



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19
schools

Published: July 2016

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

CAMBRIDGE CITY FREE SCHOOL

Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	9
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	17
Section D – education plan: part 2	18
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	18
D2 – measuring pupil performance effectively and setting challenging targets	35
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	44
D4 – the school will be welcoming to pupils of all faiths/world views and none	49
Section E – evidence of need	51
E1 – provide valid evidence that there is a need for this school in the areas	51
E2 – successful engagement with parents and the local community	54
Section F – capacity and capability	56
F1 (a) Skills and experience of your team	57
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	67
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	78
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	79
F5 – Independent schools have an appropriate, well-maintained, and secure site	79

Section G – budget planning and affordability	80
Section H – premises (use Excel spread sheet)	81
Annexes	82
CV template	83
Self-assessment form for independent schools	85
Governance self-assessment	91

The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 *how to apply to set up a free school guidance document* and the *criteria for assessment*, 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. The form is available [here](#).

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input 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"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input 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 [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

[Redacted signature]

Position:

[Redacted position]

Print name:

[Redacted print name]

Date:

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

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 Cambridge City Free School (CCFS) will be based in the east of the City of Cambridge and serve as a secondary school for pupils aged 11 to 18. It will deliver an academically rigorous education for all regardless of background or ability. As detailed in section E, the CCFS will meet a clear basic need for school expansion in this area of 120 additional places by 2019/20 and meet a need for greater choice and diversity in the schools available to local parents. It will also address an important social need – to ensure children of all backgrounds have access to an academically rigorous education. The school will sit under the umbrella of the West London Free School Academy Trust (the Trust) alongside the WLFSS (based in Hammersmith) and the three WLFS primaries (based in Hammersmith, Earls Court and Kensington). A governing body recruited largely from the local community will lead the school under the strategic direction of the Trust. The planned opening date of the CCFS is September 2019 or September 2020, depending on the speed of development of the proposed housing development off Newmarket Road, starting with Year 7 and accepting 120 pupils per year. It will be an 11-18 school and, at full capacity, will have a pupil roll of 840. However, if there is no case for additional A-Level provision when the time comes, we would not open a sixth form.

In terms of vision, ethos and curriculum, the school will follow the model established by the WLFSS (WLFSS). The school's lead proposer, [REDACTED]

[REDACTED]. The WLFSS has been ranked Good with Outstanding features by Ofsted and delivers an academically rigorous education for all. The school has a comprehensive intake (with approximately 24% of pupils on free school meals and almost 39% classed as 'disadvantaged/PPI'). It is highly oversubscribed, with 10 applications per place in the last intake. The WLFSS's first cohort of pupils took their GCSEs in 2016 and 77% got five A* to C (in English and maths). Thirty-eight per cent of all the GCSEs taken were marked A* or A, with 63% marked A* to B. In Mathematics, 85% of pupils achieved A* to C, with 36% getting A*

or A. In English Literature, 79% of pupils achieved A* to C, with 44% getting A* or A. One hundred per cent of pupils who took all three sciences achieved A* to C, with 75% getting an average grade of A* or A. One hundred per cent of pupils who took Music achieved A* to C, with 57% getting A* or A. One hundred per cent of pupils who took Art achieved A* to C, with 33% getting A* or A. Ninety-five per cent of pupils who took RE achieved A* to C, with 67% getting A* or A. The Attainment Eight score for the cohort is 5.9. Importantly, no equivalent qualifications have been used whatsoever and all pupils have taken rigorous GCSE qualification regardless of ability. We have clearly demonstrated that we can ensure the progress of pupils at all ability ranges, and have added significant value for high ability pupils.

The socio-economic profile of the intake of the CCFS is likely to resemble that of the WLFSS. The WLFSS caters for an area of extreme social and economic disparities. Pupils from multi-million-pound town houses in Chiswick and Kensington mix with children from social housing on the White City estate. Similarly, pupils at CCFS may reside in a new development off Newmarket Road which will contain both private and social housing as well as the Barnwell estate which is an area of dense social housing. Regardless of their background, all the WLFSS pupils are given access to a classical liberal education – learning about the best that has been thought and said in the arts, humanities and sciences. Aspirations and standards, set by teachers who, for the most part, graduated from top universities, are high; school days are extended and out-of-class enrichment exposes pupils to experiences beyond their normal sphere of reference. We want to deliver the same education for pupils of all abilities and backgrounds in the east of the City of Cambridge.

Rationale

Existing state secondary schools in the City of Cambridge currently offer a limited choice for parents who want their children to study an enriching, academically challenging, subject-based curriculum. The CCFS will be unique in expecting every child to choose from within a range of academically rigorous subjects, regardless of their socio-economic background or ability. Furthermore, the CCFS will be the sole school in the area offering no GCSE equivalents at KS4 and predominantly facilitating A-levels at KS5. Because these subjects are highly valued by Russell Group universities, we would expect a higher proportion of pupils from this school to attend good universities than the local averages.¹ All local secondaries in the city of Cambridge, by contrast, operate a pathways curriculum where some pupils are dissuaded from taking a full suite of GCSE qualifications. We also believe it is important to challenge the independent secondary schools within the City of Cambridge by

¹ <http://www.russellgroup.org/InformedChoices-latest.pdf>

offering a classical liberal education, exceptional provision in music and sport and firm discipline.

Vision and Ethos

The CCFS will deliver strong, subject-based education to all pupils, regardless of background or ability. An emphasis on knowledge acquisition, where pupils learn facts in a meaningful and interconnected way, will equip pupils with the knowledge and confidence to make informed and aspirational life choices.

The Trust strongly believes that exposure to and immersion in an academically rigorous education is vital to improving the life chances of all. Schools should provide pupils with a broad and balanced education, allowing them to develop an understanding of the world beyond their immediate surroundings and not simply be preparing them for the world of work. Put simply, the CCFS will expect pupils to learn more than the average child in the average school. Alongside the core subjects, the school will focus on learning facts, principles and skills in the arts (art and music), humanities (history, geography and religious studies) and languages (both ancient and modern); these are the subjects most highly valued by universities and employers. Unlike existing state schools in Cambridge, the CCFS will offer only GCSEs and A-levels since we believe that is the most effective way to (i) achieve good pupil outcomes and (ii) raise the attainment of children from disadvantaged and diverse backgrounds. At the WLFSS, not only did all the pupils achieve well above the national average when it came to 5A*–CEM, the children from disadvantaged backgrounds, and those with English as an additional language (EAL) did too.

It is essential to our proposal that the school's intake reflects the diverse nature of the areas it will be located in. Consequently, the school's admissions policy will prioritise places for pupils eligible for FSM and for disadvantaged children (as defined by PPI eligibility) so they match the local averages. Pupils of various backgrounds will be taught together in the same classrooms; high expectations and an emphasis on academic subjects will provide the foundations for outstanding progress by all pupils. Pupils will be set regular and challenging homework which consolidates their learning; they will be asked to rewrite work that is not up to the appropriate standard; and they will be expected to make use of structured revision time given months, not weeks, before important exams. Since the school will be fully comprehensive, it will provide extensive pastoral provision to support the small number of pupils with educational needs as well as those who, for a variety of reasons and at different times, experience behavioural and emotional difficulties. Furthermore, a plethora of extra-curricular opportunities will ensure pupils leave the school with a wealth of experience beyond the classroom.

The CCFS will offer pupils a unique knowledge-rich curriculum. For the first three years, all pupils will study maths, English, the sciences, geography, history, religious studies, classics, at least one modern foreign language, art, music and PE. Most pupils will go

on to take 8-10 GCSEs, and a majority will continue into KS5 and gain at least three A-levels.

To deliver our vision, we will foster an ethos built on five key principles:

- 1. Powerful Knowledge:** At KS3, pupils will be taught a large body of facts, principles and skills in the arts, humanities, maths and sciences. Grammar will be taught explicitly in English and all pupils will study Latin and a modern foreign language for the first three years. This will provide as many pupils as possible with the foundation to achieve highly in EBacc subjects. An overwhelming body of research, gathered over the last 30 years (including that of Hattie and Yates², Bruning *et al*³, Pressley and McCormick⁴ and Brown and White⁵) clearly demonstrates how long-term knowledge acquisition and retention is vital in developing well-educated individuals. Many of these studies are based on observations of mixed-ability groups drawn from a variety of socio-economic backgrounds, like the pupils at the proposed school. The research evidence suggests that if you provide pupils with access to a meaningful, accurate and interconnected body of knowledge, they will develop the critical thinking skills – including reasoning and problem-solving – which are the hallmarks of the well-educated. Within the Trust’s existing schools, this core body of facts is defined as ‘powerful knowledge’.
- 2. High Expectations:** Through a carefully structured options process, every pupil will choose a broad range of academic GCSEs and many will qualify for the EBacc. All pupils will be expected to undertake three A-levels, with many achieving two qualifications in facilitating subjects. This in turn will make entry into top universities much more likely.
- 3. Regular and Rigorous Assessment:** Pupils will be regularly tested through quizzing in order to allow teachers to identify gaps in their knowledge. Low-stake assessment (where pupils do not receive a score or grade) will also be used as a method of learning, and testing will assess recall of material taught days, weeks, months and even years ago to ensure knowledge is securely embedded. As discussed in section D1, numerous studies have highlighted the effectiveness of small-scale quizzing as a tool for learning.
- 4. Expert Teaching:** Teachers will be highly qualified in their subject area. An innovative programme of continued professional and subject development, including secondments to middle and senior leadership roles, will be designed to attract and retain the best quality teachers. We are currently developing an initial teacher training route with another multi-academy trust which would enable CCFS to recruit undergraduate and post-graduate students directly from the

² Hattie and Yates (2014). Visible learning and the science of how we learn. Routledge.

³ Bruning, Schraw and Norby (2011). Cognitive psychology and instruction (5th ed). Boston, MA: Pearson.

⁴ Pressley and McCormick (1995). Advanced educational psychology for educators, researchers and policy makers. New York: Harper Collins.

⁵ Brown and White (2012). An unstable framework – Critical perspectives on the framework for the national curriculum.

University of Cambridge, and also other universities, and to attain QTS within 1 year.

- 5. Behaviour and Professionalism:** Pupils and staff will conduct themselves in a courteous and professional manner at all times. Pupils will work collaboratively, responding quickly to teacher feedback and instruction.

Targets and Outcomes

Below are the three core aims of the CCFS, together with a description how the success of each will be measured:

Target One: All pupils will achieve academically.

- *Over 75% of children will gain five A* to C GCSEs (in English and maths).* This is significantly above the national and local averages in the east of the City of Cambridge, but it's what the WLFSS achieved in 2016.
- *Over 45% of pupils will achieve the EBacc.* This is significantly higher than both the local and national, but it's what the WLFSS achieved in 2016. By designing our GCSE options in a way which will allow as many pupils as possible to achieve the EBacc, we expect a strong performance on this measure compared to other local schools.

Target Two: The academic outcomes of pupils will lead to aspirational life choices.

- *At the end of KS4, 75% of pupils will stay at the school and take A-levels.* Again, this is a target that's been met at the WLFSS and is significantly above the national and local averages. Through strong GCSE performance in EBacc subjects, pupils will have a firm foundation in chosen A-level areas should they wish to continue into KS5. The school will support the remaining 25% in finding high quality apprenticeships, employment or places in other sixth form centres. In order to maintain high expectations, it will be important that entry to the sixth form is selective. This will help motivate pupils to achieve at GCSE. This target has been benchmarked against retention rates at academically rigorous state schools, such as the London Oratory, St George's School and Boston High School.
- *At least 70% of pupils at A-level will take at least two facilitating subjects (for example the sciences, maths, further maths, languages, English literature, history and geography); these subjects will form the backbone of the A-level provision at the school.*
- *Over 70% of A-level students will go to university, of which half will attend a Russell Group university.* Given the high performance the school will expect at GCSEs, our demanding sixth form entry requirements and our focus on facilitating subjects at KS5, we believe this target is achievable.

Target Three: The performance of disadvantaged children, and children who speak English as an additional language will be above the national average.

Based on their starting points when entering the school, disadvantaged (PPI)

pupils and those classed as EAL will make above average progress in English and maths.

The performance of EAL and disadvantaged children in their GCSEs and A-Levels will be above the national and local averages.

Target Four: To develop a strong reputation within the local community and collaborate effectively with other schools.

- *The school will be popular with local parents, and will be oversubscribed by a multiple of at least three for the first five years.*
- *To be judged as at least 'Good' in the first Ofsted inspection and 'Outstanding' in the second.*
- *The school will work with other local schools in Cambridge and with the county council to ensure that its existence doesn't have a disruptive effect on local provision.*

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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.

Twickenham Free School

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024	2025
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals		120	240	360	480	600	720	840

Section D – education plan: part 2

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

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

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

Subject/other activity (e.g. enrichment)	Hours per week (KS3)	Hours per week (KS4)	Hours per week (KS5)	Mandatory/ Voluntary	Comments
Art	1.7	3.3	5	Mandatory at KS3, optional at KS4 and 5	
Biology	1.7	1.7	5	Mandatory at KS3 and 4, optional at KS5	Individual or combined science GCSEs will be offered.
Chemistry	1.7	1.7	5	Mandatory at KS3 and 4, optional at KS5	Individual or combined science GCSEs will be offered.
Classical civilisation	0.8	3.3	5	Mandatory at KS3, optional at KS4 and 5	At KS3, it is taught alongside Latin as 'Classics'.
Computer science	0	3.3	5	Optional at KS4 and 5	Only offered for GCSE and A-level.
Economics	0	0	5	Voluntary	Only offered at A-level.
English	4.2	4.2	5	Mandatory at KS3 and 4, optional at KS5	GCSEs in English Literature and English Language will be offered.
Extended Project Qualification	0	0.8	0.8	Mandatory	All pupils to complete during curriculum time.
Games	0	1.7	0	Mandatory at KS4	Games will be covered in PE at KS3.

Geography	1.7	3.3	5	Mandatory at KS3, optional at KS4 and 5	
History	1.7	3.3	5	Mandatory at KS3, optional at KS4 and 5	
Latin	0.8	3.3	5	Mandatory at KS3, optional at KS4 and 5	At KS3, it is taught alongside Classical Civilisation as 'Classics'.
Maths	4.2	4.2	5	Mandatory at KS3 and 4, optional at KS5	Alongside Maths GCSE, Further Maths will be offered.
Modern Foreign Language	3.3	3.3	5	Mandatory at KS3 and KS4. Optional at KS5	The languages offered are likely to be French and Spanish.
Music	1.7	3.3	5	Mandatory at KS3, optional at KS4 and 5	
PE	2.5	3.3	5	Mandatory at KS3, optional at KS4 and 5	
Physics	1.7	1.7	5	Mandatory at KS3 and 4, optional at KS5	Individual or combined science GCSEs will be offered.
Politics	0	0	5	Optional at KS5	
PSHCE	0.8	0.8	0.8	Mandatory	Taught weekly, replacing a different lesson each week.
Religion Studies	1.7	3.3	5	Mandatory at KS3, optional at KS4 and 5	Statutory PSHCE will deliver religious education to all KS4 pupils.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

High-level strategies of the education plan

The CCFS will design and manage its curriculum according to the ethos of Powerful Knowledge, which has successfully been put into practice at the WLFSS. Professor Michael Young (of the Institute of Education, University of London) explained the importance of Powerful Knowledge in his book entitled *Knowledge and the Future School: Curriculum and Social Justice*.⁶

What is Powerful Knowledge?

Powerful Knowledge is knowledge that lies outside the everyday experience of ordinary pupils. It is the specialist knowledge found within the subjects – maths, science, languages, the humanities, arts – which are looked on most favourably by universities and employers, because experience has shown that those educated in them are best equipped intellectually to pursue the next stage of their lives, whatever that may be. For instance, it is widely known that science graduates are sought-after by employers; but a recent CBI survey also revealed that 72% of businesses interviewed valued foreign language proficiency in their employees;⁷ and another study demonstrated the strong employability of graduates in non-vocational subjects within the arts and humanities.⁸

Powerful Knowledge does not refer to knowledge held by powerful people (although they often overlap); rather as Michael Young says: “It refers to what the knowledge can

⁶ M. Young *et al.*, Bloomsbury Academic, 2014

⁷ http://www.cbi.org.uk/media/1514978/cbi_education_and_skills_survey_2012.pdf

⁸ <http://www.britac.ac.uk/policy/contribution/chap5.cfm>

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

do – for example, whether it provides reliable explanations or new ways of thinking about the world. This was what the Chartists were calling for with their slogan ‘really useful knowledge’. It is also, if not always consciously, what parents hope for in making sacrifices to keep their children at school; that they will acquire powerful knowledge that is not available to them at home.” (Young M., *What Are Schools For?* 2009)

We believe, and examples including the WLFSS demonstrate, that children from any background and of any ability can be granted this “epistemic access”, which Michael Young describes as “access to the institutions through which enquiries in the search for truth are undertaken. These institutions are the academic disciplines which are transformed (although not their content) for pedagogic purposes into school subjects.”

Why is Powerful Knowledge suitable for the CCFS’s intake?

The table below shows a breakdown of the expected pupil intake for the CCFS, based on the average intake of the existing schools close to the preferred site and local authority averages (data source: 2015 GCSE school leavers). For comparison, we have included the figures of the WLFSS.

School	PAN	FSM Rate	5A*-C Inc. English and Mathematics
WLFSS	120	24%	77% (2016)
Chesterton Community College	180	7.8%	77% (2015)
Bottisham Village College	210	5.8%	71% (2015)
Netherhall School	170	25.4%	70% (2015)
North Cambridge Academy	150	29.4%	48% (2015)
Coleridge Community School	100	20.2%	40% (2015)
Local Average		17.7%	61.2% (2015)

* The CCFS’ admissions policy will be designed to allocate a proportion of places (matching local authority averages) to pupils eligible for the pupil premium.

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

The likely pupil intake for the CCFS will match closely with that of the WLFSS. Both schools will have similarly high proportions of middle and high ability children, with relatively few who are of a lower ability. The proportions of the cohort at the CCFS that have special needs or are eligible for the pupil premium will also be similar to that of the WLFSS. For strategies on how the school will support this particular group of children, please see the section entitled “meeting the needs of all pupils”.

A knowledge-rich curriculum supports pupils from disadvantaged communities and differing cultural backgrounds

The CCFS will have a higher than average proportion of children from a disadvantaged background (25%, compared to 17.7% locally). One of the virtues of a knowledge-based curriculum is that it compensates for some of the disadvantages associated with a poor socio-economic circumstance and differing cultural backgrounds. As E.D. Hirsch Jr. argued in *Cultural Literacy*, children from low socio-economic backgrounds often lack the core knowledge and “cultural capital” that children with educated parents pick up in the home.⁹ If this is not taught in school, children from low income families can find themselves at a permanent disadvantage. The fundamental principle underpinning our academically rigorous curriculum is that all children should leave school equipped with a store of essential knowledge, regardless of background or ability. A knowledge-based curriculum is also the best way to counter the risks associated with such a diverse community. If children share a common stock of knowledge, they will have a shared set of references from which to assess each other’s cultural differences.

Regular, low-stakes quizzing ensures pupils receive regular feedback and no pupil gets left behind

Recent studies (Willingham, *Why don’t pupils like school?*, and, Brown, McDaniel, and Roediger, *Make it stick: the science of successful learning*) suggest more complex and durable learning comes from self-testing, introducing appropriate difficulties, waiting to re-study new material until a little forgetting has set in, and interleaving the practice of one skill or topic with another. Detailed further below, the proposed school’s programme of assessment will ensure that knowledge will be tested routinely and cumulatively. Low-stakes quizzing (multiple-choice quizzes at the start of lessons, or a sequence of closed questions) will be a feature of lessons at the school, as it is at the WLFSS, and will enable teachers to quickly identify gaps in pupils’ knowledge and to

⁹ Cultural Literacy, E.D. Hirsch. Vintage Books, May 1988.

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

recap relevant material. This will ensure that all pupils commit a core body of knowledge to their long-term memories, knowledge that can be drawn upon throughout their academic careers and in later life for problem-solving and independent study. End-of-term assessments will test knowledge cumulatively across the year, as illustrated below.

Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment	Term 5 Assessment	Term 6 Assessment
Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1
	Topic 2	Topic 2	Topic 2	Topic 2	Topic 2
		Topic 3	Topic 3	Topic 3	Topic 3
			Topic 4	Topic 4	Topic 4
				Topic 5	Topic 5
					Topic 6

Studies by the Education Endowment Foundation show that regular and effective feedback has a beneficial impact on pupils' progress, suggesting that pupils who receive regular feedback in the classroom are eight months ahead of their peers. Our proposed programme of cumulative assessment gives a clear framework for teachers to provide feedback to their pupils. In end-of-topic assessments, pupils will receive a grade alongside clear feedback about which skills or knowledge they successfully demonstrated and which they did not. Importantly, pupils will be given the opportunity to revisit work, make amendments and improvements, and answer additional questions set by their subject teacher. In addition, teacher marking, completed every two weeks, will provide further formative feedback.

Academic GCSEs and A-levels ensure better options for pupils when they finish school

There is a good deal of evidence that encouraging all pupils to do academic GCSEs and A-levels, not just the most able, will yield above average results. This is one reason why Central London's comprehensive schools have improved in the past decade. Many now (including the WLFSS, Bethnal Green, Graveney and Holland Park) have over 75% of their pupils regularly achieving five A* to C GCSEs (including maths and English). This is above the level achieved by state schools in Cambridge. The London Academy of Excellence (LAE) provides compelling evidence that setting challenging expectations and only offering academic A-levels can transform academic outcomes in disadvantaged communities. In 2014, LAE's A-Level results showed an A*/A percentage of 43% and A*/B of 71%; 68 pupils secured places at Russell Group

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

universities and five won places at Oxford or Cambridge. Similar successes have been recorded at Westminster Harris Academy, the King's College London Mathematics School and the Exeter Mathematics School.

Admissions Policy

The admissions policies of the school will comply with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools. If the school is oversubscribed we will allocate places through a combination of straight-line distance and random allocation, with priority given to children whose statement of SEN or Education, Health and Care plan names the school, looked after children, previously looked after children, siblings and children of staff. A proportion of places (equivalent to the local authority average) will also be allocated to pupils eligible for the pupil premium.

Meeting the Needs of All Pupils

The school will deliver an academically rigorous education to all pupils regardless of ability. A mixed ability intake, with a wide spectrum of behavioural, emotional and educational needs, will require tailored provision. The CCFS will be committed to ensuring this tailored provision is applied effectively.

Assessing Special Educational Need (SEN)

Where possible, the SEN of each child will be identified prior to entry to ensure needs are met from the start of the academic year. The SEN and Disabilities Coordinator (SENDCo) and head of Year 7 will liaise closely with those primary schools sending children to each school and will generate a SEN register before the start of the academic year. Upon entry into Year 7, all pupils will undertake a series of assessments. These will be used partly to determine personalised academic targets (see section D2 for details) but also to identify specific educational needs which may not have been recognised or provided for by primary schools. All pupils will sit the MidYIS test (produced by CEM at Durham University) that generates Individual Pupil Records (IPRs). IPRs provide detailed information about each child's level of vocabulary, maths, non-verbal ability (including 3D visualisation, spatial aptitude and pattern recognition), proofreading, and perceptual speed and accuracy. Any significant underperformance in one or more of these measures may indicate a particular need. In addition to MidYIS, reading age and numeracy tests will be carried out for each child every year. In Year 9, pupils will also sit Insight testing (age equivalent to MidYIS). This regular baseline testing will ensure any developments in a child's basic cognitive function are monitored throughout their time at the school.

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

The role of the SENDCo and other staff in meeting SEN

The school will each employ a full-time SENDCo from the outset. He or she will be responsible for gathering and updating a SEND register, overseeing the pupil premium budget, and will act as the school's Child Protection Officer. The SENDCo will liaise with key support agencies, such as the educational psychology service, education welfare and social services. The SENDCo will also train and guide teaching staff in the particular needs of pupils in their classes. In order to support staff with pupils who have behavioural issues, a learning mentor will be employed from the second year. A School Counsellor will also be employed (starting on one day a week in the first year, increasing to three days a week when the school is at full capacity). Teachers will have a primary responsibility to ensure pupils with SEN are catered for in their classes. Their effectiveness at doing so will form part of the judgment of every lesson observation. To ensure the needs of more able pupils are met, each school will appoint a Gifted-and-talented Coordinator, who will compile a register of the most able pupils by subject and ensure sufficient enrichment activities are provided.

Approaches to meeting different needs

Pupil Premium

We anticipate that at least a third of pupils will be eligible for the pupil premium. It is essential that PPI funding is used to ensure the academic success of disadvantaged pupils. Small-class intervention sessions will be provided for underperforming PPI pupils in maths and English. Academic tutors will be financed through PPI funding for this purpose. Peer mentoring for disadvantaged pupils will also be provided, with older pupils (possibly from other local schools) supporting underperforming children, helping them to prepare effectively for their studies and modelling conscientious behaviour. A comprehensive reading programme will be offered, including timetabled weekly reading, lunchtime sessions, after-school book clubs and, for new Year 7 pupils with severe reading difficulties, phonics. Study skills will be offered to underperforming pupils using an external provider such as Elevate Education, a specialist in delivering practical advice about how to prepare for exams. Furthermore, musical tuition and sporting opportunities will be financed through PPI funding to make sure disadvantaged children can take part in the wider life of the school. Finally, during the summer holidays, disadvantaged children will be offered free summer school places (where pupils will engage in sporting, creative and academic activities), thus providing additional enrichment during the long holidays.

EAL

A small proportion of pupils at the school will speak English as an additional language (although many may already be proficient in English). Proficiency in English will be screened for in the entry assessments described above. Those who require extensive

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

support with language acquisition will be provided with small-scale coaching from an English tutor (paid by the school pro-rata) before and after the school day; they will also be paired with children in their class who have a high level of English vocabulary and offered additional reading opportunities during form time. For those of a low to moderate proficiency, tailored phonics programmes (in Year 7 and 8) and Functional Skills programmes (in Year 9 and 10) will be offered. For pupils who do speak English, but perhaps not to a high proficiency, or their writing or reading may be delayed, more time will be allocated to English lessons (possibly at the expense of one subject). This could be taught in classes of up to 24, providing an efficient model of intervention. Functional skills may also be delivered for child Other EAL children with generally good reading, writing and speaking will be monitored as part of the normal assessment and reporting cycle. Where possible, the MFL department will work with individuals in developing their non-English language and may prepare them for early GCSE entries.

Most able

With a comprehensive intake, we also expect a number of our pupils to have demonstrated exceptional academic performance at primary school or to show high academic potential at secondary. These pupils will be identified as early as the first term of Year 7, through liaison with primary schools and analysis of KS2 and MidYIS results. Middle leaders will monitor the progress of this group and ensure teachers are providing work of sufficient challenge. Opportunities for academic enrichment (such as guest speakers and enrolment in research projects like the EPQ or those offered by the Brilliant Club) will be made available. However, as a matter of principle, all opportunities afforded to these pupils will also be offered to all pupils at the school, and everyone will be encouraged to take advantage of them. WLFSS has demonstrated an exceptional capacity to add value to its most able pupils.

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

Subject	Progress Residual for Most Able
Mathematics	1.76
English Literature	1.93
Biology	2
Chemistry	2
Physics	2
French	1.76
Latin	2
History	0.05
Geography	1.42
Religious Studies	2.5
Music	2.44
Art	1.88
Spanish	2.25
Science	1.17
Additional Science	1.13
Physical Education	0.89
English Language	1.34
Classical Civilisation	1

Learning difficulties

Pupils exhibiting these difficulties will cover a range from mild underachievement to severe impaired cognitive functioning. Where mild underachievement is identified in a small number of subjects (through the reporting cycle detailed in section D2) most intervention will be made by classroom teachers (in the form of consolidation and revision sessions), and will be overseen by Heads of Department. Where underachievement is more widely entrenched, a more diagnostic assessment of need will be made by the Head of Year, supported by the SENDCo, and a more intensive intervention plan may be developed. It may include the provision of specific learning materials, writing aids (including laptops) or greater contact time with teachers. Where a child is deemed to have significant cognitive impairment, the SENDCo may wish to increase provision of maths and English at the expense of some other subjects. This will allow the child more time to develop the underlying skills required for effective learning.

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

Physical difficulties

It is likely that a small number of pupils will have a physical difficulty. In order to ensure access for pupils with mobility issues, a lift will be available (music, art and science teaching spaces will be located on the ground floor) to ensure access to classrooms. Those with speech and hearing difficulties will be catered for, dependent on individual need. (This may involve speech therapy or appropriate seating in class.)

Emotional and behavioural needs

Pupils with this kind of need will be supported by the Learning Mentor and School Counsellor as appropriate.

Looked after children

A small number of the pupils at the school are likely to be looked after children and their welfare and progress will be closely monitored. The personal circumstances of each child will be unique: some may regularly move between foster homes, for example, while others may have had a stable home life, through adoption, from an early age. Regardless, the school will support these children through priority access to learning mentors and peer mentors, providing a daily contact beyond the Form Tutor. They will also have access to technologies, such as laptops, that they may not have access to at home and they will be offered a highly structured environment to work in. This will include breakfast clubs in the morning and homework clubs in the afternoon. The SENDCo will monitor the wellbeing of these children and all teaching staff will be briefed regarding their vulnerability.

Enrichment Activities

We are committed to exposing our pupils to experiences they would not encounter in their day-to-day lives, enhancing each pupil's cultural capital and developing their wider social and cultural awareness. We expect every pupil at the school to take advantage of our extra-curricular offer. Enrichment activities will be run from Monday to Thursday after school. Pupils in Year 7 and 8 will be expected to attend two clubs each week, and those from Year 9, one club; at KS4 the clubs will become optional (allowing pupils to focus more where necessary on preparing for their GCSEs). In addition, staff will be encouraged to plan day trips and longer residential trips for pupils outside term time so that learning can continue outside the classroom. All staff will be trained on this in the initial programme of Professional Studies (compulsory for all new staff members). This programme will consist of CPD sessions outlining good practice and school expectations.

The bulk of this after-school enrichment provision will centre on music and competitive sport, with both departments taking ownership of their extra-curricular activities. The

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

Duke of Edinburgh's Award will begin in Year 9 and preceded in Year 7 and 8 by Expedition Club; these will give pupils the opportunity to travel outside Cambridge, including to the UK's national parks. Other clubs offered will include Ancient Greek, Science Club, History and Politics Society, Fencing, Archery, Astronomy, Textiles, Drama, Debating, Film Club and Dance.

The school will also use this extra-curricular time to provide support to underachieving pupils. Provision will include: one-to-one tuition for English and maths, coordinated by the SENDCo; homework club, in which pupils can complete their homework with a member of staff present, and with all necessary resources at their disposal such as laptops, access to the internet and textbooks; and literacy and numeracy breakfast club, which will run every morning from 8.00 - 8.30am; this will be a drop-in session for pupils to eat breakfast, catch up with their literacy and numeracy, or ask for help with homework if required.

Pupil Transitions

The school will work closely with all the primaries that send children to them. In the first two years, liaison with primary schools will be the remit of the SENDCo so they can work closely with vulnerable children at transition and as they move up the school. In the third year we will appoint a member of staff in charge of transition, whose role will be to visit primary schools, meet incoming pupils and then support the most vulnerable throughout Year 7. This support will take the form of mentor meetings or, more informally, observation and support in classes once a fortnight, depending on the needs of the pupils.

There will be a transition day held late in the summer term on which all future Year 7 pupils will visit each school for the afternoon, take part in two classes and meet their form groups and tutors. This will be immediately followed by an information evening for their parents, to introduce them to the school and to their children's tutors ahead of their formal entry in September. Year 7 pupils will start their first term two days early, so that they can familiarise themselves with the buildings and facilities before other pupils return. These first days will centre on team-building so that pupils can get to know their peers in an informal environment and meet teachers outside the classroom. Year 7 pupils who are vulnerable, or who have specific educational needs, will be invited to visit the school as much as they need to in the summer prior to their first term; at this stage they will be paired with a "buddy" from the year above who can act as a friendly face and role model when the pupil starts in Year 7.

In Year 10, pupils will undertake a week of work experience, preceded by a sequence of PSHCE lessons on writing a CV, how to interview well and professionalism in the workplace. This will be complemented by a series of careers talks given by parents,

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

members of the local community and external speakers. For those pupils who decide not to stay on for the sixth form, the school will provide support in their search for other sixth form options.

In Year 11, we will hold a post-16 options evening for pupils and parents and invite representatives from other sixth forms and universities including Oxford and Cambridge to inform pupils about the different pathways available to them in the sixth form and thereafter.

Outline of the KS3 curriculum

At KS3, each school will broadly follow the national curriculum. English will be broken into two classes, English literature and English grammar. In English literature, pupils will read, analyse and interpret a wealth of literature from before the 20th century to the modern day. They will also study texts from different cultures. Literature study will be used as a stimulus for encouraging creative writing. In English grammar, pupils will study language (spelling and vocabulary), punctuation and syntax. This will give pupils a firm foundation to tackle the GCSEs in English literature and language offered at the school. The explicit teaching of grammar will provide pupils with SEN or EAL with a firm grasp of the English language.

By the end of Year 9 maths, pupils will have a firm grasp of key mathematical concepts, namely: number manipulation (including fractions, decimals and percentages), graphing, trigonometry, algebra, probability and statistics. At GCSE, all pupils will complete maths GCSE and more able pupils may complete further maths GCSE in preparation for A-levels.

During KS3, the sciences will be taught as separate disciplines. This decision has been taken to ensure all pupils have a strong understanding of the role, content and relatedness of the different areas of science.

Pupils will study a range of European languages along with Latin. In the humanities, pupils will learn ancient and British history (taught in chronological order from the Norman conquest to the industrial revolution) and the belief systems of the world religions, while in the arts, pupils will learn about the historical and cultural contexts of major artistic and musical movements.

KS4 Qualifications

A core aim of the CCFS is that every pupil will take 8 - 10 academic GCSEs and qualify for the EBacc. In Year 9 all pupils will select their options from the following blocks:

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

Core	Humanities (pupils pick one)	Languages (pupils pick one)	Options (pupils pick 2)
English Language	Geography	French	Art
English Literature	History	German	Classical civilisation
Maths		Spanish	Classical Greek
Further maths*		Latin	Computer science
Biology*		Classical Greek	French
Chemistry*			Geography
Physics*			German
			History
			Latin
			Music
			PE
			Religious education

*Further maths will be offered as an option to stretch the most able pupils in maths. The five hours timetabled to maths will ensure there is adequate time to complete the two qualifications. It also means there will be time to support the less able pupils in maths. Similarly in science, pupils will either take triple science at GCSE or double science depending on their ability in the subject.

The structure of the GCSE option blocks ensures that every pupil will be able to qualify for the EBacc. This structure also ensures a breadth of academic subjects will be taken, which will give pupils the best foundation for selecting their A-levels. For those pupils who demonstrate severe cognitive impairment, individual action plans will be developed (detailed below). However, it will be a fundamental principle that, regardless of background or ability, all pupils will select a combination of EBacc eligible subjects. RE will not be included in the humanities block (it will be incorporated as an option instead) but the school will deliver statutory religious education at KS4 in the form of spiritual, moral, social and cultural development (SMSCD) sessions, which will be held every fortnight in the place of a timetabled lesson. In the languages block, a total of five subjects will be offered and taught based on uptake.

Delivering the KS4 Curriculum

At KS4 all pupils will be streamed in the core subjects of English, maths and science. They will also be streamed in MFLs. The average class sizes for these subjects will remain at 24, but top sets will contain more pupils than bottom sets, ensuring the less able pupils are fully supported. There will be a surplus of teacher time in 2020 and 2021, allowing the possibility to double-staff certain classes, depending on the strengths and weaknesses of the pupil cohort. We will also look to recruit a languages assistant on a full time basis to deliver speaking, vocabulary and grammar support classes throughout the day. The humanities and options subjects will not be set, and

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

class sizes will be dependent on uptake; however, to ensure financial viability, class sizes will remain between 18 and 24. As explained above, restricting the number of pupils in a given class allows time for teachers to follow more closely the academic progress of pupils in their subjects, provide detailed marking and thorough feedback, and identify pastoral needs quickly.

Alternative Pathways at KS4

For struggling pupils:

The intention is that the vast majority of pupils will study the core curriculum and sit 8 - 10 GCSEs. However, it is reasonable to expect that a small minority of pupils will struggle with this volume of subjects. The school will need to acknowledge these cases and provide tailored and flexible alternative support as appropriate.

We estimate that this target group will constitute fewer than 10 pupils per year in each school (as is the case at the WLFSS). These are likely to be pupils who have been identified by the school as needing greater support in basic literacy and numeracy; they may well require the option to study towards fewer GCSEs but would still be expected to study a humanities and a language. It is categorically not intended that any pupil be prevented from studying a subject that they enjoy or are interested in, but in which they are unlikely to succeed at GCSE level. For example, if a pupil is passionate about history then we would encourage them to continue to study it, irrespective of the likelihood of their gaining a grade C or above.

We want the CCFS to be known as an academic school and therefore do not propose specifically to publicise or market these alternative curriculum options to current or prospective parents. Parents would only be approached with these options if there were a strong likelihood a change of emphasis would benefit their child. The Headteacher, in discussion with the Senior Leadership Team (SLT) and the SENDCo, would make nominations on to this scheme.

For gifted and talented pupils:

There will be the options of triple science, further maths GCSE, meaning that were they to undertake all three extension qualifications on offer, gifted and talented pupils would leave the CCFS with 11 academic GCSEs. Outside curriculum time, there will also be the option of studying ancient Greek for GCSE, something the most able will be encouraged to do.

KS5 Qualifications

As detailed in Section C, our key destination indicator is for 75% of pupils to go on to the sixth form, 70% of whom will take at least two A-levels in facilitating subjects and

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

continue to university. While it is not necessary for pupils to study only facilitating subjects if they are to attend university, many courses will require pupils to have studied at least one, with some subjects (e.g. medicine) requiring three. The sixth form will offer predominantly facilitating subjects in order to give every pupil the greatest range of options after A-levels. The sixth form curriculum will be identical to that of WLFSS including using the same examination boards for each subject. This will enable departmental moderation of assessed work and internal examinations between WLFSS and the CCFS to ensure excellent outcomes.

Facilitating A-levels	Other options at A-level
Maths	Economics
Further Maths	Fine Art
English Literature	Music
Physics	Religious Studies
Biology	Government & Politics
Chemistry	Computer Science
Geography	History of Art
History (Medieval and Modern)	
Languages (classical and modern)	

In addition, all students will study *either* the EPQ *or* the Cambridge Pre-U in Global Perspectives.

Delivering the KS5 Curriculum

Students will have six lessons (50 minutes) of timetabled activity per course per week, as they are at the WLFSS. Depending on the subject, these six will be divided into tutorials, seminars, lectures, practical investigations, supervised study, site visits and independent study, as detailed below:

- *Tutorials:* groups of one to five students. In most subjects – particular essay-based – students will receive several supervisions per term based on an in-depth discussion of a particular question or set of problems. Supervisions are an ideal place for students to enter into an in-depth academic discussion in a relatively informal setting. In the Upper Sixth students can expect one-to-one supervision in some subjects, such as the EPQ and the A-Level history personal

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

study section.

- *Seminars*: groups of 10-15 students. These will usually be based on a reading or set of problems prepared in advance. Seminars entail discussions led by the teacher, and all students are expected to participate fully in the conversation and debate that takes place.
- *Lectures*: groups of 20-40 students. Lectures will be delivered on a wide range of topics covered in the A-Level course and teachers with the relevant specialisms will deliver them. Students will receive advice on gaining the most from lectures, and Personal Tutors will give guidance on note-taking and other study skills.
- *Practical investigations*: certain subjects, especially the natural sciences, involve a good deal of laboratory-based work. Practical study at A-Level tends to be longer and more complex than practical lessons students might have experienced earlier in school.
- *Supervised Study*: supervised study time in the arts is primarily focused on reading, including journal articles and books. In languages and the sciences, independent study often involves working through a set of specific problems. Work completed in independent study will subsequently be discussed in supervisions and seminars.
- *Site visits*: the school is ideally placed for access to some of the world's greatest museums, libraries and laboratories. Students in the sixth form – and below – will benefit from half-day or full-day trips.
- *Independent Study*: in addition to supervised study time, students will also have around two hours of independent study per course per week, which may be completed at home or at school in the sixth form library.

Enrichment Activities

In the sixth forms we will continue to offer extra-curricular activities, particularly in sport and music. In addition to this, pupils will be encouraged to take part in the Young Enterprise scheme and the Duke of Edinburgh's Award. A further extra-curricular option post-16 is the Expedition Society, which will offer students the opportunity to go on an international expedition after completing their A-Level exams. Over the two years of the sixth form, students will hear talks from seasoned international travellers, complete expeditions in the UK and prepare for an international expedition, which will include a significant fundraising component.

Summary

The core belief of the Trust is that every child can achieve success through an academically rigorous, knowledge-based curriculum. We have focussed our educational offering on those subjects that will enhance pupils' cultural capital and

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

enable them to compete on equal terms with their most affluent peers at each level of their education and career. We will support all pupils in this goal, both academically and pastorally. Emerging needs will be spotted quickly and all pupils will be encouraged and empowered to fulfil their academic potential.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Setting and Achieving Targets

Throughout the key stages, the school will have a well-developed assessment process based on measuring pupil outcome against graded objective criteria. These objective criteria have been produced by subject specialists at the WLFSS and are being used to provide an objective assessment of pupil performance. All data will be managed through a whole-school data system called SIMS and analysis will be completed using Go4Schools. A sample of the assessment policy and grade criteria to be used at the school is available upon request. The systems that underpin the reporting and assessment process are modelled on those at the WLFSS Secondary. This allows for direct comparisons between schools, helping senior leaders and governors evaluate performance across the Trust's secondary schools.

Key Performance Indicators and Targets

Below are the key performance indicators and targets for the school as it develops. As explained in section C, these targets have been benchmarked against high-achieving state schools – including the WLFSS – many of which are comprehensive, with a high intake of disadvantaged pupils, but which expect nearly all pupils to get the EBacc. They therefore provide a clear precedent for what will be possible at a new, academically-enriching school.

Academic indicators:

D2 – measuring pupil performance effectively and setting challenging targets

- 75% of pupils will gain five GCSEs at grades A* to C (including maths and English)
- 45% of pupils will get the EBacc

Destination indicators:

- At the end of KS4, 75% of pupils will stay at the school and take A-levels. Given the high targets set for individual subjects (detailed below) and based on our goal that at least 75% of pupils will achieve at least five A* to C GCSEs (including maths and English), we are confident that 75% of pupils will go on to the sixth form.
- At least 70% of sixth form students will do at least two facilitating A-level subjects. Facilitating subjects will form the backbone of the A-level provision at the school.
- Over 70% of A-level students will go to university, of which half will attend a Russell Group university.

Social justice indicators:

- Based on their starting points when entering the school, both disadvantaged (PPI) and more affluent pupils will make at least expected progress in English and maths.
- There will be no difference between the progress made by disadvantaged and more affluent pupils.

Reputational indicators:

- The school will be oversubscribed by a factor of at least three to one for the first five years.
- Each school will be judged as at least 'Good' in its first Ofsted inspection and 'Outstanding' in the second.
- The school will be a member of the local schools' headteacher network.

Academic Target Setting

Upon entry, each pupil will sit a computer-based aptitude test (such as MidYIS, provided by the CEM Centre) a general knowledge exam, reading age test and a numeracy test to assess the quality and quantity of knowledge and skill retention from primary schooling. Alongside any KS2 data available, this information will form the basis of individual, subject-based, targets for pupils during future reporting cycles to parents. These targets will be used from Year 7 and will take the form of GCSE-style grading (or numbering as it is likely to be). In Year 9, INSIGHT (another product of CEM which assesses curriculum knowledge in maths and science, along with reading) will be used to generate KS3 value-added data and flag areas of concern or strength as well as updating targets for GCSEs. At A-level, pupils' targets will be set partly on GCSE performance (including average point scores) alongside ALIS (again a CEM product).

D2 – measuring pupil performance effectively and setting challenging targets

At each key stage, pupils will sit end-of-year exams and the grades they achieve (based on age-appropriate objective criteria) will be compared to their targets in order to establish whether they are reaching their potential or are over- or underperforming. These targets will be set deliberately high, often corresponding to *beyond expected* progress at GCSE or A-level.

Assessment and Data Tracking

Assessment of pupil progress will be carried out through a combination of formative assessment and summative assessment. The former allows teachers to use immediate monitoring, adjusting and intervening as their class learns new content, while the latter allows identification of knowledge and skills acquired over a longer period of time and will form the basis of much that is included in reports. In class, teachers will be encouraged to design activities, beyond standard tests, that can be used to assess knowledge and skill acquisition. These may include practical investigations in the sciences, portfolios of work in art, or carefully-structured homework or classwork activities. All assessed work will link to the objective assessment criteria already developed by subject specialists at the the WLFSS and assessments will be made in a cumulative fashion, drawing on material learnt days, weeks, months and even years before. Books will be marked every two weeks and pupils will be encouraged to act on feedback directly. Every academic year will end with end-of-year exams in each subject. This will provide pupils with the opportunity to demonstrate their ability to retrieve knowledge and skills taught over a long period of time.

The tracking of data will be carried out in two ways. Individual subject teachers will track the performance of their pupils using their own preferred method (for example, through their teacher planner), but they will also be required to complete data entries onto the school's management system (SIMS) six times in the year. Heads of Departments and senior leaders will use this data input to track the performance of whole cohorts, micro-cohorts and individual pupils (see below) and intervene where necessary.

Liaising With and Reporting to Parents/Carers

Over the course of the academic year, the performance of pupils will be reported to parents and carers through the school's reporting cycle. Pupils will be told whether they are on track to achieve their target grades in end-of-year exams, and how they can improve their performance further, through six reporting events spread evenly throughout the academic year (see table below). These events will consist of a mentoring day (parents' meeting the Form Tutor early in the year to discuss aspirations and academic targets), one parents' evening, three short reports (providing a snapshot of performance) and one formal report following the completion of end-of-year exams. As well as providing extensive feedback on performance, formal reports will provide

D2 – measuring pupil performance effectively and setting challenging targets

pupils with a ranking for each subject, allowing them to see how their test scores compare with their peers. This 'rank order' has been used at Burlington Danes Academy (BDA) to boost the performance of boys and has had dramatic and positive effects. Unlike at BDA, these results will only be given to parents in reports and will not be given presented publicly to pupils. This ensures that parents are informed of progress but pupils are not stigmatised by low test scores. Furthermore, informal feedback will be delivered to parents and carers through high-quality marking of books, and phone calls home by subject teachers.

Expected structure of the reporting cycle:

Reporting event	Time of the year
Mentoring day	September (term one)
Progress report 1	Late October (term one)
Parents' evening	January (term two)
Progress report 2	March (term two)
Progress report 3	May (term three)
Formal reports	July (term three)

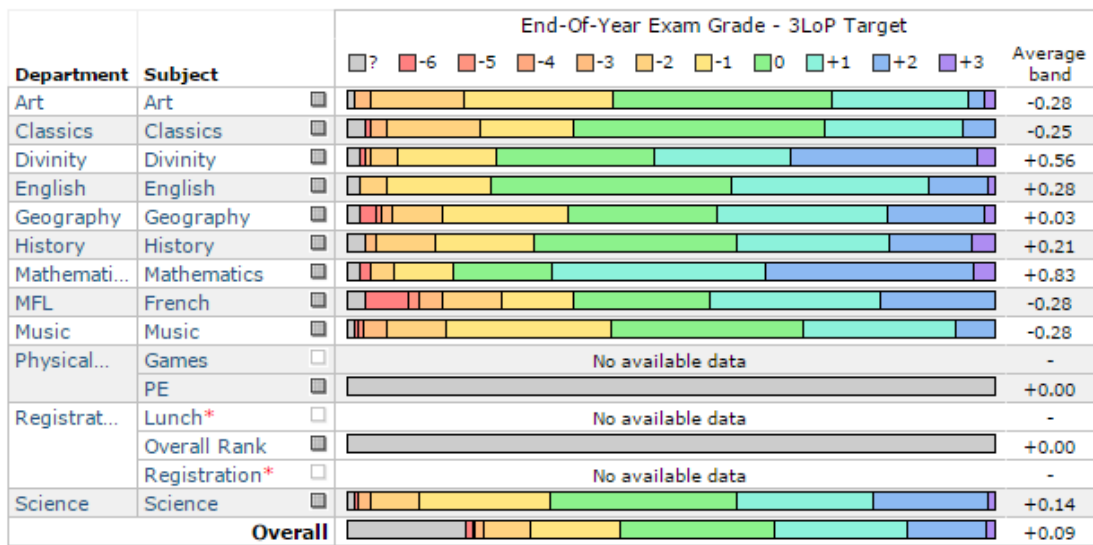
Monitoring and Evaluation Systems

Whole-school analysis of academic performance will be carried out each term. This will require exporting data from SIMS (the school's information management system) for analysis in Go4Schools. This will enable subject teachers and Heads of Department to assess whether any individual children are underperforming and produce action plans to address any issues identified. A system will be used (developed at the WLFSS) to track the performance of micro-cohorts, allowing senior leaders to analyse the relative performance of different groups (for example, the performance of girls against boys, FSM against non-FSM children and SEN against non-SEN children). Within this system, grades submitted by teachers (from classwork, homework or test scores) will be compared to their target grades. A value is assigned to each child's performance – if they are one grade above their target they are assigned a +1, 0 if they are on target and -1 if they are a grade below target. From this, average performance can be measured between different cohorts in order to identify trends and concerns. An example of this is shown in the diagram below:

D2 – measuring pupil performance effectively and setting challenging targets

	Count	Target	3LoP Target	End-Of-Year Exam Grade	Actual Result
Avg Progress 8 score per student (2015 est. #)	106	+0.6	-0.2+	0+	+0.3
Avg Attainment 8 score per student	119	6.2	5.5	5.6	5.9
Avg slots filled per student (exc. U grades) ^{NEW}	119	9.8	9.9	9.7	9.8
A*-C GCSE in English and Maths	119	100%	91.6%	65.5%	77.3%
5+ A*-C GCSE (or equiv.) inc. En & Ma	119	100%	91.6%	63.0%	77.3%
5+ A*-C GCSE (exc. equiv.) inc. En & Ma	119	100%	91.6%	63.0%	77.3%
English Baccalaureate	119	73.1%	74.8%	35.3%	45.4%
Expected progress in English from KS2	*	100%	99.2%	82.3%	85.7%
A*-C GCSE (or equiv.) in English	119	100%	95.8%	79.8%	81.5%
Expected progress in Maths from KS2	*	100%	99.2%	68.1%	85.1%
A*-C GCSE (or equiv.) in Maths	119	100%	92.4%	70.6%	84.9%
2+ A*-C GCSE (or equiv.) in Science	119	95.8%	94.1%	56.3%	84.0%
3 single sciences entered ^{NEW}	119	37.0%	37.0%	37.0%	37.0%
Avg GCSE (or equiv.) capped APS per student	119	375.4	340.9	342.5	358.1
More than one language at GCSE (or equiv.) entered ^{NEW}	119	19.3%	19.3%	19.3%	19.3%
Value added Best 8 plus En & Ma (2015 est. #)	106	1033.7+	986.1	995.6	1013.4

Over the year, the progress of pupils will be monitored by directly comparing input from teachers for each child during progress reports. The results will be collated and summarised in a diagram as below. The pupils deemed to be underperforming (shown in red and orange in the diagram below) will be selected for targeted intervention (as outlined in “approaches to meeting different needs”).



When analysing end-of-year exams, the school will perform transition matrices to analyse whether pupils, from different starting points, are progressing at the same rate or, say, lower achievers are not progressing as quickly as higher achievers. An example of a transition matrix is shown below.

D2 – measuring pupil performance effectively and setting challenging targets

		Key Stage 4 Grade Maths										Overall % Achieving 3 levels of progress	Overa achiev over 3 levels of progre	
% of Pupils		No KS4 Result	U	G	F	E	D	C	B	A	A*			
KSZ Level	Other or no prior available	0	0	0	0	0	0	0	0	1	0	0	100.00%	0.
	W	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!	#DIV
	1	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!	#DIV
	2	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!	#DIV
	3	1	0	0	0	0	0	0	0	0	1	0	50.00%	50.
	4	0	0	0	0	0	0	6	8	3	1	0	66.67%	22.
	5	1	0	0	0	0	1	0	6	3	6	2	57.89%	42.
6	0	0	0	0	0	0	0	0	0	1	1	100.00%	50.	
Total													64.29%	33.

All these methods will give middle leaders and subject teachers the capability to monitor, and intervene with, any individual pupils or groups whose progress is of concern.

External Validation of Internal Data

In order to determine whether the assessment process at the school is accurate, robust and sufficiently rigorous, external moderation will be used, as well as cross-moderation between the other secondaries in the Trust. Every year, after the completion of end-of-year exams, a subset of scripts will be sent to external exam moderators. These individuals will scrutinise the samples, analysing the structure of exams, the accuracy of marks awarded by different teachers and the quality of the content assessed. The moderators will provide detailed written feedback, suggesting improvements to future exams and offering additional support (such as specific visits to the school) as appropriate.

These exam moderators will be Heads of Departments who have themselves presided over outstanding GCSE results and who have many years teaching experience. This method is being used at the WLFSS and has already led to significant improvements in the assessment process and accuracy of reporting.

There will also be termly curriculum and assessment INSET meetings between Heads of Department at WLFSS and the other secondaries in the Trust. This will focus on book scrutinies and internal moderation of pupils' work.

Monitoring and Tracking of Behaviour

Behaviour (both positive and negative) of pupils will be monitored through SIMS. To reward and encourage good behaviour, teachers will allocate house-points. These points will be awarded for a variety of reasons (such as exceptional homework, participation in class or community service) and will feed into the house system. Rewards will be given every term to the house that has the most points. Individual

D2 – measuring pupil performance effectively and setting challenging targets

prizes will also be awarded to pupils with the most house-points. Since all house-points will be allocated on SIMS, Form Tutors will be able to monitor the positive contributions pupils are making and praise them accordingly – further reinforcing good behaviour.

An indicative (rather than exhaustive) list of negative or undesirable behaviour will be outlined by the school's Behaviour Policy. It will encompass low-level disruption (including talking out of turn in lessons or bringing in chewing gum) to mid-level disruption (e.g. defiance and swearing) to high-level disruption (such as bringing in banned substances and fighting). Undesirable behaviour will trigger an automatic sanction whose severity can vary as appropriate (from short detentions to exclusions). Whenever a sanction is given, it will be recorded on SIMS and negative behaviour points will be added to the pupil's school record (which will be reset at the end of each year). As pupils accrue more of these points, they will increasingly come to the attention of members of the pastoral team. For example, if a pupil has engaged in persistent low-level disruption they may be put on a Form Tutor report. If this fails to have an impact, the matter may be raised with the Head of Year, who will then liaise with parents, senior leaders and staff to develop and monitor targets for behaviour. Through this transparent and objective escalation of outcomes, poor behaviour will be effectively tackled.

Monitoring and Tracking of Attendance

SIMS will be vital in tracking pupil attendance. At the start of the day, registers will be taken during form time. These will be submitted through SIMS and a member of the support team will contact parents of any children who are absent without prior explanation in order to establish why they are not present. Registers will continue to be taken during every lesson in order to identify any truanting. If a pupil's attendance falls below 96% for no readily identifiable reason, tutors will ring home to investigate. SIMS will automatically generate attendance percentages on a rolling basis. If there is a good reason for a drop in attendance (for example, a parent has notified the school that the child is ill) no action will be taken. If, however, the drop in attendance persists, or is due to other school-related circumstances (such as friendship issues, stress or bullying), members of the pastoral team (including the Head of Year) will be informed. This allows any issues to be dealt with swiftly, before attendance is significantly affected. If a pupil's attendance drops below 90%, Heads of Year, rather than Form Tutors, will be required to intervene. A below 85% attendance rate will trigger a response from the pastoral Deputy Head and, possibly, the SENDCo.

Monitoring and Improving Quality of Teaching

The school aims to provide outstanding teaching. The Deputy Head for academic

D2 – measuring pupil performance effectively and setting challenging targets

provision will monitor the provision for all pupils and the quality of teaching across the school. The school will employ different strategies for monitoring teaching quality: performance management, department monitoring and internal reviews and learning walks, as well as lesson observations by staff members in the other schools within the Trust. Where a lesson is observed that is graded as 'Requires Improvement' or 'Inadequate', the staff member will be placed on a Teacher Development Programme – a two-week programme of training and support where the member of staff is given personalised targets that will improve their teaching, is given opportunities to observe other teachers, both in their school and in the Trust's other schools, and can participate in CPD. Improvements in teaching will then be assessed through a graded lesson observation.

Importantly there will be close links between the CCFS and the other secondaries in the Trust, termly joint INSET which is subject focused will concentrate on curriculum development, assessment and the quality of teaching. The trust's Director of Education will be responsible for developing inter-school links concentrating curriculum development and pedagogical alignment.

Performance management

In order to move up the pay scale, staff must show they have met criteria set according to the Trust's Performance Management Policy. These criteria will consist of: demonstrating a track record of teaching good lessons across 10 unannounced drop-ins per year; meeting pupil achievement/progress and departmental development targets. Staff will verbal feedback on the same day as the drop-in observation. All observations will be recorded, but not shared beyond the Headteacher, Deputy Head for academic provision and the individual staff member. This information will then be used to inform the school's SEF and SIP.

Department monitoring and internal review

Heads of Departments will complete a department-monitoring booklet once a half term for each key stage. This involves dropping into three separate classes with no advance warning to assess typical teaching within the department and to identify areas for improvement. Individual departments will also be internally reviewed on a two-year cycle; these reviews will be conducted over the course of a week and will be formally graded using Ofsted's criteria for the quality of teaching and leadership within the department. Observations between the SLT and Heads of Departments will be triangulated during this process to ensure clarity and consistency of judgement across observations. Data from the internal department reviews will be used to inform the SEF and SIP as well as the corresponding Department Improvement Plans (DIPs).

Learning walks

The SLT will complete informal learning walks on a weekly rota to assess the teaching across the school. These drop-in observations will be for no more than 20 minutes and

D2 – measuring pupil performance effectively and setting challenging targets

written and verbal feedback will be given to the members of staff observed.

Continuing Professional Development (CPD)

The school will aim to foster a climate of continuous improvement through training and professional development of all staff, as well as peer-to-peer support both within the school and between the different schools in the Trust. This will include a comprehensive programme of induction for all new staff, run on a bi-annual rota so that anyone who misses a session can catch up later in the year. There will also be weekly teaching and learning breakfasts, which will be compulsory for all teaching staff. Training will be led by teachers and external professionals and may take the form of collaborative action research or training on key areas highlighted in the SIP. We will also offer a unique secondment programme, whereby teachers can be made middle or senior leaders for a term. This will give all staff the opportunity to understand the development of the school from a strategic standpoint and contribute to whole-school improvement. The Trust will offer the school's teachers secondments to primary and secondary schools within the Trust for between a term and an academic year, enabling staff to gain a wider understanding of our approach to education and school improvement. Through this supportive programme of professional development we aim to attract and retain the best possible teachers. The CCFS's approach to staff development will be heavily informed by Doug Lemov's *Teach like a Champion* approach to routines and pedagogy, which has helped to build a unified staff culture at the WLFSS. Joint staff termly INSET will enable the standards and culture of the WLFSS to be replicated at CCFS.

Initial Teacher Training

As the school enters its fourth year, we would look to train teachers through the a PGCE initial teacher training route that we are currently developing with another multi-academy trust and a national professional training HEI. These trainee teachers would always be supernumerary to department capacity so that we can offer them training opportunities without adversely affecting the progress of our pupils, and would be primarily be recruited from the University of Cambridge, and other universities in East Anglia. At this stage we would appoint a Professional Mentor for the school to oversee trainee teachers and monitor their progress.

Summary

The CCFS will set challenging targets in order to build a reputation of academic excellence in a supportive and nurturing environment. Positive behaviour will be encouraged through use of the house system while pupils will be deterred from undesirable behaviour through the enforcement of a transparent and clearly structured Behaviour Policy. Each pupil's academic targets will be personalised but challenging. How they perform academically will be scrutinised by subject teachers and feedback home will arrive in a timely manner. Finally, expert teaching will be developed through

D2 – measuring pupil performance effectively and setting challenging targets

intense CPD provision and secondment opportunities.

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

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

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

- use space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The Staffing Structure

The CCFS will aim to recruit and retain the best teachers, who will share our vision that an academically rigorous education can be taught to all pupils regardless of background or ability. The CCFS will be founded by a core of existing teachers and one senior leader from WLFSS. Importantly, as these teachers have been embedded at the WLFSS they have a deep insight into the high expectations we hold for staff and pupils.

[REDACTED] In the past academic year, the WLFSS, has recruited three-quarters of all appointments through effective use of social media advertising and networking. It is clear that the distinctive staff culture of the WLFSS has been a strong attracting factor with recruitment and we expect this to be the same at the CCFS. [REDACTED]

[REDACTED] and would harness these networks to recruit expert teachers. Furthermore, both the CEO and the Director of Education will each spend one day per week at the CCFS and the main focus of this will be team meetings with Senior Leaders to monitor and quality assure curriculum, behaviour, teaching and pupil progress.

So that our teachers can focus on planning and delivering outstanding lessons, we will

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

also aim to recruit effective and dedicated support staff. The table below details the phased growth of the staff body at the proposed school:

	Sept '19	Sept '20	Sept '21	Sept '22	Sept '23	Sept '24
Pupils on roll	120	240	360	480	600	720
LEADERSHIP STAFF						
Headteacher	1	1	1	1	1	1
Deputy Head	1	1	1	1	1	1
Assistant Head	0	0	1	2	3	4
SENCo	1	1	1	1	1	1
Business Manager	1	1	1	1	1	1
SLT Secondment	0	0	1	1	1	1
TEACHING STAFF						
Middle Management Team Leader	3	3	0	0	0	0
Head of Department	0	0	8	8	8	8
Middle Leadership Secondment	0	0	0	0	0.5	1
Head of Year	0	2	3	4	5	6
Main Scale Teacher	3	9	7	11	16.5	23.5
SUPPORT STAFF						
Science Technician	0.5	0.5	0.5	1	1	1
Art Technician	0	0	0	1	1	1
Language Assistant	0	0	0	1	1	1
ADMINISTRATIVE STAFF						
Registrar	1	1	1	1	1	1
Receptionist	1	1	1	1	1	1
Data Manager	0	0.5	0.5	1	1	1
Office Admin	0.5	0.5	1	2	2	2
ICT Manager	0.5	0.5	1	1	1	1
PA	0	0	0	0	1	1
Site manager/ Caretaker	1	1	1	2	2	2
Librarian/ Reprographics Manager	0	0.5	0.5	2	2	2
PASTORAL PROVISION						
Learning Mentor	1	1	1	1	2	2
Behaviour Mentor	0	0	0	1	1	1
School Counsellor	0.2	0.2	0.4	0.4	0.6	0.6
School Nurse	0.2	0.2	0.2	0.4	0.4	0.4

In the first two years, the recruitment of each new member of staff to the school team will take place as early as possible in the academic year prior to the commencement of their role. This has the dual benefit of allowing time to advertise for the best candidates and time for the recruited staff to prepare adequately for the role and for the challenges associated with working in a new school. (This preparation could take the form of visiting the school, meeting the SLT and/or attending briefing evenings to ensure the vision of the school is communicated from the start.)

Our aim is to recruit staff of the highest calibre and this will involve a rigorous interview process and reference check. Interviews for staff joining the CCFS in September 2018 will take place at the WLFSS, so that staff interviewed can: teach a lesson to KS3 pupils, chair a pupil panel, interview with the Headteacher Designate and two Governors, and answer a series of GCSE and A-level questions in their subject area. In

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

addition to this, Middle Leaders will be expected to complete a data analysis task. Subsequent interviews will take place at the site of the new school.

In the first year:

The school aims to establish a committed and experienced group of teachers upon which to build and nurture future teaching appointments. This means the recruitment of a strong SLT – Headteacher, Deputy Head and SENDCo – as well as a Business and Finance Manager. Every member of the SLT will be teaching in the first year (five periods for the Headteacher and 10 periods for other members of the SLT), not least because one of the biggest factors in improving pupil outcomes is quality of teaching. Therefore all members of the SLT we recruit will be expected to have a proven track record of outstanding teaching and outstanding results. Alongside their teaching responsibility, the division of responsibility for the SLT will be as follows:

<p>Headteacher</p> <ul style="list-style-type: none"> • Line-managing one Middle Management Team Leader • Whole school self-evaluation • Whole school improvement and development plan • Performance management • Line management of the SLT and finance function • Development of external links and networking 	<p>Deputy Head</p> <ul style="list-style-type: none"> • Line-managing one Middle Management Team Leader • Deputising for Headteacher when required • Fire Safety Officer • Behaviour standards including self-evaluation • Curriculum plan, assessment and reporting • House system and extra-curricular programme
<p>SENDCo:</p> <ul style="list-style-type: none"> • Line-managing one Middle Management Team Leader • Child Protection • Pastoral provision • SEND provision • PPI achievement and analysis 	<p>Business and Finance Manager:</p> <ul style="list-style-type: none"> • Line managing the administrative staff • Liaising with the Finance Director of the Trust • Preparing for annual audits • Managing day-to-day budget of school

The school will have a strong administrative staff body which will support the SLT and teaching staff. A Registrar (who is likely also to act as an administrator for the first year) will carry out admissions and arrange Year 7 induction. A Receptionist will provide further administrative support when not fielding calls or meeting visitors. Executives of the Trust will add additional support over the year (

will support the Headteacher designate throughout

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

the pre-planning phase and during the first three years.

To ensure we recruit the best teachers at middle leadership in each school and still leave pathways available for progression we have created three teaching posts entitled Middle Management Team Leader (MMTL); each of these individuals will teach 24 periods a week (a 70% teaching timetable). The teachers recruited for these roles will oversee two to three departments in the first two years, monitoring and evaluating their effectiveness. MMTL One will oversee maths and science, MMTL Two will oversee English, humanities and languages, and MMTL Three will oversee music, art and sport. After the second year, it is envisaged that these members of staff will either progress to the SLT or they will continue in middle management, leading their department to outstanding results at GCSE and A-level.

We have also budgeted for three additional main-scale teachers in Year 1 in each school who will teach 30 periods a week (an 85% teaching timetable). It is envisaged that some of these teacher positions will be part-time, given that music, art and classics will only have 10 lessons over any given week. Staffing maths and English with subject specialists will be the first priority, followed by: a humanities teacher, who will teach history, geography and religion and ethics in the first year; a languages teacher, who may teach classics as well; and then coverage for music, art and PE.

In the second year

A Head of Year 7 and a Head of Year 8 will be appointed and line-managed by the SENDCo. These could be recruited from current staff or advertised externally, depending on the skill set of the first cohort of teachers. An additional nine main-scale teachers will bolster the staff body. There will deliberately be a surplus of teaching staff from this point forward to allow us to overstaff classes, run one-to-one intervention programmes and encourage and enable collaborative planning and lesson study. There are several benefits to this planned surplus of teachers: the Education Endowment Fund states that one-to-one tuition and/or small group tuition can accelerate pupil progress by up to five months, particularly in reading and maths; Hattie's (2009) Visible Learning¹⁰ shows that the quality of teaching, use of direct instruction and mastery learning all have a positive effect on student achievement; and with a surplus of staff, the Deputy Head can ensure that all teachers at the school have time to observe best practice and plan collaboratively. The Ontario Ministry of Education has placed a strong emphasis on lesson studies and a collaborative approach to teaching, planning and evaluating, and its education system is one of the most improved in the world, with 75% of pupils now passing the Canadian equivalent of GCSEs in literacy and numeracy.

¹⁰ Hattie and Yates (2014). Visible learning and the science of how we learn. Routledge.

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

We have budgeted for a Reprographics Manager to ease the administrative burden on teachers so they can focus on planning lessons, marking and analysing pupil progress. Ideally the Reprographics Manager will also oversee the use and stocking of the library. The library will be manned by each school's PTA and parent volunteers (as was organised at the WLFSS) until Year 4, when a full-time librarian will be employed.

Additional administrative staff will be employed to cope with the increased burden of a new year group, with a Data Manager being hired to complete analyses of end-of-year exams, pupil-tracking and reporting on SIMS.

In the third year and beyond

In order to add capacity to the SLT in each school, a part-time Assistant Head will be employed who will have responsibility for teaching and learning. An annual secondment to the SLT will also be offered to a middle leader, who will take on additional responsibility appropriate to their skill set. This will give middle leaders the opportunity to develop their leadership and strategic thinking; a Head of Department sitting on the SLT can look at the whole school priorities and how they alter department priorities and then take that enhanced strategic vision back into their department after completing their secondment. This will also have the effect of renewing the drive for improvement at both senior and middle leadership level year upon year. As part of the interview process, those applying for secondments will need to demonstrate a strategic goal for their time in post. An additional secondment into middle leadership from Year 5 will be offered. One-year secondments to senior leadership are already in operation at the WLFSS. They have directly contributed to a increased retention rate and up-skilling of staff.

As you can see from the phased growth table above, we hope that some of these middle leadership roles will be filled by the main-scale teachers already teaching at the school, both to give our pupils stability and consistency and to incentivise and reward staff for their dedication and progression.

Sixth Form Staffing

There will be a noticeable jump in the number of main-scale teaching staff after the school has been open for five years and is about to open its sixth form (subject to basic need), increasing by eight teachers per year between 2024 and 2025). The reason for this, again, is to give us the flexibility of smaller class sizes should there be a small uptake in some subjects at A-level. Latin, for example, typically has a smaller uptake than most subjects, but we would still wish to run the course even if only four pupils, say, signed up. This has been fully budgeted and is financially viable.

Pastoral Staffing

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

These roles are flexible and we will be responsive to the needs of our cohorts. It may be, given the high percentage of EAL pupils, that we will need to hire a specialist EAL teacher from the first year, or the SENDCo could oversee this. The role of the Learning Mentor is to work with pupils who are going off track or at risk of doing so; intervention can take the form of one-to-one mentoring, classroom observation or additional pastoral support. Pupils at risk of underachieving will be allocated to the Learning Mentor for at least one academic year, so that there is a consistent point of contact for our most vulnerable students. A Behaviour Mentor in Year 10 will be appointed to provide additional support to the SENDCo. We will employ a School Counsellor and Nurse one day a week for the first three years, and this provision will increase as the school grows. Pupils can be referred to the Counsellor by the SENDCo or by their parents. Alternatively, pupils can self-refer.

Contingency Planning

If either school were to be only 70% subscribed, we would make changes to the staffing structure in order to remain financially viable. We would reduce the number of forms and subject classes, and raise the number of children in a class from 24 to 30. This will significantly reduce the number of teaching staff required – we would continue to hire core subject teachers and employ a greater number of part time staff (possibly sharing staff between the CCFS and the WLFSS). We will also delay the hiring of some support staff – including a learning mentor and science technician – for at least one academic year. Finally, further savings will be met by significant reductions in department budgets – this is appropriate given the smaller number of classes they would have to run.

Summary

The Trust is committed to recruiting the best staff through: a rigorous application process, attractive Pay Scales and an attractive professional development programme. The school will foster a continuing learning environment, through regular, whole-staff CPD and collaborative planning. Our teaching staff will be supported by highly effective administrative and support staff, so that we are best placed to help every child to achieve as highly as possible, through outstanding teaching, support and leadership.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The WLFSS is explicitly a secular institution that is welcoming to pupils of all faiths and world views and we will adopt the same approach at the CCFS. We have developed a highly socially cohesive school through incisive and strong leadership, a common core curriculum and through the house system. This is evidenced by the fact that bullying and racist incidents are a rare occurrence and are dealt with very firmly and swiftly if they do occur. Furthermore, our bespoke Great Conversations programme (PSCHE/SMSCD) introduces pupils to a range of political, religious, social and cultural issues. Core British/Liberal values of democracy, the rule of law, individual liberty, and mutual respect and tolerance are also instilled in pupils through this programme. This programme also addresses issues concerning political and religious radicalisation (Prevent Strategy) We are currently in discussions with three publishers to release this programme as a published textbook nationally.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The CCFS will provide parents with additional choice

As described in detail above, the CCFS will offer a subject-based Key Stage 3 curriculum that teaches children Powerful Knowledge, a GCSE programme focused on academic subjects and an A-level curriculum consisting of mainly facilitating subjects. Furthermore, we will make sure that the behaviour of pupils is truly impeccable. This offer will be unique to the City of Cambridge.

The CCFS's Key Stage 3 programme will focus on teaching specialist knowledge found within maths, science, languages, the humanities and arts. Ample curriculum time will be allocated to each domain, ensuring children learn things in sufficient depth and are secure in their understanding of key principles. This curriculum also prepares children for the academic subjects offered at GCSE. This is in contrast to existing Key Stage 3 provision in the City of Cambridge. Most Key Stage 3 programmes cram a large number of subjects – typically 15 but as many as 21¹¹ – into a weekly timetable, with little obvious rationale beyond meeting the interests of all pupils. Often niche or vocational courses (such as computing, ICT/ technology, food technology, graphics and resistant materials) are taught alongside traditional subjects. This is at the expense of music, art and religious studies – which are taught for as little as 30 minutes a week. An unintended consequence of this is the delivery of a lop-sided curriculum, where children are taught lots of English, maths and science, but little of the arts or

¹¹ <http://www.northcambridgeacademy.org/academy-life/our-curriculum/>

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

humanities. In short, depth of learning is sacrificed for breadth.

At Key Stage 4, the CCFS will expect all children to take between eight and 10 academic GCSEs. Most children will continue into the school's sixth form where they will be encouraged to take three or four A-levels. This is the case at the WLFSS, where 85% of a comprehensive intake took at least 8 GCSEs last year, and most (>70%) continued into the school's sixth form. Importantly the WLFSS doesn't (and the CCFS won't) offer any GCSE or A-level equivalents. This is not currently the case in the City of Cambridge, where all state schools offer at least one form of GCSE and A-level equivalent. These include various VCerts (such as VCert ICT and VCert Business), BTECs (such as BTEC business, health and social care, performing arts, applied science and sport) and the European Computer Driving Licence (ECDL). When enrolling their children into the CCFS, parents will know that their children will work towards only traditional, rigorous and highly-valued qualifications. This, together with a Powerful Knowledge Key Stage 3 curriculum, has made the WLFSS extremely popular with local parents. We had over 2,200 visitors to our Open Day in September 2016, the most we've ever had, which shows not only is our provision in high demand in West London, but also that the demand is increasing. Its curriculum model is bearing excellent GCSE results, with pupils performing well across a range of disciplines, including maths, science, art, music, history, geography and religious studies.¹² The school remains one of the most oversubscribed in the country and draws interest from families of all backgrounds. Because the CCFS is modelled on the WLFSS, and offers a unique educational philosophy in the City of Cambridge, we would expect parental interest in the school to be extremely high. It is clear that currently pupils, particularly those from disadvantaged backgrounds in the east of the City of Cambridge are not being fully enabled to enter or pass traditional academic subjects which comprise the EBacc suite of qualifications. WLFSS has surpassed the best secondary school within this area in the following key measures

Name of School	Ofsted Rating	5A*-C inc EM	Ebacc Pass Rate	FSM %
WLFSS	Good	77% (2016)	45% (2016)	24%
Bottisham Village College	Outstanding	71% (2015)	38% (2015)	5.8%

¹² http://www.wlfs.org/GCSE_Results_2016/2015-2016_Results_Summary_external_press_release_.pdf

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

Netherhall School	Requires Improvement	70% (2015)	29% (2015)	25.4%
Coleridge Community College	Requires Improvement	40% (2015)	18% (2015)	20.2%
North Cambridge Academy	Good	48% (2015)	9% (2015)	29.4%

The CCFS will meet a social need

With a comprehensive intake at the WLFSS, 73% of Year 11 pupils last year took a range of academic GCSEs that qualified them for the EBacc. This measure – of how many children gain GCSE grade Cs or above in English, maths, two science subjects, a language and history or geography – was introduced to incentivise practices and curriculum design which provide as many pupils as possible with a rigorous, academic education. At the WLFSS, 45% achieved the measure. In comparison in 2015, 28.6% of pupils achieved the EBacc suite of subjects in Cambridgeshire and 23.9% of pupils nationally.

We therefore believe there is a need in the City of Cambridge to ensure fair curriculum access for a diverse pupil population. The CCFS, with its Powerful Knowledge Key Stage 3 curriculum, its Key Stage 4 curriculum based around academic GCSEs and its non-selective admissions policy, will help address this social need.

There is a forecast shortage of places at secondary schools in the east of the City of Cambridge

As with many parts of East Anglia, the City of Cambridge has seen an increase in its population over recent years. Accordingly, given this youthful population, the number of children entering primary and secondary schools is increasing sharply, with the local authority projecting an identified basic need of 120 new secondary places in 2019 in the east of the City of Cambridge (Newmarket Road, Barnwell). Hazel Belchamber (Head of Place Planning & Organisation 0-19, Cambridge County Council) has confirmed that there is a clear basic need for 120 new secondary places in this specific area. This basic need is due to Marshall Group Properties collaborating with the adjoining landowner and their appointed representative, Endurance Estates, to prepare a masterplan and planning application in relation to land North of Cherry Hinton, to construct a large housing development. A Main Modification has been proposed to the Local Plans for both Cambridge City Council and South Cambridgeshire District Council which allocates the following:

Approximately 1,200 dwellings

A two form entry primary school

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

A secondary school

A local centre and community hub

Open space

A spine road connecting Coldhams Lane with Cherry Hinton Road

Marshall Group Properties and Endurance Estates proposes to work up a masterplan during 2016, in consultation with the community and other key stakeholders, with the objective of submitting a planning application in 2017. Discussions with Hazel Belchamber have indicated that the construction of the secondary school on this development will be under Section 106. Expansion of forms of entry of local schools is problematic in that the two nearest schools, Coleridge Community School and the Netherhall School, both require improvement.

The opening of the CCFS would not only provide additional choice to parents in the local area, and address concerns over curriculum access, it would also provide a sensible long-term solution to the city's need for more school places.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

E2 – successful engagement with parents and the local community

Engaging with parents, residents and other interested parties

We haven't had an opportunity to engage with parents and residents yet, given the narrow window between the finalisation of the Wave 12 application form and the submission deadline. In order to engage with them, and to provide a forum for questions and suggestions, as well as attract applicants to the school, we will organise six public information events between March 2017 and October 2018. These will be held across the local area to ensure we reach as many interested parties as possible. We'll also have an online presence, with a website, Twitter feed and Facebook page, and engage the local media. In addition, the CCFS steering group will work with local primary schools, letting parents know about the proposal and asking for feedback and encouraging parents to apply. Finally, we will engage with local faith and community

E2 – successful engagement with parents and the local community

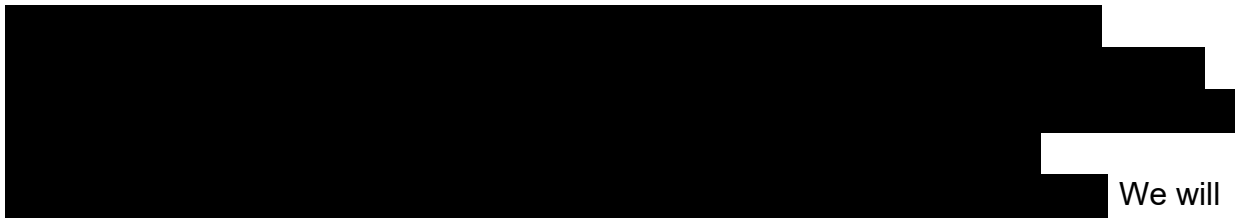
leaders.

We hope that parents and residents will be as enthusiastic about the CCFS as they are about our existing schools. The WLFSS is over-subscribed by a factor of 10:1, making it one of the most popular state schools in England.

Engaging with local politicians and the local authority

We have been in contact with Daniel Zeichner and Heidi Allen, the local MPs, as well as some local councillors. We have also met with Hazel Belchamber, Head of 0-19 Place Planning and Organisation at Cambridge City Council.

We have already identified some key local representatives on our proposed LGB.



We will make further links with local businesses and community representatives in order to build a governing body that reflects the interests and aspirations of the local community.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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]

					
---	--	--	--	---	---

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The Trust's executives will oversee the different work streams in the pre-opening phase, meeting regularly with the school's steering committee in Cambridge. The steering committee will consist of [REDACTED]

[REDACTED]

[REDACTED] These meetings will be monthly in 16-17, increasing to weekly in 17-18 and 18-19, on the assumption that the workload will significantly increase in the year before each school opens. The Trust's Development Director will give progress reports to the Trustees at termly Board meetings. Importantly there will be local representation, [REDACTED]

[REDACTED]

[REDACTED] all being Cambridge residents.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Education support will be provided by [REDACTED]. They will work on the school's education plans with other members of the steering committee.

In addition, the Trust will buy in some locally-based project management support (including local premises expertise) and HR/recruitment support, and outsource the consultation and marketing work. In this way, we will ensure the workload on the Trust's executives is manageable and there won't be any negative impact on the Trust's existing schools. Representatives of these companies will attend the meetings of the

F1 (a) Skills and experience of your team

steering committee.

The Trustees will also provide advice and expertise as and when the Lead Applicant and the Project Lead need it.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Locally-based Governors	Pre-opening team, local governing body.	We will recruit some locally-based governors to serve on the LGBs of the new schools. We will do this in 17-18. [REDACTED] should the bid be accepted.
Locally-based project management and local premises expertise	Pre-opening team.	We will buy in some locally-based project management expertise, including local premises expertise, to work with the Trust's Operations Director. This will be subject to an open procurement process.
Locally-based marketing and consultation expertise	Pre-opening team.	We will outsource the marketing and consultation work connected with the school during the pre-opening phase – statutory consultation, publicising the schools in the local community, stakeholder engagement and pupil recruitment – to a marketing and consultation company. This will be subject to an open procurement process.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
HR/recruitment	Pre-opening team.	We will buy-in some HR/recruitment support to make sure the school is fully staffed on opening. This will be subject to an open procurement process.

[Add more lines as appropriate]

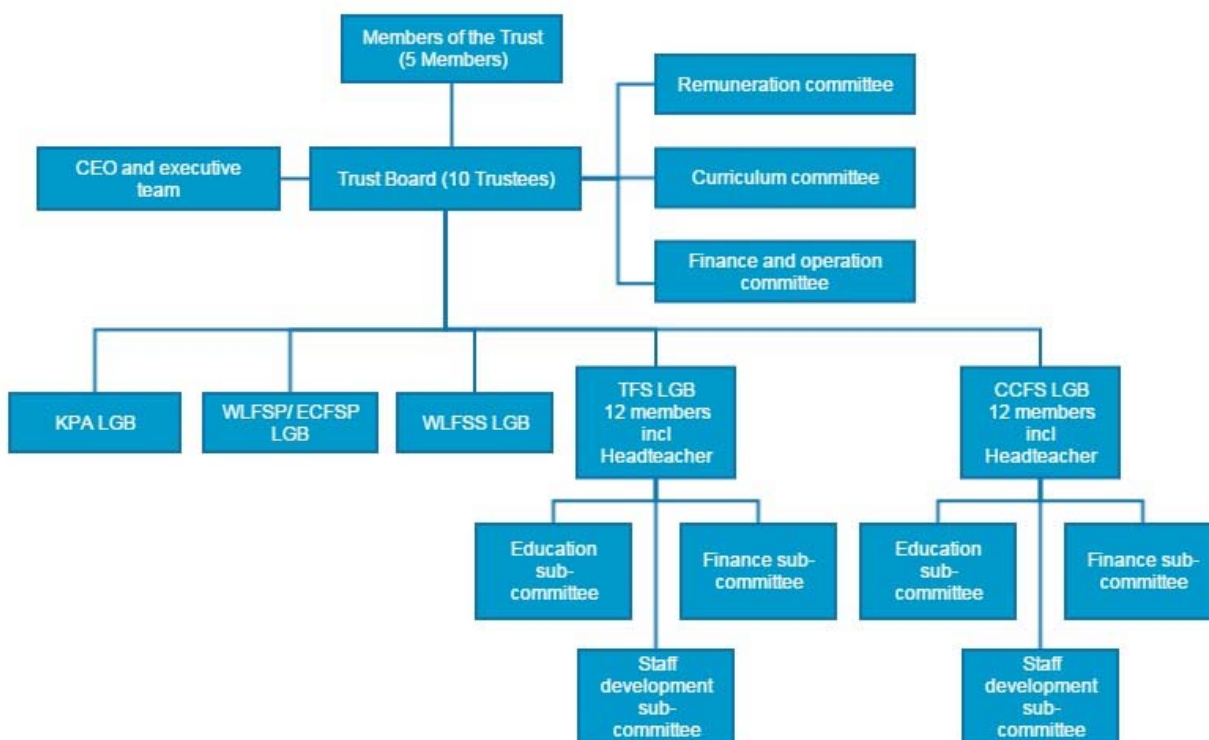
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The Governance Structure



Members

The Trust currently has four Members, [REDACTED], an ex officio Member in virtue of being the Chair of the Board. The role of the Members is to appoint a majority of the Trustees, hold the Trustees to account and, if necessary, remove Trustees and replace them with new Trustees. The Members meet once a year at an annual general meeting.

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

Trustees

The Trust Board currently has 10 Trustees, [REDACTED]

[REDACTED]. The Trustees are custodians of the Trust's vision and their role is to set the strategic direction of the Trust, ensure the schools within the Trust comply with the Trust's vision and meet ambitious performance targets, oversee the Trust's finances, manage capital projects, including FF&E and ICT, manage the schools' sites, procure Trust-wide services, manage important stakeholders, appoint the Chairs of the LGBs, approve the members of the LGBs and recruit the Headteachers. The Trustees meet three times a year at termly Board meetings.

Executives

The Trust currently employs five executives, [REDACTED]

[REDACTED]

While responsibility for the Trust's strategic direction, finances, capital projects, etc., ultimately sits with the Trustees, in practice they delegate many of these responsibilities to the executives, and one of the Board's jobs is to hold the CEO and his executive team to account. The executives are appointed by the Board and the Operations Director, Finance Director, Development Director and Senior Site Manager report to the CEO who, in turn, reports to the Chair of the Board. The schools' Business and Finance Managers have a dotted line report to the Finance Director (and a direct line report to the schools' Headteachers) and the Headteachers have a direct line report to the CEO and a dotted line report to the Chairs of their LGBs. The executives share an office in Hammersmith and meet formally once a week. The CEO prepares a termly report, which he presents to the Board, and the Operations Director and Finance Director prepare termly reports, which they present to the Board's Finance and Operations Committee.

Board Sub-Committees

There are three sub-committees of the Board, the Finance and Operations Committee, the Curriculum Committee and the Remuneration Committee, each of them chaired by Trustees. The committees have between four and six members each.

1. The Finance and Operations Committee

This Committee is chaired by [REDACTED] and meets termly, one week before the Board. [REDACTED] are members of the Finance and Operations Committee, as are the Chairs of the Finance Committees of the schools' LGBs. [REDACTED] prepares a report on the proceedings of the Committee, which [REDACTED] presents to the Board. The role of the Committee is to assist the decision making of the Board by

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

enabling detailed consideration to be given to the best means of fulfilling the Trust's responsibility (which it shares with the LGBs of the schools) to ensure sound management of the Trust's finances and resources, including proper planning, monitoring and probity. It must approve the Trust's annual budget forecast before it is approved by the Board.

2. The Curriculum Committee

This Committee is chaired by [REDACTED] and meets termly, two weeks before the Board. [REDACTED] is also a member of the Curriculum Committee, as are the Headteachers of all the schools within the Trust, as well as the Chairs of the Education Committees of the LGBs. [REDACTED] prepares a report on the proceedings of the Committee, which [REDACTED] presents to the Board. The role of the Committee is to develop, monitor and review the curriculum of all the schools within the Trust and ensure it reflects the Trust's educational philosophy and complies with all the relevant guidance, regulations and laws. It must approve significant changes to the schools' curricula before they are approved by the Board.

3. The Remuneration Committee

This Committee is Chaired by [REDACTED] and meets termly, three weeks before the Board. [REDACTED] are also members of the Remuneration Committee, as are the Chairs of the Staff Committees of the LGBs. [REDACTED] prepares a report on the proceedings of the Committee, which [REDACTED] presents to the Board. The role of the Committee is to examine and determine matters relating to the pay and performance of all the Trust's employees. It must approve Pay Scales and pay policies, as well as any increase in the salaries of the Headteachers or the Trust's executives, before they are approved by the Board.

Local Governing Bodies

The LGB of each school is responsible for maintaining the clarity of the school's vision and ethos, holding the Headteacher to account for the educational performance of the school and jointly overseeing the financial performance of the school (along with the Trustees and their executives), making sure it's spending its money sensibly and properly.

The LGBs are sub-committees of the Board and the Chairs are appointed by the Board, at which point they become ex officio Trustees. However, because the Board has the power to dissolve the LGBs, they are granted considerable autonomy. Beyond the (no longer mandatory) need to appoint two Parent Governors (who are elected by their fellow parents for a term of two years) and a Staff Governor, the Chairs decide how many Governors to appoint and who to appoint (subject to the Board's approval), with the Headteachers being ex officio Governors. The Chairs also decide what committees to set

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

up, how often they should meet and who should chair them, although each LGB must have a Finance Committee, an Education Committee and a Staff Committee and these Committees must meet at least once a term, prior to the meetings of the Board's Finance and Operations Committee, Curriculum Committee and Remuneration Committee. The Chairs of the LGB Committees must present reports on the proceedings of their Committees to the relevant Board Committees, as well as to their LGBs, which meet at least once a term.

There are currently three LGBs within the Trust, the LGB of the WLFSS, the joint LGB of the WLFS Primary and the ECFS Primary and the LGB of the KPA. The reason the first two primaries sit under a single LGB is because they share a site, but the plan is to create a separate LGB for the ECFS Primary when it relocates to its permanent site in Earl's Court. The new school will have its own LGB.

LGB of the CCFS

The LGB of the school will be made up of 12 Governors from the local area. Of the 12 Governors, one will be the Headteacher, who will be an ex officio Governor, two will be elected representatives from the parent body (Parent Governors) and one will be an elected representative from the staff body (Staff Governor). The LGB will have three committees consisting of four to six members each – the Finance Committee, the Education Committee and the Staff Committee. These Committees will meet at least once a term and the Chairs will report on the Committees' proceedings to the LGB where progress will be discussed, issues raised and intervention or support put in place. The school's Senior Leadership Team and, occasionally, middle leaders will be invited to both LGB and committee meetings on an ad hoc basis. This may be to discuss changes in staffing structure and pastoral provision, to present new policies or outline particular sections of the school Evaluation Form.

The Finance Committee, which will meet at least once a term, will support the Headteacher and the school's Business and Finance Manager and monitor expenditure and budget management throughout the year, including approving the school's annual budget, reviewing the monthly management accounts, helping to prepare the annual accounts and reviewing the reports of the Responsible Officer. The Chair will report on the Committee's proceedings to the Finance and Operations Committee of the Trust, as well as to the LGB.

The Education Committee will take an active role in school improvement, assessment and reporting, SEN provision and the management of discipline and exclusions. The Chair will report on the Committee's proceedings to the Curriculum Committee of the Trust, as well as to the LGB.

The Staff Committee, which will meet at least once a term, will monitor staff welfare, working conditions, recruitment and retention. The Chair will report on the Committee's

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

proceedings to the Remuneration Committee of the Trust, as well as to the LGB.

Role of the Board and its executives

Trustees will take turns to visit the school at least once a term, meeting with the Headteacher, observing lessons and attending LGB meetings. However, the main point of contact between the new school and the Board will be the Trust's executives.

The Trust's CEO will provide advise and support to the Headteacher, whom ■■■ meet with once a fortnight, in the areas of school buildings, HR, admissions, coms and the management of important stakeholders.

The Trust's Operations Director, who will visit the school once a fortnight, will be responsible for FF&E, ICT and procurement of high-level contracts for school services like catering and cleaning. Many of these contracts will be with Trust-wide providers, enabling the school to obtain good value for money.

The Trust's Finance Director will provide financial support, helping the Business and Finance Manager, who ■■■ meet with once a fortnight, to prepare annual school budgets. ■■■ will also ensure the school's financial affairs are fully compliant and help the school prepare for the annual audit.

The Trust's Senior Site Manager, who will visit the school once a month, will be responsible for site security and facilities management, although these will be delegated to individual site managers who will report to him.

How the governance bodies work together in practice

As an example of how the different governance bodies work together in practice, take the preparation and approval of the WLFSS's annual budget forecast. In April and May, the school's Headteacher, working with the Business and Finance Manager, will prepare a draft budget using the Pay Scales and pay policies set by the Trust's Remuneration Committee and liaising with the Trust's Finance Director on such matters as the school's share of Trust-wide services like catering and cleaning. The Business and Finance Manager will then present the budget to the LGB's Finance Committee at the end of May and, assuming it's approved, the Chair of the Finance Committee will then present it to the LGB a week later. After it has been approved by the LGB, the Chair of the Finance Committee will present it to the Trust's Finance Committee at the end of June and, assuming it's approved, the Chair of that Committee will then present it to the Board of Trustees at the beginning of July, along with all the other school budget forecasts and the budget forecast for the Trust's executives. Once all these budgets have been approved by the Board, the Finance Director will submit the Trust's overall budget forecast to the EFA on 31st July.

How the Board and the LGB will hold the Headteacher to account

The main mechanism for holding the Headteacher to account within the Trust is the annual School Improvement Plan (SIP), which is agreed by the Headteacher, the LGB

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

and the Board before the beginning of the academic year. This includes a number of objectives for the Headteacher in areas like pupil progress and attainment, leadership and management, teaching standards and staff retention. It is then the responsibility of the LGB – and specifically the Chair – to ensure the Headteacher is meeting these targets, which they do through a combination of regular meetings, learning walks and data analysis. The Headteacher presents a termly progress report to the LGB and, to help the LGB assess the accuracy of these reports, various forms of independent verification and external moderation are used, including paying HMIs to carry out mock inspections and asking neighbouring schools that have been ranked Ofsted ‘Outstanding’ to check marking and test results. The Chair of the LGB reports on the Headteacher’s progress at the termly Board meetings and the Trustees also visit the school regularly. While the Headteacher has a dotted line report to the Chair of the LGB, he/she has a direct report to the CEO, who meets with him/her regularly. At the end of the annual performance management cycle, the CEO, the Chair and an external advisor (typically, an ex- or serving headteacher) meet with the Headteacher to discuss his/her success in meeting the objectives set out in the SIP and decide whether they should get a bonus and/or a pay rise. They then make a recommendation to the LGB and, if it’s approved, the Chair of the LGB then presents the case at a meeting of the Trust’s Remuneration Committee. If the Remuneration Committee approves the proposal, the CEO then recommends it to the Board of Trustees, which has the final say.

Managing conflicts of interest

Before each Board meeting, as well as each LGB meeting, the Trustees and Governors must sign a register of business interests and it’s the responsibility of the clerk in each meeting to maintain the register. If a Trustee or Governor has a conflict of interest on any particular topic, they must absent themselves from the meeting while that topic is discussed and any decisions made. It is the responsibility of the Chair of the Board and the Chairs of the LGBs to ensure that the guidance on conflicts of interest in the Trust’s Articles of Association, as well as the Academies Financial Handbook, is complied with.

Actual conflicts of interest

██████████ is an ex officio Trustee and a paid employee. The position of CEO was advertised publicly and ██████████ applied, along with several others. A Recruitment Committee of the Board, specially constituted for this purpose, of which ██████████ was not a member, then drew up a shortlist and interviewed the people on it, including ██████████. The Committee then made a recommendation to the Board and, while that was being discussed, ██████████, left the room. At the end of this process, in which ██████████ played no part, ██████████ ██████████

When ██████████ performance as CEO is discussed at Board meetings or meetings of the Remuneration Committee, ██████████ leaves the room until the discussion has concluded and

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

any resulting decisions have been made.

[REDACTED]. When [REDACTED] performance [REDACTED] is discussed at Annual General Meetings of the Members, [REDACTED] leaves the room until the discussion has concluded and any resulting decisions have been made.

[REDACTED], [REDACTED]. The Trust has entered into three separate contracts with [REDACTED] to carry out marketing and consultation work in connection the WLFS Primary, the ECFS Primary and the KPA, and may invite [REDACTED] to tender for the same work in connection with the new school. On each occasion, the Trust went through a robust procurement exercise and [REDACTED] offered to do the work for a lower price than the other bidders. [REDACTED] wasn't involved in the evaluation of the competing bids or the decision to use [REDACTED] and [REDACTED] provided [REDACTED] services at cost.

Scheme of Delegation

With the Trust providing a high level of strategic, operational and financial support, the LGB will be able to focus on the education provided by the school. The division of responsibilities between the Trust and the new school's LGB is set out 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

CCFS LGB responsibilities

Approval (subject to confirmation by the Trust):

- School development plan (including targets)
- Budget

Monitoring:

- Educational implementation (in line with Trust vision and principles)
- Progress against targets
- School development plan implementation
- Budget management
- Special needs provision
- Implementation of statutory compliance and risk management (health & safety, equality)

Admissions and Recruitment:

- Marketing and admissions
- Pupil discipline and exclusions
- Headteacher and senior leadership recruitment with the Trust

Performance management:

- Headteacher evaluation (with the Trust)
- Other staff matters (the Trust helps with disciplinary cases/dismissals as needed)

Relationships:

- Parent relations (including liaison with the PTA)
- Pupil recruitment (open days, etc)
- Community activities and relationships
- Other locally co-ordinated activities: admissions forums, governor forums, school/college groupings, local educational initiatives, etc
- School marketing and PR (jointly with the Trust where required)

Sub-committees deal with:

- Finance, admin, premises and staff matters (including liaison with any staff council)
- Statutory matters: discipline/exclusions/appeals (ad hoc)

Trust responsibilities

Governance/strategic management:

- Development of group vision and ethos (including school policies)
- Development of core curriculum
- Recruitment of headteachers and SLT (jointly with LGBs)
- Performance management of headteachers (with LGB chairs and F&GP chairs)
- School target setting and development plan sign-off (with LGB)
- School budget **approval** (with LGB/F&GP)
- Setting group staff contracts and policies/HR

Strategic management:

- Financial and administrative policies
- Planning, budgeting and reporting procedures
- Statutory compliance and risk management
- IT network strategy
- Major procurement policies

Education:

- Development of overall group educational model
- Curriculum and assessment provision and co-ordination of support in core subjects and certain specialisms, eg Latin, Music
- Support for school improvement and development plan implementation
- School monitoring

Other services to be offered:

- Co-ordination of sharing of curriculum and practice through the group's human and electronic networks
- Administrative and support services as required by schools
- Co-ordination of purchasing contracts as agreed by LGB
- Marketing

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

Trust's Capacity to Expand

Overall strategic responsibility for the new school will rest with the West London Free School Academy Trust, a multi academy trust and approved academy sponsor that has set up four schools: the WLFSS (2011), the WLFS Primary (2013), the ECCFS Primary (2014) and the Kensington Primary Academy (2016).

The Board has reflected on whether the Trust has the capacity to open two new secondary schools in 2018 and 2019 (we have also applied to open a new secondary school in Hounslow), as well as the impact of opening two additional schools on the Trust's existing schools, and we're confident we can manage these challenges. We were the first academy trust to sign a Funding Agreement to open a free school with the Secretary of State for Education in 2011 and, since then, we've successfully opened three more free schools. All four open schools are fully staffed and over-subscribed, with the WLFSS being one of the most popular schools in England.

The fact that the Trust has already opened four free schools means there is considerable experience within the Trust and its executives when it comes to setting up free schools – and we have drawn on this experience to assess whether we have the capacity to open two more schools. For instance, we now have a firm grasp of which services are best carried out by the Trust's executives in the pre-opening phase and which are best outsourced, as well as a good strategy for making sure new schools are over-subscribed when they open, as all of ours have been. Indeed, it's not an exaggeration to say that the Trust is one of the most experienced in the country when it comes to opening free schools. Much of this experience is distilled in Toby Young's book, *How to Set Up a Free School*.

In the long-term, the Trust would like to have a minimum of four secondary schools and eight primaries, and the plan is to increase the capacity of the Board and its executives as the Trust grows. At present, there are 10 members of the Board and five executives. We plan to recruit some more Trustees and increase the hours of the CEO so he becomes full-time on 1st September 2017. In addition, we intend to appoint an Education Director in due course, as well as centralise some of the schools' support services, such as data management, and employ executives to manage those functions.

The Trust's Operations Director will be responsible for project managing the pre-opening phases of the new schools. The Trust will buy in some project management expertise to support her – and outsource the marketing and consultation work in connection with both schools – so ■■■ won't be stretched too thin.

Opening a school in Cambridge, given that the Trust is London-based and the Trust's other schools are all in London, will present some challenges. But we're confident we can

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

cope with these, particularly as four members of the development team are Cambridge residents. The Trust has a more federal structure than some multi academy trusts, with the Headteachers and LGBs entrusted with a good deal of responsibility for running their schools. The scheme of delegation is set out in detail above, but broadly speaking the Board and its executives assume responsibility for the schools' long-term curriculum plans, annual financial audits, capital projects, FF&E, ICT, facilities management, high-level procurement (catering, cleaning, utilities), high-level stakeholder management (DfE, local MP, local authority), appointing the Chairs of the LGBs, approving the members of the LGBs and recruiting the Headteachers. Everything else sits at school level. To pay for these services, the schools pay a 4.5% annual top slice of their GAG to the Trust, excluding pupil premium funding.

Having said that, the Chair of the CCFS's LGB will also be an ex officio Trustee and, as such, will need to attend Board meetings in London three times a year. The Board's Trustees and executives already make a point of regularly visiting the schools within the Trust, where they meet with the Headteachers and go on learning walks, and they will be frequent visitors to the CCFS, particularly in the months immediately following the opening when one of the executives will visit the school once a week. Local transport links are good and it's possible to get to Cambridge from London in about 60 minutes.

Increasing the time commitment of the Trust's executives

The CEO has carried out an analysis, based on his experience of opening free schools, of how many more hours the executives will have to work as the number of schools within the Trust grows. The Operations Director and Finance Director already have experience of opening new schools and they're both highly intelligent and capable of managing big projects. The increased commitment of all the different executives is set out in the table below. Consideration has also been given to the impact of opening new schools on the Trust's existing schools and, in addition to increasing the hours of the executives, the number of hours required of third party service providers has also been increased. In summary, if both schools opened, the CEO would go from part time (0.5 FTE) in 16/17 to full time from 17/18 onwards; the Operations Director and Finance Director would remain full time; we would employ a part-time Project Manager (0.5 FTE) in 16/17, going up to full time in 17/18, then back down to part time in 19/20, then departing; a full time HR Director from 17/18; a part time Finance Manager (0.5 FTE) in 17/18, going up to full time from 18/19; and a full time Education Director from 21/22.

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

Year/Position	2016/17			2017/18			2018/19			2019/20		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
CORE TEAM												
CEO	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Operations Director	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Finance Director	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Finance Manager	0.0	0.0	0.0	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0
Education Director	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HR Director	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
CORE TEAM FTE	2.5	2.5	2.5	3.5	3.5	3.5	5.0	5.0	5.0	5.0	5.0	5.0
OUTSOURCED												
Project Management	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0	0.5	0.5	0.5
Marketing & Consultation	0.0	0.0	0.0	0.5	0.5	0.5	0.5	0.5	0.5	0.0	0.0	0.0
Accounts and Payroll	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
OUTSOURCED FTE	0.6	0.6	0.6	1.6	1.6	1.6	1.6	1.6	1.6	0.6	0.6	0.6
TOTAL FTE	3.1	3.1	3.1	5.1	5.1	5.1	6.6	6.6	6.6	5.6	5.6	5.6

Recruiting Trustees and Governors

The Trust will use its considerable experience of recruiting and training high calibre Trustees and Governors to recruit some additional Trustees to join the Board and the LGB of the CCFS.

At Board level, we need to recruit an ex- or serving Headteacher of a state secondary to compliment [REDACTED]. We intend to use our networks in the business and educational worlds to recruit him or her, as well as advertise.

At LGB level, we'd like to find an ex- or serving Headteacher of a local state secondary with some safeguarding expertise and an ex- or serving School Business Manager who has worked at a state secondary to serve on each.

We've found the training opportunities advertised in the Key to be helpful for both Trustees and Governors, as well as courses offered by the DfE, local authorities (particularly on safeguarding), and the courses offered by firms of solicitors and auditors specialising in the education sector.

Evidence of Trust's Success

The new school will benefit from the same knowledge-based approach that characterises our existing schools.

When the eldest cohort of pupils at the WLFSS were tested by MidYIS shortly after they arrived in Year 7 in 2011, 69% were predicted to get 5 A*-C (including maths and English). In fact, 77% met this target, as detailed above. Children from disadvantaged backgrounds performed above average and the school's overall Progress 8 measure is

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

0.3, with 0.4 for SEND pupils.

At the WLFS Primary, there's also evidence our approach is working. At the end of their Reception year, 83% of the school's first cohort of 60 children were judged to have achieved a Good Level of Development (GLD), compared to a national average of 60%. This GLD figure places the WLFS Primary among the top five primary schools in the London Borough of Hammersmith and Fulham and this progress was reflected in our KS1 SATs results. 97% of Year 2 pupils were found to be on track to meet or exceed age related expectations in reading; 78% on track to meet or exceed expectations in writing; and 75% on track to meet or exceed expectations in maths.

The WLFSS was inspected by Ofsted in 2013 and was ranked 'Good' with 'Outstanding' features. The WLFS Primary was inspected by Ofsted in 2015 and was ranked 'Outstanding' in all areas. The ECCFS Primary is due to be inspected shortly.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

[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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
[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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability
[Add text here. Table expands]

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [*how to apply to set up a free school guidance and the criteria for assessment*](#) for what should be included in this section.

CV template

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

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

Self-assessment form for independent schools

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

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

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of 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>		
--	---	--	--

<p>Behaviour and safety of pupils</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 please delete this guidance before submitting this form]</p>		
--	--	--	--

<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
--	---	--	--

<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <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>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

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



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00177-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk