



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

CORBY SECONDARY ACADEMY (working title)

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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 checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the [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:

Position: Chair of company / Member of company (please delete as appropriate)

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

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

Corby Secondary Academy Overview

Cambridge Meridian Academies Trust (CMAT) proposes to establish a co-educational secondary school in a new development to the south-east of Corby. The proposed new school will provide 1500 11-16 places and 300 post 16 places to both meet the increased demand for places due to the increase in birth rates in Corby and provide the school places required by a proposed new development of homes in the town. The trust propose to apply the philosophy that has been successful in our six current secondary academies in a new context. We plan to refine our trusted curriculum, achievement, support, leadership and development structures to provide a popular successful school for this community. We have worked closely with three local authorities across a range of areas and have learned a great deal from each new environment. We were delighted to have been invited by Northamptonshire County Council (NCC) to submit an application to promote this school.

The need

Currently, there is just under 1 FE of surplus capacity available across all Corby secondary schools in Year 7 from September 2016 onwards. This includes the additional capacity commissioned by NCC. This surplus capacity is expected to reduce further with 'late' applicants moving into the town, prior to the academic year commencing. This level of surplus capacity will also be required to support all 'In Year' cohort growth throughout the 16/17 academic year.

The Education Funding Agency (EFA), on behalf of Northamptonshire County Council, is currently in discussions with the landowner regarding the acquisition of land in an area known as [REDACTED]. This would be a good location in terms of the geographical spread of schools across Corby, [REDACTED].

Our application is in direct response to NCC's invitation. They identified us as a being a potential Free School provider that could deliver high quality school places, and add choice and diversity for parents regarding the educational offer in Corby.

CMAT has a long standing working relationship with the Brooke Weston Trust that operates a number of academies in and around Corby. We have discussed our application with [REDACTED] and would welcome this opportunity to forge even closer links between the two trusts.

The trust

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

CMAT is a successful local multi-academy trust serving communities across Peterborough, Cambridgeshire and south Lincolnshire. The trust educates 5700 pupils, has over 700 staff and a team of 55 senior leaders currently operating one primary and six secondary schools in rural and inner city areas. The trust is responsible for £30 million of educational funding annually and since 2011 has delivered over £40 million in refurbishment and new school projects either independently or in collaboration with the LA or Education Funding Agency.

From ages 4 through to 19, we utilise our strong partnerships to provide high-quality education at the heart of a range of different socio-economic communities. Through collaboration and innovative educational thinking, its experienced leaders have transformed the lives of young people.

Growth Plans

From the outset, the trust has defined a clear geographical area of focus – 15 miles around Cambridge and Peterborough, and the main communication routes between. Whilst the 15 miles boundary is a little hazy at times, the principle remains key to our concept of our community and how we can provide rapid support across our group. The trust has also stated that ‘at some point we may become’ a family of 10 secondary, 20 primary and some other educational establishments. In addition to those already in our family, 2 further sponsored primary schools are due to join the trust in late 2016/early 2017. One average sized secondary SAT in Cambridgeshire has also voted to join the trust but complex land issues need to be resolved. In addition to these, the trust or its predecessor hold the promotion rights to Northstowe Secondary, [REDACTED]. The trust has never approached another school to suggest joining. Our central focus for growth is to build our capacity and presence in primary schools and to develop our existing local hubs (for example, the primary schools in the catchment areas of our secondary schools).

Our 5 free school proposals in this wave are:

- **Northstowe Special Academy** [REDACTED]
- [REDACTED]
- [REDACTED]
- **Corby Secondary Academy** is intended to both expand our Peterborough, Sawtry, and Stamford triangle alongside potential future applications and also to slightly extend the western boundary of our work – whilst remaining within our

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

stated area of operations.

If successful and all current plans come to fruition, we would become a trust of 11 secondary, 5 primary, 1 special and 1 Post 16 centre. We do not anticipate significant growth in sponsored secondary schools in this period. However, we would be very interested to explore the opportunity if approached by successful secondary academies. We expect to see a relatively rapid increase in the number of primary members of the family (both sponsored and convertor). Trustees have discussed an approximate doubling in size in this area every year for the next three year (3, 6, 12) as a result. We remain actively committed to developing our presence in Further Education and Special Schools but it is very hard to estimate a timescale for this.

Our values

CMAT's mission for the Corby Secondary Academy (CSA) is to **deliver, promote and inspire high quality educational provision at the heart of the community** so that **every child is a successful learner, a confident individual and a responsible and employable citizen.**

- **Ensure achievement for all.** We are committed to ensuring the best possible outcomes for all, both academically and otherwise
- **Pursue excellence** by utilising our experience, our schools and our friends
- **Utilise the local expertise and teaching school status of Swavesey Village College and other CMAT schools** and partners in supporting CSA
- **Deliver a high-quality learning environment and the very best buildings for educational provision.** Our experience at delivering effective and inspirational facilities is predicated on valuing people, knowing every child and building our house-system into the fabric of our premises
- **Ensure every child is known, valued and support to achieve at the highest level in all areas.** Excellent personal tutoring ensures that every child in a CMAT school achieves their full potential academically, culturally and socially
- **Extend the boundaries of learning** to ensure all CSA pupils are resilient and confident individuals.
- **Provide transformational leadership in the school and from governors and trustees** as captured by Ofsted:

'Creating a successful new academy requires a very strong leadership team, subject leaders with talent, pastoral staff the students value and effective teachers, support staff and governors who want to be involved and who give their time and expertise every day. Vital to the whole project is a sponsor who can offer advice, experience and role models at every level. Nene Park Academy is fortunate in all of these respects.' (Ofsted, NPA, 2014)

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

We expect to work in close collaboration with the existing Post 16 providers to ensure that a vibrant, inclusive, ambitious curriculum is available for the young people of Corby and the surrounding area.

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.

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	2018	2019	2020	2021	2022	2023	2024
Year 7	150	240	240	270	270	300	300
Year 8	60	160	250	250	280	280	300
Year 9		75	170	260	260	290	290
Year 10			90	180	270	270	300
Year 11				90	180	280	280
Year 12					0	100	140
Year 13						0	80
Totals	210	475	750	1050	1260	1520	1690

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		Mandatory / Voluntary	Comments
English	Y7	4 (9)	M	In Y7 English and Hums subjects are incorporated into Linc2 – a project based methodology. In Y9-11 students will study English Language & Literature
	Y8	3		
	Y9-11	4		
Maths	4		M	
Science	Y7-8	3	M	Key Stage 4 Science will be approximately 80% Triple (Biology, Chemistry, Physics) & 20% (Core & Additional)
	Y9-11	5		
PE	2		M	
Music	Y7-8	1	M	
MFL (French / Spanish / Mandarin)	Y7-8	3	M/ V	The majority of students should follow a language in KS4 where it is likely to lead to success or they enjoy it
	Y9-11	2.5		
Additional literacy	Y7-8	3	M	Where appropriate additional
Supported Study /SEN	Y7-8	1	M	Tailored to support those with individual needs
Design	Y7-8	2	M	D & T and Computer Science on rotation
Art	Y7-8	1	M	
Drama	Y8	1	M	In Y7 Drama is incorporated into Linc2
IT	Y9-11	2.5	V	IT refers to Computer Science
Personal Development	Y9-11	1	M	Incorporates RE/Citizenship, Social, Moral, Spiritual and Cultural dimension
Geography	Y8	2	M	
	Y9-11	2.5	V	Part of the Guided Choices subjects
History	Y8	2	M	
	Y9-11	2.5	V	Part of the Guided Choices subjects
RE/PSHE/Citizenship	Y8	1	M	
Business	Y9-11	2.5	V	Part of the Guided Choices subjects: interchangeable with Economics (demand led)
Sport	Y9-11	2.5	V	Part of the Guided Choices subjects: refers to GCSE PE

Design and Technology	Y9-11	2.5	V	Part of the Guided Choices subjects: interchangeable with Graphics, Resistant Materials, Engineering, Food or Product Design (demand led)
Art	Y9-11	2.5	V	Part of the Guided Choices subjects: refers to Art & Design or Fine Art (demand led)
Drama	Y9-11	2.5	V	Part of the Guided Choices subjects
Music	Y9-11	2.5	V	Part of the Guided Choices subjects
Session 6	Y7-11	1	M	These will double in number as the school reaches capacity
		+1	V	A range of activities are offered that pupils are encouraged to take up through mentoring from tutor
A levels	Y12-13	6	M	Students will be required to do at least one A level course and one Applied A level course. These will include (but is not limited to): A level: Maths, English, Physics, Chemistry, Biology, Psychology, Sociology, Media and PE
Applied A levels	Y12-13	6	M	Students will be required to do at least one A level course and one Applied A level course. These will include (but is not limited to): Applied A levels: Business Studies, Science, ICT, Travel & Tourism or BTEC Sport & Leisure.
2 x International Baccalaureate (IB) [Standard level only]	Y12-13	6x2	M	Students will need to study at least two of the following subjects (but not limited to: Biology, Chemistry, Economics, English, French, Geography, German, History, Italian, Art, Mathematics). The choices of subjects will be defined by the six groupings used in the IB. Students will be required to study a foreign language at some level if one is not taken within their A Levels and IB Standard subjects.
Core IBCP	Y12-13	4	M	This comprises of: <ul style="list-style-type: none"> Community service (25%)

				<ul style="list-style-type: none"> • Theory of knowledge, personal and interpersonal skills (50%) • A reflective project (25%) • Language development (portfolio based)
Session 6	Y12-13	3	M	This will be used for the Core element
		+1	V	A range of activities are offered that pupils are encouraged to take up through mentoring from tutor
GCSE English / GCSE Mathematics	Y12-13	3	M*	Dependent on need

[Add more lines as appropriate]

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

Our school day

We envisage a school day based on five one-hour periods. The school will have a single lunch period placed in the middle of the day to cater for the needs of our pupils.

We will further support pupils by a programme of enrichment activities, typically finishing at 4.00pm (see 'Session 6 and our PLEDGES programme of enrichment' section below), to ensure that we are able to provide a 'wider curriculum' that pupils can partake in – the term 'extra-curricular' will cease to be used. Such models have had many years of success in the (fee-paying) independent sector and we have successfully replicated this in a number of schools in our trust.

Acts of collective worship will take place during the registration period.

Year 7

8:25-8:30	Registration bell
8:30-8:45	Registration begins
8:45-9:45	Session 1
9:45-10:45	Session 2
10:45-11:05	Break
11:05-12:05	Session 3
12:05-12:35	Session 4 - Part 1
12:35-13:15	Lunch
13:15-13:45	Session 4 - Part 2
13:45-14:45	Session 5

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

14:45	End of school day/ Break
15:00-16:00	Session 6/ Homework Club
16:00-17:00	Homework Club/ Sixth Form Study Support

Years 8 & 10

8:25-8:30	Registration bell
8:30-8:45	Registration begins
8:45-9:45	Session 1
9:45-10:45	Session 2
10:45-11:05	Break
11:05-12:05	Session 3
12:05-13:05	Session 4
13:05-13:45	Lunch
13:45-14:45	Session 5
14:45	End of school day/ Break
15:00-16:00	Session 6/ Homework Club
16:00-17:00	Homework Club

Years 9, 11, 12 & 13

8:25-8:30	Registration bell
8:30-8:45	Registration begins
8:45-9:45	Session 1
9:45-10:45	Session 2
10:45-11:05	Break
11:05-12:05	Session 3
12:05-12:45	Lunch/ End of lesson for sixth-form students on Wednesday
12:45-13:45	Session 4
13:45-14:45	Session 5
14:45	End of school day/ Break
15:00-16:00	Session 6/ Homework Club/ Sixth Form Study Support
16:00-17:00	Homework Club/ Sixth Form Study Support

The school day will initially be structured around 5 one-hour lessons with a 'core additional period', leading to a 26-hour week. For those in sixth form this will be

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

increased further to enable the delivery of a whole curriculum. The provision of the last lesson of each day (Session 6) will initially support our expectation of pupils to engage in our PLEDGES programme (see below) developing their skills of independence, sport, the arts and participation in society.

Session 6 and our PLEDGES programme of enrichment

We believe in an all-round education where every child develops self-confidence and life-skills and we offer a range of opportunities to develop social, moral, spiritual and cultural qualities. CMAT have considerable experience in this area having developed the model from 'the Swavesey Experience':

"The previous inspection judged the school to be good with outstanding features. However, senior leaders and the governing body were not content for the school to rest on its laurels. Although it was providing a good education for the majority of students, they sharpened the school's focus upon the needs of every child. To this end, they set three very challenging '100%' targets, known as the 'Vital Few'. These were: that every student should achieve a Level 2 qualification; that every student should participate in the wide range of activities that make up the 'Swavesey Experience'; and that the school should be recognised as outstanding in every judgement in its next inspection. All three targets have now been achieved."

Source: OFSTED report, Swavesey Village College, March 2011

Our PLEDGES programme reflects our commitment to support the overall development of every pupil by giving them opportunities and challenges to participate in and to develop new skills, interests and competencies. During their time at the school, pupils are expected to complete the seven Pledges at Bronze, Silver and Gold levels. We aspire for all pupils to have achieved the Gold standard by the time they leave the academy.

Pupils will sign up for the activities and gather evidence which they then share with their tutor during their mentoring meetings in tutor time to demonstrate that they have met each particular Pledge. The 7 pledges are: **P**articipation, **L**eadership, **E**xcellence, **D**iversity, **G**iving, **E**nvironment, **S**ervice.

Our curriculum

An academically rigorous and creative curriculum is at the heart of motivating and engaging pupils. CMAT academies all deliver a strong focus on securing key skills alongside a bespoke curriculum plan tailored to meet the needs of the individuals and communities they serve. Each academy must demonstrate to the trust how it provides a "100% appropriate curriculum". Student outcomes, destinations, behaviour and survey responses alongside staff and parent views provide our metrics for measuring

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

this.

Precise predictions about the demography are not available. However, our three current existing secondary schools with Ofsted judgements made after being part of CMAT for an extended period: Swavesey Village College (Outstanding), Nene Park Academy (Good) and North Cambridge Academy (Good with Outstanding for Leadership and Management) have all successfully modified our trust curriculum template to reflect their context, local needs and skills of staff. The range is clearly demonstrated in the table below:

School	EAL	FSM	Cohort Size
Swavesey Village College	5.8%	9%	250
Nene Park Academy	21.4%	29.4%	170
North Cambridge Academy	24.1%	49.9%	90

The curriculum design at CSA will be bespoke for this academy and will be developed in conjunction with the fledgling academy council. The main areas of expected alteration are the balance between literacy support and modern foreign languages (MFL) in Key Stage 3, the need to provide transitional support for those new to English in other years and the range of Key Stage 4 choices initially on offer. Our model is based on a three-year Key Stage 4; however, the precise nature of the transition varies from institution to institution.

It is normal for our academies with higher levels of EAL and FSM to use our Linc2 (see below) Curriculum in Year 7 to provide fewer teachers, a curriculum allied to that experienced in primary school and a greater focus on basic literacy, however this is not adhered to in some of our more affluent communities.

In Nene Park Academy the increasing cohort and changing demography from 82 pupils with 'sig-' prior attainment in Year 7 in 2011 to 190 broadly in line or above national PA this year has meant reassessing curriculum plans annually for the last 6 years to ensure we provide a curriculum that will meet the aspirations and needs of this specific cohort.

Key Stage 3

Year 7 is a year of transition from being taught predominantly in one place by one teacher to learning to move to learning from subject specialists in specialist facilities. Ensuring a smooth transition though is key. Too many students apparently go backwards in their first year in secondary school.

The subjects covered in our innovative English and humanities programme (English, RE, History, Citizenship and Drama – Linc 2) are delivered by one teacher. The focus

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

here is on providing the 'bridge' between primary and secondary schools. These 9 hours provide the continuity of having one "home" teacher alongside the opportunity to transition into using the specialist facilities of a secondary school. The LinC teacher is able to focus on ensuring the 'secondary dip' does not occur. It is also powerful in terms of providing the close relationship parents are familiar with.

The core subjects and languages will be taught in ability sets. The most able linguists will study a language. Those who struggle with literacy will be given additional support but will have the option to study a language. We do not believe that because a pupil demonstrates low levels of literacy in English they should be disadvantaged later in their school career.

Key Stage 4

We believe that excellent achievement in the core subjects will provide the basis for the success in school and beyond, so additional curriculum time is allocated to English, mathematics and science. All students will have the opportunity to study English Baccalaureate subjects from Year 7 and will be encouraged to study these subjects at GCSE through our 'guided choices' programme.

We will operate a 3 year Key Stage 4 to enable students to develop a deeper mastery, enjoyment and expertise in their chosen subjects. The rationale behind this is simple – it provides 55% more time in terms of guided learning hours in "choices subjects". This will mean that students can develop higher-order thinking skills and gain a deep understanding of a subject and can hence achieve the higher grades, providing the right grounding for successful future study. This may involve studying a wider range of topics or texts than specified in the syllabus (e.g. wider range of poetry from a poet), spending longer on and exploring specific elements of the curriculum in more depth or developing study over a series of returns to particular topics to review them in light of further learning (e.g. comparing historical periods).

CMAT believes that for students for whom an entirely academic curriculum is not appropriate, the offer of vocational qualifications is appropriate and vital in engaging and motivating students. Facilities within our Cambridgeshire academies currently include a hair and beauty salon and construction facilities at Swavesey and health and social care and sport qualifications expertise at North Cambridge Academy. Additional facilities at Corby Secondary Academy will add to our capacity to deliver a wide range of high quality courses to meet the needs of all of our learners.

Key Stage 5

The local authority plan states the secondary school will have capacity for 1500 11-16 year olds. This application also includes the provision for a sixth form attached to the school. The capacity of the sixth form would be 300, with 150 in each year group. The

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

sixth form would run the International Baccalaureate Career Programme (IBCP). This relatively new programme (first accredited by Ofqual in 2011) combines academic skills with practical skills.

The course was created in response to consultation with employers and universities, and aims to meet the needs of a more diverse cohort than the well-established and highly acclaimed diploma programme. The course still holds true to the IB vision of the holistic development of resilient, creative and independent learners. The combination of academic study with the notion of fostering able, self-motivated, creative and disciplined individuals is very much aligned with our vision. Furthermore, there are very few schools offering this excellent course within the country and the IBCP offer at CSA would provide a viable alternative complementing local provision in Corby.

This offer would be complimented by other schools in the CMAT family, and would utilise existing experience from within the trust and would mean students at CSA, and indeed in the wider area, would have access to a curriculum specific to their needs.

Teaching and Learning

Outstanding teaching and learning is central to our proposal and our daily practice. CMAT and its partners will provide exceptional support for Corby Secondary Academy teachers to aid their professional development.

A sub-committee (QUILT –quality in learning and teaching) of the CMAT Principals' Committee focuses upon ensuring consistency in approach and quality in teaching and learning. The senior leader with oversight for this area in each academy is part of this group. The trust quality assurance team ("outstanding former Principal, peer Principal, Ofsted trained Trust QA colleague) ensure that policy is being delivered in each academy. Basic principles are translated into the, "Insert Academy Name Way" in conjunction with staff at each academy to ensure buy in.

CMAT is a key partner in the Cambridge Teaching Schools' Network (CTSN). The network is organised so that a Strategy Group with representation from each Lead School and other strategic partners oversees each area of activity. CMAT shares the lead on School-to-School Support and deploys and quality assures the work of our Specialist Leaders in Education. Further details can be found on the CTSN website: <http://www.camteach.org.uk>

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Our academies ensure that pupils understand how to improve their learning because of frequent, detailed and accurate feedback from teachers following assessment of their learning. This will enhance the skills of teachers to maximise the pace and depth of learning through teachers' monitoring of learning during lessons and any consequent actions in response to pupils' feedback. Corby Secondary Academy will replicate our current systems throughout.

Data: Targets, Assessment, Monitoring & Evaluation Systems

The success of schools in the CMAT family is founded on strong leadership, excellent teaching and learning, and robust systems of assessment and tracking. CSA will adopt the proven practice and the sections below provide more information on the CMAT methodology.

The Basic Principle

Key to tracking performance is a clear appreciation of a student's potential and their progress towards that goal. In setting targets and monitoring progress we take into account three key elements:

- Prior attainment: particularly in KS2 (but increasingly assessments within the school). We also use Fisher Family Trust (FFT) estimates and information gleaned from RAISEonline. In Key Stage 5, we also use ALPS to replicate both of these systems and to provide a clear and swift analysis of the performance of individual students and subjects/teachers against national progress measures.
- Baseline testing: all pupils take the Progress in Maths and Progress in English tests. This enables us to screen for a variety of common needs as well as to identify strengths and weaknesses.
- Teacher assessment: We also take close account of the teacher's perspective of the student, which is gathered through both formative and summative assessments. This element also takes into account any specific needs/context relating to the student.



This triangulation gives us a clear understanding of individual students and enables us to plan to ensure they succeed.

D2 – measuring pupil performance effectively and setting challenging targets

Target setting

The above information is then combined to begin a process that culminates in the setting of a clear 'Minimum Target Grade' (MTG) which forms the core of all future discussions. In light of recent changes to the assessment framework, we have developed our own system of monitoring progress. This is based on all of our pupils making at least expected progress in line with their ability.

In order to ensure personalised targets, a simple system has been used since 2006. In essence, this involves targets being set across the school as a whole, leading to subject level targets, class level targets and finally student level targets. A key aspect is that information is discussed and tailored at every level and this gives rise to a highly efficient feedback mechanism that results in meaningful and achievable MTGs being identified for every student. Moreover, the input from teachers at subject and classroom level brings an important element of 'intelligent accountability' into play. Once the MTG has been agreed there is one clear benchmark for students, parents, teachers, tutors, the leadership team and Governors.

Assessment

Assessment and testing are fundamental to the process. Each year group undertake rigorous annual examinations. Work is cross-moderated across both subject areas and other CMAT schools to ensure precision, and to share best practice. This time for moderation is built into 2 hours of professional development time every Tuesday and movement between academies is encouraged. This aspect of calling upon expertise from a number of successful schools in the CMAT partnership to assist on ensuring the quality of assessment is very pertinent in the context of CSA and would mean that the school is never working in isolation.

Commonality and consistency

The Principals' Sub-Committee (Achievement and Curriculum) ensures all secondary academies apply the same principles and share data regularly. Extensive use of such Progress in Maths and English tests across Years 7 and 8 enable us to compare progress across trust academies but also against national progress data. Peer review and academy council input ensure that targets are challenging. Although circumstances have led to the trust academies now using 3 differing management information systems, it is intended that this will be resolved by the start of 2017-18 academic year after a planned procurement exercise this year.

Utilising the necessity for a decision in which syllabi to follow due to new specifications, all trust academies now operate using the same examination board with only limited to choose specific interest units (e.g. in History) to maximise teachers' ability to enthuse and engage pupils in what inspired them in their studies. Subject leaders have regular meetings supervised by a senior leader from the achievement committee and have to present methods by which cross-trust moderation can develop. This initially relies on

D2 – measuring pupil performance effectively and setting challenging targets

local hubs working together but does include some whole trust analysis.

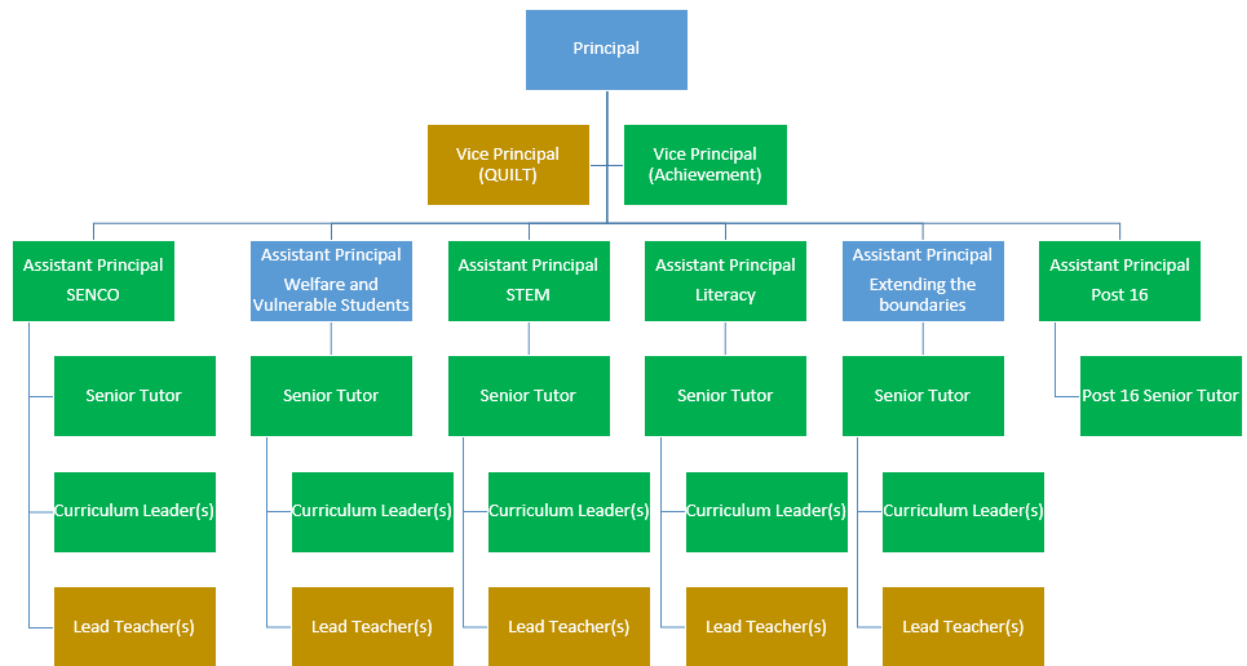
Trust Examinations and Data Managers meet regularly and share reports, analyses and working methods. One aspect of focus is how this information is communicated to parents.

A critical aspect of our approach is the role of the tutor in our vertical tutoring system. Tutors will meet termly with individual students to assess progress and to set targets with students that focus on academic progress, progress towards meeting the Pledges and on areas of weakness with regard to attitude to learning. After the meeting, tutors contact parents to inform them of the outcome of the meeting, to report on progress in general and to indicate how parents may best support their child. The outcomes of the discussions with students and parents are logged on the MIS system for later reference and to provide information on whether or not these targets have been achieved and their impact.

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

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Organogram of typical school structure



Our academies operate on a school within a school house structure. Each House consists of a collection of allied subjects. An Assistant Principal has accountability for each house and leads a Senior Tutor, Curriculum Leaders, and Lead Teachers within

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

that area. The colours on the organogram illustrate how colleagues contribute to within academy and through trust committees.

Our trust TLR calculator (without all of the details for 8 years away) estimates a TLR structure in this order for a full academy:

	Curriculum leader	Lead teacher	Subject or 2 i/c
English	1	1	2
Science	1	1	2
Maths	1	1	2
Geography	1	1	1
PD/RE/CIT			1
History		1	1
Art	1	1	1
Mu			
DT	1	1	1
IT			1
Langs	1	1	2
PE	1	1	3

In addition, we anticipate a number of other roles at CSA. These will be defined by the growth of the academy:

Support Area	Line managed and led by
Finance (academy)	Trust
Site Staff	Trust
IT Support (academy)	Trust
Administrative	Principal (through PA)
Student Support	AP Welfare, Senior Tutor
Cover Supervisors	Achievement Manager
Achievement Team	Vice Principal (Ach)
Technicians	Curriculum Leaders
Learning Support	Variety of APs

Projected growth of staffing

The table below demonstrates the planned growth of staffing with the academy.

* denotes the main school as being full (the 6th form will not be at capacity)

Area	Role	2018	2019	2020	2021	2022	2023	2024	Full*
Leadership	Principal	1	1	1	1	1	1	1	1
	Vice Principal	0	0	1	1	2	3	3	3
	Assistant Principal	1	2	2	4	5	6	6	6
TLRs	Senior Tutor	1	2	3	4	5	7	7	7
	Curriculum Leader	3	4	5	6	7	8	8	8
	Lead Teachers	0	0	2	3	4	6	8	9

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

	(QUILT)								
	Other TLRs	3	5	7	9	11	13	15	17
FTE Equivalent	Teachers	10	24	39	53	63	77	95	100
Leadership from trust core. IT presumes some provision to local schools	Finance (academy)	1	1	2	2	3	3	3.5	3.5
	Site Staff	2	2	2	3	3	4	4	4
	IT Support (academy)	1	1	2	3	3	4	4	4
PA, Reception, Repro	Administrative	2	2	3	3	3	4	4	5
Exams Officer, Data Manager, Cover Manager	Achievement Team	1	1	2	3	3	4	4	5
House, p16 and CP/Family Support	Student Support	1	2	3	4	5	7	7	8
Undertake other roles when not utilised	Cover Supervisor	1	1	2	3	4	4	5	6
Art, Science, Sport and DT	Technicians	1	2	3	4	4	5	5	6
LRC, Inclusion, TA, Intervention	Learning Support	2	4	6	8	10	12	14	18

Teaching estimates are drawn from the curriculum plan. The trust has clear expectations of the contribution to teaching hours expected of leadership. This includes anticipating flexibility with regard to anticipated teaching commitments when considering the size of the academy. Clearly, with such relatively small requirements, for example in Art, a range of staffing alternatives are possible:

- Teachers covering multi-disciplines
- Senior Leaders contributing in this area
- Employing part time staff
- Deploying additional capacity from other CMAT academies
- Engaging with existing local providers to employ additional capacity from them

Catering and cleaning

Catering is outsourced across our academies on a collectively procured contract. Cleaning is undertaken by “house cleaners” that work during the academy day with additional hours for large communal spaces and to cover community use. Our provision here relies entirely upon how the building is being utilised and is therefore difficult to predict or compare across trust academies. We aim to replicate this at SCA.

Finance

Our Principals meet fortnightly and discuss their current position with regard to predicted surplus or deficits. Our timetablers maintain a portal with up to date information on the current situation and evolving plans for the forthcoming year.

Since commencing school support contracts in 2010, we have deployed teaching colleagues across sites. We find that for colleagues with significant teaching

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

commitments this only works when: it is across two academies for significant periods of time (preferably whole days with certainly a maximum of one movement in day) and with reasonable travel time expectations. If these criteria are not met, either staff become demotivated and suffer from stress or student learning is disrupted by late arrivals etc. Our leadership contracts are written to enable us to direct colleagues to work across our sites at a reasonable distance. Our experience also informs us that it is essential to ensure that staff are committed to the project from the outset.

Our premises, finance and IT core trust teams are employed to work across sites and have been doing this successfully for many years. Line management of these teams lies with our core trust team. Our IT systems enable dedicated high-level technical support to be provided off-site.

Contingency Plans

Our curriculum and staffing plans rely upon predictions of student numbers and finance for the next year and beyond. In managing several schools in dire difficulties (Orton Longueville – a reduction of 225 per year group to 82; North Cambridge Academy 100 to 40; Sawtry currently falling from 220+ to approximately 150), we have benefitted from strong relationships with the local authorities in terms of early access to choice patterns and detailed predictions of forthcoming numbers. We have successfully provided for Key Stage 3 and 4 cohorts ranging from 38 to over 260. We have also managed Post 16 cohorts of as low as 40 when taking over failing schools with poor reputations and limited success in Key Stage 4 where maintaining a provision has been strategically and often locally significant.

The key decision is often how carefully reduce group numbers (increase class sizes) and choice in Key Stage 4/5 where appropriate. We always explore opportunities to redeploy excess staffing elsewhere in the trust or with local providers, primary and secondary.

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.

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CMAT welcomes pupils of all faiths, views and those of none. It promotes the development of spiritual, moral, social and cultural (SMSC) development through:

- **Acts of Collective Worship, Assemblies and Tutorial Programmes:** Those with responsibilities for planning acts of collective worship, delivering assemblies and drawing up tutorial programmes regularly consider aspects of SMSC and ensure that matters of topical concern are also included as well as recurrent issues. In addition, British values are promoted in assemblies, highlighting the role of SMSC in the British culture. Each academy has an annual plan that demonstrates this coverage.
- **Charity work:** Each house within an academy is responsible for a charity and is linked to a specific type. This includes Health, Education, Animal, International and Environmental. In addition, students work together on National charitable events.
- **Teaching and Learning:** Teaching and learning offer opportunities for SMSC where appropriate. Teachers are encouraged to discuss aspects of their own work that impinge on SMSC development.
- **External Links:** Those with responsibility for publicising the academy or liaising with other schools and organisations consider the SMSC aspects of their public relations. In addition to being representatives of the academy, they report SMSC matters arising from their links to the academy at appropriate occasions.
- **Extra-curricular Activities:** Those with responsibility for running clubs, societies, trips and other events develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.
- **Pastoral Care:** At house meetings, SMSC issues are a regular feature on agendas. Thought is given about how aspects of these issues may be best communicated to members of staff, to students and parents, and to other interested individuals.

British Values and SMSC are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

CMAT schools take opportunities to actively promote British Values through a range of whole school systems and structures such as electing and running a successful School Council. We actively promote the British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. This means challenging students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Specific examples of how we promote British Values are:

Democracy

Democracy is an important value at CMAT schools. Student leadership opportunities

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

exist throughout our schools, both as part of the House system and within individual subject areas. Positions of Head Boy and Girl are established through an election process that involves the nomination and selection of candidates, running a 'campaign', hustings and a democratic vote. Last year, schools held a school-wide Mock Election to coincide with the forthcoming General Election and are currently preparing a similar activity on the issue of the EU referendum.

The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced. For example, Nene Park Academy has established a clear set of 'Expectations' which aim to support individual progress, respect for others and the recognition that the school is a shared community with common values. CMAT work closely with local agencies such as the police, PCSOs and Youth Offending Service.

Some of our schools participate in the annual Bar Mock Trial Competition run by the Citizenship Foundation and some have been Regional runners-up on two occasions, and Regional Winners on one occasion. Several of our pupils who have taken part in this event have since gone on to pursue further study and careers in law.

Individual Liberty

Within CMAT schools, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment, a planned curriculum and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these, for example through our e-safety teaching and delivery of sessions on alcohol, drugs and sex-related education.

Mutual Respect

Respect is one of the core values of CMAT. This can be seen and felt in our schools. Pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. Children and adults alike, including visitors are challenged if they are disrespectful in any way.

Tolerance of Those with Different Faiths and Beliefs

CMAT achieves this through enhancing students' understanding of their place in a culturally diverse society. Our students come from all parts of the globe and we consider this a strength of our community. Assemblies and discussions involving prejudices and prejudiced-based bullying have covered areas such as homophobia, disability and racism. Events such as Remembrance Week include specific references to those from other faiths and cultures. The school monitors incidents that involve those of 'protected characteristics' and notifies the local authority of any concerns.

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

CMATs approach to safeguarding and ensuring the welfare of pupils is thorough, meticulous and robust. This has been recognised by Ofsted:

'The academy's work to keep pupils safe and secure is outstanding. Students feel, and are, safe, secure and valued. Governors are trained in 'safer-recruitment' procedures and have established exemplary ways of establishing the suitability of those who visit, volunteer in, or work at the academy. Teachers' annual safeguarding training means they know what to do if concerns about any students arise.' (Ofsted, NCA, 2015)

All policies relating to safeguarding and welfare are reviewed regularly, and relevant training on safeguarding, child protection, safer recruitment and the Prevent Duty are provided to all staff on an annual basis.

CMAT has a very strong and proud tradition as a quality provider of both an academic and wider curriculum. Both Nene Park and Swavesey Village College are pathfinder institutions within the 'Whole Education' movement and ascribe to the philosophy that:

"Education should be much more than examination syllabuses, national tests or the national curriculum so Whole Education encourages everyone involved in education to look outside the narrow confines of these externally imposed constraints. Now is the time to re-think the curriculum and ensure that all young people have access to the right blend of knowledge and skills." (<http://wholeeducation.org>)

Through our trust-wide PLEDGES programme, 100% of our pupils will have a set of experiences that develop crucial life skills.

In our schools, every young person's development is monitored and encouraged with targets set in termly meetings with tutors. The tutor is at the heart of inspiring his tutees to the completion of the bronze, silver or gold pledge. Governors and Trustees monitor and quality assure this provision alongside academic achievement and learning. Each tutor, middle and senior leader and principal within CMAT has the completion of pledge awards as part of their performance management.

Recently, pupils at North Cambridge participated in:

- Environmental days at Anglesey Abbey
- Letter writing to pupils abroad
- Trips to the battlefields of France
- Day trips to Boulogne to improve language skills
- Punting experiences on the 'Backs' of Cambridge
- Museum tours and dance sessions with Kettle's Yard.

We believe in the transformational power of sport:

- Swavesey Village College and Nene Park both hold the Quality Mark Distinction

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

for PE and Sport.

- North Cambridge has recently achieved the Sainsbury Games Silver Award.
- Nene Park's unique partnership with Peterborough United Football Club has drawn visits from Chelsea FC and Reading FC, and been featured on Sky TV.
- Golf, sailing, archery, BMX, spinning, street dance and mountain biking are all available through the sport provision locally in the CMAT Cambridgeshire academies.

We believe in achieving excellence, in terms of levels of performance and crucially, in levels of participation too.

We will look to engage with national and local bodies in establishing a clear vision for Sport our schools. We are delighted that North Cambridge Academy has become the home for the Cambridge Gymnastics Club in an exciting collaboration. Starting with about 20 children, the facilities are now in use every day by 300 children each week, with another 250 on the waiting list. We are currently working on developing a purpose built facility that will enable us to continue to develop and attract more children to the school.

At Swavesey Village College, Student Leadership in Sport is a key feature with the number of leadership and volunteering hours logged ranking the school third in England.

All of these activates and initiatives support the holistic development of pupils and help promote British values, SMSC and personal qualities such as resilience, respect, tolerance and teamwork.

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 local context

The wider Corby area is comprised of one urban area, the town itself and the surrounding rural villages. As of January 2014, Corby area had a population of 65,434 people, this number is expected to increase by 9.9% and rise to 71,900 people by 2021.

As of July 2016, the Corby area as a whole was comprised of 19 primary schools (5 of these are village primary schools, the rest are located within Corby), 2 infant schools, 2 junior schools and a further 5 secondary schools. A new primary school is due to open on the Priors Hall housing development within Corby town, in September 2016.

There are currently 10,706 students being educated in a Corby area school – 3,991 across the secondary phase and 6,715 in Corby primary provisions.

The current situation within the Corby area, with regard to the demand for primary school places, mirrors the changes experienced in the other major urban centres of Northamptonshire, namely; a large rise in the demand for primary school places and low levels of surplus capacity across the primary sector. The contributory factors behind the increase in the number of pupils requiring primary education in Corby (and across the rest of the county) are as follows;

- A rising birth-rate;
- In-migration to the town;
- Large amounts of housing development.

Between January 2005 and January 2015, Corby experienced an increase of 36.7% in the number of pupils starting school within the town. Whilst the total number of pupils, across the primary age-range, being educated within Corby, rose by 24% in the 5-year

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

period between 2010 and 2015. Corby town recorded the highest birth rate in the country between 2002 and 2011.

These increases, in both the number of pupils starting school and the total number of pupils being educated in primary schools within Corby, have necessitated the county council to commission additional capacity across the town, to ensure it meets its statutory obligation of providing sufficiency of school places within the town.

As the increased number of pupils currently being educated at a Corby primary school move up through the primary-age range, they will begin to impact on area secondary schools from September 2016 onwards.

Secondary Summary

There is a combined PAN of 863 places for the Year 7 cohort across the 5 secondary schools, broken down as per the table below;

School	Sponsor	PAN
Brooke Weston Academy	Brooke Weston	180
Corby Business Academy	Brooke Weston	200
Corby Technical School	Brooke Weston	75*
Kingswood Academy	Greenwood Dale	208**
Lodge Park Academy	David Ross	200

*Corby Technical School will double its PAN to 150 students per year group from September 2017 to help meet the demand for secondary school places in Corby.

**Kingswood Academy will temporarily increase their PAN to 224 pupils in the 16/17 and 17/18 academic years to help meet demand in Corby, prior to more permanent measures being put in place.

Current capacity in Corby secondary schools (inc. Sept 2016 intake)

	TOTAL AVAILABLE PLACES (NET)	Brooke Weston	CBA	CTS	Kingswood	Lodge Park
PAN		180	200	75	208	200
Year 7 (sept 2016)	29	-5	-2	-1	0 (PAN 224)	37
Year 7	26	-3	3	0	2	24
Year 8	87	1	0	1	14	71
Year 9	52	0	1	2	5	44
Year 10	71	0	0	3	9	59
Year 11	13	1	4	NA	8	0

As the table above illustrates, there are low levels of surplus capacity across all year

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

groups in Corby secondary schools and the vast majority of available capacity, can be found in just one school (Lodge Park).

At the current time, there will be just under 1 FE of surplus capacity available across all Corby secondary schools in Year 7 from September 2016 onwards. This includes the additional capacity (16 places) commissioned by NCC at Kingswood Academy. This surplus capacity is expected to reduce further by September 2016 with 'late' applicants moving into the town, prior to the next academic year. This level of surplus capacity will also be required to support all 'In Year' cohort growth throughout the 16/17 academic year.

Pupil projection forecasts for Corby secondary schools

School Year	PAN	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total 11-16	Total 16-18	Total 11-18
2015/16	863	839	779	811	796	761	329	263	3986	592	4578
2016/17	879	855	845	783	808	782	340	253	4073	594	4667
2017/18	954	919	861	849	780	794	329	256	4203	586	4789
2018/19	938	1008	925	865	846	766	340	247	4410	588	4998
2019/20	938	1071	1014	929	862	832	331	256	4708	588	5296
2020/21	938	1098	1077	1018	926	848	363	249	4967	613	5580
2021/22	938	1111	1104	1081	1015	912	372	273	5223	646	5869
2022/23	938	1227	1117	1108	1078	1001	377	280	5531	658	6189
2023/24	938	1146	1233	1121	1105	1064	427	283	5669	711	6380
2024/25	938	1143	1152	1237	1118	1091	470	319	5741	790	6531

As the table above demonstrates;

- The number of students starting secondary school in Corby predicted to increase by 288 or 33.6% between 2016 and 2024;
- The total number of students attending a secondary school in Corby is predicted to increase by 1,864 or 39.9% in the same period;
- The additional capacity provided by the temporary expansion at Kingswood Academy and permanent expansion at Corby Technical School will have been consumed by the 2018/19 academic year – projections indicate a 2.5FE (75 places) deficit of Yr 7 places in September 2018, rising to over 4.5FE (135 places) the following year and 5.5FE (165 places) by September 2020. The

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

deficit number of places continues to rise for as long as projections are available;

- A spike in the number of pupils predicted to start Yr 7 at a Corby area secondary school in the 2022/23 academic year (indicated in black above) means that even the additional capacity offered by the opening of a new 8FE secondary school in the town, will not be sufficient to meet demand for places during this academic year and NCC will be required to add further capacity to that available within the town;
- Note the pupil projection forecasts detailed above are based on birth and 3 year trend data only and do not take into account the pupil yield from completed housing development. As such, actual numbers are expected to be higher than those shown above are (further details on expected housing development can be found below).

Approved housing development in Corby

The table below details all approved new housing development in Corby and the expected secondary pupil yield from each development. As the table illustrates, there is a significant amount of approved development within Corby that will impact (and increase) on the pupil projection figures given above.

Development	Date	Dwellings	Application Status	Pupil Yield
Avenue Farm, Corby Road, Gretton	Jul-10	41	Approved	8
Priors Hall (East Northants side of the development)	Jul-10	735	Approved	147
Land Off White Post Court Corby Northamptonshire	Oct-10	6	Approved	1
Land Rear Of 112 Corby Road Weldon Northamptonshire	Dec-10	31	Approved	6
Barnwell Gardens, Weldon	Feb-11	17	Approved	3
Butland Road, Corby	Feb-11	33	Approved	7
Tresham Institute, George Street, Corby	Jun-11	113	Not Yet Decided 23.04.15	23
Cottingham Road, Corby	Sep-11	74	Approved	15

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

Tower Hill Road, Corby	Oct-11	95	Approved	19
Bridge Court, Rockingham Road Corby		32	Approved	6
Stephenson Way, Corby	Feb-12	11	Approved	2
West Glebe Park Corby	Mar-12	18	Approved	3
Finland Way, Corby	Nov-12	47	Approved	9
Stanion Lane, Corby	Jan-13	32	Approved	6
Corby Road, Weldon	May-13	31	Pre-App	6
Gainsborough Road, Corby	Aug-13	90	Approved	18
Glastonbury Road, Corby	Aug-13	96	Approved	19
Canada Square, Kingswood estate, Corby	Feb-14	36	Approved	7
Little Colliers Field, Corby	Mar-14	48	Not Yet Decided 23.04.15	10
Weldon Park	Apr-15	1000	Approved	200
Lewin Road, Corby	May-15	530	Approved	106
Weldon Football Club, Oundle Road, Weldon	Dec-15	30	Approved	6
The Pluto, Gainsborough Road, Corby	Apr-16	21	Approved	4
Brigstock Road, Stanion	Apr-16	31	Approved	6
Total		3272		637

This application for a new secondary school is based on the recent rapid expansion of the demographic in the Corby area and the assessment that this is trend is set to continue. Corby Secondary Academy would provide much needed capacity in the area, would complement the local offer at Post 16, and we believe the notion of collaboration coupled with competition would act for the betterment of the community as a whole.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Project Leadership

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Recruitment of Principal Designate:

The Principal will play a key role in both developing the Special School but also in the wider campus. We would therefore expect to invest in a full time role from earlier than is traditionally provided. A brief overview timeline would therefore be:

- March 2017: Establish job description, person specification, conditions etc. in consultation with NLE, partner and HR advice
- June 2017 /September 2017: Advertise role. Closing date mid-September
- July 2017: Determine interview process and ensure skills available from supporting consultants
- September 2017: shortlisting with Academy Council, Trust HR, CEO and COO with support from NLE or similar.
- October 2017: Interview days
- November 2017: Opportunity to reconsider or re-advertise if necessary

Easter 2018: Post commences with Sept 2018 as backstop

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

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

A letter of confirmation of CMAT's capacity and capability from RSC, [REDACTED] is included in the appendices.

A diagram of the trust governance arrangements is included in the appendices also. In addition, two other slides detail the determination of the scheme of delegation, the champion model and the structure of our educational executive leadership governance.

In responding to DFE guidance and acknowledged pressures emerging from our growth, the trust has recently restructured its governance arrangements. The key improvements are:

- a refined focus on skills-based governance
- the introduction of a specific role in the central team to oversee governance
- the piloting and introduction of a second scheme of delegation to maximise our utilisation of the skills of our local academy councils and to refocus the work of the trust policy and scrutiny committees on to our academies that need it most and the operations of the central team.
- streamlining policy writing processes to enable local academy councils to focus on how their academy is delivering what we promise
- improved communication between the local academy council, the trust and its sub-committees, and our evolving executive leadership body

It is our intention to recruit sufficient skill into the local Academy Council from the outset to enable them to open on the second scheme of delegation. However, should there be any concern about this the trust will determine whether to open on scheme of delegation one or to just retain a closer watching brief in the policy and scrutiny committees.

Educational quality assurance across the trust is currently provided by internal cross-moderation of examinations etc., internal quality assurance [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Local Academy Councils are provided with detailed information to review and interrogate. A helicopter review of this is presented through the Trust data dashboard to trustees. Link trustees make termly contact with local Principals and Academy Council Chairs to

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

triangulate perspectives on this information and report on these at board meetings. The CEO visits each Academy Council at least annually (and attends all meetings of academies in difficulty) to ensure that all Academy Council Members are aware of alternative routes to register any significant concerns they may have and to ensure that the trust is making an impact.

Policy and Scrutiny committees review premises, personnel and financial information in detail for all scheme of delegation one academies. Quarterly reviews are held with the Principal, CEO, Director of Finance, COO, Academy Finance Manager and Academy Council Finance Champion for each scheme of delegation two academy with overviews reported to the policy and scrutiny committee. CMAT Internal Audit provide regular internal reviews as well as undertaking requested specific reviews. The policy and scrutiny committees have the power to intervene should it be required. A trustee who reports back to board meetings on progress chairs each committee.

Examples of previous interventions by the trust include: providing additional teaching or leadership expertise from partner academies, changing the structure of the senior leadership teams, employing external consultancy support to increase capacity or address a skills shortage and provision of bespoke training. The trust ensures that all new Principals are provided with significant development support over their first two years in post (and beyond if required).

Whilst Corby is approximately within CMAT's declared existing working area and only approximately 20 miles from an existing CMAT secondary academy, previous experience has demonstrated the necessity of recruiting experience of working in the local area and with the local authority into the academy council. It will be an essential focus in establishing the Academy Council and specifically the chair to ensure that these skills are provided. However, we do not envisage having to alter the basic structure of governance as a result.

Financial connections and conflicts of interest

The trust does not have a history of making related party transactions and has sought the advice of solicitors and auditors where there was considered to be a potential conflict. All involved in governance and leadership are required to give detailed lists of interests. There are no envisaged conflicts with regard to this application.

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

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

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

N/A

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

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

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

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

Section G – budget planning and affordability

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

G1 – budget planning and affordability

The trust has extensive experience of working in some of the schools in the most difficult circumstances in some of the lowest funded authorities in the country. Our financial planning is detailed and agile. We have had to become experts at making a little go a long way. In turning around previously failing, unpopular schools, we have managed complex financial recovery plans.

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

	<p>[Redacted text]</p> <ul style="list-style-type: none">[Redacted text]	<p>[Redacted text]</p>
<p>[Redacted text]</p>	<p>[Redacted text]</p> <ul style="list-style-type: none">[Redacted text]	
<p>[Redacted text]</p>	<p>[Redacted text]</p>	<p>[Redacted text]</p>

CV template		
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Letter from Regional Schools Commissioner



Department for Education
Eastbrook
Shaftesbury Road
Cambridge
CB2 8DR

[Redacted]

[Redacted]

[Redacted]

APPLICATIONS FOR FREE SCHOOLS

We have spoken at various times about your plans to [open one or more free schools](#). These conversations have taken into account your growth as an approved sponsor and multi-academy trust. I hope you are aware of the DfE guidance document updated in July 2016 (the previous version was from December 2015) which includes the following sections:

Page 4 – You can apply to open a free school in Wave 12 from 1 September 2016 to midday on 28 September 2016. Completed applications must be submitted within this timeframe. Applications received after this time will be considered in the next wave (March 2017).

Page 7 – If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

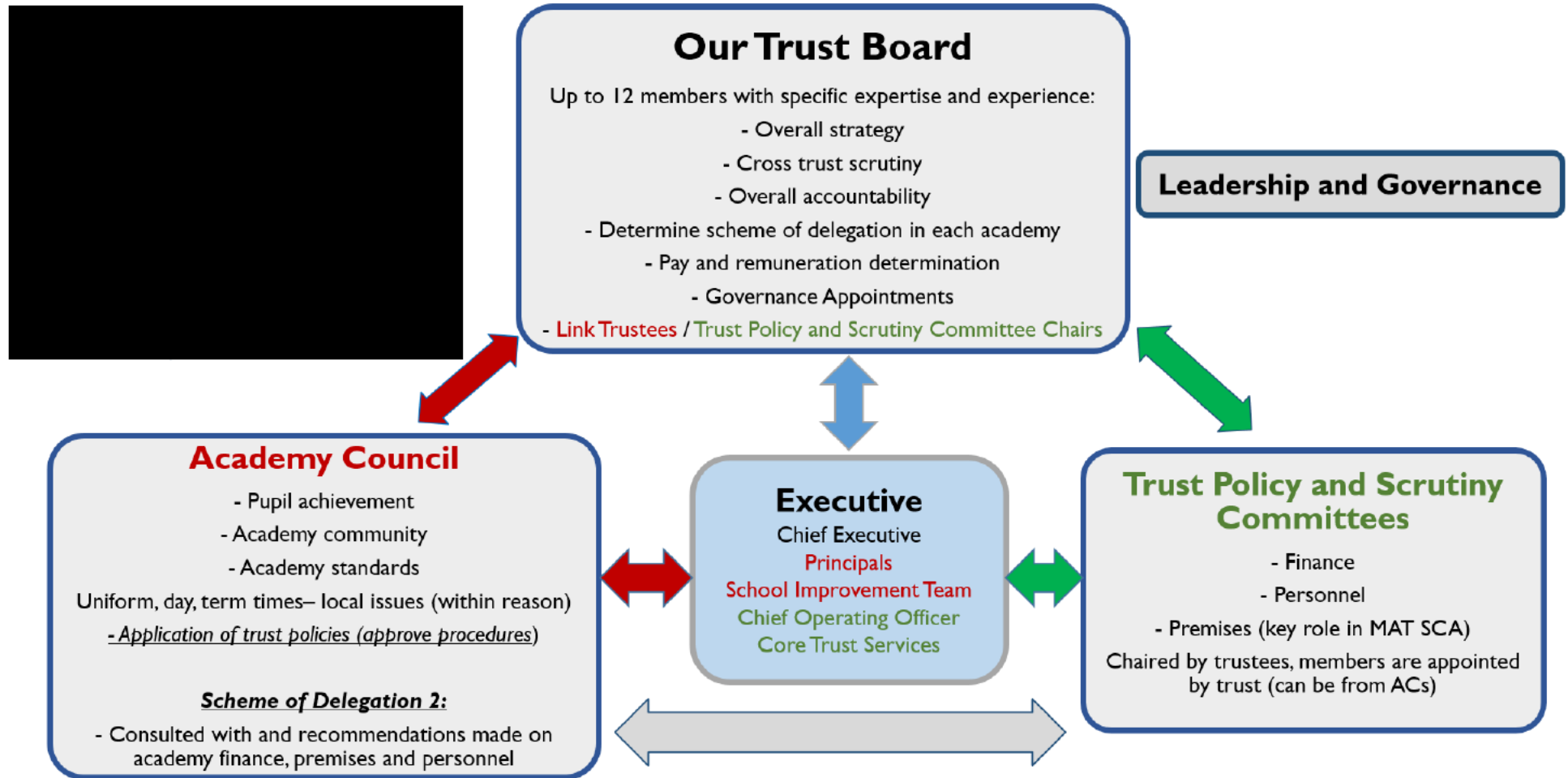
[Redacted]

Yours sincerely,

[Redacted]

[Redacted]

Scheme of Delegation



CMAT Local Governance

CMAT believes in strong leadership.

Each Academy in the Trust has its own Local Governing Body. Our Schemes of Delegation, reflect two distinct levels of local governance for the best interests of the children and the community they serve.

Scheme of Delegation 1-

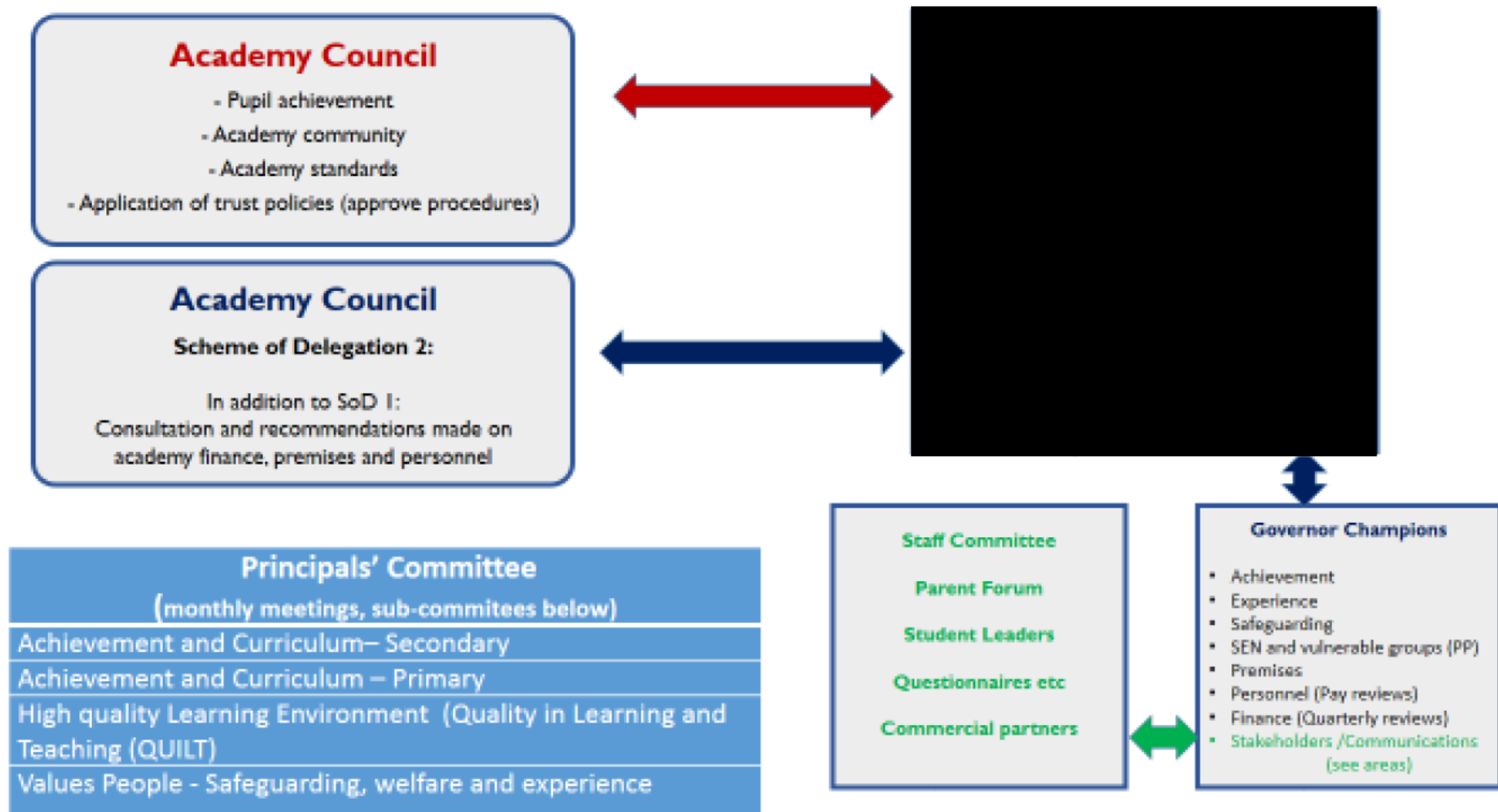
CMAT has been asked by an LGB, RSC or an LA to support a school in difficulty– as a result of either concerning Ofsted judgement, financial viability, poor reputation, absence of leadership or similar threat.

- LGB focuses on and reports to the trust about :Achievement, Community and Experience (inc PP spend)
- Trust informs LGB of headline financial, personnel and premises data but work undertaken by Executive, with Policy and Scrutiny Committee ensuring impact.

Scheme of Delegation 2–

A confident trust academy (either joining as OR has grown to be) which will be indicated by: positive Ofsted judgement, strong pupil outcomes, good reputation, stable financial position and successful, experienced and skilled leadership and LGB.

In addition to Scheme of Delegation 1, also have oversight and hold Academy Principal accountable for **finance, premises and personnel**



Projected Growth / Demographic information (provided by NCC)

Corby: need for a new secondary school

Background

The wider Corby area is comprised of one urban area, the town itself and the surrounding rural villages. As of January 2014, Corby area had a population of 65,434 people, this number is expected to increase by 9.9% and rise to 71,900 people by 2021.

As of July 2016, the Corby area as a whole was comprised of 19 primary schools (5 of these are village primary schools, the rest are located within Corby), 2 infant schools, 2 junior schools and a further 5 secondary schools. A new primary school is due to open on the Priors Hall housing development within Corby town, in September 2016.

There are currently 10,706 students being educated in a Corby area school – 3,991 across the secondary phase and 6,715 in Corby primary provisions.

The current situation within the Corby area, with regard to the demand for primary school places, mirrors the changes experienced in the other major urban centres of Northamptonshire, namely; a large rise in the demand for primary school places and low levels of surplus capacity across the primary sector. The contributory factors behind the increase in the number of pupils requiring primary education in Corby (and across the rest of the county) are as follows;

- A rising birth-rate;
- In-migration to the town;
- Large amounts of housing development.

Between January 2005 and January 2015, Corby experienced an increase of 36.7% in the number of pupils starting school within the town. Whilst the total number of pupils, across the primary age-range, being educated within Corby, rose by 24% in the 5 year period between 2010 and 2015. Corby town recorded the highest birth-rate in the country between 2002 and 2011.

These increases, in both the number of pupils starting school and the total number of pupils being educated in primary schools within Corby, have necessitated the county council to commission additional capacity across the town, to ensure it meets its statutory obligation of providing sufficiency of school places within the town.

As the increased number of pupils currently being educated at a Corby primary school move up through the primary-age range, they will begin to impact on area secondary schools from September 2016 onwards.

Secondary Summary

There is a combined PAN of 863 places for the Year 7 cohort across the 5 secondary schools, broken down as per the table below;

School	Sponsor	PAN
Brooke Weston Academy	Brooke Weston	180
Corby Business Academy	Brooke Weston	200
Corby Technical School	Brooke Weston	75*
Kingswood Academy	Greenwood Dale	208**
Lodge Park Academy	David Ross	200

*Corby Technical School will double it's PAN to 150 students per year group from September 2017 to help meet the demand for secondary school places in Corby.

**Kingswood Academy will temporarily increase their PAN to 224 pupils in the 16/17 and 17/18 academic years to help meet demand in Corby, prior to more permanent measures being put in place.

Current capacity in Corby secondary schools (inc. Sept 2016 intake)

TOTAL AVAILABLE PLACES (NET)	Brooke Weston PAN=180	CBA PAN=200	CTS PAN=75	Kingswood PAN=208	Lodge Park PAN=200
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YEAR 7 (SEPT 2016)	29	-5	-2	-1	0 (PAN 224)	37
YEAR 7	26	-3	3	0	2	24
YEAR 8	87	1	0	1	14	71
YEAR 9	52	0	1	2	5	44
YEAR 10	71	0	0	3	9	59
YEAR 11	13	1	4	NA	8	0

As the table above illustrates, there are low levels of surplus capacity across all year groups in Corby secondary schools and the vast majority of available capacity, can be found in just one school (Lodge Park).

At the current time, there will be just under 1FE of surplus capacity available across all Corby secondary schools in Year 7 from September 2016 onwards. This includes the additional capacity (16 places) commissioned by NCC at Kingswood Academy. This surplus capacity is expected to reduce further by September 2016 with 'late' applicants moving into the town, prior to the next academic year. This level of surplus capacity will also be required to support all 'In Year' cohort growth throughout the 16/17 academic year.

Pupil projection forecasts – Corby secondary schools

School Name	School Year	PAN	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total 11-16	Total 16-18	Total 11-18
Corby Secondary	2015/16	863	839	779	811	796	761	329	263	3986	592	4578
	2016/17	879	855	845	783	808	782	340	253	4073	594	4667
	2017/18	954	919	861	849	780	794	329	256	4203	586	4789
	2018/19	938	1008	925	865	846	766	340	247	4410	588	4998
	2019/20	938	1071	1014	929	862	832	331	256	4708	588	5296
	2020/21	938	1098	1077	1018	926	848	363	249	4967	613	5580

	2021/22	938	1111	1104	1081	1015	912	372	273	5223	646	5869
	2022/23	938	1227	1117	1108	1078	1001	377	280	5531	658	6189
	2023/24	938	1146	1233	1121	1105	1064	427	283	5669	711	6380
	2024/25	938	1143	1152	1237	1118	1091	470	319	5741	790	6531

As the table above demonstrates;

- The number of students starting secondary school in Corby predicted to increase by 288 or **33.6%** between 2016 and 2024;
- The total number of students attending a secondary school in Corby is predicted to increase by 1,864 or **39.9%** in the same period;
- The additional capacity provided by the temporary expansion at Kingswood Academy and permanent expansion at Corby Technical School will have been consumed by the 2018/19 academic year – projections indicate a 2.5FE (75 places) deficit of Yr 7 places in September 2018, rising to over 4.5FE (135 places) the following year and 5.5FE (165 places) by September 2020. The deficit number of places continues to rise for as long as projections are available;
- A spike in the number of pupils predicted to start Yr 7 at a Corby area secondary school in the 2022/23 academic year (indicated in black above) means that even the additional capacity offered by the opening of a new 8FE secondary school in the town, will not be sufficient to meet demand for places during this academic year and NCC will be required to add further capacity to that available within the town;
- Please note, the pupil projection forecasts detailed above are based on birth and 3 year trend data only and do not take into account the pupil yield from completed housing development. As such, actual numbers are expected to be higher than those shown above (further details on expected housing development can be found below).

Approved housing development in Corby

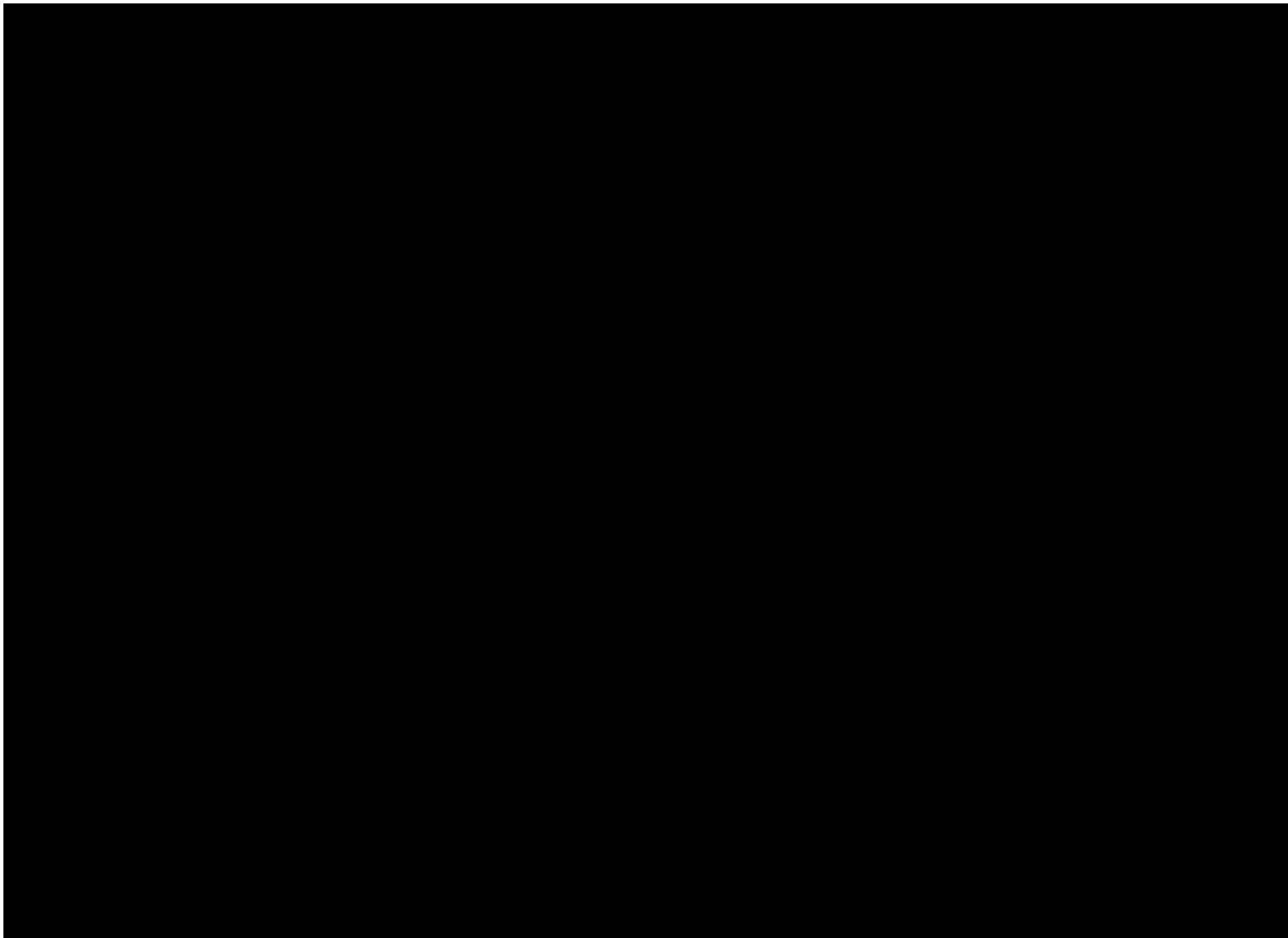
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West Glebe Park Corby	Mar-12	18	APPROVED	3
Finland Way, Corby	Nov-12	47	APPROVED	9

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Department
for Education

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