



Department  
for Education

# Free school application form

Mainstream, studio, and  
16 to 19 schools

**Published: December 2015**

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

**THE TRINITY COLLEGE**

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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 type="checkbox"/>	<input checked="" 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: 1 MARCH 2016**

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

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



# Completing the application form

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

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

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

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

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

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

## Section C – vision

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

Please:

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

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

The Trinity Trust builds on the work of three successful schools working in a collaborative structure and committed to joint venture. Colchester High School, Manningtree High School and The Gilbert School are committed to forming a MAT in the pre opening phase of The Trinity College. We are excited at the prospect of providing a coherent all through education for students from 4 to 16 and beyond.

The aim would be to utilise already well-established expertise in school leadership to further improve education in Colchester and ensure parental choice in school places. This need arises due to the development in Colchester, as indicated on the Local Authority website December 2015, there is a need in these planning areas (after housing):

Primary:

- Colchester Group 02 (Stanway/rural northwest) – 139 places in 2019/20
- Colchester Group 05 (southwest) – 204 places in 2019/20
- Colchester Group 08 (south and south east) – 325 places in 2019/20

Secondary:

- Colchester Group 01 (north and rural northeast) – 520 places in 2019/20

This application would be for a Mainstream Free School (non-selective).

This will enhance the education provision within Colchester, building upon the existing strengths of our schools. This school will be supported by Colchester County High School for Girls which is currently the fifth highest performing state school within the country.

The school will have traditional British values with the expectation of courtesy and discipline.

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

The Trust fully understands the needs of this community, supported by well-established current Headteachers who are respected.

### **Mission Statement**

The mission of this school is to prepare resilient and responsible British citizens, who are able to compete in a global economy. We promote high aspiration and excellence. We are unashamedly ambitious for the future success of our students.

We aim to:

- establish work and perseverance “diligentia et constantia”
- provide outstanding teaching and learning
- enable students to cope emotionally, physically and spiritually with the pressures and demands of life
- provide outstanding pastoral care which nurtures emotional health and wellbeing
- provide a broad, well-balanced and personalised curriculum
- provide the highest quality education for all students, to enable them to achieve excellence in public examinations
- provide access to the highest quality further education and employment

It is central to the philosophy of this school that our students will:

- learn in an orderly, disciplined atmosphere, following the school’s Code of Conduct
- develop the capacity for creative, independent thought and problem-solving
- be able to communicate ideas in English and at least one modern foreign language
- develop appropriate technological skills
- understand our economic and political environment
- become effective British citizens who have developed sound judgement, maturity and compassion
- understand and respect social, moral, spiritual and British values in a multi-cultural society and take part in cultural activities
- appreciate and understand the environment

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

- become caring individuals who are valued and feel safe and secure
- develop leadership and entrepreneurial skills

The three sponsor schools are graded Good or Outstanding by Ofsted; Colchester County High School for Girls has a current value-added of 1043, The Gilberd School 1014.5, and Manningtree High School 1003. The strength of the schools can be seen in the positive trend of our results as shown below.

Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	2012	2013	2014	2015
Colchester County High School for Girls	99%	100%	100%	100%
Manningtree High School	42%	53%	63%	64%
The Gilberd School	52%	69%	58%	70%
LA	59%	60.5%	56.5%	58.4%
England - All Schools	59.4%	59.2%	53.4%	53.8%

The school will be supported by NEETSA (North East Essex Teaching School Alliance); this includes 40 Primary Schools, 20 Secondary Schools and 5 Special Schools. Colchester County High School for Girls is the Lead School providing:

- SLE
- School to School Support
- Initial Teacher Training
- CPD
- Olevi training
- Research and Development (Research Projects validated by Cambridge University)

The school would be structured traditionally, utilising expertise from Primary Teaching School partners, including:

- Lyons Hall Primary School, Deerleap Way, Braintree, Essex

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

- Highfields Primary School, Colchester Rd, Manningtree, Essex
- Dedham (C of E) Primary School, Parsons Field, Dedham, Essex

Primary structure:

We will follow the National Curriculum.

- Reception classes following the Early Years Foundation curriculum
- Classes will be mixed ability groups of 30 with withdrawal/support to meet individual needs

Secondary structure:

- year groups with form tutors
- setting for Maths, English, Science, Humanities and MFL
- some mixed ability grouping

In addition to the pastoral leaders, non-teaching pastoral assistants would be appointed. Subject coordinators to be appointed to lead the curriculum, utilising expertise as follows:

CCHSG: G&T (Gifted and Talented); Science and Languages Specialism; Mathematics; Physics; Whole-school literacy; Masterclasses in Science and Languages and STEM.

CCHSG currently works in partnership with Essex University delivering robotics and programming. There will also be an exchange STEM visit to Jiangsu in China. This will be developed with Trinity College.

The school will also be part of an independent/state school partnership, which is in operation to raise aspirations in the state sector. Currently working with New Hall in Chelmsford and Colchester County High School for Girls students experience Latin, Classics, Mandarin and masterclasses.

Manningtree High School: Science; Humanities and SEND.

The Gilbert School: Maths and ICT specialism; Arts; PE; Literacy; Geography and History.

Procedures and Policies

As very experienced school leaders, we would utilise and subscribe to the Essex HR Policies and Legal Services, safeguarding and other children's' services.

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

The school would become part of the Colchester Teacher Training Consortium and the North East Essex Teaching School Alliance.



## Section D – education plan: part 1

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

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

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

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

### Context for proposed numbers:

Local Authority data indicates a significant shortfall in school places in Colchester by 2019/20. As indicated below this is new build provision. Colchester’s Northern Growth Area Urban Extension is an area of rapid expansion. As detailed in Section E1, the school is sited within a new development of approximately three hundred and fifty dwellings (by 2020). These will generate the need for additional places.

Ideally, the school aims to start with Reception and Year 7 and to build up numbers over time for two reasons:-

First, to enable us to establish our ethos and to “grow” the ways of working and attitudes of our students.

Secondly, the opening of this school should not disrupt the admissions to other schools.

	<b>Current number of pupils (if applicable)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
Reception				60	60	60	60	60	60	60
Year 1					60	60	60	60	60	60
Year 2						60	60	60	60	60
Year 3							60	60	60	60
Year 4								60	60	60
Year 5									60	60
Year 6										60

Year 7				150	150	150	150	150	150	150
Year 8					150	150	150	150	150	150
Year 9						150	150	150	150	150
Year 10							150	150	150	150
Year 11								150	150	150
Year 12										
Year 13										
Totals				210	420	630	840	1050	1110	1170

Expected student profile and their needs:

A majority of the intake for The Trinity College will be drawn from the new build in Colchester's Northern Growth Area; building has started on the Chesterwell Estate and will shortly start on the land of the former Severalls Hospital, the existing housing is within the priority admission area presently served by The Gilbert School.

Data on the student population from the new build is obviously not yet available but it seems logical to suggest that the student profile of The Trinity College will be similar to The Gilbert School and its feeders (see details in D1). Intake data will be under constant review and changes will be made to meet individual needs as necessary. These figures are broadly in line with/below national and raise no particular barriers to a broad and balanced 4-16 curriculum with GCSEs at its end.

## 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.

#### Curriculum Plan

The schools forming The Trinity Trust have successful and demanding curriculae which deliver successful student outcomes, as witnessed by our results, three year trends and Ofsted judgements. We have drawn on the strength of these in the curriculum offer below, it will grow and develop in response to the needs of students.

The curriculum for The Trinity College reflects our vision for the school and our determination to provide an all through education which produces young people ready to achieve success in modern Britain. As indicated by staffing and financial data, it is affordable.

Outline of School Day:

The Primary College	8.30am – 3.00pm
	Breakfast Club – 30 minutes
	Break – 20 minutes
	Lunchtime – 45 minutes
	Enrichment Activities – 60 minutes
The Secondary College	8.45am – 3.15pm
	Breakfast Club – 45 minutes
	5 one-hour lessons each day
	Break – 20 minutes
	Lunchtime – 50 minutes
	Period 6 and Enrichment Activities – 90 minutes

Enrichment activities – wide range of enrichment activities at lunchtime and after school (see below).

## Primary Curriculum

The Reception class will follow the Early Years' Foundation curriculum. Student profiles will be generated using the statutory baseline assessment. In addition, the "well comm" profiling system will be utilised. The students will have Literacy (including phonics) and Mathematics teaching every day. The remainder of the curriculum will be delivered on a themed topic basis, which will ensure coverage of all foundation subjects across the year; this approach will be continued into Key Stage 1. The following areas will be covered:

- Literacy – including phonics
- Mathematics
- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive arts and design

## Key Stage 1 and 2

Pupils will study an hour of literacy and an hour of numeracy every morning. The rest of the day will be used to teach the other areas and foundation subjects, but the exact composition of each day will vary according to the time of year and the topics covered, the topics will encompass Science, Humanities and creative aspects of the curriculum.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	mandatory	
Mathematics	5	mandatory	
Science	1	mandatory	
History	1 *	mandatory	
Geography	1 *	mandatory	
RE	1 *	mandatory	Parents can withdraw pupils on request.
PE/swimming	1	mandatory	
Computing	1 *	mandatory	
Music	1 *	mandatory	

Art and Design	1 *	mandatory	
Design technology	1 *	mandatory	

\* over the course of the year, hours per week will vary according to topic.

### Key Stage 3

#### Curriculum Plan Secondary KS3 – Year 7

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	mandatory	Approximately 80% of the timetable will be spent on core subjects.
Mathematics	4	mandatory	
Science	4	mandatory	
French/German	2	mandatory	Reflects the emphasis on Ebacc subjects. We envisage a flexible Humanities rotation.
History	2 / 1	mandatory	
Geography	1 / 2	mandatory	
RE	1	mandatory	
PE	1	mandatory	
Computing	1	mandatory	
Music	1	mandatory	
Art	½	mandatory	Taught in blocks of 1 hour in rotation with Drama
Drama	½	mandatory	Taught in blocks of 1 hour in rotation with Art
Design technology	1	mandatory	
Tutorial/Future Skills	2 ½	mandatory	Collective Worship, Assembly, Tutorial Programme, Drop Everything and Read and Future Skills with opportunities for extended tutorials to facilitate guest speakers, IAG input etc. Nurture group to support integrated delivery of key subjects.

Curriculum Plan Secondary KS3 – Year 8

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	mandatory	
Mathematics	4	mandatory	
Science	4	mandatory	
French/German	4	mandatory	
History	1	mandatory	
Geography	2	mandatory	
RE	1	mandatory	
PE	1	mandatory	
Computing	1	mandatory	
Music	1	mandatory	
Art	½	mandatory	Taught in blocks of 1 hour in rotation with Drama
Design technology	1	mandatory	
Drama	½	mandatory	Taught in blocks of 1 hour in rotation with Art
Tutorial/Future Skills	2 ½	mandatory	Collective Worship, Assembly, Tutorial Programme, Drop Everything and Read and Future Skills with opportunities for extended tutorials to facilitate guest speakers, IAG input etc.

Key Stage 4

Curriculum Plan Secondary KS4 – Years 9, 10 and 11

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	Mandatory	
Mathematics	4	Mandatory	

Science	4	Mandatory	
French	3	Mandatory or German	
German	3	Mandatory or French	
History	3	Mandatory or Geography	
Geography	3	Mandatory or History	
RE	1	Mandatory	
PE (core)	1	Mandatory	
Computing	3	Voluntary	
Music	3	Voluntary	
Art	2	Voluntary	
Drama	2	Voluntary	
Resistant Materials	3	Voluntary	
Food & Nutrition	3	Voluntary	
Textiles	2	Voluntary	
Health and Social Care	2	Voluntary	
Business Studies	2	Voluntary	
Sports Studies/PE	2	Voluntary	
Supported Training and Education Pathways Scheme (STEPS)	6	Voluntary	Least able/vulnerable students only (target group of no more than 12 students)
Tutorial/Future Skills	2 ½	mandatory	Collective Worship, Assembly, Tutorial Programme, Drop Everything and Read and Future Skills with opportunities for extended tutorials to facilitate guest speakers, IAG input etc.

Option blocks:

Option Block A 3 hours a week	Option Block B 3 hours a week	Option Block C 3 hours a week	Option Block D 2 hours a week
French (3 classes)	History (3 classes)	History	Art
Geography (2 classes)	German (2 classes)	Geography	Business Studies
	STEPS	German	Drama
		Music	Health & Social Care
		Food & Nutrition	
		Computing	Sports Studies
		Resistant materials	Textiles
		STEPS	STEPS

The Trinity College will follow the National Curriculum but may use freedoms to modify it to meet the needs of individual students.

The school day will be extended to provide an optional Breakfast Club and after school provision – “Period 6” – Homework Club and extension activities.

**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**

### Curriculum

Our curriculum embodies our vision, it will be characterised by excellence, challenge, high engagement and the highest quality teaching and learning. The proven track record of schools in our partnership provides the experience, structures and approaches to deliver this (see 5 A\* - C, value added data in C and Ofsted reports).

All staff will be committed to our belief that no student should be left behind. Our curriculum will respond to the differing needs of our students. Students will grow and develop because of a curriculum which stretches them within a secure learning environment. We will provide students with opportunities to achieve success, extend boundaries and prepare for life in modern Britain.

To support consistent delivery of the curriculum we will place a high priority on effective monitoring, evaluation and training (see below).

### Primary Curriculum

The primary phase will follow the National Curriculum Programmes of Study in English, Mathematics and Science.

The primary curriculum laid out will be supported by the phonics programme Read Write Inc in Key Stage 1. Students who struggle with reading will continue to be supported via this programme into Key Stage 2. The Fresh Start reading programme will be used to support any student entering Key Stage 3 who has low levels of literacy. Our librarian will act as a "Reading Champion" specifically focusing on target groups of students.

The progress of students in years 1 – 6 will be tracked and reported using the 'Target Tracker' system. This enables gains in learning ('steps') to be measure and recorded effectively and the educational needs of each student to be identified by the teacher. The effective utilisation of a systems of this type ensures that assessment informs teaching and impacts on learning.

The consultants who have volunteered to work with the school have expertise in assessment of the EYFS and the use of Target Tracker and would provide moderation of judgements in the first three years of the school.

Students in Years 4 to 6 will be taught a Modern Foreign Language initially delivered by colleagues from partner schools.

### Secondary Curriculum

The School will follow a two year Key Stage 3, providing a three year Key Stage 4 which allows the time to develop the depth of knowledge necessary to excel.

At Key Stage 4 the vast majority of students will follow EBacc courses to GCSEs which provide the necessary rigour and breadth of study. RE will provide

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

opportunities to reflect upon and safely discuss a range of moral issues from different perspectives, essential skills in modern Britain.

### Literacy

Literacy is integral to the development of all students from 4 – 16. Staff will take responsibility for the consistent and shared development of students' Literacy skills and make effective use of Literacy Catch Up through phonics programmes such as Read, Write, Inc and Fresh Start. Accurate assessment of Reading Ages at the start of Year 7 would inform a series of interventions designed to support the most disadvantaged, and highlight those students who need support accessing more challenging reading with their peers and teachers for company. Targeted monitoring of the most disadvantaged readers throughout the year, and across the key stages, would support the accelerated progress of these students via high impact activities that make the best use of shared resources.

The skill of writing would be promoted and shaped across the school and resources would be used by all staff and students to make sure that our students developed the subject and function specific vocabulary, and accuracy of structure and syntax, to be successful in their writing. Vocabulary for the curriculum would be embedded in schemes of learning, homework, display and website resources. Verbal Literacy would be developed by the wide-ranging form tutor activities and debating activities.

The library will be a place of activity, engagement and pleasure. It will support the learning of our students, as well as provide a hub for reading, author events and book clubs. As such, it will celebrate the reading successes of our students at the same time as challenging them to read more widely, often and collaboratively. Student Leaders will support their peers. Activities such as Drop Everything and Read will support the promotion of reading.

### Enrichment

Part of our work is in providing students with opportunities to broaden horizons and develop new skills. As such, the curriculum will be supported by a diverse range of extension and enrichment opportunities. The physical proximity of partner schools will enable their staff to initially support the delivery of these. These will be delivered through the curriculum "drop down" days, extended tutorials and Period 6. For example, these will include Art Club, Drama and Dance productions, sports clubs, STEM activities, film club, charity activities, Music lessons, Forest School and Outdoor Education, Exchange Visits, the Children's University, theatre visits. In addition, we will organise a wide range of speakers to inspire and motivate students.

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

The tutorial programme, PE lessons, school journeys and drop down days will be used to provide opportunities for outdoor education across phases. These will encourage the development of social skills, group work and decision making.

We will build on the excellent relationship between the secondary schools and their partner primaries which has already impacted upon practice at primary and secondary level. For example, the North Colchester Primary Collaborative (NCPC) is made up of The Gilberd family of schools. As a result of the work of this group, primary-to-secondary work has moved beyond a discussion of student transition to pedagogy and practice addressing cross phase approaches to key developments and sharing good practice. This work will help us avoid “The Wasted Years” and ensure KS3 practitioners build on the skills, knowledge and understanding developed at KS2. The involvement of the new school in NCPC will support the transition of students from primary schools other than Trinity College.

Growth mindset will be an explicit part of the curriculum at the school, drawing on the work across the NCPC, The Gilberd School and Manningtree High School. In keeping with our aims, students will adopt a “can do” attitudes which supports resilience, independent learning and responsible choices in modern Britain.

### Differentiated Curriculum

We will adopt a flexible approach to meet the differing needs of individuals. The nurture group approach in Year 7 will provide an alternative approach for a target group of students, as an interim stage to the full secondary school experience. This will follow a curriculum approach more akin to primary school with additional support and will enable us to concentrate on additional literacy, numeracy, confidence and social skills.

A target group of students (we envisage no more than 12) will follow a modified curriculum and the Supported Training and Education Pathways Scheme [STEPS]. This programme will allow them to develop team working, work-related skills on accredited courses which will enhance their self-confidence, and skills for the next stage of education and training. Initially it may be necessary for specialist staff from The Gilberd School to deliver this course and to use facilities and resources at The Gilberd School but this need will diminish over time. The success of these alternative approaches will be reflected in our low NEET figures.

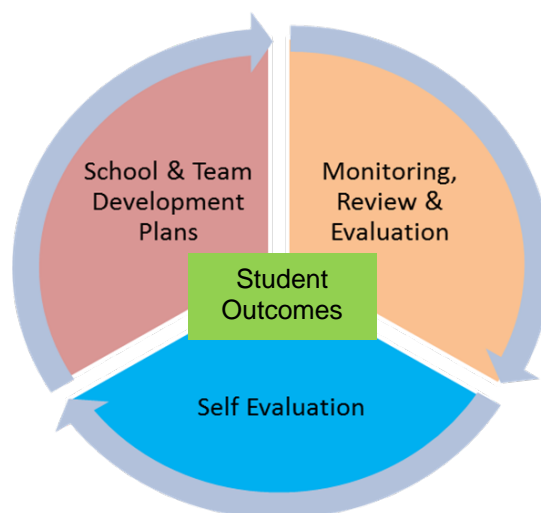
### Consistently High Quality Teaching

Our students deserve the best teaching possible; to this end, we will ensure consistency and will invest in high quality staff development which impacts on classroom performance. We will create a culture in which there is continuous discussion of teaching and learning built into all meetings and briefings. There will be

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

an acceptance that this is the norm. As a result, all lessons will be consistently at least good, with 50% outstanding.

The School believes in continuous improvement through rigorous monitoring, review and evaluation processes which identify development needs at whole school, team and individual level. These will be met through differentiated CPD programmes and effective PMR processes.



There will be a clear calendar of monitoring activities which draw together data and interventions analysis, lesson observations, book reviews, moderation activities and focused learning walks. This will be formally reviewed at least three times a year to monitor progress on development priorities, highlight CPD requirements for teams and individuals and identify points to feed into termly reviews of PMRs. The Local Governing Body, Members and Trustees will receive termly reports on the review process and progress against school targets.

We recognise the need to train leaders on all aspects of monitoring, teaching and learning. This will involve training to standardise our lesson observations, assessments and target setting. We will make use of schools across the partnership and external experts to quality assure our judgements against external benchmarks and ensure consistency.

Colchester County High School for Girls is the Lead School for the North East Essex Teaching Schools Alliance (NEETSA) working with 65 partner schools on a diverse range of courses, training and school-to-school support.

Through our work with the NEETSA and partner schools, we will offer differentiated CPD programmes for Primary and Secondary schools, this will include: NQTs, NQT Plus, Middle Leadership Skills, Pastoral Leadership, Preparing for Senior Leadership, Preparing for Headship as well as training on specific curricular issues and projects.

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

In addition, there will be programmes aimed at moving any grade 3 teachers to grade 2 and grade 2 to grade 1. Grade 4 teachers or teachers who remain at grade 3 will work through formal capability processes.

### Ethos

The Schools in our partnership share common beliefs, culture and ethos. These have led to use establishing environments with a positive attitude to learning, where students are challenged within a supportive and safe environment. We are determined that this ethos permeates all aspects of The Trinity College.

There will be a clear programme to actively teach the ethos and values we want. This will be delivered through the tutorial programme, vibrant and engaging assemblies and constantly reinforced in the day-to-day practice of The School.

Our rewards and sanctions system will link directly to our key values to encourage and foster the attitudes we wish to engender in our students. They will be consistent and clear. The School will be unashamedly proud of its students and will celebrate their successes and achievements through assemblies, celebration events, newsletters, contacts home and the rewards system.

Student Leadership will facilitate students' "buy in" to the values of The School. In addition, they will foster development of communication skills, team work and speaking to a variety of audiences. We will have Form Representatives on Year and School Councils, these will have a direct link to the Senior Team. In addition, we will have Student Leaders in curriculum areas, Charity Leaders, Student Mentors, Student Buddies, Reading Partners and Homework Partners. It will be expected that all students will take on a leadership role in their time at The School. We will place importance on teaching "soft skills": students will engage in a wide range of activities and visits; we will actively teach and model good manners; teach public speaking and provide opportunities to present work or performances to a wide audience.

### Attendance

Attendance targets will be 97% for the Primary College and 96% for the Secondary College as a minimum. Attendance will be reinforced by strong and clear systems, early interventions to address issues, regular communication with parents, effective support systems and follow up for the most vulnerable.

Strong pastoral and tracking systems will identify students who might not achieve their potential and will use our Learning, Attendance, Behaviour and Safeguarding strategies to initiate necessary interventions and monitor their efficacy.

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

The School will provide a learning environment which reflects the vision and values of our partnership and challenges low aspirations. This will be seen in the quality of buildings and facilities but also the priority on displays which will reinforce our ethos and core beliefs, they will use inspirational quotations, feature positive role models to show achievement including highlighting the successes of present students (and eventually ex-students) in our Roll of Honour.

Pupil Population at existing schools:

The majority of the catchment area of The College will be new build so it is not possible to give precise data on Special Needs cohorts; it seems likely that they will be similar to other schools in the area:-

<b>Primary Schools</b>	<b>% SEN (2015)</b>	<b>% EAL (2015)</b>	<b>% FSM (2015)</b>
Bishop William Ward	2.6	4.8	23.5
Brinkley Grove	1.2	15.8	20.3
Friars Grove	0.7	8.4	19.5
Highwoods	0.7	7.9	21.8
Myland	1.2	15.5	9.2
Queen Boudica	2.2	13.1	19.3
St John's	1.7	6.1	12.0
Willowbrook	14.9	14.9	40.3
<b>Secondary Schools</b>			
Colchester County High School for Girls	0	9.5	3.1
Manningtree High School	1.7	0.9	19.3
The Gilbert School	1.3	8.2	19.4

Whilst we do not expect the proportion of Looked After Children or EAL students to be high, the SENCO will ensure they are supported and their achievement is tracked. EAL students will receive additional support but in the majority of cases will not be withdrawn from mainstream lessons.

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

We are equally determined to ensure that Gifted and More Able students achieve their potential. To this end we will draw on our data to identify students and to ensure they are being stretched. Drawing on the experiences of colleagues at Colchester County High School for Girls, we will place a priority on challenge in our classroom practice. This work will be supplemented by a range of student activities, for example visits to Cambridge University and masterclasses delivered by colleagues from Colchester County High School for Girls.

### Inclusion

The School is totally committed to the belief that **all** students will achieve their potential and that no student will underachieve. We will ensure equality of opportunity for all and implement the Essex Equal Access Policy. The needs of vulnerable groups, such as Pupil Premium, will inform all we do and will be a key feature of all monitoring systems. A designated person will lead on Pupil Premium and ensure that the diverse needs of these students will be met.

The role of the SENCO is vital. The SENCO's role will be to: develop Special Needs Policy and practice across the school; raise the attainment levels of SEND students; initiate interventions necessary and to impact on teaching and learning ensuring high quality, well differentiated lessons which will meet needs. The size of the SEN team will depend on the nature of our intake and its specific needs.

We will support Special Needs through work with a wide range of external agencies including: Occupational Therapy, Speech and Language Therapy, Sensory Language Impairment Team, Psychology in Education; Emotional Wellbeing Mental Health Services (EWMHS). We are well aware of issues around mental health in the area and will have the strategies, experience and contacts with agencies to address these.

### Transition

Effective induction processes will establish the sense of a partnership between child, parent/carer and school which supports our shared desire for success. Whilst there are obvious differences between induction for Reception classes and Year 7, the strategy for both depends on: effective and regular communication; careful planning of visits/induction days which anticipate individual needs; and creative strategies to encourage hard to reach parents to engage with The Trinity College. Transition into school for the Reception cohort would begin in the Spring term with meetings for parents. They would be encouraged to complete an "All About Me" booklet giving a pen portrait of their child. The children themselves would be invited in to school in the Summer term for social events such as a toy team party or sports/activities afternoon to familiarise themselves with the site and the staff. Year 7 induction would follow a similar pattern of visits and activities. Key stages 2 and 3 will dovetail skills,

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

knowledge and experience and as a result transition from the Junior to the Senior College will be effective. We will place a particular focus on effective liaison to support students from other primary schools. A vibrant and engaging Summer School for Year 6 students will support this process and ensure that all students feel they are members of The Senior College.

Key transitions will be supported by high quality Information, Advice and Guidance (IAG) especially with regard to the transition to Key Stage 5. Internal systems and processes will be supported by external advisors and our existing excellent links with Essex University, further education and vocational providers in the area. Throughout Key Stage 3 and 4 students will receive high quality careers education, this will be supported by external speakers from a variety of apprentice programmes, businesses and universities. In addition our Careers Convention, mock interviews and visits to universities will raise aspirations and increase confidence.

Effective communication with parents will underpin our work on transitions. Parents will receive regular information and opportunities to provide feedback on transitions. In addition to the parental reports and consultation evenings outlined in D2, we would hold information events for each year group. The College will have a varied communication strategy which will use letters, newsletters, assemblies, website, social media and events to ensure that parents have the information they need to support their child. This will be evaluated through surveys and feedback from our Parents' Forum.

### **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**

Essential to our vision for our students is the work we do to ensure that all students make appropriate progress and have the knowledge and skills to face the challenges they will be set in later life.



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

There will be a thorough assessment and marking policy to ensure that all students receive informative feedback about their progress in a consistent format for all subjects.

Information for teachers and tutors will:

- measure student progress and recognise achievement in all subjects
- diagnose what has been learned and assist planning what is to be taught
- identify student's strengths and weaknesses, facilitating the setting of individual targets
- where appropriate allow comparison when selecting students for sets and teaching groups
- prepare students for examinations (internal and external)
- predict student's future attainment informing predictions and target setting
- inform what is written in reports and progress checks
- monitor students' personal, spiritual, moral, social and cultural development
- facilitate whole school tracking of a student's understanding of cross-curricular themes and performance in core skills (inc. citizenship, reading, writing, communication and mathematics (RWCM), careers and economic awareness)
- set targets for individual action plans under the Special Educational Needs Code

Information for students will:

- inform them of their progress
- provide encouragement and motivation
- set personal targets for their future learning
- compare performance and progress in different subjects allowing them to make decisions about their learning, allowing subject selection for KS4 and 5 and higher education
- prepare them for examinations (internal and external)
- predict their future attainment

Information for parents will:

- provide feedback on their child's progress and personal targets for future learning

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

- allow comparison of performance and progress in different subjects measured against both individual ability and national standards
- help decision making about future educational pathway

Information for senior leadership, Governors, Trustees and Members, further educational establishments and employers will:

- measure students' performance against national standards and benchmarks
- inform all stakeholders of the degree to which students are fulfilling or have fulfilled their potential
- allow evaluation of the performance of each teacher within the school
- demonstrate the fulfilment of the statutory requirements for recording and reporting (e.g. annual reports and KS3 and examination data)
- ensure that the School Development and Departmental Development Plans address areas of weakness
- ensure that all the Heads of Department have an understanding of, and are accountable for, their targets

### Baseline data and target setting

Precise intake data is not yet available; data from primaries in the area suggests the profile of students on entry is likely to be in line with the national.

### Primary Phase

Students will be screened on entry to the primary phase for indications of special / additional learning needs. In the first 3 years of the school, both this assessment and the preparation of individualized support or learning plans will be supported by the expertise of the schools run by the consultant primary headteachers. Staff time and resources will be made available to Trinity College.

The EYFS expected or exceeding we have predicted to be around 75%.

Students will be assessed at the end of KS1 and KS2 using the statutory tests of reading, punctuation, grammar, spelling and maths.

Targets for end of KS1 and End of KS2 will depend on the profile of the intake, but appropriately challenging targets are likely to be of this order:

80% Reading 100+

78% Writing 100+

90% Maths 100+

These targets will be achieved by creating a focused and inspiring learning

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

environment for all students, led by excellent primary practitioners. Our EYFS and primary teachers would be working collaboratively with staff in other local schools with proven track records in hitting these kind of targets, including a National Leader in Education.

We would have access to a Teaching Assistant training programme via a consultant primary school.

The recruitment of primary phase teachers will be fully supported by the consultant primary headteachers contributing to the project team.

Standards setting and moderation exercise to ensure appropriate preparation for the tests and assessment of writing at KS2 will be carried out with colleagues from the primary schools led by the consultants supporting our College.

Parents would receive one written report each year and be invited to parents/teacher consultation evenings. There would be 2 of these in reception and 1 in each other year, with the additional opportunity of a post written report formal meeting.

### Key Stage 3

To enable the monitoring of progress across Key Stage 3 students will have a School Target Level/Step for each subject studied. The School Target Level/Step will be generated using Fischer Family Trust (FFT) estimates from (KS2, baseline tests) and CAT data. All students will take a CAT test and be re-tested. There is an expectation that students will make a minimum of two levels or three steps of progress from entry at the end of KS2 to the end of KS3. A progress pathway (see below) will be generated with intermediate targets for the end of each academic year.

<b>KS2 average</b>	1-9 scale entry	End Y7	End Y8	End Y9	End Y10	End Y11
<b>6 or more</b>	3-	4	5+	7-	8-	<b>9</b>
<b>5.9</b>	2+	4-	5	6+	8-	<b>9</b>
<b>5.8</b>	2+	4-	5	6+	8-	<b>9</b>
<b>5.7</b>	2+	4-	5	6+	8-	<b>9</b>
<b>5.6</b>	2	3+	5-	6-	7	<b>8+</b>
<b>5.5</b>	2	3+	4+	6-	7-	<b>8</b>
<b>5.4</b>	2	3+	4+	6-	7-	<b>8</b>
<b>5.3</b>	2-	3-	4	5	6+	<b>7+</b>
<b>5.2</b>	2-	3-	4-	5	6	<b>7</b>
<b>5.1</b>	2-	3-	4-	5	6	<b>7</b>
<b>5</b>	2-	3-	4-	5-	6-	<b>7-</b>
<b>4.9</b>	2-	3-	4-	5-	5+	<b>6+</b>
<b>4.8</b>	2-	3-	4-	5-	5+	<b>6+</b>
<b>4.7</b>	2-	3-	4-	5-	5+	<b>6+</b>
<b>4.6</b>	1+	2+	3	4	5-	<b>6-</b>
<b>4.5</b>	1+	2+	3	4	5-	<b>6-</b>
<b>4.4</b>	1+	2+	3	4	5-	<b>6-</b>
<b>4.3</b>	1+	2	3-	4-	4+	<b>5</b>
<b>4.2</b>	1+	2	3-	4-	4+	<b>5</b>

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

4.1	1+	2	3-	4-	4+	5
4	1+	2	3-	3+	4	5-
3.9	1	2-	2+	3	4-	4+
3.8	1	2-	2+	3	4-	4+
3.7	1	2-	2+	3	4-	4+
3.6	1	2-	2+	3-	3+	4
3.5	1	2-	2	3-	3+	4-
3.4	1	2-	2	3-	3+	4-
3.3	1-	1+	2-	2+	3-	3+
3.2	1-	1+	2-	2	3-	3
3.1	1-	1+	2-	2	3-	3
3	1-	1	2-	2	2+	3-
2.9	0	1	2-	2	2+	3-
2.8	0	1	2-	2	2+	3-
2.7	0	1	2-	2	2+	3-
2.6	0	1	2-	2	2+	3-
2.5	0	1	2-	2	2+	3-
2.4	0	1-	1	1+	2-	2
2.3	0	1-	1	1+	2-	2
2.2	0	1-	1	1+	2-	2
2.1	0	1-	1	1+	2-	2
2 or less	0	1-	1	1+	2-	2

**Key Stage 4**

All students will have a School Target Grade/Step for each examination subject studied. The School Target Grade/Step will be generated using Fischer Family Trust (FFT) (10%) estimates from KS2 and considering progress at KS3. There is an expectation that students will make a minimum of two levels or steps of progress from KS3 to KS4 with four levels and five steps of progress expected from KS2 to KS4.

**Tracking Progress**

In order to track student progress data will be analysed following annual reports, progress checks and school examinations. At each collection point, subject staff will enter the data onto SIMs Assessment Manager to collate the data and highlight if students are not on target. The data will be made available by SLT; subject teachers will be expected to identify any students not on track to meet targets in their subject and put in place appropriate intervention.

Pastoral staff will scrutinise the data and plan interventions for students who are not making the expected progress.

In KS4 students not making the expected progress will be mentored by a member of the Senior Leadership Team or other staff as appropriate.

**Marking**

Students are entitled to:

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

Regular marking that acknowledges their efforts and clearly shows them how they can make further progress.

All marking should encourage a dialogue between the student and teacher and identify grammatical and spelling errors using the school marking for literacy codes. Where many literacy errors have been made staff must use their own judgement as to how many to correct.

### Classwork

Classwork will be checked regularly as part of the normal classroom routine. This will be a simple check to ensure that work has been completed and is accurate. Checks will include the use of self and peer assessment.

### Homework

Homework will provide frequent and prompt feedback which;

- acknowledges the positive aspects of the work and reinforces success
- identifies errors and provides constructive advice for improvement
- is marked with a positive and specific comment and specific, measurable, attainable, relevant and time-bound (SMART) target(s) which are formative and provide next step guidance
- independent learning will be continually developed

The subject teacher will keep a record of late or missing homework and apply sanctions.

### Diagnostic Marking

Diagnostic marking (e.g. levelled or graded assessments, end of topic tests or internal examinations) should take place each half term and will be used to inform annual reports, progress checks and discussions at parents' meetings. This type of marking will be more in depth and will include a level/step or GCSE/GCE grade/step and a clear indication of how to work towards the next level, step or grade. Use of 'what went well' (www) and 'even better if' (ebi) will be encouraged. Diagnostic marking must be available for students and others, including those observing lessons, to review in student exercise books.

Throughout all Key Stages, there will be external validation. As a partnership, we will moderate and evaluate assessment and make use of external consultants to quality assure our work.

### Rewards and Interventions

Throughout the junior and senior college, there will be rewards and celebration of achievement. Equally, attitude to learning will be monitored and sanctions applied

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

where necessary. There will be a full Behaviour for Learning Policy with a full range of sanctions and behaviour targets.

Students will also be supported as follows:

- one to one literacy and numeracy
- peer mentoring
- School to School by student mentors and staff mentors
- work with EWHMS

The students will also be provided with punctuality and attendance targets, which could potentially culminate in a SAM meeting.

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

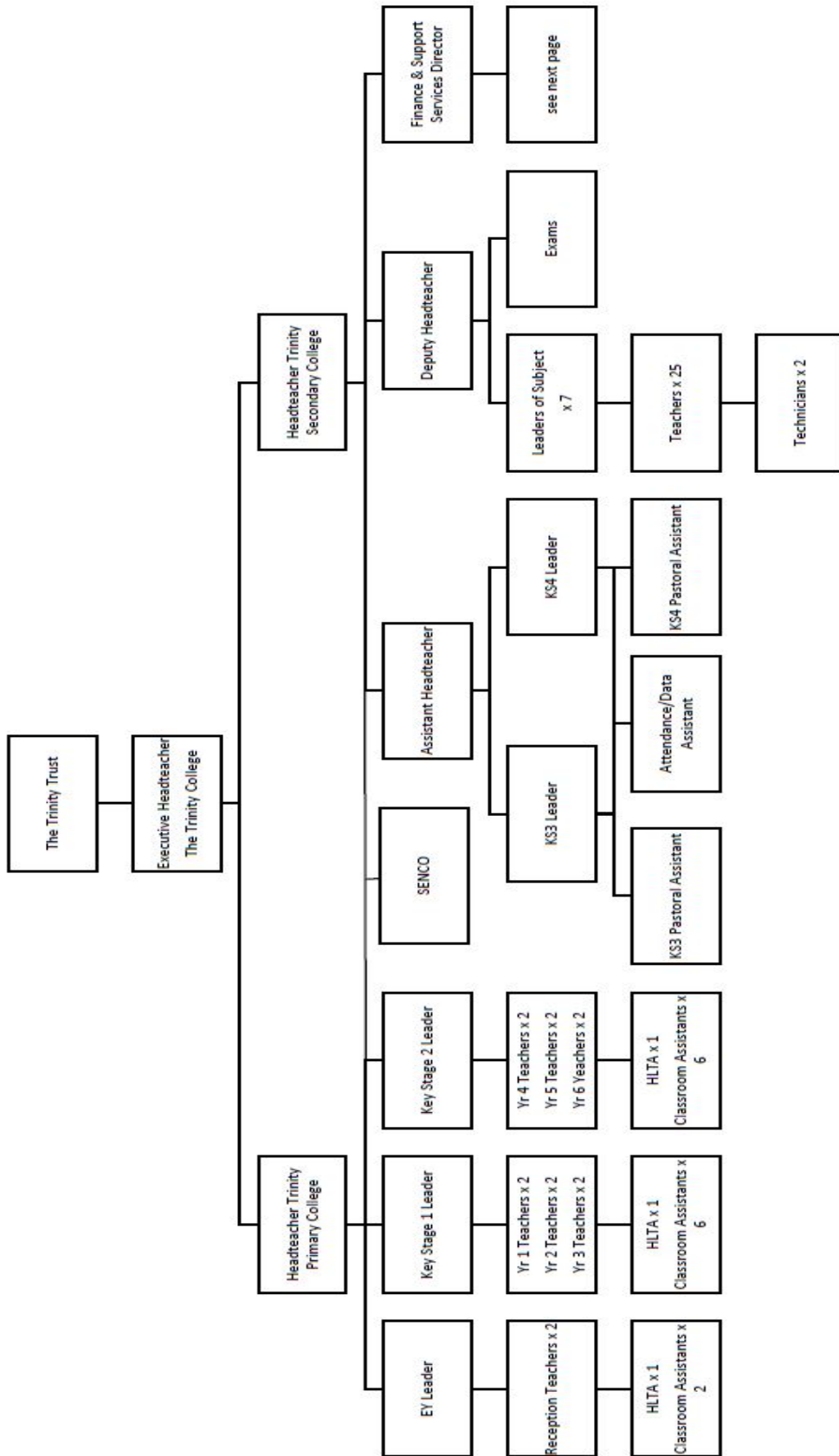
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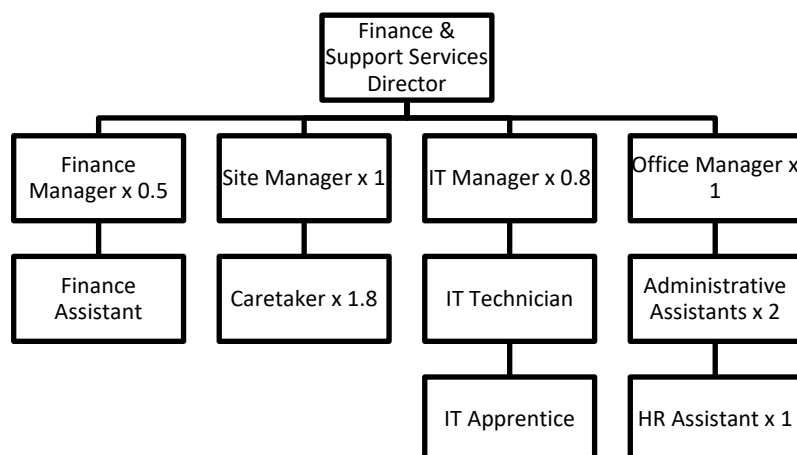
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**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

The Trinity College – Staffing Structure



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



The detailed implementation of this staffing structure is outlined below. The following points should be noted:-

- Our staffing model fully matches the curriculum outlined earlier, it has been modelled and costed, it is within the allocated budget.
- It involved a phased implementation of the management structure (see below).
- Initially colleagues will be required to be flexible; eg, teaching across Humanities subjects, a technician serving several subject areas.
- Senior staff will teach, subjects are indicated but they may change.
- Leaders will be appointed, they will be on an interim TLR initially, this will increase as the school grows.
- We will use specialist staff from the other MAT schools to support the college initially, over time the need for this will diminish. This is possible because of the close proximity of the schools; for example, in Year 1 Arts staff from The Gilbert School will all be kept free at the same time and travel to The Trinity College to teach Arts subjects.
- Assumptions have been made regarding the need for Classroom Assistants and Learning Support Assistants, these will be reviewed in light of student need. Reception classes have 2 Classroom Assistants (20 hours), primary classes have 1 Classroom Assistant, up to 3 HLTAs (20 hours) will be used across primary classes. Each secondary year group has 1 LSA plus additional staffing in response to statements.
- Support for backroom functions will be provided by the MAT; eg, HR, Finance, SIMS, ICT.



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

Trinity Trust Phased Growth

YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Pupil Numbers Primary/Secondary	60/150	120/300	180/450	240/600	300/750	360/750	420/750
<b>Staffing</b>							
<b>Leadership</b>							
Executive Headteacher	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Primary Headteacher	1	1	1	1	1	1	1
Secondary Headteacher	1	1	1	1	1	1	1
Primary Deputy Headteacher					1	1	1
Secondary Deputy Headteacher					1	1	1
Secondary Assistant Headteacher					1	1	1
Finance & Support Services Director	0.1	0.1	0.1	0.1	0.1	0.1	0.1
SENCO	0.2	0.2	0.5	0.5	0.5	0.5	0.5
EYFS Leader			1	1	1	1	1
Key Stage 1 Leader			1	1	1	1	1
Key Stage 2 Leader				1	1	1	1
Key Stage 3 Leader			1	1	1	1	1
Key Stage 4 Leader			1	1	1	1	1
Secondary Leaders	6	7	7	7	7	7	7
<b>Mainscale Teachers</b>							
Primary Mainscale Teachers	2	4	4	5	7	9	11
Secondary Mainscale Teachers	0.2	6	12	18	22	22	22
<b>Support Staff</b>							
Technician	1	1.5	2	3	3	3	3
IT Manager				0.5	0.8	0.8	0.8
IT Apprentice					1	1	1
Primary HLTA	1	2	3	3	3	3	3
Primary Classroom Assistants	2	4	6	8	10	12	14
Secondary Learning Support Assts	1	2	3	4	5	5	5
Key Stage 3 & 4 Pastoral Assistants		1	2	2	2	2	2
Librarian			1	1	1	1	1
Exams Officer			0.3	0.3	0.3	0.3	0.3
Office Manager					1	1	1
Administrative Assistants	1	1	1	2	2	2	2
Finance Assistant	0.5	0.5	0.5	1	1	1	1
Finance Manager	0.1	0.2	0.2	0.2	0.5	0.5	0.5
HR Assistant	0.5	0.5	0.5	1	1	1	1
Attendance/Data Assistant	0.5	0.5	0.5	1	1	1	1
Site Manager	1	1	1	1	1	1	1
Caretaker	0.8	0.8	1.8	1.8	1.8	1.8	1.8
Midday Assistants		2	3	4	5	5	5

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

Additional Notes:-

Secondary Curriculum Staffing

Year 1

Secondary Core EBACC – English, Maths, Science, Humanities, MFL – 5 Leaders

Secondary non-core – 1 Leader Arts & Technology, 0.2 FTE PE.

Year 2

Secondary Core EBACC – English, Maths, Science, Humanities, MFL – 5 Leaders

Secondary non-core – 1 Leader Arts & Technology, 1 Leader PE (also teaches Humanities), 6 main scale Teachers (English, Maths, Science, MFL, Arts, Humanities/PE).

Year 3

Secondary Core EBACC – English, Maths, Science, Humanities, MFL – 5 Leaders

Secondary non-core – 1 Leader Arts & Technology, 1 Leader PE (also teaches Humanities), 6 main scale Teachers (English, Maths, Science, MFL, Arts, Humanities/PE), 8 main scale Teachers (English, Maths, Maths & Computers & Business Studies, Science & Health Social Care, Humanities, Technology, Humanities, MFL).

Year 4

Secondary Core EBACC – English, Maths, Science, Humanities, MFL – 5 Leaders

Secondary non-core – 1 Leader Arts & Technology, 1 Leader PE (also teaches Humanities), 6 main scale Teachers (English, Maths, Science, MFL, Arts, Humanities), 8 main scale Teachers (English, Maths, Maths & Computers & Business Studies, Science & Health Social Care, Humanities, Technology, Humanities, MFL), 6 main scale Teachers (English, Maths, Science & PE, MFL, Science & PE, Arts).

Year 5

Secondary Core EBACC – English, Maths, Science, Humanities, MFL – 5 Leaders

Secondary non-core – 1 Leader Arts & Technology, 1 Leader PE (also teaches Humanities), 6 main scale Teachers (English, Maths, Science, MFL, Arts, Humanities), 8 main scale Teachers (English, Maths, Maths & Computers & Business Studies, Science & Health Social Care, Humanities, Technology, Humanities, MFL), 6 main scale Teachers (English, Maths, Science & PE, MFL, Science & PE, Arts), 4 main scale Teachers (English, Maths, Science, Humanities).

Year 6

Secondary Core EBACC – English, Maths, Science, Humanities, MFL – 5 Leaders

Secondary non-core – 1 Leader Arts & Technology, 1 Leader PE (also teaches Humanities), 6 main scale Teachers (English, Maths, Science, MFL, Arts, Humanities), 8 main scale Teachers (English, Maths, Maths & Computers & Business Studies, Science & Health Social

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

Care, Humanities, Technology, Humanities, MFL), 6 main scale Teachers (English, Maths, Science & PE, MFL, Science & PE, Arts), 4 main scale Teachers (English, Maths, Science, Humanities).

#### Year 7

Secondary Core EBACC – English, Maths, Science, Humanities, MFL – 5 Leaders

Secondary non-core – 1 Leader Arts & Technology, 1 Leader PE (also teaches Humanities), 6 main scale Teachers (English, Maths, Science, MFL, Arts, Humanities), 8 main scale Teachers (English, Maths, Maths & Computers & Business Studies, Science & Health Social Care, Humanities, Technology, Humanities, MFL), 6 main scale Teachers (English, Maths, Science & PE, MFL, Science & PE, Arts), 4 main scale Teachers (English, Maths, Science, Humanities).

#### Contingency Plans

As indicated in G1, if there were to be a significant reduction in pupil numbers the staffing structure would be modified:

- Primary – creation of a small class with one LSA
- Secondary – we will run the existing curriculum on four form entry rather than five
- There would be correlating cuts in support staff; for example, we would not employ a librarian and the number of administrative assistants would be reduced
- It should be noted that in the interests of prudent management we have assumed that subject leaders were experienced staff, in reality it is unlikely that this will be the case
- We are confident that such cuts would not detract from our overall structure and curriculum delivery.

#### IT Networking and support

The school would have its own intranet, supported by a server, switches and some storage on site. It would need to be domain in its own right, with its own email addresses etc. The local area network (LAN) would be linked to the Gilbert School to form a wide area network (WAN). There would need to be a fibre link to the school, this could either be routed through the Gilbert School or direct to the main Hub, with a separate feed linking it to The Gilbert School. The system could be monitored from the Gilbert help desk and IT support at The Gilbert School and many problems could be solved remotely.

## **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 school will be welcoming to pupils of all faiths, world views and none. There will be a daily act of collective worship, which will reflect the broad traditions of this country (which are in the main Christian). Religious Studies will be included in the curriculum for each year group, including Key Stage 4. We will prepare our students to be active citizens in Modern Britain.

As reflected in our core aims, we will encourage success in all walks of life, we also inspire students to be mutually supportive of those who are less fortunate. By embracing a multicultural life without prejudice, our students will connect with other humans and live life with a moral purpose and respect for fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance.

#### Principles

Spiritual, Moral, Social, and Cultural Development is crucial for individual students as it is crucial for society as a whole. We believe it is the heart of education - helping students grow and develop as people.

British Values, Spiritual, Moral, Social and Cultural Development will be cross curricular and promote the aims and principles of the policies for PSHE, RE, Drug Education, Sex Education, Race Equality, Disability, Equal Opportunities, Careers Education and Guidance. These policies will underpin the Curriculum model by putting the student at the centre of learning and achievement.

It will be an expectation at our school that all staff, in all subjects, will and should make a contribution to the teaching of British Values and the Spiritual, Moral, Social and Cultural Development of students through the taught curriculum and through the use of appropriate teaching and learning strategies such as discussion, reflection, and student participation.

The importance of relationships between all school staff, parents and governors will be crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to, the valuing of all students and an intolerance of intolerance.

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

### Spiritual Development

This will relate to the quest for individual identity and the search for meaning and purpose in our existence. It will lead towards the understanding of self and others and a culture of mutual respect. It has to do with feelings, emotions, attitudes, and beliefs. Spiritual Development encourages a sense of awe and wonder and is not linked solely to a particular doctrine or faith; therefore spiritual development is accessible to everyone.

Aims for Spiritual Development:

- the ability to appreciate the beliefs which they hold personally, the ability to give some account of these, to reflect on these beliefs and evaluate the impact of these on their lives
- the ability to recount the central beliefs, ideas and practices of major world religions and philosophies, with a broad focus on Christianity
- to have an understanding of how people have sought to explain the universe through religious, historical, aesthetic and scientific interpretations
- to exhibit attitudes and behaviour which derive from spiritual knowledge and un-derstanding as well as from personal belief, which show awareness of the rela-tionship between belief and action
- to be able to form a personal response to issues concerning the purpose of life, and relating to the experience of human values and concepts such as love, beauty, pain and suffering

Students will be provided with opportunities to:

- develop the skill to use all of one's senses
- develop imagination
- encourage times for quiet reflection throughout the school day
- develop individual self confidence

### Moral Development

Central to moral development is the ability to make ethically based decisions and to understand the basis of the views and principles of others.

Aims for Moral Development:

- to understand the principles lying behind decisions and actions and to develop a moral code and be able to distinguish between right and wrong, taking responsibility for decisions

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

- to be able to make decisions, accepting and understanding consequences of their actions – both in the long and short term
- to understand and recognise the varying ethical stances and principles of others and be able to evaluate these
- to be able to evaluate, refine and re-evaluate attitudes and values over a period of time

Students will be expected to demonstrate their moral development by:

- telling the truth
- respecting the rights and property of others
- helping others less fortunate than themselves
- being kind and considerate to others
- taking responsibility for their own actions
- exercising self-discipline
- developing a positive attitude with high expectations
- conforming to rules and regulations e. School Code of Conduct to promote order for the good of all

#### Social Development

This enables students to become conscientious participants in their family, class, school, the local and wider community within British society and the world beyond. Within this, there should be a balance of the positive, satisfying elements of belonging to a group or society along together with its demands, obligations and co-operation such membership requires.

#### Aims for Social Development

- to have the ability to make a positive personal contribution to the well-being of groups to which they belong, including family, friends, school and the wider community
- to develop attitudes which show the ability to adjust to a range of social situations by using appropriate sensitive behaviour
- to develop an understanding of how individuals relate to each other within school and society
- to develop a sense of responsibility, initiative and co-operation within the school and in the wider community

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

- to develop key knowledge and understanding of a range of structures, institutions and processes of society, and how societies are organised and function
- to be able to take on a range of roles within the school and the wider community, such as leadership and being a team member

Students will be able to:

- share emotions such as love, joy, hope, anguish, fear and reverence and be sensitive to the needs and feelings of others
- work as part of a group and interact positively across a range of situations, such as clubs, sports activities, visits, church services, music festivals
- develop an understanding of citizenship and to experience being a part of a caring community
- realise that every individual can do something positive and have something to contribute to the well-being of society in general.

#### Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding, and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development

- to develop a sense of awareness and understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices, locally, nationally and internationally
- to display knowledge of the nature and sources of their own cultural traditions and practices and the key features of other major cultural groups within their own society
- to be able to respond to, and develop skills in, a range of cultural dimensions
- to be able to relate what is learnt within the school curriculum to the wider cultural aspects of society
- to be able to evaluate the quality and worth of cultural achievements
- to be able to reflect upon and evaluate the nature of our society

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

Students will be able to:

- develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature, sport, Science etc
- develop a love for learning
- develop an understanding of different cultures and beliefs, including Christianity
- appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- develop the ability to value these independently

General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- to promote the spiritual, moral, cultural, mental and physical development of students at the school and of society
- to prepare students for the opportunities, responsibilities and experiences of adult life
- to promote respect and consideration for differences in gender, race, religion, culture, social and academic background
- to help each student achieve their full potential across all areas of the curriculum
- to develop the individual strengths of all students and to help and provide support in areas for development
- to inspire and stimulate the students in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- to help our students towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- to ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- to develop respect for religious and moral values and understanding of other races, religions and ways of life
- to help students understand the world in which they live
- to develop a sense of responsibility, consideration for others, self-respect and self confidence



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

- to promote good relationships between home, school and the local and wider communities

#### Delivery

British Values and SMSC are integral to the vision, aims and curriculum of The College. These run through all aspects of our work and will be delivered through a wide variety of opportunities across the colleges, these will be appropriate to age and include:-

- Assemblies and acts of collective worship
- The curriculum
- Student leadership opportunities
- Discussions in tutorials/circle time
- Drop down days
- Rewards and sanctions systems
- Inter-form and inter-year events/challenges
- Outdoor education and team building
- The day to day interactions that take place in college.

#### Assessment

Informal assessment will be primarily through observation of student behaviour, the views that students express and through discussion amongst peer groups and staff.

#### Monitoring

The delivery of British Values and SMSC is carefully mapped and will be monitored following our usual procedures.

## 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

##### Basic Need

The basic need for this school arises because of the rapid growth of Colchester due to building across the town and the subsequent significant shortage of places. Colchester's strategy documents indicated an additional 19,000 dwellings from 2001 – 2023, its local plan based on an expected additional 920 dwellings per year.

Forecasts indicated the following increases:

	NOR 2014/15	Forecast 2019/20	Forecast 2019/20 with housing adjustment	% change with housing	% change without housing
Primary	14,351	15,720	16,727	9.5	16.6
Secondary Yrs 7-11	8,928	10,269			
Sixth Form	935	954			
Secondary Total	9,863	11,223	11,816	13.8	19.8

Source: Commissioning School Places in Essex 2015-2020 (Essex County Council)

Primary School forecasts indicate the schools nearest the proposed site, Myland (-192), Queen Boudica (-32) and The Bishop William Ward C of E (+18), will have an overall deficit of places once forecasts are adjusted for housing.

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

As a result of the expansion of new housing in Colchester there will be a need for additional school places, by 2019/2020 there will be a deficit of ten forms of entry across Colchester. In 2012 there was extensive consultation to determine the way forward for secondary places in Colchester. As part of its strategic plan the Local Authority identified a need for a two form entry primary school and secondary provision of approximately 800 students for 2019/2020. Without this new provision there will be a significant shortage of places in the area.

In discussions with the Local Authority Planning Department as part of the preparation for this bid it has confirmed that the need for additional school places and new provision will still be needed for September 2019.

The growth which relates to The Trinity College is part of Colchester’s North Growth Area Urban Extension (NGAUE) The developments affecting the free school are shown on the map on the next page:

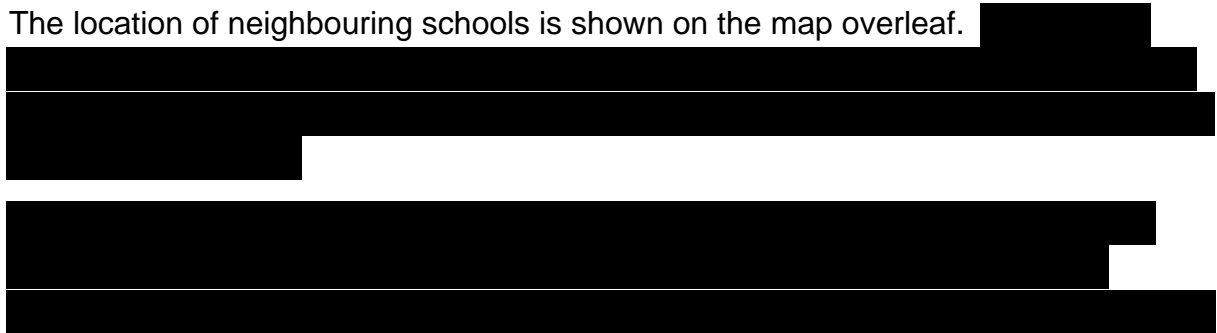
5694 – a greenfield site, known as Chesterwell, approximately 1,500 dwellings

764 – a brownfield site on the site of Severalls Hospital as Rosewood

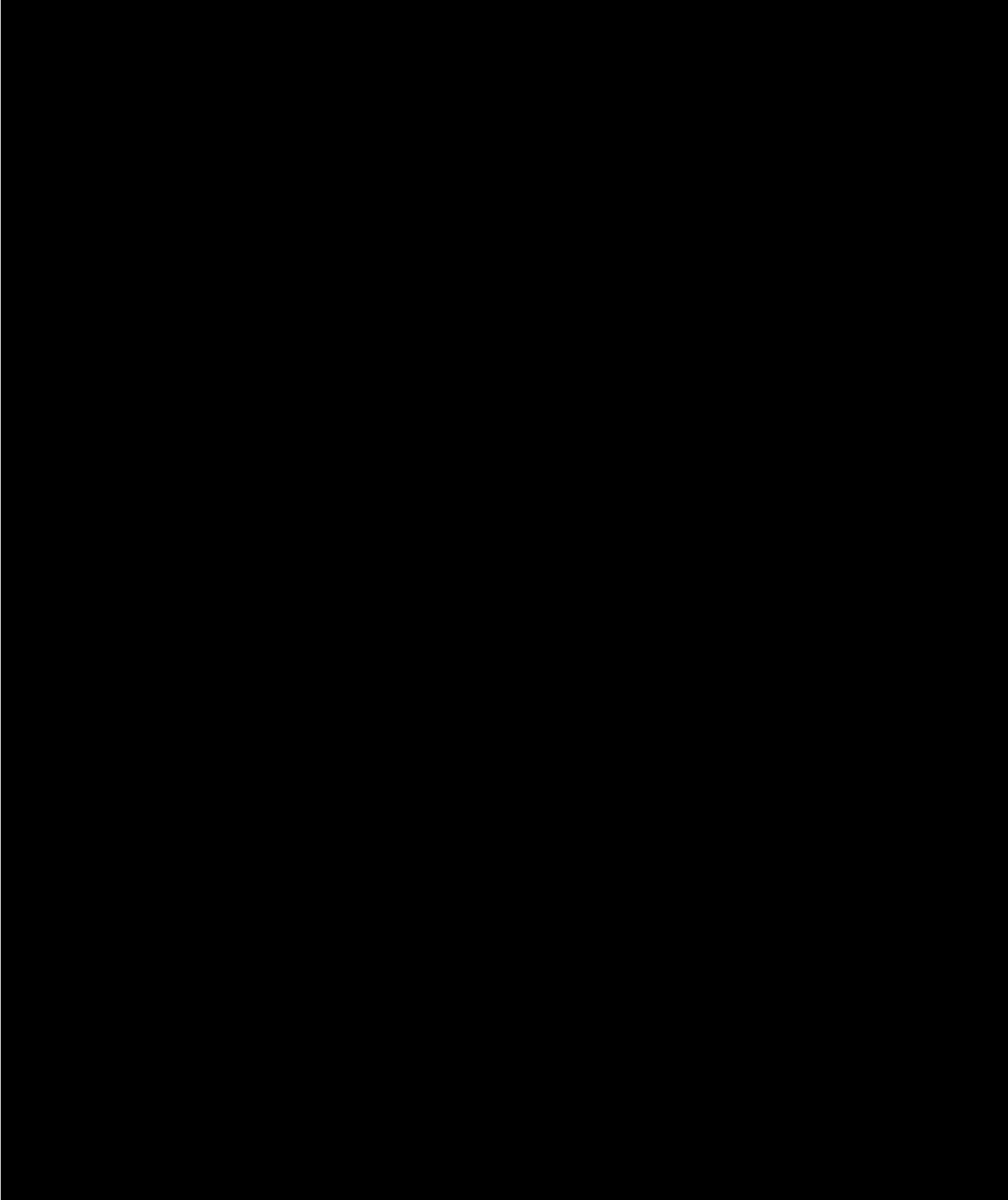
Location in relation to other schools

For the reasons indicated there will not be surplus places in Colchester schools as a result of this build.

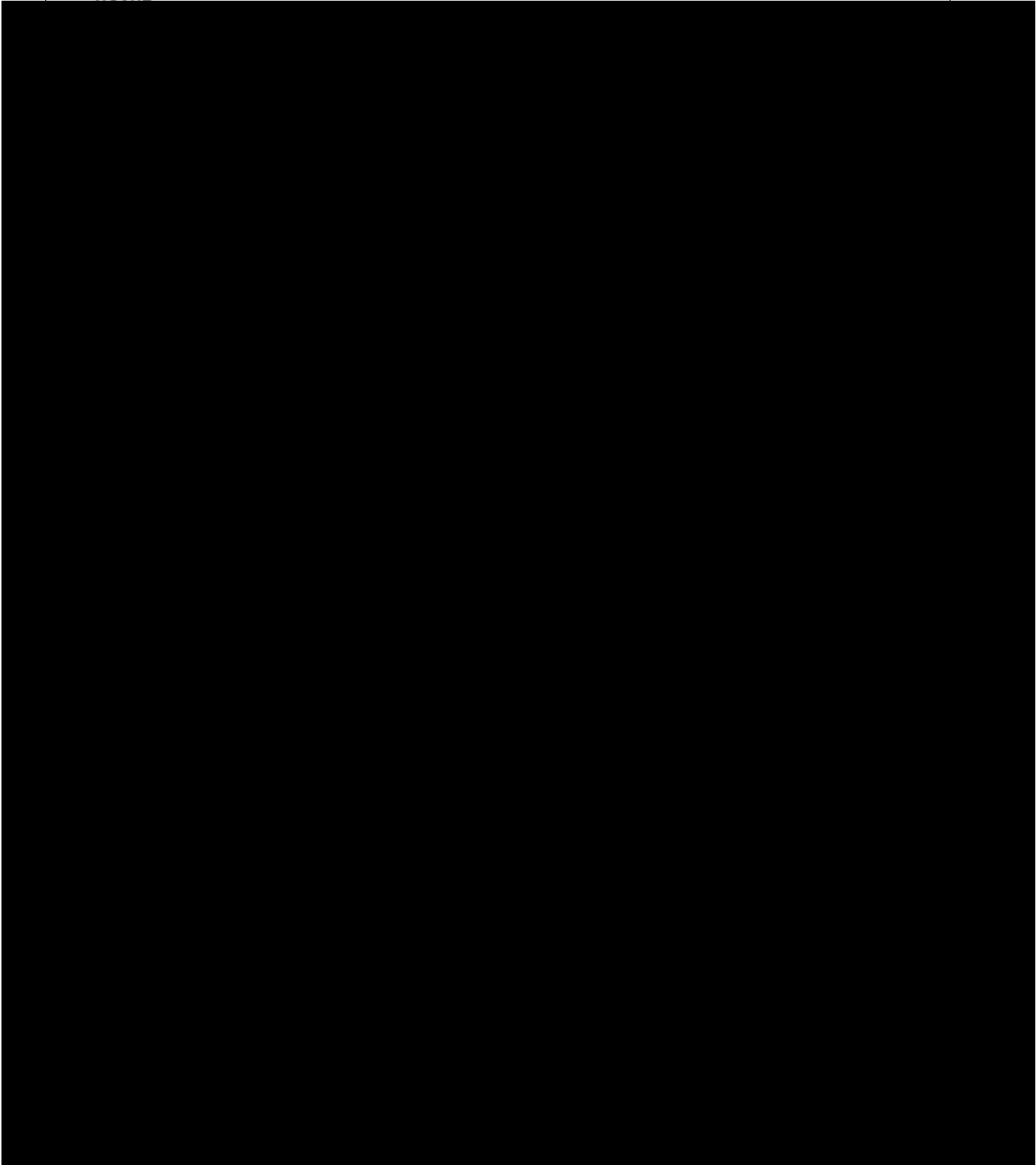
The location of neighbouring schools is shown on the map overleaf.



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



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



It should be noted that at the time of writing the Local Authority is reviewing the number of places in light of the very rapid recent surge in building work in Colchester. In addition, the analysis of Colchester's needs in terms of Colchester North and Colchester South are also being considered.

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

Surplus Places

We can confirm that by 2019/20 there will be no significant surplus of school places in the area.

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**

In essence, this will be a new community and as such engagement is a particular priority. We will build on our existing strengths in engaging with parents and the local community to establish a positive relationship with the new community that serves The Trinity School. We are confident that we have the capacity and experience to do so; our schools are held in very high regard in the local community which appreciates our successful outcomes in terms of results but also the skills, confidence and attributes of the young people we teach. They leave our schools ready to take an active role in our society.

We already engage in a wide range of successful community activities; for example: through mentoring, mock interviews, Colchester and Ipswich Museums, Careers Convention, assemblies, STEM activities, Robotics Club, Youth Health Champions, careers education, fund raising, cycling and sustainable travel initiatives, gardening club, Essex University, use of businesses for case studies, visits to Severalls Industrial Estate and Highwoods Country Park, primary schools as well as numerous activities involving Dance, Drama and Sports. (The Gilberd has a Joint Use Agreement with Colchester Borough Council). The Trinity College would use activities such as these to establish The College within the local community.

The community that serves The Trinity College has yet to be built and so it has not been possible to engage with the community serving the school. This will take place as the homes are built. We are confident that the community will support the new school.

## **E2 – successful engagement with parents and the local community**

[REDACTED]

The schools are popular with parents, for example, The Gilbert School was the most oversubscribed comprehensive school in Colchester last year with 327 first preferences. Colchester County High School for Girls is a grammar school and is always vastly oversubscribed.

As the community around the free school grows we will engage on a programme of discussion with the community about the school. Building on our already excellent relationships, this strategy will include: a series of consultation/information meetings held at Schools, Community Centres, Residents Associations, public events. In addition there will be a media campaign to include press, flyers, leaflet drops and use of social media. We will reach out to the community in general, local businesses and prospective parents in particular. Our aim would be to establish the identity of the new school and gain support for it. In addition, we envisage this as providing feedback on the development of the free school and we will respond accordingly.

Stakeholder consultation will be embedded in our work through our calendar of questionnaires to staff, students and parents/carers and student voice activities. Parental liaison will involve information evenings and literature for each year group, parental consultation evenings, regular reports, Headteacher's Surgeries, and a half termly Parents' Forum which will provide an opportunity to discuss school developments and issues parents wish to raise. The Heads of the College will be expected to maintain relationships with the community as a whole.

## Section F – capacity and capability

Please note:

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

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



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

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

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

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

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

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

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

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

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

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

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

\* [REDACTED]

Gaps – 2 more MAT board members. We are in discussion with appropriate independent contacts.

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

The Regional Schools Commissioner's office is supportive of our application.

Our team has the range of skills necessary to support our application (see F1(b)) for details. We would highlight the fact that the Headteachers involved in forming The Trinity Trust have strong relevant education and expertise.

In addition, as indicated previously, their schools' results demonstrate strong/outstanding results on an upward trend. Their schools have been judged Outstanding, Good with Outstanding features and Good by Ofsted.

### Managing School Finances

Across the proposed MAT there is a wealth of experience in financial management both in terms of educational finances and from the commercial arena. [REDACTED]

[REDACTED] at The Gilberd School has worked at a strategic level in secondary education for over 10 years. Prior to that [REDACTED]

[REDACTED] of working at the same level in secondary education. Prior to that [REDACTED]

[REDACTED] A combination of commercial astuteness and knowledge of how educational establishments operate is a winning formula for excellent strategic financial operation and planning.

The schools in the proposed MAT have worked for several years on joint procurement and have achieved many thousands of pounds in savings. The new free school will benefit from purchasing negotiations already achieved, whilst at the same time enhancing the MAT's purchasing power by joining the MAT.

The new free school will benefit from all the above experience and will achieve best value in every aspect of its budget/financial operation.

### Project Management

In support of our capability to project manage major capital build projects most recently Colchester County High School for Girls has completed extensive building projects and The Gilberd School has just completed a [REDACTED] capital build project partly to accommodate an increase in its student roll from 1,350 to 1,500. They took the opportunity to also bid for capital funding for a new sports hall. At the same time they contributed a large sum towards the project from our reserves.

Whilst a multi-discipline architectural consultancy company project managed the capital build, our [REDACTED]

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

being used whilst keeping within budget. Site safety was paramount as building continued through a live school site encompassing five different areas of the school site at the same time. The total new accommodation was the equivalent of a new one form of entry school.

Both the Headteacher and the Governor responsible for Health and Safety and capital projects kept a watchful eye to ensure the project completed to deadline and within budget. As a team they worked tirelessly to achieve the goal of increasing and enhancing a teaching and learning environment to be proud of and which our students would benefit from.

As a result of the above our local authority capital build delivery team have subsequently asked [REDACTED] to advise other schools and offer them the benefit of [REDACTED] experience due to the magnitude of the project and the insight [REDACTED] could now offer to complete large capital projects successfully.

[REDACTED] has also completed a [REDACTED] capital project successfully working in exactly the same way as The Gilberd School. Apart from the occasional QS visit from the Local Authority to check all things were going well, both schools achieved the size, quality and environment wished for.

To complete the three-school project management expertise Manningtree High School negotiated a land exchange with a local developer whereby the school has acquired a [REDACTED]

We feel that we are well placed to build a new school and have gained the extensive experience and knowledge to do so over the last several years.

### Marketing

Across the proposed MAT all three schools have extensive experience in their staffing of marketing in the commercial field as well as marketing their own schools effectively. The Gilberd School is the most over-subscribed school in Colchester. The Colchester County High School's outstanding Ofsted rating speaks for itself and Manningtree High School has improved its performance over recent years. The new school will benefit from being part of an entirely good to outstanding MAT rating throughout. Parents will want their children to attend a school with such drive and ambition that permeates throughout the other three schools in the proposed MAT. The effective marketing techniques of Manningtree High School have begun to see an increase in their pupil numbers from September 2015.

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

[REDACTED] is able to ensure that the marketing of the new school hits the right target audience in the kind of media that will hit that target audience. [REDACTED] has the knowledge on how to word press releases in a way that will be successfully pitched to journalists and be used as opposed to those that do not appear “news-worthy”. It is an exciting prospect to use all the combined marketing skills to fill the new free school with students.

### Human Resources

As a group we can demonstrate that we have individuals with the capability and relevant experience to undertake strategic planning, design jobs, set clear performance standards, conduct performance discussions, identify learning & development opportunities, and plan for the future HR workforce to meet organisational needs and support the strategic directions of the school and Academy Trust.

On becoming an academy in 2012 [REDACTED]

[REDACTED] has managed [REDACTED] in order to maintain best value alongside the best quality teaching and support.

[REDACTED] has shared experience and advised other local schools [REDACTED]

Other vast experience in the areas of Occupational Health, staff training, recruitment, Policy writing and employment tribunals could be shared.

The approach we use looks at keeping costs in check but helps add value to the bottom line by improving our systems, wellbeing and morale of our workforce.

We feel confident that as part of this group we are well placed to support the build of a new school and its workforce.

### Safeguarding

All three schools involved place the highest priority on safeguarding. It has been judged Outstanding by Ofsted and external reviews, and is robustly monitored by our Governing Bodies.





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

risk assessments. Regular site inspections by the Health & Safety Manager and indeed the School Business Manager/Operations Director/Finance & Support Services Director at each of the existing schools also ensure that safe sites are maintained.

## F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
<p>[REDACTED]. January 2018 posts advertised with a view to taking up post from September 2018 a year before the college opens. This timeline will enable them to be involved in the details of the building project, the appointment of staff and advertising The College in the local community.</p>		

## 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.

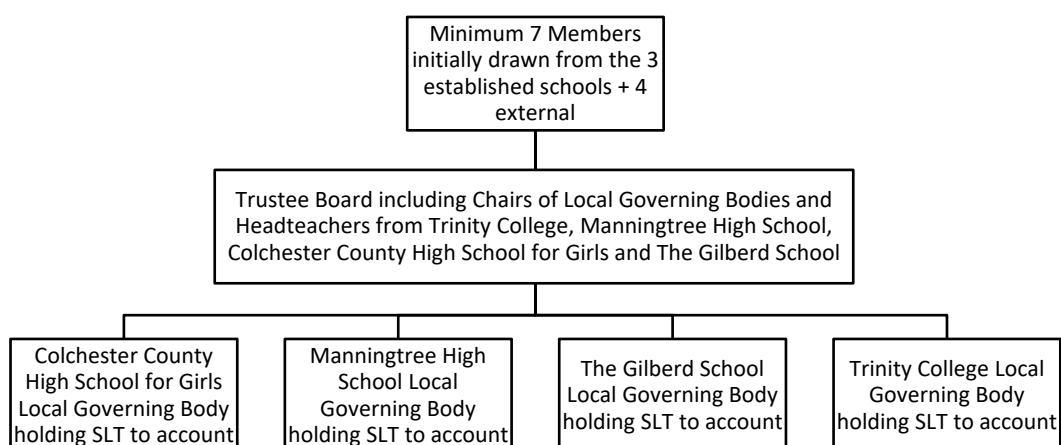
### F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

#### Governance

The bid is put forward by three schools that are currently converter Academy trusts. Gilbert School (GS) Academy Trust and two other single academy trusts; Colchester County High School for Girls (CCHS) and Manningtree High, MHS. The members of these three existing trusts have expressed their intention of forming a Multi Academy Trust: provisionally called The Trinity Trust. The MAT would be set up in the pre-opening phase. This MAT would establish and govern the Trinity College (TC) Academy. The Free School would be a MAT member.

Members:

The Governance and accountability structure for the Trinity Trust MAT would be as summarised in the diagram and described below.





## **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**

In addition, the trustee board will be responsible for ensuring that the Academies comply with the statutory obligations on them with regard to accounting, auditing and reporting and in all other respects work within the law. They will also ensure that the Trust complies with the obligations set out within its Funding Agreement.

The Trustee board will primarily, exercise these functions through the approval and monitoring of statutory Academy policies that are consistent across the trust and any other non statutory policies and procedures that the Trust desires to adopt. These policies and procedures would include, but not be limited to, policies covering Equality, Conduct (enshrining Nolan's seven principles of public life,) Safeguarding, Risk Management, Business Continuity Plan, Complaint Management and Whistleblowing, Staff appointments, Performance management and staff pay and conditions.

The local governing bodies would be responsible for ensuring that the systems and procedures of the individual Academies facilitate the agreed vision of the Trust. They would monitor the effectiveness of implementation strategies in their specific Academy. Admissions policies will vary between the member schools as Colchester County High School is selective. Other policies and plans such as Business Continuity and Health and Safety would have local variations to reflect the differences in site and staffing arrangements.

The local governing bodies would vary in size to reflect the size of the schools. Each will contain at least two parent governors. The make up of the LGBs would be in line with the Governance Handbook 2015. The local governing bodies of the established schools would complete a review of governance as part of the MAT formation process and determination of committee structures would be dependent on the outcome of those reviews.

The local governing body of Trinity College, the proposed Free School would initially consist of six governors. These would have experience in the areas of Education and Student Progress, Finance, Safeguarding, Human Resources and Student Behaviour and Welfare. Trustees from the board or other members of the Local Governing Bodies within the MAT will, in the early years, provide the supplementary human resources required to convene any pay appeals or disciplinary panel, etc, required. The LGB would also be supported by the primary consultants named as part of the project group who are non MAT members, for the first two years after opening.

The Local governing body would work with the senior leadership of each school on target setting, self evaluation and school development planning. The plans would be shared with the Trustee board in order to ensure that they were coherent with the shared vision and values of the MAT and that targets were sufficiently rigorous.

## **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**

Until the Free School, Trinity College, appoints a secondary headteacher, [REDACTED] [REDACTED] The Gilbert School and the other two Academies will have their own Headteachers. Each Headteacher is accountable to their LGB and, through them, to the Trust and Members' boards.

The Headteacher of each school will be responsible for the operation of the school and the translation of the vision into reality.

There are no undeclared conflicts of interest within the current governing bodies of the established schools' Trusts. We are therefore confident that the MAT structures can be put into place without conflicts arising. Independent challenge will come via the auditors and a member's board that has a majority of non Trustees.

A review of the governors of the existing schools shows that there is a great deal of financial and accounting expertise including Risk Management, and also significant educational expertise, professional HR skills, experience of managing major projects, primary education experience (one governor is a serving Deputy Head in a primary school) There are governors who work in marketing and several linked to higher and further education.

Details of the division of responsibilities between the Members, the MAT Trustee Board the Local Governing Bodies and the Headteachers will be as follows:

### Member Responsibilities

- To hold Trustees to account to ensure that the Trust fulfills its legal obligations and stated aims.
- The appointment of Trustees
- Meeting three times a year to review the key performance indicators of each Academy in the MAT and receive a financial report from the Trustee Board.
- Receive minutes of Trustee Board meetings
- Review Auditors reports.
- Receive reports from any external agency reviewing the work of the Academies –Ofsted or HMI for example.
- Ensuring there are no conflicts of interest between the personal business and financial interests of the trustees and those of the Trust.
- Safeguarding

## **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**

### MAT Trustee Board Responsibilities

- Development of core vision, quality of education, and financial management oversight.
- Determining level of delegation to each LGB
- Recruitment of Headteachers (jointly with external consultants and LGB Chair)
- Performance management of Headteachers (with LGB Chair)
- School target setting and development plan sign-off
- MAT budget management
- Receive minutes of LGB board meetings.
- Financial and administrative policies
- Ensuring finance, capital project, budgeting and reporting procedures are EFA compliant.
- Statutory compliance and risk management
- Major procurement policies.
- Determining the line management structure and monitoring the effectiveness of any shared central resource arrangements – e.g. shared HR personnel.
- Ensuring that, if any Academy is not meeting its educational outcome targets, appropriate support is deployed from elsewhere within the MAT.
- Working with the Headteachers, ensuring mechanisms are in place for sharing best practice across the MAT Academies.
- Support for school improvement and development plan implementation
- School performance indicator monitoring
- To provide independent trustees to support a member Academy in any complaint or grievance procedure.
- Safeguarding

### Local Governing Body Responsibilities

- Implementation the Trust ethos/values/aspirations
- Monitor: the effectiveness of the curriculum,



**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**

- Attendance and behaviour, including exclusion data,
- Attainment and progress reports, including progress of groups of students such as LAC, EAL and Disadvantaged.
- School development plan implementation
- Budget management / financial planning
- Special Educational Needs provision
- Statutory compliance and risk management (health & safety, equality etc)
- Pupil admissions and marketing
- Impact of Pupil Premium Funding
- Review staffing structure for efficiency and affordability
- Evaluate performance management systems and scrutinise any bonus requests (Pay Committee)
- Appointing an independent School improvement Partner to review Headteacher performance.
- Parent relations (including liaison with any parent association)
- Student recruitment
- Community activities and relationships
- Safeguarding
- Establish and review and locally modified Academy policies and procedures. Provide feedback to the MAT trust board about these.

Possible sub-committees to deal with:

- Education (attainment, curriculum, assessment, teaching etc)
- Finance, premises and staffing matters (including liaison with any staff council)
- Pay
- Statutory matters: discipline/ exclusions/appeals (ad hoc)

## **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**

### Headteacher Responsibilities

- Represents the Academy in local partnerships and Forums such as Fair Access Panels, Area Heads associations.
- Alongside representatives of the LGB as appropriate, makes staffing appointments
- Manages the performance management of staff and makes recommendations about pay progression to the LGB
- Determines support staff structure.
- Determines the line management structure and job descriptions.\*
- Ensures that the policies adopted are carried out in practice.
- Makes spending decisions within the agreed budget and policy limits or refers decisions to the LGB.
- Ensures the day to day smooth running of the school.
- Safeguarding

Prior to the opening of the free school, the Headteachers of Trinity College would be appointed. These appointments would be made by the Trustees, supported by the consultant primary headteachers named as project team members. These experienced primary colleagues would offer advice about the interview process, contribute job descriptions, provide an opportunity to see the candidate teach and interact with primary age students and be on the interviewing board.

Similar support would be used when appointing the Reception teachers.

\* Consistent with STPC document

### **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.

<b>F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector</b>
[Add text here. Table expands]

## **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>
[Add text here. Table expands]

## **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>
[Add text here. Table expands]

## 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**

Please note that the predicted opening of the proposed school would be September 2019 at the earliest and possibly September 2020 rather than September 2018 noted on the cover sheet of the budget template. We have therefore put a 7-years to capacity budget across earlier years to indicate the financial viability of the budget as a whole.

We are aware of the fluidity in student numbers being discussed at Local Authority level in terms of basic need and will be able to adjust our budget accordingly.

Our staffing has included known cost increases to date, e.g. April 2016 NI increases and new minimum wage scales from 2016 to allow as much accuracy as possible. As the budget template does not facilitate incremental/cost of living increases, these have been estimated on a separate line in the budget.

Our staffing relies on multi-skilled office staff to encompass across the board administrative requirements in the early years. It is assumed that the primary school will benefit from some voluntary workers to assist with reading etc. in the early years from reception.

No estimated statemented SEN funding has been included although the staffing budget has included a growing structure of LSAs for other SEN needs.

It is assumed that the Project Development Grant will be paying for a Headteacher appointed up to a year in advance of the school opening and any existing MAT experienced staffing required to set up the new school on an as required/time-spent basis as well as any pre-opening office costs. Strategic planning within the existing MAT schools will ensure that there is sufficient capacity to assist the new school.

All existing schools within the proposed MAT have a financial ethos of working to a best value criteria, whilst future proofing the schools at the same time. All schools have benefitted from joint procurement with other schools for several years. They have

## **G1 – budget planning and affordability**

successfully saved many thousands of pounds by this route. The budget has been constructed on the assumption that excellent rates already negotiated by the existing MAT schools will be extended to the new school.

Because of the above ethos and prudence used in all three existing schools within the proposed MAT, each existing school is currently financially healthy notwithstanding ongoing funding cuts. The realism of what is happening has been factored into putting together the budget, whilst at the same time succeeding in providing a quality education for all students through strategic planning.

A MAT central contribution has yet to be agreed and has not been included in the budget plan. However, it is planned that the central contribution from all schools across the MAT will be on a per student basis. This will ensure that the new school will not suffer a drain on its finances, particularly in the early years. As the three existing MAT schools are all rated good or outstanding by Ofsted, there would not be the need for any school's contribution to support a failing school through central funds. All schools would be sharing best practice and ensuring that the new school worked to the quality ethos of the existing MAT schools. There is sufficient in-year surplus to account for this contribution.

## **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.

## 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>	<p>[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.</p> <p>The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum</p> <p>Closing the gap for all pupil groups and ensuring that SEND pupils achieve</p> <p>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.</p> <p>please delete this guidance before submitting this form]</p>		

<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  
for Education

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