



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

DIDSBURY HIGH SCHOOL & THE RYECROFT HIGH SCHOOL

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## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](mailto: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](mailto: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](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

## **Data protection**

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

## Application checklist

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

7. <b>Independent schools only*</b> : 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. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : 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: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<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 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## Declaration

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

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

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

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

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

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

**Signed:**

**Position:** 

**Print name:** 

**Date:** 01/03/2016

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

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



## Completing the application form

### Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

## Section C – vision

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

Please:

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

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

Didsbury High School (DHS) & The Ryecroft High School (TRHS) will be non-selective, non-denominational, six form entry 11-18 secondary free schools. They will have a maximum class size of thirty pupils and at full capacity 900 pupils will attend the school with 300 sixth form students also on site. We plan to admit our first cohorts of Year 7 children in September 2018. The schools will grow each year with Year 7 children admitted each year. The schools are being proposed by the Laurus Trust. Cheadle Hulme High School (CHHS), the founder school within the trust, is a hugely oversubscribed academy converter with a reputation locally (and further afield) for outstanding teaching and learning, the relentless pursuit of excellence and a determination to ensure that every child succeeds. It is a Teaching School and has been judged Outstanding in every category by Ofsted in 2011 and 2015. The vision which informs our work in the 11-18 school, and the framework which we have in place to deliver this vision, have generated the core values for our new secondary schools. These secondary schools – in this area – would

- Address basic need by helping to fill a projected shortage of school places in the local area
- Respond to parental demand
- Offer higher standards than local schools by raising academic attainment for all pupils
- Add to choice/diversity of provision locally
- Make use of academy freedoms to improve standards in the local area

The vision of both schools will reflect the vision of the Trust (outlined later 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

### Vision & Ethos

***"Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice"***

We wish to provide all students with the Knowledge, Attitudes, Skills and Habits (KASH) to continue with the further study, training or employment of their own choice. Students leaving Trust schools will be able to make informed choices regarding their future as a result of the KASH they have developed and the examination results they have gained.

Our principles are based on the firm belief that all students are entitled to an outstanding state education, incorporating learning and enrichment opportunities matching those offered in the best private schools; we are unashamedly academic. The 2011 Ofsted inspection of Cheadle Hulme High School included the phrase *'second best for anyone simply will not do'*, this is echoed in the subsequent 2015 report *'leaders at every level share a passion for students to succeed and for the school to be a beacon of excellence within the community. They have very high aspirations and expect the highest standards from everyone. Both staff and students share the belief that school leaders do their very best for students.'*

Our Cornerstones framework, outlined below, is designed to ensure that all school leaders and staff are aware of their responsibilities in providing the opportunities which will contribute to this educational experience, and that students are aware of our expectations in terms of their commitment and involvement.

### Cornerstones

***"Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice"***

Our academic curriculum will be knowledge based and will ensure that the needs and talents of all students are recognised and developed. Ultimately, we will ensure the same level of academic excellence is achieved in all Trust schools as is achieved at CHHS. We do not just wish for our students to be successful whilst they are with us, we also wish them to develop the KASH (Knowledge, Attitudes, Skills and Habits) that will allow them to continue to be successful in whatever route they choose once they leave.

Our ethos is built on the four Cornerstones of Success:

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

**Academic Aspiration**

Our ambition is for all of our students, regardless of background, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be resilient, to value effort, to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

**Culture and Creativity**

Alongside our high aspirations for academic success we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in such activities as Art, Music, Drama and the development of oracy and literacy. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

**Competition and Physical Endeavour**

We strongly believe that physical activity and competition, both intra and inter school, are vital to the holistic development of young people, fostering their physical, social and emotional health.

We believe that the benefits of physical activity and sport reach way beyond their impact on physical wellbeing and are evident in other aspects of education and welfare.

All students will be expected to embrace the notion of 'mens sana in corpore sano' 'Healthy Body Healthy Mind'

**Leadership and Service**

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, democracy, teamwork and collective responsibility. We place great importance on both leadership and participation and will encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities.

By the time they leave us we want each student to have that true sense of self-worth which will enable them to stand up for what is right and what they believe in and, in doing so, to be of value to society at large.

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

### Curriculum Principles

The **Curriculum Principles** that underpin this vision are:

- We have an unashamedly academic approach to curriculum structure and pedagogy
- **Outstanding teaching** results in all students, including those who have Special Educational Needs and/or disabilities and those for whom the Pupil Premium provides support, making rapid and sustained progress.
- Teachers are experts in their field. They have consistently **high expectations** of themselves and of their students. They plan and teach lessons that enable students to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check students' understanding throughout lessons and over time, anticipating where they may need to intervene and doing so with **notable impact on the quality of learning**.
- Teachers and other adults generate **high levels of engagement** and commitment to learning across the whole school.
- Consistently **high quality marking and constructive feedback** from teachers ensure that students make rapid gains.
- Well-judged teaching strategies, including **sharply focused and timely support** and intervention, match individual needs accurately so that students learn exceptionally well across the curriculum.
- Students' **attitudes to learning are exemplary**. Staff and students are unreservedly positive about both behaviour and safety.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an **exceptionally positive climate for learning**.

Students within the Trust will be following the national curriculum. In order for our vision to be achieved the curriculum will be designed to support the development of KASH and the four Cornerstones.

We believe in the importance of core knowledge and deep mastery. **Socially disadvantaged students should receive the same education as those in the best private schools**. Indeed, this is the right of every student, *regardless of background or circumstance*. Students should be explicitly taught the academic language needed to be academically successful. They should be provided with as broad and deep a knowledge base as possible so that they can think as broadly and deeply as possible. They should have access to opportunities and experiences which develop *'drive, resilience, strong communication skills and above all confidence and polish'* (Sutton Trust: Leading People 2016). Our academic curriculum structure will be based on students developing a core

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

body of knowledge. Our Enrichment curriculum, delivered via the Cornerstones framework, will ensure that students have access to an all round educational experience which rivals that on offer in private schools, our additional funding from the charitable trust LFET (more detail later on) will enable us to fund this fully. In particular we will use excellence in oracy as a lever for academic success.

### ***Aspirations and Outcomes***

Our Aspirations and Outcomes link directly to our Vision and to the Cornerstones which provide the framework for the realisation of that vision –

### **Academic Aspiration**

**Learning will be at the heart of everything we do. Our aspirations and expectations will be high** - *“for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice”*

- The outcomes outlined in Section D2 will be as a result of all teaching being judged consistently outstanding.
- The most effective pedagogies will be developed and utilised. Innovative practice, informed by research and a growth mindset, will inspire and engage our pupils and teachers alike.
- The achievement of Pupil Premium pupils and SEND pupils will be equal to that of their peers or will be improving rapidly.
- From each different starting point, the proportion of pupils making more than expected progress (expected is currently three whole national curriculum levels) will be well above the national average. All pupils will make sustained progress in every year group and across all subjects including English and Mathematics.

### **Culture and Creativity**

Culture and Creativity will be embedded in the curriculum as well as offered via extra-curricular activities - **“We will ensure that children from all backgrounds are able to discover new talents and interests and develop existing ones.”**

- Opportunities for cultural and creative development will be incorporated into each individual subject’s scheme of work. These opportunities will include visits both in and out of school time (for example, galleries, museums, exhibitions, theatre, concerts, drama and music workshops).
- The development of oracy and literacy will be incorporated into each individual



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

subject's scheme of work. Additionally there will be a Trust wide appointment of Director of Spoken Learning (DoSL). This appointee will work closely with Patsy Rodenburg OBE, Head of Voice at the Guildhall School of Music and Drama, who is currently retained by the Trust in an advisory capacity. Patsy has also secured a partnership with the Royal Shakespeare Company.

- There will be a full programme of extra-curricular activities based on the Cornerstone of Culture and Creativity. 100% of pupils will take part in these activities.

### Competition and Physical Endeavour

Opportunities for competition and physical activity will contribute to **the “holistic development of young people, fostering their physical, social and emotional health”**

- A comprehensive 'Healthy Body, Health Mind' programme will be developed. We will work with a number of outside agencies to ensure that we are able to provide a wide range of expertise, activities and opportunities.
- There will be a Trust wide appointment of Director of Sport who will lead on Competition and Physical Endeavour. The ambition is to create and build links with the centres of regional sporting excellence such as Manchester City Football Club.
- There will be a full programme of extra-curricular activities and competitions based on the Cornerstone of Competition and Physical Endeavour, including externally organised competitions. 100% of pupils will take part in these activities

### Leadership and Service

Opportunities for Leadership and Service will enable pupils to engage with the local community and their peers and thereby develop **“the confidence to think for themselves ...tolerance, teamwork and collective responsibility”**

- There will be one 'community' event per term, for example a Christmas Market. 100% of pupils will take part in at least one of these events
- Opportunities for leadership will be made available via forms, houses, subjects and 'Cornerstone' groups and activities. 100% of pupils will take on a leadership role in school. 50% of pupils will embark on an externally accredited Leaders

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

Course, for example Sports Leaders.

The Laurus Trust currently has two Free Schools in the pre-opening phase – Cheadle Hulme Primary School (CHPS) which is due to open in September 2017 and a second High School (CHH2) due to open in September 2018. Gorseley Bank, a high performing local Primary School, is currently in the process of joining the Laurus Trust.

The Laurus Trust's Vision is that every child, regardless of background or circumstance, will be inspired, learn to thrive in all environments and both aspire and work hard to achieve success. The key belief of the Trust is that the all-round educational attainment of individual students is substantially promoted by their participation in a whole range of activities, not just classroom based academic ones. Inspiring students through these activities will enable them to become better motivated, as well as being more respected by their peers.

This is very much aligned with current moves to create a northern powerhouse:

*'Manchester and Liverpool are at the core of our ambitions for a northern powerhouse. They are the engines that could transform the prospects of the entire region. But as far as secondary education is concerned, they are not firing on all cylinders. In fact they seem to be going into reverse. The proportion of Manchester's pupils gaining good GCSEs declined from 51.4% 2 years ago to 47.5% now.'*

[redacted], 23 February 2016

The impact of this was recently referred to by [redacted]

[redacted]:

*'This level of performance presents not only a worrying picture for the employment prospects of young people in one of the United Kingdom's major cities, it also presents a real risk to the economic and social stability of the area as a whole. This brings into question the foundation on which Greater Manchester intends to deliver the government's vision of a 'northern powerhouse'.'*

There is clearly a need for additional provision, which is outstanding, within the Greater Manchester area. We have outlined in section E1 the rationale for proposing schools in these specific areas. Moreover we believe it would be morally wrong to create outstanding secondary provision in these areas to then send these well prepared young

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

people to substandard 16-19 education, hence these schools will be 11-18.

The access to substantial funding from the Law Family Charitable Foundation will empower the Laurus Trust to effectively enable all students within the Trust to have the same access to high quality enrichment as those students who attend private schools and thereby redress the balance.

## 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.

### Didsbury High School

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2023
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
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
Year 12								150	150
Year 13									150
Totals			180	360	540	720	900	1050	1300

### The Ryecroft High School

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2023
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
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
Year 12								150	150
Year 13									150
Totals			180	360	540	720	900	1050	1300

## Section D – education plan: part 2

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

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

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

KS3 Subject/ other activity	Hours per week	Mandatory/ Voluntary	Comments
Mathematics	4	Mandatory	
English	4	Mandatory	
Physics	1	Mandatory	
Chemistry	1	Mandatory	
Biology	1	Mandatory	
MFL	3	Mandatory	
History	1.5	Mandatory	
Geography	1.5	Mandatory	
Computing	1	Mandatory	
Art	1	Mandatory	
Design Tech	1.5	Mandatory	
Performing Arts	1.5	Mandatory	
Physical Education	2	Mandatory	
Beliefs and Values	1	Mandatory	

KS4 Subject/ other activity	Hours per week	Mandatory/ Voluntary	Comments
Mathematics	4.5	Mandatory	
English	4.5	Mandatory	
Science	5	Mandatory	
MFL	2.5	Mandatory	
History/Geography	2.5	Mandatory	
PE	1	Mandatory	
Options 1	2.5	Mandatory	
Options 2	2.5	Mandatory	
Beliefs and Values	Delivered through mandatory 'drop down' days		
<b>KS3 and KS4</b>			
Enrichment	A full programme of enrichment activities will be offered during lunch times and after school each day. As the Cornerstones of Academic Aspiration, Leadership & Service, Competition and Physical Endeavour and Culture & Creativity will form the Development Plan priorities, each Department will incorporate activities covering these areas into their schemes of work. Some enrichment activities will therefore form part of normal lesson time.		

Our ambition is for students entering the Sixth Form to aspire to gain places on courses at the UK's most prestigious Universities, The Sutton Top 30.

Our core offer to our students will therefore be those AS/A2 courses which provide the most rigorous academic challenge. This will be supported by additional AS/A2 courses which appeal to a wide range of academic interests.

**Our curriculum offer is designed to ensure that, on an academic basis, our students have the best possible chance of meeting the entry requirements for the most competitive and prestigious universities.**

'Facilitating' A Level Subjects'	Other A Level Subjects
Mathematics Pure and Applied Mathematics with Statistics Further Mathematics English Language English Literature French German Spanish Physics Chemistry Biology History Geography  Economics* Government and Politics*	Art Music Theatre Studies PE Computing Product Design Photography Religious studies Psychology Engineering Law

\*quoted as 'traditional and hard' subjects in addition to the Facilitating Subjects  
 (Source: Russell Group Organisation Informed Choices 2011)

Students who intend applying to a 'Sutton Top 30 University will study **at least two** facilitating Subjects.

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**

The 2015 performance tables report that the attainment on entry within 3 miles of Didsbury is, using a weighted average, a level 4b. Similarly, at CHHS the attainment on entry is also a 4b. However, by the end of key stage 4 the respective attainments are somewhat worse, please see section E1.

The 2015 performance tables report that the attainment on entry within 3 miles of Audenshaw is, using a weighted average, a level 4b. Similarly, at CHHS the attainment on entry is also a 4b. However, by the end of key stage 4 again the respective attainments are somewhat worse, please see section E1.

As outlined in section C the Laurus Trust is unashamedly academic in its approach. This most visibly manifests itself in the school curriculum. Students will study core academic subjects through a mastery approach. We believe in developing a strong knowledge base and therefore the curriculum will be very similar in all Laurus Trust schools. Differences may occur in option choices at key stage four but almost all students will be expected to study English, mathematics, dual/separate science(s), a humanities subject and a modern foreign language to age 16. We would therefore have over 90% of students in all schools studying the EBacc suite of qualifications.

**Length of the School Day**

The school will operate a two week, fifty lesson timetable with each lesson lasting one hour

8.15 - 8.35	Before –school clubs (voluntary)
8.35 - 8.50	Registration
8.50 - 9.50	Unit 1
9.50 - 10.50	Unit 2
10.50 - 11.10	Break
11.10 - 12.10	Unit 3
12.10 - 13.10	Unit 4
13.10 - 13.55	Lunch/Lunch-time clubs (voluntary)
13.55 - 14.55	Unit 5
14.55 - 15.55	Unit 6/Enrichment



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

### **Qualifications**

As stated in our principles at the start of this section, DHS and TRHS will offer an unashamedly academic curriculum, designed to realise our vision for *'every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice'*.

Students will be entered for GCSE qualifications which support their post 16 aspirations.

### **Monitoring and Improving the Quality of Teaching**

We will ensure that all schools within the Trust have a consistent approach to the monitoring and improvement of teaching and learning by developing robust Trust wide policies, practices and a shared ethos.

Through a shared ethos and vision we will ensure that the focus on classroom practice is clear within all Trust schools. In each context there will always be the opportunity for flexibility in approach but this will be within a clear, tight framework.

All systems and policies will be evidence informed and will therefore develop over time. This will occur within a consistent framework to ensure all schools understand any changes made.

One senior leader will be responsible for the quality of teaching and learning in each institution. This will ensure clear accountability and consistency. These leaders will meet regularly and take part in peer review across the Trust. The CEO of the Trust will oversee the quality of teaching and learning across all schools.

### **Quality First Teaching**

Quality First Teaching is the key to each student's success. As a Trust we will provide first class professional learning as well as effectively monitoring the performance of teaching staff in order to ensure that students are receiving the best education possible.

### **Developing the best – never stop learning**

An important aspect of the culture across the Trust will be the principle that we are all learners. We believe that the best educators are the best learners. All teachers should be striving to get better, to improve, in order to provide a better education for the students they come into contact with. Great teachers believe in the growth of intellect and talent, and they are fascinated with the process of learning. Across the Trust we will provide significant amounts of professional learning opportunities in order to ensure

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

that staff continue to learn and to improve. As with the curriculum for the students, we understand that learning takes time and the professional learning approaches we will deliver will ensure that staff development is also taking place over time.

### **Action Research Communities**

Action research is inquiry based learning that is carried out by professionals within the school community. R&D has huge potential to make a difference for shaping the educational future of our schools. All teaching staff across the Trust will be a member of an Action Research Community (ARC).

ARCs are groups of teachers coming together to research and to develop their understanding of a particular aspect of classroom practice. They will be conducting inquiry as a team throughout an academic year.

The action research will be linked with individual School Development Plans but may also inform the following year's priorities.

### **A Masters Level Profession**

We believe in a masters level profession. We will encourage all teaching staff to work towards a Masters degree in education, teaching and learning, or educational leadership and management. Masters groups will meet at one of the Trust schools with tutors from Manchester Metropolitan University attending to deliver the taught aspects of the course. This is an extension of our existing highly successful Masters programmes where all teachers have their degrees funded by the Trust.

### **FPL Sessions**

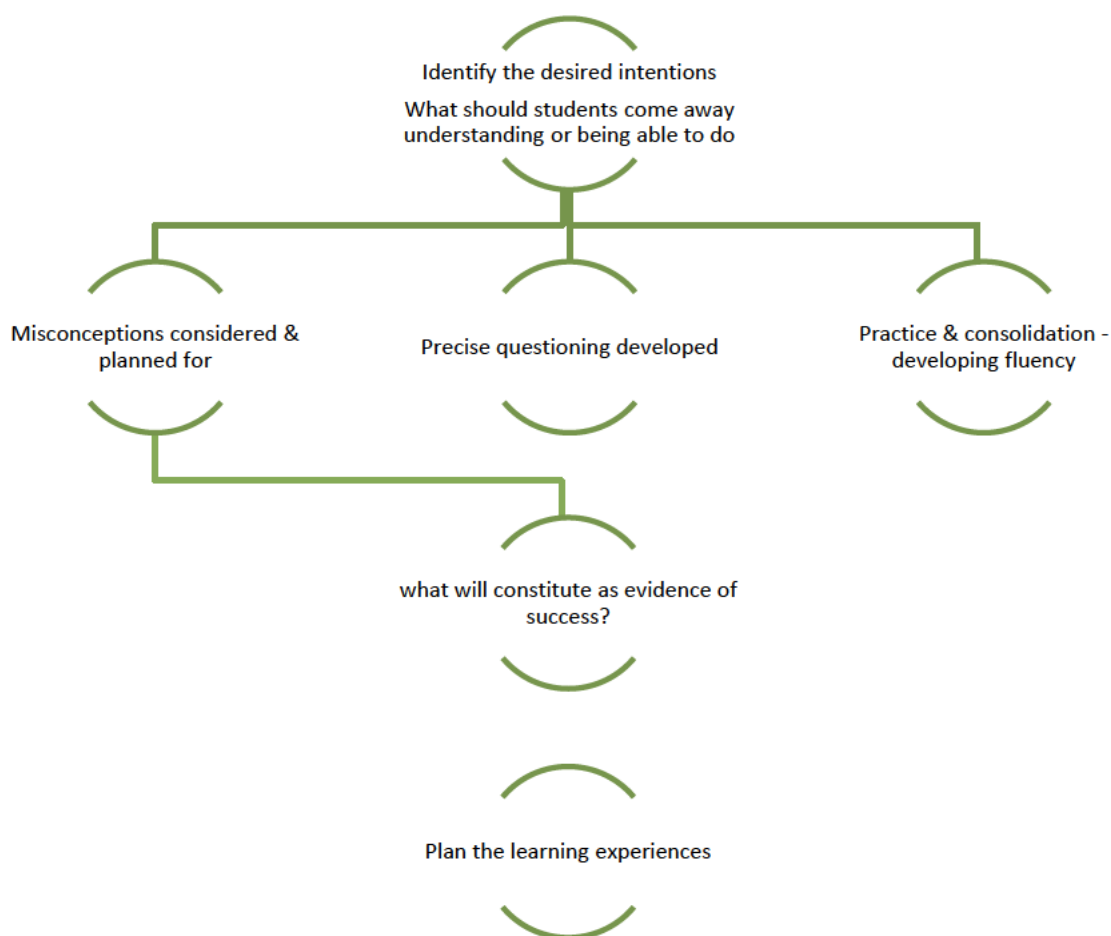
Further Professional Learning sessions will take place weekly throughout the academic year. The primary focus of these meetings will be to enable staff to stay up to date and discuss current classroom practice. Some sessions will cover some of the wider work that takes place across the Trust.

Each session can be seen as a 'think piece' - an introduction to a particular area of work or strategy.

### **Mastery approach**

Staff will also meet within departments, and as departments across the Trust, to consider subject specific pedagogy. They will use this time to share best practice and discuss and share methods to help students achieve beyond their potential.

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



In order to deliver a mastery curriculum, staff will need to engage in a discourse of learning over time. The approach identified above is to ensure that learning remains the outcome of lesson planning by initially identifying the desired intentions and potential misconceptions that may arise.

### Voluntary Professional Learning

In addition to all of the above there will be additional Voluntary Professional Learning sessions provided for staff. These may be additional journal study clubs where staff will meet and discuss an aspect of educational research with reference to its impact on their own practice. These will be provided across the Trust.

### Measuring the quality of teaching: typicality and triangulation

*'Teachers know their subjects extremely well and are secure in their knowledge of the needs of each of their students to ensure that the levels of challenge are appropriate for all individuals and groups to enable the highest possible rates of progress. Students who are academically more able are equally stretched to reach the highest possible standards in their examinations.'* Ofsted, 2015

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

It is important that teaching and learning are monitored in order to ensure that all students receive the best education that can be provided.

Lesson observation is one means of assessing teaching. Observation should be a tool that is used to add to a body of information about the quality of teaching over time. In doing so we are attempting to assess typicality, what lessons are normally like and what impact is being had on student learning. In order to do this, student surveys, book scrutiny and student assessment results should be used alongside lesson observation to triangulate the performance of an individual member of staff.

Across the Trust we will conduct both formal and informal lesson observation as part of this process.

### **Formal Observations**

Formal lesson observations take place as part of the appraisal cycle. Staff will receive constructive feedback on their performance. Feedback will highlight particular areas of strength as well as any areas that may need attention.

### **Informal Arrangements**

Other observations may take place during the year. These may be more informal observations, peer observations to aid professional learning, or subject leaders monitoring the teaching and learning taking place within their department.

### **Faculty Review**

As part of a full faculty review staff will be observed to gain a clear picture of teaching and learning standards across the whole department. Feedback will be received for all observations. Faculty reviews will be conducted across the Trust to ensure consistency in both the review process and the quality of teaching and learning in each institution.

### **Timeline**

The timeline for lesson observations in all Trust schools is outlined below. If a member of staff does not teach a particular key stage then a different year group will be observed.

Autumn Term: Key Stage 4/5 observation – this observation will take place as part of the appraisal cycle.

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

Spring term: Key Stage 3/4 observation – this observation will take place as part of the appraisal cycle. The spring term cycle should be completed prior to half term wherever possible.

Summer term: Faculty review.

**Each member of staff will be observed across two key stages during the autumn and spring term.**

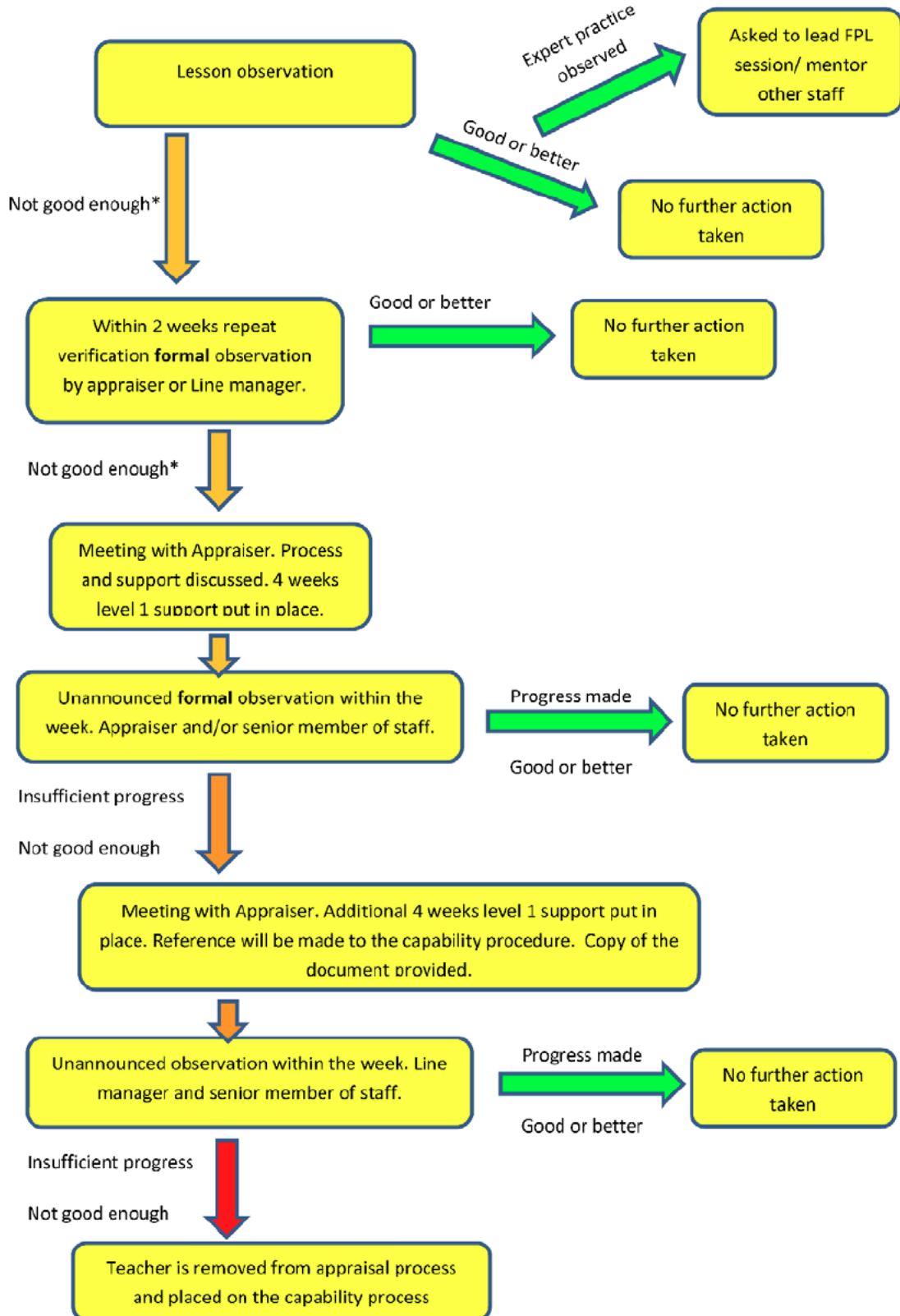
**Concerns**

If a lesson is considered to be 'not good enough' the member of staff **will be notified of this**. This applies to **all** types of lesson observation both formal and informal. A repeat observation will take place and a clearly structured means of support provided.

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

**Lesson Observation Outcomes**

\* If any lesson is observed that raises 'serious concerns about the progress/ safety of students' then a support programme **must** be put into place.



## **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**

We believe that the target setting, assessment, behaviour and attendance systems should have clear parity across all Trust schools. By ensuring a uniform approach within these areas the Trust will be better placed to support and challenge individual institutions.

#### **Target Setting and Assessment Practices**

*'Procedures to monitor both the quality of learning and teaching, as well as the progress of individuals, are exacting and exemplary.'* Ofsted 2015

We will ensure that all schools within the Trust follow a consistent approach to the monitoring and improvement of assessment practices by developing robust Trust wide policies, systems and a shared ethos. All systems and policies will be evidence informed and will therefore develop over time. This will occur within a consistent framework to ensure all schools understand any changes made.

One senior leader will be responsible for the assessment practices and student intervention in each Trust school. This will ensure clear accountability and consistency. These leaders will meet regularly and take part in peer review across the Trust. The CEO of the Trust will oversee the use of target setting and assessment practices across all institutions.

#### **School Level Achievement Targets**

School level targets will be set in negotiation with the CEO at Trust level.

In order to achieve our vision, for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice, our targets will be challenging and will aim to put each

## D2 – measuring pupil performance effectively and setting challenging targets

institution in the top decile of similar state schools nationally.

An overarching target will be set for students achieving a good grade in both English and Mathematics. This will be expected to be 90% or above.

- Progress 8 will be above 1.0
- Attainment 8 Scores will be each school within the top decile of similar school nationally
- EBacc entry rate will be 90% or above
- EBacc success rate will be >75%

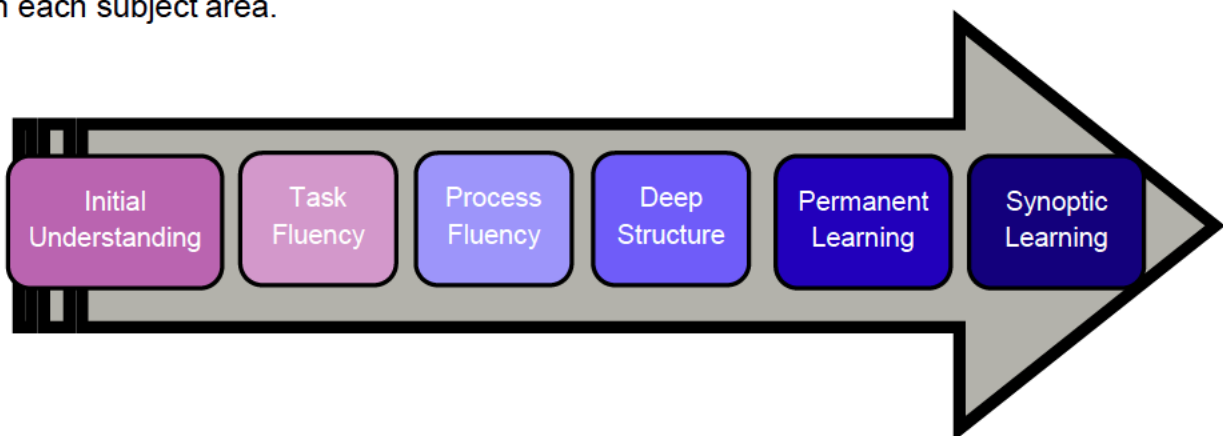
The achievement of Pupil Premium pupils and SEND pupils will be equal to that of their peers or will be improving rapidly.

The percentage of students who go on to sustained education, employment or training will be 100%.

### Systems and Policies

To support a mastery approach to curriculum design we will also use a mastery approach to assessment design. This approach will enable the effective monitoring of pupil performance and appropriate interventions to take place if students are not making the expected rapid and sustained progress.

An important aspect of developing any assessment system is building reliability into the grades awarded. A method of doing this is for tests to be frequent and short but also to build on subject knowledge and skills. Testing should be cumulative. Tests should assess the building of core knowledge over time and look for gaps that may be developing in knowledge that was previously evident. Through this method the assessment process becomes more reliable and aids the development of deep mastery in each subject area.





## **D2 – measuring pupil performance effectively and setting challenging targets**

As student understanding develops, the assessment system will be used to provide evidence that initial understanding is progressing to a greater depth. The structure above will enable assessment design to emphasise the importance of developing a deep mastery of curriculum content.

### **The system in process**

Every child, in every Trust school, will be clear of their target, where they are currently at and how they could improve - in ALL subjects. Targets will all contain an element of challenge. Every department will be able to track and monitor individuals as well as significant groups of students in all year groups. This tracking leads to early intervention.

### **Student level targets**

At the beginning of each academic year, teachers will receive targets for all of their students. During the first half term, targets can be altered in negotiation with the student. In all Trust schools we will challenge each student and for this reason statistically generated targets will often be moved up.

### **PREDICTION + CHALLENGE → TARGET**

Targets will be set based on performance at KS2. Using the KS2 score a challenging target will be generated for GCSE. This target will be tracked back to ensure that the target for each year is also suitably challenging and leads to future success. Once individual targets have been set and agreed a whole school target will result from the summation of these targets. As all individual targets will contain a high level of challenge (a minimum of four levels of progress from KS2 to KS4) the whole cohort target will also be appropriately challenging.

### **Assessment and Monitoring**

*'Leaders and teachers record the progress of students exceptionally well through the school's dedicated data room. Leaders track students' progress in detail with informed passion and commitment. There is a climate of challenge and ambition for all.'* Ofsted, 2015

Through Quality First Teaching staff will ensure that appropriate formative assessment techniques are utilised to ensure that all students make progress during each lesson. Regular summative assessment will be used in order to inform staff and students of their current achievement. A mastery system will be developed that will ensure that knowledge is both deep and transferable. The results of these assessments and teacher assessment grades will be collated half termly across each school in order to

## **D2 – measuring pupil performance effectively and setting challenging targets**

track an individual student's progress across all subjects. This data will allow individual, class, subject and faculty performance to be monitored. Appropriate interventions will be put into place for all students who are failing to make the required progress within individual subjects and across several subjects. The latter intervention will be coordinated by a Head of House (middle leaders charged with monitoring academic progress).

Assessment points will be used for internal monitoring and to inform students and their parents/carers of current attainment, progress and any potential issues. They will form part of the intervention process.

At the time of each assessment point a Teacher Assessment level/grade (TA) will be collected. At Key Stage 3 these will be reported as Foundation Stage levels (FS). In line with the vision for students to master the material within the core subjects and beyond we recognise that KS3 is about developing solid foundations in the curriculum content. The foundation stage levels are designed to provide this foundation for success at GCSE.

The Foundation Stage levels will be mapped to the GCSE grade boundaries. The general target will be for all students to be working at FS4 or above by the end of Year 9. This will mean that they have successfully completed the Foundation Stage and are ready for GCSEs. All Trust schools will use the same assessment system to ensure consistency of practice.

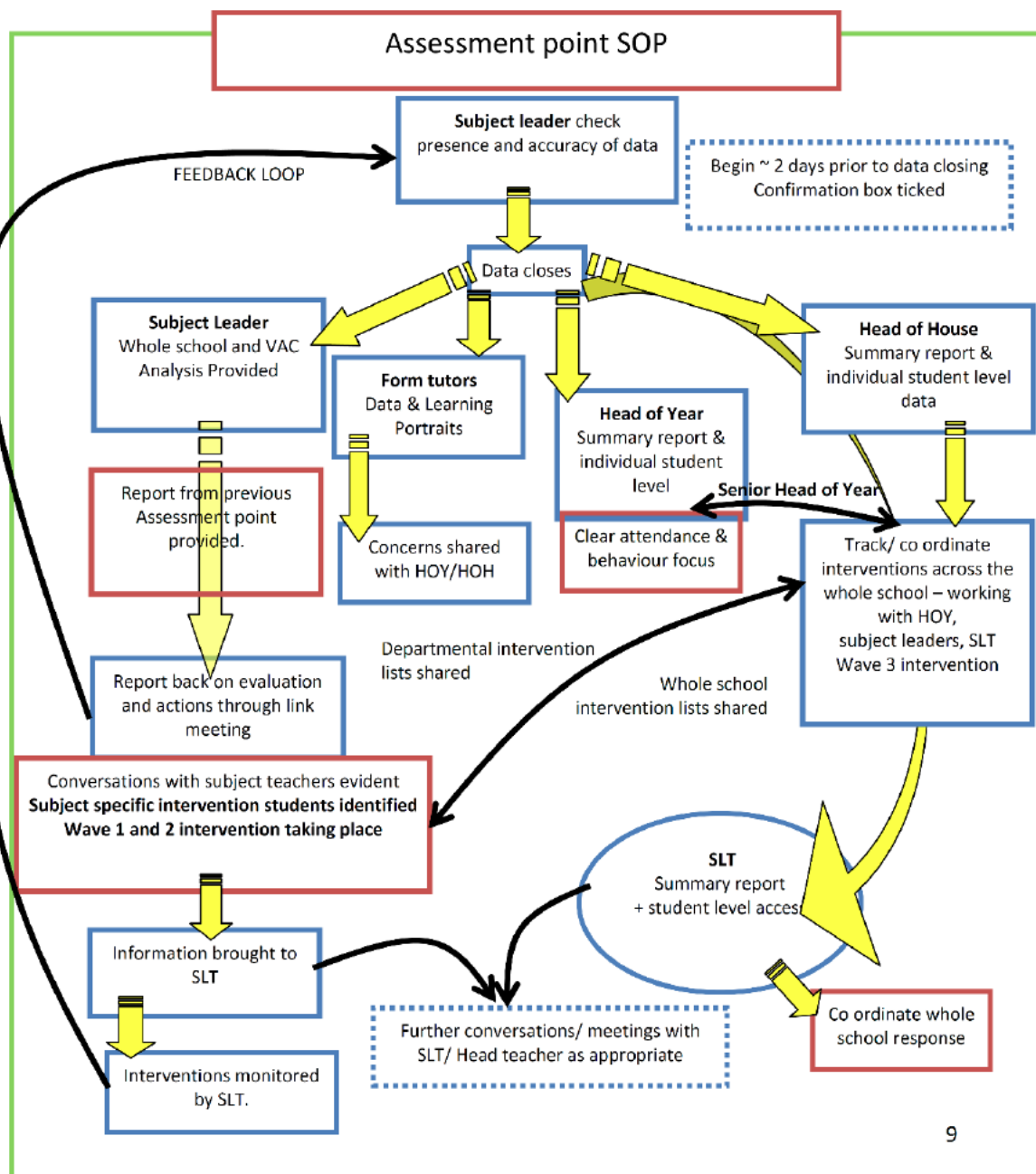
To allow differentiation between success at a particular stage, each grade will be broken down further to be High, Secure or Low. In line with the vision we wish to ensure that students also develop the attitudes and habits necessary for success beyond the school. At each assessment point additional information regarding student achievement in each section of KASH will also be reported. These will be rated against age appropriate expectations for the student and can be identified as:

- Excelling
- Secure
- Enhancing
- Establishing
- Emerging

### **Internal Reports**

As a result of each assessment point it is important that all stakeholders are quickly aware of individual results and group analysis. All data analysis will be available within one week of an assessment point closing. Learning conversations between students and staff will ensure that each student is clear on their own attainment and progress. KASH Report information will be issued to parents/carers. All data will also be analysed and results provided to teaching and support staff. KASH reports will be available for each school at a Trust level.

## D2 – measuring pupil performance effectively and setting challenging targets



9

Through the target setting and assessment system described above student progress will be rigorously monitored and timely interventions put into place for all students who are failing to progress as would be expected. These interventions will be monitored by subject leaders, Heads of House and the member of the senior leadership team responsible for assessment and intervention. All interventions that take place will be reported to parents to ensure that they are aware of the additional work their child is completing. A clear structure of interventions will be provided at Trust level for each school to follow.

## D2 – measuring pupil performance effectively and setting challenging targets

### Behaviour

Our intentions are:

- 1) To make learning our first priority
- 2) To ensure all students are safe and able to learn
- 3) To ensure that everyone is challenged and supported to be the best that they can be

*'Students' behaviour is faultless throughout all year groups. They are courteous and respectful to all staff and mutual respect abounds.'* Ofsted, 2015

Within each Trust school our climate will be positive and optimistic. We will have a learning and success culture where achievement and effort are rewarded; where all are challenged to do their best and where all are valued and respected.

Our Trust *Behaviour policy* will be designed to support this aim. The basis of our policy will be positive: we wish to “catch students being good” and reward them for it. However, on occasions, students may behave inappropriately.

Students are responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions.

Students, parents/carers and school staff will share the responsibility to ensure that learning is not disrupted due to bad behaviour.

### Behaviour for Learning – unashamedly academic

We will monitor closely 'Behaviour for Learning' in lessons. This will involve; how well equipped students are; their punctuality to lessons; how quickly they start their work and how they continue to work throughout lessons. This will also include the completion of Preparation & Practice (commonly referred to as homework). Additional rewards will be given to students who show consistently good 'Behaviour for Learning'. We will record instances where we believe that a student's behaviour for learning is preventing them from making good progress. This will allow the Heads of Houses to put intervention strategies in place.

### Specific Key performance indicators- Behaviour

- Zero permanent exclusions
- Zero fixed term exclusions.
- An analysis of referrals shows that no identifiable group of students is over-

## **D2 – measuring pupil performance effectively and setting challenging targets**

represented.

- Incidents of low level disruption are incredibly rare.
- Lesson observations report extremely high standards of behaviour and behaviour for learning, including students showing a thirst for knowledge.
- 100% of students achieve at least 100 House points during the academic year.
- An analysis of rewards indicates that no identifiable group of students is significantly under-represented.
- Evidence from regular walkabout confirms the exemplary standard of behaviour.
- The frequency and quantity of positive comments from members of the local community regarding the behaviour of our students out of school.
- Student voice activities, as part of our QA, further test the behaviour of our students.
- Parental survey to show that in excess of 97% of parents/carers report that 'the school deals effectively with unacceptable behaviour'.

### **Attendance**

The Laurus Trust is committed to promoting the welfare of our students through regular school attendance. We know that every day lost to education can have a serious impact on students' attainments and overall progress in school. The link between good attendance and high levels of achievement is undeniable. Poor attendance and lateness may also be detrimental to the social adjustment and development of students.

We will therefore be fully committed to promoting school attendance by providing an environment and ethos where all students feel safe and can build positive relationships with their peers.

We expect that in return parents/carers will ensure that students attend school and are punctual. Underpinning this policy is the belief that promoting good attendance is the responsibility of staff, parents and carers and this must be evident in our interactions with students.

We will expect students to attend school every day and arrive on time. Students will be expected to be in school at least 5 minutes before registration time is due to begin.

### **Specific key performance indicators - Attendance and Punctuality**

- All schools will have an attendance level in excess of 97% for all students.
- All schools will have a persistent absence figure of less than 1%.
- There will be no gap between the attendance of students in identified specific groups and other students.
- Punctuality of students to each school will be greater than 99%. 100% punctuality of students to lessons during the school day.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Emotional Wellbeing**

Each Trust school will have a dedicated Emotional Wellbeing Co-ordinator. This position is a highly skilled specialist role aimed at ensuring timely and effective interventions and support for those in emotional crisis. They will:

- Access services built around the needs of children, young people and their families so they get the right support from the right service at the right time. This would include better experience of moving from children's services to adult services
- Utilise therapies based on evidence of what works
- Provide different ways of offering services to children and young people. With more funding, this would include 'one-stop-shops' and other services where lots of what young people need is there under one roof
- Improve care for children and young people in crisis so they are treated in the right place at the right time and as close to home as possible. For example no young person under the age of 18 being detained in a police cell as a 'place of safety'
- Improve support for parents to make the bonding between parent and child as strong as possible to avoid problems with mental health and behaviour later on
- A better kind of service for the most needy children and young people, including those who have been sexually abused and/or exploited making sure they get specialist mental health support if they need it

These vital positions will be funded by the Trust with support from LFET.

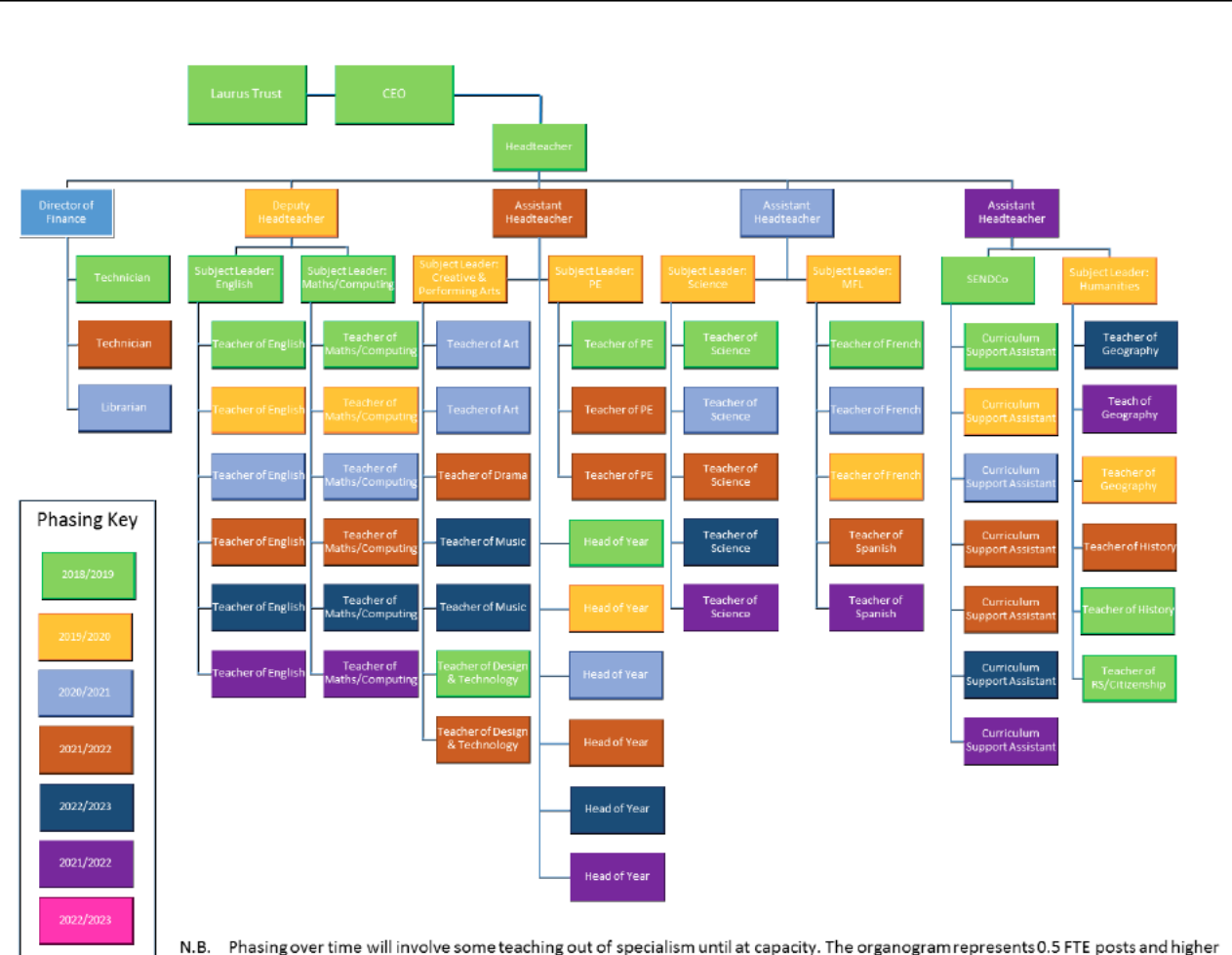
### D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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



### Phased Staffing Plan

Within years one to three, the staffing structure leads to a small shortfall in the number of teaching hours available for Design and Technology. This will be made up from the excess in Art where the specialist teachers will be used to deliver the Textiles aspect of

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

the Design and Technology curriculum.

In year three the staffing structure leads to a small shortfall in the number of teaching hours available for Humanities. This shortfall will be made up via the use of the leadership team. Currently the teaching hours of the leadership team are unassigned but this leads to flexibility to ensure that this shortfall is addressed.

In years four and five excess teaching hours are needed to account for the GCSE options process. Whilst it is not possible to predict the subject choices the students will make there are excess teaching hours to ensure that a minimum of seven option subjects can run. Computing will be delivered by the Mathematics department. Initially this may be supported by teachers from Science.

#### **Leadership responsibilities**

The leadership team will have the following teaching commitments and responsibilities.

Headteacher (0.2)

Deputy headteacher (0.5)      Standards – academic, behaviour, attendance, Specific groups.

Assistant headteacher (0.6)      Teaching and learning/ Professional learning/ research.

Assistant headteacher (0.6)      Curriculum, assessment & data

Assistant headteacher (0.6)      Head of Sixth Form

These will cross reference with the positions of responsibility as outlined in section D2.

The deputy headteacher will have overall responsibility for standards. They will work closely with the headteacher, other assistant headteachers and middle leaders to ensure that academic standards are maintained. This work will link closely with the work of the assistant headteachers who will ensure that the curriculum delivers the vision for the school and that the assessment and data systems provide timely data in order to track standards in all aspects of the school's work. Effective teaching and learning is at the heart of what the school will do. A second assistant headteacher will ensure that Quality First Teaching remains the core of the school's business.



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

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

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

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

The Laurus Trust's Vision is that "**every child, regardless of background or circumstance, will be inspired, learn to thrive in all environments and both aspire and work hard to achieve success.**" The vision of each secondary school is "**for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open the door to the future of their choice**"

This vision can only be achieved in schools which have inclusivity at their core and which place great importance on ensuring that written policies and operating procedures are translated into everyday actions and ways of behaving which generate a welcoming, tolerant and inclusive community.

The pupils and parents who are likely to make up the community of both DHS and TRHS are drawn from an immediate catchment which is largely white British and either Christian or of no religion (2011 census). In close proximity however– ie in the Greater Manchester area – a wide range of faiths are observed and there is a variety of cultural backgrounds, rivalling London and other major cities in terms of diversity. The schools in the Laurus Trust recognise that understanding of, and respect for, faiths and cultures represented in the wider community as well as the local community are key to social cohesion.

Below is an extract from the Laurus Trust Single Equality Scheme, followed by examples of how this policy is currently implemented at CHHS and will be implemented in the day to day life of all secondary schools in the Trust:

#### **Extract from the Laurus Trust Single Equality Scheme**

The Laurus Trust welcomes its duties under the Equality Act 2010. We will work towards building a culture that values diversity and equality, by recognising and appreciating individual needs and differences. In the Laurus Trust, everyone is valued highly and tolerance, honesty, co-operation and mutual respect for others are fostered.

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

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of:

- Disability
- Gender identity/reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Within the Laurus Trust we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion. We endeavour to promote positive relationships with parents, governors and members of the wider community.

We aim to:

- ensure that every member of the school community has opportunities to achieve the highest possible standards and the best possible qualifications for the next stage of their life and education;
- develop a curriculum and resources to support all students' learning;
- provide equality of opportunity for all students;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive, non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group

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

is subject to disadvantage;

- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- respect the religious beliefs and practices of all members of the school community and comply with reasonable requests for religious observance and practice;
- have high expectations of behaviour which will demonstrate respect to others.

#### **Examples of Implementation**

Understanding, tolerance and respect will be fostered through a model currently practised in CHHS. This model will be adopted in DHS and TRHS and, as is currently the case, adapted as and when required to reflect local, national and international developments:

#### **Events**

A range of events gives students the opportunity to learn about and discuss different faiths, cultures, backgrounds and life affiliations. Celebration days, Focused Curriculum days and Assemblies cover areas such as: Black History Month, Holocaust Memorial Day, European Day of Languages, Chinese New Year Celebrations, Inter-Faith Week, Going Global week, Respect Me, Drugs and Alcohol Awareness, British Values, Diversity, Positive Relationships, Mental Health, Challenging Religious and Cultural prejudice and LGBT. These events are designed to give students real-world experiences and allow them to develop a sense of maturity, compassion, empathy, social, moral and spiritual awareness and social responsibility. The Laurus Trust values every child as a unique being and events are inclusive of all, but also develop knowledge and understanding of diversity in our local community, Greater Manchester and further afield. Inter-Faith Week, for example, gives students the chance to openly and passionately share their beliefs whilst respecting the beliefs of others.

#### **Form Time**

Form time is dedicated to a discussion of issues raised during the above activities with students encouraged to exchange views and develop their understanding.

Dream – Believe - Achieve (DBA) is the way in which we brand much of what we offer in terms of extra support, information and guidance to students. Through it we ensure that students, within their form groups, develop a willingness to reflect on their experiences and gain a sense of enjoyment and fascination in learning about themselves and others. Students are encouraged to develop an appreciation of, and a respect for, diversity on a local, national and global scale. Through the Dream Believe Achieve scheme students are regularly taught that they can have a positive impact on

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

their lives and that they can make a difference in a diverse and every changing world. Topics include Challenging Stereotypes and Dealing with Change. Fundamental British Values - tolerance, democracy; liberty and respect for the rule of law - are embedded throughout the Trust community. We regularly respond to real world issues and allow students to openly share their opinions and life experiences. Such issues include: terrorism, mental health, religious, cultural and gender stereotypes and issues of sexuality.

In order to foster a climate of intelligent and informed debate in times of national and international threats of terrorism (and in line with our responsibilities in relation to the Prevent Duty - that “schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments”) Trust staff receive training on identifying and understanding risks, protecting students and providing a safe environment for exploring sensitive or controversial issues. An example of this is form time devoted to discussing the Charlie Hebdo and Bataclan terrorist attacks in Paris, with students from different backgrounds encouraged to examine their own reactions and exchange their views.

As per the Laurus Trust Safeguarding Policy, all members of staff, volunteers and governors are trained in safeguarding and child protection issues as part of their induction process. The procedures relating to safeguarding and child protection are then discussed with all staff annually. *Keeping Children Safe in Education* is shared with and made available to all staff.

Staff also receive training on gender related issues and homophobic language. Stonewall posters are displayed around the school in public areas and in each classroom and are referred to by form tutors on a regular basis. Form tutors challenge stereotypes through the exploration of issues such as transgender awareness. This gives the clear message that the school welcomes and values every student, parent, carer and member of staff.

The engagement of all parents and carers is viewed by the Trust as an essential contributory factor to an inclusive, Outstanding school. Successful strategies employed by CHHS (outlined below) will be replicated Trust wide and adapted to reflect differing contexts.

#### **Parental Engagement**

Communication with parents/carers is prioritised and promoted to ensure engagement and support for students and their families. Non-teaching Heads of Year are at the forefront of this support, maintaining dialogues with students and parents and proactively engaging other agencies to ensure that students and parents access appropriate services in support of their health and wellbeing.

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

A high profile, active PTA is promoted and supported by Leadership. Parents and friends on the group actively encourage others to become involved on a long or short term basis, raising awareness of the school and its activities in the wider community. Current examples from CHHS include a 'Freshers Quiz' for new Year 7 students, their parents and staff and a Christmas Market where stalls are hosted by local independent traders and businesses as well as students, parents/carers and staff.

Parents are invited into school to participate in activities directly linked to their childrens learning, including subject specific information and revision evenings.

#### **Beliefs and Values (PSHE/SMSC)**

The Beliefs and Values Curriculum is the way in which we cater for the social, moral, spiritual and cultural development of our students. The Laurus Trust seeks to equip students for positively critical and respectful engagement with the challenges of living in a multi-cultural and diverse society. This is best achieved through providing a Beliefs and Values education which is fair, objective and wide ranging in its delivery. We appreciate that our students may come from diverse cultural and religious backgrounds, but this should not prevent them from learning about alternative beliefs and values in a respectful and tolerant way. We seek to improve understanding with the aim of reducing prejudice. Beliefs and Values covers: Religious Studies, Philosophy, PHSE and Citizenship. Direct examples of Beliefs and Values in action include our Model United Nations Project, Drugs and Alcohol Awareness Week, Inter-Faith Week, The Message Trust Week, Charity Committee and Beliefs and Values Ambassadors who run extra-curricular activities and competitions across school. Unashamedly high expectations are set for the promotion of tolerance, respect, understanding and appreciation of the diverse communities in which we live. Through our curriculum we aim to develop the ability to recognise the difference between right and wrong so that students are increasingly able to respect the civil and criminal law of England and in turn students develop their own moral code. Through an academically rigorous inquiry-based curriculum students are given opportunities to develop their individual sense of self whilst equally recognising the importance of respecting British values and cultural diversity. Students are encouraged to offer reasoned views about moral, religious and ethical issues whilst learning to appreciate the viewpoints of others on those same issues. We actively ensure that students experience a number of different religions, world views and secular standpoints and have the chance to work and socialise with people from different religious and ethnic backgrounds.

Themes covered in Key Stage 3:

- The Importance of Community and Diversity
- British Values
- Human Rights and Justice
- Christianity- The Life of Jesus/ The Importance of Parables
- Judaism- God and the Patriarchs
- You and Your Body (Drugs/Alcohol/Family/Friendships/Self Esteem)

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

- Islam- The Five Pillars
- Hinduism
- Personal Finance
- Sikhism
- Philosophy
- Does religion promote peace in the world?
- Mental Health , Sex and Relationships

Themes covered in Key Stage 4:

- British Values
- Philosophy
- Positive Relationships (Pornography, Suicide, Mental Health, Sexting, LGBT)
- Christianity- Beliefs, Practices and Traditions
- Islam- Beliefs, Practices and Traditions
- Ethics
- Politics
- Multiculturalism and Celebrating Diversity
- Local, National and Global Communities
- Family Life
- Religion: Human Rights and Social Justice
- Religion and Life
- The Existence of God and Revelation

At Key Stage 5, themes directly relating to local, national and international issues and events are delivered through Current Affairs lessons. Students are encouraged to examine and challenge their own and others viewpoints through debating sessions and to speak with passion and conviction about themes which engage them through delivering TED talks. These activities are built into the timetabled Sixth Form Enhance Curriculum.

#### **Preparing students for life in modern Britain**

The Cornerstones programme provides the framework for this aspect of the work of the Laurus Trust, and in particular the Cornerstone of Leadership and Service - *We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and will encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities. By the time they leave us we want each student to have that true sense of self-worth which will enable them to stand up for what is right and what they believe in and, in doing so, to be of value to society.*

The House System is a key driver for the Cornerstones and provides opportunities for the spiritual, moral, social and cultural development of students. The most prominent

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

role of the House system is that it allows students to play a full and active part in the democratic life of the school through positions of responsibility which give students the chance to partake in active democracy. Year 11 students are also given the opportunity to represent their peers through the Senior Prefect programme and Year 12/13 students are elected to a Cabinet. The Laurus Trust QA procedures make extensive use of student voice activities to ensure that our young people are actively involved in reflecting on and improving provision.

In preparing students to 'function as an economically active member of British society' (Ofsted: School Inspection Handbook), the Laurus Trust is committed to providing a wide range of activities and opportunities to support its CEIAG provision. The Trust currently works with 'New Economy' to ensure that Senior Leaders and staff delivering advice are aware of Labour Market Information for the Greater Manchester area and how to use this to inform students. The Trust already has strong links with SETA Education and Training, the Cartwright Group (Engineering), STEMNET and 'inspiringthefuture' organisations. At Key Stage 3, we will work with Young Enterprise through their 'Learn to Earn' and 'Your School, Your Business' programmes – the latter is designed to support Year 6/7 students as they make the leap into secondary education and as such is particularly appropriate for students who will be the first intake to a brand new school. It is designed to encourage students to speak to a group, develop confidence, assess their enterprise abilities and analyse and solve problems. At the start of Key Stage 4 students will be taken through a series of workshops to ensure that they understand the importance of 'networking' and are in a position, in terms of their skills, to take advantage of the opportunities which we will offer. This will be delivered through our existing links with [www.futurefirst.org.uk](http://www.futurefirst.org.uk) and supplemented by our relationships with groups such as Interserve and Totalpeople. At Key Stage 5 we will offer a series of monthly career insight breakfast seminars where students will get the chance to network with local employers and hear about the opportunities for employment and training. We will also offer unique links to Higher Apprenticeship and Traineeship opportunities through some of our commercial partners such as Grant Thorntons (current auditors). We will use already established links between the Trust and Manchester University to allow students to access the Manchester Gateways scheme and the Manchester Aspiring Students organisation and will continue to be involved with the Greater Manchester Higher partnership programme across all Key Stages to provide advice and guidance about higher education.

Similarly we fully engage with The Manchester Chamber of Commerce and the work of 'New Economy' ([www.neweconomymanchester.com](http://www.neweconomymanchester.com)) when structuring the focus of careers provision. Based on the latest available data it is now anticipated that there will be a net gain of 110,000 new jobs across Greater Manchester by 2024 and New Economy report that 'the top three occupation types by growth in the next decade are expected to be: professional, associate professional and technical and management, directors and senior officials.' (New Economy - January 2015). The New Economy Greater Manchester Skills Analysis (2015/2016) reports that Greater Manchester's professional services sector has seen the fastest growth in employment of the last three years. Other sectors adding employment include property, arts, entertainment and recreation and retail. The Manchester Evening News reported a 28% rise in job vacancies in the 12 months up to May 2015. This was much bigger than the 18%

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

recorded, for the same period, nationally. The biggest areas of growth have been for HR and supply chain and logistics professionals. The financial services industry is ‘also seeing a boom in the north west’ (Manchester Evening News. 29<sup>th</sup> May 2015). By continuing to review LMI information such as this, the Trust will tailor the particular sectors of the local business community that it engages with. The Trust will subscribe to the recently (August 2015) released ASCL ‘*Foundation code on Careers Education, Information, Advice and Guidance*’ (CEIAG). The foundation code will support further work in achieving the full Inspiring IAG Quality Award (the Trust has recently achieved stage 2 of the award). The Trust also has experience of gaining Centre of Excellence status from pfeq for Financial Education. This experience will be used to ensure that financial education is at the heart of CEIAG provision.

In terms of preparing students for future success, the Laurus Trust is acutely aware of its key aim to ensure that its students have access to an all round educational experience which rivals that on offer in private schools. The recent report published by the Sutton Trust – *Leading People 2016* – demonstrates that ‘*the UK’s professional elite is disproportionately educated at private schools and Oxbridge*’. The following three extracts from the report underline much of what drives the Laurus Trust in its pursuit of all round opportunity and excellence –

*‘While private school and Oxbridge students often have higher academic achievement, it is not just grades that determine future career success. These students often have the social skills and advantages – from higher aspiration and greater extra-curricular opportunities, to easier access to professional networks – that precipitate career success.’*

*‘As Ashley et al. have found, “elite firms define ‘talent’ according to a number of factors such as drive, resilience, strong communication skills and above all confidence and ‘polish’, which... can be mapped on to middle-class status and socialisation.”’*

*‘Recent research in the UK, including by the Sutton Trust, has also suggested that non-cognitive skills, including confidence, aspiration and ambition, are more likely to be possessed by those who come from higher socio-economic groups and by those who attend private schools. And that these, too, are often highly prized by employers. Again, these raise broader questions of inequality in UK society, beyond the immediate remit of this report, but are important to consider in any discussion of access.’*

The Cornerstones Programme generates an Enrichment curriculum and opportunities designed to address this question of ‘access’ and the Laurus Trust is in the process of expanding this provision even further through the generous funding from the charitable trust LFET. We are currently working with [REDACTED], to consider ways in which we can actively work on the “drive, resilience, strong communication skills and above all confidence and ‘polish’” of our students. In recent communication, [REDACTED] cited the following as being central to the work which she would promote with the Trust –



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

*'Success is not based on just academic knowledge but on certain social and professional skills :-*

- *Body language*
- *Voice*
- *Speech*
- *The ability to listen, to have dialogue and debate*
- *To be present in all situations and centred*
- *To make eye contact*
- *To have an overview and be able to work in and lead teams'*

We strongly believe that exposing students to the type of opportunities outlined above is key to us not only achieving our Trust vision that -

**“every child, regardless of background or circumstance,** will be inspired, learn to thrive in all environments and both aspire and work hard to achieve success.”

- but also to enable us to contribute to a more equal and inclusive education system in the north of England.

## 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

##### Rationale

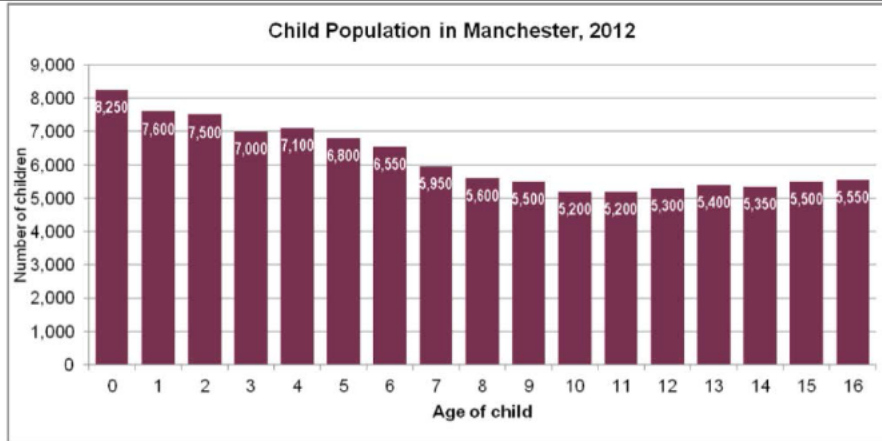
##### Address basic need – Didsbury High School

Between 2008 and 2015 an extra 1470 Reception places have been created incrementally through expanding existing provision and the creation of new schools across the city. This equates to an additional 49 Reception classes which are currently working their way through the primary system.

Forecast	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2015	7236	7156	7169	6917	6770	6530	6087
Sept 2016	7449	7448	7375	7350	7108	6937	6679
Sept 2017	7669	7662	7666	7555	7540	7275	7086

In response to this increased demand in the primary sector an additional 320 Year 7 places have been commissioned from existing schools. However only 30 of these are in the Didsbury area (Parrs Wood High School). To contextualise this still further recourse to the child population of Manchester at the last census is useful.

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



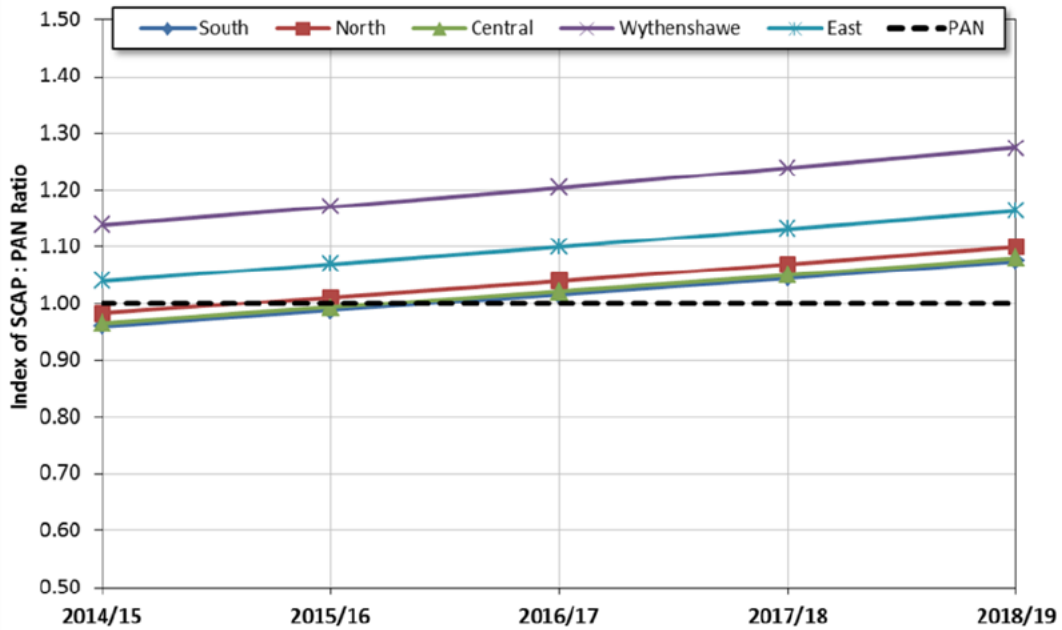
From the graph the increase in numbers of children aged 7 to 6 is the issue for the city; this represents the 2017 secondary intake. The 320 additional Year 7 places already created by extending existing provision and founding a new school (The Dean Trust Ardwick) mitigates some of this increase but in this one year alone there is an increase of 600 children. From Manchester City Council’s own forecasts, the situation is stark:

Forecast	Year 7	Year 8	Year 9	Year 10	Year 11
Sept 2015	5417	5104	4858	4808	4925
Sept 2016	5842	5533	5241	4983	4905
Sept 2017	6473	5957	5669	5366	5080

Longer term this increase is measured not in hundreds but in thousands. Last year saw a shift in geographical demand for primary places, where the centre and east of Manchester have historically been seen as hot spots, the demand is now to the south of Manchester. The north, east and central regions of Manchester saw a net 9.7% surplus of Reception places with the south of Manchester reporting only a 2.4% surplus. It is clear that there is demand for at least 2 new high schools within the city and based on trends the shift in demand is increasingly towards the south of the city across Wythenshawe and the south.

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

**Manchester (primary - Year R)**



Primary Planning Area		Index of SCAP : PAN Ratio				
Code	Name	2014/15	2015/16	2016/17	2017/18	2018/19
3520001	South	0.96	0.99	1.02	1.04	1.07
3520002	North	0.98	1.01	1.04	1.07	1.10
3520003	Central	0.97	0.99	1.02	1.05	1.08
3520004	Wythenshawe	1.14	1.17	1.20	1.24	1.27
3520005	East	1.04	1.07	1.10	1.13	1.16
	<b>PAN</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>

Primary Planning Area		SCAP : PAN Ratio				
Code	Name	2014/15	2015/16	2016/17	2017/18	2018/19
3520001	South	69	21	-28	-79	-131
3520002	North	29	-19	-68	-119	-171
3520003	Central	43	8	-27	-63	-101
3520004	Wythenshawe	-137	-169	-202	-236	-271
3520005	East	-53	-93	-134	-176	-220
	<b>Total</b>	<b>-49</b>	<b>-251</b>	<b>-459</b>	<b>-673</b>	<b>-893</b>

The location of the Didsbury High School at the edge of south Manchester and bordering Wythenshawe is intended to take some of the stress out of the system in these areas.

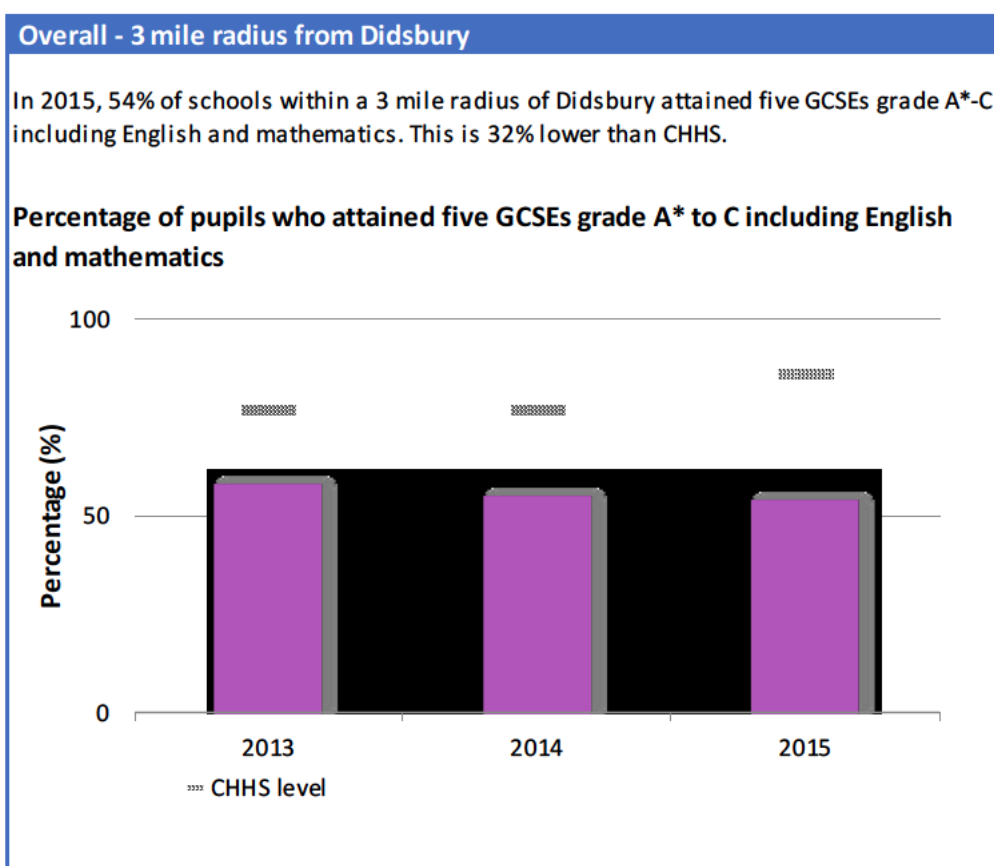
**Standards – Didsbury High School**

From an analysis of the data from secondary schools within 3 mile radius of Didsbury it is clear that there is educational disadvantage and pupil underperformance which is

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

masked by historical Ofsted ratings. For Didsbury the average grade is 2.2, which includes 1 *Outstanding* school last inspected in 2011 whose headline examination results have consistently fallen since 2011. Of the 13 935 secondary age pupils in a 3 mile radius of Didsbury 1 530 of them attend *Inadequate* schools. The Didsbury High School will address this by providing 900 *Outstanding* 11-16 places. The majority of schools in the area are rated as *Good* however from our detailed analysis we feel this is not good enough.

The 2015 performance tables report that the attainment on entry within 3 miles of Didsbury is, using a weighted average, a level 4b. Similarly, at CHHS the attainment on entry is also a 4b. However, by the end of key stage 4 the respective attainments are somewhat different. At CHHS the 5A\*-C including English and Mathematics measure stands at 86%, the weighted average for those schools within a 3 mile radius of Didsbury is 54%. This is below national standards and 32% below CHHS.



The disadvantaged cohort within the area have a Value Added score of 989 and compared with their non-disadvantaged peers the score is 1014. Contrasting this with CHHS where the equivalent figures are 1034 and 1050 respectively, it is clear that these cohorts are not being well served.

With regard to future headline measures no schools within the area were early adopters for Progress 8 so we are unable to provide a like for like comparison.

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

However, CHHS's Attainment 8 figure was 60.6 (grade B) and the Progress 8 figure for 2015 was 0.85 placing it in the top 2% in the country.

As a local Pupil Premium Award winner and finalist for the national award we are cognisant of the challenges associated with disadvantaged students. Indeed, part of our drive to extend our provision in these areas is to redress the balance. We have worked hard at closing the gaps to national and within our own institution. With 73% of our disadvantaged pupils attaining the 5 A\*-C including English and Mathematics standard, higher than the non-disadvantaged cohort nationally.

The 16-19 picture in the area is similarly below national in terms of all key indicators. The average point score per A-level entry is at 200.6 (216.1 national average), contrasting with 222.1 at CHHS. For a student studying 3 A-levels this equates to the equivalent of 2.15 grades higher in their final outcomes; by way of example a grade set of BBC (Didsbury 3 mile radius) to ABB (CHHS).

Viewing A-levels as a gateway qualification to university, the percentage achieving at least AAB in 2 or more facilitating subjects is half that of national (14.7%) at 7.1%. At CHHS this figure is 23%. It would be morally wrong to create outstanding secondary provision in the south of Manchester to then send these well prepared young people to a substandard 16-19 education. This is the rationale for the Didsbury High School being an 11-18 school.

#### **Address basic need – The Ryecroft High School**

Across Tameside significant works have been undertaken to meet the increased demands within the primary sector. Currently within the system there are 524 more children in Reception than Year 6. Projections for these figures become more problematic with future cohorts where the difference between current Year 6 and Reception in 2017 is 700 places.

Forecast	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2015	3223	3164	3075	2921	2760	2690	2574
Sept 2016	3330	3223	3164	3075	2921	2760	2690
Sept 2017	3280	3330	3273	3164	3075	2921	2760

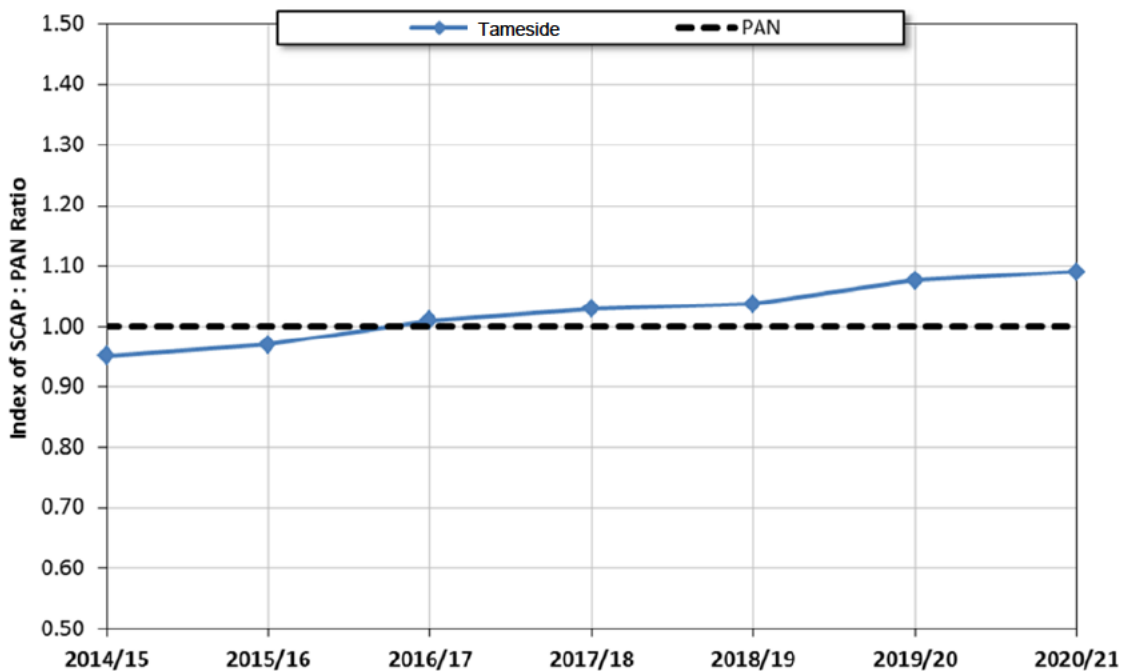
Much of this increase in demand in the primary sector has already been addressed through Basic Need Funding through extending existing provision and building new primary schools. However, to date, only an additional 10 Year 7 places (St Damian's RC High School) have been commissioned from existing secondary schools. It must be

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

noted that in the current Year 7 across the region there are 268 surplus places within the system. However of those places within a 3 mile radius of Audenshaw 71% of them are at schools which require improvement or are inadequate.

The current spare capacity within the system will be able to mitigate some of the increased demand in the short term by allocating children to poor quality and poorly performing schools. Whilst this in itself is not good enough the actual demand by 2020 will mean that Tameside is 564 secondary places short. With the problem only getting worse with approximately another 200 places needed 2 years later.

**Tameside (secondary - Year 7)**



Secondary Planning Area		Index of SCAP : PAN Ratio						
Code	Name	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
3570004	Tameside MBC	0.96	1.00	1.00	1.05	1.07	1.14	1.20
	PAN	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Secondary Planning Area		SCAP : PAN Ratio						
Code	Name	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
3570004	Tameside MBC	113	-13	-5	-133	-210	-394	-564

It is designated as a hotspot bordering another hotspot (Manchester). Indeed, Manchester is a net exporter of children for both primary and secondary places to other local authorities. The geographical positioning of The Ryecroft High School on the border of Manchester and Tameside is intended to reduce some of the stress both areas.

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

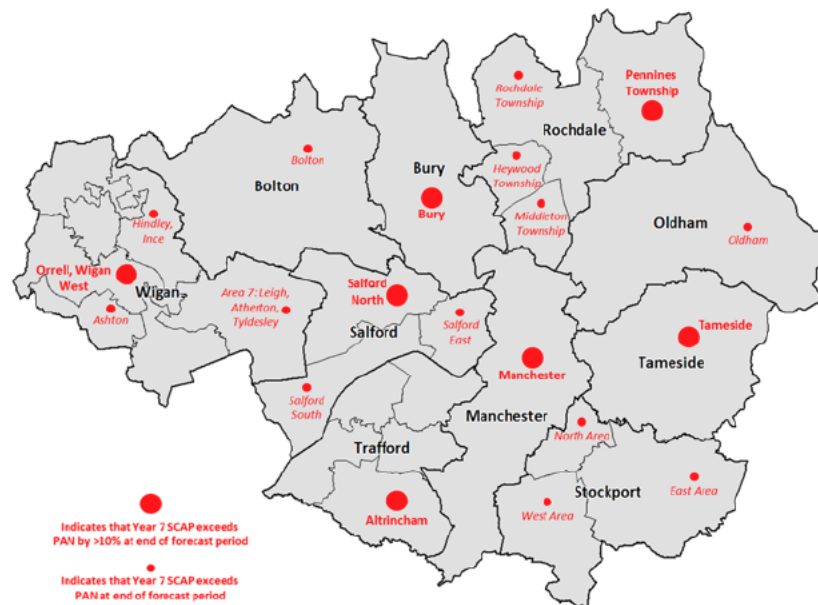


Figure 35: Greater Manchester – Secondary School Planning Area Growth Hot-Spots

### Standards – The Ryecroft High School

From an analysis of the data from secondary schools within 3 mile radius of Audenshaw it is clear that there is significant educational disadvantage and pupil underperformance particularly for boys in the area. The average score Ofsted grade within the radius is 3, and as such this requires improvement. This does include Fairfield Girls School which is judged to be *Outstanding*. The attainment at entry at FGS is higher than CHHS however the end of Key Stage 4 results in terms of progress and attainment are significantly lower, particularly with reference to those who enter the school with low prior attainment. Moreover the neighbouring boys school, Audenshaw, is currently rated as *Inadequate*. Of the 15 340 pupils within 3 miles of Audenshaw 6 905 are currently educated in schools which are *Inadequate* or *Require Improvement* of which 4 095 attend *Inadequate* schools. The Ryecroft High School will begin to redress this situation by providing 900 *Outstanding* 11-16 places.

The 2015 performance tables report that the attainment on entry within 3 miles of Audenshaw is, using a weighted average, a level 4b. Similarly, at CHHS the attainment on entry is also a 4b. However, by the end of key stage 4 the respective attainments are somewhat different. At CHHS the 5A\*-C including English and Mathematics measure stands at 86%, the weighted average for those schools within a 3 mile radius of Audenshaw is 46%. This is significantly below national standards and 40% less than CHHS.



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

### Overall - 3 mile radius from Audenshaw

In 2015, % of schools within a 3 mile radius of Audenshaw attained five GCSEs grade A\*-C including English and mathematics. This is 40% lower than CHHS.

### Percentage of pupils who attained five GCSEs grade A\* to C including English and mathematics



The disadvantaged cohort within the area have a Value Added score of 961 and compared with their non-disadvantaged peers the score is 1000. Contrasting this with CHHS where the equivalent figures are 1034 and 1050 respectively, it is clear that these cohorts are not being well served.

With regard to future headline measures only one school in the area was an early adopter of Progress 8. Their score was -0.41, this compares poorly with -0.03 nationally. In contrast CHHS's Attainment 8 figure was 60.6 (grade B) and the Progress 8 figure for 2015 was 0.85 placing CHHS in the top 2% in the country. Regardless of the headline measure used 5 A\*-C including English and mathematics/Value Added/Progress 8 the results are below national expectations and are not good enough. The quality of provision in this area requires improvement and the Ryecroft School seeks to address this.

As a local Pupil Premium Award winner and finalist for the national award we are cognisant of the challenges associated with disadvantaged students. Indeed, part of our drive to extend our provision in these areas is to redress the balance. We have worked hard at closing the gaps to national and within our own institution. With 73% of our disadvantaged pupils attaining the 5 A\*-C including English and Mathematics standard, higher than the non-disadvantaged cohort nationally.

The 16-19 picture in the area is similarly below national in terms of all key indicators.

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

The average point score per A-level entry is at 194.1 (216.1 national average), contrasting with 222.1 at CHHS. For a student studying 3 A-levels this equates to the equivalent of 2.8 grades higher in their final outcomes; by way of example a grade set of BCC (Audenshaw 3 mile radius) to ABB (CHHS).

Viewing A-levels as a gateway qualification to university, the percentage achieving at least AAB in 2 or more facilitating subjects is half that of national (14.7%) at 4.5%. At CHHS this figure is 23%. It would be morally wrong to create outstanding secondary provision in the south of Manchester to then send these well prepared young people to a substandard 16-19 education. This is the rationale for The Ryecroft High School being an 11-18 school.

### **Adding to choice/diversity of provision locally**

There are some pockets of deprivation in the Didsbury and Audenshaw area. There is certainly risk of educational disadvantage and we believe that an additional secondary school will offer considerable **educational advantage**, and provide a local example of 'outstanding' provision. The proposal for Free Secondary Schools in these areas is based on the premise that the Laurus Trust has the expertise and professional standing to create a school that will offer the community an enhanced 11-18 offer.

Furthermore, the focus on academic excellence together with the Cornerstone activities delivered via the Aspire and Enhance\* programmes will ensure that there is an increase in participation rates at A-level and beyond to Russell Group universities.

\*The Aspire programme encompasses the full range of academic opportunities through the cornerstone of Academic Aspiration, whilst the Enhance programme is designed to enrich this experience through the remaining cornerstones of Culture & Creativity, Competition & Physical Endeavour and Leadership & Service this will be funded by the charitable trust LFET. These programmes are summarised in the following section.

### **Make use of academy freedoms to improve standards in the local area**

As described above, the incorporation of additional secondary schools into the Laurus Trust would generate a number of educational advantages. It would also benefit from academy freedoms around organisation and budget, not least the ability to target financial, physical and human resources at key areas of school improvement as well as achieving greater cost effectiveness through the sharing of resources in a variety of ways. These will include

- appointing teaching and support staff to work between schools
- extended school day
- appointing IT, Finance, HR and Estates staff to work across the Trust
- creating common administrative appointments

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

- identifying and exploiting opportunities to exercise economies of scale
- sharing equipment, hardware and accommodation
- increasing the range and capacity for community and out-of-hours learning or extra-curricular activities which generate additional income and enhance local provision
- collaboration on research, CPD, pedagogy, etc.

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**

The CHHS 2015 Ofsted Report states:

*'In Key Stages 3 and 4, students make outstanding progress in each year group. They leave Year 11 with standards in GCSE examinations that are well above those found nationally.... The sixth form is outstanding. Despite the sixth form being a relatively new addition to the school, students who attend make excellent progress, are well led, happy, ambitious and highly confident young adults.'*

and

*'Leaders at every level share a passion for students to succeed and for the school to be a beacon of excellence within the community. They have very high aspirations and expect the highest standards from everyone.'*

Young people who currently live in M20 and M34, the postcode students are likely to come from, who will attend Didsbury High School and The Ryecroft High School respectively, currently do not have access to this quality of education.

Parents in both areas tell us that this is a major concern and that they would welcome

the opportunity to send their children to a school that provides a truly outstanding education at Key Stage 3, 4 and 5.

### **Manchester LA Support - The Didsbury High School**

We have had successful dialogue with both the Chief Executive and the Director of Education of Skills for Manchester Council. Our Free School has the full support of both officers and politicians. In relation to our application they have issued the following statement:

'Manchester City Council is working in partnership with local providers to ensure that there are sufficient school places in the City in coming years to address the growing population. It has been particularly helpful when free school proposers have consulted us in advance of submitting proposals, and we very much value the developing partnership with the Laurus Trust (Cheadle Hulme High School) and are supportive of their proposal to develop a new secondary phase school to add capacity in the central/south area of the City through a provider with a track record of outstanding provision.'

### **Tameside LA Support – The Ryecroft High School**

As a Teaching School we have a very strong track record of working in partnership to support a number of Tameside schools which has enabled us to experience first hand the issues facing the communities in M34.

Below are examples of our impact:

Hyde Community College	Support provided for English and Teaching and Learning 2011 -12 Impact +6% 5A*-C including E & M 2011 Outcomes 44% 5A*-C including E & M 2012 Outcomes 50% (after support) including E&M Ofsted Grade improved from 3 to 2
Astley Sports College	SLE support for Science Impact – GCSE results +57% on modular exams

Teaching improved from 55% to 67% Good and Outstanding. The focus here was on classroom practice particularly challenge and engagement

Alder High School

Support provided for English and Leadership and Management

Impact GCSE Results +17%

2012 Outcomes 58%

2013 Outcomes 75%

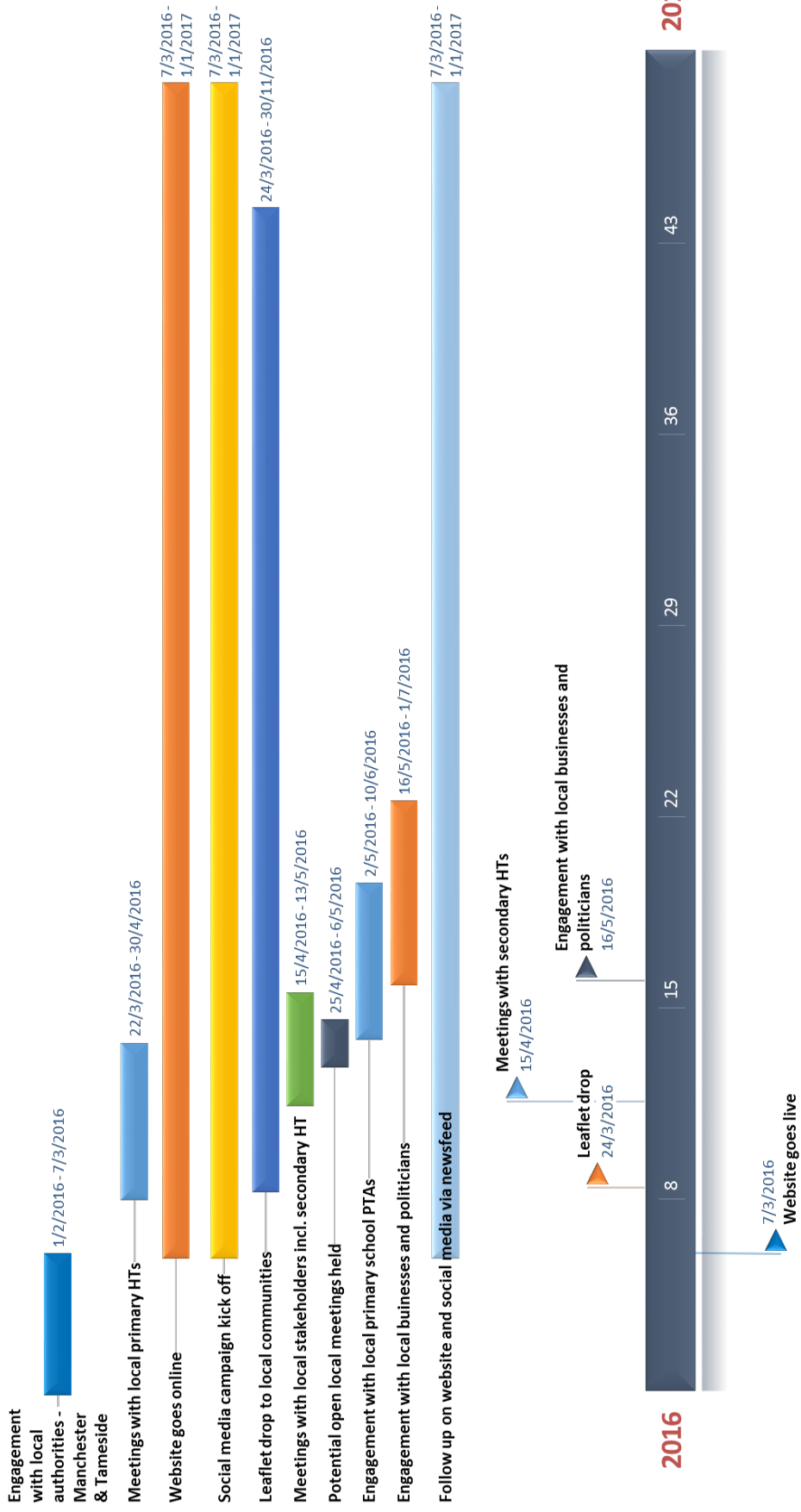
Early discussions with the Assistant Executive Director for Education in Tameside have been very positive and a meeting to discuss potential sites is scheduled for March 17th.

### **Local Schools**

We have secured the support of [REDACTED] – judged outstanding by Ofsted. [REDACTED] is a 3 form entry Primary School in [REDACTED]

### **Marketing Strategy**

We have an extensive and robust marketing plan including publicity materials which can be seen below.



# The Laurus Trust

Proposes

**An 11 - 18 Secondary School** which will be located in **Didsbury**



Didsbury High School



“ Our vision is that every child, regardless of background or circumstance, will be inspired, learn to thrive in all environments and both aspire and work hard to achieve success ”

## An 11 - 18 secondary school for Didsbury

**Do you have children due to start secondary school in 2018 (currently in Year 4) or 2019 (currently in Year 3)?**

**If so, please read on...**

### Who are we and what are we proposing?

The Laurus Trust is a newly formed Trust with Cheadle Hulme High School (CHHS), the founder school, at its centre. CHHS is a hugely oversubscribed 11 - 18 Academy converter and Teaching School, ranked Outstanding in every category by Ofsted in 2011 and 2015. The 2015 results put CHHS in the top 2% of schools nationally in terms of value added and the top 5 non-selective schools in the North West

A growing primary population in the area means that Didsbury needs an additional Secondary school, offering Outstanding education to students from Years 7 to 13. We are therefore proposing to open **Didsbury High School (DHS)** - an 11-18 High School which will replicate the unsurpassed academic model of our founder school, CHHS.

### What can we offer?

As is the case in CHHS, we will deliver the National Curriculum within our 'Cornerstones' framework - ensuring that every student has access to the key areas of:

### Culture and Creativity

Alongside our high aspirations for academic success we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in such activities as Art, Music, Drama and the development of oracy and literacy. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

### Competition and Physical Endeavour

We believe that the benefits of physical activity and sport reach way beyond their impact on physical wellbeing and are evident in other aspects of education and welfare.

All students will be expected to embrace the notion of 'mens sana in corpore sano' 'Healthy Body Healthy Mind'.

### Leadership and Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and will encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities.

### Academic Aspiration

Our 2015 Ofsted report stated that:

“ The quality of teaching is outstanding across all year groups within the school and supported by teachers who know their subjects extremely well and are able to impart their knowledge to students with passion and rigour... ”

### Ofsted 2015

Our ambition is for all students, regardless of background, to make outstanding progress and achieve grades which will open the door to the future of their choice. Our academic curriculum will be knowledge based and will ensure that the needs and talents of all students are recognised and developed. Ultimately, we will ensure the same level of academic excellence at DHS as is achieved at CHHS.

# The Laurus Trust

Proposes

**An 11 - 18 Secondary School** which will be located in **Audenshaw**



The Ryecroft High School



“Our vision is that every child, regardless of background or circumstance, will be inspired, learn to thrive in all environments and both aspire and work hard to achieve success”

# An 11 - 18 secondary school for Audenshaw

**Do you have children due to start secondary school in 2018 (currently in Year 4) or 2019 (currently in Year 3)?**

**If so, please read on...**

## Culture and Creativity

Alongside our high aspirations for academic success we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in such activities as Art, Music, Drama and the development of oracy and literacy. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

## Competition and Physical Endeavour

We believe that the benefits of physical activity and sport reach way beyond their impact on physical well-being and are evident in other aspects of education and welfare. All students will be expected to embrace the notion of 'mens sana in corpore sano' 'Healthy Body Healthy Mind'.

## Leadership and Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and will encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities.

## Academic Aspiration

Our 2015 Ofsted report stated that:

“The quality of teaching is outstanding across all year groups within the school and supported by teachers who know their subjects extremely well and are able to impart their knowledge to students with passion and rigour...”

**Ofsted 2015**

Our ambition is for all students, regardless of background, to make outstanding progress and achieve grades which will open the door to the future of their choice. Our academic curriculum will be knowledge based and will ensure that the needs and talents of all students are recognised and developed. Ultimately, we will ensure the same level of academic excellence at TRHS as is achieved at CHHS.

## Who are we and what are we proposing?

The Laurus Trust is a newly formed Trust with Cheadle Hulme High School (CHHS), the founder school, at its centre. CHHS is a hugely oversubscribed 11 - 18 Academy converter and Teaching School, ranked Outstanding in every category by Ofsted in 2011 and 2015. The 2015 results put CHHS in the top 2% of schools nationally in terms of value added and the top 5 non-selective schools in the North West

Agrowing primary population in the area means that Audenshaw needs an additional Secondary school, offering Outstanding education to students from Years 7 to 13. We are therefore proposing to open **The Ryecroft High School (TRHS)** - an 11-18 High School which will replicate the unaudited academic model of our founder school, CHHS.

## What can we offer?

As is the case in CHHS, we will deliver the National Curriculum within our 'Cornerstones' framework - ensuring that every student has access to the key areas of:



## 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.

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

[Add lines as appropriate]

## F1 (a) Skills and experience of your team

As an academy sponsor, with at least one open school and written confirmation from the RSC stating we have the capacity to open two free schools, we are naming [REDACTED] NLE as the individual in charge during pre-opening. Her CV along with the two principal designates can be found in the Annexes.



Department  
for Education

Regional Schools Commissioner's Office  
Lancashire and West Yorkshire

Piccadilly Gate  
Store Street  
Manchester, M1 2WD

Email: [RSC.LWY@education.gsi.gov.uk](mailto:RSC.LWY@education.gsi.gov.uk)

19 February 2016

Dear [REDACTED]

### FREE SCHOOLS SURGERY – 10 FEBRUARY 2016

Thank you for attending the free schools surgery on 10 February. As you know, I asked [REDACTED] Head of office to lead the meeting on my behalf. [REDACTED] has passed on the growth model document you provided at the meeting.

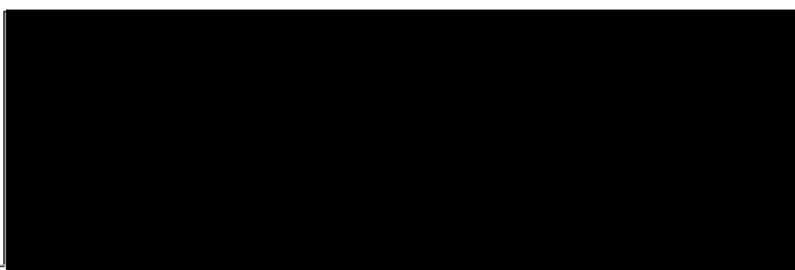
We agreed to come back to you in writing having considered your plans further. I am satisfied your trust has capacity to apply in Wave 11 for the two new secondary free schools you described. Your trust is eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form. Please refer to page 6 of the free schools guidance document which sets out the criteria for the shorter curriculum and finances sections of the application form (D1, D2, D3 and G).

The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide>. It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

Please include this letter when submitting your free school applications to the department. As discussed, this letter is not an endorsement of your applications as a whole and does not imply your applications will be approved. If you have not already done so, please can I also encourage you to register your interest on the department website; we will then give you a unique registration number that you should quote when you submit your formal application(s).

If you have any questions or have any difficulties accessing advice or information, please contact Helen Fawcett in my office on Tel: 0161 6001211 or email: [helen.fawcett@education.gsi.gov.uk](mailto:helen.fawcett@education.gsi.gov.uk)

I wish you the very best in developing your plans further.



## F1 (a) Skills and experience of your team



**Nick Gibb MP**  
Minister of State for Schools

Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT  
tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

[REDACTED]  
Cheadle Hulme High School  
[REDACTED]

18 February 2016

Dear [REDACTED]

I am writing to convey my warmest congratulations to you, your staff and your pupils for your school's very high standard of achievement in the GCSE exams in 2015.

The percentage of pupils achieving five or more GCSEs at grades A\*-C, including English and mathematics, shows that your school is one of the top 100 non-selective state-funded schools in England.

In addition, your school is one of the top 100 non-selective state-funded schools in England based on the percentage of pupils achieving the English Baccalaureate. Ensuring your pupils are achieving high standards of attainment at key stage 4 provides a strong basis for their further education and employment.

Finally, your school is also one of the top 100 non-selective state-funded schools in England based on the key stage 2 to key stage 4 value added measure, reflecting the fantastic progress made by your pupils since the end of primary school.

Thank you for your work in these important areas of a young person's education and congratulations again to you and your staff for your hard work and professionalism.

With best wishes.

Yours sincerely,

[REDACTED]

**Nick Gibb MP**

## 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.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
None		

[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**

The Laurus Trust is a growing MAT and currently consists of Cheadle Hume High School. Gorseley Bank Primary School, a “Good” school is due to join the Trust in May 2016 as a converter academy and Cheadle Hume Primary School (a Free School) and Cheadle Hume High School 2 are in pre-opening.

The governance structure that has been approved by DfE for the schools in pre-opening will not alter with the addition of the two new secondary schools proposed within this application. Specifically, each school will be overseen by a Local Governing Body, consisting of local governors with relevant skills and knowledge appropriate to their delegated powers and responsibilities. The Trust may establish a LGB for more than one school: in the first few years of the development of these two secondary schools, for instance, this may prove a more effective and efficient governance structure as the schools become established. Ultimately, however, each secondary school may have its own LGB. Every LGB within the Trust will report into the main Board.

While the basic structure of the governance will remain the same with the addition of these two secondary schools, the Trust is currently in the process of strengthening its capacity through the addition of a corporate member – the Law Family Education Trust (LFET). LFET is a charitable foundation established to support the education of pupils in and around Stockport and Manchester. The LFET will work on behalf of the Laurus Trust as a sponsor by gifting it money and supporting a range of extended opportunities for pupils and students in the Trust’s schools. These activities will focus on the areas of arts and sports and seek to provide pupils and students with high quality opportunities to encourage, nurture and develop their talents and abilities. In this way, the work of the LFET will be complementary to the educational excellence provided by the Trust’s schools.

As a Corporate Member of the Laurus Trust the LFET will have the power to

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

appoint a number of Trustees, securing the relationship between the LFET and the Trust. In the short-term it is likely that a number of existing Trustees will be designated as “LFET” trustees but over the longer term The LFET will appoint high quality Trustees as and when vacancies on the Board arise and/or specific skill gaps are identified.

Andrew Law will be the chair of the LFET.

**Conflicts of Interest**

Any pupil and student services provided to the Laurus Trust by The LFET will constitute a related party transaction. All such services will be provided at cost, in line with the latest guidance within the Academies Financial Handbook. Given the specific nature of the relationship between the Laurus Trust and The LFET, permission will be sought from the DfE to name The LFET within the revised articles, thereby formally recognising its status as a sponsor body and provider of services.

No other conflicts of interest exist.

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

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

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

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

N/A



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

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

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

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
N/A

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

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

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

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
N/A

## Section G – budget planning and affordability

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

Please:

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

### G1 – budget planning and affordability

As we have an existing large 11-18 high school with a strong track record as stated on page 31 of the DfE guidance we have not completed the Excel spreadsheet.

## Section H – premises (use Excel spread sheet)

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

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

## Annexes

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

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

## CV template

CV: [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>o position and responsibilities held</li> <li>o length of time in position</li> </ul> <p>▪ This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>o date of qualification</li> <li>o professional body membership number</li> <li>o how your qualifications are maintained</li> </ul>	
5.a	<b>For education only:</b> if you are in a leadership position in	[REDACTED]

CV: [REDACTED]	
	<p>your latest school (where available):</p> <ul style="list-style-type: none"> <li>o 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>

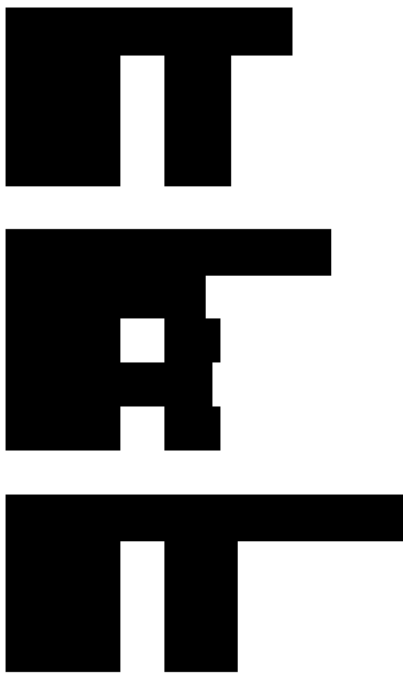
CV: [REDACTED]		
	results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

CV: [REDACTED]	
8.	Reference names(s) and contact details  [REDACTED]  [REDACTED]



CV template: [REDACTED]	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul>
	<ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> </ul>
	<ul style="list-style-type: none"> <li>▪ length of time in position</li> </ul>
3.	<ul style="list-style-type: none"> <li>▪ This should cover the last four years. If not, please include additional roles</li> </ul>
	<ul style="list-style-type: none"> <li>▪</li> </ul>
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>

CV template: **Principle Designate, The Ryecroft High School**

5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li><li>▪ school's best 8 value added scores for the years you were in post, if applicable</li></ul>	 The content in this cell is redacted with large black rectangular blocks. There are three distinct redaction areas, each covering a significant portion of the text that would otherwise be present.
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ 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 <b>16 to 19</b>,</li></ul>	

CV template: **Principle Designate, The Ryecroft High School**

	<p>average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7.	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p>

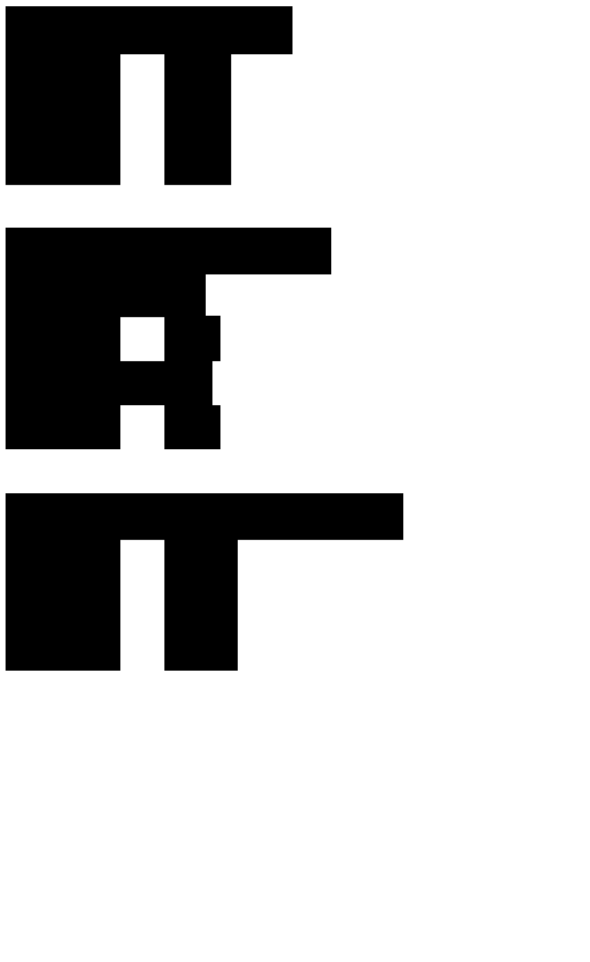
CV template: **Principle Designate, The Ryecroft High School**

8. Reference names(s) and contact details

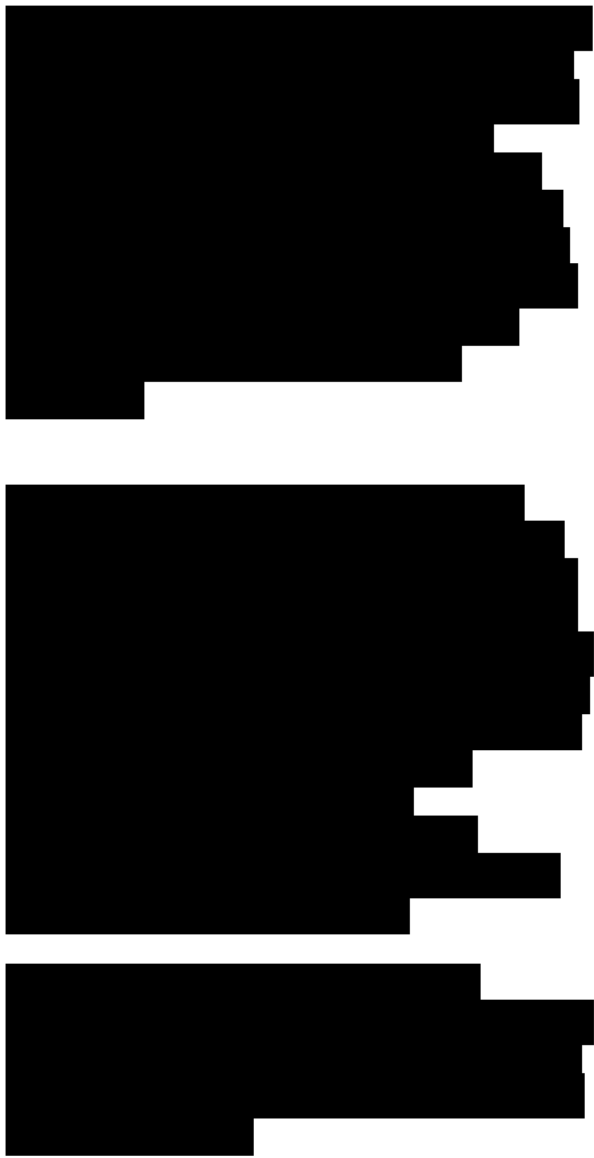
[Redacted reference details]

[Redacted reference details]


CV template: <b>Principle Designate, Didsbury High School</b>		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>o position and responsibilities held</li> <li>o length of time in position</li> <li>▪ This should cover the last four years. If not, please include additional roles</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>o date of qualification</li> <li>o professional body membership number</li> <li>o how your qualifications are maintained</li> </ul>	

<p>5.a</p>	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>o 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li><li>▪ school's best 8 value added scores for the years you were in post, if applicable</li></ul>	 The content in this cell is redacted with large black rectangular blocks. There are three distinct redaction blocks, one above the other, covering the entire right-hand side of the table row.
<p>5.b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ 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 <b>16 to 19</b>, average point score per entry and per</li></ul>	

CV template: **Principle Designate, Didsbury High School**

	<p>student for level 3 qualifications</p>	
t6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	 The content of this cell is completely redacted with black boxes. It appears to be a list of three paragraphs of text, each starting with a bullet point. The first paragraph is approximately 10 lines long, the second is approximately 12 lines long, and the third is approximately 8 lines long.

CV template: **Principle Designate, Didsbury High School**

7.	<b>Optional:</b> 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

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

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<b>Achievement of pupils at your school</b>	[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><b>Quality of teaching in your school</b></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 student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg 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>Student 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><b>Quality of leadership in, and management of, your school</b></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><b>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.</b></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><b>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.</b></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
<p><b>1. The roles and responsibilities of the directors/ trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>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)</p> <p>Holding school leadership to account</p>	
<p><b>2. Structure of the board</b></p>	<p>Accountability system</p> <p>Structure of decision making</p>	

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





Department  
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