



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

Coseley Technology Primary
Willenhall Technology Primary
Darlaston Technology Primary

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CV template

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Self-assessment form for independent schools

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Governance self-assessment

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The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

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

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *how to apply to set up a free school guidance document* and the *criteria for assessment*, for the information your group should include in these sections.

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

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

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

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

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

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

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

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

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

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to:

applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

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

Declaration

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

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

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

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

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

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

Signed:

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

Print name: XXXXXXXXXXXXXXXXXXXX

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Proposal

The Collegiate Academy Trust is seeking to open three non-selective primary schools in the West Midlands, one in Dudley LEA and two in Walsall LEA. These would follow the same model as the permission granted to open their first Primary Free School which was granted in the last wave and is now in pre-opening to open in 2018-19. Each of these schools would be 60 students per year as well as a 26 place nursery. Two of these schools would open in 2018/19 and one in 2019/20.

The trust is seeking to open these schools specifically for increase quality through innovation and satisfy basic need.

- Basic need from two local authorities has led them to highlight areas which would benefit from additional capacity and request schools from the trust. In addition the Trust was asked to consider a growth strategy by both the DfE and Regional Schools commissioner. Finally following engagement with local stakeholders there is great local support for schools in the highlighted areas. **The RSC has endorsed the trusts capacity to open further schools.**
- The Trust has a strong track record of school improvement and creating outstanding schools and there are very few outstanding providers in the areas we are looking to place these schools. These first two rationale are explored further in Section E1. Within 1 mile of the areas we intend to open there are 14 schools rated as requires improvement or inadequate.
- The Trust has for many years been associated with innovative practice across a broad spectrum of leadership and school improvement strategies. Shireland led much of the development of the DfES ICT Test Bed project in the period 2002-07. The Academy has in the last decade built on-line learning environments for schools and an on-line curriculum which is thematically delivered and competency assessed. This curriculum has now been adopted by a number of other schools including Rockwood Academy (the Trojan Horse

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

school). Innovation in the curriculum, innovation in terms of pedagogy and innovation in terms of school structure, let us believe that we can make a real difference to students life chances.

Common Ethos and Key Features of the Schools

The three schools that we are applying for in the following application will follow the same key features, ethos and curriculum as that presented in the previous application. It is these key features which we believe will radically improve students life chances and maximise student progress.

Dedicated to the Community

The free schools will be strong institutions within the community, providing opportunities, serving local students, becoming centres of excellence and focusing on family engagement. The trust has a strong history of integrating disparate communities in common purpose and creating social cohesion.

Technology Rich

The free schools will be technologically rich environments delivering world class 21st century skills. The schools will run an online Learning Gateway and class site structure, supporting students learning with the latest pedagogy. Our use of a Learning Platform has long been regarded as one of the best examples of how an online environment can affect standards and teaching and learning.

Evidence Based and Research Led

Cutting edge research will be a part of the free schools, providing a beacon for other institutions and working with national organisations to provide evidential proof of key learning strategies. Continuing to work with the Teaching School Alliance and national research organisations.

Thematically Delivered

An engaging, thematic curriculum containing strong core standards. Key competencies delivered through thematic content. A focus on project based, audenced and blended learning will give students experiences they will remember throughout their education. The Academy has a strong competency based framework which has an online assessment tracker and has been working in a life without levels context for the past five years.

Outstanding Teaching and the Teachers of the Future

A focus on advanced pedagogy and the latest learning techniques to seek to make every teacher an outstanding teacher and create the teachers of the future. We believe that utilising School Direct trainees rather than teaching assistants will create a step change in how students can be supported across the free schools.

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

Strong and Compassionate Behaviour and Pastoral Care

The Free School actively promotes that all pupils have a right to learn and allow others to learn as well. It encourages positive attitudes to learning and endeavours to create the right atmosphere for effective learning and enables and supports pupils to work both independently and cooperatively. We believe in a full and dynamic enrichment programme for all.

Pedagogical Techniques with Proven Success

The Trust contains a Teaching School Alliance, is a Research Hub, jointly funded by EEF and IEE. One of the other major developments at Shireland has been the evolution of Flipped Learning which has metamorphosised the Academy has then been extended into the [REDACTED] EEF project Maths Flip which has taken flipped learning into 24 Primary schools to support KS2 Mathematics. The initial results from this project are exceptional as all ability cohorts make heightened levels of progress.

The Ability to Draw on Resources from the Collegiate Academy Trust

The Collegiate Academy Trust will be able to provide a series of resources to the Free Schools which are benefits above and beyond that which they would receive as single entities. Including services, advantages of economies of scale and the chance for students to be part of a wider community while their own schools are still reaching maximum student capacity, year group by year group.

Vision of the Trust

The Trust has a full vision statement based on the following values, Leading Learning, Promoting Cohesion, Changing Attitudes as an institution and Aim Higher, See Further and Be Concerned for everyone for students. These common values can be seen across all the schools in the trust.

At its core the Trust believes in an inclusive education for local students at every ability level, a rigorous grounding in academic fundamentals, that every student should be equipped for the future through teaching them relevant and cutting edge skills for the era in which they live. Most importantly that every student should be safe, happy, ambitious for themselves and respectful of all.

Our Trust focusses on using innovation to “level the playing field” and support learners and tutors of all ages. The medium term aim of our Trust is to establish a group of all through campuses which innovatively use technology to support learners, staff and families. Our first Technology Primary at Shireland will be the initial one of these and this could be followed by Willenhall and Coseley both of which have the potential to be all through campus developments. The final one in Darlaston would potentially link with E-ACT Willenhall completeing our campus developments.

The Collegiate Academy Trust is based from Shireland Collegiate Academy, a three times judged Outstanding Academy in Sandwell in the West Midlands. In 2004 the

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

Academy ran a three school trust involving a local Secondary and Primary School and Post 16 consortium. Following the attainment of an Outstanding judgement for the additional Secondary School (taken from special measures) the schools were released and the Trust lay dormant.

In 2016 the Academy Trust was reactivated and was granted Multi Academy Trust status by the Department, bid for a Primary Free School and was granted permission to enter the pre-opening phase. This was done following a period of intense capacity building in order for the trust to be prepared to manage multiple institutions.

[REDACTED]

[REDACTED]

[REDACTED]

The trustees of the Collegiate Academy Trust (CAT) have embraced a growth strategy leading to, provided bids are successful, a trust model which by 2020 would contain the original Outstanding Secondary School, four Primary Free Schools and an additional secondary selected by the RSC board. The expansion is to be in a small geographical area of the West Midlands and has the endorsement of the Local Authority in each of the areas.

The Trust currently contains one Outstanding Secondary, is in the process of pre-opening a primary free school and has just received the Academy Order to sponsor a Dudley LEA secondary school in Special Measures. It is anticipated that sponsorship of this Academy will begin by the end of 2016.

Recent results have seen the Academy improve their Progress 8 score from 0.24 to 0.35 this shows the outstanding value added to the students who as a weaker cohort were able to achieve the best Progress 8 in the Authority despite a small decline in headline English and Mathematics figures.

Capacity

The Trust is in the strong position of offering support to other schools in a series of areas. The Trust runs traded services in Finance (15 Schools), Human Resources (30 Schools), Safeguarding (10 Schools), E-learning and E- safety (35 Schools). In addition, the Trust franchises its successful integrated curriculum to three local schools. Because these services are established and in place the trust has capacity to expand and the free schools proposed will be able to take advantage of these mature services. The trust has an exceptionally strong pre opening team outlined in section F1 which ensures that capacity is not being taken from the existing Academy.

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.

For Coseley and Willenhall

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Nursery		26	26	26	26	26	26	26
Reception		60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60
Year 2			60	60	60	60	60	60
Year 3				60	60	60	60	60
Year 4					60	60	60	60
Year 5						60	60	60
Totals		146	206	266	326	386	386	386

For Darlaston

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024	2025
Nursery		26	26	26	26	26	26	26
Reception		60	60	60	60	60	60	60

Year 1		60	60	60	60	60	60	60
Year 2			60	60	60	60	60	60
Year 3				60	60	60	60	60
Year 4					60	60	60	60
Year 5						60	60	60
Totals		146	206	266	326	386	386	386

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.

EYFS will have a daily English and Maths Focus led by a trained teacher.

KS1 Table

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
English	5	Y	Thematic Delivery with focussed skill booster sessions.
Mathematics	5	Y	This will be taught discreetly with meaningful links into the thematic curriculum where appropriate.
Science	2.5	Y	Thematic
History	1	Y	Thematic
Geography	1	Y	Thematic
Religious Education	1	Y	Thematic
Design & Technology	1.5	Y	

Drama	1	Y	Thematic
Dance	0.5	Y	
Art	1	Y	Thematic
Music	1	Y	Thematic
ICT/Computing	1.5	Y	Thematic
Physical Education	2	Y	
Citizenship	0.5	Y	Thematic
PSHE	0.5	Y	Thematic

KS2 Table

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
English	5	Y	This will be integrated into the thematic curriculum at KS2. However there will also be discrete elements of English taught separately where appropriate e.g. phonics.
Mathematics	5	Y	This will be taught discreetly with meaningful links into the thematic curriculum where appropriate.
Science	2	Y	This will be integrated into the thematic curriculum at KS2.
History	1	Y	This will be integrated into the thematic curriculum at KS2.
Geography	1	Y	This will be integrated into the thematic curriculum at KS2.
Religious Education	1	Y	This will be integrated into the thematic curriculum.
Modern Languages	1	Y	
Design & Technology	1	Y	
Art	1	Y	This will be integrated into the thematic curriculum.
Music	1	Y	

ICT/Computing	1.5	Y	This will be integrated into the thematic curriculum.
Physical Education	2	Y	
Citizenship	0.5	Y	This will be integrated into the thematic curriculum.
PSHE	0.5	Y	This will be integrated into the thematic curriculum.
Theatre School	1	N	
Coding Club	1	N	

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

The Curriculum

- i) **Expected Pupil Intake**
- ii) **KS1 and EYFS, the Curriculum**
- iii) **KS2, the Curriculum**
- iv) **Students with Additional Needs (SEN, EAL, G&T, LAC, PP/FSM, Catch up)**
- v) **Use of Specialist Facilities in Partnership with the Trust.**
- vi) **The Case for 1 to 1 Devices**

Statement on the use of the National Curriculum

The Curriculum covers all elements of the national curriculum though some subjects are taught thematically as opposed to in discreet subjects. The trust will of course fulfil all statutory end of Key Stage assessment examinations.

Expected Pupil Intake

Surrounding schools have the following characteristics, therefore we could expect that the proposed free schools to have a similar intake:

Coseley

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

Name of School	SEN Statement or EHCP	EAL %	Pupil Premium
Hurst Hill Primary	1.3	5.2	33.5
Christ Church Cof E	1.5	5	25.7
Manor J&I	0.6	8.7	21.3
Walbrook Primary	2.3	6.6	46.2
Bramford Primary	0.8	2.8	28.2
Foxyards Primary	0.9	6.5	25.1
Hill Avenue	1.0	25.9	29.5
Wilkinson J&I	0	7.9	41.1
Lanesfield J&I	1.2	18.9	41.1
Summerhill Primary	1.1	16.2	48

Many of these schools have a higher proportion of Pupil Premium students than the national average of 29.4%. The Academy has a great deal of experience with working with students with deprived backgrounds and this is reflected by the current Trust average of 55%, the Trust is well equipped to work with these students with significant resources invested in safeguarding, non-teaching experts, intervention and a pedagogy which uses technology to provide the home opportunities available as a matter of course to more affluent families. EAL and SEN percentages are lower than the trust national averages.

The difference in the Dudley school will be the more homogenous White British community and dealing with the challenges that have been documented with low aspiration and work ethic. The curriculum will reflect the need to raise aspiration and create a strong work ethic in all pupils.

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

Willenhall

Name of School	SEN Statement or EHCP %	EAL %	Pupil Premium
Alumwell Junior/infants	1.4	57.7	50.1
King Charles Primary	0.3	10.2	47.2
Birchills C of E Primary	1.8	65	44.8
Bentley Drive Junior (Reedwood E Act Academy)	0.7	70.3	46.9
County Bridge Primary	0.4	7.3	54.5
Hillary Primary	0.7	76.7	40.8
Salisbury Primary	1.0	73.3	43.6
Palfrey Junior Infants	1.1	92.2	32.4
Croft Community Primary	0.4	81.4	51.3
Lodge Farm Junior Infants	0.3	16.3	44.4

Again this school is to be in an area of high deprivation and the same issues apply. However there is a far greater concentration of students with an additional language, slightly higher than the Trust average of 55%. Within the trust there are currently over 50 languages spoken and a large number of staff who have a second language and are able to communicate with families in their native tongue. The trust also employs two family welfare officers who are able to engage with hard to reach communities. Finally, the trust has a partnership with Little Bridge, a worldwide language learning solution who help to rapidly develop the skills of bilingual students. There are few trusts as well placed to engage with these communities and retain their confidence that they will ensure swift progression for their children.

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

Darlaston

Name of School	SEN Statement or EHCP %	EAL %	Pupil Premium
Old Church Cof E	0.3	11.7	36.6
St Joseph's RC Primary	1.7	15	31.9
Kings Hill Primary	1.3	55.5	45.3
Salisbury Primary	1.0	73	43.6
Rough Hay Primary	0.5	9.3	64.2
Pinfold Street Primary	1.3	19.8	49.6
Old Park Primary Street	1.3	22.7	30.4
Albert Pritchard Infant school	0.4	13.2	28.3
County Bridge Primary School	0.4	7.3	54
St Mary's Catholic primary	0.4	24.4	31

This is a far more mixed area and one of the key aspects will be the focus on social cohesion. The CAT has a great deal of experience in this area and will follow a recruitment strategy looking to pull from all areas of the community. The challenges present are a hybrid of those listed in the previous two schools and the capacity we have to face these challenges remains unchanged.

Early Years - Ethos and Curriculum

Our Trust fully supports the principle that young children learn through play and by engaging in well-structured activities. Teaching in this stage builds upon the experiences of the children in their nursery settings and the positive relationships that exist between the school and the nursery providers.

The curriculum is based upon core values of Enthuse, Explore and Excel. Across all Key Stages we want learners to engage in purposeful and authentic learning

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

experience that develops curiosity and ownership of learning, leading to achievement and success for all.

For the last nine years the Trust has operated a pair of nurseries and has built up considerable expertise and experience. It would be our intention to move and expand one of these nurseries to the new site, providing an instant intake for the new free school. At the last Ofsted this Nursery was classed as good and would follow its existing curriculum. It would be our intention to both offer places which are flexible to support working families and to consider including provision for disadvantaged 2 year olds. We are now looking at building these nurseries into outstanding provision through higher level safeguarding training, improved tracking systems and employing EYFS teachers.

Teachers facilitate learning through carefully planned, play-based learning experiences that are based upon the Early Years Foundation Stage and prepare pupils to become ready for more formal learning opportunities that will be phased in through Key Stage 1. Planning will also ensure and allow for a sense of ownership by both teacher and child, child initiated learning tasks and activities, progressive skills and learning that meet expectations and mastery of skills. The application of skills are then transferrable across themes as they move through the school.

Preparation for KS1 begins in the EYFS through 'Introductory Themes' while they will not have the curriculum depth of the themes in KS1 and KS2 they introduce students to the key concept of learning in context and give them some very basic access to technology. Our themes, whilst structured as they are in KS1 and KS2 will be based on the everyday experiences that our pupils understand such as: Let's Pretend, Through the Window, Toy Story and Snap, Crackle and Pop. In the EYFS we will model the flipped methodology to prepare our pupils for future steps, we are currently working on our phonicsflip for use with our younger pupils.

Key aspects such as Synthetic Phonics / Reading / Writing and Numeracy skills will be taught daily with other areas of the EYFS wrapping round these core elements through carefully crafted audience and skills based themes. The use of technology will enable learners to reach a wider audience for these purposeful outcomes and help them learn early core ICT and Computing skills. This is in conjunction with family learning workshops which are based upon our successful i-families programme.

The Free School believes that basic skills must be at the heart of what we teach and would ensure that we deliver an Early Years curriculum that focuses on the three prime areas of learning which are most essential for children's readiness for future learning and healthy development, as well as delivering the four specific areas of learning which build on the prime areas. These are 'playing and exploring' (engagement), 'active learning' (motivation) and 'creating and thinking critically' (thinking) and are alongside the main themes.

Whilst we are committed to the delivery of our curriculum through themes, we will embed specific skills based programmes from EYFS through into the Key Stages to ensure we build an outstanding skills foundation to complement the thematic delivery.

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During the Reception Year the Early Years Team will make a number of assessments on the Foundation Stage Profile. This assessment is an important part of the future curriculum planning for each child. National baseline testing will be utilised as required and initially we believe we will look to use the NFER solution accredited nationally.

Key Stage 1– Ethos and Curriculum

In Key Stage 1 a Thematic / Skills based Curriculum based on planned activities and basic skills will enable our children to explore and pursue their own interests, promote learning, personal growth and development. The curriculum is taught according to National Curriculum requirements which set out the most important knowledge and skills that every child has a right to learn, but is delivered thematically and is responsive to the children's needs. It is the framework provided by the government so that all children are taught in a way that is balanced and manageable; skills and attitudes will be developed throughout. Children will discover that learning needs to be an active process that leads somewhere and in turn allows the child to see physical tangible evidence of the skills they have learnt. Giving pupils opportunities for real-purpose of learning tasks and activities, with real audiences will be built into the themes.

Pre-learning opportunities will be built into themes regularly through a Flipped Learning approach; using technology to engage and extend learning opportunities and assess prior learning and therefore move learning on in a more targeted manner. In Key Stage One joint online class sites for students will be slowly introduced, providing opportunities for parents to engage with reading and comprehension activities in conjunction with their children. Simple notes can then be typed on online forums which allow students to feel part of a wider learning community.

Allowing the children to develop skills to be able to be reflective, and evaluative of their experiences and learning opportunities, is central to the whole process. This will focus a sense of not only pride in their work but a focus for areas to improve. The school will also develop a sense of ownership for pupils in their own learning, so that they can make appropriate choices and become independent learners, but also know how to work with others and collaborate effectively when needed.

Our curriculum also includes what the children learn from, the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others whilst developing their knowledge and skills, so that they achieve their full potential. Our vision statement reflects this view.

The free school is passionate in our belief that every child can learn to read and this is at the heart of the EYFS and KS1 curriculum. Rigorous, intensive and systematic phonics teaching will underpin reading, spelling and writing. We would put in place a high- quality structured programme for the systematic teaching of phonics such as Read, Write Inc. Phonics teaching will be characterised by a planned structure, fast

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pace, praise and reinforcement, active participation by all children and clear monitoring of progress.

The assessment of individual pupils' progress will quickly identify any pupils who are failing, or in danger of failing, to keep up with their peers. Effective intervention for them to catch up will be put in place early and there are high expectations of what all pupils should achieve.

We also believe that developing comprehension and understanding when reading is key and will aim to foster a life-long love and enjoyment of reading in children with a strong emphasis on developing reading for pleasure.

As well as traditional Mathematics students will be taught through Numicon as a Maths strategy, this is a hands on, visual approach that teaches number through pattern and concept image. It keeps confidence and understanding high and speeds student progress.

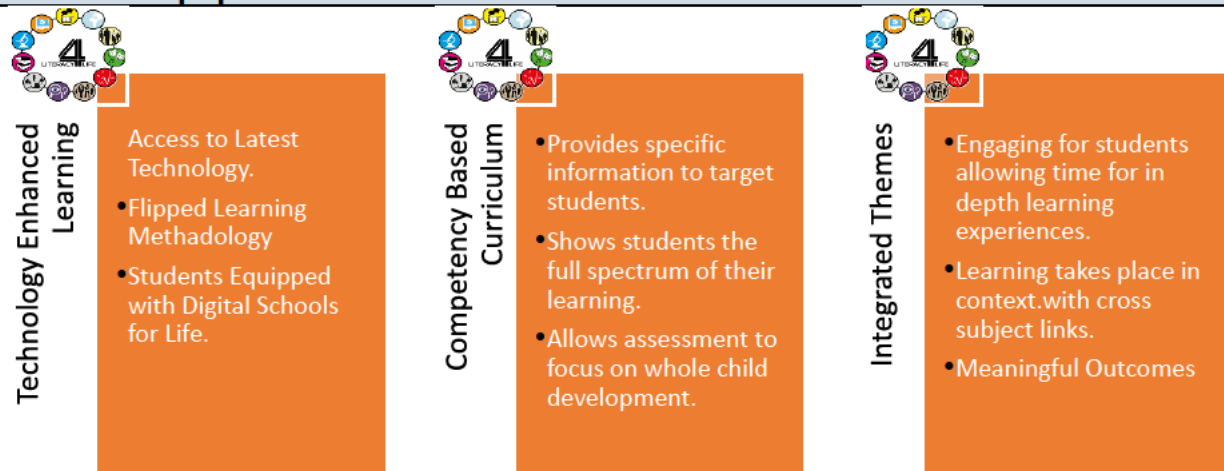
The Free school is best placed to provide a distinctive and exceptional technological experience for students at a primary level. It already has an e-safety service which provides advice to several schools, expertise in the use of Kodu, Scratch and Minecraft. The Free school will be able to give special opportunities such as simple introduction to robotics. This will more than fulfil the requirements of the KS1 national curriculum in computing.

We firmly believe that a curriculum with a foundation of talk before writing will be essential to unlock attainment for our pupils and accelerate their progress. This focus on literacy and in particular language development will place our students in the best possible position to gain full access to the wider curriculum from the earliest stage. We will therefore place considerable emphasis on developing student's oral skills, starting with structured play and focussing on speaking and listening through storytelling, role play, discussion and explanation in the Early Years Foundation Stage.

KS2 – The Curriculum

An integrated curriculum will be the cornerstone of the offer to students at KS2 with the three key pillars:

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This curriculum integrates some English, Mathematics, Science, Religious Education, Geography, Drama, History, ICT, Personal Social Education, Computing and Citizenship into Themes. This is the main variance in the curriculum methodology with the others being flipped learning and one to one devices covered later in this section.

What is a Theme?

A theme is a topic usually between around six week long which the students use as a hook to base their learning on. The underpinning philosophy is that students learn better in context than in isolation.

Themes have within them certain key characteristics. A large piece of extended writing, time set aside for developing reading, and a number of competencies that the students will develop. A student can perform a piece of diary writing in a great fire of London Based theme or an instructional manual in a theme based on robotics.

Themes in totality cover all of the areas of the national curriculum, but not every theme contains a full balance of every subject. Some might be more Geography based, while another may contain more drama. By writing the curriculum in this way it allows for stronger experiences and more time to produce high quality outcomes. This way there is an opportunity for in depth learning but with the full curriculum balance across the year.

Each theme will have a series of well-structured outcomes, often for a real life audience. Parents and peers often coming in to add extra motivation to students to produce work of real quality.

We aim to offer a lively, authentic creative curriculum which excites and engages pupils and allows all children to develop, flourish and achieve to their maximum potential. Developing the thematic approach in KS2 will offer pupils a wealth of 'irresistible' learning opportunities where key concepts and skills are delivered through exciting and dynamic themes in a hands-on and practical nature.

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Examples of themes will include; Tribal Tales, Scrumdiddlyumptious Chocolate, Land Ahoy and Superheroes. All learning is immersive and experiential, working with a range of learning partners from businesses, the arts and wider local community, bringing expertise into the school learning environment. The basis of the themes will be developed from the Cornerstones methodology.

We believe this model is the most appropriate as it offers a real boost to literacy, is a developmental strategy which deals with low parental aspiration / qualifications and, being technologically rich allows students to explore virtual environments and online tools they may not explore with their families. Alongside the thematic nature of the curriculum, it is supported by a series of competencies broken into ten areas.

These comprise six areas of academic progress: Communication, Numeric, Scientific, Technological, Reading and Social Environmental. There are four further areas which deal with the development of the students' personal characteristics: Personal Learning, Personal Social, Professional Development and Creative. These areas have their roots in EYFS and transfer into KS2 and KS3 ensuring a smooth transition. In addition to the thematically delivered key aspects of English and Mathematics there are a number of discreet elements which are delivered in a parallel and supporting structure using the themes as the context.

These competencies go to the heart of the curriculum. Students use them to develop the key skills they need to be successful; they use them to see the full continuum of their learning and they use them to identify their strengths and weaknesses. Truly skilled staff use the competencies to directly personalise the curriculum. If students in the same class are working in the 'Water' theme, one student may be working on their word choice in communication, while another is seeking to improve their research skills.

When, as our ethos states, we refer to 21st Century Skills, this is a fundamental part of what we are looking to deliver throughout the Free School curriculum and are currently delivering in our Literacy for Life curriculum in Key Stage 3. The process of grading students within a competency based curriculum is further expanded upon in the assessment section. Within the competency framework and theme based projects as well as a solid grounding in academia.

The CAT has 7 years of successfully delivering this curriculum model and will be available to provide intensive support in the development of the thematic based curriculum in the Free School. Note that this curriculum covers all elements of the National Curriculum but is taught in context, with technology at its heart where Digital Literacy is a key skill for all pupils. Pupils will advance in the skills above because they are integrated, not add-ons. These areas will be assessed through competencies tied to individual activities and projects spread throughout the Key stage. A simple online tracker which has been developed at the secondary level is available and can be used to mark a class group in just a couple of minutes, or with a tablet when assessing walking round the classroom. This is easily adapted for the Free Schools and we will continue to evaluate its efficacy.

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Within the curriculum students will be provided with opportunities to apply core English, Maths and Science skills for a real purpose. In particular, there will be a range of inspirational writing opportunities interwoven in our themes. An example of this is allowing the children themselves to reflect on their own learning and write their own end of year reports for their parents; teachers will respond to these rather than the teacher dictating this process.

Flipped Learning

At the core of our curriculum is an innovative and authentic learning experience, rich in the use of new technologies and one which is personalised and responsive to the needs of our pupils. We seek to build on children's prior learning to accelerate progress for all and assessment for learning is key.

Learning and teaching is underpinned by 'Flipped Learning'- a simple idea where teachers present pupils with knowledge before they arrive in lessons (e.g. sharing a video the night before that explains a new mathematical concept such as ordering fractions). This frees up the teacher's time to focus on classroom activities with more impact, such as giving more personalised support to pupils who are struggling, answering questions, holding discussions, challenging misconceptions or allowing pupils to apply their knowledge and delve deeper into the material. Class sites allow students to respond to the flipped tasks which have been set through online forum, questionnaires, uploading work or voting systems. This gives staff an overview of student's prior knowledge before the lesson begins, allowing for more accurate differentiation and feedback.

The Flipped Learning Methodology is underpinned by Bloom's Taxonomy. By linking the Flipped Learning model to Blooms, this means that knowledge and comprehension levels of Bloom's Taxonomy are done at home meaning that teachers are freed to concentrate on facilitating deeper learning and moving through more content than without using this approach. This enables teachers to spend less time on low order thinking and move much more quickly onto those higher order thinking aspects which are scaffolded and facilitated much more effectively by the teacher in the class. The CAT ran a TES sponsored conference involving the founders of Flipped Learning in 2016.

We believe feedback from peers and the wider learning community is extremely powerful to motivate and engage pupils so a global audience is important to us to share our proud achievements and connect with the wider learning community through blogging platforms and class sites.

Outside of the Themes

The curriculum will promote and encourage opportunities to work both independently and collaboratively to achieve learning goals. We will equip pupils with 'metacognition' and reflection skills so that they understand and take ownership of the learning process. The Learning Power tools (Resilience, Resourcefulness, Reflectiveness and Reciprocity) and the related Learning Muscles such as Collaboration, Perseverance, Reasoning and Meta-learning (knowing yourself as a

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learner and how you learn best) will support teachers to guide and facilitate pupils to take ownership of learning.

Music, Languages, Physical Education, Dance and Design Technology are taught outside of the integrated curriculum though will occasionally have a presence in themes. Arts are an important part of what the Free School will offer. Alongside a strong Arts curriculum, students will have the opportunity to be part of the Hippodrome sponsored Theatre School at the Secondary Academy, with professionals from the world of theatre working with students on a weekly basis. Though elements do find themselves within the themes.

The Free School understands the importance of digital technology as a tool to engage, enhance learning and underpin school processes. It believes that every child should have access to the latest technologies and become digital citizens who are capable of extending their learning through 21st Century Digital skills.

Case for 1 to 1 devices

We know from using technology effectively within the Trust that it makes a difference to the learning of our students supporting all abilities. Given the high numbers of Pupil Premium students, a proportion of families will not have quality access to a device for learning and the internet at home, especially for younger siblings (parents and older siblings tend to have priority over any devices that are at home). Therefore, equity of access at school is crucial if we want all pupils to take advantage of the possibilities and opportunities that having access to a device brings.

The Free School sees 1 to 1 device access as vital as driving personalised and independent learning and levels the playing field in terms of equity and access. It would be our intention to equip Years 3 through 6 with Microsoft Surface devices with pupils in Early Years and Key Stage 1 also having access to a range of technologies to support their learning. While a high technology approach is unusual at primary level, it supports rather than replaces the strong core elements which are required.

Foundations in Mathematics are supported, not replaced, by a peer reviewed approach which have identified the best resources available in the EEF project. Students will still have a mixed economy to ensure that basics around handwriting, spelling, reading and speaking and listening receive equal focus.

Students with Additional Needs (SEN, EAL, G&T, LAC, Catch up)

The trust has developed a SEND policy in pre opening for its current Primary Free School. This was recently reviewed in a DFE inspection and judged to be excellent. A full report is available in the appendices.

SEN

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The Free School will have a SENCo in place to oversee the needs of students who have additional needs (G&T, LAC, EAL, SEN and catch up). In the first instance this will be the Vice Principal. Students will be assessed to support the identification of additional needs. We will look to assess students in the four broad areas of:

Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

This will be done through continuous assessment of student progress against the recognised expected progress of all students.

Staffing and Accountability

Across all Key Stages the SENCO will have arrangements in place to ensure that children are supported throughout the Free School. This will include a clear approach to identifying and responding to SEN. We will then have effective provision that improves the long term outcomes for children. We will use our resources and expertise to:

- use their best endeavours to make sure that a pupil with SEN gets the support they need
- ensure that pupils with SEN engage in the activities of school alongside pupils who do not have SEN
- inform parents when the school are making special educational provision for a pupil

The SENCo will also prepare a report on:

- the implementation of their SEN policy

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- their arrangements for the admission of disabled children
 - the steps being taken to prevent disabled children from being treated less favourably than others
 - the facilities provided to enable access to the school for disabled children
 - their accessibility plan showing how they plan to improve access over time
- The SENCO will also work with staff to ensure that all pupils are assessed against the seven areas of learning. These are:
- communication and language
 - physical development
 - personal, social and emotional development
 - literacy
 - mathematics
 - understanding of the world
 - expressive arts and design

It will also be the SENCO's responsibility to support pupils at key stages of transition, particularly those students who have EHC plans. To liaise with the Local Authority to ensure that those students who require support are placed on EHC plans as appropriate.

We will work with professionals from other organisations to ensure that key milestones are met and that the plans are reviewed every 12 months.

EAL

The Free Schools will make specialist provision using technology and Little Bridge software for pupils with English as an Additional Language (EAL). This is due to the high number of families in the area who are EAL as identified in the census data.

The CAT have a partnership with the Bell foundation who provide audits and training to staff on the development of students with English as an Additional language. This includes assessment, work on initial teacher training, resources and developing methodology for in classroom support. Twice yearly this offers CPD to teachers within the Trust.

Gifted and Talented

The Free School will adopt nationally recommended methods for identification of Gifted and Talented students including quantitative internal assessments, qualitative information from staff, peers, parents and carers and will also look at the rate of progress and reference to prior attainment and achievement. Within the classroom the teacher will differentiate to promote excellence and ensure that Gifted and Talented

In the last year we have honed our delivery models to focus on Gifted and Talented students. We have identified aptitudes from across the curriculum and designed

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pathways for specific students to unlock their potential, we will mirror this methodology in the Free School. We have developed a Theatre School with the Hippodrome, brought in HE lecturers to speak across the Key Stages and collapsed the timetable to create Focus Days where we can deliver a whole project in a day. We have supported Victoria Park Academy in their VPUniversity where our staff teach Years 2-6 across a wide variety of subjects, operated Primary Study Support for our family of Primary schools and established a local Primary choir and Rockband. All of these strategies have equipped us to move forward in supporting the Free School to unlock the potential of gifted pupils.

This will be a continuous approach that will ensure that this is embedded in school life and not a testing issue that only happens at certain points of the year. This will help to avoid us missing the hidden talents of pupils and ensure that there is continuous open dialogue between staff, parents and students.

LAC

The Free School will have a LAC Co-ordinator who will also be the SENCO. This person will ensure that all Personal Education Plans are completed at appropriate times and ensure that mile-stones are met. The Free School will adhere to the provision for LAC students that is made in the School Admissions Code and the document "Promoting the education of looked after children" DfE July 2012.

Pupil Premium

In 2015 the Trust's Secondary Academy was named as the leading Secondary school in the West Midlands in relation to the support offered to Pupil Premium students.

We believe that closing the gap happens through the following strategies:

Dealing with student's complex needs, through safeguarding, through the Prevent strategy, through a strong programme of PSHE and citizenship. Through the engagement of outside agencies including the Local Authority where necessary.

Equality of opportunity, which we would seek to do through equality of access to the enrichment programme, through equality of access to technology, through equality of access to experiences and by providing safe and secure areas where students can study.

Finally through raising aspiration. By getting students involved in national competitions, by letting them have a strong careers awareness and by giving them opportunities for success amongst their peers and the local community.

Organisations worked with to Support Students

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The CAT runs a safeguarding service which supports local schools and provides training and expertise. In the course of this work the trust has relationships with the following organisations.

- Sandwell Women's Aid (we use their CHISVA, their counselling service, their CSE team and their CHIDVA)
- Shield/Point of Access
- Sandwell young carers
- Birmingham young carers
- DECCA
- CAMHS
- Targeted Youth Support
- Barnardos Family Support
- The CSE team (based in Sandwell Children's Services)
- Brook
- Barnardos SPACE (Birmingham CSE team)
- Family support Team (part of Birmingham children's Services)
- Krunch (mentoring and girls group)
- Brushstrokes
- Smethwick Food Bank
- ASIRT (advice and support for asylum seeker families)
- St Chad's Sanctuary (for refugees and asylum seekers)
- RESTORE (befriending service for asylum seeker families)
- Smethwick Asian Families Support Service
- PREVENT team

We would look to replicate the local services in this structure in each locality.

Use of Specialist Facilities in Conjunction with the Trust

Collaboration with the Collegiate Academy Trust will also be a feature of the free schools. The ability to access specialist facilities will provide strong experiences for the students. Students will have access to:

- A 400 seat professional Theatre and support from SCA and Hippodrome staff.
- World class design facilities including 3D printing and modelling, laser cutting, CAD/CAM and support from our Outstanding Design team.
- Scientific Laboratories incorporating presentation technologies.
- A full suite of PE facilities
- Immersive Space to launch themes and topics.
- Recording Studio and TV Channel

Access to these facilities will be possible as the free schools will timetable in conjunction with the Secondary academy's focus day programme which releases two departments facilities every two weeks. This will also be a strategy to ensure that appropriate PPA time is available. This will give far superior opportunities to students than are currently offered at local primary schools and help to accelerate progress.

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Joint curriculum provision in subject areas and access to specialists will bring further benefits and will raise standards.

Transition

We believe that we should prepare children for entering each stage of their learning to ensure continuity of learning and a smooth transition for all. As well as year to year transition, there are the following transitional stages that we focus on;

- Home to Nursery
- Nursery to Reception
- Reception to Year 1
- Year 2 to Year 3
- Year 6 to Year 7
- Transition in EYFS

We believe that best Early Years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

We are committed to the Early Years Foundation Stage and we believe it is essential that children who enter both Nursery and Reception to receive their entitlement to the EYFS. The Foundation Stage provides the firm foundations upon which all subsequent learning builds. Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Our aims are to ensure our children:

- Do not experience a dip in their progress
- Supports vulnerable learners
- Receive the EYFS for the duration of Year Nursery and Reception
- Experience a curriculum suited to their needs if they have additional needs
- Continue to have opportunities for structured play in Year 1, as appropriate
- Continue to experience teaching that reflects a variety of preferred learning styles

There will also be teacher transition meetings, home visits, taster sessions (where children will be given the opportunity to have a taster session in the class they will be starting in September and will meet their new teacher.) and Parental Meetings.

Transition has been a real strength of the Collegiate Academy Trust and over the last 5 years as well as providing a 11 day Transition Programme over the course of July and August of each year, the Academy provides Curriculum Days across the year where Primary pupils from local schools come and experience a day in a particular subject and primary staff get training, Primary Study Support is offered every Wednesday after school.

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We also provide Year 5 Activity Days in the Summer, where we see 120 pupils attending the sessions we provide. In addition we also offer a bespoke Gifted and Talented Literacy programme that focuses on the medium of radio; Radio-in-a-day. Identified pupils from 6 local primary schools work with experts to script, devise and produce a radio programme in a day and then share it with the school online when they return.

This approach of sharing expertise across phases and carefully crafted transition themes will also be adopted as pupils move from Early Years to Key Stage 1 and from Key Stage 1 into 2. The tracker will also be a key tool to make sure that teachers in all phases know exactly where all pupils are as they move through phases.

It will be our intention to forge relationships with the following schools:

For CTP	–	Dudley College Free School
For WTP	–	Willenhall Community School
For DTP	–	Grace Academy, Darlaston

Ensuring that there is a well-established, triangulated relationship between the student, family and school will be at the heart of our ethos. These efforts will ensure that there is a strong base to support standards and progress.

Family Voice

We will aim to support family learning and the digital skills of families that will enable them to support their child's learning. The Secondary Academy's well attended Family Literacy Project has 25 hard to reach families, often newly arrived to the country, attending weekly literacy sessions alongside their child, and this is a programme we would like to extend to the free schools. This and i-Families, a programme where pupils and parents together work on producing a digital resource for the themes, will become part of our family engagement provision.

Establishing a forum where families can become actively involved in the everyday life of the school will play an important role in the development of family voice. Regular meetings complemented by an online forum on the Learning Gateway will mean that families are kept up to date, have their say and be involved in fund raising opportunities as well as day to day school and class life.

Student Voice

A School Council will be responsible for making decisions, raising money and helping out in the local community. The School Councillors will be ambassadors for the school and this will give them the opportunity to learn about responsibility, leadership, team working, and decision making as well as many other skills. Giving our pupils a 'voice' and a means to share thoughts and ideas that influence learning, policies, programmes and principles will be vital to the structure of the school. Its organisation will mirror the successful Student Voice and Council Structure and be complemented

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by online forum on the Learning Gateway that will not only facilitate the operational running of such a group, but also disseminate the work that it does to the wider school community.

Admissions

The Academy will operate under the following admissions policy which has been approved by the DfE during the pre-opening phase for the first free school. The policy will be identical for each school other than names and appropriate Dates. The full admissions policy, non-selective and in line with DfE guidelines can be found here:

<http://shirelandhightechprimary.org.uk/>

Enrichment and After School Activities

Each school will offer wrap around care for families and holiday clubs. This will be from 7:30 in the morning until 6:00pm five days per week. This will be a charged service.

The Free School will run the following enrichment programmes:

- Theatre School – KS2
- STEM Club – KS2
- DT Challenge – KS2
- Sports Activities – KS1/KS2
- Music clubs (moving to a wind band in year 6) – KS2
- Literacy and Numeracy booster classes – KS1 and KS2
- Coding Club – KS1 and KS2
- Languages Club – KS1 and KS2
- School Council/Student Voice – KS1 and KS2
- Art and Craft Club – KS1
- Elite Sports – KS2
- Movement and Music – EYFS
- Forest School

Many of these will be run across the Trust there is no intention that students will be charged for these activities. Some activities may be cross trust with interschool competitions building a united ethos.

The Theatre school is run in partnership with the Birmingham Hippodrome and is free to pupils with a CAT affiliation and this would be extended. Students are required to undergo an audition to demonstrate aptitude and this takes place on a Thursday Evening. A commitment to extend this to the Primary School has been secured.

Coding, Art and Craft Club, Languages, Elite Sports, STEM and DT challenge would be run across the trust. These would take place throughout the week after 3:30 and students would be expected to commit to at least one of the programmes to complement their curriculum work.

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Music Tuition would be one to one, subsidised for pupil premium students and supported by the main school and theatre school. Subsidised enrichment would be a feature for all activities for Pupil Premium students.

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

BASELINE ASSESSMENT

Key Performance Indicators

The Free Schools will seek to achieve the following targets, with the change to methodology to scaled scores we are still awaiting national statistics at the time of submission.

Measure	Free Schools	National
Students reaching expected standard in Eng, Rea, Wri, Mat	70%	53%
Students reaching high standard	7%	5%
KS2 Reading Av SS	105	103
KS2 SPAG	106	104
KS2 Maths	105	103
KS2 Writing TA	77% Expected Standard	74%
KS1 Reading	102 AV SS	
KS1 Writing	102 AV SS	
KS1 Mathematics	102 AV SS	
Attendance	96.5%	96.1%
Permanent Exclusions % Student Population	0.02	0.02
Fixed Term Exclusions % of Population	0.5	0.88
Pupil Premium Gap	Gap of students reaching national standards <5%	
% Outstanding Teachers	60%	
% Home Online Engagement	90%	
Ofsted	Outstanding	
Pupil Satisfaction (PASS)	95%	
Parental Satisfaction (Online questionnaire)	95%	

*Average Scaled Score

D2 – measuring pupil performance effectively and setting challenging targets

Assessment and Data Tracking

EYFS Tracking

We use the terms paddling, swimming, snorkelling to define where children are within each level of development in line with the rest of the school.

ARE on entry to Reception is 30-50 months diving.

30-50 months snorkelling is below on entry.

30-50 months paddling or lower is well below on entry.

We expect all children to make at least good progress (6 steps) over the year. Our expectation is that most children will make rapid progress (6+ steps).

Teachers meet with an SLT member for a half termly pupil progress meeting to discuss the progress and attainment of their class. We will analyse data at a whole class level, for specific groups of children and at an individual level. These meetings will identify interventions needed and once in place these will be rigorously monitored for impact.

	22-36 months			30-50 months			40-60 months			Early Learning Goal			Y1
	Paddling (Beginning)	Swimming (Developing)	Snorkelling (Secure)	Paddling (Beginning)	Swimming (Developing)	Snorkelling (Secure)	Paddling (Beginning)	Swimming (Developing)	Snorkelling (Secure)	Paddling (Beginning)	Swimming (Developing)	Snorkelling (Secure)	End of Reception
Above ARE on entry							On entry			End of autumn		End of spring	End of Reception
At ARE on entry						On entry		End of autumn		End of spring		End of Reception	
Below ARE on entry					On entry		End of autumn		End of spring		End of Reception		
Well below ARE on entry				On entry		End of autumn		End of spring			End of Reception		

Baseline Assessment

The school will carry out accurate baseline assessments in order to ensure all children are taught from their current level of development. The school uses the NFER baseline assessment which will be completed by the end of the second week for all pupils.

Teachers use the Ages and Stages model from the EYFS Development Matters documentation to record children's progress in the typical behaviours for 22–36 months, 30–50 months and 40–60+ months using Tapestry software. This system

D2 – measuring pupil performance effectively and setting challenging targets

allows teachers to track key outcomes, and to clearly identify gaps in learning, supporting planning.

Information collated in these online systems is shared with parents on an ongoing basis electronically and at parent consultation meetings.

We aim to provide consistently good teaching and an accelerated pace of learning in Reception so that children are ready for the raised expectations of the Y1 curriculum by the end of the Reception year. Due to the needs of our children, we have a particular focus on reading, writing and maths.

Teachers use the EYFS to Year 1 Transition Skills document to assess Year 1 children working below age-related expectations and to assess children in Reception whose achievement exceeds the ELG statements.

Competency Based Assessment

Imagine that you are the driving instructor, and your standard is having students earn a driver's license. You would probably set smaller benchmarks for students to reach along the way, including things like successfully turning in traffic, maintaining a safe distance between cars, and parallel parking. Students learn to read and understand traffic signs and demonstrate their ability to signal, check mirrors, and manoeuvre. You might use varying teaching techniques to build skills depending on the level of mastery a student has.

Students would take the final driving test only when they have achieved all of the benchmarks, including a theory test, and are ready for the driving test. If they don't pass the first time, they continue practicing until they have mastered the skills. Mastery is certified through both a theory test and a performance-based assessment (the driving test). Apply this approach across a Key Stage or entire school, and you have the basic idea for competency education. You can learn in different ways, but the expectations are the same for all learners, and you must be able to demonstrate mastery through a performance task to earn a license.

Competency education sets a bar for what every student should know and be able to do. It is important to have clear targets for learning based on standards, and to use time more flexibly to achieve mastery of high standards. This is different from traditional schooling because rather than the amount of time per day, per subject, being fixed and the amount of learning being variable, competency education requires consistently high expectations from all learners regardless of ability.

The five-part working definition of competency-based education is:

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.

D2 – measuring pupil performance effectively and setting challenging targets

5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Competencies in the Free Schools

The Competency structure is a dynamic framework that can adapt to demands, pressures and requirements of the pupils, community, and wider society's needs. It is made up of 11 strands that act to broaden and reinforce the skills and knowledge necessary to be an exceptional life-long learner. The competency framework provides the signposts for development from the inception of a skill through to mastery.

The Competency Strands


- Communication Literacy
- Numeric Literacy
- Personal Learning Literacy
- Reading Literacy
- Social and Environmental Literacy
- Creative Literacy
- Technological Literacy
- Scientific Literacy
- Professional Development Literacy
- Personal, Social and Emotional Literacy
- Leadership Literacy

How they work?

Each of the above Competency Strands is further broken down into individual competencies. Each group (i.e. Personal Learning) consist of between 5 – 15 individual skills, spanning 4 tiers of ability



A pupil with no prior experience of a particular skill is able to work from the starting point of the Competency Framework (i.e. ENTRY LEVEL 'Emerging') through to a level of mastery (i.e. LEVEL 3 'Advanced'). The complexity of the skill and the fortitude of the pupil determine the length of time it takes to accomplish each skill.

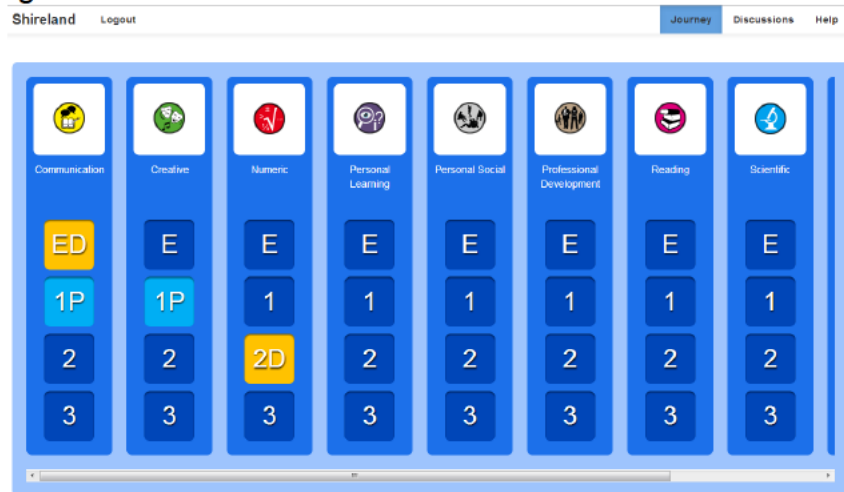
Personal Learning Literacy ENTRY LEVEL		Emerging	Developing	Proficient	Advanced
Competency Code PL.IE.E.01 	Description Students can undertake a research project using a given set of resources.	Students cannot use the resources to research adequately.	Students use the texts to research but may miss key elements.	Students can analyse the text and identify and reiterate key facts and evidence.	Students research the project and seek to bring in other sources and prior knowledge.

Within the curriculum pupils are able progress towards attaining competencies at any point. The role of the teacher and department is to map, plan for and deliver opportunities for pupils to develop the various skills. However, responsibilities for

D2 – measuring pupil performance effectively and setting challenging targets

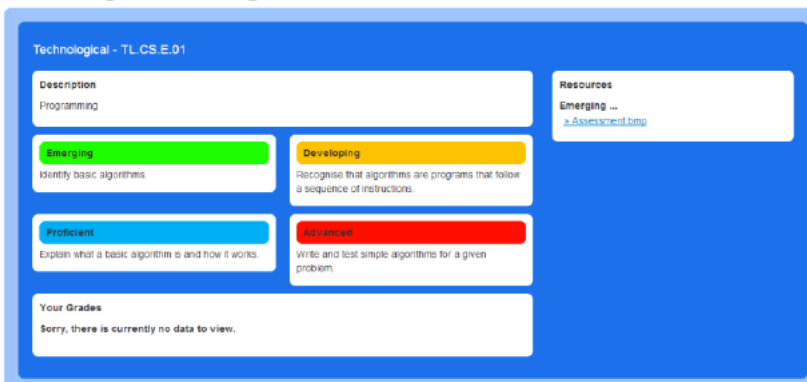
learning also falls to the pupils, who are encouraged to collect, collate and coordinate their work towards becoming Proficient.

The free school will use the bespoke competency tracker for recording student progress at KS2 and KS1. As can be seen from the following screenshots, this allows students to be rated on each of the competency areas described in section D1 Parents will have access to their child's data via e-portal



and access to the competency tracker. Students will have access to the tracker and can continually track their progress.

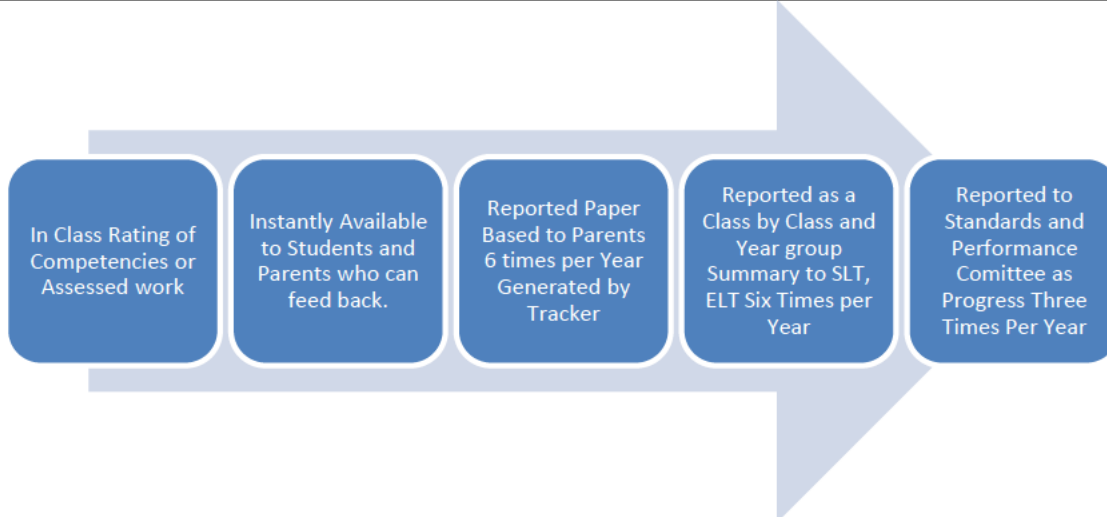
This helps drive progress by each student having a particular competency they are working on during a lesson.



Students can see the full spectrum of their learning and communicate with staff on each competency. Though assessment intensive this allows deep personalisation according to student needs.

The Academy has already moved to a system of life without levels. This will allow for a smooth transition for the Free School as they will be able to use the same system. The free school will comply with all nationally required testing at the end of key stages. Teachers will continue to be trained to level work as a comparative exercise and quality control.

D2 – measuring pupil performance effectively and setting challenging targets



Inclusion

Issues of inclusion are at the heart of competency education. When fully implemented, competency education provides a structure in which proficiency is calibrated to maintain consistency in expectations and students receive adequate instructional supports to progress. Competency education strengthens personalised learning with a transparent structure that enables greater systemic and personal accountability, as well as continuous improvement.

Intervention

Early intervention will be an important area of focus for the free school. It is clear that many students in the local area do poorly at the end of both Key Stage One and Two. The free school will look to provide the following intervention strategies:

- EAL Support
- Tute Online one to one lessons
- Little Bridge Language support software.
- Family Literacy Sessions
- Small group intervention work.
- Numicon
- Clicker

Target Suitability

The outcomes section of our vision, sets forth challenging targets for attainment, behaviour and punctuality. We believe these targets are suitable as they are above the levels currently being achieved in the areas highlighted but the trust has a long track record of beating these predictions, the secondary academy often being in the top 10 for value added. We believe our skills based curriculum and focus on innovative teaching practice as set forth in D1 will allow us to reach the stretching targets that have been set.

MIS

D2 – measuring pupil performance effectively and setting challenging targets

The Academy will use the Facility SIMS system for its management information system. This is the same MIS as used within the Trust and will ensure that the Free School is fully compliant in terms of its statutory duties. For example this will ensure tracking of attendance and punctuality, the ability to provide census data and CTF files. The cycle for data tracking will be 6 times a year with an interim report sent back to parents as well as a full report. Staff will have progress targets built into their appraisal targets. Staff will have a basket of key competencies which they will be required to show student progress across.

RAP, Appraisal, Departmental Cycle

The Schools will operate a Raising Attainment Plan (RAP) which has four key strands.

- Progress for All
- Enhancing Levels of Engagement
- Improving the Quality of Delivery
- Partners in Learning

This plan will set out school development priorities at the beginning of the year on a SMART and costed basis a cycle will be set up to regularly monitor their progress on a RAG rated basis. To provide further insight the School Improvement Partner attached to the Trust and the Trustees will regularly review the progress of the plans with the senior management. Software will be put in place to monitor all plans centrally through an Office 365 environment.

There will be an established programme of lesson observations, learning walks, virtual learning walks and book scrutiny which will be used to constantly review and monitor performance and identify strengths and areas for improvement.

Appraisal

The school will implement a Teacher Appraisal Policy as the driver to monitor and improve performance. The objectives set for each teacher will be specific, measurable, achievable, realistic and time bound and will be appropriate to the teacher's role and level of experience, taking account of the relevant Teacher Standards. The objectives will be driven by the school Raising Attainment Plan for improving educational provision and performance. Teachers will be set an objective against each strand of the plan.

The Head Teacher will have overall responsibility for monitoring and improving the quality of teaching with the support of the Executive Principal and the Human Resources Director. As the school grows, setting of appraisal objectives will be delegated to members of SLT; however, the Head Teacher will retain overall responsibility for agreeing targets.

Objectives will be set in September with a mid-year review; the Head Teacher will reserve the right to modify targets at any point should the performance of the teacher

D2 – measuring pupil performance effectively and setting challenging targets

cause concern. Objectives will be held by the teacher, appraiser and the Human Resources Director who will support the Head Teacher in ensuring that objectives set reflect the needs of the school and the role and level of experience of the teacher.

Observations and Monitoring

The Head teacher and Deputy will undertake formal lesson observations twice per year, one for the purpose of appraisal as set out above, and one for the purpose of improving specific need.

The Head teacher will undertake regular marking and moderation processes to ensure the quality of student work and the application of marking and feedback by staff including AFL.

The Individual staff will be expected to maintain data within the trackers which can be accessed in real time by the Headteacher with regular reports to parents six times per year. These reports will include student's attendance, lates, number of behaviour events and the progression in competencies assessed in the previous year.

The quality of staff planning will be monitored through a staff planning bank with a sample of planning expected to be uploaded weekly. This will be accessible by all of the teachers within the trust, thereby creating teams of 8 teachers in each 'year group' despite there only being 2 teachers per year group in each schools. Staff will be enabled to create learning experiences which can take place across the trust with students sharing examples of work electronically.

Staff will be able to undertake learning walks at different schools within the trust to promote best practice, pedagogy and progress in learning. Regular termly reviews will take place with each year on their progress to the Academy Raising Attainment Plan.

Parental access will be maintained through the online portals, parents' evenings, settling in evenings for each year and the statutory reports. In addition parents will receive interim reports six times per year based on the competencies they have undertaken. Generated by the tracker.

External Review

External review will be undertaken by the Executive Principal and the Board of Trustees. The members of the standards and performance committee for each school will be given key link areas to monitor:

- Literacy
- Numeracy
- Pupil Premium
- Finance
- KS1 and EYFS
- KS2
- Safeguarding, British Values and Prevent

D2 – measuring pupil performance effectively and setting challenging targets

In addition the School Improvement Partner, used by the Trust, will also join in a regular termly review with the Head teacher and Executive Principal. Further details of the expertise present across these staff can be found in Section F.

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

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

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

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

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

The phasing plan for staffing will allow the Free School to deliver a suitable interim curriculum plan, we have built in a TLR post for EYFS, we will look to employ a Deputy Principal in the third year. We will set aside funds to employ the advice of a national leader in EYFS to review our curriculum and Standards and continue to look for external advisors as we move into KS1

We intend to appoint a SENCO to work across three schools. We are intending to deploy Salaried School Direct trainees across the year groups to support staff and students. These will act as additional staff in these lessons and will support targeted interventions at an individual student level.

Our partnership to deliver School Direct with the University of Warwick has produced a significant number of exceptional teachers and Warwick judged our provision to be Outstanding last in 2013-14. We have grown our trainee numbers year on year, the Teaching School Alliance acts as the Primary Hub for the University serving the Black Country and Birmingham.

It is our intention to locate our Primary School Direct Hub at our first Free School and to deliver training placements in each of our free schools. Deployment of School Direct students is purely as supernumerary teachers adding capacity.

Our links through our Shireland Teaching School Alliance to outstanding primary schools and their leaders allows us access to a breadth of expertise in assessment moderation across the three age phases.

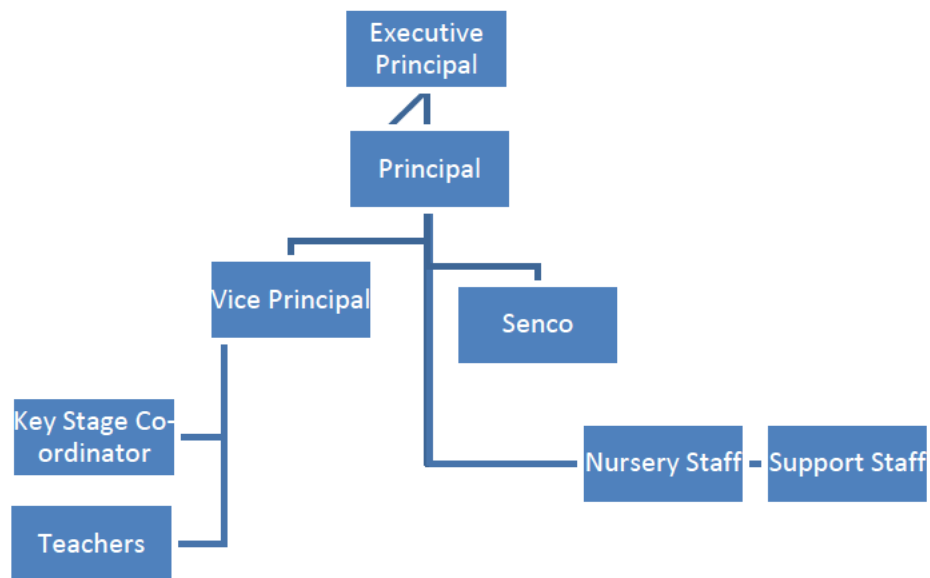
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The trust has identified a potential Principal Designate for one of the schools and has instituted a primary leadership development programme which identifies excellent primary school leaders who will be recruited to the secondary academy to work in the Literacy for Life curriculum, develop their knowledge of the use of technology including 1 to 1 devices and work to develop the curriculum for the free schools, they will also support the opening of the initial free school. We are clear as to the required attributes of Vice Principal.

It is our intention to limit the deployment of Teaching Assistants in the Free School and using this resource to provide tablet devices for Years 3 to 6. We feel that this will provide a far greater level of intervention and much greater value for money than more traditional models and we have seen the benefits ourselves over the past few years. The EEF toolkit and national press have repeatedly queried the use of Teaching Assistants as being expensive with little impact. Technology has the opportunity to be a more effective use of resources especially when combined with the expertise and infrastructure.

The Executive Principal is employed by the trust and will have significant input but like other trust service members be paid by the top slice contribution and hence is not counted as a proportion FTE body as below.

Steady State Organogram – Within Schools



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

	Sept 18/19	Sept 19/20	Sept 20/21	Sept 21/22	Sept 22/23	Sept 23/24	Sept 24/25
Head Teacher	1	1	1	1	1	1	1
Deputy - non Class Based	0	0	0	1	1	1	1
Early Years							
Nursery Teacher	1	1	1	1	1	1	1
Reception	2	2	2	2	2	2	2
Key Stage 1							
Yr 1	2	2	2	2	2	2	2
Yr2	0	2	2	2	2	2	2
Key Stage 2							
YR3 - Deputy Head plus 1	0	0	2	2	2	2	2
Yr4	0	0	0	2	2	2	2
YR5	0	0	0	0	2	2	2
Yr6	0	0	0	0	0	2	2
Release time Deputy	0.4	0.4	0.6	0	0	0	0
Release time - Early Years	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Release time - Key Stage 1	0.2	0.4	0.4	0.4	0.4	0.4	0.4
Release time - Key Stage 2	0	0	0.2	0.4	0.6	0.8	0.8
Total Teachers direct	6.9	9.1	11.5	14.1	16.3	18.5	18.5
School Direct - Paid - KS1	0	1	1	1	1	1	1
School Direct - Paid - KS2	0	0	0	1	2	2	2
Supply - Release Management time	0.1	0.2	0.3	0.4	0.5	0.6	0.7
Supply - cover		0.2	0.3	0	0.5	0.4	0.3
Total Teaching Staff	7	10.5	13.1	16.5	20.3	22.5	22.5

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

Teaching Assistants/School Direct							
Teaching Assistant - nursery	1	1	1	1	1	1	1
Teaching Assistant - Reception	2	2	2	2	2	2	2
School Direct - Trainee - KS1	1	1	1	1	1	1	1
School direct - Trainee - KS2	0	0	1	1	2	2	2
Learning Support/ intervention - HTLA	0.7	0.9	1.2	1.5	1.7	2	2
Teaching Assistants	4.65	4.92	6.19	6.46	7.73	8.00	8.00
Without School Direct	3.7	3.9	4.2	4.5	4.7	5.0	5.0
Caretaker	1	1	1	1	1	1	1
Cleaners	0.82	1.15	1.49	1.83	2.16	2.5	2.5
	1.82	2.15	2.49	2.83	3.16	3.5	3.5
Office Manager	1	1	1	1	1	1	1
Receptionist	0.00	0.2	0.3	0.4	0.4	0.5	0.5
Cash Handler	0	0	0.3	0.4	0.5	0.5	0.5
	1.0	1.2	1.6	1.8	1.9	2	2
Kitchen Cook	0.4	0.4	0.5	0.8	0.8	0.8	0.8
Kitchen Servers	0.4	0.6	0.7	1.4	1.4	1.4	1.4
	0.8	0.9	1.2	2.2	2.2	2.2	2.2
Lunchtime Supervisors	1	1.4	1.8	2.2	2.6	3	3
Ict Technician	0	0	0	1	1	1	1
Other	1	1.4	1.8	3.2	3.6	4	4

If the Income was Less than Expected

In the event that the 70% scenario is enforced we are very clear that we would reduce our staffing accordingly and obviously associated activities but we are aware that there is a high need and desire for quality provision in our area.

It is anticipated that any potential reduction in funding will be due to pupil numbers. The reductions we have proposed are in line with the anticipated reduced number of pupils, so it is therefore hoped that the overall aims and objective of the free school

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

will not be impacted and the free school deliver the vision outlined previously. Any shortfall in numbers will be managed through a strong marketing strategy to fill the places as soon as possible, so minimising the impact.

If we have to, we will reduce our classroom based staff to match the number of pupils that we attract and if we need to, we will move our Vice Principal to be class based. However, the support provided by the MAT and the Core Team will help ease some of the management responsibilities and make this viable.

In the last year we have supported 12 Primary schools within our EEF funded evaluation of Flipped Learning and we have seen the huge difference that this style of delivery and support can have. Therefore in the event of the reduced funding we would need to maintain the work to support this even if it meant that we had to delay the introduction of other activities.

We would also reduce the number of Salaried School Direct trainees in parallel with the appointment of the classroom teachers. Once again this would have significant effects in that we are training our University of Warwick trainees in our Flipped methodology and they are excellent advocates of this strategy. The trainees have the potential to enhance levels of achievement significantly.

One of the key areas that we have been developing for some time is our marketing strategy and this year we have an intern from university who is working on our Social Media strategy. This undergraduate is currently working on our communication plan which will hopefully incorporate the Free School and we are building a structure which we hope will be secure for the next few years. We are building websites and Office 365 environments which we can utilise. In the event of financial cuts we will already have these sites built and will just maintain the staffing required to utilise these.

We have also incorporated a Replacement Fund to ensure a clear rolling programme of development within our initial budget which we will modify if the 70% scenario is applied.

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

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

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

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

The Prevent Agenda and British Values

The Following is taken from the Trust policy on Prevent and British Values, the full document is available on request.

The Collegiate Academy Trust is fully committed to safeguarding and promoting the welfare of all its students. As a Trust we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At The Collegiate Academy Trust all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The Collegiate Academy Trust has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the safeguarding care of our pupils strives to protect them from exposure to negative influences.

Aims and Principles

We work alongside other professional bodies and agencies to ensure that our students are safe from harm.

The principle objectives are that:

- Students are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Students are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional, aspects of learning) assemblies and through Student Voice members.
- Students are taught how to keep themselves safe, in school and when using the internet.
- Students participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Student’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Students are supported in making good choices from a young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Students are encouraged to express themselves through discussions, debates and consultations. The R.E PSHE (Personal, Social and Health Education), provision is embedded across the curriculum, and underpins the ethos of the academy. Students learn about other

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

faiths and visit places of worship and are taught about how to stay safe when using the Internet.

Staff Training

- Through training day opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.
- Our Safeguarding Manager is able to facilitate the delivery of the Home Office Workshop to Raise Awareness of Prevent. This is a 45-minute briefing and will include specific details of referrals locally.
- All Governors and Trustees will receive WRAP training.

Online Portal and Resources

The Collegiate Academy Trust has created a set of online resources to promote British Values and understanding of different religions through its celebrating faiths website, this is used through tutor time activities, examples can be seen below.



PSHE and SMSC

Our Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

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

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life'*.

Relevant issues which may be covered in PSHE education include: child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on students, the dangers of extremism and radicalisation, forced marriage, honour-based violence and female genital mutilation. All of these would be appropriate to the age and maturation of the students.

It is important that sex and relationships education be taught as part of PSHE education which develops essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which students can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice. It is therefore recognised as best practice for SRE to be taught as part of a broader PSHE curriculum, to help students to develop the skills, knowledge and personal attributes they need to manage their lives and is endorsed by leading SRE bodies. RAISE (Raising Awareness in Sex Education) will be used to help support and deliver these areas.

SMSC

Within the R.E. and values sessions, as well as within themes students will explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect.

The behaviour policy and 'code of conduct' clearly allow students to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. Within theme students will also have opportunities to understand other people's views and debate about choices and actions.

Within the curriculum students will have the opportunity to Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Students will be taught to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

As a Technology enabled school, students will record progress using <http://www.didbook.com/> . This program will enable school leaders and teachers to complete an analysis on students' thoughts and progress as well allowing students to monitor their own development.

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

In section C the Trust highlighted three clear rationale for the need for the free schools. These were:

1. A basic need in the areas.
2. Poor performing schools in the areas.
3. The Trust's track record and methodology could make a difference to standards.

This section will deal with each of these areas in turn.

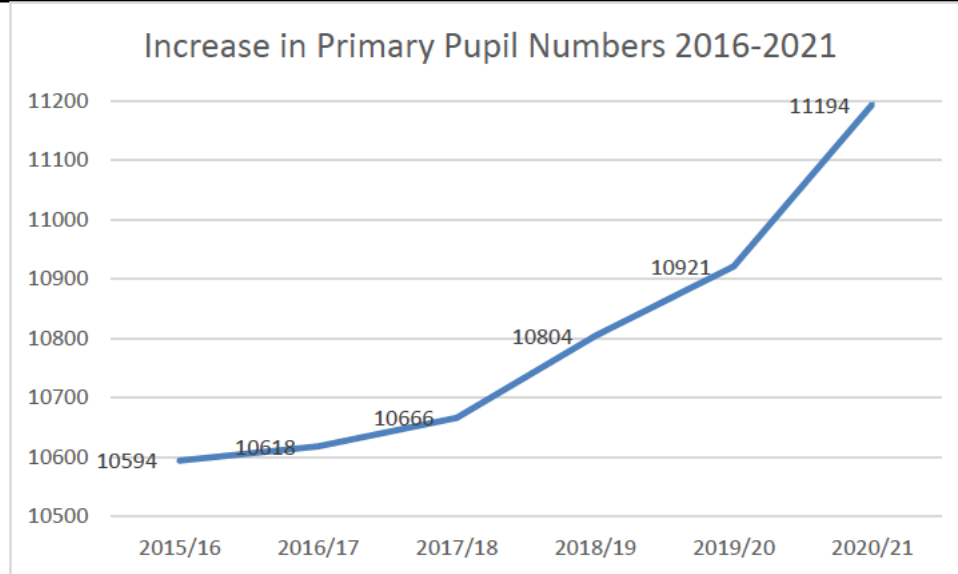
A Basic need in the Areas

Basic need data has been provided by the Local Authorities as follows:

Walsall LA – Engagement and Total Numbers

We have been working with senior staff at Walsall LA for some months now to identify need and to establish appropriate locations for the Technology Primary schools as we have built upon our experience of pre-opening negotiations with Sandwell for our first Technology Primary. The Admissions and Planning Officers have been very helpful as have the Schools Directorate and we have a clear need both in terms of numbers and quality. The Directorate are also committed to changing the nature of the provision in the LA and see the inclusion of two Technology Primary schools as supporting this. The chart below shows the total projected number of primary age pupils in Walsall to 2020/21.

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



Email from Kate Mann, Admissions and Pupil Planning Lead

Good Morning [REDACTED]

We have reviewed our projections to 2020/21 and have identified two planning areas where there is a future projected shortfall in places and which could therefore be appropriate areas for the location of a new primary free school, I have attached maps of both planning areas:

Primary Planning Area 1 – Darlaston

This is in the Darlaston area of Walsall. There has been a recent trend towards increased demand for places in this area which led to the Council's decision to permanently expand King's Hill Primary School from 2017, but despite this expansion 2016 projections indicate that there will be a shortfall of places in the area from 2019/20.

Primary Planning Area 5 - Willenhall

This is the planning area which includes the Alumwell Schools and is adjacent to Primary Planning Area 1, but separated from it by Junction 10 of the M6. Places are currently very tight in this planning area with a significant projected shortfall in places from 2019/20.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

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

Darlaston Technology Primary

One of the schools that we have been supporting in the last year is the Willenhall E-ACT Academy. We have provided School Improvement support, our Office 365 based Learning Gateway and our Key Stage Three on-line curriculum, Literacy for Life and hence know the challenges of the area. We have had a number of discussions with the LA about locating a Technology Primary on the border of Willenhall and Darlaston and they have provided us with an initial location. There is both a quality and basic need for this school in the area.

Darlaston Technology Primary – Opening 2019/20 – Basic Need

The following figures have been provided by the Local Authority

Area Name:	Primary Planning Area 5													
Academic Year	Primary PAN 510							Secondary						
Forecast Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13
2015/16	506	489	503	511	481	506	479							
2016/17	510	411	387	404	407	383	419							
2017/18	493	504	398	379	391	398	386							
2018/19	494	502	488	390	367	383	401							
2019/20	591	504	497	478	378	359	386							
2020/21	500	585	491	498	463	370	362							

As can be seen from the table above there is a clear need in 2019/20 to meet the needs of the increase of 100 students which will take the authority 81 students over the total PAN for the area. Darlaston has some poor provision locally but the basic need is most pronounced.

Quality in the Area - Darlaston Standards

Name of School	postcode	Distance from site	Ofsted rating	Date of Ofsted	Percentage level 4 reading, writing and maths
Old Church Cof E	WS10 8DL	0.3 miles	Good	April 2014	70
St Joseph's RC Primary	WS10 8HN	0.3 miles	Good	Sept 2012	81
Kings Hill Primary	WS10 9JG	0.4 miles	R.I.	January 2016	55
Salisbury Primary	WS10 8BQ	0.4 miles	Good	January 2015	76

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

Rough Hay Primary	WS10 8NE	0.4 miles	R.I.	Sept 2014	73
Pinfold Street Primary	WS10 8PU	0.5 miles	R.I.	May 2015	60
Old Park Primary Street	WS10 9LX	0.8 miles	Outstanding	May 2013	85
Albert Pritchard Infant school	WS10 9QG	1.0 miles	Good	May 2013	-
County Bridge Primary School	WS2 0DH	1.0 miles	R.I.	Oct 2014	88
St Mary's Catholic primary	WS10 9PN	1.0 miles	Good	May 2015	80

Within one mile of the proposed Darlaston site, there are four primary schools who require improvement. The innovative approaches described in the curriculum sections above should increase the quality in the area. One of the schools in the area is gaining only 55% of students at the floor targets. Three of the good schools in the area are faith based and we would be able to provide an inclusive alternative.

Willenhall Technology Primary – Opening 2018/19

For the last year we have supported the West Walsall E-ACT Academy with their struggle to move out of Special Measures. We have provided School Improvement support, our Office 365 based Learning Gateway and probably most significantly our Key Stage Three on-line curriculum, Literacy for Life. We have become familiar with the needs of the local community and there is a shortage of quality provision locally and a shortage of places. There is an opportunity to establish a Technology Primary Free School on the campus of the main academy and we have had discussions with Walsall LA about this and recently have entered into discussions with the [REDACTED] and his new [REDACTED]

Authority Engagement

On 4 Aug 2016, at 11:48, [REDACTED]

I have had a conversation with [REDACTED] who has informed me that you are interested in determining where would be best in the Walsall Borough to create two new 2 form entry primary schools.

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

Walsall Borough is split into 11 Planning Areas for pupil place planning purposes; I have attached a document – Primary Planning Areas Map which details these areas showing the schools that fall in each planning area.

It has been mentioned that potentially Willenhall would be a contender for one of the new sites to be built. I can confirm Willenhall is an area in need with a continual shortfall of school places.

Data Provided

Walsall Planning Area 1

	PAN 465	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	NOR as per May 2016 Census	445	437	450	434	436	423	391
Projected NOR Figures	2016/17	467	452	444	453	431	438	421
	2017/18	470	476	456	448	448	435	438
	2018/19	473	472	480	456	448	452	435
	2019/20	488	478	477	480	451	443	452
	2020/21	491	497	483	472	475	455	443

As can be seen for the figures above for primary area 1 where the school will be situated there is a rise in the number of required places which will take the area over PAN and shows a need for more places in the area. With the projections with in the area on an ever upward trend this shows a basic need. It should also be noted that this is the area with the lowest quality of provision with 6 Requires Improvement and 1 Inadequate school within one mile of the site.

Willenhall Standards

Name of School	Postcode	Distance from site	Ofsted rating	Date of Ofsted	Percentage level 4 reading, writing and maths
Alumwell Junior/infants	WS2 9UP	0.3 miles	Good	Oct 2013	75
King Charles Primary	WS2 0JN	0.5 miles	R. I.	May 2014	83

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

Birchills C of E Primary	WS2 8UH	0.8 miles	R.I.	Feb 2015	55
Bentley Drive Junior (Reedwood E Act Academy)	WS2 8RX	0.6 miles	Good	June 2016	65
County Bridge Primary	WS2 0DH	0.7 miles	R.I.	Nov 2014	88
Hillary Primary	WS2 9BP	0.8 miles	R.I.	Apr 2016	71
Salisbury Primary	WS10 8BQ	1 mile	Good	Jan 2015	76
Palfrey Junior Infants	WS1 4LA	1 mile	R.I.	Jan 2016	60
Croft Community Primary	WS2 8JE	1 mile	R.I.	July 2016	61
Lodge Farm Junior Infants	WV12 4BU	1 mile	Inadequate	Jan 2016	53

For the proposed Willenhall Primary Free school the basis of needs due to low standards is far more pronounced. Seven of the surrounding schools within a one mile radius are requires improvement or worse and only two of these schools met the average level in 2014/15. This shows an acute need for outstanding provision of which there are no schools in the area.

Dudley LA - Coseley Technology Primary – Opening 2018/19**LEA Engagement**

The Coseley area has been an issue for the LA and the Department for a number of years. The High School has consistently performed poorly and has been in an OfSTED category for most of the last ten years. The local community have lost faith in the school but are committed to a establishing some form of high quality provision in the area. Our Trust has been working for some time to satisfy this “basic” but also address a much more aspirational need. We have been working with Dudley LA and Dudley College who are intending to submit in Wave 13 for a Secondary Free School. A group of Dudley Schools are supporting this initiative and we will provide the Key Stage Three framework through the Literacy for Life structure that we have outlined earlier in this submission.

A Letter of support form the Authority Follows:

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

Council House, Priory Road, Dudley, West Midlands DY1 1HF
www.dudley.gov.uk

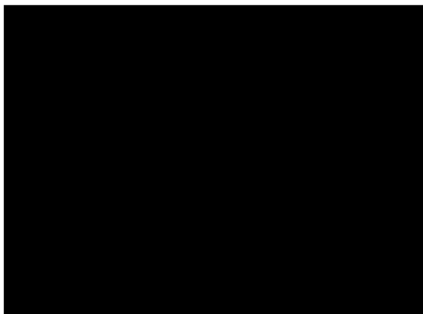


Our ref: TO/LE

Service: People Directorate

Direct line: 01384 815800

Date: 14 July 2016



Proposal to establish a Free School at Coseley

We are delighted to wholeheartedly support your application to develop a Free School on the Coseley School site from 2018 onwards. This area of significant social, educational and cultural disadvantage has been the cause of concern to the Council for many years. We see the development of the suggested High Technology Primary School on the site as a key plank in raising aspirations amongst a population that has endemic problems of multi-generational unemployment.

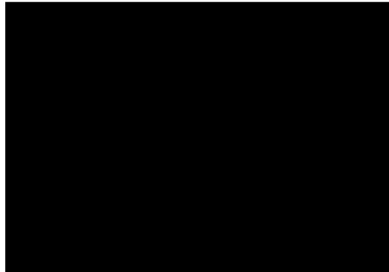
Together with other proposals for the Coseley site, this has the capacity to assist in the regeneration of education opportunity and provide a genuine phoenix rising from the ashes of the soon to be closed Coseley secondary school. Added to a programme of significant phased residential building in the immediate area, which along with other pressures from within Dudley as well as Sandwell and Wolverhampton demonstrates the need, this will add impetus to plans to help move this area forward.

Elected members, including those on the Cabinet and ward representatives, are fully supportive of plans for an ongoing education presence on this site in particular and I am aware of your detailed discussions with the education improvement team and, through them, the place planning and admissions teams. The need for replacement education facilities was well rehearsed via the closure consultation on the existing school and received support from a significant proportion of the local population. Your proposal to utilise this site for your proposal therefore chimes well with a perceived need amongst the local population.

General enquiries: 0300 555 2345 Twitter/YouTube: dudleymbc Facebook: DudleyBorough

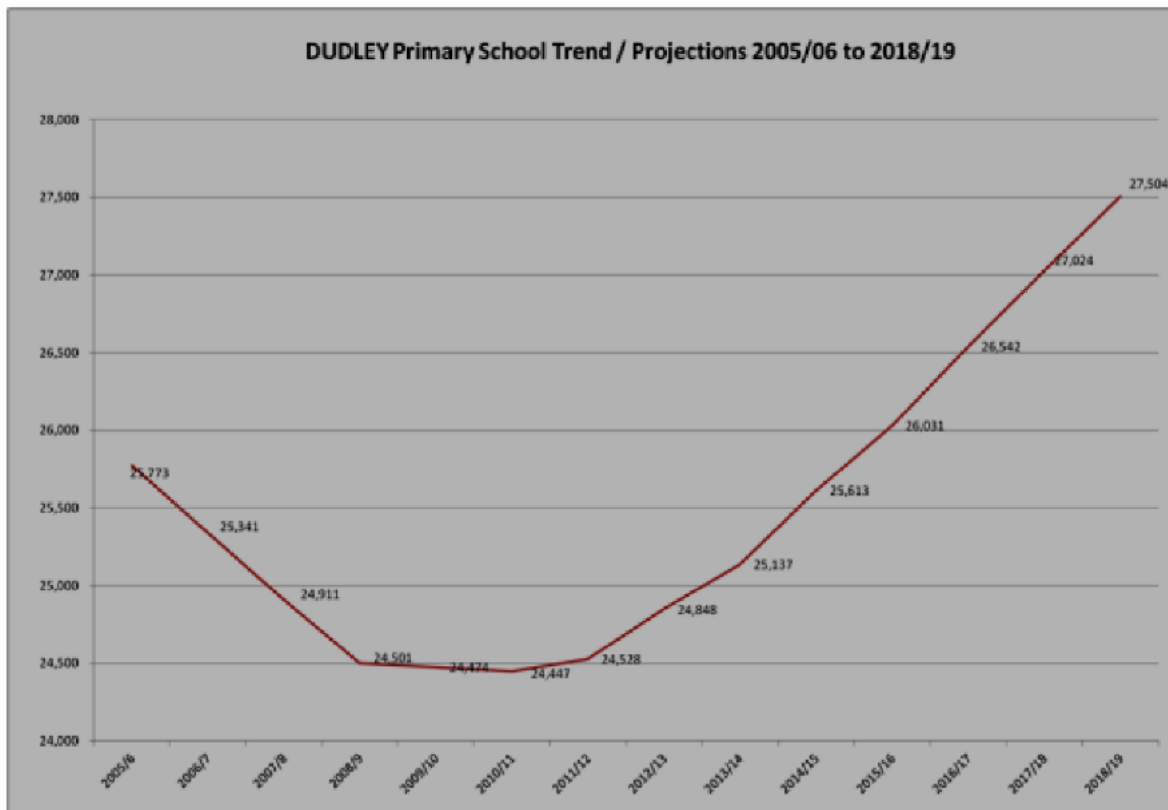
E1 – provide valid evidence that there is a need for this school in the area

For these reasons I can offer you our complete support and I, and my officers and elected members, very much look forward to working with you in advancing this project should your application prove successful.



Dudley LA have committed to make available a significant part of the grounds of the closing Coseley High School to locate the Primary Free School.

Dudley Area Student Growth



The chart above shows the huge increase in primary numbers to 2018 with 3000 new places required in the area over the past 5 years and this is an ever increasing trend.

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

Dudley

Dudley Local Authority have provided the following figures indicating that there is a deficit in places over the period of establishing the Coseley Free School.:

Primary School Projections	Total Published Admission Number	Actual Data	Projections	Projections	Projections	Projections
		(NOR)	2014-2015	2015-2016	2016-2017	2017-2018
		Total (Jan 2014)	Total	Total	Total	Total
Brierley Hill Township Total	5565	4809	4894	4891	5004	5052
Dudley Central Township Total	6573	6013	6178	6323	6438	6563
Dudley North Township Total	4470	4170	4322	4426	4517	4622
Halesowen Township Total	5460	5148	5247	5325	5450	5586
Stourbridge Township Total	5208	4997	5078	5144	5191	5265
DMBC Totals	27276	25137	25719	26109	26600	27088

As can be seen in the data above within the area that the School is applying for there is a clear basic need for places in the 2018/19 Academic year when the school would be opening. Coseley is in Dudley North which has a shortfall of 152 places.

In addition the following table shows local schools and the number of applications in the last Academic Year. With the table above these schools are likely to become only more oversubscribed.

Dudley Local Schools Profile

Standards of surrounding Schools

Having established basic need the trust would state additional evidence for a need for schools in the area are the the lack of outstanding becons of educational excellence with only a single local outstanding school which is oversubscribed.

Dudley Local Schools Standards

Name of School	Postcode	Distance from site	Ofsted rating	Date of Ofsted	Percentage level 4 reading, writing and maths
Hurst Hill Primary	WV14 9AJ	0.4 miles	RI	Apr 2016	68
Christ Church Cof E	WV14 8YD	0.5 miles	Good	May 2013	81

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

Manor Junior and Infants School	WV14 9UQ	0.5 miles	Outstanding	May 2008	100
Walbrook Primary	WV14 8YP	0.6 miles	RI	Nov 2014	89
Bramford Primary	DY1 \$JH	0.7 miles	Good	Mar 2015	84
Foxyards Primary	DY4 8BH	1 mile	Good	Oct 2014	80
Hill Avenue	WV4 6PY	1 mile	Inadequate	March 2015	55
Wilkinson Junior and Infant	WV14 8UR	1 mile	Good	May 2012	91
Lanesfield Junior and Infant	WV4 6BZ	1 mile	Good	March 2014	69
Summerhill Primary	DY4 (RY	1 mile	Good	Feb 2015	73

The closest school to the proposed site is in Requires Improvement and there are two further schools within a 1 mile radius in category. Several schools show progress far below the national average.

Track Record of Improvement – How we can provide Outstanding Education

The Trust currently has one Secondary school rated Outstanding three times since 2006. In its last inspection it was graded Outstanding in every category. As mentioned in the capacity section, the Trust offers back office services to a large number of schools. However it is also employed by the department to work supporting schools in a direct school to school support role in an educational and governance context.

Because of this the Trust has offered School to school support to the following schools. This has included work with the Park View Trust, (now Rockwood) who had nationally broadcast issues as part of the Trojan Horse enquiry. This school has reached Good after two years school to school support.

Track Record of Improvement:

Supported School	Original Status	Outcome
George Salter Academy	Special Measures (2004)	Outstanding (2010)
Willenhall E-Act	Special Measures (2014)	Requires Improvement (2015)
Ace Academy	Special Measures (2014)	Monitoring Inspection – Leaders and managers are taking effective action

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

		towards the removal of special measures. (2016)
Park View (Now Rockwood)	Special Measures (2014)	Good (2016)
West Walsall E-Act	Special Measures (2014)	Special Measures (2016)

The Trust runs two successful Good OfSTED rated nurseries and has done for the past 15 years.

The methodology run by the trust has seen a 0.35 progress 8 level for students at secondary and the EEF project run across 24 primary schools a jump in attainment at all ability levels.

Innovative use of technology, pedagogy and school direct staff will give the schools a unique selling point within the areas. In addition the trust has the following key partnerships which will offer opportunity to the students in these schools.

Please tick to confirm that you have provided evidence as annexes:

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

In order to demonstrate successful engagement with the local community, we have spent time contacting local businesses and community groups throughout Willenhall, Darlaston and Coseley.

As part of our conversations, we provided some details of us as a founding Academy; that we are a school based in Sandwell and that we are currently a 3 times OFSTED Outstanding education provider. Following this, we decided it would be beneficial to highlight some key features of the proposed primary school. The following key features were discussed with each contact;

- We aim to harness technology and education to provide children with valuable life skills that will benefit them in the future
- We want to better prepare local children for secondary school, helping with the transition from year 6 to year 7
- We want to add more value to the local area, by providing outstanding education.
- We aim to be engaged and involved in the local area as much as possible.

After telling them a little bit about us and the primary school we asked the following questions:

- Would you be supportive of the opening of a new primary school in your local area?
- Do you have any comments on what this would add to the local area?
- What do you understand the primary provision in the local area to be like currently?
- Is there anything else that you would like to comment on?

Overall, we rang 37 businesses and community groups across Willenhall, Darlaston and Coseley. Nearly all of these were positive about the free school and a list of the contacts and their comments can be found in the annexes.

Future Marketing Strategy

Community engagement is an important part of the pre opening for our current primary and we have been going through a series of events. An example below is the events we ran last term to engage parents.

Type of Event	Number of attendees
Coffee Morning – Meet the new Principal	32
Coffee, Cake and Update	14
Pizza, Pop and Update	6
Family Briefing	53
Smart Creative Family Forum with lunch	5
Community Venue Visits and leaflets	Distributed 2,000 leaflets to 30 venues
Mosque Visit to speak to families	
Gudwara Visit to speak to families	
Stand in entrance to Asda	

The main objective of the marketing strategy set out below is to get as many people from the local community to support the build of the free schools and for potential parents to express an interest in securing a place at the free schools. Our marketing strategy for the free schools is set out as below, for each method outlined, strengths and weaknesses have been identified.

We will track expressions of interest from September 2016 – December 2018 via email subscriptions. Members of the local community will have the opportunity to provide feedback via various methods of marketing and provide their email address if they are interested in being kept up to date or securing a school place for their child.

We plan to track expressions of interest based upon how many people leave their email addresses because they want to be kept up to date with the build of the free school or because they want to secure a place for their child. When visiting the local community we need to ensure that for those who are interested, we take their details, and we engage, especially with local nurseries as much as possible.

Marketing Method
<p>School Website</p> <p>School websites have been built for each of the three schools.</p> <p>Feedback forms and surveys will be available on the schools website alongside an email subscription form.</p>
<p>Social Media</p> <p>We will set up a Facebook and Twitter page which will be updated weekly, (more often if required) with various posts encouraging people within the local community to express an interest in the school.</p> <p>Posts will include videos, photos and statuses to target the maximum amount of people.</p> <p>Some advertising through Facebook will be paid.</p>

Events within the community

As part of our marketing strategy, the Principal Designate and their team will be going into the local community to participate in various events. The founding Academy's extended services team will provide support when visiting the local community.

These events will primarily run in local nurseries, we will spend several months building strong working relationships with nurseries in the local area.

Media

Various forms of local media will be used to contact our target audience.

Local Radio

To review the cost of advertising on local radio stations, especially at peak times (morning school / nursery run and evening journey home)

Newspaper

Advertising in local newspapers, both paid and free. Adverts will raise awareness of any events for the free school, encouraging attendance.

Adverts in newspapers will be a combination of 15 x 3 and quarter pages.

In addition to the above we will run 5 48 sheet poster adverts in the local area for 2 weeks at a time.

Principal Designate Support

Alongside the marketing methods stated above, we are also planning to offer support to local nurseries.

The Principal Designate will primarily run these events with the support of the project team and extended services team. The free school will offer technology support to parents and workers of local nurseries. Not only will this build a positive reputation amongst these parents, but also put the free school at the forefront of parents minds when choosing a primary school.

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.

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.

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

<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The Academy has invested heavily into a pre opening team which will cover all of the key skills needed. Although the first school in this batch will not be open until 2018/19 the Academy has a Free school opening team which has within it:

- A National Leader of Education
- A Principal Designate of a Free School currently in Pre-Opening
- A Proposed Principal Designate of one of the free schools who was until this September a serving Vice principal of an Outstanding Primary School.
- A Former Assistant Head of a Primary School
- A Finance Director
- An HR director
- A Project Manager who serves as the Company Secretary
- A Full time project worker who leads on marketing
- A Senior Vice Principal who is an expert on curriculum, MIS and Data Management.

The Collegiate Academy has worked hard to include a number of recently serving Primary Leaders onto the Pre Opening Team, this combined with the work which is currently being undertaken in Pre-Opening for the first CAT Primary leaves the Trust in a stronger position than during their first successful application.

In terms of structures, [REDACTED]

[REDACTED] The team as outlined above are responsible for fulfilling all of the requirements of pre opening.

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
Recruitment of two principals for the Free Schools	This will create a lack of capacity around tuning the curriculum for each individual school.	Through national advert for April 2018 and one for April 2019.

[Add more lines as appropriate]

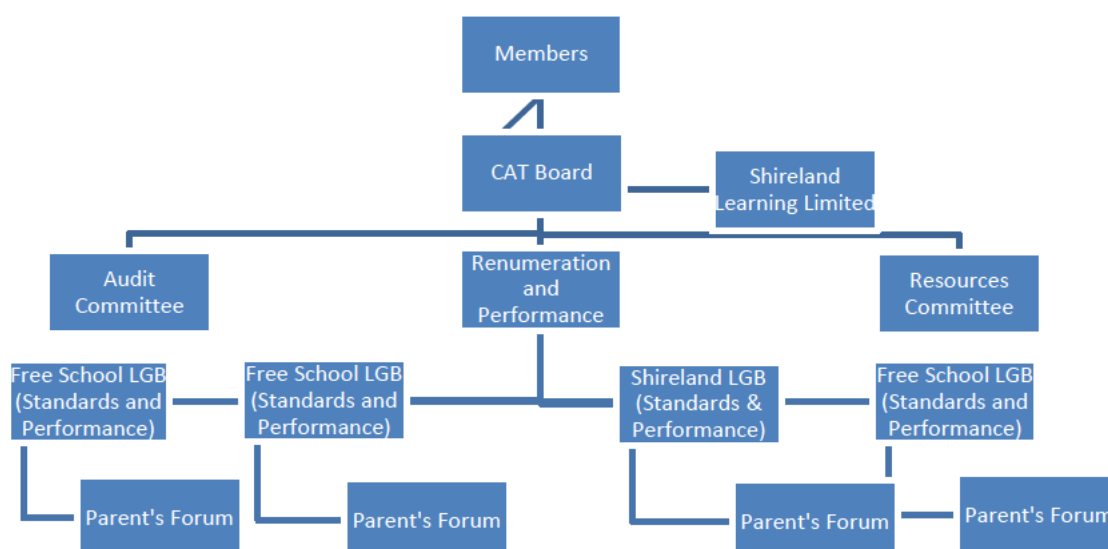
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

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

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

The following chart outlines the key elements of the Collegiate Academy Trust's governance structure:



The Trust has approved Multi Academy Trust Status from the Department of Education. And a Letter from the Regional Schools Commissioner noting we have capacity. Therefore, this section deals only with the changes within our governance structure.

We would note that there are no changes in the governance structure, though a member of the trustees will act as the chair for each of the standards and performance committees. We would not there is no change in the roles and responsibilities, though we are providing information below on the role of ELT for clarification.

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

The following sections provide clarifications:

1. The new organisational structure adding the new schools.
2. The role of ELT
3. Conflicts of Interest

The Role of the Executive Leadership Team

The CEO of the trust acts as the Executive Principal for the schools within the trust with each school having an Associate Principal with responsibility for day to day running. The Executive Principal is the statutory headteacher. A group of senior staff support the Executive Principal, the finance director, HR director, Associate Principal and Senior Vice Principal of the Secondary Academy. This group provides school improvement to all schools within the Trust and monitors the progress of all schools reporting to trustees. It is not intended that this group will grow with the addition of the new schools as it is a strategic management group for the trust.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)
[REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

ELT is a resource within the trust structure that enables all the schools to be consistently held to account and monitored in a standardised format on a weekly and termly cycle. This will enable effective benchmarking of performance and data collection for each school. In order to do this, it will be necessary to have rigid and transparent reporting method from each Principal of the school. This supported by the use of technology via use of a virtual platform for staff with a specific area for leadership and management.

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

Role and Membership of the Standards and Performance Committee (LGB for individual schools)

The membership of the Standards and Performance committee will consist of 9 Governors.

The Chair of the committee must be a Trustee of the main board whose period of office as a Trustee is 4 years. The chairman for this committee will be re-appointed annually by the full board.

The 8 other positions will be allotted as follows;

2 parent (family) governors, 1 staff governor, 2 community governors, The Executive Principal and or his representative, The Principal of the school and 1 co-opted trustee/governor.

The term of office for all governors will be a maximum of 4 years and may be followed by re-appointment for a further term of office.

This membership allows a cross sector of views to be represented. Parent positions will be appointed via an election process, as will the staff position, community governors appointed by the Trustees. It is anticipated that this selection process will ensure the committee has the breadth of support and challenge to discharge its duties effectively. The skill set we will cover, will include primary leadership, finance, HR, property, law, facility management, governance and commercial knowledge.

Where these committees have shown competence over an extended number of years, the Trust may decide to grant Earned Autonomy over further areas currently reserved solely to the Board of Trustees.

Financial responsibilities

The scheme of delegation sets out full responsibilities. The Trust will set the budget and retain overall responsibility for any major items of expenditure and income/funding over the value of [REDACTED] for individual items and the appointment of the senior staff (leadership scale) of the Schools. The Resources Committee will approve any major items of expenditure and income/funding over the value of [REDACTED] for individual items.

Conflicts of interest

The Trust has in place a clear policy and procedure for managing conflicts of interest and related party transactions. All Members Trustees, Governors and senior staff are responsible for declaring any potential conflict as soon as it becomes apparent, in line with this policy and procedure. This existing policy will be replicated within the Free Schools.

In the first approved round of bidding for the free school which is currently in pre-opening, a relationship was declared between the Executive Principal and the Principal Designate. This was covered extensively at the interview and the safeguards in place

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Finances

The Trust has been through seven years of successful audits, with the accounts receiving unqualified status. Recommendations from management letters have been minor and Trustees have always taken actions on board and directed managers to take appropriate action. This work is monitored by the auditors at the mid-year review and by the Responsible Officer. The last 4 years accounts are available on www.shirelandcollegiateacademy.org.uk under "About Us/Policies/Accounts".

The Finance Director of the Trust has a proven record in challenging and supporting schools, not only within the Trust. The Finance team provides financial management support to 6 local primary schools that have all had successful audits over the last 3 years. This support not only includes budget and monitoring support, but over the last 3 years under our collaboration agreement with our primary schools, we have been able

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

to take advantage of purchasing centrally to obtain economies of scale - for example, purchasing management systems, services and utilities.

The Trust has a process of budget forecasting for 3 years ahead that is reported termly to the Resources Committee to ensure financial decisions are sustainable, linked into the development planning and reflected within the risk register if necessary. This approach allows issues to be identified early so appropriate action can be taken in a structured manner. Risk management is taken seriously by the Trust and is on the agenda of ELT and SLT on a termly basis with a progress report to the board on an annual basis.

The Trust has a clear reserve policy limit that is reviewed annually by Trustees. This ensures funding is available for any unforeseen circumstances. With the Trust growth, we will look at the opportunities that may arise to ensure the cash position of each school is secure by the pooling of reserves in a central account and take advantage of the benefit of having larger cash balances to invest.

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.

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The budget information has been calculated based on the Sandwell Formula. However we do clearly understand that the funding for each school will be differentiated by the home LA formula and as such, each school's individual budget will be adapted to meet the overall funding limitations.

The School in the attached information will be at capacity pupil numbers by the 2023/23 year and at this stage will have an in year surplus [REDACTED] which equates to 2 % of the total income. However, with the anticipated in year surplus's years up to when the school is at full capacity (the school will have an overall cumulative surplus of [REDACTED] – 5% of overall income. Currently the Trustee of the Trust have a reserve

G1 – budget planning and affordability

policy of 5% of the annual income for a school when at its capacity and as such the budget meets this expectation.

In establishing our initial development plan for the Free Schools we were very clear that this school would have a unique identity which resolved around this “High Tech” persona. The school would unusually have a one-to-one device strategy built into Key Stage Two with device access for Key Stage One and Reception/Nursery provision. This environment would have the infrastructure of a secondary school but the curriculum of a Primary school and by infrastructure we mean both physical and virtual.

Funding

Funding has been calculated as per Sandwell LA formula and the education services grant on pupil numbers. Rates income has been included to match off the expenditure line.

Income for a FTE 26 place nursery has been included. However this line has been matched off within expenditure. A Teacher and a Teaching assistant have been included in staffing at an estimated cost of [REDACTED] and then a balancing line of [REDACTED] has been included under “other”. This line will cover all none staffing costs for the Nursery including maintenance of the environment and supplies and services.

Staffing costs have been calculated based on the staffing structure shown in section D. Both teaching posts and none teaching post have been included in line with the anticipated pupil number growth.

Supply costs and an additional expenditure line to cover maternity and paternity costs are also included over and above this.

All other employee expenses increase in line with pupil numbers with the exception of fixed costs such as Insurance and the other expenses line that are in full from the first year of operation.

Performance Management (threshold movement) has been included when at capacity for about 6 staff, as the budget assumes a number of staff are already at UPS. This again is lower in the first 3 years to reflect the lower levels of staffing.

All other costs in the plan have been benchmarked against local 2 form entry schools and against the national data held on the EFA website for 2 form entry schools. Costs have been estimated based on known costs for fixed services and then increased in line with pupil numbers until the school reaches capacity.

Premise costs have been prepared on the basis that the building will be energy efficient and environmentally friendly. Most of the premise costs are in full form year one, with the exception of building maintenance and cleaning materials where it has been anticipated not all rooms will be in use. Premise costs does include a budget line for replacement of items. This is needed to ensure a rolling programme of replacement is in place for the environment as a whole.

G1 – budget planning and affordability

Educational resources are pupil led. Education and ICT services have been included and are services that will be required to support the infrastructure of the school, such as software and broadband connections.

Professional services have been included, incorporating the anticipated 5% MAT contribution, of which the details of delivery can be found in section F6

Other services includes a figure for depreciation that has been calculated on the basis that the school will be technology rich and in most areas pupils will have a one to one device. This area includes a line for specialist delivery, where teams of people will be brought in to deliver elements of the curriculum to pupils. Catering - It has been assumed that all paid meals will balance out costs. It is envisaged that catering will be a brought in service, therefore the cost of the service and the income will go to the provider and the school will on need to pay the cost of free meals, the management charge and the cost of maintaining the equipment in the kitchen. As such he catering line only reflects the cost of 35% of pupils in key stage 2 having a free meal. It has been assumed all key stage 1 will be grant funded and as the grant is not included neither as the expenditure.

Overall we have based the budget on current known factors and can evidence via the excel template that the school is viable within the expected levels of funding.

Rationale

The staffing of the school will also differ from the norm in that we are replacing the necessity to provide Teaching Assistants with devices as we feel that this individualised support is vastly more effective than the provision of Teaching Assistants. In the planning process we have used the Education Endowment Foundation (EEF) Pupil Premium Toolkit to help evaluate appropriate strategies for the new school. EEF are very clear in their trawl of research as to the key strategies for accelerating progress and we have looked to integrate a number of the identified strategies into our plan. This has helped guide us towards decisions which will give value for money.

In attempting to benchmark budgets for the new school we have looked at the available data via the EFA, compared to a local average 2 form entry school, but our Finance Director and her team have considerable experience in advising schools on their budget construction and monitoring. Our Finance Director has produced a monitoring tool to support Financial and Governance health and we intend to use this tool in the Free School as we do in our academy.

We have used the West Midlands data sets from the Benchmarking tools on the EFA website to project our budget and have then adapted accordingly.

We are very clear that our vision of building a school and curriculum which has technology at its heart will make the same dramatic difference in the Free School as it has in Shireland. We have seen that by enabling audio and video based feedback students have understood far more quickly the next step and have then used staff to support much more efficiently. Technology has a hugely positive effect in raising standards when it is contextualised and fully integrated and our delivery model is based on an assumption that this will be the case.

G1 – budget planning and affordability

We built into our plan a very different utilisation of staff where we have removed the typical reliance on Teaching Assistants as we believe that the value of such a strategy is questionable as per the EEF report. We have replaced this support with a combination of devices and School Direct. It is our intention to have a number of Salaried and Non-Salaried School Direct trainees in class supporting pupils. The non-School Direct trainees will not impact the primary schools budget. We have seen the benefit of School Direct students in the classroom in the last few years as we are the University of Warwick's Hub school for the Black Country Local Authorities.

We have presumed that during the capital programme a number of essential elements relating to our delivery model will be addressed. The school will require a Lecture Theatre, Immersive Space, Computing and Design and Technology labs which are not normally included in many Primary capital programmes but we intend to use our Thematic Competency based delivery model in Key Stage Two and so these elements are essential.

In establishing our staffing structure we have utilised the expertise of our HR Director and her team.

Our staff in the Free School will have our standard conditions of service but will need to be digitally literate and capable of using the technological solutions that we use. All staff will be expected to work with a Flipped Learning methodology. We have built into our financial plans to support the CPD of staff to be able to work in this way.

We have throughout our planning returned to EFA benchmark information to balance our budget lines and our Finance Director has advised us as to how similar schools have profiled their expenditure. The benefit of the core team in the MAT will have a significant benefit for the Free School as the level of technical expertise and experience of the team is unique for school based services. Our HR team supports 35 schools, our Finance Team supports 6 individual schools and an academy chain, our e-learning team has supported up to 130 schools and our Safeguarding team supports 7 schools and is in the process of expanding.

The MAT contribution will have 2 elements; leadership and management and the provision of defined core services. This will include setting of policies, procedures, HR, including appraisals, Finance, including the preparation of statutory accounts and audit requirement, safeguarding, and school improvement and data management.

This will be funded from the 5% MAT contribution that has been included within the schools budget.

In addition to the core services the school will have the opportunity to purchase additional services the CAT. These services will include, ICT, E-learning, and Specialist Curriculum Support such as PE, Design and Technology, Music, Performing Arts. All services will be provided "at cost" to all our schools. However, as stated earlier, the Principal of the school must go out to market to evidence best value for these services.



Department
for Education

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