The Chance Academy intend to use this resource to support and maintain the staffing necessary to achieve the support and intervention required and to give staff the training and resources they need to run effective intervention programmes for pupils with learning needs.

The Chance Academy will move swiftly and effectively to identify blocks to performance to ensure we put in place the appropriate intervention.

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

Special Educational Needs and Disabilities (SEND)

Sandwell LA has high numbers of SEND (Statemented and EHCP) pupils with over three times the national average. Bristnall Hall Academy, the ATT secondary academy in Sandwell, has 7.5% Statemented and EHCP pupils and has still achieved over the national average for 5 A*-Cs.

The Chance Academy vision and belief is that all pupils can and will excel at our school irrespective of their special circumstances, additional needs or achievement on entry. The Chance Academy curriculum will be inclusive, with high levels of differentiation to ensure that all pupil's needs are met is at the foundation of the educational vision.

The academy will have the highest expectations for all pupils, seeking to address any learning difficulties or other special educational needs on an individual basis to give maximum access to the curriculum.

The Chance Academy approach to SEND will be driven by the following core principles:

- All pupils, whatever their needs, have access to a broad, balanced curriculum and are included in every aspect of school life
- No pupil is excluded from any activity because of their special need, although a pupil may be excluded temporarily from an activity if their behaviour is placing themselves or others at risk
- The needs of most pupils will be met within the environment of the classroom through a differentiated curriculum unless it is demonstrated that a withdrawal group will have more impact than class delivery
- We are clear that slower language acquisition is not a special need
- All pupils will develop a sense of belonging and pride in their school
- The abilities and personal strengths of pupils will be recognised as well as their barriers to learning.

The Chance Academy believe children learn best when they have a sense of belonging, of being valued and of achievement. At times a child's feelings hold back their learning. The academy will seek to remove every barrier to this, offering a wide range of targeted support for children whose behaviour or emotions impede their own or anyone else's learning.

The Chance Academy will seek to support a range of pupils with SEND, and will draw upon the experience of other local schools and our staff, to give specific help to pupils who have SEND so that, where necessary, increasingly available specialist expertise can respond to a child's individual needs if they do not make adequate progress.

The Chance Academy will have appropriately trained staff to make sure we capture all pupils with learning needs across the spectrum and meet those needs with confidence. The Chance Academy will be fully accessible and staff will be trained to manage pupils with complex needs well. We will make sure that this training is updated annually.

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

The Chance Academy will establish clear lines of communication with parents / carers and ensure meetings are held at times that they can attend. The academy will also ensure the process of being placed on the SEND register is clear to them and that an interpreter is available if needed – as when parents are fully engaged with the process they are able to help their children towards achieving the targets on their Statement/ECHP.

The Chance Academy believe that pupils with SEND that are ‘secondary ready’ should be able to make progress in line with national curriculum expectations. To ensure this, the following provisions will be made in respect to teaching and learning for SEND pupils:

- Pupils’ progress will be tracked against the national curriculum and GCSE criteria
- Differentiation will be evident in lesson planning by identifying pupil groupings and arrangements for them through the lesson including different expectations and expected outcomes
- Differentiation will be evident in provision of additional / different activities and / or resources for individuals or small groups
- All pupils’ progress is monitored through termly pupil progress meetings where arrangements for further support are made

If pupils are not making progress, The Chance Academy will intervene quickly, identify any special educational needs and revise their ILP and ensure they get the right level of support. Personal tutors will also support individual pupils either with one-to-one help or in small groups.

Timely and effective intervention will be key for identified individual or group needs. The additional interventions will form the basis of The Chance Academy Provision Mapping for pupils with SEND. The provision will be rigorously monitored and evaluated in terms of impact and value for money.

Pupils themselves at The Chance Academy will be at the centre of curriculum planning and we will involve them and their parents or carers in any special arrangements. Wherever possible, our aim will be to include pupils fully within mainstream class activities, adapting as needed the teaching approaches and materials to meet individual needs. We will review progress regularly, learning from our experiences so that we continually improve our provision for each individual pupil.

The Chance Academy will provide a range of support for families dealing with challenging circumstances. The most vulnerable pupils will benefit greatly from the excellent work the school will carry out with the support of external agencies.

The allocation of additional staff will be guided by the additional or different learning needs of individual or groups of pupils which cannot be catered for in the classroom staffing. SEND teaching assistants will be expected to be able to use planning to inform their approach in lessons, and informative marking and assessment. They will also be expected to prepare end of year reports for the interventions they have carried out.

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To ensure high quality provision teaching and support staff will be actively encouraged to attend relevant SEND training.

An experienced SENCo will be appointed at leadership level, and their role will be to:

- Support teachers in identifying pupils who have special educational needs
- Lead and performance manage the work of the More Able and the Looked after Children Coordinators
- Oversee the maintenance of the SEND administration and related record keeping
- Liaise with support agencies, including regular meetings with The Chance Academy's educational psychologist; specialist teachers and speech therapists (whether 'in house' or contracted support)
- Meet with parents/carers and teachers together to discuss appropriate strategies
- Contribute to in-service training of all staff
- Ensure that SEND pupils are effectively included in the life of The Chance Academy
- Lead SEND review days on a regular basis, working with teachers on updating ILPs and SEND management paperwork
- Ensure teaching staff and SEND and EAL teaching assistants/Learning Support Officers (LSAs) have access to relevant courses
- Hold regular review meetings with SEND TAs (make observations 2 x year)
- Performance manage and observe the SEND LSAs
- Contribute to recruitment of SEND LSAs and to arrange cover for staff absence
- Give help and support to teachers by suggesting appropriate strategies and resources for SEND pupils
- Keep staff informed of recent SEND literature/research and courses
- Convening, chairing and recording annual reviews of statements
- Keeping up to date on current SEND practice and ensure that all staff are clear on policies, procedures and access to training in relation to SEND
- Keeping the Principal and senior staff informed of all SEND matters

At The Chance Academy the SENCo will be a member of the Senior Leadership team. This demonstrates AT commitment and the significance and importance that they place on meeting their SEND responsibilities. The Chance Academy SENCo will also have responsibility for overseeing the work of SEND pupils and the drawing up implementation and monitoring of Pupil Passports.

The Chance Academy professional development programme will ensure that all staff have the skills to deliver an inclusive approach to teaching and learning able to motivate and enthuse all pupils to achieve beyond expectations.

The Chance Academy SEND practice will be deemed effective when there is evidence of:

- Pupils with SEND making progress in line with national expectations
- Overall pupil progress, through data tracking, meeting ILP targets, staff, pupil and parent/carer feedback at annual reviews

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- Sufficiently differentiated work and/or an adapted learning environment for those pupils with SEND
- The allocation of additional staff and resources having an impact
- Parent/carer, pupil involvement or taking their views into consideration
- Records for pupils with SEND being kept accurately and being up to date
- Transition arrangements being carried out and information about SEND pupils being handed over effectively as pupils move through the key stages. This includes transfer between key stages, year groups and into mainstream school

Pupils with Disabilities

If a pupil has a disability at The Chance Academy the identification of barriers to participation in all areas of academy life will be a priority and where necessary, adjustments will be made to the curriculum and teaching methods. The overriding principle will be to provide full curricular access to all pupils who have been allocated a place at The Chance Academy.

All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity, and have an alternative available. The Chance Academy will ensure appropriate training and CPD is provided for staff as appropriate to enable them to successfully support pupils with disabilities.

The Chance Academy's website will include details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to The Chance Academy by disabled pupils.

Most (more?) Able Pupils

The Chance Academy are committed to providing a sufficiently challenging curriculum for all of our pupils. We will provide opportunities to identify and nurture those who are more able. It is expected, for example, that at the end of Year 8 some pupils will gain accreditation in Modern Foreign Languages (perhaps through the Institute of Linguists and for more able pupils GCSE) and in exceptional cases other subjects.

More able does not necessarily just mean high achievement. It can refer to the investigative learner who approaches tasks differently or to the learner who produces art work that is always original.

To ensure that all pupils achieve to their maximum potential The Chance Academy will:

- Ensure staff have targeted CPD and are professionally enabled to identify and develop each pupil's full potential
- Provide lessons that stimulate, engage, challenge, inform, excite and encourage
- Employ skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those concerning issues related to those pupils identified as most able

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- Provide an entitlement beyond subject teaching, including preparation for adult life and work. This will include extra- curricular activities including opportunities to learn about and partake in, financial enterprise, entrepreneurship and community service
- Include in the entitlement and enrichment beyond the curriculum school-wide events such as performances, talent shows, debating competitions
- Ensure the effective assessment of pupils' potential and performance
- Recognise, celebrate and reward the achievement of all pupils

Specific arrangements for coordinating most able provision will include:

- All schemes of work will be planned to include specific enrichment material and ideas
- An awareness among all staff of their role in the identification of more able pupils, based on subject-specific criteria and the need to make the curriculum sufficiently challenging and an awareness of unique ability and talent
- All staff will contribute to the most able register which will be updated termly
- Continuing professional development for staff that addresses the implications of more able pupils for senior management, within individual subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension
- The regular monitoring and reporting, to the most able Co-ordinator, of individual pupil performance
- An audit of enrichment and extension opportunities that could be provided, led by the most able Co-ordinator. This could include opportunities within the wider Trust

Pupils for whom English is an Additional Language (EAL)

Approximately 24% of pupils in Sandwell are EAL. This is five percent above the national average. Some of these pupils will be able to communicate orally in English but their written work will exhibit a limited vocabulary range. This is often because their home language is used out of school and they do not read or write it well either. They therefore lack the structure of one language to support the development of a second.

The Chance Academy will complete an initial assessment of each child's language ability on admission to The Chance Academy. Some of this information will be gained from parents and carers during their child's enrolment.

Following the assessment the pupil will be given if required a EAL TA to support them within the classroom and around the academy. Wherever possible the TA will be able to speak or have some knowledge of the new child's language.

The teacher / TA responsible for EAL will be responsible for an induction programme with the child. This will focus upon initial words and phrases to help them with the routines of The Chance Academy day. This will happen for short sessions of 30 min/day for the first two weeks when we will further assess the needs of the pupil and ensure appropriate ongoing support is in place.

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“Language is no barrier for Mark Hall Pupils. ██████ joined Mark Hall Academy in 2013 already having missed half of the first year of her GCSEs. She joined the Academy unable to communicate in English. ██████ initially found it very difficult to develop confidence. She had also never studied any GCSE subjects.

However ██████ endured and with the support of Mark Hall staff she began to make improvements in all aspects of her learning. ██████ is now at Sixth Form after achieving 4As, 4Bs and 2Cs and is aspiring to work in the medical profession”.

Mark Hall Academy.

The Chance Academy will provide additional opportunities for these children to engage in discussion and give them a wider vocabulary to use within their writing. Teachers will ensure that they are not passive listeners when taking part in teaching sessions.

Strategies for pupils who are EAL that we will use will include:

- Grouping carefully within the classroom with other children with good language skills
- Setting individual targets to extend their vocabulary
- Giving focussed success coach support with reading to include discussion about their chosen texts
- Using selective questioning strategies to ensure that they participate actively in the lesson

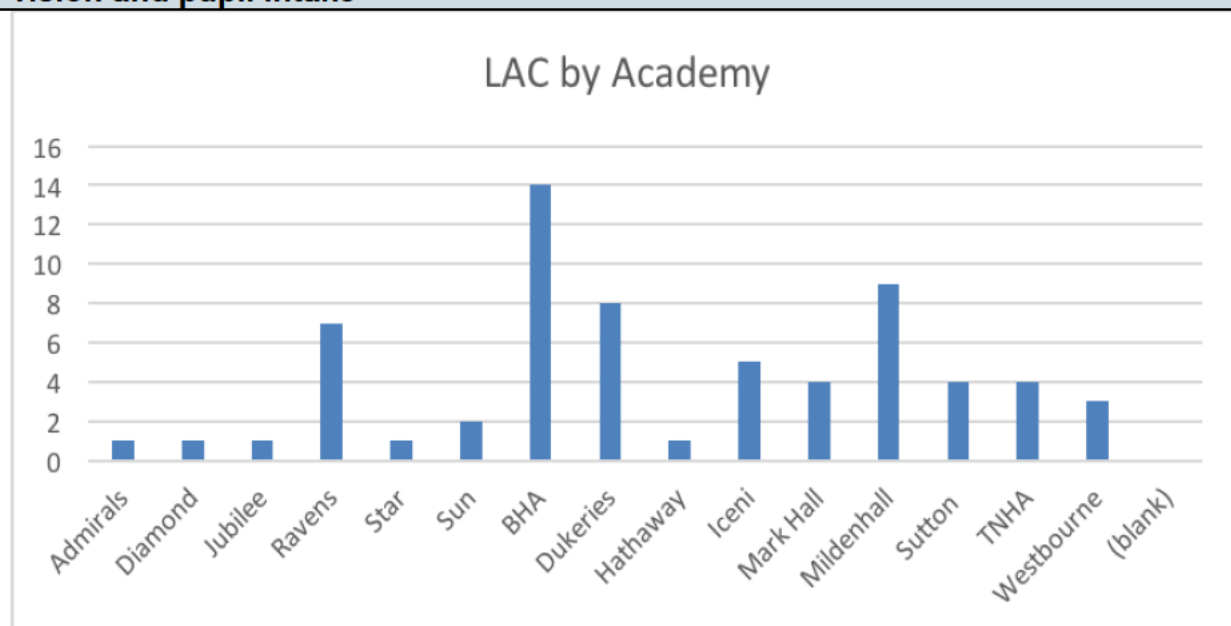
The Chance Academy will recognise and celebrate the wide variety of additional languages that will be spoken by it's pupils and ensure that they are formally accredited where ever possible.

Looked After Children (LAC)

The term 'looked after children and young people' is generally used to mean those looked after by the Local Authority. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

Sandwell has a high percentage compared to nationally of LAC. Bristnall Hall Academy has the largest number of LAC in The Trust. Generally children in care continue to have poorer outcomes than the wider population particularly in relation to educational achievement. At The Chance Academy it is expected that LAC will make progress in line with national expectations.

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LAC often have more chaotic lifestyles and higher instances of mental health issues than the general population and these issues can impact on their ability to engage successfully with their learning.

In 2015 100% of Bristnall Hall Academy pupils achieved 5 A* to C including English and mathematics.

The Chance Academy will have a nominated LAC coordinator who will ensure that these pupils receive the right pastoral and academic support to enable them to fully engage and achieve their potential.

Multi-Disciplinary Approach

The Chance Academy staff will be an active part of a wider team of multi-disciplinary professionals who support the complex needs of SEND pupils within and outside The Chance Academy. In order to fully meet these pupils' needs, external services will be purchased from, or provided by, the LA or other providers. This could include the involvement / use of speech and language therapy, occupational therapy, educational psychology, school nurses, social services, educational welfare, youth and inclusion support projects, art therapy / counselling services.

Excellent working relationships with each of these external agencies will ensure that the highest quality provision is implemented across The Chance Academy. The SENCo will be responsible for regularly communicating with these agencies so that they are fully informed of the needs of the pupils.

The most vulnerable pupils at The Chance Academy will benefit greatly from the support of external agencies. When necessary, colleagues from the following support services will be involved.

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These will include:

- Educational Psychologists
- Medical Officers
- Speech and Language Therapists
- Physiotherapists
- Hearing and Visual Impairment Services
- Child and Adolescent Mental Health Services
- Child and Family Consultation Service
- Social Worker/Welfare Officer

Safeguarding

ATT recognise their responsibility to ensure the safety and welfare of pupils at all of their academies. ATT support their academies to fulfil their responsibilities and to demonstrate the best working practices.

They:

- Challenge academies on their current practices and the availability of appropriate training for staff
- Encourage our academies to build relationships with key agencies, particularly in keeping pupils safe from radicalisation and extremism
- Promote the teaching of British values
- Support our academies to deliver key aspects of safeguarding throughout the curriculum, so developing resilient pupils who question, challenge and debate issues

Positive Learning Ethos

Ethos is the key to fostering high expectations amongst everyone at The Chance Academy, through the creation of an environment where all are successful. At the heart of all our policies and practice is the stress on maintaining the highest standards, the same as those expected within the business/work environment.

Some of the academy pupils may not have experienced success. Staff at the academy will work tirelessly to ensure that the Chance Academy is a place where everyone can achieve and taste the confidence of success in some form or other and we will recognise and celebrate that success, however it may be revealed.

The Chance Academy will try hard for all pupils to 'catch them being good' creating a culture whereby:

- To succeed is the norm
- Pupils accept they come to college to learn and do well, indeed are adamant about this
- Pupils take responsibility for themselves, their behaviour and their learning.
- Tolerance and respect are the hallmarks of The Chance Academy
- There is a clear understanding of the difference between right and wrong

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- Behaviour, achievement and rewards will be set in the context of what would be expected in the work/business environment

Most importantly The Chance Academy will establish a ‘*can do*’ philosophy.

Behaviour and Pastoral Care - Attitudes to Thrive

The academy will recognise, praise and reward good work and appropriate good behaviour. The academy will operate a behaviour management scheme, Attitudes to Thrive, whereby pupils will be rewarded points for positive behaviour.

At The Chance Academy pastoral arrangements will:

- Ensure pupils feel supported
- Include provision of clear, independent advice and guidance
- Reflect the academy ethos
- Support positive attitudes to learning
- Ensure pupils feel appropriately guided
- Engender a “work-based” atmosphere

The Chance Academy will recognise, praise and reward good work and appropriate good behaviour. The school will operate a Behaviour Management Scheme, whereby pupils will be rewarded points for positive behaviour.

Each week there will be a Praise Assembly where pupils will be recognised for their achievements. Pupils may also receive additional rewards for exceptional achievements such as qualifying for an extra break with refreshments on Friday mornings.

Pupils will be supervised in all activities throughout the school day, including movement between learning spaces and before school, at lunchtime and at the end of the day. Passive supervision of all areas, both inside and outside the school building, will be important.

The design of The Chance Academy will support passive supervision also.

The school will do all it can to focus upon the things that pupils do well, but sometimes, for whatever reason, a pupil will disobey school rules. There are always consequences to actions. All the normal school sanctions will apply with regard to individual needs and circumstances.

Promoting British Values

ATT wants pupils to leave The Chance Academy with the knowledge, skills and ambition to succeed in modern Britain and to compete in the global labour market. Promoting British values is fundamental to achieving this, and The Chance Academy will ensure that the Department for Education’s five-part definition of British Values.

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These five values, outlined below, will be delivered not only across the curriculum but also in all of the additional opportunities pupils have outside of the curriculum, in the local community and globally.

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and
- Tolerance of those of different faiths and beliefs

“Shortly before the General Elections, local political candidates visited pupils to offer them the chance to quiz those standing for election. Candidates from Labour, UKIP and the Green Party visited to offer their views and answers on education, employment, health and democracy.

Pupils had the opportunity to ask questions on the things that mattered most to them in order to get a clearer understanding of the potential benefits offered by each party”.

ATT The Nicholas Hamond Academy

The Chance Academy will create its own British Values statement, with the input of its first cohort of pupils and staff. In the interim the Academy will adopt the British Values statement from one of the other ATT academies.

This reads:

“Our balance of academic excellence and opportunities underpins our aspirational expectations and provides pupils with the skills and confidence they need to lead highly successful lives in modern Britain and to compete in the global labour market. We actively promote the British values of tolerance, fairness, respect for other faiths, and the rule of law and democracy, and provide opportunities to promote and develop them within and beyond the curriculum.”

Primary Transition

A senior member of staff will take responsibility for transition and ensure that the Sandwell LA, local primary schools and all stakeholders are fully informed of The Chance Academy with its unique ethos.

Early liaison with parents will enable staff to meet and get to know the child and the family and also to begin to set expectations for the family around all aspects of life at The Chance Academy. They will be introduced to The Chance Academy Code of Conduct which clearly sets out our expectations around pupil conduct.

Parents will have a clear role in making sure their child is well-behaved at school. We will make every effort to work with families to ensure their child attends and enjoys school by building a supportive partnership between school and parents that allows an easy and effective means of communication to be maintained if pupils are ill or unable to attend.

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

The Chance Academy expects parents to assist and encourage their children to recognise the importance of punctuality and attendance. Parents of children at The Chance Academy will know how to communicate with us and each other and we will encourage peer support and communication.

ATT and Bristnall Hall Academy in Sandwell are currently working with Sandwell Local Authority on their Transition Programme. The LA is training all the leadership at Bristnall Hall on using the model, as well as Feeder Primary Schools in the local authority.

This LA Transition model makes effective use of data on pupils and ensures that all information on pupils is effectively managed between primary and secondary schools.

Pupils in Year 6 that will be attending The Chance Academy will be offered a place on The Chance Academy '*Getting to know you*' programme, where pupils in the summer term attend their new school once a week, for approximately six weeks.

During this time pupils will be shown around the school, meet other pupils who will also be attending the school and pupils who are already attending the school. Pupils will also have the opportunity to take part in planned activities and lessons at the school designed to support them in transitioning to the new school.

Careers Education, Information, Advice and Guidance

Careers education and guidance programmes make a major contribution to preparing pupils for the opportunities, responsibilities and experiences of life. At The Chance Academy there will be a dedicated CEIAG lesson every week at both Key Stage 3 and Key Stage 4.

CEIAG at The Chance Academy will help pupils to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential.

Through CEIAG it is intended that pupils should be able to:

- Assess their achievements, qualities and skills
- Present information as appropriate
Use this information for personal development • Set career and learning targets
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work

A planned progressive programme of activities will support pupils in choosing subjects and options that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Having a solid CEIAG presence in the curriculum will help NEET prevention.

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

Risk factors associated with young people who become 'NEET', particularly those whom are classified as vulnerable young people include a perceived lack of information about employment.

Other factors are associated with NEET include:

- Lack of parental support
- Low self-esteem
- Deprivation levels in their neighbourhood (Sandwell high level of deprivation)

Understanding these characteristics and addressing them through earlier intervention to reduce the likelihood of many young people becoming NEET.

The Chance Academy will use the RONI as a tool to identify young people in the academy who trigger NEET characteristics.

Transition to Further Education or Training

The Chance Academy expect that all pupils will have reached the stage at the end of Year 11 to be able to progress to appropriate post-16 education (in school or elsewhere) or training.

Pupils will be prepared for receiving more formal **Information, Advice and Guidance (IAG)**, as they will already have discussed careers that interest them over the years with their form tutors. The Chance Academy see IAG as an active and continuing process, not a one-off special event. All form tutors will receive training in IAG, labour market intelligence and careers' guidance.

The Chance Academy will have a trained, dedicated lead to coordinate careers and business activities, who may not be a teacher. Guidance will be particularly important at the point pupils make choices - moving into Key Stage 4 and considering post 16 and post-school opportunities.

The 'focus on the future' of The Chance Academy will be reinforced by strong business links, their approach to building 'character' and our strong academic curriculum. Support at The Chance Academy will include:

- Regular PHSCE discussions
- Careers/business element in PHSCE
- Personalised and impartial careers information and advice
- Support for parents and carers so they can help their children make the right choices
- Online IAG resources for example careers coach software
- Opportunities for children to understand different course and careers through high quality work experience and visiting speakers
- Business mentors to work with groups of pupils, and prioritised for disadvantaged groups including pupil premium children and those with PHSCE

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

- Work experience for all
- Supported Internships for SEND pupils [in partnership with the LA]

The Chance Academy will develop strong links with local training providers, including Bristnall Hall Academy and Colleges of Further Education, higher education and employers so that their young people will be able to follow routes leading to employment and successful independent living.

The Chance Academy will work to promote internships and routes to apprenticeships with all pupils during their time at the academy.

“ATT FE apprentice wins top local award. ██████████, an apprentice working for ATT FE team at the ██████████ has won Young Apprentice of the Year at this year’s Mansfield 2020 Awards. She was presented with the achievement award at a fabulous evening event in May, which was shared with her family and colleagues.

██████████ commented ██████████ truly deserves to be recognised for all of her hard work, skill and contribution over the past few years. She really does symbolize what can be achieved by engaging in an Apprentiship and has recently been employed on a full time permanent contract by The Trust FE”.

ATT Further Education

Pupil Voice

Pupils will be encouraged to make their voice heard through the Pupil Council which will meet monthly with the Principal to discuss all aspects of life in.

Pupil voice will be at the heart of day-to-day life at The Chance Academy. Pupils will have the opportunity to be trained as:

- The Chance Academy Ambassadors, promoting The Chance Academy and mentoring junior pupils.
- The Chance Academy Digital Leaders, supporting other pupils and staff learn through technology
- The Chance Academy Business and Community Leaders

Learning Outside School

At The Chance Academy there will be frequent opportunities for engagement and connecting with the local community, be it on shopping trips, visits to the cinema, going to the pantomime, theatre, the allotment and other places of work.

All activities and learning, in and out of The Chance Academy, will pay attention to the educational, social, emotional, physical, personal and cultural needs and well being of pupils. They will celebrate the diversity of multi-talented young people and they will be designed to encourage, engage and motivate learners.

As well as using public transport such as the local bus and train services, The Chance

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

Academy will have a minibus to enable access to activities locally and further afield.

Residential activities at The Chance Academy will include:

- Duke of Edinburgh's Award Scheme
- Step into Sport Camp to develop leadership skills and qualities (Youth Sports Trust)
- National Young Coaches Academy to develop the coaches of the future (Youth Sports Trust)
- Combined Cadet Force

Community Learning

The Chance Academy will be a fully integrated and active member of the community. The school will host and support local workshops, fun days, visits and community events, all of which offer precious opportunities for social interaction both in and out of school. There will be many opportunities for their children and young people to contribute to local projects and voluntary scheme in the community.

The Chance Academy will actively pursue community links within the local area. It will frequently welcome a range of visitors to the school to enhance the curriculum and education experiences of the pupils.

"Bristnall Hall Academy staff and pupils have helped raise £1000 for a local charity in memory of a former pupil. A group of the former pupil's family and friends including Bristnall Hall employees, climbed Snowdon as an emotional tribute to the pupil. In addition there was a variety of fundraising activities carried out by staff, Governors and pupils across the Academy".

Bristnall Hall Academy

Through Community Partnership initiatives, The Chance Academy will aim to:

- Maximise community use of academy facilities; ensuring that they benefit the local community, pupils and staff and help improve their quality of life
- Increase and improve the quality of sporting and physical activity opportunities for the local community, pupils and staff
- Provide opportunities for local people and sporting organisations to participate in high quality sport and physical activity and develop their skills and abilities
- Support community groups in helping to raise standards of coaching, training and volunteering
- Work with the right people in order to maximise all potential resources available to ensure the continued development of the academy sporting and community facilities

The Chance Academy will represent and reflects the community it serves. The school will teach pupils to be positive role models and active citizens of the United Kingdom and of the wider world.

Pupils will have respect for themselves, for others and for their environment. Pupils will display leadership and the ability to work in teams. The school will welcome and value

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

every young person, whatever his or her academic ability, ethnicity, religion, gender, sexuality or background.

The Chance Academy will provide a vibrant inclusive education community within which all members - staff, pupils and parents - are continuously learning together for the mutual benefit of all. A community where effort and achievement are celebrated and equality is nurtured.

Adult Learning

ATT is a unique Trust in that it also includes 'The Trust FE'. The Academy Transformation Trust Further Education (The Trust FE) is committed to providing high quality, innovative further education and training.

The Trust FE was established in January 2013, as a coordinated approach to providing high quality, innovative further education and training in local communities.

With more than 200 staff and tutors and an annual turnover of ██████████, The Trust FE are already a leading further education provider in Nottinghamshire. This includes 5,000 learners and apprentices studying a wide range of accredited, non-accredited vocational skills and qualifications.

The Trust FE strives to raise the aspirations and achievements of our local communities by:

Focusing on each person as an individual

- Providing people with the first class education and the training they need to succeed in their life ahead
- Responding to the skills needs of our local communities and employers
- Providing courses that meets our community's needs and fills potential skills gaps
- Building and sustaining partnerships with local employers, public and private organisations

Offering opportunities for people to volunteer within the local and wider community

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

In terms of outcomes the The Chance Academy will:

- Achieve high levels of achievement and attainment by all pupils
- Achieve high standards of behaviour and attendance
- Contribute to the social capital of the local community
- Improve pupil and family well being

Key Performance Indicators for these intended outcomes are shown in the table below:

Achieve high levels of achievement and attainment by all pupil	Achieve high standards of behaviour and attendance
<ul style="list-style-type: none"> • Above national average for 5 A*-C • Above national average for EBacc • Above national average for Best 8 Value Added • All KS4 pupils achieve a 'Progress 8' measure indicating that they have performed at least as expected across 8 key subjects 	<ul style="list-style-type: none"> • Community groups report positively on the behaviour of the pupil in and around the school. No cases of poor behaviour, bullying or anti social behaviour • Attendance over 97% with under 0.5% unauthorised year on year (Sandwell LA 2015 95.9% attendance with 1% unauthorised) • Pupils arriving late lower than national benchmark • 100% attendance at governor meetings • 95% attendance rate at parents' meetings • Staff attendance above 95% • Fixed term exclusions well below the national average (3.5%) • Permanent exclusions well below the national average (0.6%)
Contribute to the social capital of the local community	Pupil and family well being
<ul style="list-style-type: none"> • 100% pupils go onto meaningful education, training or employment • Pupils leave equipped with the 	<ul style="list-style-type: none"> • Pupil year groups report that their peers feel safe and supported • There are no reports in the record

D2 – measuring pupil performance effectively and setting challenging targets

<p>entrepreneurial and leadership skills, knowledge and adaptability to meet the changing requirements of the 21st Century</p> <ul style="list-style-type: none"> • The community at large is aware of the contribution the school makes to community well-being and reports positively about the school • There are no reported racist or homophobic incidents in the community • There are positive examples of the school working with outside businesses as part of the curriculum offering • There are positive examples of adult community learning using the academy facilities and The Trust FE provision 	<p>book of bullying or antisocial behaviour</p> <ul style="list-style-type: none"> • All SEND pupils are supported through their ECHP and targeted support to achieve their full potential • An ethos of caring, sharing and supporting others pervades through the whole school and is supported by all • Parents value the support they are given in assisting in their child's learning • Parents and carers are supported in their child's and their own learning • Parents and carers have access to training and qualifications using the academy and The Trust FE provision
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The Chance Academy will achieve these outcomes through excellent leadership, highly qualified and trained teachers and support staff, quality curriculum provision, links with parents, carers and the community, use of data, appropriate ICT and learning spaces.

Setting Targets

Pupil targets will be achieved through appropriate curriculum structures, high quality teaching and learning, excellent pastoral systems and effective assessment, monitoring and tracking.

This will be supported by an on-going focus on high quality well planned teaching; pedagogy which addresses individual needs; and the setting of challenging, realistic targets for their pupils in partnership with teachers, other professionals, parents and the pupils themselves.

The Chance Academy will promote a culture of continuous improvement and in raising standards and rates of progress through excellent teaching, personalisation of learning and regular reviews of practice. The approach to target setting at The Chance Academy will draw on a number of key principles:

1. To meet or exceed national expected levels of progress
2. To add a high level of value to the prior attainment levels of the pupils entering the school
3. Target setting based on prior attainment and expected progress of individual pupils
4. Targets to reflect what teachers know about individual pupils and be grounded

D2 – measuring pupil performance effectively and setting challenging targets

in effective approaches to assessment for learning

5. Targets that take into account the impact of improved teaching and of targeted intervention to set appropriate targets for each pupil
6. Targets set will be ambitious and reflect their high expectations for the progress of individual pupils
7. Target setting will involve all staff so the process is rigorous, fully informed and ensures a shared understanding and commitment to their achievement exists

Targets will focus on narrowing any identified achievement gaps (e.g. for Looked After Children) as well as on raising overall standards. Progress towards the aggregated targets for year groups and individual pupils will be analysed throughout the year by the academy's leadership team and ATT Improvement Directors.

The Chance Academy Local Governing Body (LGB) will be given access to appropriate performance data so that they can challenge and support the school in achieving high standards for pupils. This information will be reported to the governing body through the Curriculum Committee. Where there are concerns regarding the standards at an academy a Progress Board will be established. Membership of the Progress Board includes: the [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

ATT Assessment and Data

ATT takes a whole-pupil approach to assessment by using *The Complete Digital Solution* – a package of assessments that provides critical insight into pupils' ability, attainment and barriers to learning.

The ATT Complete Digital Solution includes GL Assessment's *Cognitive Abilities Test: Fourth Edition (CAT4)*, *Progress Test Series (PTS)* and the *Pupil Attitudes to Self and School (PASS)* attitudinal survey, amongst others. Alongside a teacher's own professional judgement, these assessments help provide a holistic view of each pupil. *Complete Digital Solution* is helping The Trust build on achievement strategies already in place across its academy group and to give structure in a world without levels.

"We see these assessments playing a huge part for us in terms of our core infrastructure. In order to ensure support from The Trust is proportionate to need, we have introduced assessment points every half term across all of our academies."

All ATT secondary academies use the *Progress Test Series* in maths, science and English in Years 7, 8 and 9, which will count as an assessment point across The Trust.

"The results provide a snapshot of where each pupil is, gives us a measurement of progress over time and automatically takes care of the moderation and standardisation we require. It promotes the sharing of best practice across The Trust."

D2 – measuring pupil performance effectively and setting challenging targets

ATT have recently started to use PASS in all their Academies. *PASS* gives us hard data on individual pupils, cohorts, schools and as an area. As we discover who is disengaged, we can work on specific ways to re-engage them.

The attitudinal survey that looks at factors specifically linked to attainment, engagement and wellbeing, across the group. Backed up by robust data, we're in the position of being able to ask the right questions, perhaps such as why Academy A is showing a big discrepancy between teacher assessment and what the progress tests are showing us – and then, crucially, act on the answers.

ATT Assessment Bands and Timeline for Academies

BANDS	Standardised score at end of KS 2	Target	GCSE grade Equivalent	GCSE new level
Mastered Gateway to GCSE Grades A*-A Level 7-9	120	M9	A**	9
	115	M8	A*	8
	110	M7	A	7
Secure Gateway to GCSE Grades B-C Level 4-6	105	S6	B	6
	100 MET	S5	C+	5
	95	S4	C	4
Breakthrough Gateway to GCSE Grades D-E Levels 1-3	90	B3	D	3
	85	B2	E	2
Bespoke Primary NC expectations	85 or below	B1	F/G	1

D2 – measuring pupil performance effectively and setting challenging targets

Timeline

What/When	How
<p>BASELINE</p> <p>Early September and then late arrivals</p>	<p>BASELINE Y7 and LATE ARRIVALS USING CAT TESTING</p> <p>COMPARE DATA WITH END OF KS 2 including age-related expectations national curriculum expectations NOTE ANOMALIES AND TRACK VULNERABLE PUPILS</p>
<p>TARGET SETTING</p> <p>Autumn Term within 3 weeks of new term</p>	<p>TARGET SET USING PRIOR ATTAINMENT DATA</p> <p>BRING KS 4 INTO KS 3. Use GCSE levels 1-9. GCSE grades can work alongside for transition Use Flight paths for individual pupils</p>
<p>CATCH-UP</p> <p>Summer Y6 and Autumn Term 1</p>	<p>BREAKTHROUGH PROGRAMME</p> <p>Provide a robust catch-up programme in English and mathematics for those not yet 'secondary ready'. Ensure teaching is bespoke to each individual pupil. Use the primary national curriculum PoS as appropriate to close the gaps rapidly.</p> <p>BESPOKE</p> <p>For those well below for their age (B1), ensure bespoke flight-paths are made available using appropriate NC curriculum PoS to help them make rapid progress.</p>
<p>PIXL TOOL</p> <p>Ongoing at KS 3</p>	<p>NEW CURRICULUM</p> <p>Materials are used to secure skills, knowledge and deep understanding Y7-Y9. Teachers can use PiXL KS223 tools to help show formative progress over time.</p>
<p>TRACKING</p> <p>Data drops each half term</p>	<p>TEACHER ASSESSMENT</p> <p>Teachers say whether work is commensurate with their ambitious target grade given where they are at in the journey (Y7 to Y11) Expectation: Y7 Pupil with a target of an A* (M9) is moving through the gateway to an A* (M9) in Y7. They are developing the higher order skills of an A*.</p> <p><i>Is there enough evidence to show that the pupil is working securely or insecurely at their target grade? Good progress will be one above and exceptional progress will be 2 above. Targets can be adjusted following data drops.</i></p>

D2 – measuring pupil performance effectively and setting challenging targets	
<p>Moderation and standardisation</p> <p>Before each data drop</p> <p>At the end of Spring Term</p>	<p>KEY STAGE 3</p> <p>Using the PiXI matrices and tests. ATT academies moderate Cross-Trust. Academies develop portfolios of A*- A (M9- M7) work in Year 7 to 11 to show progress over time.</p> <p>Standardised Testing using GL Assessment</p> <p>For English, mathematics and science- all ATT academies use Progress in English (PiE), Progress in mathematics (PiM) and Progress in science (PiS)</p>
<p>Tracking</p> <p>Reporting Progress</p> <p>Data drops 1-6</p>	<p>TRACKING AND REPORTING PROGRESS</p> <p>Teachers report where the pupil is at compared to their ambitious target.</p> <ol style="list-style-type: none"> 1. If a pupil is 'working at' their target grade then there will be no anomaly (E.g. Target M7, "working at" M7) 2. Each grade within a band can be fine graded (1 exceeding, 2 secure, 3 developing) 3. If a pupil is "working above" their target grade, then the teacher inputs where on the 1-9 scale they are working. 4. The target can be adjusted if a pupil is performing consistently above their target. 5. If a pupil is performing "below their target" then intervention is required. 6. "Gateway to GCSE" refers to the skills and knowledge required in Y7 to Y11 to reach their GCSE target.
<p>REPORTING TO PARENTS</p> <p>Full Report</p> <p>Autumn Term and Summer Term</p>	<p>REPORTING TO PARENTS</p> <p>Parents are given half termly updates where their child is at against their GCSE target grade/level. A full report x2 per year may include more qualitative information about the deep and secure understanding of skills/ knowledge against curricular expectations to reach their GCSE target.</p>
<p>MOCKS</p> <p>Year 11 Autumn Term</p>	<p>MOCKS</p> <p>Pupils experience as close to the exam experience as possible</p>
<p>PASS</p> <p>Autumn Term Yearly</p>	<p>Pupil Attitudes to Self and School - PASS</p> <p>Pupils complete the PASS survey in order to draw out key barriers to their learning and progress. This informs pastoral and academic interventions. Vulnerable pupils are re-tested within the year to see if attitudes have improved and interventions have been successful.</p>

D2 – measuring pupil performance effectively and setting challenging targets

Roles and Responsibilities in Measuring Performance and Setting Targets

The Head of School at The Chance Academy will ensure that:

- Staff develop a clear understanding of what constitutes good progress for the pupils
- Criteria are established for determining whether individual pupils are underachieving (academic and non academic targets) and the data sets needed to monitor pupil progress are identified
- Resources are made available to facilitate target setting and progress meetings
- There is a coherent strategy for the effective management of performance data
- Staff receive training on the interpretation and use of pupil data and whole school data to inform their planning and pupils' personal learning targets
- Pupils' attainment and progress is tracked in line with the assessment, recording and reporting policy
- The information available on pupils is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets

The leadership team at The Chance Academy will organise the collection of relevant data so that they can:

- Evidence how pupils are progressing
- Analyse performance data and support colleagues to ensure the achievement of realistic and challenging attainment targets across subjects and pupils
- Monitor and evaluate the progress of individual pupils towards identified targets
- Evaluate outcomes for different groups of pupils
- Support class tutors and subject leaders in the target setting / progress tracking process
- Evaluate the impact of different aspects of provision on the outcomes for pupils
- Establish stretching and challenging targets for the future

All teachers at The Chance Academy will:

- Gain the necessary expertise and knowledge through training to enable effective target setting, monitoring and evaluation of pupil progress
- Identify SMART targets for pupils across subjects
- Enable pupils understand what they have to do to improve and to recognise progress towards their targets
- Assess and report the progress of pupils against their targets at progress meetings and annually as part of summative assessment against performance indicators
- Celebrate success in meeting targets using the school reward system

Pupils at The Chance Academy will:

- Be engaged as far as possible in identifying and setting the targets they need to

D2 – measuring pupil performance effectively and setting challenging targets

achieve.

Learning, teaching and assessment will be designed in ways that reflect the way different pupils progress to motivate and encourage their learning. To support this, all pupils will be involved in planning and reflecting on their own learning through formative assessment, self- and peer-evaluation and personal learning planning.

Parents and carers of pupils at The Chance Academy will:

- Receive regular feedback about their child's progress
- Receive an End of Year reports

In addition there will be day to day engagement of parents and carers in their child's learning through discussions with their teacher or online. There will be a Progress Review Day twice a year during which parents/carers and their child has a timed meeting with the tutor to discuss progress and agree targets for improvement.

Achievement and Progress of Key Groups

The Chance Academy will be committed to ensuring that all pupils, whatever their background, gender or ethnicity reach their full potential, including Looked After Children.

Given the disadvantaged nature of the community in Sandwell ATT will take particular care to ensure that pupils eligible for Free School Meals achieve to the highest level and that Pupil Premium money is used to ensure that all key groups perform at least at the overall national average for the main achievement and progress indicators (reflected in National Data and National Data sets for pupils with Special Educational Needs working at P levels).

“Leaders, including governors, have considered carefully how best to spend the additional funding for the most disadvantaged pupils. Improvements to these pupils’ achievement and rates of attendance show that effective use of this funding is making a good difference”. Bristnall Hall Academy, Ofsted Nov 2014.

Interventions

Interventions which have been identified to support pupils’ progress on a trajectory to meet their targets will be recorded on a provision map which will be monitored by a senior leader at The Chance Academy.

Where support additional to that of standard class provision is required, it will be provided. If, after further consideration, a more sustained level of support is needed, it will be provided through the Annual or Interim review process.

A ‘*Provision Map*’ will focus on personalised learning approaches to overcome barriers to learning for individual pupils. It can include strategies such as:

D2 – measuring pupil performance effectively and setting challenging targets

- Using more specific sensory learning
- Teaching communication exchange
- Reducing the level of challenge in a pupil's day
- Restructuring the pupil's physical space for learning
- Using Occupational Therapy
- Seeking advice from another professional, e.g. physiotherapist
- Using local parent support and family-based interventions

Provision mapping for individuals will involve heightening the curriculum match for the pupil, and therefore assessment and moderation are key elements in the discussion during the time of intervention and as such regular Pupil Progress Meetings will take place with involved staff and the pupil and their parents/carers.

Creating personalised learning objectives and targets at these Pupil Progress Meetings will support staff to match their teaching to the pupil's needs and measure their impact on the pupil's progress. The Pupil Progress Meetings will focus on the level at which the pupil can be challenged in their learning and how they can be supported to achieve success.

Attendance

Excellent attendance is fundamental to the success of their pupils and therefore of the school. We will aim to out-perform the national average figures for overall absence and persistent absence.

Parental Satisfaction

We will carry out an annual survey of parental opinion on the quality of education provided by the school, using the standard Ofsted parental survey form. Their target will be to achieve at least 80% Agree or Strongly Agree verdicts for all questions.

Proportion of Lessons Graded Good or Outstanding

The quality of teaching is fundamental to the success of pupils at High Point Academy. High Point Academy will therefore set themselves the target of at least 100% of teachers teaching typically Good and Outstanding lessons as reflected in pupils' work and progress over time. Teachers that require improvement will be placed on intensive support programmes to ensure their practice improves within a rapid timeframe.

Monitoring and Evaluation

There will be a rigorous system of monitoring and evaluation focusing on whole academy, team and individual staff performance at The Chance Academy. These processes will focus on both academic and non-academic targets.

Whole academy reviews:

- Autumn Term senior leadership internal review of assessment results against targets, with analysis by subject, by levels of progress and by pupil groups (statements/ECHPs, gender, ethnicity, EAL, Pupil Premium)

D2 – measuring pupil performance effectively and setting challenging targets

- Whole school self evaluation feeding into a concise school improvement plan
- Termly meeting between senior leadership and ATT to review of whole-school progress using Ofsted criteria
- Analysis of achievement data by senior leaders
- Termly reports to Governors' Curriculum Committee and to the full Governing Body
- Use of Pupil Voice to inform evaluation through the pupils' perspective

Subject and focused reviews:

- Structured annual subject evaluation, using Ofsted criteria and grading, feeding into concise development plans.
- An annual cycle of internal Ofsted-style audits of subject and areas by senior leaders to apply objective judgements to the self-evaluations

Individual staff reviews:

- Annual performance management reviews
- Implementation of a rigorous appraisal and competency policy, with associated individualised professional development programmes
- Robust support and competency procedures to address any under- performing staff in a timely manner

Tracking, monitoring, assessing and reporting of individual pupil progress

There will be a robust and rigorous system of on going tracking, monitoring, assessing and reporting of individual pupil progress and targets, to include:

- Staff training in the use of 'assessment for learning' techniques in the classroom
- Monitoring of its effective teaching and learning strategies through classroom observations and pupil voice feedback
- All pupils set challenging individual targets in line with their expected levels of progress
- Termly "progress judgements", by each teacher for each pupil they teach, on the basis of whether, in their overall professional judgement, taking into account all aspects of a pupil's work, progress and attitude, they judge he or she is on track to 1) exceed their target or 2) achieve their target 3) miss their target
- There will also be an on going teacher-assessed record of participation and engagement across a wide range of school activities and community service. The form tutor is responsible for maintaining an aggregated record for all such "non-academic" achievements.

ATT

ATT believe that they have a responsibility to support, challenge and guide their academies and their staff to ensure success, both individually and organisationally.

D2 – measuring pupil performance effectively and setting challenging targets

Support for individual academies is differentiated to ensure that those academies with the greatest need will receive the most support.

“The sponsor has provided a good level of challenge and support to academy leaders. As a result of this intervention the effectiveness of all aspects of the academy’s work improved”. (ATT Bristnall Hall Academy, Ofsted Nov 2014)

ATT Improvement Team

ATT Improvement Team of Directors

- Work collectively and cohesively as a core team to embed the ATT Improvement Strategy
- Evaluate the effectiveness of ongoing school improvement in all academies with a specific focus on academies causing concern.
- Develop new initiatives to support school improvement
- Evaluate the academy improvement tool kit e.g. Typicality of teaching
- Focus resources proportionate to need (for example external visits such as HMI)
- Enable specialisms within the team to be championed and shared whilst integrating with other core areas e.g. finance, marketing
- Ensure key messages are shared with all stake holders including consultants, other core areas and the executive board for consistency of message

ATT [REDACTED]

The [REDACTED] **oversees all aspects of academy improvement. This includes:**

- The performance of pupils across The Trust in meeting The Trust’s targets
- Improving Ofsted outcomes across The Trust
- The Trust’s 3-year Strategic Plan
- The Annual report on academy improvement
- The Trust SEF strand: academy improvement
- The Operational Plan
- Performance management of principals

D2 – measuring pupil performance effectively and setting challenging targets

- The performance management of the academy improvement team
- CPD of the academy improvement team
- Monitoring of the impact of the academy improvement team on pupil outcomes
- Deployment of the academy improvement team
- Monitoring the impact of Progress Boards in securing rapid improvements for academies that cause concern
- Keeping external bodies informed of the progress being made within The Trust (DfE, Regional School Commissioners, HMI and Ofsted)

ATT [REDACTED]

There is a [REDACTED] and two [REDACTED] at ATT. Together, they are responsible for the following aspects of academy improvement:

- Overall pupil performance in the primary sector
- Overall performance in the secondary sector
- Safeguarding; closing the gap between disadvantaged and non-disadvantaged, SEND and non-SEND across The Trust

ATT [REDACTED]

Each of ATT academies has a [REDACTED]. They are the single point of contact for the academy and they provide:

- Validation of the academy's judgements on outcomes, teaching, learning and assessment, personal develop, behaviour and well-being, leadership and management through the Overall Evaluation and Effectiveness (OEE) document. The OEE document will become an interactive SEF to support the journey to Outstanding.
- Notes of Visit that summaries the work of the [REDACTED] after each visit and provide short term priorities and actions to support Outstanding. Notes of Visit are uploaded on to ATT Management Information System (TIM), shared with the Local Governing Body (LGB) and Senior Improvement Directors
- Assistance in the analysis of performance data through the Trajectory of Improvement document

D2 – measuring pupil performance effectively and setting challenging targets

- Advice on target setting
- Monitoring of progress to targets and the effectiveness of interventions
- Involvement in the Principal's Performance Review
- Support in the drawing up of the SEF/AIP
- Assistance with Ofsted preparation
- Advice on setting up, implementing and monitoring programmes needed to address improvement issues, including the identification of appropriate external support
- General advice, support and challenge
- Acting as a member of the Local Governing Body
-

ATT [REDACTED] evaluate each academy's performance against the Ofsted criteria for 'Outstanding', outlining the steps needed to secure rapid improvements. This will act as an interactive working self-evaluation form (SEF).

ATT [REDACTED] will monitor progress to targets ensuring interventions are robustly in place if pupils are not on track to meet these targets.

If the academy undergoes a review or an external inspection, the Improvement Directors will use the findings to update the document and the rapid AIP in order to secure necessary progress.

These working documents will show your academy's improvement journey over time from academy opening and will be made available to the [REDACTED].

At the end of each academic year, each academy will agree an overall effectiveness judgement using Ofsted criteria with their [REDACTED]. This will feed into the ATT category of the academy.

Academy Principals and ATT [REDACTED] then complete an Academy Improvement Plan (AIP) which focuses on the key milestones to becoming rapidly outstanding within three years.

The agreed plan will clearly indicate the priorities for the year, each half term and what needs to be done on a weekly basis in order to become outstanding.

Data for Improvement

ATT data analyses for each academy take place annually after the publication of external results and internally after each half-termly data drop. This gives an overview of how each academy is performing against national performance indicators across

D2 – measuring pupil performance effectively and setting challenging targets

year groups and helps determine the trends and patterns of success and underachievement.

In some cases, this may trigger a bespoke review by ATT in order to identify key barriers to outstanding outcomes.

Targets for the following year will be considered centrally and used when setting targets.

Progress to predictions will be regularly quality assured through the data drops that take place throughout the year. The Principal's performance management will be used to support this process.

ATT have a management information system to support their academies. This automated data management system securely extracts data academy's management information system (MIS), providing insight into current progress and achievement across ATT.

Through the collation of data from across ATT academies, future intervention and CPD requirements are identified then addressed and successes recognised.

In addition to data analysis, TIM aids communication through the sharing of the ATT calendar and the recording of academy meetings and outcomes with members of the central team.

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

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

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

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

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

Leadership at The Chance Academy

The staff organogram below shows the leadership structure of staff at The Chance Academy when at full capacity.

In the first year of operation (September 2017) there will be 180 pupils. At this point the leadership team at the school will consist of the Principal.

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

ATT will gradually increase senior leadership capacity as the school grows, to balance the increasing demands on the team with financial efficiency reaching a 'steady state' position from 2020. BY 2019 there will be one Deputy Principal and one Assistant Principal in place.

Senior Leadership team composition during transition to full capacity:

	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
PUPIL NUMBERS	180	360	540	720	900	900	900
Executive Principal	1	1	1	1	1	1	1
Deputy Principal		0.3	1	1	1	1	1
Deputy Principal			1	1	1	1	1
SENCo		1	1	1	1	1	1

Heads of Strands/Departments in year 1 will include Head of STEAM, Head of Creative and Head of Core. Heads of Global Learning and Community Health Strands will start at the school in Year 2.

A Head Key Stage 3 will start the school in year 3 and a Head of Key Stage 4 in year 4.

	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
PUPIL NUMBERS	180	360	540	720	900	900	900
Head of Core	1	1	1	1	1	1	1
Head of STEAM	1	1	1	1	1	1	1
Head of CREATIVE	1	1	1	1	1	1	1
Head of Global Learning		1	1	1	1	1	1
Head of Community Health		1	1	1	1	1	1
Head of Key Stage 3			1	1	1	1	1
Head of Key Stage 4				1	1	1	1

In year 1 (2017) overall pedagogical and pastoral direction and leadership will be provided by the Principal, SENCo and Heads of Strands/Departments. Together they will take responsibility for Organisation and Curriculum in Key Stage 3.

ATT plan to recruit qualified, flexible, ambitious teachers who have a good understanding of working with pupils with CLDD and who show the potential for rapidly taking on additional responsibilities.

During the transition to full capacity ATT and the school will fill any skill or capacity

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

gaps in the middle leadership by buying in consultancy expertise, either from the local authority or from high quality external providers.

	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
PUPIL NUMBERS	180	360	540	720	900	900	900
Class Teachers (Total)	10	19	28	39	47	47	47
Learning Support Assistant	2	4	5	7	9	9	9

As The Chance Academy moves towards full capacity ATT will gradually increase the number of classroom teachers, ensuring effective curriculum coverage whilst achieving a cost-effective pupil teacher ratio. ATT plan to recruit qualified, flexible, ambitious teachers who show the potential for rapidly taking on additional responsibilities.

Sports Coaches and Music Instructor also increase as the academy reaches full capacity. Both roles add support to the main curriculum and also to the Enrichment activities.

	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
PUPIL NUMBERS	180	360	540	720	900	900	900
Sports Coach	0.5	1	1.5	2	2	2	2
Music Instructor	0.5	1	1.5	2	2	2	2

High quality curriculum support staff are vital to the success of any school and ATT apply similar high expectations in the recruitment of leading, managing, motivating, supporting and challenging support staff as with teaching staff.

High quality administrative and technical support staff are vital to the success of the school and high expectations will be set at the recruitment with emphasis upon applicant's leadership, management, motivational, supportive skills and they will be challenged to perform to high standards as with all other staff.

	2017	2018	2019	2020	2021	2022	2023

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

	Sept	Sept	Sept	Sept	Sept	Sept	Sept
PUPIL NUMBERS	180	360	540	720	900	900	900
SBM	1	1	1	1	1	1	1
PA to Principal	1	1	1	1	1	1	1
Office Manager		0.5	1	1	1	1	1
Finance Assistant	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Data Manager		0.5	0.5	1	1	1	1
ICT Manager	0.5	1	1	1	1	1	1
ICT Technician			1	1	1	1	1
Admin Assistant				1	1	1	1
Admin Assistant	1	1	1	1	1	1	1
Admin Assistant		0.5	0.5	0.5	1.0	1.0	1.0
Reception/Admin		0.5	0.5	0.5	0.5	0.5	0.5
Admissions & Mkt		0.5	0.5	1.0	1.0	1.0	1.0
Faculty Admin					0.5	0.5	0.5
Faculty Admin					0.5	0.5	0.5

Recruitment and Retention

Members of the governing body with significant educational expertise will play a direct role in recruitment, selection, interviewing and performance management of Senior Leadership in order to ensure that the school secures the highest possible calibre of candidates from the outset.

The school aims to attract individuals who are highly ambitious, strategic thinkers, with excellent people management and collaborative working abilities and a demonstrable commitment to the ethos of the school. This applies at all levels of responsibility as the intention is to develop a management structure that encourages innovation within a clear developmental and pedagogical framework.

The Chance Academy will offer a range of specialised support and provision for its pupils. All staff will undergo extensive induction and comprehensive professional development to enable them to effectively support the complex needs of the children and young people in their care.

ATT recognise that staff are their most valuable resource and ensure that they recruit and retain the very best people. ATT recruitment procedures are robust, staff are routinely enhanced DBS checked and stringent child protection training, measures and monitoring takes place.

ATT and leaders at the new school will also place emphasis upon continuous professional development of staff and the stress the importance of learning from other ATT academies and research nationally and internationally.

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

The Chance Academy will work effectively with local schools, professionals and the community in learning from and sharing their expertise in developing high quality and inclusive opportunities for all pupils.

The Chance Academy Governance

There will be a Local Governing Body (LGB) with over-arching management responsibility for The Chance Academy.

A [REDACTED] has been secured for The Chance Academy, namely [REDACTED]. [REDACTED] is a successful local [REDACTED] and experienced [REDACTED].

Also on The Chance Academy Governing Body will be [REDACTED], [REDACTED] [REDACTED] with responsibility for [REDACTED] and [REDACTED] a [REDACTED] [REDACTED] with responsibility for [REDACTED].

The Chance Academy LGB will be added to by staff and parent governors as the school approaches opening.

ATT recognise that overall good governance leads to good and outstanding outcomes which are recognised by key stakeholders. The ATT Board is ultimately responsible to the Department for Education (DfE) and ensures that the ATT academies act in accordance with a range of regulations and relevant legislation.

In order to fulfil their responsibility, the ATT Board has established a central Audit Committee. The ATT Board has also established a Local Governing Body (LGB) in each of their academies who have delegated authority from the Board to support ATT in fulfilling their obligations.

At ATT academies responsibilities are divided between the ATT Board, the LGB and Principal in the following manner. ATT delegate the running of the academy to the Governors subject to the limitations set out in the LGB Terms of Reference and guidance issued from time-to-time by ATT.

Examples of responsibilities are set out below. These examples are not exhaustive and are set out for ATT Governors in greater detail in the ATT Governor Handbook and induction training and continuous training programmes.

- ATT - Accountable for the academy's performance Setting ATT wide policies and procedures. Setting targets Reviewing exam results.
- LGB - Responsible for monitoring and reviewing the academy's performance. Setting academy specific policies and procedures (where an ATT policy or procedure is not present). Monitoring progress against the targets. Setting any targets required in addition to ATT targets Reviewing exam results.

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

- Principal -Responsible for managing the academy and its performance
Implementing policies and procedures. Taking action to achieve the targets.

ATT believe that it is essential that all Governors not only fulfil the role of monitoring, managing, challenging and supporting the academy but that they are also undertake training for their continuing professional development and as a LGB review their effectiveness.

ATT provide online training on key topics and bespoke training as needed. To respond to changing legislation and guidance on best practice ATT strive to continually improve the Governance Service they provide to our academies in light of national changes and feedback from Governors.

Governance is an integral part of the leadership and management of ATT academies. Both centrally and locally, governance needs to be effective in ensuring year-on-year improvement in standards, as well as holding academies to account.

ATT work together with their academies to ensure each LGB understands their role; providing personalised support and guidance to help achieve outstanding governance in all their academies.

ATT Trust Continuing Professional Development

ATT maximise the expertise across their family of academies. This is done by ensuring all of their academies have their own comprehensive and varied programme of professional development activities in place, with training closely aligned to need.

The Trust:

- Provide tailored training programmes within their academies led by their team of experts
- Hold a register of approved consultants specialising in all subjects and specific areas of education, who can be engaged by academies to meet specific training needs
- Publicise best practice to all academies and the creation of helpful case studies
- Arrange a programme of joint meetings and / or workshops for specific staff from all of the academies, where good practice can be discussed and shared, enabling professional relationships and joint activities to develop between staff from the different academies
- Use new technologies to enable their staff to communicate online and through ICT based communications systems and learning platforms
- Provide updates through their termly Educational Update newsletters
- Encourage their academies to become teaching academies

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

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

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

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

Sandwell has a growing, young and increasingly diverse population. The numbers of 0-19 year olds have increased from 75,800 in 2005 to 82,734 (an increase of 9.14%). A further 10.8% increase is projected by 2021. The young population in Sandwell is the most diverse in the region with almost half (40.4%) of its population from the BME groups. Ten years ago (2001 Census) the BME groups represented around 30% of the population.

The religions that the population of Sandwell follow has also changed. Numbers of Sikhs and Muslims have increased, and those having no religion has also increased by 8%, whilst Christianity has reduced by 13%.

For the younger population (0-15 year olds) the shift in religion is even larger. In 2001, the Muslim and Sikh population combined represented 8% of the 0-15 year olds. By 2011, the proportion of Muslims alone increased to 14.5%. Sandwell LA has an increasingly young and diverse population in relation to cultures and religions, and the rate of change of this population does not appear to be slowing down.

Rates of deprivation and children in poverty are higher than the England average. Deprivation is higher than average and 29.9% (over 19,000) children live in poverty. Teenage pregnancy, children admitted to hospital for alcohol related health problems, and children smoking are all higher than the England average. Children are significantly less physically active than England. The health of the people of Sandwell is generally worse than the England average. Life expectancy for both men and women is lower than the UK average.

Sandwell has higher than national averages for Free School Meals (approximately 14% higher), English as an additional language (approximately 5%) and pupils with a Statement/EHCP (nearly three times national average). Attainment for Sandwell pupils is below the national average for percentage of 5 A*-C GCSEs, EBacc and Best 8 Value Added.

ATT have excellent knowledge of the Sandwell area, its population, demographics, employment, health, religions, cultures, business and communities. With one successful academy already in the local community and the ATT Central Offices in the neighbouring LA Birmingham ATT continue to keep abreast of current trends, politics and issues.

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

ATT's academy in Sandwell, Bristnall Hall Academy, attracts pupils from different backgrounds and different communities, and is successful at making them all feel welcome and play a full and active role in the academy. Pupils from different communities, faiths and backgrounds work together, learn about each other's customs, beliefs and ideas and respect each other's views.

The Chance Academy will not have a religious ethos, character or a distinctive religious educational philosophy. The Chance Academy will be welcoming to pupils of all faiths/world views and none. Pupils at The Chance Academy will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

The Chance Academy curriculum will be broad and balanced and prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education.

The Chance Academy will meet the requirements for collective worship, establish a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom, all ways of ensuring pupils' SMSC development.

The Chance Academy ethos and teaching will support the rule of English civil and criminal law. Pupils at The Chance Academy will be supported in understanding that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

SMSC at The Chance Academy will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied

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

The Chance Academy will:

- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- Include SMSC in suitable parts of the curriculum material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries (as appropriate for pupils)
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

The Chance Academy will place great emphasis on character development – promoting values such as respect, care, tolerance, self-discipline and love for each other. We will promote an ethical lifestyle, enabling our learners to feel empowered to fulfill their responsibilities to themselves, their families, wider humanity and the environment around them.

The Chance Academy believe that by encouraging pupils to "give something back", they develop into more confident, rounded individuals with a strong sense of self-worth and a belief that they can make a difference to the world around them.

The Chance Academy will be structured to help the development of citizenship, social enterprise and community service and will be delivered using a 'project based learning' approach.

Older pupils will be expected to support the development of younger pupils in preparing them for a wider understanding and engagement in society. A planned programme of circle time activities, reciprocal teaching, reading buddies, assemblies, class council meetings and peer support activities will provide insight into social education and experiential community activities.

The Chance Academy will prepare all pupils to become high achieving, fully engaged citizens in multi-cultural 21st Century Britain. Pupils will develop a set of internally focused values - spiritual intelligence, a sense of accountability and responsibility for their own actions. At the same time, we will encourage them to develop externally

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

focused values - a commitment to charity and community service, generosity of spirit, tolerance, respect and fairness to others - calling others towards good through personal example.

The Chance Academy will provide space for our young people to develop and be proud of their faith or their individual values - to open their minds and to respect difference, not fear it.

PREVENT

The Chance Academy will adhere to the Prevent Duty and have appropriate policies on safeguarding and welfare. To fulfil the Prevent Duty The Chance Academy believe that it is essential that all staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. As such all staff at The Chance Academy will receive training on PREVENT from ATT, as will all governors if they have already not done so.

A record of who has attended the Prevent Training will be kept by Head of School of The Chance Academy, and by ATT. Training will be updated regularly and PREVENT monitored in the Academy by ATT and Senior Leaders.

Protecting children from the risk of radicalisation will be seen as part The Chance Academy wider safeguarding duties. Personal, Social, Health and Citizenship Education (PSHCE) will be used as an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage any difficult situations.

The Chance Academy will utilise resources produced by:

Prevent for Schools <http://www.preventforschools.org>

Educate Against Hate <http://educateagainsthate.com>

London Grid for Learning <http://www.lgfl.net/esafety> and Counter Extremism resources <http://counterextremism.lgfl.org.uk>

The Chance Academy will have systems in place should to ensure suitable filtering is in place for all its ICT. Internet safety integral is to The Chance Academy and will delivered during Computer Science in addition to in PSHCE.

The Chance Academy will continually respond to Government requirements, the local context and the needs of its pupils, their families and the local community. It will work proactively with the LA, other local schools and other ATT schools to ensure that pupils at the academy are respectful, resilient and positive contributors to the local community.

Section E – evidence of need

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

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

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

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

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

As cited earlier, there is significant evidence of the need for more schools in Sandwell. At the 2011 census, the borough had population of 309,000 and an area of 86 square Kilometers/33 square miles. The LA is only twelve miles wide in any given direction.

Sandwell has a growing young population. The numbers of 0-19 year olds have increased from 75,800 in 2005 to 82,734 (an increase of 9.14%). A further 10.8% increase is projected by 2021.

Overall, since 2004, Sandwell has had a 25.4% increase in the number live births. In comparison to the West Midlands births in Sandwell have increased at twice the rate.

There is vast evidence of the need for secondary places across the whole of the Sandwell local authority, with an extra classes 16 predicted by 2019 and 29 extra classes predicted by 2024. These figures do take into account any surplus places in existing schools. [Note: This has since been updated by Sandwell SEN due to 'in year admissions'].

[Awaiting latest update from Sandwell LA who have agreed to send].

There are currently 16 secondary schools in Sandwell. Out of these 16 secondary schools Ofsted ratings 6 'Require Improvement' and 2 are 'Inadequate'. Local averages for these secondary schools are below national averages, with 44% achieving 5+A*-C GCSEs (or equivalent) including English and Maths GCSEs, and 13% achieving the English Baccalaureate, compared to 52.8% achieving 5+A*-C GCSEs (or equivalent) including English and Maths GCSEs nationally.

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

The Academy Transformation Trust (ATT) is therefore proposing this 6 form-entry Secondary Free School (11-16) in Sandwell with a planned opening date September 2017 to meet the local need and parental demand for high quality provision. With improvements across all of their secondary academies and a highly successful academy in the local authority ATT are confident they can deliver and maintain a successful secondary free school in Sandwell.

ATT is already achieving success within the Sandwell area with Bristnall Hall Academy being the most improved secondary in Sandwell, with results above the national average and a highly regarded Focused Provision unit for pupils with autism.

To meet the LA and parent demand this new Secondary Free School would adopt an LA wide admission policy, taking 30 pupils from each of the six towns. This type of admissions policy has already been adopted by Sandwell Academy and will help the local authority meet the demand for secondary places whilst helping to ensure that the proposed new Secondary Free School can open with all 6 forms of entry for Year 7 in September 2017.

Sandwell Local Authority are supportive of the ATT proposal for the proposed new 6FE Secondary School. ATT have met with Sandwell local authority on a regular basis to discuss the proposals.

Sandwell LA believes it has met the need for pupil places in its primary schools by expanding existing primary schools in the area. The need for secondary pupil places is however still to be addressed.

The LA predicted need² (98.4% historically accurate) for secondary schools in Sandwell LA is: Oldbury (5 FE), Smethwick (6 FE), West Bromwich (5 FE), Tipton (6 FE), Rowley Regis (2 FE) and Wednesbury (5 FE).

As can be seen from the table on the following page, 5 forms of entry are required in Sandwell by 2017/18. The demand continues to grow to 16 forms of entry required by 2019/20 and 29 forms of entry in total required by 2024/2025.

These additional forms of entry are in addition to the new Q3 Academy, the first new secondary school to open in ten years in Sandwell, which will be 8FE planned opening September 2016.

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

Year	Additional forms of entry required	Oldbury	Rowley Regis	Smethwick	Tipton	Wednesbury	West Bromwich
2016/17	3	0	0	1	2	0	0
2017/18	5	1	0	1	0	0	0
2018/19	6	0	0	0	0	1	0
2019/20	16	0	1	3	2	1	3
2020/21	17	0	0	0	0	1	0
2021/22	17	0	0	0	0	0	0
2022/23	22	2	0	0	1	1	1
2023/24	27	1	1	1	1	1	0
2024/25	29	1	0	0	0	0	1
2025/26	29	0	0	0	0	0	0
Total	29	5	2	6	6	5	5

The general demand for school places in the Sandwell area, and the number of schools requiring improvement or rated as inadequate by Ofsted means that few pupils get their first choice of secondary schools.

The Telegraph newspaper reported this in March 2015, stating, “Only 26.1 per cent got their first choice”. This demand is only set to increase rapidly as Sandwell need to increase their secondary places by 16 classes by 2019.

“We know that there is an acute shortage of places in many parts of the country, but this survey confirms that there is also a considerable shortage of good school places full stop. With more than 130,000 families in the West Midlands not able to send their child to their school of first choice”. N [REDACTED]*

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

E2 – successful engagement with parents and the local community

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

- use the space provided below;

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

E2 – successful engagement with parents and the local community

ATT have worked extensively with local leadership and governors and staff at their Sandwell Bristnall Hall Academy and local schools, parents and carers to inform the vision and education plan for the new Secondary Free School (11-16).

The LA are extremely supportive of ATT proposing free schools in Sandwell and ATT have met regularly with [REDACTED], [REDACTED], [REDACTED], [REDACTED] and the [REDACTED] [REDACTED] to develop this proposal.

Attached are letters of support from the [REDACTED] [REDACTED], the [REDACTED] [REDACTED] and the [REDACTED] [REDACTED]. [Coming in February]

All Sandwell primary schools have been communicated with regarding the proposed secondary free school, and if this application is successful, and when a site is secured, ATT will offer open information events at primary schools upon request.

ATT have met with Sandwell local authority on a regular basis to discuss the proposed new 6FE Secondary Free School. These meetings have included meetings with [REDACTED], [REDACTED], [REDACTED] and [REDACTED] in addition to [REDACTED].

ATT have widely communicated and marketed the proposed new Secondary Free School in the local area. They have a dedicated section of their website <http://www.academytransformationtrust.co.uk> that provides details of the proposed school, a copy of a prospectus outlining the school and a section of FAQ that has been kept up to date.

They have designed posters advertising 12 open afternoons/evenings, designed and printed advertising banners and advertised in the three main local press to help with the communications and marketing of the new school to the local community and prospective parents/carers.

These include the:

- Halesowen News (34,951 circulation)
- The Express and Star (112, 803 circulation, 259,049 readership)
- Sandwell Chronicle (44,901 circulation, 68,060 readership)

Advertisements and editorials in these papers have resulted in XX related stories.

E2 – successful engagement with parents and the local community

The proposed free school has also been marketed on the LA Intranet and on several Sandwell parent forums. There have been open events for the proposed Secondary Free School, and consultation will continue and deepen if this proposal is successful. ATT have maintained and will continue to maintain communication with all that attended the open events.

ATT have also utilised social media to communicate with stakeholders about the proposed new school, and they have developed a Twitter presence and Facebook Page. The ATT Free School Facebook page has had over 4000 'Likes' since its creation in October 2015.

Flyers have also been given by hand to all local primary schools, doctors, and dentists across Sandwell. Posters have been displayed in shops, cafes and libraries, and in 6 Sandwell town centres.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

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

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

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

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
ATT Free Schools Core Team – Part of Project Group.					
[Redacted]	[Redacted]	Y	[Redacted]	[Redacted]	12
[Redacted]	[Redacted]	Y	[Redacted]	[Redacted]	6

[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	Y	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	6
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ATT Free Schools Extended Team – Part of Project Group.

[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	Y	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	8
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[REDACTED]	[REDACTED]	Y	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	4
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				[REDACTED]	
[REDACTED]	[REDACTED]	Y	[REDACTED]	[REDACTED]	6
[REDACTED]	[REDACTED]	Y	[REDACTED]	[REDACTED]	12
[REDACTED]	[REDACTED]	Y	[REDACTED]	[REDACTED]	8
Academy Transformation Trust (ATT) Board - Trustees					
[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]
New Sandwell Secondary Free School Local Governing Body					
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	

[REDACTED]				[REDACTED]	
Name tbc	West Midlands		Finance and Pupil Premium	Name tbc	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Name tbc	
[REDACTED]		[REDACTED]			
Name tbc	West Midlands		Safeguarding	Name tbc	
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	

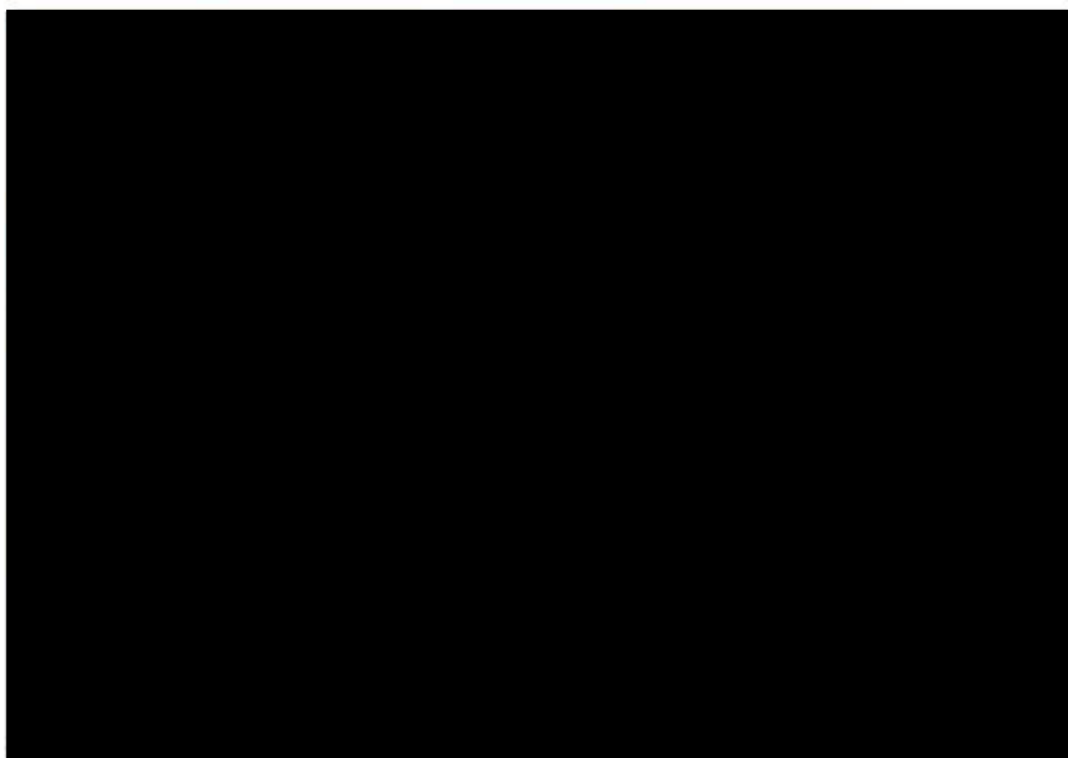
[Add lines as appropriate]

F1 (a) Skills and experience of your team

ATT Capacity to Deliver

Free Schools Project Team

The ATT Free School Project Team, named above in the table, has been planned to successfully deliver the two proposed free schools in Sandwell. The structure of this project team can be seen in the diagram below.



The core and extended team of ATT staff will meet regularly to plan, review and deliver the two free school projects.

If successful with these free school applications ATT intend to appoint a project manager with experience of education and design and build, preferably one with free school experience.

ATT have and are continuing through current appointments to increase their capacity in their HR, Estates, marketing and school improvement teams over the past year and have sufficient capacity to successfully deliver these free school projects on time, to budget to deliver high quality provision for pupils in Sandwell.

Expertise will be brought in as required by ATT.

F1 (a) Skills and experience of your team

The Chance Academy – Sandwell

Recruitment

ATT have strong networks within the Sandwell and Midlands. Several of the ATT Board of trustees are from the Midlands and Bristnall Hall Academy in Sandwell has a strong Governing Body of 10 Governors including a local Sandwell Councillor, leaders of local business, parent groups and charities. Bristnall Hall Governors have been included in discussions on the proposed ATT Secondary Free School in the Sandwell area and asked to consider (only) people who they think would make excellent Governors for the new school.

ATT also have a strong relationship with Sandwell Local Authority and Parents Groups within the local authority. ATT will utilise these networks to recruit governors that are needed to ensure the Free Schools LGB has no skills gaps prior to planned opening date of September 2017.

Training of Governors

All new ATT Local Governors are asked to take part in an induction session, providing them with the information regarding what it means to be an ATT Governor and the features of an effective LGB. The training also focuses on Governor roles and responsibilities and how they can successfully support, monitor and evaluate the effectiveness of the academy.

All ATT Governors undertake training for their continuing professional development and as a LGB review their effectiveness. All Governors are required to undertake Child Protection Level 1 training, which has to be renewed every three years and in addition to this, the Chair and at least one other Governor is required to undertake Safer Recruitment Training.

ATT provide online training on key topics and bespoke training as needed. To respond to changing legislation and guidance on best practice ATT continually improve the Governance Service they provide to their academies in light of national changes and feedback from Governors. In regards to other training opportunities, each ATT Governor is required to complete a skills audit. From this information and following consultation with the [REDACTED], a bespoke training package is drawn up by ATT Governance Department.

“Governors undertake regular training to develop their understanding of data on pupils’ performance. This helps them identify strengths and weaknesses which then form the basis of development planning, carefully funded by the academy’s budget”.

ATT Jubilee Academy - March 2015

“The governing body has led the academy well since it opened. Training has ensured that governors have a good understanding of its strengths and areas for improvement”.

ATT Admiral Academy – May 2014

F1 (a) Skills and experience of your team

Recruitment of Principal

ATT have a strong track record of attracting, developing and retaining Principals of a high quality. [Note: *Statistic coming from Director of HR at ATT*].

ATT are also currently reviewing their senior leadership capacity in their current Secondary Academies to identify if any Vice Principals would be suitable for the role.

ATT will prepare adverts and produce a Principal Application Pack providing information on the Trust, job description and job specification for the post of Principal at the new Secondary Free School.

The Trust will engage TES Prime in head hunting and advertising. The Trust has had and continues to have great success with TES advertising of posts
<https://www.tes.com/jobs/employer/academy-transformation-trust-1065994/>

The Trust will also advertise on its own website
<http://www.academytransformationtrust.co.uk/working-for-us> and in local press.

Timeline for recruitment:

- Advertisements: June 2016 (earlier if possible – if hear successful earlier)
- Closing date: July 2016
- Interviews: July/August 2016
- Start Date: January 2017

This timeline is tight but ATT have processes in place for recruitment and selection of Principals as detailed below. ATT also have a good reputation in the local area for being attractive for principals to work with, they have strong networks and are having discussions with potential applicants.

Selection and Assessment of Principal

Selection and assessment will commence at shortlisting. Those candidates meeting the criteria for the role will be invited to interview. If the response is large, it may be that a long-listing process will also be used. A shortlisting grid will be used to ensure that fair and objective decisions are made.

References will be requested in advance of interview, in accordance with safer recruitment guidance. Candidates will be required to provide 2 professional references.

Candidates will be invited to one of the Trust's existing academies in order to participate in a number of assessed activities in an operational school setting. This will take into account different key stages. There will be a Group Discussion, Data Exercise, In-tray Exercise, Pupil Voice activity and the candidate observing teaching

F1 (a) Skills and experience of your team

and providing developmental feedback to a teacher.

Following the Academy day, candidates will be invited to participate in small panel interviews with Trustees and relevant professional leads.

The candidates taken through to the final stage of the process will be asked to present to full interview panel with regard to their vision for the growth and success of the school and to attend a full panel interview.

All questions will be prepared in advance and panel members will take interview notes and score their questions. An interview assessment score grid will be used throughout to ensure that there is clarity regarding the strength of the candidates and that the process is handled openly and fairly and in accordance with equality of opportunity.

Feedback will be offered by relevant professionals to unsuccessful candidates.

Appointment

The successful candidate will be offered the post, subject to pre-employment checks. This includes enhanced DBS check, confirmation of right to work in UK, verification of qualifications, medical placement questionnaire. The Letter of appointment and statement of particulars will be prepared by the Trust's HR team.

Before commencement, the [REDACTED] will keep in close touch with the Principal Designate with regard to progress with the development of the new Sandwell Secondary Free School. If feasible, the Principal Designate will be invited to relevant project meetings.

On commencement of employment they will attend comprehensive 2-day induction to the Trust. This will also be delivered during the first week of employment. There will be opportunities to visit and spend time in our other Academies as part of the on-going programme of induction.

Induction

There will be induction meetings with the [REDACTED] and [REDACTED] in order to ensure a good understanding of the Trust's approach to people and financial management. The successful candidate will be supported on an on-going basis through the Trust Principal's Network meetings and Professional Development days.

The Academies Chief Executive Officer will undertake regular 1-1 meetings with the Principal Designate to review progress and performance during the probationary period.

The new ATT Principals are assigned a mentor in their first year. The purpose of a mentor is to:

- Help familiarise the new principal with The Trust's systems and processes
- Provide a confidential sounding board and support the principal in their new role
- Help the principal manage pressure and a healthy work life balance
- Help meet needs identified by the principal and encourage and support effective

F1 (a) Skills and experience of your team

ATT 'principalship'

- Encourage ownership of decisions that benefit the academy as a whole
- The role of each Academy Transformation Trust Mentor is to forge a positive relationship with the new principal allowing them to flourish in their new role, offer advice and guidance following The Trust's policies at all times, coach on key areas for development, offer informed guidance to ensure the new principal has ownership over the decision making at all times and promote networking between academies.

ATT recognises the importance of high quality leadership and teaching and as such will aim to attract the best. The appointed Principal of the Chance Academy will be supported by a strong Local Governing Body and leadership across the Trust.

Role of Principal

Principal, Secondary Free School, Sandwell

The Principal job description should be read in conjunction with the National Conditions for Employment for Headteachers.

The Principal will be responsible for the internal organisation, management and control of the academy in accordance with the current School Teachers Pay and Conditions Document, the policies of the Local Governing Body (including its annual budget), applicable legislation and ATT policies.

The Principal, working with the Local Governing Body, will develop a strategic view of the academy in its community and analyse and plan for its future needs and developments.

The ATT Principal will:

- Always seek higher standards for pupils
- Support the ATT principles, follow all ATT corporate policies and protocols and adheres to ATT messages and strategies
- Respond positively to ATT requests and requirements, including supporting other academies when needed and work collaboratively within the ATT network, offering content and responding positively
- Stay within a balanced budget at all times
- Supports the development of the corporate network as well as their individual academy

F1 (a) Skills and experience of your team

Key responsibilities are to:

- Embrace ATT vision
- Establish a culture that promotes excellence, equality, high expectations and aspirations of all pupils in ATT care
- Establish a culture and systems which ensure that safeguarding and child protection are of the highest priority
- Work alongside the Local Governing Body and Trustees in developing and evolving all academy policies and procedures
- Ensure that pupils are offered world class 21st Century learning opportunities
- Continue to develop effective relationships with local schools, further and higher education establishments
- Promote and maintain links with business, the community, families and the local environment
- Be responsible for the overall management of all academy resourcing
- Support the development of the ATT family of academies

In order to achieve the high standards set by ATT, the appointed Principal will need to:

- Establish a culture of high expectations and aspiration so that all pupils are able to achieve their potential and the academy secures high attainment for all
- Continue to transform the quality of teaching and learning so that all pupils consistently make progress which is better than pupils nationally
- Ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high quality education, whatever their circumstances and ability
- Take a leading role in the development of new and emerging technologies to enrich and extend the learning experiences of all pupils
- Maintain and enhance best practice as an academy which works with and for its community

Further detail on Specific Responsibilities and Principal Specification for the new Secondary Free School is attached in Appendix Section F4 Principal Specification

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project Manager	Pre-opening	Through established networks with contractors and project managers involved in school builds. Advertising in local and national press.
Governors	Governing Body	In discussions with business and local community leaders re being potential governors. Contacting academyambassadors@newschoolsnetwork.org regarding recruit additional governors if required.
ATT will commission and recommend the strategic deployment of external companies and consultants in order to meet academy, and Trust's needs. ATT will ensure consultants provide value for money for the Trust and their academies. The nature and cost of their work will be written into a Schedule of Work to ensure a strategic approach to securing improvements. Consultants appointed by ATT will be expected to champion The Trust and ensure support is commensurate with rapid improvements in outcomes. Reports will be written using The Trust format and their work monitored by ATT Link and Senior Improvement Directors.		

[Add more lines as appropriate]

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

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

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

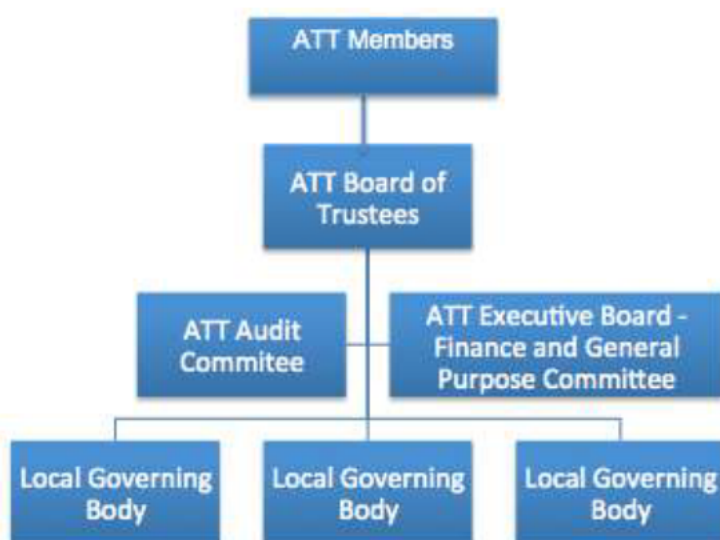
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

ATT Board and Governance Structure

ATT recognise that overall good governance leads to good and outstanding outcomes which are recognised by key stakeholders. These include Ofsted and the Department for Education regarding standards and the quality of education provision and the Education Funding Agency in terms of effective financial management and the maintenance of a secure and stimulating learning environment. Importantly this needs to be complemented by the confidence and pride that comes from the belief and support of parents and the wider community who seek educational excellence for their pupils.

The ATT Board is ultimately responsible to the Department for Education (DfE) and ensures at all times that their academies act in accordance with a range of regulations and relevant legislation.

In order to fulfil their responsibility, the ATT Board has established a central Audit Committee and ATT Finance and General Purpose Committee. The ATT Board has also established a Local Governing Body (LGB) in each of their academies who have delegated authority from the ATT Board to support ATT in fulfilling their obligations.



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

“Governance is outstanding and provides the academy with very effective levels of support and challenge. This has had a positive impact on the recent rapid improvement. The governing body holds the academy leaders to account for achievement and the quality of teaching. They have a clear understanding of the data on pupils’ progress and the quality of teaching at the academy.

The Trust provides excellent support and challenge for the academy. Training is provided and opportunities to meet teachers or governors from other academies in the Trust are promoted well so that expertise and good practice can be shared”.

ATT Ravens Academy Thurrock, Ofsted July 2015 Good with Outstanding Leadership

“Members of the academy trust have provided the school with effective challenge and support for senior leaders, staff and the governing body. They make regular visits to check on the improvements made and validate the school’s judgements”.

ATT Star Academy Staffordshire, Ofsted January 2015 Good

ATT work together with their academies to ensure each Local Governing Body understands their role; providing personalised support and guidance to help achieve outstanding governance in all their academies.

Progress Board and Academy Improvement Board

Where there are concerns regarding the standards at an academy a Progress Board will be established. Membership of the Progress Board includes: the [REDACTED] [REDACTED]. The Progress Board:

- Determine key priorities
- Outline the actions from the Academy Improvement Plan
- Agree the schedule of work
- Meet every month to monitor progress
- Write reports and share with ATT Board

Where there are concerns regarding the finances at an academy a Financial Stability Board is established. Membership of the Financial Stability Board includes: the [REDACTED] [REDACTED] and [REDACTED].

An Academy Improvement Board replaces an Academy Local Governing Body, if needed. The Academy Improvement Board would meet monthly to discuss the academy’s progress and will carry out the statutory requirements of the LGB, as well as acting as a Progress Board.

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

Where there are concerns regarding the standards at an ATT academy a Progress Board is established. Membership of the Progress Board includes the [REDACTED]. Where there are concerns regarding the finances at an academy a Financial Stability Board is established.

ATT are quick to pick up on concerns due to their processes and procedures of monitoring (6 data drops per year) and through the quality of relationships between their Improvement Directors and the Academies.

ATT Academy Local Governing Body (LGB)

Each ATT Academy LGB has a key role to play in the drive to raise academy standards. LGBs are required to promote and maintain high standards of educational achievement for all pupils and they are accountable to ATT for the effective implementation of delegated responsibilities. This requirement is met through strategic planning, monitoring, managing, challenging and supporting.

All ATT LGBs range in size from 7 – 15 Governors, which would be the expected number for the proposed free school, The Chance Academy.

Member of ATT LGBs include the following:

Ex-officio positions	Elected positions	Trust Appointed positions
Principal Representative from ATT – Improvement Director	Parent 1 and Parent 2 Teaching and Support Staff	Representative from the local community

All ATT Governors are appointed for a term of four years. Additional community and Parent Governors may be appointed providing the LGB size does not exceed 15.

Each ATT LGB supports their Principal in developing strategic plans for their academy by ensuring that ATT shared values and ethos are embedded and that there is a focus on:

- Raising standards of achievement and establishing high expectations
- Promoting effective teaching and learning so that every pupil achieves their full potential
- Ensuring the academy maintains financial viability and obtains value for money
- Longer-term key strategies within the academy and the local community have been developed in conjunction with ATT e.g. maintenance of the buildings

LGBs monitor the strategic plans, implementation of policies and procedures and progress of their academy. This is achieved by gathering evidence from a range of

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

sources (e.g. staff reports, Governor's visits, data, questions, and external reports), reviewing the evidence against the strategic plans and evaluating the impact of actions taken.

Each LGB is responsible for keeping the academy risk register under review and seeing assurance that risk management is effective. To support the risk management process ATT ask that all academies assign a Link Governor for the following areas: Safeguarding (including e-safety), Special Educational Needs and Looked After Children and Pupil Premium.

ATT [REDACTED], as members of the LGB, are committed to providing the balance of support and challenge needed to ensure all pupils achieve their potential.

ATT delegate the running of the academy to the Governors subject to the limitations set out in the Local Governing Body Terms of Reference and guidance issued from time-to-time by ATT. Each Governor is provided with the ATT Governor Handbook which clearly sets out roles and responsibilities.

Each LGB Chair of Governors is appointed by The Trust and has a key role in delivering the ATT shared mission. Each Chair of Governors is expected to:

- Support their Principal in the development of strategic plans e.g. Academy Improvement Plan, building maintenance plans
- Meet regularly and work with their Principal and ATT to develop high level strategic plans
- Ensure that Governor skills are utilised effectively and that there is not a skills shortage within the LGB
- Ensure that the meeting and visit structure of the LGB is efficient and effective in enabling Governors to carry out their duties
- Leading the LGB in planning the workload in order to meet its responsibilities. Including setting the agenda for LGB meetings in conjunction with their Principal and Clerk and chairing LGB meetings
- Supporting the Principal in significant staff appointments
- Representing the LGB in reviews and Ofsted inspections
- Representing the academy at public events and parents' meetings, and acting as a contact point and spokesperson on behalf of the LGB
- Taking action where urgent action is needed and there is no time to call a meeting ("Urgent" is defined in the relevant legislation as delay being seriously detrimental to the interests of the academy or an individual connected with the academy)
- Developing a knowledge of the education system and legislation and attending briefings and training arranged by ATT (as appropriate), including participation in the Chair's

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

Forum, including annual meetings and discussion via email.

ATT work together with their academies to ensure each Local Governing Body understands their role; providing personalised support and guidance to help achieve outstanding governance in all their academies. Due Diligence on all potential Governors is completed prior to joining ATT LGBs.

“Governors have a good understanding of the academy’s strengths and weaknesses including in the quality of teaching and how pupils in this academy achieve compared to national averages. They hold leaders to account well and meet regularly with them to review the progress being made in various aspects of the academy’s work, including in raising the achievement of the most able and disadvantaged pupils”.

ATT Bristnall Hall Academy Sandwell, Ofsted November 2014 – RI/Leadership Good

The Chance Academy LGB

There will be a Local Governing Body (LGB) with over-arching management responsibility for The Chance Academy.

A [redacted] has been secured for The Chance Academy, namely [redacted]. [redacted] is a successful [redacted] and experienced [redacted].

Also on The Chance Academy Governing Body will be [redacted], [redacted] [redacted] with responsibility for [redacted], [redacted] a successful local [redacted] with responsibility for [redacted] and [redacted] [redacted] a [redacted] of [redacted] with responsibility for [redacted] [redacted]

The Chance Academy Local Governing Body will be added to by staff and parent governors as the school approaches opening.

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

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

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

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

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

NA

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

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

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

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

NA

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

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

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

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

NA

Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability

ATT Finance

Introduction of a Regional Model

ATT are currently planning to move to a regional model of support for its academies in terms of finance, HR, marketing and other back office functions. As this has not been rolled out yet for purposes of this application the current model for academies and finance has been completed.

As the new regional model is introduced The Chance Academy will, as all other expected ATT academies, get better value for money through economies of scale and shared services.

The Chance Academy

The Chance Academy will use high calibre staff and expertise to ensure that the planning and management of the financial aspects are of the highest standards.

The Trust will seek and provide professional financial advice and support to the Local Governing Body (LGB). This will ensure that all financial matters of the school are compliant with Company and Charities Law, as well as the any terms of the grants provided and Funding Agreements of the DfE. The framework for this compliance will be based on the Education Funding Agency's (EFA) Academies Financial Handbook.

Although the LGB will have the overall responsibility for all matters, a specific Finance and Resources Committee of the governing body will be set up to ensure that appropriate Schemes of Delegation, Roles and Responsibilities as well as financial ordering (including prescribed tendering processes) and accounting procedures are in place and monitored, including cash flow. In particular the LGB will have a designated governor as

G1 – budget planning and affordability

the “Responsible Officer” with clear responsibilities for closely monitoring the financial aspects of the academy. The academy will be subject to an annual audit.

On a day to day operational basis, the financial management will be the clear responsibility of the academy through the [REDACTED] and the [REDACTED]

The Budget for The Chance Academy, as set out in the required Financial Plans, has been drawn up with the Education Vision and its application at its core. The process has been an iterative one, whereby those responsible for financial plans and the delivery of the vision have constantly reviewed the budget process to both adjust resources to need and to some extent, desired spend to available resources.

As the exact detail of some aspects of the new academy are not required at this stage of the application process, for example premises, then estimates have been used. These have been based on detailed knowledge of Education Finance and the government’s Consistent Financial Reporting (CFR) benchmarking data (updated for 2015 prices).

The latter, however, only applies to maintained schools and not academies, which this proposed free school will be. As a consequence, individual schools and academies have been contacted, along with reviewing the academies benchmarking website, or their company accounts examined to glean financial information that would be relevant to the new academy.

This was especially needed, as there is still some element of “interpretation” by academies as to how they code/classify their expenditure, such as catering or perhaps photocopying, which may cover both curricular and administrative functions. For example, academies often buy in services commercially, compared to maintained schools using those of the Local Authority. Here the experiences of other Free Academies have assisted, although account has been taken of the fact that the academy is located in Sandwell.

It should be noted that the CFR benchmarking detail does include a range of academy sizes and does tend to express income and spend as per pupil, and although this is often directly relevant, spend on premises has different variables such as age and condition, energy costs and particularly grounds maintenance which is very site specific.

There has been sufficient funding allocated to teaching staff and curriculum support staff to ensure that the curriculum model for the academy can be delivered. There is flexibility to allow for any change in emphasis, or perhaps a smaller group size to support those with learning difficulties and/or are ore able.

The budget for curriculum materials also includes minor equipment and in some subject areas an initial outlay may be higher than the per pupil profile suggested by the benchmarking, such as science where specialist equipment, such as microscopes, will be needed. In broad terms this may be offset by other subject areas such as Literacy which

G1 – budget planning and affordability

are more “paper material” driven.

With regard to ICT equipment, this again will need to be re-profiled over time as the needs for each year group are firmed up. Another area is music, where an initial outlay for musical instruments is needed and the academy’s stocks are built up over time, however it is anticipated that this can be, to some extent, offset by reduced premises repair costs as these should be lower in a newly refurbished/adapted building.

In both the 100% and 70% models The Chance Academy is affordable and financially viable.

Teachers’ national grades and pay rates have been used in line with the Teachers Pay and Conditions Document 2015. The academy will aim to recruit high quality teaching staff and therefore the average teachers’ spine point for those without management responsibilities (TLRs) has been set quite high, i.e. M5, one from the top. It is anticipated that overtime NQTs and those on lower pay points will be recruited. However, allowance has been made for costs of spine progression for all categories of staff although some will be on spot salaries. Indeed whether to recruit at Leadership or Mainscale will be reviewed at time of recruitment.

For support staff, the relevant NJC Local Government Salary Scales have been applied, sourcing local academy adverts and talking to academies to judge the grade levels that would be relevant. Again, allowance has also been made in the financial plans for spine progression where that is applicable. For all categories of staff a 1% pay rise has been allowed for.

The Chance Academy will be a participating employer in both the Teachers Pensions Scheme for teachers and as an “admitted body” in the Local Government Pension Scheme (LGPS) for support staff. Current LGPS employer’s contribution rate, as published for West Midlands has been used.

Underpinning the financial projections for this academy is value for money, in particular by having a non-hierarchical management structure with an emphasis on quality of teaching and the progression of home grown talent.

The catering budget is built around the academy’s budget meeting the costs of those eligible for free academy meals, all others being paid for. Catering is assumed to be delivered by contract although it is likely to be brought in-house as the academy grows.

At this stage, although neither the additional income, nor additional expenditure, associated with children who have EHCPs or high level Statements of Special Educational Needs has been budgeted for as this is very specific to the needs of the individual children.

In the set up period, not only will teaching staff be covering a wider range of expertise but senior management will be in the classroom providing cover and monitoring of learning and teaching at first hand. Support staff will be recruited initially to generic job

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descriptions covering all areas required, from photocopying to data processing. Over time, as the roll builds, they will revert to a more specialist role in the academy but with still the expectation of “covering” when needed.

The academy budget is built around having an in-year contingency at stable state of around 1.5% to deal with “unforeseen” circumstances. This is especially needed at this stage because of the lack of accurate and specific costings for premises costs, especially energy.

An allowance has been made for a replacement programme, both for ICT and furniture and equipment, after the early years of “wear and tear”. Also a small surplus is budgeted for each year so that there are further funds to refine the budget over time. The in-year-contingency will be kept under review on a monthly basis and if it is not required to be used then it may be released to meet other needs prioritised in the Academy Development Plan for that year or bring forward plans from a future year or held if a future need has been identified.

The budget is not dependent on significant third party income so minimising the impact by external factors, other than roll. The income sources, other than through DfE grants, is a small surplus for lettings related to the use of the premises, once the actual site is developed and its “potential” evaluated. There is the income from academy meals paid for by parents (which is netted off) and other activities such as Breakfast Club, After Academy Club and perhaps a Summer Academy programme that will be self financing.

It is, however, expected that further income will be identified in the run up to the opening of the academy that will enhance provision, for example parental contributions from those that can afford them will be expected for extra curriculum trips and visits, with perhaps a separate fund, and perhaps supported by the Pupil Premium, for those that are eligible for free academy meals.

The ATT, as a MAT, will be making available a number of services to the academy. This will be part of the 3.3% of GAG that will be levied. The services, include legal, HR, finance, ICT, academy improvement, estates management, governance etc. Note the academy will be part of the Value for Money Process and some charges for specific services will be reviewed year on year as the academy itself may be providing services to other academies in the Trust.

Devolved Formula Capital (DFC) has been disregarded in constructing these revenue accounts, as that it is meant for capital expenditure and also is relatively small and is dependent on roll numbers. It may, however, subject to the conditions of the DFC funding, be possible to review building maintenance requirements when the academy is at a stable state.

The need for the Start-Up Grant has been carefully considered and is required to ensure appropriate staffing with the relevant expertise to develop the curriculum in the formative years of the free academy. Also it is required as the grant includes the funding for minor

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equipment as well as materials that will be needed to be purchased as the academy moves to the stable state. However, in the formative years of the academy, the expectation is that management will also have classroom or SEND supporting roles, as evidenced by the timetable.

Support staff will also be engaged in a number of different roles as the need arises and whilst the roll of the academy builds, then a variety of staff, both teaching and support, are needed early on to develop provision.

The funding models clearly demonstrate that as the roll increases the funding being attracted is sufficient to meet the needs for delivering the education vision. By full stable state the Post Opening Grant is no longer required.

There are no deficits projected, and at the end of each year, there is a small surplus.

No borrowing is required and the budget has been built up with minimal third party income. This is likely over time to actually increase as the academy becomes established in the community and indeed beyond.

The accumulative surplus will be assessed each year to bring it in line with any identified requirements.

Financial resilience to reductions in income

A financial template was completed to test out the financial model for a academy with a 30% reduced intake and modelling the strategies that could be used so being able to still deliver the education vision. In fact this reduction is changing a 6FE to one that is 4FE.

This is marginally less than an exact 70% by about 6 pupils per year group – should these materialise then the extra income would far outweigh the costs because it would mean adding one pupil to each class in each year group. As a consequence the main impact on the reduced budget to the academy is that the reduction in pupil numbers can be addressed by reducing the number of groups/classes.

Although, not taken account of financially, it is likely that in-year admissions will assist to replace some vacant places but the finances for these will be time lagged.

At the same time, all pupil-related variable costs have been reduced in line with the reduced pupil numbers. Recruitment is also put back in support areas such as administrative staff and some technical support is reduced.

The duties and responsibilities of various management posts have been revisited to assess the scope to either reduce in number and/or re-determine the distribution of the responsibilities.

The teaching load of those on the Leadership scale has been increased marginally and they are providing more assistance with after academy work activities. Also, although at a lower level, there is still a small specialist provision for EAL and SEN. Expertise will be passed on to in-house pupil support staff to deliver.




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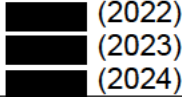
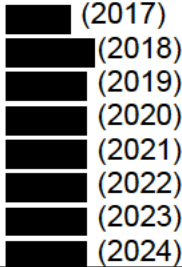
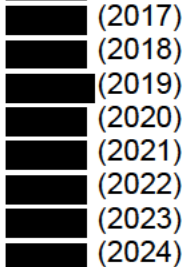
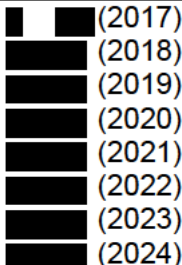
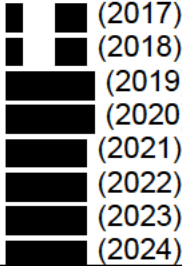
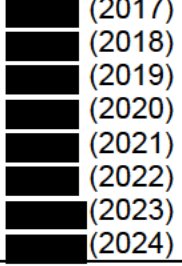
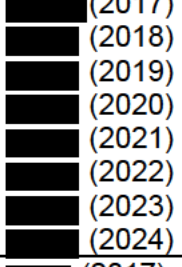
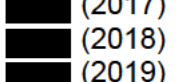
Budgets relating to Premises costs prove more difficult to reduce. However, there is some small scope as reduced numbers does reduce wear and tear so that the building maintenance budget is lower.

With regard to depreciation costs – the amount held is lower as the volume of equipment is reduced. Contingencies are scaled back as overall spend is reduced. This will need to be managed more tightly and linked to the in-year surplus and non-building depreciation costs

The template applies a 30% reduction to all income, however, lettings will not be scaled back as they are not pupil number dependent – this amount can be reinstated to ease pressure.

Overall the academy is viable at the 70% level as demonstrated by the table below

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Major and Minor F & E Repair and Replacement	With fewer pupils and fewer rooms used, including specialist rooms then there will be less in turns of volume and wear and tear so reducing both the replacement and repair budgets.	2017 to 2023	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
Teaching Staff	The reduction in pupil numbers reduces the number of classes required – the academy with a 30% reduction in roll is basically a 4FE, however the pupil premium funding does still permit smaller classes. The allocation of TLRs has been re-profiled with more staff having to carry out dual management responsibilities. Those on Leadership will be required to teach additional cover hours. The Principal will have a small teaching load in the opening 2 years. More use of NQTs will also bring down the wage bill. The in-house supply has also been reduced as there are less staff to cover.	2017 to 2023	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
Pupil Support Staff	The number of teaching assistants/mentors will be cut by 1 in each year group long with in-house cover for absence etc. The technician support for ICT and	2017 to 2023	 (2017) (2018) (2019) (2020) (2021)

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	Science is also reduced and the display/repro post is deleted.		 (2022) (2023) (2024)	
Administrative Staff	The recruitment to admin posts is re-scheduled and cut back.	2017 to 2023	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)	
Learning Resources including set up costs and ICT	Because these are predominantly pupil number driven this allows a reduction including the annual set up costs of new classes. This includes ICT, exam fees , admin supplies etc.	2017 to 2023	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)	
Catering	Because these are pupil number driven this allows a reduction in the costs related to free academy meals and any related costs	2017 to 2023	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)	
Spine Progression and Pay Rise	The reduction in staff numbers means that the projections for the 1% pay rise for staff per annum and spine progression for support staff is automatically scaled	2017 to 2023	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)	
Supply Cover including Maternity	Less staff will assist in the reduction plus more in-house cover	2017 to 2023	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)	
Minibus	Do not purchase a second vehicle	2017 to 2023	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)	
Premises Staff	Overall less rooms are needed to be used on a daily basis so permitting reduced cleaning staff	2017 to 2023	 (2017) (2018) (2019)	

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	and the second premises management post		■ (2020) ■ (2021) ■ (2022) ■ (2023) ■ (2024)
All Other Budgets	Many of the minor budget headings have been scaled back to lesser or greater degrees, premises budgets are at the lower end as they are being treated as one of the fixed costs.		■ (2017) ■ (2018) ■ (2019) ■ (2020) ■ (2021) ■ (2022) ■ (2023) ■ (2024)
TOTAL of all reductions (allowing for roundings) – No account has been taken of the in year admissions which may well increase the pupil numbers at the next subsequent census date. Also the unspent/unallocated at end of year closure would be reduced, adding to the savings.			■ (2017) ■ (2018) ■ (2019) ■ (2020) ■ (2021) ■ (2022) ■ (2023) ■ (2024)

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

CV template

CV template		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position This should cover the last four years. If not, please include additional roles	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per pupil for level 3 	

CV template		
	<p>qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per pupil for level 3 qualifications 	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

Self-assessment form for independent schools

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

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

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of pupil presentation of work and scrutiny reference progress and standards How marking, assessment and pupil's feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks e.g. Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Pupil questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook		Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account		
2. Structure of the board	Accountability system Structure of decision making		

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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