



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

CHS SOUTH

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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 [he re](#).

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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 your 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: 

Print name: 

Date: 27th September 2016

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

1. Introduction:

- 1.1. The CHS Learning Trust is a Multi Academy Trust (MAT), established in 2015 with a good track record. It was created around the lead school of Chorlton High School, a secondary 11-16 Converter Academy (1500 students co-educational), which was approached by the DfE and Manchester Local Authority in 2014 to become an approved Academy Sponsor. Chorlton High School, has a strong reputation for delivering high quality education for all students, delivering significant improvement in student outcomes over the past 6 years. Our sponsor school, Newall Green High School (NGHS) (a secondary 11-18 school with 760 students), has evidenced rapid improvement in student outcomes in our first year of operation (17% increase in 5A*CEM) and 2016 examination results indicate that improvement has continued across the vast majority of areas of the school and will be sustained and surpassed in the future.
- 1.2. The CHS Learning Trust recognises the need to grow in size and develop as an organisation to ensure that our quality learning provision can be delivered in an effective and efficient manner. We are fully aware of the dangers of rapid expansion and the impact this may have on our capacity to operate effectively. As a result our Trust is currently at the early stages of planning a merger with two other small MATs in Manchester. This proposal has been approved in principle by the Headteacher Board of the Lancashire and West Yorkshire Regional Schools Commissioner. If the merger proposal is formally agreed by all three Trust Boards we would see the creation of a new Trust by September 2017. This Trust would comprise of four secondary schools with three special schools and would provide for approximately 3,500 students. Our combined resources and restructured capacity would allow us to operate in a much more efficient manner and would see us well placed to operate additional school provision either through additional schools volunteering to join our Trust, through the application for and provision of Free Schools or by providing School Improvement support via further Academy Sponsorship.
- 1.3. For the purposes of this application round, after discussion with the Regional Schools Commissioner, it has been agreed that this application should be

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

submitted on behalf of the CHS Learning Trust and our proposed partner Trusts will be identified in Section D1 (*para 14*). If invited for interview by the DfE we would then discuss the proposed merger and future governance arrangements as required.

2. Our Trust's Aims and Values:

2.1. The 'CHS Learning Trust' has a simple aim:

- 'To develop 'Outstanding' schools for the local community, providing the very best educational opportunities for our students irrespective of their ability or background.'

2.2. We have developed a culture of excellence across our schools and are committed to enabling all our students to become:

- **Creative:** Learners who are imaginative risk takers who are prepared for lifelong adaptability.
- **Happy:** Learners who are recognised and rewarded so their confidence comes from within.
- **Successful:** Learners who go further, faster and have the foundations for lifelong success.

2.3. We are a Cooperative Academy Trust and ensure that the cooperative values of Self-help, Self-responsibility, Democracy, Equality, Equity, Solidarity along with the ethical values of Openness, Honesty, Social Responsibility and Caring for others underpin all our actions and our operations.

3. Our proposal:

3.1. The CHS Learning Trust proposes to establish a Free School in the Central / South area of Manchester to meet the growing demand for secondary school places in the area. Ideally we would wish for our new school to be located near the borders of the Chorlton Park, Didsbury West and Old Moat wards but recognise that suitable sites in this area are at a premium. The working name for our school will be **CHS South**.

3.2. CHS South will be an eight-form entry, mixed, comprehensive school providing 240 places from Year 7 to Year 11. We would expect to open the school in September 2018 (if appropriate) with a full 240 place cohort in Year 7. We would then plan to grow to full capacity over a five year period as new children are admitted into our Year 7 cohort each September. Due to the provision already in place across the city (*See Section D4 para 7.4*) we do not plan to provide sixth form / post-16 provision.

3.3. We would operate CHS South consistently in line with our aims and values and would wish to replicate the provision that is already successfully in operation at Chorlton High School.

3.4. Our school will:

- Be non-selective (following locally agreed admissions criteria), welcoming children of all social, ethnic, cultural and faith backgrounds.

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

- Have a truly inclusive approach that offers the best educational provision for all local children.
- Offer an Arts rich, creative and academically rigorous curriculum based on the National Curriculum.
- Be committed to delivering the highest quality teaching in all curriculum areas providing a range of exciting and aspirational learning experiences.
- Work collaboratively with other schools in our locality and across Manchester to ensure that we deliver outstanding educational provision for our local community.

4. Summary of rationale:

- 4.1. There is clear evidence of a shortfall in existing secondary school places across Manchester, particularly in Central / South areas of the city. It is predicted that there will be a shortfall of approximately 7 forms of entry in September 2018, rising to a shortfall of 15 forms of entry in September 2019 within the Central South areas This application would address the Basic Need for additional secondary provision in this area of the city (*see Section E1: para 1.1 to 1.13 for evidence*).
- 4.2. We are also highly aware of a continuing growth of primary place provision across this area of the city. This has been on a consistent upward trajectory since 2005 and looks set to continue to grow beyond 2017. Between September 2010 and September 2016 there has been an increase of 4000 primary places in state funded Primary Schools in Manchester LA, within a 3 mile radius of Chorlton High School. This will make the need for additional secondary places across this area of the city more acute.
- 4.3. There is strong parental demand for the existing Chorlton High School within Manchester. Chorlton High School has been consistently oversubscribed over the past 5 years, with parents regularly having to appeal for places in Year 7 and for mid-year admissions (*See section E1: para 3.1 to 3.9 for evidence*).
- 4.4. Historically secondary school outcomes across Manchester have not been in line with National Averages (*See Section E1: Table 4.1 for evidence*) and although there have been strong improvements in some schools this has not been consistently delivered across the city. Chorlton High School has shown consistent improvement in the majority of headline indicators moving from 36% 5A*CEM in 2009 to a peak of 68% 5A*CEM in 2014. Chorlton High School's 2016 results show a BASICS measure of 65% and an EBACC measure of 39% further evidencing that our improvements have been sustained.

5. Why the CHS Learning Trust?

- 5.1. We believe that the CHS Learning Trust is the best provider to establish a Free School in Central / South Manchester because it:
- Is based locally with good local knowledge of the communities of Central / South Manchester and other agencies / organisations that work collaboratively to support local students and their families.

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

- Chorlton High School already draws its student cohort from homes in the proposed catchment area of CHS South and can evidence that it provides high quality education for these students.
- At Chorlton High School we have a wealth of staff experience and specialist knowledge of improving outcomes for students in urban areas. We have been successful in closing the attainment gap for disadvantaged students, being nominated for a National Pupil Premium Award in 2015. Given the predicted intake at CHS South the experience we have at identification of learning need and provision of appropriate intervention to improve outcomes for disadvantaged students would be crucial to the success of CHS South.
- In addition, the provision we have developed to accelerate progress of those students identified as having English as an Additional Language (EAL) could be swiftly replicated and further developed to ensure that students with EAL at CHS South achieve a high level of academic success.
- The CHS Learning Trust has a good track record of school improvement in urban areas evidenced by the significant improvements at Chorlton High School over the past six years and more recently at our sponsored school NGHS.
- The improvement in our schools is firmly rooted in improving the Quality of Teaching delivered by our staff. At Chorlton High we are confident that all teaching is of a good or better quality. At NGHS we have worked to support the development of staff so that Quality of Teaching has improved from 50% to 85% consistently Good or better.
- We have a highly effective CPD programme for all staff enabling us to grow highly quality teachers and leaders from within our Trust, recruiting and retaining the very best staff. We have a very clear approach to succession planning and are actively involved in all aspects of Initial Teacher Training (ITT) operating as a lead School Direct provider allowing us to engage a highly skilled educational workforce.
- We feel that, across the Trust, we have good capacity amongst our current middle and senior leaders to use their experience to establish a new Free School in this area of Manchester.
- We know Chorlton High School is a popular and oversubscribed school, with parental demand for Year 7 places significantly outstripping the 300 places per year we can currently offer. For the past three years we have started the new academic year with approximately 150 students on our Year 7 waiting list.
- As a Trust we commit ourselves to working closely in collaboration with other schools and agencies already working in Manchester helping to improve outcomes for all children across the city. We are an active member of the Manchester school's Alliance; we are a lead school in the Manchester Secondary Collaborative; we have strong and effective partnerships with other local Multi Academy Trusts and Teaching School Alliances to support our existing and future delivery models.

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

6. Our Vision for CHS South in Central/South Manchester:

6.1. The delivery model at CHS South will be based upon the structures and processes that have so successfully delivered change at Chorlton High School. We will use our curricular strength to ensure that we challenge underperformance and underachievement. We will use our operational strength to ensure that our provision is efficient and effective, accurately targeting resource to need and delivering high quality outcomes.

6.2. To develop Creative Learners we will offer all our students:

- An inspiring, engaging and creative curriculum so they can study Art, Drama, Dance and Music at Key Stage 3 with access to high quality creative qualifications at Key Stage 4 (*See Section D1: para 2.1*).
- The ability to discover and explore, problem solve and take risks, visualise the future and achieve with confidence.
- The opportunity to perform publically in front of an audience of peers, parents or community members, to help develop self-confidence, resilience and optimism.
- Engagement with a wide range of professional artists / performers through our partnerships with our Arts providers across Manchester.
- A clear and consistent approach to skill development based on the 'Chorlton Qualities of Success'. (*See section D4: para 2.1*)

6.3. To develop Happy Learners we will offer all our students:

- High quality pastoral care and support so that they are clearly focused on their learning journey and have the structures and provision to succeed.
- A resolute focus on nurturing, supporting and inspiring our students so that they develop as well-rounded, confident and respectful individuals that want to attend school every single day, without fail.
- A highly effective Access and Achievement Team (SEN Support) so that all students can readily access the curriculum and achieve success.
- A rich and diverse enrichment curriculum providing a wealth of creative, cultural and social experiences for students.
- Opportunity to take part in a wide range of leadership / community engagement / charity fundraising opportunities.
- A commitment to develop excellent relationships with parents, families and local community so that they can share in the learning journey and share our pride in our students' success.

6.4. To develop Successful Learners we will offer all our students:

- An absolute commitment to deliver the highest quality teaching driven by a range of exciting and aspirational learning experiences.
- An entitlement to access an academic EBacc curriculum at KS4 with access to a range of high quality GCSE and Vocational qualifications.
- An ethos rooted in high expectations and high aspirations which will encourage individuals to develop in independence, seize every educational opportunity and achieve their very best.
- Access to academic mentoring to ensure that they stay on track and know the steps they need to take to secure success.

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

- High quality careers, information, advice and guidance with opportunities to learn about a range of professional careers and experience a variety of different pathways for post-16 study.

6.5. The CHS Learning Trust seek to establish CHS South as our first Free School, which is an exciting phase in the development of our Trust. The city of Manchester would benefit from additional capacity delivered by a strong provider, such as the CHS Learning Trust, with a good track record and evidence of effective school improvement strategy. We believe we are well placed to operate CHS South successfully and will deliver quality outcomes for the children of Central / South Manchester.

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.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		240	240	240	240	240	240	240
Year 8			240	240	240	240	240	240
Year 9				240	240	240	240	240
Year 10					240	240	240	240
Year 11						240	240	240
Year 12								
Year 13								
Totals		240	480	720	960	1200	1200	1200

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory (M) / Voluntary (V)	Comments
English	4 hrs Yr 8,10,11 5 hrs Yr 7&9	M	
Mathematics	4 hrs Yr 7,10,11 5 hrs Yr 8&9	M	
Science	3 hrs Yr 7,8,9 5 hrs Yr 10&11	M	
Art	1hr Yr 7&8	M in Yr 7&8 Optional 9,10,11	
Dance	1hr Yr 7&8	M in Yr 7&8 Optional 9,10,11	
Drama	1hr Yr 7&8	M in Yr 7&8 Optional 9,10,11	
Music	1hr Yr 7&8	M in Yr 7&8 Optional 9,10,11	
Modern Languages	2 hrs Yr 7&8	M in Yr 7&8 Optional 9,10,11	
Geography	1hr Yr 7&8	M in Yr 7&8 Optional 9,10,11	
History	1hr Yr 7&8	M in Yr 7&8 Optional 9,10,11	
Computing & Technology	2 hrs Yr 7&8	M in Yr 7&8 Optional 9,10,11	
RE	1hr Yr 7&8	M in Yr 7&8 Optional 9,10,11	
PE	2 hrs Yr 7&8 1hr Yrs 9,10,11	Mandatory	
Life Skills / RE	1hr Yrs 9,10&11	Mandatory	
Option A	2 ½ hrs Yrs 9,10&11	Mandatory	
Option B	2 ½ hrs Yrs 9,10&11	Mandatory	
Option C	2 ½ hrs Yrs 9,10&11	Mandatory	
Option D	2 ½ hrs Yrs 9,10&11	Mandatory	

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

1. Our proposed School Day:

1.1. The proposed length of school day would be in line with that currently operated at Chorlton High School. We would however adapt our start and finish times to accommodate operational issues such as capacity to serve lunch to all students and the start and finish times of other neighbouring schools.

1.2. We would aim to have 5 lessons of 1 hour each per day with 15 minutes for Tutor Time / Registration / Assembly.

1.3. Model school day:

- 8.30am Registration / Tutor Time
- 8.45am Lesson 1
- 9.45am Lesson 2
- 10.45am Morning Break
- 11.15am Lesson 3
- 12.15pm Lesson 4
- 1.15pm Lunch Break
- 1.45pm Lesson 5
- 2.45pm End to formal school / Start of Enrichment Activities (Voluntary)
- 4.15pm End of most enrichment activities

2. Our proposed Curriculum Model:

2.1. Our proposed Curriculum Model is based on the model, which is currently in place at Chorlton High School. The School operates a fortnightly timetable of 50 hours per fortnight. Curriculum time in hours per fortnight and subjects offered at KS4 are indicated in table 2.1 below:

Table 2.1 Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	10	8	10	8	8
Mathematics	8	10	10	8	8
Science	6	6	6	10	10
Art	2	2	-	-	-
Dance	2	2	-	-	-
Drama	2	2	-	-	-
Music	2	2	-	-	-
French	2	2	-	-	-
Spanish	2	2	-	-	-
Geography	2	2	-	-	-
History	2	2	-	-	-
RE	2	2	-	-	-
Life Skills / RE	-	-	2	2	2
Computing & Technology	4	4	-	-	-
PE	4	4	2	2	2
Option A	-	-	5	5	5
Option B	-	-	5	5	5
Option C	-	-	5	5	5
Option D	-	-	5	5	5

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

3. Proposed Curriculum in Years 7 and 8:

- 3.1. In Years 7 and 8, we propose that all students follow a broad and balanced curriculum based on the National Curriculum, which stretches and challenges but also provides the scaffolding to ensure that students achieve and exceed their potential.
- 3.2. This curriculum is underpinned by high quality provision in the core subjects: English, Mathematics and Science with a clear focus on academic excellence for all. Students will all follow an Arts rich curriculum with weekly Art, Dance, Drama and Music lessons specifically focused on developing a range of creative skills and self confidence in line with our Chorlton Qualities of Success (See Section D4 para 2.1 & 2.2).
- 3.3. Throughout Year 7 and 8 students also study; Modern Foreign Languages (currently Spanish and French), Computing, History, Geography, RE, a range of Technology subjects and PE giving them a varied and stimulating daily diet of lessons and experiences. As students progress through Key Stage 3 there is opportunity for them to craft and personalise their curriculum as they prepare for the start of their Key Stage 4 studies in Year 9.

4. Proposed Curriculum in Years 9, 10 and 11:

- 4.1. At Key Stage 4, which begins in Year 9, all students will follow the core curriculum in English, Mathematics and Science.
- 4.2. Through their English curriculum they will secure qualifications in GCSE English Language and GCSE English Literature.
- 4.3. Through their Mathematics Curriculum they will secure qualifications in GCSE Mathematics (with some students securing GCSE Statistics or Free Standing Level 2 Mathematics Qualifications).
- 4.4. In Science all students will follow a course in Combined Science (Double Award). At the end of Year 9 the top 35% of students will be directed to study for Triple (Separate) Sciences allowing them to secure individual qualifications in GCSE Biology, GCSE Chemistry and GCSE Physics. The rest of the student cohort will secure qualifications in GCSE Combined Science (Equivalent to Double Award Science).
- 4.5. All students will also have 1 lesson per week of PE and 1 lesson per week of RE / Life Skills.
- 4.6. Students will then have the ability to opt to study four subjects from a wide range of additional and specialist subjects, including GCSE and Technical Award courses, allowing students to follow the route most appropriate to their needs, interests or future career path.

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5. Subjects proposed for Key Stage 4 study:

Table 5.1 Core Curriculum for all students:

GCSE English Language
 GCSE English Literature
 GCSE Mathematics
 GCSE Combined Science (or separate GCSEs in Biology, Chemistry & Physics)
 Religious Education (non-examination)
 Physical Education (non-examination)

Optional Subjects at Key Stage 4:

GCSEs offered:	Vocational & Technical Awards offered:
GCSE Art & Design	NCFE Certificate in Creative Studies: Art & Design
GCSE Art – Photography	NCFE Certificate in Creative Studies: Music Technology
GCSE Art – Textile Design	NCFE Certificate in Creative studies: Craft
GCSE Dance	NCFE Certificate in Creative studies: Graphic Design
GCSE Drama	NCFE Certificate in Creative Studies: Engineering
GCSE Media Studies	NCFE: Certificate in Food & Cookery
GCSE Music	NCFE: Certificate in Business & Enterprise
GCSE Geography	BTEC: First Award in Information and Creative Technology
GCSE History	European Computer Driving Licence
GCSE French	NCFE: Certificate in Health & Fitness
GCSE Spanish	
GCSE Business Studies	
GCSE Computer Science	
GCSE Design & Technology	
GCSE Food & Nutrition	
GCSE Physical Education	
GCSE Religious Studies	

5.1. Using prior and current attainment data, alongside one to one conversations, students are guided to follow either a GCSE rich EBACC pathway or a pathway which will include study of GCSEs including Humanities, MFL or Computer Science and Technical Awards / Vocational Qualifications. Our target would be to have the vast majority of students following a full EBacc curriculum or EBacc rich curriculum. A small minority of students will be directed onto a range of GCSEs and technical awards more appropriate to their needs.

5.2. Our strong commitment to an academically rigorous curriculum is evidenced by the current performance of students at Chorlton High School which is significantly above the national average, see table 5.2.

Table 5.2	2014	2015	2016
% of students entered for EBacc	64%	59%	55%
% of students achieving EBacc	39%	32%	39%

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6. Details on current & historical student population at Chorlton High School:

Table 6.1	Number of students	% Male	% Female	% eligible for FSM	% identified as Pupil Premium	% whose first language is other than English	% with SEN Support +	% with Statements of SEN or EHCs
CHS 22/09/16	1494	55.8	44.2	19.0	39.8	27.8	12.6	1.5
CHS PLASC Jan 16	1497	55.0	45.0	21.0	42.1	23.1	10.2	1.5
CHS PLASC Jan 15	1503	55.2	44.8	23.2	44.0	23.1	4.3 **	1.1
CHS PLASC Jan 14	1490	55.3	44.7	27.0	44.8	23.8	23.6	1.5
CHS PLASC Jan 13	1484	57.9	42.1	28.0	47.5	25.5	25.7	1.5
CHS PLASC Jan 12	1499	58.2	41.8	28.0	46.6	30.3	25.8	1.7

(Source Chorlton High School annual PLASC returns)

7. Details on student population within the local area and at Chorlton High School:

7.1. The Central / South area of Manchester is currently served by nine Secondary schools, detailed in Table 7.1 below. Of these Whalley Range High School and Levenshulme High School are girls' schools, Burnage Academy is a boys' school and The Barlow RC High School is a faith school. This factor impacts on the distribution of students across the Central / South schools and can create imbalances in population (such as the gender imbalance at Chorlton High School). This makes estimating the make-up of the population for CHS South a little more difficult to predict, however there are some clear factors which need to be planned for.

Table 7.1	Number of students	% Male	% Female	% eligible for FSM	% identified as Pupil Premium	% whose first language is other than English	% with SEN Support +	% with Statements of SEN or EHCs
Burnage Academy for Boys	892	100	0	27	51	47	8	2

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Chorlton High School	1500	55	45	23	44	23	4 **	1
Loreto RC HS	740	54	46	29	53	24	21	4
Levenshulme HS	976	0	100	24	48	71	10	1
Manchester Academy	915	66	34	44	76	69	8	1
Parrs Wood HS	1838	57	43	22	40	29	5	2
The Barlow RC HS	876	48	52	23	47	17	28	2
Whalley Range HS	1567	0	100	27	54	38	8	1
William Hulme's Grammar School	1065	54	46	20	41	48	4	2
Selection Average	10,369	46	54	26	47	39	9	2
LA Figures	25569	49	51		57	32	13	2
National Figures	3184728	50	50		29	15	12	2

(Source: DfE Performance Tables 2016)

7.2. ** Please note data discrepancy in tables 6.1 and 7.1. In January 2015 all schools were asked to re-classify students with SEN in line with the new SEN Code of Practice. Chorlton High School did this fully in line with the guidance. It is clear from national data published in 2016 that many schools did not re-classify students in this way. Students should only be classified as Support+ if they require additional support which cannot normally be provided through differentiation and good class teaching. The data for Chorlton High above suggests that we have small numbers of students with SEN requiring support. If you look at the data from 2012, 2013 and 2014 you will see this is not the case. We have not lost large numbers of students we have just re-classified their need according to the 2015 SEN Code of Practice. Even though the data might not appear to evidence this we firmly believe that Chorlton High School is well placed to cater for the predicted needs of students with SEN at CHS South.

8. Analysis of data in local Primary Schools:

- 8.1. At present Chorlton High School admits students from about 25 to 35 primary schools in the Central / South area of Manchester.
- 8.2. Over the past 3 years 95% of our students have been drawn from primary schools within a 2 mile radius of Chorlton High School.
- 8.3. Over the past 3 years 75% of our students have been drawn from a small group of 9 primary schools (Group 1).

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8.4. Due to the population expansion in the primary sector it is likely that Group 1 schools will predominately feed Chorlton High School in the future.

8.5. It is also highly likely that the student cohort for CHS South will be drawn from a mixture of Group 1 schools and the group of schools further away from Chorlton High School, (Group 2).

8.6. Table 8.6 shows the current contextual data of Group 1 schools compared with Chorlton High School.

Table 8.6 Group 1 Primaries	Number of students	% Male	% Female	% eligible for FSM	% identified as Pupil Premium	% whose first language is other than English	% with SEN Support +	% with Statements of SEN or EHCs
Barlow Hall	290	48	52	35	54	27	18	4
Brookburn	470	51	49	3	7	5	4	0
Cavendish	584	49	51	20	35	34	7	1
Chorlton CofE	239	48	52	5	11	8	8	1
Chorlton Park	706	52	48	14	23	30	15	0
Manley Park	477	50	50	16	29	63	17	1
Old Moat	437	49	51	46	61	53	12	1
Oswald Road	613	52	48	10	18	32	6	1
St Margaret's	353	51	49	17	28	8	2	1
Group 1 Average	4169	50	50	18	52	23	9	1
LA Figures		50.8	49.2		46.8	40.0	14.1	1.1
National Figures		51	49		26.4	19.4	13.0	1.4

(Source: DfE Performance Tables 2016)

8.7. Table 8.7 shows the current contextual data of Group 2 schools compared with Chorlton High School.

Table 8.7 Group 2 Primaries	Number of students	% Male	% Female	% eligible for FSM	% identified as Pupil Premium	% whose first language is other than English	% with SEN Support +	% with Statements of SEN or EHCs
Didsbury CofE	237	46	54	5	11	7	8	0
Heald Place	652	51	49	37	58	85	17	2

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Ladybarn	477	52	48	35	48	49	11	2
Rolls Crescent	484	54	46	36	48	68	22	1
St Ambrose	233	50	50	38	69	20	9	0
St Cuthbert's	314	51	49	26	42	15	18	1
St John's RC	501	52	48	9	17	6	6	1
St Kentigerns	429	52	48	36	49	18	15	0
St Mary's CofE	442	50	50	60	73	76	21	0
St Paul's CofE	351	54	46	19	27	28	12	3
Webster	422	53	47	42	71	79	2	2
Wilbraham	671	51	49	36	57	68	17	1
Group 2 Average	5213	48	52	32	44	37	14	1
LA Figures		50.8	49.2		46.8	40.0	14.1	1.1
National Figures		51	49		26.4	19.4	13.0	1.4

(Source: DfE Performance Tables 2016)

8.8. Table 8.8 shows the average of all Group 1 and Group 2 schools compared with Chorlton High School.

Table 8.8 Average of Group 1 and Group 2 Primaries	Number of students	% Male	% Female	% eligible for FSM	% identified as Pupil Premium	% whose first language is other than English	% with SEN Support +	% with Statements of SEN or EHCs
Group 1 Average	4169	50	50	18	52	23	9	1
Group 2 Average	5213	48	52	32	44	37	14	1
Combined Average	9382	49	51	26	48	31	12	1
Chorlton High School	1500	55	45	23	44	23	4	1
LA Figures		50.8	49.2		46.8	40.0	14.1	1.1
National Figures		51	49		26.4	19.4	13.0	1.4

(Source: DfE Performance Tables 2016)

8.9. It is highly likely that the proposed student cohort for CHS South will have a similar contextual make up to the current Chorlton High School cohort although there will be some differences.

8.10. In terms of Free School Meals / deprivation measures it appears that the proposed cohort of CHS South is likely to be in line with the current

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Chorlton High cohort. This is equally true of the percentage of children entitled to Pupil Premium (Disadvantaged students) and those currently claiming Free School Meals (FSM). We would not be surprised, however, if the percentage of children claiming FSM and the percentage of disadvantaged children were slightly higher at CHS South compared to Chorlton High School just because of the skewing effect of Brookburn, Chorlton C of E and Oswald Road Primary Schools, whose children are more likely to secure places at Chorlton High School due to distance.

8.11. In terms of the gender split, the cohort across Central / South Manchester is fairly balanced, particularly in the Primary Sector. We would predict that there would be a similar gender imbalance at CHS South that exists at Chorlton High School due to the proximity of Whalley Range High School for Girls and Levenshulme High School for Girls, as well as the independent Islamic High School for Girls which would draw approximately 500 female students per year away from co-educational provision in this area.

8.12. In terms of provision for students with English as an Additional language it is highly likely that the percentage of students with EAL would be 10%-15% higher at CHS South than currently at Chorlton High School. This does not necessarily present any significant challenges for us, however we are likely to need to enhance some of our developing strategies to support students' needs if this is the case.

9. How we will need to adapt our curriculum to meet the need of students:

9.1. We do not intend to, at this time, adapt the curriculum model which is currently in place at Chorlton High School and outlined in this bid as we have already made some substantial changes to our model by building in additional time for Maths and English into the Year 7, 8 and 9 curriculum. This allows us to deliver a range of 'catch-up and intervention' during core curriculum time. Our curriculum is flexible enough to timetable additional intervention sessions as appropriate for targeted groups of students or individuals, if necessary. We have a range of trained staff available to deliver and support such interventions.

9.2. We have also invested heavily in staff development, particularly focusing on higher level literacy development and the development of comprehension and inference skills. This training has focussed on developing the teaching styles and methodology used in our classrooms to ensure that we are supporting all students (including those with EAL or from disadvantaged backgrounds) to develop their competency in crucial basic skills.

9.3. In the past year we have invested heavily in training all teaching staff around developing oracy skills in the classroom as there is significant research based evidence to suggest that highly developed oracy skills lead to enhanced literacy skill and greater comprehension and understanding of text. We are beginning to evidence the success of our strategies through increased engagement of students and improved outcomes in performance indicators.

9.4. The benefit of establishing CHS South from scratch is that we would build this staff training and development in right from the beginning and would see such strategies built into the Frameworks and Schemes of Learning from the very

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start. We believe this is the best way to support and develop success in students with EAL and those from disadvantaged backgrounds. We believe we have the staff already within the Trust to effectively lead with these strategies.

- 9.5. We have strong evidence that the curriculum model and the curriculum offer we have in place is well suited to meet the needs of those students with EAL and those students identified as disadvantaged. Data from RAISE (2013, 2014 and 2015) indicates that attainment of students with EAL is consistently above national average for the group and Value Added scores for this group indicate that performance has been significantly above national average over this same period. In terms of disadvantaged students, although we are still working hard to reduce the gap we have seen a consistent reduction in gap on key indicators over the past 4 years. In some key indicators the performance of our disadvantaged students is broadly similar to that of other pupils nationally and we will continue to drive these improvements forward. We were recognised for our work with a Pupil Premium Award nomination in 2015.
- 9.6. It has been the strength and flexibility of our Arts rich curriculum which has helped drive the rapid improvements at Chorlton High School. We have used the Arts to drive student engagement and challenge the ceiling on aspiration which impact on many students. In 2007 we introduced BTEC in 1 year for all students in Year 9. The impact of this was an exceptionally high success rate in BTEC completion, ensuring the vast majority of students had a GCSE equivalent completed successfully at the end of Y9. This also drove a significant rise in performance in the corresponding KS3 tests and subsequent performance of all students at KS4, evidenced by significant improvements in student outcomes from 2010 onwards. This curriculum was well suited to those students from disadvantaged backgrounds and those students with EAL as it helped develop a range of key skills, self-confidence and self-belief and inspired many children to work hard for future success.
- 9.7. The range of optional subjects we offer ensures that ALL students are entitled to study for the full EBACC if they so wish. It also ensures that those who would benefit from a more vocational diet have a range of qualifications appropriate to their needs. We are currently increasing the range of vocational qualifications on offer at Chorlton High School as more of the new vocational qualifications are being approved on the DfE's approved list. Chorlton High School has good experience of successfully delivering vocational qualifications and we will continue to assess new qualifications as they improved to ensure that our students have access to a good range of high quality qualifications.

10. Any other issues we may need to address during curriculum design:

- 10.1. Although the nature of CHS South's prospective intake is likely to be very similar to that of Chorlton High School we would need to be conscious of our 'Arts rich curriculum' and our diverse ethnic intake. In some particular religious groups there are constraints on 'performance' which we might need to take into account. We have addressed this before at Chorlton High School,

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on a very limited number of occasions and have worked with parents to find appropriate solutions. We do not consider this to be a major issue but is one we have to be aware of.

11. Delivering Consistency in Teaching & Learning:

- 11.1. Teaching and Learning development is given a very high priority at Chorlton High School. The Teaching and Learning Team at Chorlton High School comprises of a Deputy Headteacher, an Assistant Headteacher and two Professional Development Coordinators (TLR 2.2). The established roles and responsibilities for these staff would be replicated in CHS South as the school grows over time and would cover leading and quality assuring all Continuing Professional Development (CPD) routes and support mechanisms for all staff. In the early days of CHS South much of this provision would be jointly coordinated by Chorlton High through our existing mechanisms and delivered by existing Chorlton High staff.
- 11.2. **Successful Approaches:** A number of established and effective structures which create a consistently good teaching and learning experience for students at Chorlton High School would be rolled out across CHS South:
- 11.3. The **CHS Learning Model** and a linked **planning proforma** has enabled consistency and effective learning processes to occur in all lessons across the school. The development of the **Chorlton Checklist** – a document which defines every aspect of a Good or Outstanding lesson and provides examples for staff, is a tool to provide clarity and high expectation. The **Professional Level Descriptors** created by the school's staff in collaboration with the leadership team, define the professional expectations of staff as a Developing, Accomplished or Expert teacher – and supports both Performance Management and development/aspiration of staff by providing specific criteria for each stage of career. The **Classroom Standard Operating Procedures** ensure consistency across all staff (and therefore for all students) in creating classroom routines for the starts, middles and ends of lessons. All of these documents will provide a basis for consistency, high expectations and high quality teaching. The **CHS Exercise book** structures learning for students and enables them to interact with assessment and marking, facilitating a clear and organised feedback cycle for students and teachers.
- 11.4. We have worked successfully with our sponsor school, Newall Green High School to improve outcomes for students at all levels. This has seen a significant focus on improving the quality of Teaching and Learning and helping them establish effective strategies and processes to monitor and review progress and performance. We have worked successfully alongside their staff team at a Senior Leader, Middle Leader and Teacher level to provide positive modelling and coaching / mentoring support as appropriate. We have now established collaborative ways of working where staff teams are working alongside each other to develop the curriculum frameworks and assessment programmes necessary for the successful implementation of the new curriculum reforms.

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- 11.5. Although we have never established a new school from scratch we feel this is an opportunity for us and feel confident that we have the skills to do this effectively. We are not complacent and are already working alongside other Free School providers, such as Piper Hill Learning Trust (*See D4: para 14.1 and Section F1b*) to benefit from their experiences.
- 11.6. We anticipate using our methodology for change used at NGHS to help establish the new CHS South effectively. The new school will be driven by the Principal Designate supported by the Executive Headteacher. Regular leadership meetings will take place between the Principals / Heads of all schools within the Trust to develop joint strategy in terms of driving forward improvements across all schools in the Trust. Individual support will be provided to the new Principal by the Executive Headteacher and additional support that may be required will be brokered by the Executive Headteacher.
- 11.7. It is anticipated that during the early years of the new school all members of staff will be included in the appropriate meeting cycles at Chorlton High School to ensure that they are supported effectively and that a collaborative approach develops between all schools within the Trust. This may mean the maths team attend Chorlton High School collaborative planning sessions and departmental meetings / CPD sessions until such time as there is an appropriate volume of staff for such activities to be successfully conducted within CHS South itself.
- 11.8. The development of appropriate levels of expectation within classrooms is absolutely crucial. At NGHS we have had a system of joint CPD on lesson quality and observation, scaffolded by a recognised external qualification. This has led to staff from both schools jointly observing and critiquing lessons at both schools, ensuring a degree of moderation of judgement and developing a greater understanding of the learning needs of students across the Trust. We would develop such an approach at CHS South so as staff are appointed to the school they are quickly developed to have a strong understanding of the expectations that are required across the Trust by staff and students alike.
- 11.9. We would wish to ensure that Senior and Middle Leaders worked closely with their counterparts at Chorlton High School, attending appropriate meetings and receiving individual coaching and support as appropriate to their needs. It will be important for such close working to be in place and to be effective if we are to successfully develop the new school. Although we have many effective systems in place to support success it is the development of our ethos and the modelling of the Trust's expectations that will be vital to success. That can only be achieved by a close level of collaborative support which will need to be constantly evaluated by the Executive Headteacher.
- 11.10. Sections 12 and 13 outline some of the Staff Development systems and processes that are already successfully in place at Chorlton High School which we would wish to implement at CHS South, initially driven by Chorlton High School but over time being driven by staff from within CHS South itself.

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12. Development and Training Programme:

- 12.1. The current provision of bespoke training experiences for staff at all stages of their careers would be rolled out at CHS South and would include:
- 12.2. **Newly Qualified Teacher (NQT) Programme:** NQT Mentors undergo rigorous training to ensure that weekly subject specific coaching and training sessions are of the best quality. We have a comprehensive NQT training programme, which guides NQTs through the first year of teaching, week by week. An Autumn NQT Residential provides intensive training to explore the complexities of teaching effectively within our urban setting. The NQT fortnightly training sessions are responsive and focus on needs as identified by observations and NQTs regularly observe outstanding practitioners to help them develop their own practice. NQTs undertake a half termly action research project to encourage them to use and consolidate the strategies shared in training sessions and reflect on how effective they are with their students.
- 12.3. **Recently Qualified Teacher (RQT) Programme:** Half termly training inputs, observations of outstanding practitioners and collaborative work with other RQTs in the classroom ensure that RQTs consolidate the high quality of their teaching during their second year at Chorlton High School. One of our Professional Development Coordinators works with RQTs in triads to undertake a 'lesson study' programme. RQTs plan lessons together, deliver the lesson whilst being observed by their triad and then reflect and improve the plan for another member of their team to deliver. This forensic approach to planning for progress enables RQTs to really unpick what makes outstanding teaching and learning and hone their skills. Throughout the RQT year they will receive mentor support and observations with coaching feedback to develop their practice further.
- 12.4. **Creative Action Research Groups:** Staff have the opportunity to select an Action Research Project of particular interest to them and work with colleagues from across the curriculum to research strategies, trial them in the classroom and reflect together on how they might be rolled out/impact on our students and other staff. The Action Research groups also enable all staff to develop their leadership and problem solving skills by engaging in a project which they determine the direction of and reporting back their findings to colleagues in a professional forum (publication of Action Research and opportunities to share findings in inset time are regular ways we share our professional learning).
- 12.5. **Middle Leader Development:** Middle leaders meet regularly for training and development as part of the school's meeting cycle. Our Middle Leader folder provides a detailed guide to leading at Chorlton High School and our **CHS Leadership Standards**, designed by staff, help us all to continually self-evaluate with honesty, insight and accuracy. Middle Leaders regularly work with each other and with their Line Managers on action research projects to develop accurate assessments of their team's work and to strategise next steps.
- 12.6. A varied and developmental **cycle of meetings** focussed on ensuring staff and students are Successful, Creative, and Happy happen on Monday

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nights and vary in focus throughout a half term. Staff represent their Curriculum Areas at a range of different meetings from 'Literacy Development', to 'Virtual Learning Environment' to 'Climate for Learning' and use a 'working party' model to develop new practice, feed in ideas and make a difference to how effective our school is in meeting the needs of students and staff.

- 12.7. **CPD Mondays & INSET** – All of our INSET training is reflective of our vision to ensure SUCCESSFUL, CREATIVE & HAPPY learning. Always focussed on practical aspects of teaching and learning and enhancing student experience, our staff experience active, enjoyable, intensive and relevant training sessions on a regular basis which provide ideas and resources and opportunity to work together as a staff on our expertise. There is great capacity here (as in all routes) to provide bespoke training to meet the needs of the new school, for example further Reading, Writing, Communication and Numeracy or English as an Additional Language (EAL) training.
- 12.8. **Curriculum Planning Meetings** – the school ensures that Curriculum Area staff are timetabled (in addition to PPA) to meet during the school day and to work together on their subject specific professional development. This time is invaluable to train staff, share brilliant practice, support joint planning, joint marking, moderation and all of the other professional development needs of teachers. The school invests significantly (1 hour per week for all teaching staff) in this CPD route in order to provide dedicated time to enable professionals to collaborate and learn from each other.
- 12.9. **Teaching School Student Leaders**- many of our students are trained as observers of teaching and learning and as coaches. They work together with staff to evaluate lessons and learning sequences, and to help develop better classroom experiences for students. Our NQTs and RQTs all have the opportunity to work with Teaching School Leaders in their first years at CHS and many other staff enjoy the opportunity to hear perceptive and mature student feedback on their classroom practice.
- 12.10. **Mentor Programme for School Direct/ITT/NQT Mentors** – Chorlton High School is part of a Teaching School and has 8 years experience as a Training School. We have always worked closely with our local Higher Education providers to train teachers and provide outstanding, supportive and exciting placements. We now deliver School Direct courses along with our Partner Primary Schools and have designed our programme which challenges, intensively supports and develops inspiring, dedicated and resilient teachers. Chorlton High School Teachers are a vital part of the training of future teachers and as so we provide Mentor training which ensures our mentors can mentor, coach, challenge and support trainees with every aspects of their teaching. Mentor training is available to all staff.
- 12.11. **Maternity Returners** – at Chorlton High School we are keen to support all staff, especially during maternity leave and during the transition period of returning to work following maternity leave. We have a dedicated member of staff who publishes a half termly 'Maternity Connection' which provides teachers who are not in school with development updates and staffroom news. On the return to work, we provide mentor support, flexible working hours for the 'settling in' period and an induction meeting which provides an

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update on the changes that may have happened during recent months. We know that returning mothers and fathers may need extra support to regain confidence and to develop a new work/life balance therefore we prioritise listening to maternity returners and endeavouring to plan a bespoke return to work for each individual.

- 12.12. We believe that we have the capacity to deliver the full range of Chorlton High School provision to the staff of CHS South. The delivery model for this would have to change as the school grows in size but initially the systems in place at Chorlton High will be able to support the demand at CHS South. We have, for instance, enough trained mentors at Chorlton High School to cover any need for NQT, RQT and Middle Leader mentoring during the first two years of operation at CHS South. This would give us appropriate time to evaluate emerging talent and then develop appropriate staff at CHS South.

13. Systems for monitoring the quality of teaching and impact on outcomes:

- 13.1. At Chorlton High School whole school development planning is driven by student outcomes and how staff action, particularly effective teaching, delivers high quality outcomes for all. We have a Quality Assurance Cycle which is driven across all departments and led by the identified SLT Line Manager. Each department has to produce a Departmental Self Evaluation using a standardised template and a linked Departmental Development Plan. This plan is then used to drive forward the department throughout the year. The Quality Assurance Cycle provides a very clear calendar for all aspects of Quality Assurance throughout the year; lesson observations, learning walks, assessment and progress monitoring, book looks, departmental reviews.
- 13.2. Each Curriculum and Pastoral Leader will meet on a regular (At least fortnightly) basis with their SLT Line Manager and will use the framework of the Quality Cycle to drive their meetings. Each half term there will be a focus on aspects of Self-Evaluation and associated Development Plan. For instance in Autumn Half Term 1 the focus is on Outcomes and Assessment. During this half term the SLT Lead and Curriculum Leader will plan a short investigation into an aspect of departmental performance linked to 'Outcomes' (e.g. why did girls underperform in comparison to boys in the final GCSE exam.) This investigation will utilise a range of Quality Assurance processes to collect evidence and will be written up formally along with findings and recommendations. As a result of this the Departmental SEF judgement will be moderated and adjusted accordingly and the Department Development Plan may be adjusted to ensure the department takes action to address the particular issue. This approach ensures that all our departments forensically examine all aspects of their performance and are supported in consistently moving forward and delivering improved outcomes.
- 13.3. All middle and senior leaders are trained in lesson observation and all observations are carried out in pairs to ensure consistency and accuracy. Data from lesson observations, student progress, learning walks and book looks are triangulated on a whole school database and used to support Whole School and Departmental Development, individual Performance Management

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

and CPD planning. The school has its own lesson observation proforma/criteria which is regularly updated. All staff are observed at least 3 times per year and Learning Walks across the whole school occur fortnightly (along with book looks). Assessment Scrutinies, structured by a range of standardised processes and detailed proformas occur every half term and information from these are used to inform CPD and provide challenge and support. These strategies are highly effective in providing leaders with regular and relevant information on the quality of teaching and assessment and enable any support mechanisms to be introduced urgently.

- 13.4. **Performance Management** is used to provide clarity and consistency with all staff having 3 targets set under the same headings: Pupil Progress (currently with 85% 3LOP and 45% 4LOP targeted for all), Quality of Teaching (to be at least consistently good) and a 'post specific' target. This transparent process ensures celebration of staff achievement and also allows for challenge of underperformance.
- 13.5. Where teachers need extra support the school has a range of standard operating procedures following an RI observation or failure to successfully complete a performance management cycle.
- 13.6. **TIP (Teaching Improvement Programme)** is a six week development programme led by Curriculum Leaders and provides a structure to identify key problems and a range of resources to support improvement.
- 13.7. **'Improving to Good' and Moving to Outstanding** Coaching Programmes – We have a number of trained coaches at Chorlton High School who work on a one to one basis with teachers to help them to improve classroom practice. Our formal coaching programme is multifaceted in the range of strategies a teacher can choose from to help them develop professionally. The coaching programme includes: observations of outstanding practitioners, mentor support, coaching conversations, bespoke training on targeted areas, joint planning, joint marking, joint observations, team teaching and a range of other bespoke options.
- 13.8. These coaching models would be provided by staff from Chorlton High School in the first instance and a development programme would be in place to secure appropriate CHS South staff to lead on such a programme in the future.

14. Our Key Strategic Educational Partnerships:

- 14.1. We have a wealth of educational partnerships that we use to ensure that our curriculum provision and quality of teaching is of the highest quality. We are an active member of the Manchester School's Alliance and a driving force behind the Manchester Secondary Collaborative. We have a wealth of contacts with Arts organisations across the city and community organisations with whom we work to develop appropriate learning experiences for our students. Our Key Strategic Educational Partners are listed in the table below.

Table 14.1

Piper Hill Learning Trust & Linda Jones,	• Close collaborative working exists between our Trusts.
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D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

<p>Executive Headteacher (NLE)</p>	<ul style="list-style-type: none"> • We have used PHLT to support our Due Diligence process at NGHS focusing on leadership capacity and Teaching and Learning development. • We have also used their support at CHS to audit our SEN provision, provide bespoke training for our staff on a range of SEN issues and use them as consultants, when appropriate for specific advice on effective support for individual students. • We would anticipate continuing to use their strengths to support the operational effectiveness of our new school, through pre-opening planning & development and in post opening operations. • We have tapped into their first-hand knowledge of the Free School Application process and have been provided with a wealth of information which has been useful in preparing our application. • We have discussed the process of 'Pre-Opening' and have identified areas that we could learn from Piper Hill's experience of establishing Pioneer House as a free school. • We have considered the financial implications of opening a new Free School with limited funding through the pupil driven formula and pre-opening grant and have considered how Piper Hill have planned financially to ensure that the new school opens successfully. • We intend to work closely alongside Piper Hill during the Pre-opening Phase if we are successful in our application. • Piper Hill Learning Trust is one of the two Trusts we are in discussions with regarding Trust Merger.
<p>The Altius Trust & James Eldon, Executive Headteacher</p>	<ul style="list-style-type: none"> • Close collaborative working exists between our Trusts at Senior Leadership levels. • We are working together to develop new curriculum models and assessment structures to ensure our students are well-prepared for the academic rigour of the new National Curriculum. • We are currently working to develop joint moderation approaches to standards across the curriculum at KS3 and the new GCSE specifications at KS4. • This will continue and feed into the development of an appropriate curriculum and assessment model for our new school. • The Altius Trust is one of the two Trusts we are in discussions with regarding Trust Merger.
<p>MTSA (Manchester Teaching School Alliance)</p>	<ul style="list-style-type: none"> • We operate the School Direct training programme on behalf of the Alliance, leading the delivery for the secondary cohort and working alongside Chorlton Park on the Primary Phase delivery.

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

	<ul style="list-style-type: none"> • The MTSA also provides a range of bespoke CPD programmes to support effective Teaching and Learning. • We have been involved in adapting these for the secondary environment and have found them complementary to our own CPD programmes. • We have sourced specific Literacy development support from Barlow Hall Primary School – part of the Alliance. They have worked alongside us focusing on CPD for all staff on developing inference and higher order literacy skills in students which are fundamental to the success of our student cohort.
Teach Manchester (The MSA Teaching School)	<ul style="list-style-type: none"> • We have utilised Teach Manchester to provide a range of specific targeted CPD for staff including ‘Through the lens of inspection, Ofsted Training’ / Cambridge Lesson Observation training for a Core complement of staff. • We have also been an active part of the Secondary Mathematics Hub based at Loreto College and are collaboratively working to raise the standards of maths education across the city.

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

1. We would expect to replicate the assessment system that is in place at Chorlton High School:

- 1.1. It is important that the DfE understands that this assessment system is in the process of changing as a result of the national changes to the examinations and accountability system, including the replacement of GCSE alphabetical grades with numerical grades.
- 1.2. At present the system which is in operation and being adapted across Chorlton High School is based on a very simple set of aims:
- 1.3. Our aims are simply that:
 - Every child knows how well they are doing and understands what steps they need to take to improve. They receive regular formative feedback,

D2 – measuring pupil performance effectively and setting challenging targets

verbal and written, to enable them to be motivated, independent and successful learners on an ambitious trajectory of improvement.

- Every teacher is equipped to make well-founded judgements about students' learning; they understand the concepts and principles of progression, and know how to use their assessment judgements to forward plan. In this way they enable the students in their class to fulfil and surpass their academic targets.
- Every parent / carer knows how their child is progressing, what they need to do to improve, and how they can support this improvement.
- As a school we have in place a systematic, robust and regular assessment system for tracking student progress which enables children to maximise their potential.

1.4. At Chorlton High School we have adopted an Assessment Framework that looks at assessment over four stages in line with effective Assessment for Learning (AfL) practice.

2. STAGE 1: In Every Lesson: Day-to-Day Assessment for Learning:

2.1. In every lesson it is expected that teachers systematically and effectively check students' understanding throughout the lesson. This enables them to intervene to ensure students develop, extend and improve their own learning.

2.2. The school has developed the '**CHS Model for Learning**'/ **CHS Lesson Planning proforma** to support teachers in planning effective lessons. This proforma supports the use of objectives, the clarity of outcomes and success criteria, the checking of progress and the effective differentiation of lessons.

2.3. The bespoke '**CHS Exercise book**' is designed to encourage students to take responsibility for their learning and to maximise the effectiveness of feedback. At Chorlton High School we are committed to developing students as independent learners so it is important we teach students how to use their books as learning tools.

2.4. All students will be encouraged to have a personal pride in their work. This needs to be encouraged and guided by staff, especially when it comes to the presentation of written work and using the **CHS Exercise books** as a tool for promoting learning. To develop a consistency of high expectation all students' work will follow the same model of presentation across the school. This model will be explained to all students in their first lessons in September and is printed on the cover of the **CHS Exercise book**.

3. STAGE 2: Effective marking - Feedback loops:

3.1. Evidence of students' work (written and practical) is assessed regularly through effective marking and feedback. This gives a clear profile of students' achievement across a piece of work.

3.2. For the student, this ensures that they know what they have done well and what they need to do to improve.

3.3. For the teacher this informs and shapes future planning and targets for improvement.

3.4. In addition to teacher marking the use of peer and self-assessment will also be used to provide effective feedback.

D2 – measuring pupil performance effectively and setting challenging targets

4. **STAGE 3: Formal Teacher Assessment and Progress Tests: Interim Assessment Judgments:**

- 4.1. Formal Teacher Assessment periods are built into the school calendar to ensure that students are making consistent and timely progress.
- 4.2. In Years 7 to 9 termly PROGRESS TESTS will be taken in each subject to support Teacher Assessment judgements. These tests will enable students, teachers and parents to analyse a student's learning security and to check they are on track to make expected progress. Where possible, **progress tests will be externally standardised through work with other schools** or departments. (Currently Chorlton High School, Newall Green High School, Manchester Enterprise Academy, it is proposed that staff from CHS South would engage in this collaborative planning and moderation.)
- 4.3. In Years 10 and 11 Teacher Assessments will be based on course specific assessment tasks and teachers' professional judgement / insight.
- 4.4. Teacher Assessments should reflect the current performance of a student and are to be recorded by teachers via the SIMs system.

For Years 7, 8 & 9 all subject teachers will enter:	For Years 10 & 11 all subject teachers will enter:
<ul style="list-style-type: none">• Progress Statements• Classroom effort grade• Home Learning effort grade	<ul style="list-style-type: none">• Current GCSE subgrade or a numerical (9-1) GCSE subgrade.• Classroom effort grade• Home Learning effort grade• Coursework (Controlled Assessment) status

- 4.5. Frequency of data collection:
- In Years 7 to 10 Teacher Assessments will be collected TERMLY.
 - In Year 11 Teacher Assessments will be collected HALF TERMLY.

5. **STAGE 4: Progress Week - Periodic Review of Progress:**

- 5.1. At the start of every half term the first week is dedicated as a 'Progress Week'. This enables students and subject teachers to hold a learning conversation about the progress they are making in the subject and what they need to do to move forward.

6. **Assessment Data Management Systems:**

- 6.1. Each class in the school will have an Achievement Profile (on SIMs), which will be accessible to the Class Teacher and Curriculum Leadership Teams. Each Achievement Profile can include relevant historical performance data, targets, teacher assessment, effort and coursework completion where relevant.
- 6.2. Data from SIMS will then be uploaded into SISRA (currently) so that it can be analysed and manipulated by Teachers, Curriculum Teams and the Senior Leadership Team (SLT).

D2 – measuring pupil performance effectively and setting challenging targets

7. Setting Targets for all students:

- 7.1. The CHS target will be the target that is published to parents and is the target that students should aim to achieve. All students' targets are currently set on the understanding that students should aim to make **four whole levels of progress** from the end of Key Stage 2 (KS2) to the end of Key Stage 4 (KS4). This data will be moderated by a range of National Data, MidYIS Results and individual teacher knowledge of students. We recognise that this is challenging (it results in whole school targets being significantly above national expectations) but it is also appropriate for the majority of students.
- 7.2. As we move to standardised scores at the end of KS2 and Numerical GCSE Grades targeting will be reviewed and our targets will be set above national expectations.

8. Monitoring Student Progress: Learning Pathways:

- 8.1. With changes to GCSE specifications, KS2 Testing and the move to Numerical GCSE Grades we need a new way of monitoring student progress across the school.
- 8.2. Students in Years 7-9 will begin or continue their journey through the school on CHS Learning Pathways. Students are not assigned a specific target level; they are all expected to aspire to excellence (growth mind-set) by following the appropriate 'pathway'.
- 8.3. These pathways are 'yellow', 'green' and 'blue; students will be placed on an appropriate pathway based on their KS2 attainment.

Pathway	Yellow	Green	Blue
Starting point from KS2	Level 3 & below (LAPs)	Level 4 (MAPs)	Level 5+ (HAPs)
Probable End Point (GCSE)	Grade G-D Grade 1-4	Grade C-D Grade 4-6	Grade B-A* Grade 6-9

- 8.4. All students will follow the same curriculum model; however, we will expect students to be challenged with an adapted curriculum appropriate to their learning pathway. We will expect them to be constantly challenged to progress to the best possible grade at the end of Year 11.
- 8.5. In this way assessment will be based on progress made, celebrating the effort of all students. Teachers have already set the high standard of excellence expected. Assessment rubrics are used to inform planning, teaching and progression rather than just focusing on the outcomes or assigning numbers.
- 8.6. Students will not be given feedback such as 'you're a 4a', rather they will receive formative feedback which makes them think about how to develop their understanding.
- 8.7. Formal assessment tasks and progress tests are calendared to ensure students are secure in their learning at different points of their appropriate pathways.
- 8.8. Students in Years 10 and 11 will be assessed using either current GCSE grades or new GCSE numerical grades, dependent upon the subject being studied. The assessment judgement will be based on the standard of a student's CURRENT performance.

D2 – measuring pupil performance effectively and setting challenging targets

9. Progress Statements:

- 9.1. To ensure that students are on track they will be regularly assessed and the progress that they make will be reported home.
- 9.2. In Years 7 to 9 this will inform parents of the pathway the student is following and whether the student is making:
- Above Expected Progress
 - Expected Progress
 - Below Expected Progress
- 9.3. In Years 10 and 11 this will inform parents of the current GCSE grade that the student is working at.

In Year 7-10 students will receive:	In Year 11 students will receive:
<ul style="list-style-type: none">• three (termly) grade reports• one (annual) written report.	<ul style="list-style-type: none">• Five (1/2 termly) grade reports• One (annual) written report.

- 9.4. Where possible/appropriate for workload reasons the written report will be coordinated to draw the data entry from the termly data collection to eliminate duplication.

10. Progress Monitoring:

- 10.1. The quality assurance of Teacher Assessment judgments and focusing intervention is facilitated through Progress Monitoring, which will be carried out by Curriculum Teams at points throughout the year in line with the Quality Assurance Calendar.
- 10.2. If students do not reach the required standard appropriate to their learning pathway then they are underperforming. These students will be identified by Curriculum Teams and intervention processes will be put into place and monitored.

11. Quality Assurance of Assessment processes:

- 11.1. There will be a range of internal (school level) Quality Assurance processes in place across the Trust to ensure that students make exceptional progress.
- 11.2. At a departmental level Curriculum Leaders will undertake HALF TERMLY progress monitoring to review the Progress Statements / Teacher Assessments of all students in their subject area. The progress monitoring and corresponding intervention will be driven and quality assured at curriculum level before being scrutinised through SLT Line Management processes.
- 11.3. Curriculum Leaders and Teams will complete work scrutiny, marking reviews and 'book looks' regularly, as outlined in the Quality Assurance calendar. This is to ensure the quality of marking, feedback and assessment in the curriculum area is constantly improving and this policy is being implemented effectively by all staff.
- 11.4. Written reports will be quality assured at curriculum level and then SLT level before being sent home.

D2 – measuring pupil performance effectively and setting challenging targets

- 11.5. On a half termly basis a Leadership Report of Academic Performance Data is produced for the SLT and Governors / Trustees.
- 11.6. This details for Year 10 and 11 and the 3 previous years for comparison the following indicators including a group breakdown for the key groups identified below:
- % Achieving A*-C in English & Maths (BASICS)
 - % Achieving A*-C English
 - % Achieving A*-C Maths
 - APS English
 - APS Maths
 - % Achieving EBacc
 - % Achieving A*-C in individual EBacc subjects
 - Progress 8 Score
 - Value Added Score
 - Attainment 8 Score
- 11.7. Key Groups monitored:
- Female
 - Male
 - Disadvantaged (Pupil Premium)
 - Non-Disadvantaged (Non Pupil Premium)
 - Low Prior Attainment (LAP)
 - Middle Prior Attainment (MAP)
 - High Prior Attainment (HAP)
 - English as First Language
 - English as Additional Language
 - Looked After Children (LAC)
 - No SEN
 - Education, Health and Care Plan / Statement
 - Student Support
 - Ethnic groups currently (White British, Asian Pakistani, Black/Black African, Mixed White & Black Caribbean, Black Caribbean, Other Mixed and Other Black) these groups will need to be adjusted to reflect the ethnic intake at CHS South.
- 11.8. The Leadership Report for Academic Performance is scrutinised at SLT meetings and in line management meetings between SLT and Deputy Headteacher / Headteacher this allows appropriate challenge to be applied to curriculum areas and any underperformance to be addressed swiftly. This report is also scrutinised at the Local Governing Body Standards Committee and a summary version is produced for the Full Trust Board.
- 11.9. We have now introduced a range of External (Collaborative Level) Quality Assurance processes. The assessment procedures outlined, including the KS3 learning pathways and the termly Progress Tests has been collaborative designed and planned by a team of staff from Chorlton High School, Newall Green High School and Manchester Enterprise Academy.
- 11.10. The principle was simple, in our current situation with assessment processes changing at both the end of Key Stage 2 and the end of Key Stage 4 we are more likely to have a better understanding of how students are

D2 – measuring pupil performance effectively and setting challenging targets

performing in line with the new national expectations if we work collaboratively and base our assumptions on a wider group of students.

- 11.11. The pathway process has been agreed across the three schools so students in Year 7 will be placed on an appropriate pathway according to their performance at the End of Key Stage 2 Assessments.
- 11.12. The school curriculum staff have started to meet to align the Frameworks of Learning across Years 7 to 11. The long term aim is to produce fairly consistent frameworks for learning for use across all three schools and then develop consistent schemes of work so that students are guaranteed a similar curriculum content and delivery in the majority of subject areas. It is proposed that CHS South will firstly adopt the agreed Trust Frameworks for Learning / Schemes of Work in each curriculum / subject area. CHS South will then contribute to the joint planning and development of Trust wide Frameworks & Schemes as the school grows.
- 11.13. Curriculum Leaders are already meeting to plan the series of Progress Tests for the year. These tests are being jointly written by staff from the three key schools at present. Due to the uncertainty about final benchmarks of GCSE levels 1 to 9 in most GCSE subjects a collaborative approach to curriculum planning and assessment appears to be the most sensible way to move forward to ensure our students are making good or better progress. CHS South will adopt the tests in place across the Trust and then contribute to the planning and development of future tests. Progress Tests will be moderated across all schools and appropriate grade boundaries set through a collaborative moderation process. It is hoped that the number and range of schools involved will grow over the next two years to increase the accuracy of moderated outcomes.
- 11.14. The development of the Progress Tests will be quality assured by the Curriculum Deputy and Assistant Head for Assessment & Achievement at Chorlton High School. It is likely that an SLT post leading on Assessment will be required at Trust level within the next 2 years.
- 11.15. By engaging CHS South in these collaborative approaches from the start we will endeavour to ensure there is a high level of consistency in Assessment process across the Trust schools.
- 11.16. At a Trust Level the Leadership Report for Academic Performance is scrutinised by the Executive Headteacher in regular meetings with the School's Headteacher. A summary document is produced for each Trust Board meeting and Trustees have access to the Full Performance Report if required for additional scrutiny.

12. Other Key Performance Indicators:

- 12.1. At Chorlton High School the Trust currently scrutinises school performance using a range of additional Key Performance Indicators and collects evidence from a range of sources. This information is managed through a series of 'Leadership Reports' which are produced for the Headteacher and scrutinised by Governors as appropriate either at Committee Level, Local Governing Body Level or by named Individual Governors with responsibility for an area.

D2 – measuring pupil performance effectively and setting challenging targets

12.2. Each report provides a brief historical context, key performance indicators and associated data, summary of data to date, suggested priorities and actions as a result of review of the data. Table 12.2 below summarises the range of information contained in each report:

Table 12.2 Report	Key Information included:
Access & Achievement (SEN)	School Context for SEND Progress Headlines for SEND students Provision/ Intervention for SEND students Provision for emotional health & wellbeing School context for EAL & Ethnic Minority Achievement Progress for EAL students School context for RWCN and interventions (4Is) Provision and progress for literacy Provision and progress for numeracy Staff Development for RWCN / SEND / EAL
Attendance	School Absence to date Persistent Absence (PA) to date Punctuality to date Group Absence / PA / Punctuality to date
Behaviour	School Context and provision Behaviour Incident Analysis (including group analysis) Disadvantaged student analysis (detailed) Bullying Incidents Reward Analysis At Risk student analysis Alternative Provision analysis
Destinations Measures	School Context and Historical Analysis Destination data for Year 11 leavers Analysis of where they went & courses followed Summary of RPA measures
Digital Safety	Digital safety referrals analysis Intervention as a result of analysis
Enrichment	School context and enrichment summary Extra-Curricular activities for the term Extra-Curricular data analysis Educational Visits data analysis Arts provision across the Term
Exclusion	School context Permanent Exclusion data analysis Fixed Term Exclusion analysis Interventions as a result of data analysis Students at risk of Permanent Exclusion
Green Room	School Context for use of Green Room Analysis of students accessing support Details of intervention support offered Analysis of group provision & Impact Analysis of Year 11 Alternative Education support
Independent Learning	School Context and summary of independent learning / homework strategy

D2 – measuring pupil performance effectively and setting challenging targets

	<p>Analysis of HW completion Intervention to improve completion rates and impact</p>
Parental Engagement	<p>School context and Parental Engagement Strategy Impact of Parent Support Advisor Programme Analysis of Parent Evening Attendance Analysis and summary of Parent Hub attendance & feedback Impact of parental engagement strategies Parent voice feedback analysis</p>
Pupil Premium	<p>Pupil Premium overview summary Achievement Analysis PP students Attendance Analysis PP students Engagement analysis Behaviour analysis Destinations measures tracking RWCN and A&A intervention monitoring Impact of Achievement Team Impact of pastoral intervention Parent Support summary Green Room summary Achievement Trends for PP students</p>
Safeguarding	<p>School context and analysis of safeguarding groups Attendance of vulnerable students analysis Punctuality of vulnerable students analysis Progress of vulnerable students analysis Intervention analysis & impact Referral data analysis Training and Development summary & impact</p>
Teaching & Learning	<p>Teaching and Learning data analysis Summary of intervention & CPD Provision Individual Teacher Intervention and Impact NQT Programme and Progress of NQTs Summary of Learning Walk data Summary of Assessment Scrutiny Progress and Quality of T&L analysis</p>
Transition	<p>School context and transition summary Primary Arts Outreach impact and analysis Academic Transition work summary and analysis Analysis of applications and offers made</p>

12.3. We would look to replicate the portfolio of Leadership reports at CHS South, appropriate to the development of the school and the leadership and governance structures as they develop.

12.4. This approach will guarantee that we have a standardised flow of information and data across all Trust schools from the frontline staff of the school, through school leadership, then local governance and finally to the Trust Board.

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

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- use space provided below; and
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D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

1. Staffing Structure CHS South

1.1. The attached staffing structure should allow us to deliver the planned curriculum in line with anticipated income levels

1.2. Organogram (Attached separately as **Annex D3.1**)

1.3. The organogram identifies basic line management structure. Named positions on the left would generally line manage positions to the right of them. Some support staff are line managed by the Curriculum Leaders of the departments that they work in.

1.4. Table 1.4 below shows the proposed staffing growth over time:

Table 1.4 Staff / Year	Year 1	Year 2	Year 3	Year 4	Year 5
Students on Roll	240	480	720	960	1200
Senior Leadership Team					
Executive Head	0.4	0.2	0.2	0.1	0.1
Principal	1	1	1	1	1
Vice Principal	1	1	2	2	3
Assistant Vice Principal		1	1	2	4
Business Manager	1	1	1	1	1
Middle Leadership (Teaching)					
CL English	1	1	1	1	1
CL Maths	1	1	1	1	1
CL Science	1	1	1	1	1
CL Humanities			1	1	1
CL MFL		1	1	1	1
CL Technology & Computing		1	1	1	1
CL Arts			1	1	1
CL PE	1	1	1	1	1
CL Access & Achievement		1	1	1	1
Head of Year	1	2	3	4	5
Inclusion Manager			1	1	1

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

ACL English			1	2	2
ACL Maths			1	2	2
ACL Science			1	1	1
ACL Humanities	1	2	2	2	3
ACL MFL			1	1	1
ACL Technology & Computing			1	2	2
ACL Arts	1	2	3	4	5
ACL PE			1	1	1
ACL Access & Achievement				1	1
Curriculum Responsibility					5
Additional TLR 2.2	1	2	3	4	4
Additional TLR 2.1			1	2	4
Teachers					
Teachers English	1	2	2	2	3
Teachers Maths	1	2	2	2	2
Teachers Science				1	2
Teachers Humanities			1	1	1
Teachers MFL	1	1	1	1	1
Teachers Tech & Computing	1	1	1	2	2
Teachers Arts	1	1	1	1	1
Teachers PE		1	1	1	1
Teachers Other				3	5
Support Staff					
Learning G6	1	1	2	2	3
Learning G5		2	4	5	8
Learning G4	2	5	7	11	14
Learning G3			1	1	2
Learning G2	2	4	6	8	9
Pastoral G6		1	2	3	4
Pastoral G5			1	2	3
Admin & Premises G8		1	2	2	2
Admin & Premises G6	2	2	2	3	4
Admin & Premises G5		1	2	2	2
Admin & Premises G4	2	2	2	2	2
Admin & Premises G3	2	2	4	5	5
Totals					
Total Leadership	3.4	4.2	5.2	6.1	9.1
Total TLR 1.3	3	3	3	3	3
Total TLR 1.2	1	5	9	10	11
Total TLR 2.3	1	1	5	7	7

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

Total TLR 2.2	3	6	11	15	17
Total TLR 2.1	0	0	1	2	9
Total MPS	5	8	9	14	18
Total G8	0	1	2	2	2
Total G6	3	4	7	8	11
Total G5	3	7	14	17	24
Total G4	4	7	9	13	16
Total G3	2	2	5	6	7
Total G2	2	4	6	8	9

2. Key Notes on Staffing Growth Plan:

- 2.1. We are very aware that our current draft staffing model has the potential to be an expensive structure, however we have started from the principle that we will try to develop the best possible structure to secure good outcomes for our students. That means investing in quality staff at all levels.
- 2.2. Core Curriculum Leaders will be in place in English, Maths and Science they will share the line management of other curriculum areas with the Principal and Vice Principal coordinating appropriate support from curriculum areas at Chorlton High School.
- 2.3. Subject areas where there is no Curriculum Lead in place during Year 1 will be aligned with their associated Curriculum Teams at Chorlton High School.
- 2.4. The CHS Learning Trust is firmly committed to delivering effective teaching and learning from the very start of CHS South. It is therefore vitally important to have experienced Curriculum Leaders in the core subjects of English, Maths and Science as early in the school's life as possible.
- 2.5. We are aware that such a strategy, front-loading responsibility points could be expensive and may not be affordable, dependent on the first cohort of students we bring into the school and how close to capacity we will be. There are a range of strategies that we can use to balance the budget if required, utilising the support of systems already in place at Chorlton High School.
- 2.6. Year 1 staffing will be tight if the school is to be established successfully. The Principal and Vice Principal will need to play a major strategic role as well as being very hands on and able to respond to needs as they arise. In year 1 it is likely that the SENCO role and safeguarding duties could be delivered by the Vice Principal, working closely with the Head of Year 7.
- 2.7. There is a strong possibility that Vice Principals / Assistant Vice Principals may be appointed from existing schools within the Trust. Within the existing Senior and Middle Leadership Teams there are already strong candidates with English, Maths or Science background. It may be possible if such an individual is appointed to reallocate duties so that they assumed Curriculum Leadership of an area and then allowed a more flexible approach to appointing key leaders across the school as the school grows in size.
- 2.8. There will be some instances where curriculum lessons may need to be delivered by teachers whose subject is a second specialism or who may be non-specialist.

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

- 2.9. All PE will be delivered by the Curriculum Leader for PE during Year 1 but additional arrangements will be made for the supervision of students during changing.
- 2.10. Approximate salary costs have been estimated at present using some crude, but conservative assumptions. Table 2.10 gives you a summary of assumptions we have used.

Table 2.10 Staffing Cost Assumptions

Post	Point on Financial Plan
[REDACTED]	

- 2.11. At present the approximate salary costs are outlined in the table 2.11 below and shown as a percentage of total expected income with and without the Post-Opening Grant (POG) included.

Table 2.11

Year of operation	Number on roll	Total expected income (£1,000s)	Total predicted salary costs	Salary cost as % of income (inc POG)	Salary cost as % of income (exc POG)
Year 1	240	[REDACTED]			
Year 2	480	[REDACTED]			
Year 3	720	[REDACTED]			
Year 4	960	[REDACTED]			
Year 5	1200	[REDACTED]			

3. Contingency planning:

- 3.1. We are fully aware that in initial stages of operation we may not fill to capacity.

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

3.2. Table 3.2 outlines the number of curriculum lessons that our planned structure can deliver, over time and the reduction that would be needed to meet a 70% reduction in intake in terms of (FTE) teachers:

Table 3.2 Year of operation	Number on roll if full	Number of required Curriculum Lessons	Number of required Curriculum Lessons with 70% reduction	Capacity of current (full) staffing model	Additional capacity in terms of Full Time Teacher Equivalents
Year 1	240	450	300	528	5.7
Year 2	480	900	600	945	8.6
Year 3	720	1410	940	1545	15.1
Year 4	960	1920	1240	2096	21.4
Year 5	1200	2430	1620	2724	27.6

3.3. Our curriculum model spreadsheet breaks this down for us on a subject by subject basis.

3.4. For instance, the English staffing complement would have to reduce from 396 periods to 264 periods per fortnight which would need to see a reduction of 3.3 members of staff over the five year plan. This could be very simply managed by restricting the planned growth model at particular points so that staff are only recruited to meet demand. It would obviously need a review of the Middle Leadership posts available in the structure for each curriculum department.

3.5. Of more concern would be subject areas such as Dance or Music. According to our modelling a 70% reduction would reduce Music from 81 periods per fortnight to 54 periods per fortnight. This would mean that we would require only 1.3 FTE Music teachers for the school. This will start to present a problem when this impacts on a number of smaller curriculum areas. We will either need to make restrictions to the size of cohorts for option subjects in Key stage 4 or we will have to think creatively across the curriculum model for Chorlton High School and CHS South. Currently Chorlton High School annually overstaffs to approximately 15 FTE teachers. This allows us the flexibility to deliver a range of additional support and intervention through a much more flexible approach to timetabling staff. It would be very easy to start to develop staff who have shared roles across both schools and can contribute to the delivery of the curriculum on both sites. If the identified site proves to be a suitable position for CHS South this will make the reality of sharing staff much more feasible.

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

1. Inclusivity:

- 1.1. In replicating the existing provision at Chorlton High School we intend to ensure that CHS South can deliver the same outstanding quality of provision being rooted in our ethos and adopting the successful delivery models already in place at Chorlton High School.
- 1.2. Our recent Ofsted inspection, July 2016 highlighted that:
‘PSHE and pupils’ spiritual, moral, social and cultural development are strengths of the school. They are carefully mapped across subjects so that pupils have frequent opportunities to reflect on how to be healthy and rounded members of their community.’
- 1.3. At Chorlton High School there is a clear emphasis in creating students who are Creative, Happy and Successful. To ensure that all our students achieve academic success, irrespective of background it has been very clear to us that to succeed academically students need to develop a wide range of skills to support their academic journey. The development of these skills must be built upon the life experiences the children bring to us on arrival, which are wide ranging and incredibly diverse.

2. The Chorlton Qualities of Success:

- 2.1. To ensure that our students achieve success during their time with us we have focused on developing nine key skills that we believe will enhance our student’s learning opportunities and prepare them for a successful life-long learning journey. We call these the Chorlton Qualities of Success.



- 2.2. These qualities underpin all that we do in our school and every aspect of curriculum and pastoral delivery is mapped to ensure that these skills are being successfully developed throughout a child’s journey with us.
- 2.3. It is our intention to utilise the Chorlton Qualities of Success in the same way within CHS South to ensure that our students develop key life skills.

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3. Personal, Social, Physical, Spiritual, Moral, & Cultural Education (PSPSMCE) across the CHS Curriculum:

3.1. PSPSMCE is a key feature of our successful education model at Chorlton High School. We believe this important aspect of education must make an integral contribution to the curriculum our students follow. To ensure our PSPSMCE provision is consistent and comprehensive we have mapped our current offer across the four aspects of our curriculum delivery model. We have also taken in to account the thoughts and opinions of students, parents and carers when developing our provision and would do the same for CHS South as the school develops.

3.2. Our key delivery mechanisms for PSPSMCE are:

- The Academic Curriculum
- The Life Skills (PHSE) Curriculum
- The Pastoral Curriculum
- The Enrichment Curriculum

3.3. The main strands of PSPSMCE are:

- Personal effectiveness, confidence and employability
- Social awareness, empathy and interpersonal skills
- Physical wellbeing, sporting participation & healthy living
- Spiritual awareness & belief
- Moral literacy & values
- Cultural awareness
- Promotion of the fundamental British values

3.4. The seven key strands above are carefully mapped (*detailed document available if required*) through the four key delivery mechanisms and the successful impact of our delivery is evaluated through a range of parent and student voice activities, engagement monitoring and in depth case studies and analysis. As a result of this evaluation the curriculum content and delivery models are kept under constant review to ensure that the needs of parents and students are most effectively met.

3.5. For example: The promotion of Fundamental British values is carefully mapped across all Curriculum Areas, the PHSE Curriculum, the Pastoral Curriculum and Enrichment Curriculum as indicated below:

- *Art Curriculum:* Personal identities explored through detailed study of self-portrait / portrait
- *Computing Curriculum:* Personal responsibilities when downloading / Biometrics & law / Cyber-crime / The use of the Internet and how it has an impact on society
- *Drama Curriculum:* Use of the skills of negotiation within relationships, recognising their responsibilities and that actions have consequences
- *English Curriculum:* Developing an understanding of right and wrong through exploration of 'conflict' in / exploring democracy and voting systems through the study of public speakers – politicians
- *Science Curriculum:* Pupils consider the advancements in forensic science relating to criminality / pupils will evaluate the economic, social and ethical issues concerning cloning and genetic engineering
- *PHSE Curriculum Example:* Year 7 Spring Term: An exploration of the precious liberties enjoyed by citizens of the UK; the nature of rules and

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laws; the difference between criminal and civil law; the justice system in the UK; the role of the police; how courts and tribunals work.

- *PHSE Curriculum Example:* Year 9 Autumn Term: Diversity, Discrimination and Rights – develop critical thinking about extremism and intolerance in whatever form they take; recognise the shared responsibility to protect the community from violent extremism and how to respond to anything which causes anxiety or concern
- *Enrichment Curriculum: Example Extended Learning days:*
 - Year 7: Community Action – workshops from Together Dementia, Chorlton Good Neighbours, Seashell Trust, Tree Planting with Red Rose Forest
 - Year 10: Enterprise Challenge Day – delivered by Business Education Partnership
- *Pastoral Curriculum Examples:*
 - Regular use of inspiring figures including political and religious figures to provoke thought and promote spiritual development through the weekly Tutor Group messenger.
 - Student Council leading on developing an understanding of the principles and morals that drive a co-operative community and how we can all contribute to it.
 - Charity - Introducing the concept of social conscience and how to contribute to our society. Organising significant charity fundraising events e.g. Toilet Twinning project.
 - Assemblies across a Year Group celebrating other faiths

3.6. As well as being mapped across all areas of curriculum delivery, through our Curriculum Frameworks and Schemes of Learning we also have explicit delivery models through our Pastoral and PHSE curricula.

4. The CHS Pastoral Curriculum:

- 4.1. Each student at Chorlton High School is in a form group with a tutor who acts as the key point of contact for parents and staff for all matters relating to the students in that group. Similarly in CHS South Form Tutors will work closely with their tutees and have an overview of academic progress attendance, behaviour and emotional well-being. Tutors will play a key role through a variety of initiatives across Tutor Time and Assembly time along with supporting co-operative and charitable developments across the year. Tutors will support delivery of the half termly PSHE focus by planning and delivering related sessions in tutor time. Some tutors will also work with members of their Year Group as Academic Mentors to further secure student outcomes.
- 4.2. Each Year Group will be led by a Head of Year who has overall responsibility for the progress, monitoring, safety and welfare of students in the Year Group. A Learning Mentor may also be attached to the Year Group, dependent upon need, to offer one to one support and group work sessions to students, as well as offering another point of contact for parents.
- 4.3. Heads of Year regularly monitor and review the performance of individuals and groups of students and ensure they are provided with the optimum conditions for success. Effective impact driven progress tracking, intervention processes and student support services ensure that the curriculum, extended

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learning experiences and pastoral care have a very positive impact on pupils' outcomes.

- 4.4. All Pastoral Team members have a role to play in delivering the Pastoral Curriculum. This varies according to each Year group but is clearly outlined in the PPSMCE curriculum map. Our Foundations programme centres on; the development of a positive attitude to learning, securing student understanding and development of the Chorlton 'Qualities of Success' as well as the development of grit, resilience and a positive work ethic.
- 4.5. In Year 7 all students follow our **Future Foundations Programme**. Each half term there is a specific affirmation, linked to one or more of the Chorlton Qualities of Success, that children commit to working towards. Students are set challenges by their form tutors appropriate to their needs and abilities.






- 4.6. For instance, half term 1 is 'I embrace life and prepare to succeed' – this is about developing as an independent learner and taking responsibility for his or her own learning journey. Personal challenges could be such as '*ensuring that they attend school each day with the correct exercise books and equipment*' through to '*designing a long term home-study plan to ensure that all homework is completed on time and they are building in additional study and extension after school*'. Each form tutor will assess if the students are successful with their challenge. If a student is successful then they will be awarded a special badge to celebrate their success. Students are actively encouraged to secure all six badges throughout the year.
- 4.7. In Year 8 students will follow the **Creative Foundations programme**. This is a very similar to the Year 7 Future Foundations model. Each half term there is a skills based focus, linked to the Chorlton Qualities of Success which students work towards. The focus is generally linked to a range of creative / employability skills and attributes.



- 4.8. Throughout Years 9, 10 and 11 students work to further develop and consolidate their skills through a range of pastoral activities.

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Y9		A focus on Personal, Social and Physical developing Qualities of Success and linking in to their PE and RE curriculum, allowing them to access a greater understanding of healthy lifestyles and an understanding of society, community cohesion and religion.
Y10		A focus on Moral and Spiritual which is explored by looking at how the Qualities of Success can be developed through a focus on work ethic, personal growth, aspiration and employability attributes.
Y11		A focus on 'I am Successful, Creative and Happy' which is explored by using the Qualities of Success to help shape 'mind sets' as they prepare confidently for their examination success, college / post 16 applications and a transition to a future beyond Chorlton High School.

5. PSHE:

5.1. The CHS PSHE and Life Skills curriculum focuses on three key strands, which include 'Health and Well-Being', 'Living in the Wider World' and 'Relationships'. We aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. In Year 7-10 pupils have a PSHE lesson each half term delivered by a Senior Leader or Head of Year, including a regular diet of PSHE through the Tutor driven pastoral curriculum, In Year 11, Life Skills is taught weekly by a dedicated team of staff. This will extend down to Year 9 as the current curriculum plan moves forward.

6. Welfare, Safeguarding & Prevent:

6.1. There is a highly effective structure of Safeguarding staff at Chorlton High School, comprising of an Assistant Headteacher, a Lead Safeguarding Officer, a Safeguarding Officer, 3 Attendance Officers strategically overseen by a Deputy Headteacher, and a comprehensive network of Assistant Headteachers, Heads of Year and Learning Mentors trained in a range of safeguarding strategies to support this team. The aim for CHS South would be to gradually build a team of formally trained Safeguarding staff to use the Standard Operating Procedures currently in place at Chorlton High School to ensure that the safeguarding of students continues to be exemplary.

6.2. Annual training of all staff in Safeguarding procedures would be carried out across both schools and Designated Safeguarding Leads would continue to access specialist training provided by a range of external providers. Use of established risk factor analysis to produce a detailed understanding of new cohorts would occur regularly and liaison with Primary Schools via the Transition Team would enhance this knowledge. Relationships with supporting bodies such as the Local Authority, the Prevent Team and the Local Safeguarding Children's Board are well established and therefore new links for the new school would be quickly created.

6.3. There are clear standard operating procedures in place at Chorlton High School for the prevention of radicalisation and the promotion of the

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fundamental British values. This will be rolled out into CHS South, ensuring our students have the opportunity to develop the knowledge and skills that will allow them to contribute to a cohesive community both in and outside of school.

6.4. The existing CHS 'Digital Learning and Safety' policy provides clear guidelines for staff, students and parents and is regularly delivered throughout the curriculum and in assemblies. The safety of the schools' internet access is very well safeguarded and these processes would be carried across to the new school.

6.5. We are really pleased that Ofsted have recognised our high quality safeguarding practice during their recent visit to our school:

'The school's safeguarding policies and procedures are exemplary. Staff and governors take their responsibilities for keeping pupils safe very seriously. The buildings and grounds are secure. Regular audits and high-quality training ensure that the school's practice is that records are kept up to date, and checks made on adults working in the school are very rigorous.'

The school makes sure that all staff and pupils understand the dangers of extremism, radicalisation and exploitation through the very strong personal, social, health and economic education (PSHE) programme. All staff are trained in the government's 'Prevent' duty, which aims to stop people being drawn into or supporting terrorism. Leaders are vigilant in their analysis of patterns in the absence of all pupil groups, especially those who are the most vulnerable, so that they can take rapid action if a pupil is missing education.'
Ofsted July 2016

7. Careers, Education, Information, Advice and Guidance (CEIAG):

7.1. CEIAG is abundant at Chorlton High School and the structures which gained us the CEIAG Gold Award will provide an excellent basis for replicating the model in the CHS South.

7.2. Our Achievement Team organise a range of careers events to inspire our young people to consider the career opportunities available to them in subjects they feel passionate about. This provision is available to students throughout Y9 to Y11. These experiences result in students feeling that they have a clear understanding of the different pathways open to them and the opportunities working in specific professions can provide them.

7.3. Our careers events are supported by professionals from our local community and whet young people's appetites for professional life. All students undertake Work Experience. All students undergo Careers Interviews during KS4, with our externally sourced Careers Advisor. Many targeted students receive extra support and guidance to ease the transition to KS5. NEET figures for 2015 show only 1.3% of students are NEET an entire academic year after leaving CHS. The high quality of careers provision and the Standard Operating Procedures within it would ensure a similar provision in CHS South.

7.4. Due to the capacity and quality of provision of current post-16 establishments across the city we are not intending to establish sixth form provision at CHS South. There are already two outstanding A-Level Colleges in the city and

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students from Chorlton High School are highly sought after by these providers. It is right that our most able students choose to move on to study A'Levels with these providers and building on the effective transition processes we have in place many of our students secure university places at either Russell Group Universities or Oxbridge. There is a wealth of other strong post-16 provision across the city and we have significant success in ensuring that all of our students secure post-16 provision appropriate to their individual needs. In addition, it is clear that some of the school-based sixth form provision that already exists in the city is struggling to remain viable. It would not be in the best interest of our students at this time if we were to attempt to establish school based sixth form provision at CHS South.

7.5. We have very strong relationships with our local 6th Form and FE providers across the city. All key providers attend our annual FE Evening and present in a range of assemblies to students throughout Y10 and Y11. We have a range of specific transition activities in place with our main colleges and providers from day visits to more long term transition programmes for those students requiring additional support. Students are supported through the application and interview process, with specific input through the Life Skills curriculum. Through the pastoral curriculum students are supported to develop appropriate personal statements and portfolios of evidence to secure a successful transition. Where appropriate children are supported to attend college/apprenticeship interviews by our Access and Achievement Team.

7.6. We would continue to build on the strength of our CEIAG provision at CHS South and would ensure that all our students secure post-16 placements appropriate to their needs.

8. Access and Achievement (SEN):

8.1. The Access and Achievement Team have designed clearly effective operating procedures and staffing structures to identify individual student needs and to provide a specialised and targeted support curriculum to ensure that *all* students fulfil their potential. Whether a student has a Special Educational Need or has English as an Additional Language, the team endeavour to ensure that appropriate support and provision is quickly in place so that they can access the curriculum and achieve their very best. This support can take many forms: Literacy and Numeracy tuition; small group work; one to one sessions for Dyslexia with a specialist teacher; one to one support for other learning difficulties; or programmes in our THINK room. Specific interventions and bespoke programmes are carefully orchestrated and closely monitored to meet the individual needs of each student ensuring that there are no barriers to success.

9. The Green Room:

9.1. The Green Room provides individualised study programmes for KS3 students to increase attainment, engagement and improve self-esteem. There is potential for the Green Room to provide additionality to the education of certain cohorts of students from CHS South as it was originally intended as a collaborative resource for a group of schools to utilise.

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9.2. The Green Room is also used as an alternative educational provision to the main site for a small minority of students who are not engaging in learning and have repeat exclusions, again, this provision would serve CHS South well. These students receive one to one support; a personalised learning experience and their behaviour and level of engagement is discussed with them on a daily basis to prepare them for a return to mainstream lessons. Success rates are high and the interventions that take place ensure that, where appropriate, students return positively to the mainstream site and are refocused and engaged.

10. Cultural Diversity:

10.1. CHS South as Chorlton High School, will welcome all faiths and denominations and make reasonable provision for students of particular faith. Chorlton High School currently operates a prayer room where students may pray during their allocated lunch times. We will promote harmony respect across all groups of students regardless of faith and ensure knowledge, understanding and consideration for all through the comprehensive PSHE/Tutor curriculum, assemblies and Extended Learning Experience (ELE) days.

10.2. In our recent Cultural Diversity Award Assessment the assessor noted:
'The promotion of cultural diversity and equality of opportunity is outstanding at Chorlton High School. It is evident that students are encouraged to achieve their very best and are provided with a wide range of opportunities to allow them to shine, no matter what their ability or talent. The school promotes the acceptance of others no matter what their background or belief system. The high proportion of students with EAL are fully accepted and integrated within the school.'

Chorlton High School has excelled across a number of criteria in all Standards for the Cultural Diversity Quality Standard and it is recommended to award the Gold Quality Standard Award. Particular strengths were apparent in the culture and climate of the school; the intervention practices to drive progress and achievement and the integration of academic and pastoral curriculum.' SSAT Cultural Diversity Award Assessment January 2016

11. Parental and Community Engagement:

11.1. At Chorlton High School the Leadership Team and Trustees understand that in order for the school to succeed it must complement the local community and play a part in contributing to it. We have endeavoured to be an outward facing school and have appointed a Community Marketing Manager to take a lead on our Community Development and Cooperative Trust.

11.2. We have worked hard to develop a range of channels for communication with parents and the wider community including the high quality, eye-catching newsletter 'Chorlton Connection' and the events magazine 'In the Spotlight'. We have spent time upgrading our website and our Virtual Learning Environment so more information is available quickly and efficient online. We have worked hard to ensure that we are transparent in

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presenting our developments and school improvements and actively encourage parents and the wider community to participate in surveys and consultations. We have also worked hard to ensure that we are efficient in responding to parental enquiries and concerns.

11.3. In our Leading Parental Partnership Award (LPPA) reassessment in 2014 (Award held since 2011) a number of strengths were identified which we have continued to strengthen and develop further:

- The continued commitment of the school leadership, LPPA coordinator, staff, and parents to work in a close, well embedded and evolving partnership.
- Staffing roles, systems and processes support parents being well informed so that a holistic view of students' progress and their needs can be met.
- The school is listening and responsive, continually seeking on going improvement. The school is proactive in ensuring parents views and opinions are part of the development process.
- The school's personal approach to building good relationships with parents, which includes face to face meetings, email correspondence and telephone calls home.
- The strong procedures for induction and transition which is appreciated by parents and students.
- Strong community and parent enrichment opportunities offered through the Performing Arts status of the school.
- Numerous opportunities for celebration of achievement, which includes embracing social media - Twitter, to share and celebrate good news.

11.4. We believe we have worked hard as an organisation to ensure that members of our school community feel welcome and can play a full and active part in our school. We would wish to replicate our successful processes and strategy to ensure that CHS South develops as a school that is firmly rooted in the local community.

Section E – evidence of need

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

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [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

1. There is an urgent need for additional Secondary School places:

- 1.1. There is an urgent need for additional secondary school places across Manchester and particularly in the Central / South areas of the city due to population increase, increased capacity growing in the Primary sector and a reduction in the transition of students at Key Stage 2 to schools in other Local Authorities outside the city.
- 1.2. Manchester's population estimate has been growing steadily, from 423,000 in 2001 to the current 2013 MYE figure of 514,000, growth of 91,000 (an average of around 1.7% per year). The rate of growth in Manchester is at least twice the national average but has slowed at the start of this decade. International migration has made a significant contribution to the growth of the city's population and this is forecast to continue in the short term.
- 1.3. The population of the city centre has trebled in the last decade and now stands at almost 25,000. When the population of those living on the city centre fringe is incorporated this figure increases to almost 50,000 residents. The population will continue to rise in the future as further planned residential developments expand the city living concept. The Greater Manchester Forecasting Model (GMFM) predicts that the population for the city will reach 555,000 by 2020, illustrating the continued citywide growth.
- 1.4. Inward migration to the city is a constant factor in shaping the demand for school places. A number of wards act as reception areas for new arrivals from foreign countries and this follows established support networks linked to language, nationality and faith.
- 1.5. As part of the annual School Capacity Survey (SCAP) the Department for Education (DfE) requires that local authorities provide projections of the overall capacity required within the school system. The latest forecasts of anticipated pupil numbers in the secondary sector are included in table 1.5 below.

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

Table 1.5 2015 SCAP Forecast	Y7	Y8	Y9	Y10	Y11
2016-17	5747	5449	4987	4719	4557
2017-18	6345	5824	5544	5077	4753
2018-19	6795	6418	5917	5632	5108
2019-20	7160	6867	6508	6002	5658
2020-21	7627	7229	6954	6591	6026
2021-22	7906	7694	7315	7035	6610
2022-23	8328	7971	7777	7394	7051

(Source: Manchester City Council Report on School Place demand in Chorlton Park Ward and surrounding areas – May 2016)

1.6. Planning for secondary provision is done at a city-wide level due to the greater travel distances involved in accessing places. To arrive at a forecast number of places required for future years a comparison of the pupil number forecast and pupil admission numbers is undertaken. Table 1.6 demonstrates when pressure on places will develop based on current population trends pending any further agreed expansions and / or new schools.

Table 1.6 Manchester Secondary Place Pressure	Y7	Y8	Y9	Y10	Y11
2016/17	-187	-159	3	226	388
2017/18	-485	-294	-254	18	252
2018/19	-935	-558	-387	-327	-13
2019/20	-1300	-1007	-648	-487	-353
2020/21	-1767	-1369	-1094	-716	-511

(Source: Manchester City Council Report on School Place demand in Chorlton Park Ward and surrounding areas – May 2016)

1.7. A more detailed breakdown of place pressure is detailed in the tables below. Manchester is split into 3 key city areas, North, Central and South. Our proposed school of CHS South would be positioned in the Central / South areas of the city. Table 1.7a gives a detailed breakdown of secondary place pressure for school admission in September 2018. Table 1.7b gives a similar breakdown of secondary place pressure for school admissions in September 2019.

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

Table 1.7a: Secondary Place demand for September 2018					
North 18/19	Y7	Y8	Y9	Y10	Y11
Pan Sept 18	1620	1620	1530	1545	1485
Forecast SCAP 15	2332	2089	2008	1898	1701
Difference	-712	-469	-478	-353	-216
Central 18/19	Y7	Y8	Y9	Y10	Y11
Pan Sept 18	1870	1870	1690	1540	1420
Forecast SCAP 15	2064	1936	1726	1729	1571
Difference	-194	-66	-36	-189	-151
South 18/19	Y7	Y8	Y9	Y10	Y11
Pan Sept 18	2370	2370	2310	2220	2190
Forecast SCAP 15	2399	2394	2183	2005	1836
Difference	-29	-24	127	215	354
Difference Central / South	-223	-90	91	26	203
Difference City Wide	-935	-558	-387	-327	-13

(Source: MCC Strategic School Place Planning Presentation – March 2016)

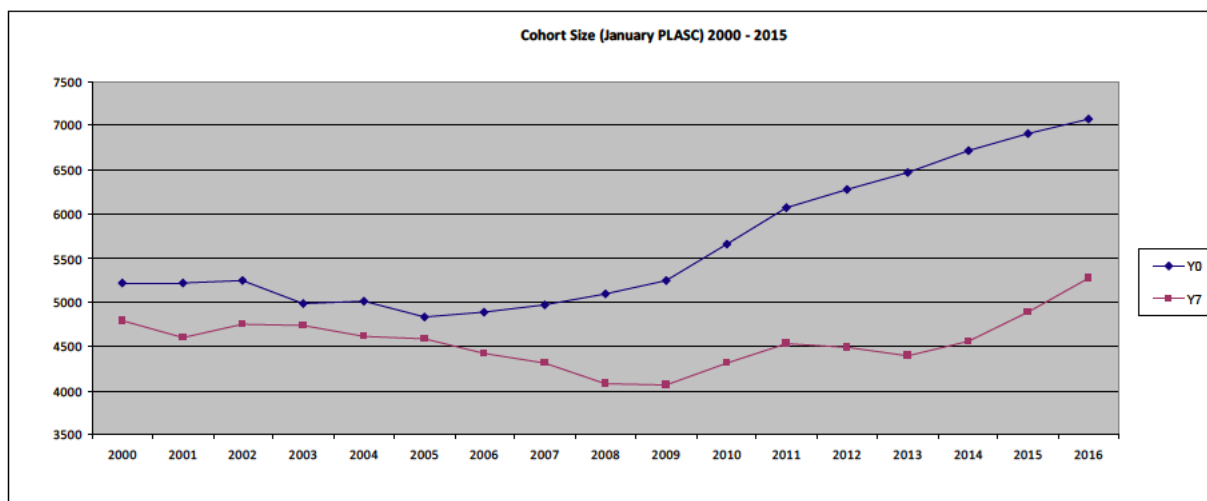
Table 1.7b: Secondary Place demand for September 2019					
North 19/20	Y7	Y8	Y9	Y10	Y11
Pan Sept 19	1620	1620	1620	1545	1545
Forecast SCAP 15	2457	2235	2208	2023	1884
Difference	-837	-615	-588	-478	-339
Central 19/20	Y7	Y8	Y9	Y10	Y11
Pan Sept 19	1870	1870	1870	1690	1540
Forecast SCAP 15	2174	2071	1898	1843	1740
Difference	-304	-201	-28	-153	-200
South 19/20	Y7	Y8	Y9	Y10	Y11
Pan Sept 19	2370	2370	2370	2280	2220
Forecast SCAP 15	2528	2561	2401	2137	2034
Difference	-158	-191	-31	143	186
Difference Central / South	-462	-392	-59	-10	-14
Difference City Wide	-935	-558	-387	-327	-13

(Source: MCC Strategic School Place Planning Presentation – March 2016)

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

- 1.8. As can be seen from the above tables this indicates that there is a shortfall of secondary places in Central / South of approximately 223 places in Year 7 for September 2018 and of 462 places in Year 7 for September 2019. This is already anticipating the additional capacity generated by the new schools Dean Trust Ardwick (Open Sept 2015) and MEA Central (Open Sept 2017). This indicates that approximately one additional secondary school of approximately 8 forms of entry will be required to open in September 2018, with a further secondary school of approximately 8 forms of entry necessary in September 2019. This would only create the capacity to accommodate projected need across the city. It would not build in any additional capacity across the city to accommodate a more flexible response to meeting parental need and demand.
- 1.9. In addition to the figures provided as part of the annual SCAP return, the Pupil Level Annual Census (PLASC) also provides a useful data set for analysing patterns in the school population. Graph 1.9 demonstrates the trends seen in the city from January 2000 to January 2016 for children accessing a place at reception and Year 7.

Graph 1.9



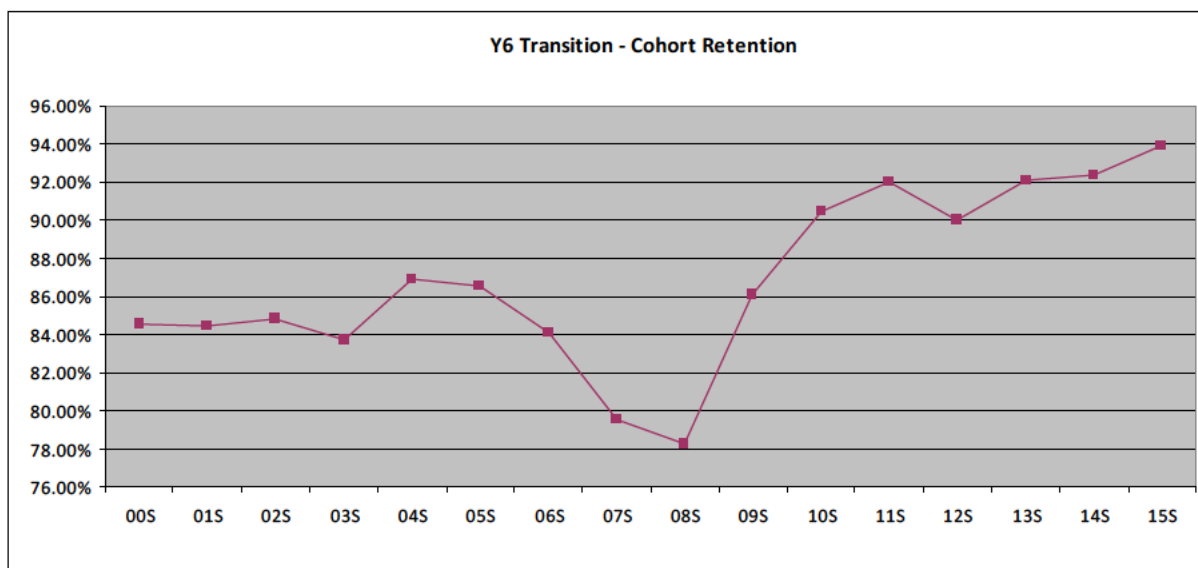
(Source: Manchester City Council Report on School Place demand in Chorlton Park Ward and surrounding areas – May 2016)

- 1.10. Graph 1.9 demonstrates the continued growth, both in reception and year 7, which continues to be driven by Manchester's economic growth and net migration. The main driver for growth at secondary phase is the continued movement of primary aged children through the school system combined with an increasing rate of retention at transition. It is clear therefore that due to the rate of growth currently being experienced in the Primary Sector that the secondary sector is likely to continue to grow in line with predicted rates. At present there has not been a reduction in the rate of growth in the Primary Sector which may indicate that growth rates across the city are stabilising.
- 1.11. Graph 1.11 evidences the increasing rate of retention of students at KS2 to KS3 transition. In 2008 approximately 78% of children in Manchester Primary Schools' Key stage 2 cohort transitioned to a state funded Manchester Secondary School. There has been a significant and fairly consistent increase in retention rates with just under 94% of children in Manchester Primary

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

Schools' Key stage 2 cohort transitioning to a state funded Manchester Secondary School in 2015.

Graph 1.11



(Source: Manchester City Council Report on School Place demand in Chorlton Park Ward and surrounding areas – May 2016)

1.12. It is fairly clear that there does not seem to be any reduction in the increased demand for school places across Manchester Local Authority. It must be assumed that the current information regarding School Capacity Forecasts are accurate and that there is a clear evidence of a shortage of Secondary School places across the Central / South area of the city if this is not adequately addressed.

1.13. We would suggest that our proposal for CHS South would help in some way to address the need for two more additional secondary schools within the Central / South area and feel that the CHS Learning Trust is very well placed to help deliver this additional capacity.

2. Regeneration and Further Growth across the city of Manchester:

2.1. The **Manchester Strategy** defines the vision for the city, as being a world class city as competitive as the best international cities:

- That stands out as enterprising, creative and industrious.
- With highly skilled and motivated people.
- Living in successful neighbourhoods whose prosperity is environmentally sustainable.
- Where all our residents can meet their full potential, are valued and secure.

2.2. Manchester city centre is well placed to continue to attract and grow new jobs. A focus will be placed on improving productivity by increasing the skills base and the number of people accessing local jobs. Residential development will play a pivotal role in achieving growth. Creating a city centre environment and infrastructure that encourages people to live and work here is fundamental.

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

- 2.3. A substantial volume of residential growth is planned for the city which will have a bearing on the level of demand for school places however, this will be linked to the type of accommodation offered and phasing of delivery.
- 2.4. At the present time there is insufficient detail to determine the expected yield from the residential development as the volume and type of unit created will have a bearing on take up by families. As planning submissions are received more work can be done to understand any additional demand which may result from regeneration.
- 2.5. It is clear, however, that additional housing development is at the early stages of planning in the Central / South Area of the city.

- 2.6. None of this additional housing capacity or any additional residential growth in Manchester City Centre or its fringes have been built into school place capacity planning to our knowledge. This would indicate that there is a strong case for additional Secondary School places in the Central / South area of the city.

3. Evidence of Parental Demand for a new school:

- 3.1. There is clear evidence of a continuing growing parental demand for places at the existing Chorlton High School. Chorlton High School has been consistently oversubscribed over the past four years. The many anecdotal requests from parents to expand our current capacity and provision is supported by the significant increase in school appeals that are made for places within our school.
- 3.2. Unfortunately our current school site means that it would be impossible to increase the capacity of our current provision on our existing site without compromising the quality of what we offer.
- 3.3. The recent round of admissions applications (October 2015) for secondary places commencing in September 2016 has provided a view of on-time preference information as shown in table 3.3. It should be noted that the significant parental demand for the 150 secondary places at William Hulme's Grammar School does significantly skew the first and second preference choices in this list. What can clearly be seen from this data is that Chorlton High

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

School is one of the top three schools in the Central / South area of the city when total preference count is considered.

Table 3.3 Admissions 2016 'On-Time' Preference by School	PAN	1st	2nd	3rd	4th	5th	6th	Total Pref
Chorlton High School	300	270	253	253	64	26	31	897
Burnage Academy for Boys	180	112	53	53	11	6	5	240
Loreto RC HS	150	95	135	127	33	24	12	426
Levenshulme HS for Girls	200	144	78	64	8	12	4	310
Manchester Academy	240	93	86	116	31	9	2	337
Parrs Wood HS	330	342	307	231	49	42	10	981
The Barlow RC HS	180	191	117	114	38	16	12	488
Whalley Range HS for Girls	270	247	208	137	38	20	11	661
William Hulme's Grammar School	150	502	412	256	68	40	17	1295

(Source: MCC Admissions Team – Annual Publication for High Schools)

- 3.4. The data outlined in table 3.4 indicates the historical pattern of total 'on-time' preference data for the schools in the Central / South area and evidences that Chorlton High has been consistent in its popularity amongst parents over the past three years.

Table 3.4 Historical Total 'On-Time' Preference	PAN	2014	2015	2016
Chorlton High School	300	762	833	897
Burnage Academy for Boys	180	186	237	235
Loreto RC HS	150	427	413	435
Levenshulme HS for Girls	200	244	313	306
Manchester Academy	240	290	337	335
Parrs Wood HS	330	840	972	971
The Barlow RC HS	180	468	487	476
Whalley Range HS for Girls	270	588	632	650
William Hulme's Grammar School	150	1171	1256	1278

(Source: MCC Admissions Team – Annual Publication for High Schools)

- 3.5. Further evidence in table 3.5 shows that Chorlton High School has had a completely full Year 7 intake for the past three years.

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

Table 3.5 Total Y7 intake at Chorlton High School	11/12	12/13	13/14	14/15	15/16	16/17
PAN	300	300	300	300	300	300
Total Preferences	742	691	727	762	833	839
September Y7 Intake	294	276	299	310	301	300

3.6. In addition, it is clear that securing a place at Chorlton High School is becoming more difficult for members of our local community. We operate an admissions policy which is consistent with that operated by Manchester LA. The criteria for oversubscription are identified in table 3.6a. The information contained in table 3.6b evidences the admission radius used to allocate places under category 4. It is clear that this radius of admissions is shrinking significantly year on year and members of our local community who could have previously been admitted to Chorlton High School will find that they no longer live close enough to the school to secure a place.

Table 3.6a Chorlton High School Oversubscription Criteria

All applicants are placed in a priority order determined by the oversubscription criteria. Places will be offered to the applicants with the highest priority until all places at the school have been offered.

Category 1	Children who are looked after by a Local Authority and children who were previously looked after by a Local Authority. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order)
Category 2	Children with exceptional medical/social needs
Category 3	Children with a sibling at the school
Category 4	All other children
	<i>Within each category, applicants will be prioritised according to the distance between the child's permanent address and the school with those living closer to the school receiving higher priority.</i>

Table 3.6b Chorlton High School Application of Oversubscription Criteria

2011/2012	All on time applicants offered in Category 1,2,3,4 to 2.599 miles.
2012/2013	All on time applicants offered.
2013/2014	All on time applicants offered.
2014/2015	All on time applicants offered in Category 1,2,3,4 to 1.88 miles.
2015/2016	All on time applicants offered in Category 1,2,3,4 to 1.563 miles.
2016/2017	All on time applicants offered in Category 1,2,3,4 to 1.369 miles.

3.7. A waiting list is held for each school which also supports the identification of unmet demand. The table 3.7 provides the waiting list position for Chorlton High School as at 1st September of each academic year. This indicates that over the past 3 years there has been significant oversubscription for places at

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

our school and parents who still wish to be considered for a place once the academic term begins. This is yet again further evidence of increased parental demand for additional capacity at Chorlton High School.

Table 3.7 Chorlton High School Waiting List	Y7	Y8	Y9	Y10	Y11
Chorlton High School 01/09/16	135	6	14	14	1
Chorlton High School 01/09/15	132	26	20	14	0
Chorlton High School 01/09/14	142	15	9	9	0
Chorlton High School 01/09/13	54	11	6	3	10
Chorlton High School 01/09/12	0	5	4	9	10

- 3.8. We know from our communication with local parents in our local community, through primary schools, through our open evenings and transition events that parents would like to see more capacity at Chorlton High School. We know our commitment to the Arts and our access to a strong academic curriculum for all students is a key strength of our school and an attraction for parents. Much of this evidence is anecdotal but it is clear from the increased number of admission appeals that we are now receiving as a school, see table 3.8, that there is an increased desire from amongst many parents for their children to secure places at our school. Frequently during admission appeals our Arts rich and creative curriculum, our academic performance, our provision for children with Special Educational Needs and our high quality pastoral care and excellent safeguarding systems are all cited by parents as reasons why their children should be allocated a place at Chorlton High School.

Table 3.8: Admission Appeals for Chorlton High School per Academic Year	12/13	13/14	14/15	15/16
Admission Appeals Lodged	15	50	52	
Admission Appeals Withdrawn	5	9	13	
Admission Appeals heard by Independent Appeals Panel	10	39	39	
Admission Appeals heard by panel and awarded in parent's favour	3	15	10	
Admission Appeals heard by panel and rejected	7	24	29	

- 3.9. As mentioned earlier, we would like to increase capacity at Chorlton High School but do not have sufficient space on our current site. We feel that we would be well placed to replicate our excellent provision at another school within our local community. The opportunity to develop CHS South as a high quality provider of secondary education for our local community would allow the CHS Learning Trust to meet the growing parental demand for additional quality Secondary School capacity in our locality.

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

4. There is need for a high quality education provider in the area to continue to raise educational standards:

- 4.1. Historically secondary school outcomes across Manchester have not been in line with National Averages (See table 4.1 for evidence) and although there have been strong improvements in some schools this has not been consistently delivered across the city.
- 4.2. Many of the schools in Central / South area of the city are delivering performance above the Local Authority average and in some cases above the National Average on a range of indicators. This, however, is not consistent across all schools and the majority of schools in this area are now full to capacity. Many parents are finding that their children are being allocated places in other schools in the East, North and South areas of the city where there is some additional capacity.
- 4.3. Chorlton High School has shown consistent improvement in the majority of headline indicators moving from 36% 5A*CEM in 2009 to a peak of 68% 5A*CEM in 2014. Chorlton High School's 2016 results show a BASICS measure of 65% and an EBACC measure of 39% further evidencing that our improvements have been sustained.

Table 4.1	5A*CEM				EBacc			
Year	13	14	15	16	13	14	15	16
Burnage Academy for Boys	43	60	42		21	16	19	
Chorlton High School	66	68	52	63	28	39	32	39
Levenshulme HS for girls	59	53	56		39	37	39	
Loreto RC HS	57	49	46		13	28	21	
Manchester Academy	49	44	29		9	12	2	
Parrs Wood HS	66	63	62		32	36	63	
The Barlow RC HS	66	65	59		23	27	21	
Whalley Range HS for girls	63	58	52		29	36	35	
William Hulme's Grammar School	74	67	66		37	34	24	
Manchester LA Average	53	51	47		19	22	18	
England Average	59	53	54		18	23	23	

(Source: DfE Performance Tables 2016)

- 4.4. In 2015 Chorlton High School suffered a significant dip in headline figures for 5A*-C with English and Maths. This was a particular issue relating to the iGCSE English examination, where unfortunately a group of students did not attain the grades they should have done. This was an issue that impacted on many schools across the country. Chorlton High acted swiftly to address any issues around underperformance and it is clear from this year's examination results that our students have performed very impressively securing results above expectations. (See Table 4.4)

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

Table 4.4 CHS Results	2014	2015	2016
Y11 Cohort	300	301	299
KS2 Prior Attainment	28.1	27.5	27.4
% Achieving 5A*CEM	68%	52%	63%
APS Capped	338	327	334
% Ach A*-C in En & Ma	69%	53%	65%
% Achieving EBacc ALL	38%	32%	39%
Progress 8 *	0.33	0.14	0.28
Attainment 8 (AvGrade)	5.33	5.01	5.17

**(Indicative, based on 2015 Attainment 8 estimates)*

4.5. Since September 2014 Chorlton High School has worked closely to support School Improvement at Newall Green High School. We have been really pleased with the significant improvement shown in the 2015 and 2016 results and although performance in Mathematics is disappointing and under expectation the general progress of students across the school is impressive with a significant improvement in both the Attainment 8 score and the predicted progress 8 score. (See Table 4.5)

Table 4.5 NGHS Results	2014	2015	2016
Y11 Cohort	183	166	160
KS2 Prior Attainment	25.8	25.9	26.7
% Achieving 5A*CEM	37%	48%	41%
APS Capped	240	252	303
% Ach A*-C in En & Ma	33%	52%	42%
% Achieving EBacc ALL	9%	8%	8%
Progress 8 *		-0.46	-0.24
Attainment 8 (AvGrade)		3.74	4.41

**(Indicative, based on 2015 Attainment 8 estimates)*

4.6. The city would benefit from additional capacity delivered by a strong provider, such as the CHS Learning Trust, with a good track record and evidence of effective school improvement strategy.

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

1. Parental demand and successful engagement with the community

- 1.1. Since making the decision to submit a Free School Application the CHS Learning Trust have engaged with a range of stakeholders throughout our community to ascertain their opinions about our project and assess parental and community demand.
- 1.2. We are in the early stages of our marketing campaign but are pleased with the interest we are generating and the success of some of our engagement activities.
- 1.3. We have contacted all our key feeder primary schools and those primary schools within a 2.5 mile radius of the current Chorlton High School to discuss our proposals with their Headteachers.
- 1.4. The following 30 primary schools were supportive of our proposals and agreed to circulate to parents of Year 2, 3 and 4 students details about our proposals and a range of public meetings. (Chorlton Park, Barlow Hall, Brookburn, Chorlton CofE, Oswald Road, St Margaret's, Manley Park, Cavendish, Old Moat, Our Lady's, St Kentigern's, West Didsbury, Wilbraham, St Mary's, St Pauls, Claremont, St Cuthbert's, Heald Place, Northenden, Beaver Road, Didsbury CofE, Holy Name, Rolls Crescent, Ladybarn, St James, St Wilfred's, Mauldeth Road, St Phillip's, Green End, Cringle Brook) In principle, leaflets were circulated to the parents of approximately 6,000 children in local primary schools. A pdf copy of the leaflet is attached as **Annex E2.9**.
- 1.5. A meeting was held on 23rd June with the Headteachers of schools who are strategic partners of the Manchester Teaching School Alliance. The issue of secondary place provision across the city was discussed and concerns were voiced on behalf of parents about the difficulty in securing access to secondary schools of choice in the Central / South area of the city. The heads of these partners schools were fully supportive of our proposal to proceed with a Free School application.
- 1.6. Our Free School proposal was presented to Manchester Secondary Heads during their Annual Conference in July. We presented an outline of our plans to replicate our current provision at Chorlton High School. Most Heads were supportive of our proposal but some concerns were raised about the impact of any new Free School provision within the city on existing schools.
- 1.7. The CHS Learning Trust have also arranged meetings with local elected ward councillors from the wards affected by our proposal. To date five elected members have discussed our proposals with us. All five were supportive of our proposal to develop additional comprehensive Secondary provision in our locality. They were all happy that we are planning to replicate the strengths of Chorlton High School. The only concerns raised were in relation to the potential site of the proposed school which they feel could be contentious.
- 1.8. We have planned a range of information meetings which are open to the public and have advertised them through our leafleting of primary schools, through our community hub, through Twitter and our electronic newsletter.
- 1.9. The meetings held prior to the Summer Term were not well attended but we intend to continue to market these over the next few weeks. In addition, we

E2 – successful engagement with parents and the local community

will be promoting the CHS South Free School during our Chorlton High School Open Evening.

Meeting	Attendance
Thursday 16 th June 2016	20
Wednesday 20 th July 2016	3
Thursday 15 th September 2016	5
Tuesday 20 th September 2016	15
Wednesday 28 th September 2016 (Chorlton High School Open Evening)	

1.10. We have established a web page on our current Chorlton High School Website with key information about our proposal. We have included a registration page for members of the public to sign up for information updates and news about our proposal. To date we have **243 individuals** registered but we believe that this will grow once the new term is underway and we are able to market more effectively to parents who are more likely to be considering Secondary School transfer at this time of year.

1.11. To date we have received letters in support of our proposal from:

- St James & Emmanuel Academy Trust (Didsbury C of E Primary School and West Didsbury Primary School)
- Manchester Teaching School Alliance (Brookburn Primary, Chorlton Park & Old Moat Primary Federation, Barlow Hall Primary, Chorlton CofE Primary, Oswald Road Primary, St John's RC Primary, St Ambrose RC Primary, Manley Park Primary)
- Kingsway Community Trust (Ladybarn, Green End & Cringle Brook Primary Schools)
- Burnage Academy for Boys
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

1.12. Further marketing and engagement through our community hub is planned through September and October to ensure that we generate appropriate levels of support for our project.

1.13. In addition, we are planning to extend our transition provision into a wider range of Primary Schools over the next twelve months. Our transition programme is incredibly wide-ranging and our transition team begin working with students in Year 4. One of our most successful aspects of this programme is our 'Shakespeare in Schools' project which is delivered by one of our outstanding Drama teachers. The aim is to give primary children in Year 5 the opportunity to perform in a Shakespeare play in front of their peers and parents. Over a period of a term our staff work with groups of three

E2 – successful engagement with parents and the local community

primary schools and their Y5 students to put on an inclusive production of a key Shakespeare play 'E.g. Macbeth'. This is then performed to their peers in school and then performed publically to parents during the Chorlton Arts Festival in May. Not only is this a significant enrichment to the academic curriculum but it provides our staff with first-hand knowledge of our potential Y7 cohort, it provides the students with an opportunity to work with our teachers so they know a familiar face before they begin their transition and crucially it brings our future parents into our school before they have actually started working with us formally. This brings so many benefits in terms of high quality transition and parental engagement as well as the obvious marketing benefits we feel that it is an absolute essential of our transition programme.

- 1.14. We believe that by rolling out our programme to a wider range of primary schools it will significantly reach some of the traditionally hard to reach parents at an earlier stage and enable us to engage them effectively with their son/daughters education at CHS South.

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]

[Add lines as appropriate]

F1 (a) Skills and experience of your team

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- 3.3. Our 'Pre-opening' project lead would work alongside key staff from the project team as identified above. It is recognised that some of these individuals would need to contribute significant expertise in specific areas and require a 'weekly' commitment to the project. Other members of staff may only be needed in an advisory capacity or to work on a specific work stream for a specified period of time. We believe we have the capacity from within the Trust to release the necessary staff expertise at the required time to allow the successful completion of the pre-opening phase. Currently Chorlton High School has additional capacity on its Senior Leadership Team to allow for key members of staff to be released to support the development of the Free School. This capacity was discussed during the Capacity and Capability meeting with representatives of the Regional Schools Commissioner.
- 3.4. At the time of preparing this application we believe that we have the capacity to manage the Pre-Opening and Opening Phases utilising resource from within the existing Trust. All time allocated to the project from existing employees of the Trust would be charged 'at cost' to the pre-opening budget.
- 3.5. We will, however, review this if our application is successful and will consider the appointment of an external project manager to support us at this time using the funds from the project development grant to facilitate this if we feel this is necessary.

4. Principle Designate:

- 4.1. We have not yet appointed a Principal Designate and would not look to do so until we have been approved into the Pre-Opening Phase of the application process. As yet the Trust has not made a firm decision about whether it wishes to appoint a substantive Principal (option 1) to the post or to appoint a 'Head/Principal of School' who would work more closely under the guidance of the Executive Headteacher (option 2). At present the Trust's two current schools have two substantive Headteachers in post with the Executive Headteacher supporting them both and developing the growth strategy for the Trust. If the proposed merger of the Trust moves forward then it is likely that option 2 would be the preferred model as the Strategic Direction of the Trust would be delivered via the Chief Executive Officer (Likely to be one of the three existing Executive Heads).
- 4.2. We do feel that there a number of suitable candidates already employed within the Trust and in partnership schools however we are likely to undertake a national recruitment exercise to ensure that we appoint a highly skilled and

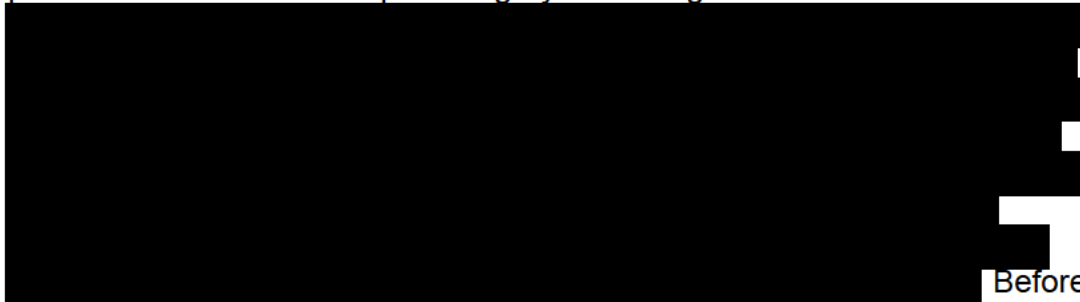
F1 (a) Skills and experience of your team

suitable candidate. It is highly likely that we would advertise using the Trust's current advertising partner, the Times Educational Supplement in addition to locally within the Manchester Evening News, if we considered this necessary. We would also use our network of contacts through our Teaching School Alliances, the national Partners in Excellence (PiXL) network and contacts developed through the SSAT (Ex Specialist Schools and Academies Trust).

4.3. We would consider carefully the timing of advertisement for the post given the likelihood that we would only know if we had been successful in our application around February / March 2017. In addition we would need confirmation that any proposed site would be available for occupation for a September 2018 start. If the site situation is positive we would wish to advertise towards the end of the Spring Term 2017 and hope to appoint a suitable candidate for Autumn 2017.

4.4. The job description for the Principle Designate post would be based upon the current Trust job description for Heads / Principals of its schools. This job description was reviewed and revised in 2015 and is aligned to the National Standards of Excellence for Headteachers. It is highly likely that the job description would mirror that of the current job description for the Headteacher of Chorlton High School as Chorlton is the school we are planning to replicate through CHS South.

4.5. Although no firm decisions have been made regarding the salary level of the Principal Designate's post the school is planned to be an 8 form entry school, growing in size to a 1200 student urban comprehensive school. This would place the school in a Group 7 category according to the School Teacher's



Before any pay range / conditions package is finalised the Trust would seek external advice from our HR providers and other parties as appropriate to ensure that we are best placed to secure the correct candidate for CHS South.

4.6. The selection process would be a rigorous process driven by the Executive Headteacher and Trustees. We would envisage this process running over a number of days and involving a range of different tasks and activities. We would actively involve current students of our Trust Schools, staff of our schools, particularly from Chorlton High School, alongside Governors and Trustees. We would also buy in the services of external consultants / recruitment advisors if we felt this would be necessary. However the decision on who to appoint would be made by a smaller recruitment team (4 or 5) of Trustees and Senior Leaders who would evaluate feedback from all stakeholders involved and assess candidates against the appropriate job description and person specification.

4.7. We would be looking to appoint a highly dynamic and resilient individual who can cope with the rigours, demands and challenges of urban school

F1 (a) Skills and experience of your team

leadership as well as collaborate successfully with our existing team of leaders to develop the Trust's ethos and identity successfully in CHS South. We would use a range of activities group / panel interviews, individual tasks, role play, group tasks.

4.8. We would be particularly interested in some key skills / attributes:

- The CHS Learning Trust believes that quality teaching is the key to successful outcomes for students. The Principal Designate needs to be a highly proficient teacher. This may be assessed by making candidates either teach lessons directly or getting them to observe other lessons (jointly with a key leader), review/critique the lesson then outline a coaching plan for the individual or provide direct feedback to the individual.
- A high degree of financial awareness and understanding is absolutely crucial to the post. A task along the lines of analysing a budget and preparing a budget reduction strategy – identifying key areas of concern / considerations / actions required has proved useful in the past.
- Ability to understand a wide range of school based data and its implications is essential. Producing an analysis of student progress data and preparing a report for the Executive Head / Trustees has been a task we have used successfully in the past to understand individuals analytical skills. Likewise we might develop a panel interview around the theme of presenting an 'Exams Performance Analysis' to the Governors Standards Committee as a way of understanding both analysis and ability to interpret / present information and cope with appropriate levels of challenge and scrutiny.
- In Tray exercises (Resilience): Although deemed by many to be old fashioned we have continued to use this approach in many of our Senior Leadership recruitment processes running over a long period whilst other aspects of selection are taking place. Within this task we would ask individuals to prioritise the issues deemed most important and identify appropriate action to be taken. During this time candidates would be interrupted to be taken for interview / tours of the school / other assessment tasks. They would need to respond to a range of letters / emails / telephone calls and live incidents that could occur throughout a school day and their ability to cope with the pressure would be scrutinised.
- Strategic planning and delivery is vitally important. Either through discussion or task we would want to assess an individual's ability to plan effectively around an aspect of school improvement and outline how they would actually deliver the plan to achieve success. We would be particularly interested in scrutinising how their actions in terms of plan delivery secure impact a level where it can actually make a difference and how the impact would be evaluated and measured.

4.9. Whoever was appointed to the post would be directly line-managed and supported by the Executive Headteacher acting on behalf of the Trust Board.

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
HR & Recruitment	Pre-Opening Team Trustees	<ul style="list-style-type: none"> • The Trust has excellent recruitment processes in operation across both current schools, much of these processes are driven by experienced members of the Senior Leadership Teams, supported by appropriate administrative support. • Our more specialist HR and recruitment support is currently provided by ‘One Education – HR and People’. They provide the trust with specialist HR support and management guidance through a Service Level Agreement (SLA) purchased by the Trust. • We intend to continue to purchase the SLA for the next twelve months and would use this support to provide any additional HR advice and guidance necessary in working through the Pre-Opening Phase. One Education already have experience in supporting the establishment of Free Schools in the area. • In the longer term the Trust wish to appoint a Director of HR to oversee HR operations across the Trust. This appointment has been postponed whilst the discussions around the trust merger are taking place. It is highly possible that the three trusts involved in the merger will appoint a HR Director / contract a HR Director temporarily to oversee the merger process and associated TUPE requirements. This would then lead to the creation of a new post of HR Director for the new combined trust.
Legal Services	Pre-Opening Team	<ul style="list-style-type: none"> • Neither the existing Trust Board nor the Pre-Opening Team have any personal legal expertise.

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
	Trustees	<ul style="list-style-type: none"> • Members of the Trust Board have good experience and relevant legal knowledge however we rely on procuring our legal advice from external sources through a range of Service Level Agreements or specific contracts. • We currently contract to: <ul style="list-style-type: none"> ○ Manchester City Solicitors – for a range of legal services from Community Advice, Anti-Social Behaviour Support and Contract Management. ○ Slater Heelis LLP, main solicitors for managing Academy Transfers / Land and Buildings / Commercial Transfer etc.
Marketing	Pre-Opening Team	<ul style="list-style-type: none"> • The Trust has a Community and Marketing Manager who is based at Chorlton High School. This person will be able to take a lead role in implementing much of the marketing requirements of the new school. • There are areas, however, where more expert support will be required and we are likely to buy this in from partner companies. • We have no ‘in-house’ web designers and currently purchase our web design support from an external company. We would intend to procure our web design and operation services from our current service provider, keeping control and managing content internally through our Marketing Manager above. • We also wish to develop a wider range of Social Media activity to market and promote Trust activities, developing our current use of Twitter more effectively using Facebook, You Tube channels and other current social media channels. We would need to contract this development to an external marketing provider to bring in the appropriate technical and industrial skill sets. We hope to move forward with this by April 2017.
Establishing a new school from scratch	Pre-Opening Team	<ul style="list-style-type: none"> • Although we are very confident that we have the appropriate capacity and skills to effectively establish a new school we are not complacent about the task. • As detailed in Section D1 para 14 we have already started to discuss the realities of opening a Free School with our partners in the Piper Hill Learning Trust.

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
		<ul style="list-style-type: none"> • [REDACTED] is also a Trustee of Piper Hill Learning Trust and played a lead role in the development of the Pioneer House Free School Application and was actively involved in the pre-opening planning and preparation. We are already utilising this experience in the development of our proposals for CHS South. • We have also made contact with two other local Free Schools, Cringle Brook Primary School operated by the Kingsway Community Trust and Didsbury West Primary School operated by the St James & Emmanuel Academy Trust. We intend to work closely with these two local providers to learn from their experiences during the pre-opening phase and hope to establish a good working relationship once opened as both these schools have students who potentially could become part of future student cohorts at CHS South, if we are successful.
Note:	Trustees	<ul style="list-style-type: none"> • Although our Trust Board is highly experienced and has been recently commended on their work via Chorlton High School's recent Ofsted Inspection, July 2016 we are aware that we lack Trustees with Business/Industrial experience. • One of the recommendations relating to the merger of the Trust is to strengthen the new, combined Trust Board by building upon the strengths of Trustees already in place in the other existing Trusts. The Business / Industrial expertise currently in place at the Altius trust would bring strength to our own governance arrangements. Likewise our strengths in public sector and educational leadership would complement the skills on the Altius Trust Board. • We believe the partnership of CHS Learning Trust, the Piper Hill Learning Trust and The Altius Trust would create an entity with highly effective governance at the heart of its operation.

[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.

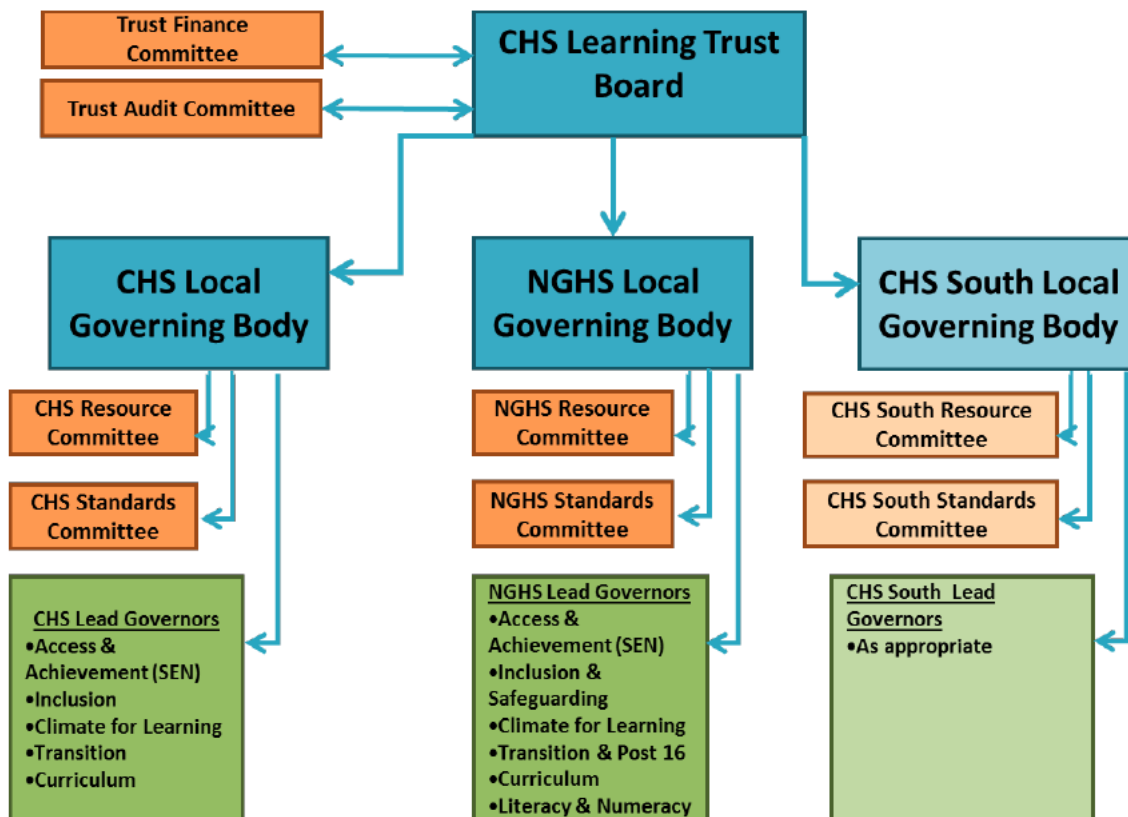
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

1. CHS Learning Trust Governance Model:

- 1.1. The Trust Board of Chorlton High School has chosen to adopt the DfE's Cooperative Multi-Academy Trust model as outlined by the Cooperative College and Cooperative School's Network. This creates a larger MAT board than the traditional MAT model to allow for stakeholder representation.
- 1.2. At Present the MAT Board is constituted as follows:
 - Academy Members (Local Governing Body (LGB) Chairs) x 2 (max 5)
 - Parent Members (elected from parent LGB reps) x 1 (max 4)
 - Co-opted Members (appointed by Members) x 2
 - Cooperative Society Member x 1 (vacancy)
 - Staff Representative (elected from staff LGB reps) x1
 - Executive Headteacher
- 1.3. Currently there are seven Trustees sitting on the Board.
- 1.4. All the above are Members and Directors of the Company (Trustees) with the exception of the Headteacher and Staff representative who are only Directors of the Company.
- 1.5. Diagram 1.5 below indicates the proposed structure of Governance of the CHS Learning Trust if we are successful with our application for CHS South. It is based on the current Governance model in operation.
- 1.6. The Trust Board currently meets half termly and oversees the strategic operation of the Trust keeping a close monitoring role on both schools within the trust in terms of student outcomes, progress towards the School Improvement Plan and Financial matters. It has been agreed that as the Trust grows the monitoring of Trust and school finances will be devolved to a sub-committee of the Trust Board to allow for greater scrutiny and challenge as appropriate. This committee will assume responsibility for many of the elements in the Scheme of Delegation which currently require approval from the Trust Board, particularly in our 'Sponsored' schools.
- 1.7. The Audit committee has oversight of our Internal Audit processes and works alongside our external providers of Internal Audit to conduct the 'Responsible Person' function.

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

Diagram 1.5



1.8. Our current governance model is based on our Cooperative Governance structure and our Cooperative Articles. The Trust Board have appointed the LGB of NGHS, whereas the LGB of CHS has been elected through our stakeholder process (Parents, Community, Staff and students elected via their constituencies and approved by the Trust Board – Co-opted Governors appointed by the Trust Board upon recommendation from CHS LGB). The LGB of NGHS has representatives of the CHS Trust Board / CHS LGB to provide strength and support. The LGB at NGHS will be re-constituted in line with levels noted when a ‘ Good’ judgement has been secured.

1.9. Table 1.9 below indicates the constitution of the current Local Governing Bodies (LGB) and the proposed model for CHS South.

Table 1.9 Constitution of Local Governing Body	LGB CHS (1500 students)	LGB NGHS (760 students)	LGB CHS South (1200 students) <i>proposed model</i>
Parent Governors	6 (max 6)	2 (max 5)	max 5
Community Governors	2 (max 2)	4 (to reduce to 2 when good secured)	max 2
Staff Governors	3 (max 3) plus HT	2 (max 3) plus HT	max 3 plus principal
Co-opted Governors	1 (max 2)	3 (to reduce to 2 when good secured)	max 2
Student Representatives	2 (max 2)	0 (max 2)	max 2

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

- 1.10. We would propose that the new Governance model is an extension of our existing model. The LGB of CHS South would, in the first instance, be appointed by the Trust Board and would be supported to develop in strength and allow it to move towards autonomous delegation. In the first instance the Trust Board would agree a level of delegation, dependent on the skills of the appointed LGB (likely to be 'Supported School' delegation, see below) until such time that a Good/Outstanding judgement has been formally secured by Ofsted and results indicate that students are delivering good outcomes.
- 1.11. We aim to establish the LGB of CHS South using a similar process to that used to establish the LGB of NGHS.
- 1.12. At NGHS we worked to identify key individuals on the existing Interim Executive Board of Newall Green High School who could support the School Improvement process. We supplemented this identified strength with existing governors / trustees from Chorlton and then after conducting a skills audit brought in additional skills from individuals sourced externally from the wider community. We then created opportunity to develop appropriate staff and parent representation on the LGB.
- 1.13. In a similar way we would anticipate building the LGB of CHS South from our existing governors, trustees and community partners then working with external partners such as Academy Ambassadors or Manchester University to secure additional representation dependent upon a skills analysis. As the school grows we would then develop appropriate opportunity for staff, parental and student representation on the LGB.
- 1.14. To ensure that Trust governance is effective and robust the Trust Board oversees the development of a planned programme of CPD for the Trustees and Governors of LGBs. This is driven by the Trust's annual skills audit of the Board and LGBs. Training and development is provided by a range of internal input (E.g. experienced Trustees, National Leader of Governance, Executive Head / Headteachers of Academies, members of Senior Leadership Teams) and externally sourced input as appropriate (E.g. One Education Governor Support Services, Crowe Clarke Whitehill, Slater Heelis LLP).
- 1.15. The Trust Board commissioned an external review of governance during the Summer Term 2014 which helped establish the strategic direction of the newly formed MAT and some of the systems to support effective governance. It is intended to undertake a similar review during the Spring Term 2017, however, this schedule may be adjusted to make way for a more wide ranging review should the proposed Trust merger proceed.

2. Delegation of responsibility and accountability:

- 2.1. The Local Governing Body of each school is delegated powers by the Trust Board appropriate to the level of autonomy earned. We currently operate a tiered level of delegation as shown in table 2.1:
- 2.2. The Scheme of Delegation is a detailed document which is reviewed by the Trust Board annually. It is basically a planned map of responsibilities and levels of delegation (based on tasks and decisions) taken from the DfE Governance Handbook and Academy Financial Handbook to ensure that for each school within the Trust it is clear where legal responsibilities lie and where these have

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

been delegated who is responsible to the Trust Board for effectively undertaking this delegation.

Table 2.1 Levels of Delegation	
Supporting School: Lead Schools within the Trust e.g. Chorlton High School	<ul style="list-style-type: none"> • Maximum level of autonomous delegation possible. • Reported through to Trust Board via: LGB Minutes, Headteachers Reports, School Leadership Reports and Executive Headteacher's Report.
Supported School: Good and Developing Schools (Not presently used) <i>potential for CHS South</i>	<ul style="list-style-type: none"> • Greater delegation to develop autonomous leadership at LGB / SLT level. • Monitored by Executive HT and reported to Trust Board via Executive HT Reports, Headteacher Reports, Leadership Reports.
Sponsored School: Sponsored / Weak schools within the Trust: e.g. NGHS	<ul style="list-style-type: none"> • Restricted delegation to LGB as agreed by the Trust Board, monitored by Executive Headteacher. • Reported through to Trust Board via Executive HT Reports, Headteacher Reports, Leadership Reports.

2.3. Examples of levels of delegation are given in table 2.3 below:

Table 2.3 Exemplar Levels of Delegation	
Delegation	Responsibility
Example 2.3.1	Strategic Planning 2.6 'Determine the school development plan'
Supporting	This is delegated to the Local Governing Body of the School
Sponsored	This is determined by the Trust Board (and would involve the plan being jointly developed by the Headteacher and Executive Headteacher before being presented to the Trust Board for approval)
Example 2.3.2	Finance 3.57 'Approve Order requisitions / invoice approvals over £100,000'
Supporting	Delegated to Local Governing Body
Supported	Retained by the Trust Board via the Trust Finance Committee
Example 2.3.3	Finance 3.53 ' Approve Cheque / BACS payment authorisation over £20,000 (3 signatures)'
Supporting	Delegated to the Headteacher of the school
Sponsored	Delegated to the Executive Headteacher

2.4. All Committees / Boards have agreed Terms of Reference aligned to the Scheme of Delegation. This gives the committees a clear focus for their work and identifies clear levels of responsibility and accountability.

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

- 2.5. For instance, the Resource Committee of a 'Supporting School' deals with the majority of financial issues for the Local Governing Body and ultimately the Trust Board, with the Trust Board given a half termly oversight of the financial situation. The Resource committee of a 'Sponsored school' is designed to operate in a similar way, supported by the Executive Headteacher. Crucially here, though, key financial decisions may be recommended by the committee but must be approved by the Trust Board before proceeding.
- 2.6. The Trust Board feel strongly that as far as possible accountability should be delegated to a local level. Where schools are in difficulties and require support then the Governors operating at a local level, on behalf of the Trust Board, need to be supported and developed to attain appropriate skills of challenge, scrutiny and strategic planning. This cannot be attained by removing them from situations which require key decisions to be made. They need to develop the skills to govern effectively with the Trust Board ratifying those decisions where appropriate and having the ability to take further action where not.
- 2.7. All Governors with lead roles have agreed Terms of Reference linked to the Scheme of Delegation. The Lead Governors take on specific responsibility for undertaking scrutiny and challenge on behalf of the LGB / Trust Board. In some cases they review whether the Leadership of the school are running the school so that the Trustees' legal responsibilities are undertaken appropriately. The Lead Governor Terms of Reference detail the responsibilities attached to the role and outline the feedback the LGB / Trust Board wish to receive. Lead Governors feedback directly to LGB meetings via verbal feedback and the submission of an A4 written summary sheet.
- 2.8. For Example: Specific terms within the remit of the Lead Governor for Access and Achievement (SEN):
- To receive and review the Access and Achievement Leadership Report.
 - To investigate how effectively the school spends its funds on improving outcomes for children with SEND and to consider if this provides good value for money.
 - To compare the outcomes of children with SEND with those of children with no SEND and consider this in relation to national averages.
 - To consider the effectiveness of staff CPD provision on SEND and related issues.
 - To evaluate the effectiveness with which the school has implemented the new SEND Code of Practice.
 - To produce an annual report for the Governing Body on the School's provision for children with Special Educational Needs.
- 2.9. It is the belief of the Trust Board that responsibilities should be delegated to the LGB to allow them to discharge their duties effectively for the benefits of the school and local community. Such autonomy, however, must be earned and levels of delegation to each school will be reviewed by the Trust Board on an annual basis or more frequently if required.

3. Driving Standards and Monitoring Accountability

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

- 3.1. The Trust Board takes responsibility for setting clear and challenging targets to ensure the success of all schools.
- 3.2. All schools have identified targets which are monitored by the Trust Board through the half-termly school scorecard and supporting Leadership Reports for Academic Performance.
- 3.3. Securing School and Trust targets is achieved by effective implementation of the Trust's Performance Management Policy.
- 3.4. The Chair of the Trust and key Trustees are responsible for setting robust targets for the Performance Management of the Executive Headteacher.
- 3.5. A Trustee is also involved in the Performance Management of the Academy Headteachers alongside the Executive Headteacher and representatives of the Local Governing Body. In that way the Trust Board can have confidence that the strategic direction of the Trust can be driven through the Performance Management processes of the individual schools.
- 3.6. The Academy Headteacher, alongside the Executive Headteacher drive the Performance Management process in each school, alongside the school's Senior Leadership Team.
- 3.7. The Trust Board monitors the impact of the Scheme of Delegation, the Performance Management system and the effectiveness of the Governance systems using a range of reporting systems:
 - Half Termly Headteachers report – standardised report across the Trust reporting on a range of key indicators and progress towards implementation of the School Development Plan.
 - Half Termly Executive Headteacher's report – summary report for the Trust Board including a key scorecard for each school and progress towards key aspects of school development planning.
 - Minutes of all LGB meetings and subcommittees are shared with the Trust Board with a standard agenda item on each meeting for strategic updates / feedback. Likewise Minutes from the Trust Board and committees are presented to the LGBs for their consideration and feedback given on key issues of Trust Business.
 - Leadership Reports are produced by schools covering key aspects of school performance and accountability see section D2 (*para 12.1 & 12.2*) for more detail.
- 3.8. Academy Headteachers are present at all Trust Board meetings so that they are clear about the strategic direction of the Trust as it is developing and can be challenged and held to account as appropriate.
- 3.9. Through effective information systems The Trust Board are able to ensure that they can challenge underperformance where it arises. Each year the Trust Board and Local Governing Bodies scrutinise the exam performance of Trust Schools and challenge leaders where performance is not considered strong enough. In 2015 Chorlton High School suffered a dip in GCSE performance indicators. A detailed investigation was undertaken swiftly at the start of term by the Head and Deputy Headteachers. This considered all aspects of exam performance where there were concerns. A detailed report was presented to the Executive Headteacher and the LGB Standards Committee for scrutiny 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

individual action plans were produced to address each area of concern. These action plans were then monitored throughout the year by the Headteacher and executive Headteacher and progress towards the plans fed back into the governance system by the LGB Standards Committee.

- 3.10. Due to the robust systems in place the Trust Board were able to assure themselves that they understood the issue, they identified key aspects of concern and were quickly able to ensure that appropriate plans were in place to address the matter. As a result we were happy to secure examination performance, in line with prediction, in 2016.
- 3.11. You will be aware that despite good general progress in terms of performance across the whole curriculum at NGHS in 2016 there has been underperformance in GCSE Mathematics. A similar process of investigation, analysis and action is now in place to ensure that issues are addressed robustly and success is assured in future years.
- 3.12. Copies of the Scheme of Delegation, Terms of Reference for Committees and examples of Leadership Reports can be provided if required.

4. Related Party Transactions:

- 4.1. We do not envisage any requirement for members or trustees to enter into any related party agreements to provide professional services for the establishment of the new school. We do not have such related party transactions at present within the Trust and feel that the development of our Free School is unlikely to require this in the future.
- 4.2. We do however have robust procedures in place to ensure that any possible related party transactions are dealt with in line with the latest guidance in the Academies Financial Handbook.
- 4.3. The Trust Board and Local Governing Bodies hold a central register of pecuniary interests, which is regularly reviewed.
- 4.4. Details of all Local Governors and Trustees are made public via the Schools' websites and Trust web pages.
- 4.5. All meetings and subcommittees of either the Trust Board or Local Governing Body have Pecuniary Interests as a standing item on the agenda, allowing any conflicts of interest to be declared at the start of each meeting.
- 4.6. In terms of procurement we do not envisage entering into any related party transactions for the provision of services to CHS South, however any procurement process would need to be delivered in line with the Trust's procurement policy (which is in line with the Academies Financial Handbook) which details actions that need to be taken should any conflict of interest arise during a procurement process.
- 4.7. All procurement process are delivered in line with national and international procurement guidance. Where appropriate the Trust source external support to run competitive tenders or use DfE approved procurement frameworks to ensure processes are transparent and robust. All decisions regarding procurement are recorded appropriately and minuted at the appropriate Trust Board / Finance / Resource Committee.

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

1. **Budget Planning:**

1.1. We are developing our budget planning model using the wealth of knowledge we have from many years of successfully operating Chorlton High School and our experience in having to address the financial pressures at Newall Green High School (NGHS) over the past two years.

1.2.

[Redacted content]

2. MAT Central Contributions:

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

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.

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Department
for Education

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