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
Godmanchester Secondary Academy

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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?	☒	☐
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	☒	☐
Section B: Outline of the school	☒	☐
Section C: Education vision	☒	☐
Section D: Education plan	☒	☐
Section E: Evidence of need	☒	☐
Section F: Capacity and capability	☒	☐
Section G: Budget planning and affordability	☒	☐
Section H: Premises	☒	☐
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	☒	☐
4. Have you fully completed the appropriate budget plan(s) where necessary?	☒	☐
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?	☒	☐
6. **Independent schools only*:** Have you provided a copy of the last two years' audited financial statements or equivalent?	☐	☐

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?	☐	☐
8. **Independent schools only*:** Have you provided the documents set out in the criteria document specifically around your current site?	☐	☐
9. **Re-applications only:** Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	☐	☐
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?	☒	☐
11. **Studio schools only:** Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org?	☐	☐
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, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	☒	☐

* 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: • 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)	☒	☐

Declaration

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

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

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

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

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

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

Signed: [redacted]

Position: [redacted] (please delete as appropriate)

Print name: [redacted]

Date: 26/9/2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area
Opening a new school is a momentous step in the life of a community; we have the immense responsibility to create an institution that will go on to shape the lives and experiences of future generations within Cambridgeshire. We do not take that responsibility lightly and have reflected on our collective experience as educationalists to clearly state what we can bring to ensure that the Godmanchester Secondary Academy is a success from day one. Godmanchester Secondary Academy will be an 11-16 mixed school with five forms of entry. The school is set to open in 2020 for students in year 7 with remaining year groups filling in subsequent years. A capacity of 750 as compared to our founding school, Chesterton Community College currently at 970, makes us confident in transferring our curriculum and systems to ensure Godmanchester Secondary Academy will enjoy the same vibrancy and success. Chesterton Community College (the founding school of the Cambridgeshire Educational Trust and one of the top 100 non-selective state schools in the country) has established a reputation as an inspiring school. The strength of its ethos ensures that students from a diverse range of backgrounds and experiences genuinely work and live together as a community, caring for one another and relishing the challenge of academic excellence. We achieve outstanding results for our students, ensuring progress which is significantly beyond national expectations and this is achieved through our focus on the individual child. Every child is supported through: • carefully considered and embedded pastoral systems • support programmes that are put in place immediately a child begins to fall behind in their studies • access to a challenging academic offer, the breadth of which goes consistently beyond that of many comprehensive schools (for example offering Latin to all of our Year 7 students).

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

Godmanchester Secondary Academy will replicate this provision, mirroring its strengths.

Academic Excellence

A focus on academic excellence is incredibly important: important because:

- We live in a region which is home to one of the most prestigious universities in the world and all of the education within our county should be seeking to emulate this standard. Our Trust has strong links with the University: Chesterton on a weekly basis hosts visiting speakers, liaises regarding curriculum delivery or has undergraduates mentoring students; this will be replicated in our new school.
- Cambridgeshire is not currently performing at the level of which it is capable, given the academic and business excellence to which it has access, and our children in Cambridgeshire deserve to be in schools which excel and mirror the vibrancy of the area.
- The educational landscape is changing with new GCSE and A-level qualifications which are even more demanding and for which our students need to be consistently well-prepared. Our results show that Cambridgeshire Educational Trust can do this preparation with real confidence: our results show this and we are certain that this can be mirrored in our free school from the very first day it opens its doors to students.
- Our outcomes for students have improved consistently year on year for over ten years. We are delighted that the new Progress 8 measures confirm that not only do we deliver these excellent outcomes in terms of attainment, but also in progress. This applies to all groups of students, including disadvantaged students for whom we achieve outcomes far surpassing those across most of Cambridgeshire. Some headlines include

2015

77% of all students gained at least English and maths grade C, 50% of disadvantaged students did.

The school's progress 8 score for all students was 0.6, for disadvantaged students 0.1

Progress 8 scores calculated using shadow data

2016

79% of all students gained at least English and maths grade C, 52% of disadvantaged students did.

The school's progress 8 score for all students was 0.7, for disadvantaged students 0.2

Progress 8 scores calculated using 2015 methodology. One student not included in score

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

GCSE OUTCOMES TREND	2014			2015			2016		
	ALL	PP	SEN	ALL	PP	SEN	ALL	PP	SEN
A*-C in English and Maths	74%	43%	43%	77%	50%	63%	79%	52%	53%
Progress 8 score	n/a	n/a	n/a	0.6	0.1	0.4	0.7	0.2*	0.4

Progress 8 scores calculated using 2015 methodology. One student not included in score

2016 Further Headlines

Core subjects deliver Outstanding outcomes

English p8 = 0.5 (PP p8=0.1)

Maths p8 = 0.7 (PP p8 = 0)

72% of students gained at least 2 Cs in science.

Exceptional numbers of students gain grade A and A*

41% of all grades A or A*

34% Eng Lang grades A/A*

39% Maths grades A/A*

36% 5+ A*A grades

Students succeed in a broad, but challenging curriculum

EBacc – 51% for all students, 21% PP

85% of high prior attainers gained the Ebacc

See section D for more detail about the exceptional curriculum which demonstrates how we consistently achieve our outstanding trend of results.

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

Our vision is for academic excellence and a genuinely fulfilling educational experience for all students. In our founding school we have a diverse socio-economic mix. The experience of every child in our care is considered carefully:

- the personalised mentoring each child receives from their form tutor
- the detailed data we collate about each child which is shared using our innovative Chesterton Reporting System, so that from day one every child is known by everyone in the school
- highly qualified graduate support staff – our Progress Support Workers and Learning Mentors – who provide tailored support to help every student succeed
- specialist staff in outstanding faculties who understand how we learn best.

Staff, recruitment and professional development

Faculties in our Trust are strong because we are genuinely committed to the professional development of teachers; all of our teachers attend weekly training and are enthusiastic about how to shape the learning experience. We will establish these approaches from day one at Godmanchester Secondary Academy: a highly effective and supportive pastoral system; a reporting system which ensures every child is known from day one; support programmes which genuinely help all students succeed and a teaching staff body which is energised and cares about continually improving teaching and learning.

Cambridgeshire Educational Trust is inspiring because of the experienced, enthusiastic staff that we have: staff stay with us because they enjoy working within the Trust ethos and we are incredibly focused on ensuring we recruit well. Both of these elements will be of immense importance to a new school. Our experienced staff understand their subjects and how to engage students so that our learners genuinely feel like historians, artists, scientists etc. They are able to do this because they create outstanding schemes of learning; they truly understand the assessment demands of their subjects and the latest pedagogy. This wealth of experience will be used to establish dynamic faculties from day one at Godmanchester Secondary Academy and ensure that the quality of teaching and learning is of an exceptional standard for our new students.

We are good at spotting talent and that is one of our most successful strategies for recruitment. A significant number of our teachers have worked through our graduate programme, joining us as progress support workers and working to support students who are in danger of falling behind, and have gone on to train and teach with us; this is a model that we would use to support recruitment in future years in the new school.

Our professional development programme has a strong focus on leadership and within the Trust we have a highly experienced senior team; pastoral team; middle leadership

team and a range of responsibility holders. Whenever we have an internal leadership vacancy it is hotly contested as we have significant experience at the tier below, because of the school's outstanding professional development; opportunities for distributed leadership and excellent role-models. We feel that we are effectively growing our next tier of leaders within school and we will be able to utilise the strength of our existing leadership and this new tier to ensure that Godmanchester Secondary Academy thrives.

Our Trust is one of the few in Cambridgeshire that has been able to fill all vacancies and with well qualified subject specialists. As we move into even more challenging times our established networks with Canadian universities, which have provided us with additional recruitment opportunities; our pro-active marketing of vacancies and our own internal talent-spotting will enable us to ensure high quality staff for Godmanchester Secondary Academy.

Premises development and liaison with the local authority

Our founding school is currently in the initial stages of a significant build which has been supported by Cambridgeshire County Council, to allow for an additional two forms of entry and create capacity for the additional spaces which will be required shortly within the city. We have experience of working with the County Council closely to aid the community. As a school we responded to the need for more places outlined by the council and have since enjoyed an excellent working relationship with admissions and the officers supporting the build. This highly effective relationship, and the experience of managing this project, will be especially useful and helpful in the development of our free school. Relationships need to be established quickly to ensure timelines are met and the mutually respectful relationship we have developed will ensure that Godmanchester Academy can be delivered on time to serve its community.

Our vision for Godmanchester Secondary Academy

Within the Cambridgeshire Educational Trust we are fascinated by education: that's why our staff voluntarily attend weekly training sessions and run training for each other; why our faculty meetings focus on teaching and learning and why we genuinely think that what could be a vision for education in some institutions is a reality in ours and this genuine enthusiasm and excitement will be a tremendous asset for the development of our free school. Our vision is to realise the potential of all of our students and that remains at the heart of every decision we make and why we put what happens in the classroom at the centre of all our decision making. It is our intention to cultivate this ethos across the Trust and develop a Trust wide CPD offer with joint training across schools.

We have carefully considered how we would like to support education within Cambridgeshire and have reflected on not just the emerging demographic pressures but also on the issues linked to standards. Having looked at a variety of areas we feel that

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

Godmanchester would benefit from having a free school which would provide a high standard of education for its growing population.

Cambridgeshire Educational Trust is not interested in growth for growth's sake. We are passionate and committed to improving education in Cambridgeshire and as such would consider adding to the Trust when the rationale and need arises. We see a need in driving forwards standards in our immediate local community through partnering with local primary schools and currently exploring the potential for a specialist maths and science sixth form centre to support A-level provision in the north of the city.

We are convinced of the need for additional provision in and around Godmanchester. Parents and students should be able to choose from a range of schools and one of those should be working with, and achieving, the very highest academic standards; we know we can provide this. Given this certainty about both need, and our own capacity to meet this need, we feel that it is important we register the following: we recognise that the potential landscape within which we will be working is altering with the recent government consultation papers. If these consultation papers are suggestive of a direction then we would be happy to create a free school within the new landscape and would be directed as the DfE sees fit. Our main priority is to establish a school in an area which desperately requires a range of choice for its families.

Section D – education plan: part 1

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

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

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

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

	Current number of pupils (if applicable)	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7				150	150	150	150	150
Year 8					150	150	150	150
Year 9						150	150	150
Year 10							150	150
Year 11								150
Year 12								

Year 13								
Totals				150	300	450	600	750

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.

*Below is the foundation, many students have a tailored provision.

Year 7

The table shows the standard timetable for Cambridgeshire Educational Trust secondary schools. Students who do not meet the KS2 benchmark and who are therefore not secondary-ready will follow a differentiated curriculum that focuses on English and maths to ensure that they are Key Stage 4 ready by the end of Year 9.

All Year 7 students will take part in a morning of project based learning once a fortnight. This will be led by the Humanities faculty and include a substantial element of local studies. The Director of Humanities and the Director of Curriculum, both members of the extended senior leadership team are responsible for oversight of how project based learning fits in with the rest of the curriculum and also for mapping its use and its delivery.

Subject	50 min periods	Time in mins	Time in hours and mins	Percentage of time
Art	2	100	1 hour 40 minues	3.33
Computer Science	2	100	1 hour 40 minutes	3.33
Design	2	100	1 hour 40 minutes	3.33
Drama	2	100	1 hour 40 minutes	3.33
English	8	400	6 hours 40 minutes	13.33
Geography	4	200	3 hours 20 minutes	6.67
History	4	200	3 hours 20 minutes	6.67
Maths	8	400	6 hours 40 minutes	13.33
MFL	6	300	5 hours 0 minutes	10.00
Music	2	100	1 hour 40 minutes	3.33

PE	6	300	5 hours 0 minutes	10.00
RE	2	100	1 hour 40 minutes	3.33
Science	8	400	6 hours 40 minutes	13.33
Project based learning	4	200	3 hours 20 mins	6.67
Totals	60	3000	50 hours 0 mins	100

Year 8 and Year 9

Subject	50 min periods	Time in mins	Time in hours and mins	Percentage of time
Art	2	100	1 hour 40 minutes	3.33
Computer Science	2	100	1 hour 40 minutes	3.33
Design	2	100	1 hour 40 minutes	3.33
Drama	2	100	1 hour 40 minutes	3.33
English	8	400	6 hours 40 minutes	13.33
Geography	4	200	3 hours 20 minutes	6.67
History	4	200	3 hours 20 minutes	6.67
Maths	8	400	6 hours 40 minutes	13.33
MFL	8	400	6 hours 40 minutes	13.33
Music	2	100	1 hour 40 minutes	3.33
PE	6	300	5 hours 0 minutes	10.00
RE	4	200	3 hours 20 minutes	6.67
Science	8	400	6 hours 40 minutes	13.33
Extra curricular options: Latin (Years 8 and 9) Mandarin (Years 8 and 9) Spanish (Years 8 and 9) Ecology (Year 9) Local Studies (Year 9) Sociology (Year 9)	 4 4 4 4 4 4	 200 200 200 200 200 200	 3 hours 20 minutes 3 hours 20 minutes 3 hours 20 minutes 3 hours 20 minutes 3 hours 20 minutes 3 hours 20 minutes	 N/A N/A N/A N/A N/A N/A
Totals	60	3000	50 hours 0 minutes	100

Key Stage 4

Subject	50 min periods	Time in mins	Time in hours and mins	Percentage of time
Maths	9	450	7 hours 30 minutes	15.00
English	9	450	7 hours 30 minutes	15.00
Science	10	500	8 hours 20 minutes	16.67
Religious Studies: Ethics	4	200	3 hours 20 minutes	6.67
PE	4	200	3 hours 20 minutes	6.67
Option 1 (Chosen from list of GCSE/BTEC qualifications)	8	400	6 hours 40 minutes	13.33
Option 2 (Chosen from list of GCSE/BTEC qualifications)	8	400	6 hours 40 minutes	13.33
Option 3 (Chosen from list of GCSE/BTEC qualifications)	8	400	6 hours 40 minutes	13.33
Extra curricular options: Astronomy GCSE Latin GCSE	 4 4	 200 200	 3 hours 20 minutes 3 hours 20 minutes	 N/A N/A

Mandarin GCSE	4	200	3 hours 20 minutes	N/A
Sociology GCSE	4	200	3 hours 20 minutes	N/A
Spanish GCSE	4	200	3 hours 20 minutes	N/A
Totals	60	3000	50 hours 0 minutes	100

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

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

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

Led by its ethos and values, the Godmanchester Secondary Academy curriculum will be outstanding; students will study a curriculum of exceptional breath and quality just as they do at Chesterton Community College and across the Cambridgeshire Educational Trust.

Students in the Cambridgeshire Educational Trust leave us extraordinarily well equipped both academically and personally for life in modern Britain and as global citizens. Students at Godmanchester Secondary Academy will have the same experience.

Key student groups

Based on local primary schools currently in Godmanchester and their designated secondary school, Hinchingbrooke we expect the pupil intake to be lower than the national average for key groups:

- SEND with Statement – approx. 1.2%
- FSM – approx. 11%,
- EAL – approx. 7.4%

These figures are lower than the respective numbers at our founding school Chesterton Community College. In this way we know that replicating our provision, including curriculum and pastoral care, and using our expertise from within the Trust will ensure that students in all groups have the opportunity to excel and realise their potential.

The demographics of St Peter's School in Huntingdon mean that numbers of FSM students are higher than the national average (30%), the number of students with SEN is lower than the national average at 6.1% but higher than Chesterton at 5.6% and there is also an additional key group of students from the traveller heritage. It is possible that some students from St Peter's catchment area including those from the traveller heritage may wish to attend Godmanchester Secondary Academy. Our extensive, successful work with FSM students (as demonstrated by our recent Pupil Premium Award) and SEN

students means we are well placed to serve students in these key groups and ensure they realise their potential. Chesterton Community College is geographically situated near a traveller site and as such we have always welcomed students from the traveller heritage, those students have been successful in our care with one female student notably being the first of her family to attend University. Based on local primary school data in Godmanchester we expect the very low exclusion rates to be broadly in line with feeder schools to Chesterton. The number of LAC children is very similar too. Prior attainment at Godmanchester Academy will be broadly similar to Chesterton's as the local primary schools achieve similar results to Chesterton's feeder schools.

Students in the Cambridgeshire Educational Trust leave us extraordinarily well equipped both academically and personally for life in modern Britain and as global citizens. Students at Godmanchester Secondary Academy will have the same experience.

Our curriculum provides a robust sequencing from KS2 to KS5, resulting in Progress 8 being in the top 5% of schools nationally.

Pathways in KS3 ensure all students are KS4 ready by the end of Year 9, and their access to the full range of KS4 courses delivers outstanding outcomes for all cohorts of students. 75% of students with low prior attainment make progress at or above the national average by the end of Year 7. For some students at KS3, we amalgamate the subjects and content into fewer areas of study with even greater cross-curricular links: Investigate (science and maths), Create (arts and DT), Consider (English and humanities) and health. These students spend a different amount of time on respective subjects allowing them more time to develop core skills in English and maths and make accelerated progress. The day structure allows for greater opportunities for Mastery and Consolidation. These students have great breadth and experiences built into their curriculum through distinct projects on music, instrument lessons, nutrition, drama and language. These students also have greater time in their day for pastoral care as well as 99 Things to do before you are 12 3/4s.

A few students will spend a proportion of their curriculum time specifically developing their skills through distinct English as an Additional Language (EAL) lessons and/or follow the Lexia Reading Program to bring their reading age in line with their actual age. Year 9 students who have the potential to access a humanities Ebacc option in KS4, but need to make accelerated progress in that subject to realise their potential, can study soley RE and either history or geography instead of both from the Spring Term in Year 9.

The curriculum

Ours is a personal, quality first and challenging curriculum, where students realise their potential in outcomes of outstanding quality and quantity. We blend academic and vocational courses to provide all students with a tailored offer. It is informed by

performance information, and demonstrates that we know our students well. The engaging content supports outstanding attendance.

Core subjects are approached as one key stage across the five years with an emphasis on mastery and consolidation with each element building on the next in order that students build up a body of knowledge, experience and skills that prepare them not only for public examinations but also to enter the adult world as skilled individuals able to question and participate fully in the world around them.

English

In English at KS3 students have the opportunity to develop reading, writing and oracy skills which prepare them for further study at KS4. They also study a range of 18th -21st century literature (fiction and non-fiction). The programme of study is supplemented by a wide range of experiences such as theatre trips, visiting authors and storytellers and national competitions. The KS4 English curriculum is largely set by the requirements of the examination boards however faculty leaders and staff work hard to engage with the requirements in creative and innovative ways such as being part of a national pilot using a Shakespeare app which allows students to create their own full length version of Romeo and Juliet using a combination of scenes performed by professional actors and scenes performed by themselves.

Maths

The maths curriculum embraces the mastery approach by: making use of mathematical representations that expose the underlying structure of the mathematics; helping children to make sense of concepts and achieve fluency through carefully structured questions, exercises and problems; blending whole class discussion and precise questioning with intelligent practice and, where necessary, individual support. Engagement in maths is such that 37% of all students go on to study maths at A-level or as part of the IB.

Science

In KS3 science students study all of the required topics across biology, chemistry and physics as recommended by the national curriculum. In addition, they study a range of enrichment topics designed to engage and excite students in the world of science for example, robotics and forensics. In year 9 the KS3 science course ends in February and students begin the KS4 science course allowing more time for breadth and depth of study. Science teaching is supplemented by a range of enriching opportunities such as enrolment into local and national competitions and students taking part in schemes such as the Isaac Physics mentoring scheme. Engagement levels in science are sufficiently high that 25% of students go on to study science at A-level or as part of the IB.

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

Arts

Outstanding Arts provision is at the heart of our core provision at Key Stage 3 taught by fully qualified specialists in each of the areas. Students study art. music and drama every week using a variety of pedagogical approaches. By the end of Key Stage 3 we expect students to have an appreciation of the contribution the arts make to enriching their lives. Students are encouraged to participate in at least one extra-curricular activity whether it is learning an instrument, taking part in a production or studying for the Arts Award. At Key Stage 4 students will be able to study a GCSE in all 3 areas as well as photography and music technology.

Humanities

One of the highlights of the KS3 Humanities course is the 'Worldly Wednesdays' programme, which is largely based around learning outside the classroom. As in our founding school, Students at Godmanchester Secondary Academy will experience the following learning activities:

- undertake fieldwork in local rivers such as Stoneyhill Brook and the River Great Ouse
- develop map reading skills by orienteering at Hinchingbrooke Country Park
- explore the working of Houghton Mill, the last working watermill on the River Great Ouse
- visit the Cromwell family burial vault at All Saint's Church, one of only two surviving medieval churches in Huntingdon, and the Cromwell Museum to consider the influence of Cromwell on the town of Huntingdon
- learn about Samuel Pepys and have the opportunity to visit Magdalene College in Cambridge where the original diaries are held
- understand the importance of sustainable development and living by investigating how the development at Bearscroft Farm has been designed to be ecofriendly.
- explore the ecosystem at Fen Drayton Lakes
- examine the way in which water supply and tourism is managed at Grafham Water

Languages

We recognise the importance of students learning at least one additional language and for others to learn several. To this end we ensure that all students learn a modern foreign language at Key Stage 3 and the most able students an additional language. Those students who wish to study more languages are able to do so as part of the twilight curriculum. Latin forms part of the core in Year 7 and is then be an optional after school

course for those who wish to pursue it further. Students have the opportunity to take part in exchanges to France, Spain and Germany.

Beyond the classroom

As a Trust we believe that education extends far beyond the classroom. As the traditional school timetable draws to a close each day an extended day up to 5pm (and sometimes beyond) is filled with a myriad of extra-curricular opportunities including optional: sports, drama, music, book and film clubs, cooking and more, alongside the opportunity to study for extra qualifications such as GCSE Astronomy, Spanish, Mandarin and sociology. In addition to optional activities there is also directed sessions as part of the extended day for targeted students. These sessions will enable students to gain help with homework and 1:1/small group tutoring for a range of subjects.

We also believe in the power of students and parents experiencing education together and as such we have developed opportunities for parents to study alongside their child during the extended day for example our GCSE Astronomy class at Chesterton is attended by parents and students as is our weekly after school library session which enables parents and students to select books together or even to borrow a set of books to host their own family book group.

Transitions

A young person's educational journey from 5-18 is central to their success in life. The 11-16 phase will only be effective if it is well placed between the other phases. In order to achieve this within our Trust we have a number of initiatives in place, all initiatives that we would make priorities at the Godmanchester Academy. These include:

- Working parties with colleagues from local primary schools;
- Member of working group consisting of Heads from local primaries and secondaries;
- Development of Head of Year 7 and 2 x Assistant Head of Year 7 to oversee transition between Year 6 and Year 7;
- Regular transition projects such as the Year 6 – 7 reading project which sees year 6 students creating reading journals and creative pieces based on reading in order to introduce themselves to their English teacher in Year 7;
- Development of KS2 /3 specialists within the teaching team;
- Deployment of staff to teach regularly at feeder primary school in the following areas: MFL, English, maths, PE, music;
- Heads of Faculty have strong links with subject partners at local Post 16 colleges;

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

- A dedicated Post 16 preparation day for all year 11 students at the beginning of year 11;
- A dedicated Post 16 evening for all parents and student including representation from all local post 16, apprenticeship and employment training centres;
- Transport and support for students to attend Post 16 open evenings;
- Post 16 taster sessions throughout KS4;
- Employment of an impartial guidance advisor;
- Regular visits/talks/workshops from businesses and employers.

Monitoring Student Progress

Cambridgeshire Educational Trust has excellent educational outcomes for all significant groups: FSM, SEN, EAL and LAC and this is a consequence of our proven systems which identify the needs of students and then ensure those needs are met.

In the Cambridgeshire Educational Trust we do the following:

- We use our transition phase, when students move from primary, to gather highly effective data on students. This involves face to face meetings with feeder primaries; CAT (cognitive ability testing) screening for all students, along with additional SEN screening if required; individual meetings with EAL parents to gather information about previous schooling and language capacity.
- The data we gather is shared with all teaching staff via our online reporting system which not only provides numerical data on student performance but also provides appropriate personalised teaching strategies and interventions created by our SENCO and individual teachers.
- Our accountability systems, which involve half-termly monitoring of departmental performance, focus on key groups and their performance. If students are deemed to be falling behind at any point then interventions are swiftly put in place and this has ensured excellent outcomes for key vulnerable groups.
- For Looked After Children our pastoral system focuses on their well-being and they have supplementary support through this system with additional meetings with the SENCO, Head of House, Assistant Head of House and Form Tutor to ensure that they are progressing well and feel supported.

This process will be replicated in our new school by doing the following:

- In our opening phase: we recognise the key importance of the SENCO role and have included this provision in our financial planning. This would enable us to replicate the

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

model above and ensure effective transition from our feeder primaries and ongoing support once students have transferred.

- Our online reporting system, used across the Trust, will be in place and provide reliable data and information for all teachers teaching in our new school. In addition the Headteacher will implement the accountability systems, which are already part of the Trust (see section D2), and these will ensure that the progress of vulnerable groups is monitored from day one of the school being opened.
- Our Head of Year will replicate the pastoral system which we currently run and this will include the additional support for LAC students.
- As the school develops and the staff expands we will use Heads of Subject and Heads of House to continue these systems across year groups.

High quality intervention is a strength of the Cambridgshire Educational Trust and has resulted in excellent outcomes for students. Our Trust interventions include:

- The use of an extended day to help students make excellent progress, using existing teaching staff, learning mentors and progress support workers. This involves pre-school tutoring before the start of the day and our timetabled P7 and P8 sessions where students do additional homework, revision and consolidation work with teaching assistants.
- Quality First Teaching from all of our staff who provide personalised interventions for any students who fail to make progress. This is analysed at each data input and recorded on our online reporting system to gauge effectiveness.

These intervention approaches would be used in our new school to ensure that no student falls behind. Our vision for education is founded on being a reflective institution that chooses carefully how pedagogy will be developed and implemented. In recent years there have been a number of developments for us that we feel have made a significant difference to the educational experience of our students; these have had an incredibly positive impact on our results and we would extend them to the new school.

Technology is never the answer to creating an outstanding educational experience, but if well implemented and founded on pedagogy it can be transformational. Within the Cambridgshire Educational Trust we know that our universal offer of Ipads for all has transformed the way that we teach and how students learn; we are truly preparing independent learners who will thrive amidst any challenges in the future. Visit any of our lessons and you will see students able to work independently, truly exploring and shaping their own learning and students who can genuinely research and be responsive in a lesson, by finding new material to extend their learning.

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

We have teachers who have created incredible on-line resources: an amazing revision website; on-line guides to subjects; on-line homework forums; films to support student learning which offer guidance and advice and language files that show teachers and native speakers communicating and modelling for our students. Within the Trust we have a remarkable educational resource that has been shaped and developed over time and this could be transferred to the new school, along with the financial modelling that has supported this ambitious programme and the in-house e-learning expertise that could easily be shared across institutions that join our MAT.

Our use of technology fits neatly with our vision which is highly inclusive of parents and access to technology has allowed us to engage parents at every stage of their child's learning and we would establish similar systems at Godmanchester Secondary Academy. All of our parents are able to see the work their child produces using the Seesaw App: this allows parents to gain a photo of work on the day that it is completed and comment on the work. Similarly all of our homework is set online with forums where students, staff and parents can communicate about the work and our website holds a wealth of curriculum support materials that parents can use to have informed conversations with their child about what is being learnt in school.

It is not just our use of technology which is innovative we have also worked hard on creating a learning environment which suits our educational vision, which allows students to become independent learners; enables them to work collaboratively and stimulates creativity. Our current environment is old and yet we frequently have comments from visitors about how well it is cared for and how creatively space has been used for learning. In particular our transformation of a tired staff room into The Apex has been truly inspirational. The Apex is a 360-degree classroom which allows students to write on walls; for furniture to be regrouped for independent or collaborative working and breakout spaces (even artificial grass). The space has transformed the delivery of lessons, allowing students to respond to tasks in varied ways and to work in the kind of creative space that is now common in forward thinking business environments. This creativity is very much part of our educational vision and experience and in the new school all of our learning spaces would foster creativity and provide inspiration, as we do currently at Chesterton.

Our educational vision is dependent on engaging with partners and looking outwards. This means being at the heart of a learning community, for example: our long standing and high quality engagement with training new applicants to the profession through the University and Cambridge Schools Teaching Network; hosting training for local schools which ranges from large Teach Meets to subject networks; being a founding and long-serving member of CAMSTAR and our individual teachers remaining at the heart of their national subject networks. This allows us to both understand and shape the national educational debate and demonstrates a staff body that is inspired by the privilege of

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake
being part of this profession. This would be a core tenet of the development of Godmanchester Secondary Academy: our educational vision is about being part of a professional community which continually reflects on what it means to be an outstanding teacher and acts upon that reflection to shape outstanding learning experiences for students. Our high levels of engagement with the educational landscape and a clearly articulated vision which focuses on outstanding teaching and learning for all and outstanding progress for all, allows us to be successful in changing climates; whatever the vicissitudes of policy at the heart of all educational change is the will to ensure every child is successful and our vision ensures that we can always align with change and continue to improve.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

We believe that all students should be set aspirational targets, regardless of their starting points. We will replicate the highly successful pupil performance target systems that are used at our founding school, Chesterton. These include:

- academic targets, based on a minimum of FFTD (top 5% of schools)
- attendance targets
- an expectation that behaviour will be excellent
- an expectation that students will demonstrate a thirst for knowledge in all curriculum areas

Academic targets

We will use both KS2 SAT and CAT data to create aspirational targets before students arrive in Year 7. We will call this a Potential grade and it will be shared with students, parents and staff.

<u>How the potential grades are calculated:</u>

D2 – measuring pupil performance effectively and setting challenging targets

For students who have KS2 SATs results the Potential will be the highest grade of FFTD (top 5%) which is then adjusted up if there is a 45% or higher chance of them achieving higher and the CAT grade if challenged.

For students without KS2 SATs the potential will be initially generated from the CAT tests and then reviewed after half a term.

Adjusting the potential grades:

The potential grade will NEVER be adjusted down unless there has been a calculation error.

If a student is achieving above their potential grade for 2 out of three data inputs it will be adjusted up.

If a student achieves their potential grade for 3 consecutive inputs their potential will be reviewed by the HoF and Class teacher with their decision being fed back via the SLT link for Data.

A student's potential can be moved up if a class teacher makes a request with supporting evidence e.g. at least 3 assessment results. This will be reviewed by the Progress Manager and confirmed by the SLT link for Data.

How the potential grades are recorded:

There will be two potential grades:

- Potential
- Potential Challenge

Potential is the original grade and won't change in any system. This is the grade that will be used when considering staff appraisals. It can be seen in SIMS marksheets and the CRS (for staff only).

Potential Challenge is the adjusted grade. This is what parents and students will see and will be the same as the potential grade in the first instance. Staff will see this grade in SIMS marksheets and CRS. It can be adjusted by Data office staff following a request from a class teacher, SLT or after the above criteria have been met.

There will be a record kept of how many grades have been adjusted and how many students have had adjusted grades.

What happens when a grade is adjusted:

When a potential grade has been adjusted a student will receive a Level 5 Good News slip for excellence, a letter home and be invited to the Headteacher's office for

congratulations. Names of students who have had their grade adjusted up will be recognised in House and Faculty celebration assemblies.

Who adjusts the potential Grade:

A record is kept of all students' grades and an alert will be issued if a student has met any of the criteria to have their grade adjusted up. This will be administered by the Data Technician.

All changes will be logged by house and faculty and sent to the relevant Head of Faculty and/or Subject for use in celebration events.

The school will use KS2 question level analysis to identify any key gaps in knowledge for individuals or cohorts from feeder primary schools.

The SEND team and the Head of Year 7 will use the following data to identify and plan effectively for students with additional needs:

- question level analysis of SATs data
- CAT scores
- personal profiles of students, provided by their parents and primary schools
- individual education plans from primary schools.

Every teacher needs to know what students are capable of from the very first day and we will use our innovative online tracking system, already embedded at Chesterton, to capture and share this data with all stakeholders. This tracking system has been tailored to the Trust and is known as the CRS (Chesterton Reporting System). This includes teachers, students and parents. Teachers will use this information to plan high quality teaching and interventions, where appropriate, based on the needs of all of the students in their classes. At Godmanchester Secondary Academy we will use the CRS, rebranded to GRS in a cloned form, and develop it as a bespoke system as the college evolves.

Progress updates will be generated formally every term using high quality and reliable assessment information collected in faculties. These progress updates will be shared through the web based system (CRS mentioned above). This will ensure that students and their parents are given detailed information about how to improve in each curriculum area. The Senior Team will use these progress summaries to hold subject leaders to account. Senior links will meet with subject leaders fortnightly and in every meeting there will be a discussion about what interventions are in place for any students underperforming. Actions will be agreed which are then reviewed at the next meeting where they are then adjusted when appropriate.

The data will be used alongside formative evidence including learning walks, book scrutiny and lesson drop-ins. The senior team will undertake learning walks and drop ins every period of every day following an agreed timetable that someone is available

throughout the school day. Book scrutinies will happen in faculties at least once a half term and similarly the senior team will scrutinise work at least half termly

The 'challenge potentials' system will ensure that there is no opportunity for students to coast:

- Any student who achieves above their 'potential grade' for two out of three progress checks (held termly) will have their potential grade adjusted upwards. Their success will be celebrated in a formal assembly.
- If a student achieves their 'potential grade' for three consecutive terms, their potential grade will be reviewed by the Head of Faculty and class teacher. The grade may be adjusted upwards.
- In addition, a student's potential can be adjusted upwards if a class teacher makes a request and provides supporting evidence, for example at least three assessment results.

Outstanding pastoral tutors will work alongside the Heads of House in order to monitor students' overall performance across all subjects and help ensure that they realise their potential. Every student will have a mentoring meeting with his or her tutor at least twice a year.

Attendance

Attendance at Chesterton has been consistently higher than all other secondary schools in Cambridgeshire for a number of years. The Trust is committed to the principle that excellent attendance is critical to excellent outcomes for students. The same highly successful systems that have been used for tracking attendance at Chesterton will be employed. The electronic system that we use to track progress data also captures attendance figures; this information is available to all staff so that they can use to plan interventions.

A highly skilled team of staff will be involved in managing attendance:

- A Senior Leader will have overall responsibility for attendance
- An Attendance Officer
- Heads of House
- Form Tutors.

Swift action will be taken if a student's attendance dips and personalised interventions will be put in place. For example, some students at Chesterton are collected by minibus in the mornings.

Behaviour

The same high standards of behaviour that are evident at Chesterton will be expected across the Trust.

D2 – measuring pupil performance effectively and setting challenging targets

Our innovative system (CRS) will be used to share information about behaviour. This will allow us both to celebrate success and alert key stakeholders to issues where a student's behaviour does not meet the expected standard. 'Push' data will inform parents and key members of staff of incidents on a daily basis. This will allow us to engage effectively with parents, ensuring that maximum use is made of parental support.

The instant notifications of behaviour events will allow students and staff to celebrate success. This will be achieved in a number of ways:

- meetings with Heads of Department and Faculty
- meetings with Heads of House
- celebration assemblies led by senior leaders
- certificates
- opportunities to become student leaders, for example through a prefect system.

In the rare instance that a student exhibits poor behaviour, this will be dealt with swiftly and effectively using a stepped methodology. Below is an extract from our policy giving an indication of what that stepped approach looks like:

Description	**Examples of Sanctions**
Poor behaviour in class that does not significantly disturb the learning of others*	First incident, Behaviour detention, L4 BNR. Second incident in the same lesson, further Behaviour detention and L4 BNR. Third incident in the same lesson will usually mean a 1-day Internal exclusion (see 6) unless another sanction is felt to be more appropriate
Poor behaviour on the way to lesson	Behaviour detention, L4 BNR
Significant disruption in lesson that compromises the learning of others***	Teacher issues a 'Formal Warning' (see 3.4), Behaviour detention, L4 BNR
Second incident of significant disruption that compromises the learning of others in the same lesson	Student sent to Isolation Room by teacher (see 3.5). Note: a student must be issued with a 'Formal Warning' before being sent to the Isolation Room. Internal exclusion, L5 BNR
Poor behaviour towards others, including making life unpleasant for another student or students or member of staff	**First incident** – Student removed from situation and sent to Isolation Room (if during a lesson, they spend the rest of that lesson in Isolation, if at break or lunchtime, they spend the rest of that break or lunchtime in Isolation), Behaviour detention, L4 BNR. **Second incident** – Student removed from situation and sent to Isolation, Behaviour detention, one week of Isolation at break and lunch time, Period 7 (P7) Behaviour Support (see 7), L4 BNR **Third incident** – Internal exclusion, extended period in Isolation at break and lunchtime, P7 Behaviour Support for a fixed period, L5 BNR

D2 – measuring pupil performance effectively and setting challenging targets

Students will be supported through a variety of programs. This will ensure that they are able to become effective learners in the school environment. We spend time make sure that students understand their actions and the implications they have had to all parties We use a range of restorative approaches where appropriate to try and resolve conflicts to ensure the same mistakes aren't made a second time. For example

- 1 to 1 support from the tutors
- Mentor Meetings (proactive)
- 1 to 1 support from the head of house
- Behaviour workshops set up by Cambridge Alternative Provision
- Parent, student and HoH meetings to ensure all parties are involved
- Isolation room
- On site alternative provision
- Off site at the libraries and at centres specifically chosen to inspire individual enthusiasm (for example the Equine Centre)
- Peer mentors who will who will help support students demonstrating low level behaviour
- PSP to support student behaviour
- PSP behaviour support

Our web-based data tracking system captures information about behaviour, allowing leaders to quickly recognise key individuals, or groups of students, who require additional support and to identify their individual needs. This allows targeted interventions to be designed and delivered in a timely fashion.

Targets for Godmanchester Secondary Academy as compared to targets for Chesterton and current success at Chesterton can be seen in the tables below. The similarities between the two schools means we would set the targets initially the same and refine once the school is open.

Attendance

	Chesterton Actual 2015	Chesterton Target	Godmanchester Target
Whole school absence	4.2%	4.5%	4.5%
Persistent absence	3.3%	5.0%	5.0%

D2 – measuring pupil performance effectively and setting challenging targets

Behaviour

	Chesterton Actual 2015	Chesterton Target	Godmanchester Target
Permanent exclusions	0.0%*	0.0%	0.0%
Fixed term exclusions	0.39%	1.0%	1.0%
Sessions lost to exclusions	82	80	80

*Godmanchester Secondary Academy, like Chesterton Community College will fully support the Cambridgeshire *Managed Move Protocol* which means no child is permanently excluded but gains a trial place at another school (also part of the protocol) which hopefully succeeds and if not then either returns to the original school after the respite or attends the PRU.

Academic targets

	Chesterton Actual 2015	Chesterton Actual 2016	Chesterton Target	Godmanchester Target
Progress 8	0.56	0.6	0.7	0.7
Ebacc	50%	51%	60%	60%
English and maths Grade 5+	77%	79%	80%	80%

Accountability

As at Chesterton now, the strong governance team will hold leaders to account for the achievement, behaviour and safety of all students in the school, including the most able and disadvantaged students and those for whom the pupil premium provides support.

It is our intention that the current data, attendance and behaviour teams will work across both schools, adding additional capacity as the student population increases to ensure that there is a consistent approach.

Teaching and Learning will be consistent across all schools in the Trust due largely to the Directors of Faculty that will sit across the whole Trust. The Director will be responsible for overseeing consistency and quality controlling provision as well as facilitating the sharing of good practice and trouble shooting where necessary.

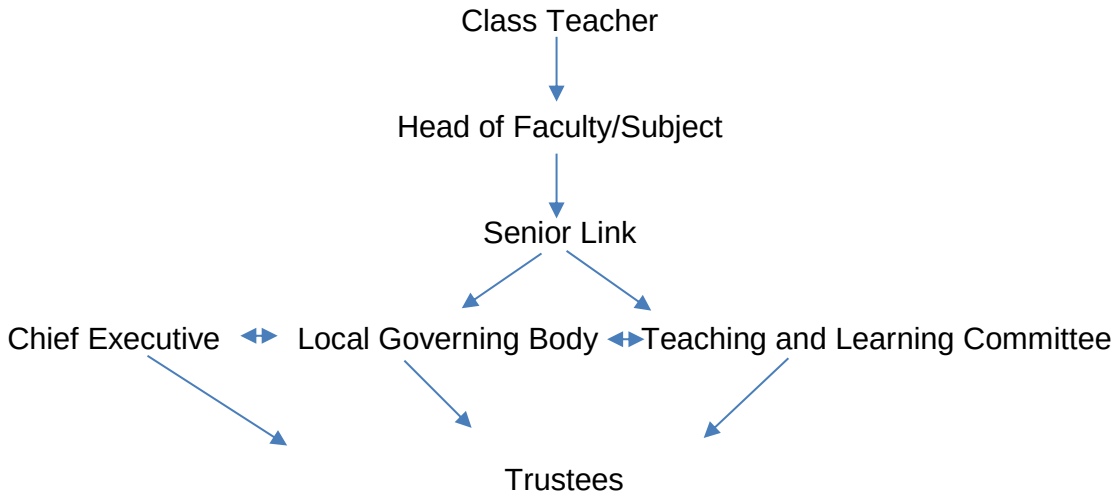
Students will only achieve their challenging targets if the Trust leadership prioritise constant improvement in teaching. In order for this to be driven forward there needs to be a culture of professional development from the outset. This will be achieved by using existing staff from the Trust to set the tone of the new school as well as home growing our own talent through a variety of teacher training programmes. The Trust's CPD programme will be in place from the outset; everyday there will be an opportunity for professional development just as there is at our founding school currently. Opportunities for all staff will include a mixture of optional and compulsory. Staff who require additional support will be directed to accesses elements of the CPD programme as well as having bespoke training.

D2 – measuring pupil performance effectively and setting challenging targets

Review and Evaluation

As already discussed students in the Cambridgeshire Educational Trust, including Godmanchester Secondary Academy will only realise their potential if the whole Trust community makes individual student progress a priority. To this end the whole school review system will ensure accuracy and accountability at all levels.

Student progress and associated methods of intervention and support will be reported, reviewed and evaluated through the following channels:



Each faculty area has a member of the senior leadership team as their senior link. As discussed above fortnightly line management meetings and a half termly spotlight meeting require the Head of Faculty to report on student progress for all students but in particular for key groups and to outline the strategies in place to support underperforming students and challenge those performing well.

The Local Governing Body will be updated on progress and interventions for key groups of students at each full governing body meeting and may at their discretion invite the senior link or faculty lead to a meeting to discuss an area in more depth. Each faculty area will be assigned a link governor from the LGB who will visit the faculty in action a minimum of once a term to observe lessons and meet with the Head of Faculty and teaching staff in order that they can full understand the faculty and so pose informed challenge. The link governor system is currently working very well at Chesterton Community College.

The Trust Teaching and Learning committee, which meets once a half term, will invite faculty leads/senior links to meetings to probe the performance in a subject in depth.

The Teaching and Learning committee and CEO will report on pupil performance to the board of Trustees at each meeting once a term. As trustees, chairs of the Local Governing Bodies will also contribute to discussions.

Every teacher has several performance management targets linked directly to teaching and learning which are set centrally. The targets include:

- No student should have a progress 8 score of less than 0.5
- 90% of students achieve their challenging target

D2 – measuring pupil performance effectively and setting challenging targets
• Teaching is often outstanding but never less than good as evidenced by three lesson observations, quality of assessment and feedback and in evidence gathered against the teaching standards.

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

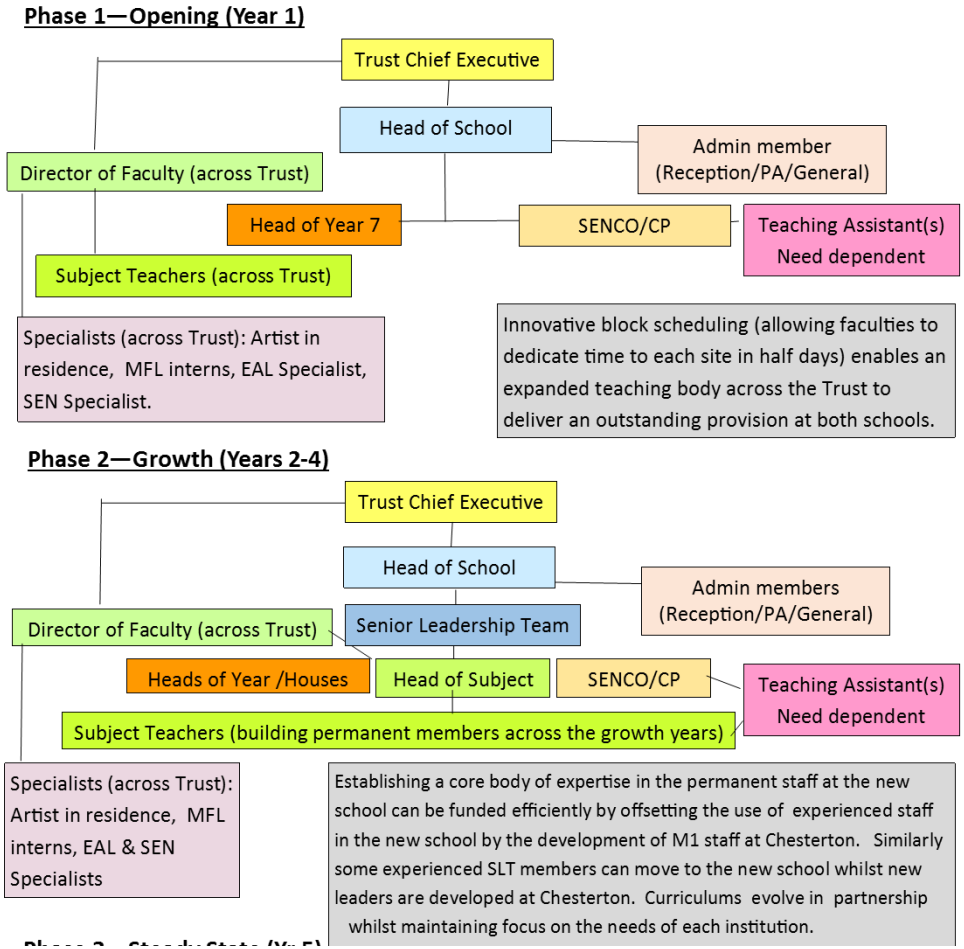
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

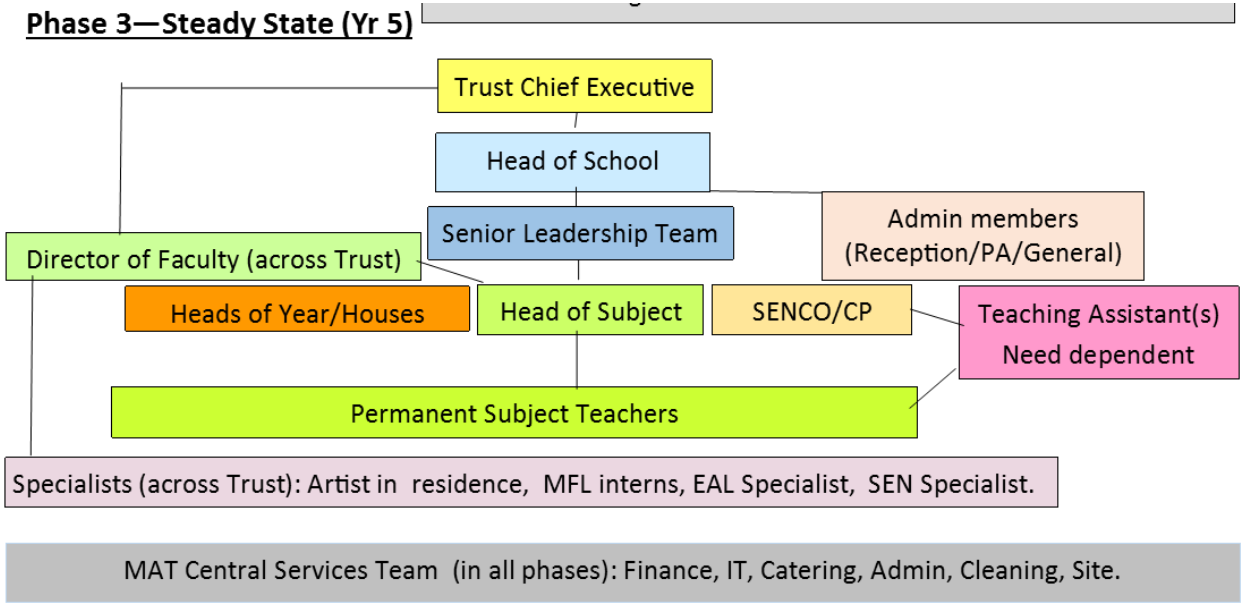
- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Organogram showing staffing structure at Godmanchester Secondary Academy from opening through to steady state:



Phase 3—Steady State (Yr 5)



Actual Staffing Numbers

Post	FTE salary	Allowances	Pension rate	NI rate	Number (enter 1 if employed full-time in this year, 0.5 if half-time, etc.) 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Godmanchester Academy Staffing structure												
SLT												
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]					[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]		[redacted]	[redacted]						[redacted]	[redacted]	[redacted]
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Teaching												
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]					[redacted]	[redacted]	[redacted]	[redacted]
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Total							**0.0**	**0.0**	**0.0**	**0.0**	**15.5**	**28.0**	**39.0**	**49.0**	

Total number of staff								
SLT	0.0	0.0	0.0	0.0	1.2	2.4	3.6	3.8
Teaching	0.0	0.0	0.0	0.0	8.0	16.0	24.0	32.0
Pupil support	0.0	0.0	0.0	0.0	2.8	4.6	5.4	6.2
Administrative	0.0	0.0	0.0	0.0	2.5	3.5	4.0	5.0
Premises	0.0	0.0	0.0	0.0	1.0	1.5	2.0	2.0
Catering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	**0.0**	**0.0**	**0.0**	**0.0**	**15.5**	**28.0**	**39.0**	**49.0**

- Eight teaching staff would be present in the new school from day one. In the first year additional teaching capacity will be created by sharing staff with Chesterton Community College. Staff sharing will be made possible through block scheduling which will see members of staff on site at Godmanchester for half a day at a time. Staffing at Chesterton will be notionally increased in line with its own requirements in order to allow for this. Such scheduling would mean that all subjects are taught by specialists at Godmanchester from day one. Such a model is planned only for the opening phase of the school. As the diagram and table above show each year the number of teaching staff and Heads of Subject at Godmanchester are increased and therefore staff sharing reduced.
- In order to ensure consistent high standards across the Trust there will be a Director of Faculty based in one school with a Head of Subject in the other school(s) with the Director of Faculty responsible for overall standards in that subject area.
- The Trust CEO will remain in role as Principal at Chesterton Community College. Exceptionally strong leadership and extended leadership teams (praised at the most recent OFSTED inspection) give the CEO capacity to work closely with the Head of School at Godmanchester without having an adverse impact on Chesterton Community College. If the Trust grows succession planning will enable a Head of School at Chesterton to be appointed in order to allow the CEO even more scope to work across the Trust.

Financial implications in the case of the school being under capacity

- The extremely flexible staffing model described above, with senior positions (Director of Faculty roles) spanning both schools and teachers and many other staff being shared between the schools, enables the school to operate at the full capacity anticipated or at a reduced capacity (e.g. 70%) if that is what the demand for places proves to be. The model would enable the number of staff (and therefore cost) to vary in almost direct proportion to the number of students (and thus income).
- Chesterton's experience of operating a successful secondary school would be directly transferable to Godmanchester and gives confidence to this model and approach. Its proven track record of utilising a number of part time staff who are willing and able to vary their commitments according to the school's requirements makes the flexible staffing model particularly effective.
- In addition, the Trust would ensure that the new school is built to be very efficient (i.e. with regard to energy usage) and therefore cost effective, with particular emphasis on ensuring that the school is appropriately "zoned". This would enable the facilities to be used most effectively when not needing to be fully utilised, both in the early years and in the case of it being under capacity at any time.
- Many of the typical overhead costs of support function borne by most schools (e.g. Finance, IT, Data team, catering management etc) will be provided by experienced staff from within the Trust and will be a part of the variable top-slice charge (linked to income) made by the Trust. Training (CPD) will also operate across the Trust.
- As a result of the above factors, the fixed costs of the new school would be negligible. Depending on the timing of any under capacity these remaining fixed costs would be actively managed i.e. revising the timing of planned changes during the development of the school (e.g. the size and composition of the SLT, the introduction of Heads of Subject based permanently at the school and the level of TLRs awarded, and the timing and balance of other staff being dedicated to Godmanchester or shared across the Trust).
- As a result of all of the above, the new school at Godmanchester would remain entirely viable, and still able to effectively deliver its full curriculum, even if student numbers prove to be significantly lower (e.g 70%) than those anticipated.

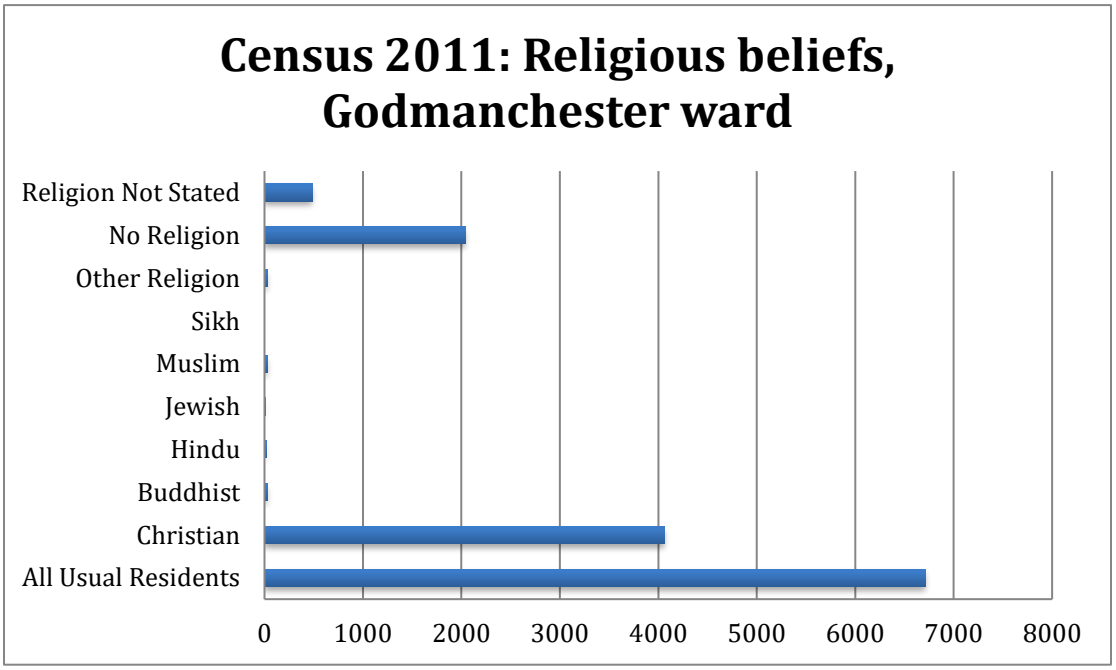
D4 – the school will be welcoming to pupils of all faiths/world views and none

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

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

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

The Godmanchester Secondary Academy will be non-denominational. Students will learn about the faiths, cultures and communities that make up modern Britain, thereby creating a culture of mutual understanding and respect. This will be of great importance given the lack of religious diversity within the existing community (see chart below).



Building a community involves learning to respect others and to live alongside people holding different opinions. Our school community will be underpinned by a set of values that are common to all religions: these include mutual respect, understanding of others and tolerance of different beliefs, acceptance, justice, compassion, self-respect, self-discipline and community. Our pastoral system will ensure that children of different faiths, or none, have the opportunity to work together on a daily basis and live these values. Staff and students will have plenty of opportunity to get to know each other personally: this helps to remedy the tendency to pre-judge the 'other' based on religion, race or ethnicity.

Every student will encounter the same high quality learning experiences, both within the classroom and through a rich and varied extra-curricular programme. Every child will be set personalised targets; these will be set regardless of their faith or non-faith background.

The study of religion will be academic, not devotional. Its goal is to make students aware of different religious beliefs and practices, not pressure them to conform to particular sets of beliefs. It will expose students to ideas rather than imposing ideas upon them. At Key Stage 3, students will study all six of the major world religions. Where possible this will

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

include trips to religious buildings in the local area and the opportunity to meet with local faith leaders. Our Humanities' Extended Learning programme in Year 7 will provide an opportunity for students to learn about each other's religious and secular customs, beliefs and ideas.

We respect the right of people from different world faiths to choose whether or not they wear religious items associated with their faith. The uniform code will clearly define what is acceptable with regard to items of religious dress, considering carefully the demands of school life and the need to ensure it identifies students as being part of a single, unified learning community.

The school calendar will include celebration of events from around the world, globally, nationally and locally. This will help us to develop a very strong sense of community, culture and heritage. Key assemblies will give factual information about different religious events such as Easter, Christmas, Ramadan, Eid, Diwali and Purim. We will also mark important British secular celebrations such as St George's Day, Mothers' Day, May Day and International Women's Day. We will look for opportunities to celebrate the diversity of the school population through the academic and pastoral curriculum to enable students to learn about cultures, customs, beliefs and ideas that are different to their own. This is one of the most effective mechanisms for combatting prejudice in society as a whole.

The food provided in the canteen will meet the fullest range of dietary requirements. We will provide halal food for Muslim students and will also cater for other cultural or faith requirements.

Our tutorial programme will include a daily opportunity for reflection. Students and staff will also be able to use an interfaith reflection room. We will work to build good relationships with the leaders of the main faiths in the local area, particularly in Huntingdon, including working with them to provide pastoral support where this is needed.

We will offer a broad and balanced curriculum to prepare children for life in modern Britain, including through the teaching of SMSC. One example of a subject area promoting British Values is the Humanities' Extended Learning Days, in which students will learn about the system of government within the UK; they will study a range of voting systems before designing an election campaign and voting in a mock election.

Weekly themed British Values PSHE programmes will include assemblies and follow-up sessions in smaller groups where students are supported in reflecting on the theme. These themes will be displayed around the academy so that parents and visitors are aware of the weekly focus and so they can continue SMSC conversations with our students. We will also include this information in the Headteacher's weekly blog so that all members of the local community can contribute to this aspect of the curriculum.

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

A 'debate question of the week' will engage students with topical issues. Formal debating skills will be taught through the English and Humanities curriculum where learning and teaching strategies will explore controversial issues in a way that promotes critical thinking skills and analysis. A debating club will be offered as an extra-curricular opportunity. This will provide students with opportunities to learn how to argue and defend their points of view whilst respecting the differing ideas of others. Video recordings of these debates will be placed on the school's intranet so that students can view them and vote on a weekly basis.

Students will have the opportunity to learn about the British criminal justice system. They will take part in a mock trial; the role of the juror will be highlighted and students will work as a mock jury and deliberate on the evidence that has been presented to them. We will work closely with the charity 'Prison, Me? No Way' to educate students about the causes, impact and consequences of crime and help them to stay safe, deal with life challenges and lead law abiding and positive lifestyles.

There will be numerous opportunities for students to take on leadership responsibilities. Each form group will elect two representatives who will sit on the house council, and each house will elect two representatives to the school council. Members of the school council will visit the senior leadership team meetings every half term to share their agenda and, in consultation, we will action a significant number of the requests made.

Our PSHE and SMSC provision will be embedded across the curriculum. It will be underpinned by our assemblies, and by the school ethos. Each year group will take part in a number of collapsed curriculum days with a PSHE/SMSC focus. These will complement the work that it done across the curriculum. A member of the Trust's senior leadership team will be responsible for monitoring and evaluating the SMSC programme and its effectiveness in addressing British Values. The SLT member will liaise with Directors of Faculty and Heads of House to ensure any gaps are filled.

We will encourage students to take ownership of their learning behaviour by promoting a restorative approach to behaviour management. This will allow students to show initiative and develop and understanding of themselves as well as distinguishing right from wrong and considering the impact of their actions on other people within their community. This will inspire a heightened sense of both personal and social responsibility.

Cambridgeshire Educational Trust has designed bespoke e-safety rules. Students are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. Students will regularly be taught and reminded about how to stay safe

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

when using the internet and will be encouraged to recognise that people are not always who they say they are online. We will protect students from the risk of radicalisation by using filters on the school's internet service.

Any visitors to the academy will be vetted by the Senior Leadership Team if this visit is outside the usual visits to the school (eg. multi-agency team attending reviews; professionals offering advice and guidance). Once the purpose of the visit has been ratified, the visitor will be signed in/out by the school; receptionist and asked to wear a visitor's lanyard and badge to identify the purpose of their visit. Children will never be left unsupervised with external visitors, regardless of safeguarding check outcomes.

Staff will be trained to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. A member of the Senior Leadership Team will always be on call to deal with extremism/radicalisation concerns and staff will be able to contact them for advice and support. The Headteacher and Child Protection Officer will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed. The school will immediately refer to the Channel protocol to identify the actions that need to be taken if there are any concerns in relation to extremism or radicalisation. Staff will be made aware that if they do not agree with a decision to 'not refer', they can make the referral themselves.

It is recognised that children and young people with low aspirations are more vulnerable to radicalisation and therefore we will strive to equip our young people with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be made aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge and intervene. Our CPD programme – for both teachers and support staff – will equip staff with these skills. All staff will complete WRAP3 (Prevent) and basic child protection training on an annual basis. WRAP3 (Prevent) and child protection training will be delivered within three weeks for new staff by our trained SENCO/Senior Designated Person. All staff will sign to acknowledge receipt of the training and log kept. Top up training and refreshers will be delivered periodically throughout the year via staff briefings. The Trust's senior team will undertake regular conversations with a sample of staff to gauge knowledge, understanding and application and will arrange further top up training as required.

Section E – evidence of need

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

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

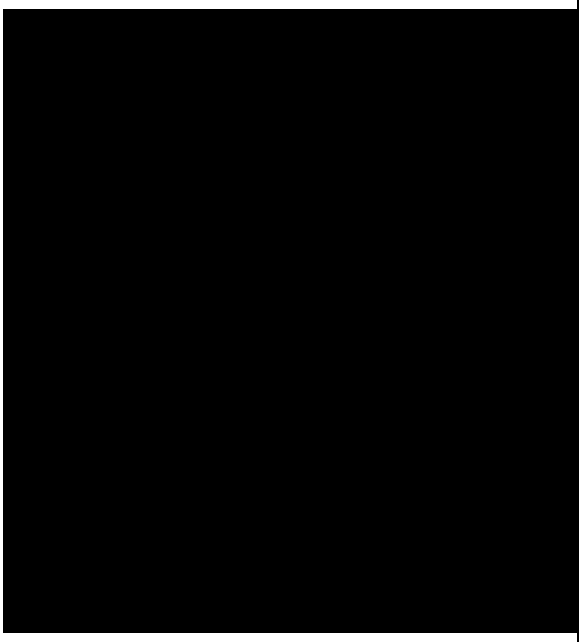
This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area
A need for more school places The town of Godmanchester lies approximately 3km to the south-east of Huntingdon, with the River Great Ouse dividing them. The town has experienced a significant level of residential growth in recent years (452 houses over the period 1998-2013) with a population of 6711 at the 2011 census, an increase of 12% since the 2011 census. The Town Council notes that community services and infrastructure levels have not kept pace with levels of population growth (Representation from Godmanchester Town Council regarding application 1200685OUT, Development at Bearscroft Farm, January 2013). At the 2011 census, 522 residents were aged 10-15 years. A major new residential development is currently being built on land to the south-east of the town at Bearscroft Farm (see map below). The first houses will be delivered in 2016/17 (60 dwellings) with approximately 110 further dwellings being finished each year until project completion in 2024. This development will eventually provide an additional 753 houses, 3.6 hectares of B1 use, 0.8 hectares of D1 use (eg day nursery, health centre), a local centre of 0.3 hectares to include shops, a local recycling centre, public open space and landscaping and a 2 FE primary school. Huntingdonshire District Council's Annual Monitoring Report (December 2015) estimates that 500 dwellings will have been delivered by 2020/21, the proposed year of opening of the Godmanchester Secondary Academy. The Godmanchester Town Council have calculated that the Bearscroft development will generate the need for an additional 300 secondary school places by 2023-24; this is in addition to the 450 places already required by children living in Godmanchester (Representation from

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

Godmanchester Town Council regarding application 1200685OUT, Development at Bearscroft Farm, January 2013).



Godmanchester is served by 3 primary schools – St Anne's Church of England School (1FE), Godmanchester Primary School (an established school with 2FE) and Godmanchester Bridge Academy (a new academy being developed as part of the Bearscroft estate, to become 2FE). If all of the students from the 3 primary schools in the town were to attend a new secondary school in Godmanchester then we would expect there to be basic need for a 5FE school. This school would be able to serve all 11-16 year olds living within the town, thus promoting social cohesion between the existing residential area and the new development. It would also make available additional places in existing Huntingdon town schools: these will be needed in order to accommodate the additional housing growth proposed within the urban area (see table below).

We have shared our free school application with the local authority.

The local plans allocate significant amounts of new housing land within the town of Huntingdon. Key locations are outlined in the table below. These developments, which do not include windfall sites, will provide an estimated 2103 additional dwellings within the town. Analytics Cambridge, the company that provide pupil place forecasting data for the county, suggest that this will generate an additional 126 students per secondary year group (6 students per year group per 100 homes). Hinchingbrooke School is already oversubscribed, allocating 300 Year 7 places for 2016/2017 from 370 first choice applications. The increase in secondary age pupils within the town will clearly not be able to be accommodated within existing schools, unless

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

some students who currently attend Hinchingbrooke or St Peter's are accommodated elsewhere. At present, just 66.5% of secondary-age children resident in Huntingdon East, 58.9% in Huntingdon North and 67.4% in Huntingdon West attend their catchment school. The approved Wave 11 fast track bid for a secondary school at Alconbury Weald will provide sufficient places for the children generated by this development, but will not have sufficient additional capacity to accommodate the growth expected in the town of Huntingdon.

Location	Number of dwellings
George Street	28
Saxon Gardens	180
Main Street	32
Edison Bell Way	75
Pathfinder House	14
Ermine Street	1440
Former Forensic Labs	108
Hinchingbrooke Health Campus	214
Gas Depot, Mill Common	12
Total	2103

An educational need due to low standards in local schools

Godmanchester lies within the catchment of two secondary schools: St Peter's School and Hinchingbrooke School. Both of these schools are within the town of Huntingdon. In both of these schools, the standards achieved by students are persistently below those achieved at Chesterton (table below). In addition, results at St Peter's results are significantly below the average performance of other schools in the local authority. The percentage of students leaving St Peter's with 5 GCSE A*-C grades including English and mathematics has declined for the last 3 years (2013-2015).

School / % 5 A*-C including EM	2013	2014	2015	2016
Chesterton Community College	68%	72%	75%	79%
Hinchingbrooke School	65%	56%	65%	Not available
St Peter's School	50%	45%	39%	Not available

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

County average	61%	56%	59%	Not available
National average	59%	53%	54%	

Students at Chesterton are also more likely to make expected progress in English and maths than those at Hinchingbrooke or St Peter's. Data for the 2015 exams is shown in the table below.

2015 exams	% of students making expected progress in English	% of students making expected progress in maths
Chesterton Community College	86%	87%
Hinchingbrooke School	82%	81%
St Peter's School	61%	59%
England	71%	67%

The overall rate of absence, and the rate of persistent absence, is higher at Hinchingbrooke School and at St Peter's School than it is at Chesterton. The rate of persistent absence is over 3 times higher at St Peter's than at Chesterton; it is more than 1.5 times higher at Hinchingbrooke.

	Overall rate of absence (2014-2015)	Persistent absence (2014-2015)
Chesterton Community College	4.0%	2.3%
Hinchingbrooke School	4.5%	3.9%
St Peter's School	5.9%	7.0%

Hinchingbrooke School - OFSTED requires improvement (February 2014 – April 2016); OFSTED good (April 2016)

Hinchingbrooke was judged to require improvement in February and was recently (April 2016) reassessed as being good. We believe that this was after an appeal against an initial judgment of 'requires improvement'.

Results at Hinchingbrooke are significantly lower than those at Chesterton (5 A*-C grades including English and Maths). This has been a consistent trend over the last 3 years (for which

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

data is available). In addition, Hinchingbrooke's results do not show a stable trend; by contrast, Chesterton's performance has improved year on year for the last 5 years from 68% in 2013 to 79% in 2016.

Hinchingbrooke School has recently improved from OFSTED category 3 to category 2. Despite this, 14% of parents that completed the Parentview survey would not recommend the school. By contrast, 96% of parents who completed the Parentview survey for Chesterton would recommend the school to others.

St Peter's School - OFSTED Inadequate

At the time of writing, September 2016, OFSTED have graded St Peter's School as inadequate with the full report pending.

The May 2014 inspection noted that not enough students achieved average standards in a broad range of subjects, including English and mathematics. The quality of teaching was not good. Many teachers were not making full use of the information that they had about what students already knew to set challenging work that would enable students to reach their full potential. Students did not have sufficient opportunities to practice writing at length in a range of subjects to help improve their writing skills. Marking was erratic with a significant proportion of teachers not following the school's marking policy. Students' work was not marked regularly and accurately and it did not include comments to show students how to improve their work or require them to make corrections. Students' attitudes to learning were not consistently good, with a significant proportion of them not applying themselves well in lessons. It was noted that leaders at all levels had not been rigorous enough in checking standards of teaching and students' progress and that sufficiently accurate records were not being kept for leaders to be able to ascertain which strategies were most effective.

In order to avoid these failures, Cambridgeshire Educational Trust will employ the rigorous assessment, marking and feedback policy already in use at Chesterton. This will be monitored by Directors of Subject and Senior Leaders with book scrutinies being conducted by Directors and Subject and by Senior Leaders on a half termly basis. Progress data will be analysed in fortnightly line management meetings for each subject area, thereby ensuring that records are being kept and that data is being interpreted to ascertain which teaching and learning strategies are most effective. The GRS data system will allow teachers and Directors of Subject to access up-to-date assessment data. The CPD programme will be designed to address any issues arising from monitoring and to ensure that expertise is developed across the faculties. Further information about this approach is included in Section D2.

The Inspection Dashboard 2015 for St Peter's states that overall KS4 value added was significantly below average and in the lowest 10% nationally for the whole cohort and also for the following groups: disadvantaged, boys, girls, SEN with EHC/statement, SEN without EHC/statement. The average point score for KS4 students was significantly below average

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

and in the lowest 10% nationally. Attendance was low for the following groups: FSM, SEN without EHC/statement (in the lowest 10% of all mainstream schools nationally).

By contrast, Chesterton data for 2016 shows a Progress 8 value of 0.00 for Pupil Premium students. This is heavily influenced by one child who was on role but educated elsewhere. For all other PP students, who were educated at Chesterton, the average was +0.2. Chesterton won a local award in the KS4 category of the Pupil Premium Awards 2016 for being one of the most improved schools in the country in terms of the attainment and value added progress of our disadvantaged students since 2012. The Cambridgeshire Educational Trust would seek to build on this work at Godmanchester Secondary Academy.

23% of the St Peter's parents and carers who completed the most recent OFSTED Parentview survey said that they would not recommend the school. Results are on a downward trend. Just 39% of students achieved 5+ A*-C GCSEs (or equivalent) including English and Maths in 2015, compared to a county average of 58.8% and falling from 45% in 2014. Only 15% of disadvantaged students achieved this measure, and OFSTED have noted that there is an 'unacceptable widening gap' between disadvantaged pupils making expected progress in English and maths compared to their non-disadvantaged peers nationally. Following the OFSTED monitoring visit in December 2015, the Inspector reported that 'Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection'.

The PAN for St Peter's (2016) was 277 students. Just 118 first choice applications were received in 2015, with just 179 places eventually being allocated. There is clearly a need to increase parental choice within the local area.

The proposed PAN for Godmanchester Secondary Academy is 150 students. This is well below the 2016 PAN for St Peter's (277 students). This means that there are fewer places being proposed in the new free school than are currently being provided by local schools rated less than good by OFSTED.

A social need

Despite being the third largest town in the district and having a sizeable resident population of 11-16 year olds, Godmanchester does not currently have a secondary school. It falls within the catchment area of Hinchingbrooke School in Huntingdon, an oversubscribed school. Travel from Godmanchester to Hinchingbrooke School is difficult: a number of major roads must be negotiated by students making this journey. A significant proportion of the houses in the new development at Bearscroft Farm will be further than 3 miles from Hinchingbrooke School and, in line with county council education policy, would therefore need to be provided with a school bus service to Hinchingbrooke School.

Godmanchester Town Council was opposed to the development of the Bearscroft Farm site for a number of reasons. They noted that the two Huntingdon secondary schools are nearing capacity. In their statement of rationale for the development of facilities they noted that,

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

because of the development's remote location, it would be 'impossible' to integrate it fully with the rest of the town. Establishing a secondary school in Godmanchester could help to tackle this issue as it would provide a focal point for community activities as well as drawing together children living in the historic core, the more established housing areas and the new houses at Bearscroft Farm.

A need for greater choice and diversity in the schools available to local parents

Godmanchester Secondary Academy will be of a significantly smaller size than both Hinchingbrooke School (1859 students, with 1500 students aged 11-16) and St Peter's School (1385 students, with 1065 students aged 11-16) and would therefore add to the range of choice available to local parents. Its curriculum will be innovative, offering a distinct pedagogical approach and delivering a wide range of subjects that are not currently available within the local area.

Godmanchester Secondary Academy's curriculum offer will include a range of subjects that are not currently available to students attending secondary schools in Huntingdon. In replicating Chesterton's curriculum, all Year 7 students will study Latin within the school day; in Years 8-11, students will be able to continue their studies as an extra-curricular option. We will also offer enrichment courses in Astronomy, Sociology and Mandarin. Classes will be open to parents who want to study these subjects alongside their children, providing an opportunity to raise educational attainment within the wider community.

The innovative approach which pervades all areas of the Cambridgeshire Educational Trust will be an integral part at Godmanchester Secondary Academy from the outset. As discussed in detail in section D1, the educational vision and pedagogical approach of the Cambridgeshire Educational Trust is both reflective and outward looking and it is these qualities that have seen the results for our students improve year on year and which would give families choice and ultimately drive up standards in the Godmanchester area.

We have tried our utmost to assess need both in terms of demographics and quality of education; we feel we have a strong case for both. However, we also recognise that there will be data held by the DfE which may suggest a greater need elsewhere in the region for a free school. If you feel we have presented a compelling case then we would be happy to consider alternative locations that could still bring benefits to a broader community.

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

E2 – successful engagement with parents and the local community

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community
We have begun our community engagement by linking with the Godmanchester Primary Academy which runs the existing two form entry primary in the town and will be opening the new Godmanchester Bridge Academy. The Executive Head was clear about the need for the town to have its own excellent secondary school and he would be supportive of this provision as would his parents. We have an extensive plan for engaging with parents and the local community. The plan includes: • Website for the school • Facebook advert and social media presence • Presence at local community sites e.g. Supermarkets • Open day at Godmanchester Village Hall • Visits to local primary schools • Press coverage • Liaison with local community and faith groups

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

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

[Add lines as appropriate]

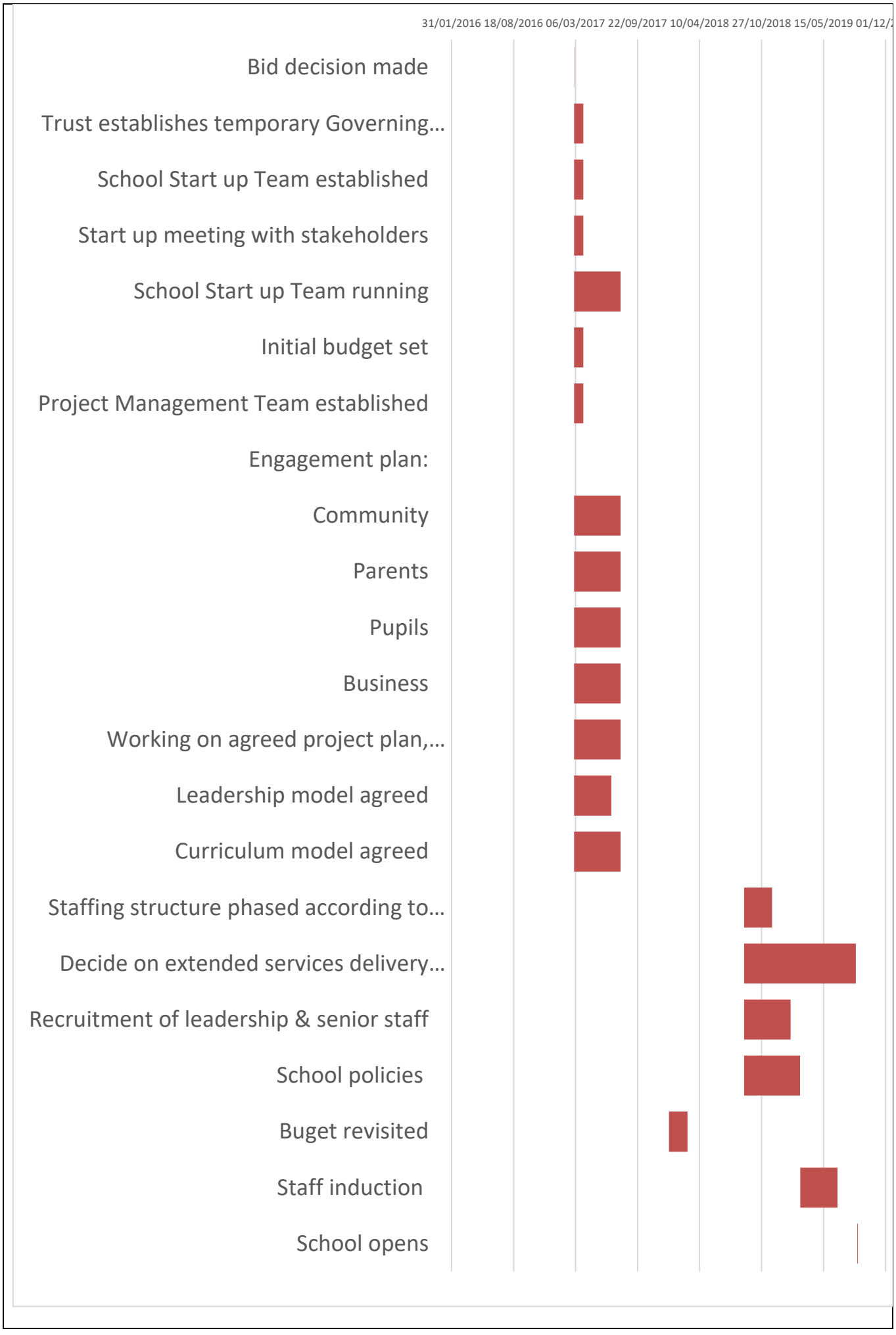
F1 (a) Skills and experience of your team

It is our intention to have a Head-Designate for the new school appointed from the current senior team at Chesterton Community College and for their existing post to be advertised externally. Having an individual to lead the new school who has been a part of leading the excellent provision which we are seeking to replicate makes ideal sense. This individual will be supported by the Trust CEO and the project manager.

We have worked hard to create a Trust structure which has strong financial expertise adding a financial consultant role to our existing structure; this provides us with additional capacity for what is already a strong team managing the Trust's finanaces.

Therefore our project team would consist of: [redacted]; Headteacher designate; project manager; Trust financial team and financial consultant.

Implementation Plan


31/01/2016 18/08/2016 06/03/2017 22/09/2017 10/04/2018 27/10/2018 15/05/2019 01/12/
Bid decision made
Trust establishes temporary Governing...
School Start up Team established
Start up meeting with stakeholders
School Start up Team running
Initial budget set
Project Management Team established
Engagement plan:
Community
Parents
Pupils
Business
Working on agreed project plan,...
Leadership model agreed
Curriculum model agreed
Staffing structure phased according to...
Decide on extended services delivery...
Recruitment of leadership & senior staff
School policies
Buget revisited
Staff induction
School opens

F1 (b) Skills gap analysis

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

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

Skills/experience missing	**Where is the gap?** ie pre-opening team, Trustees, local governing body	**How and when do you plan to fill the gap**
Project management of build (member of senior team – in terms of time etc)	Pre-opening	Project manager to be appointed

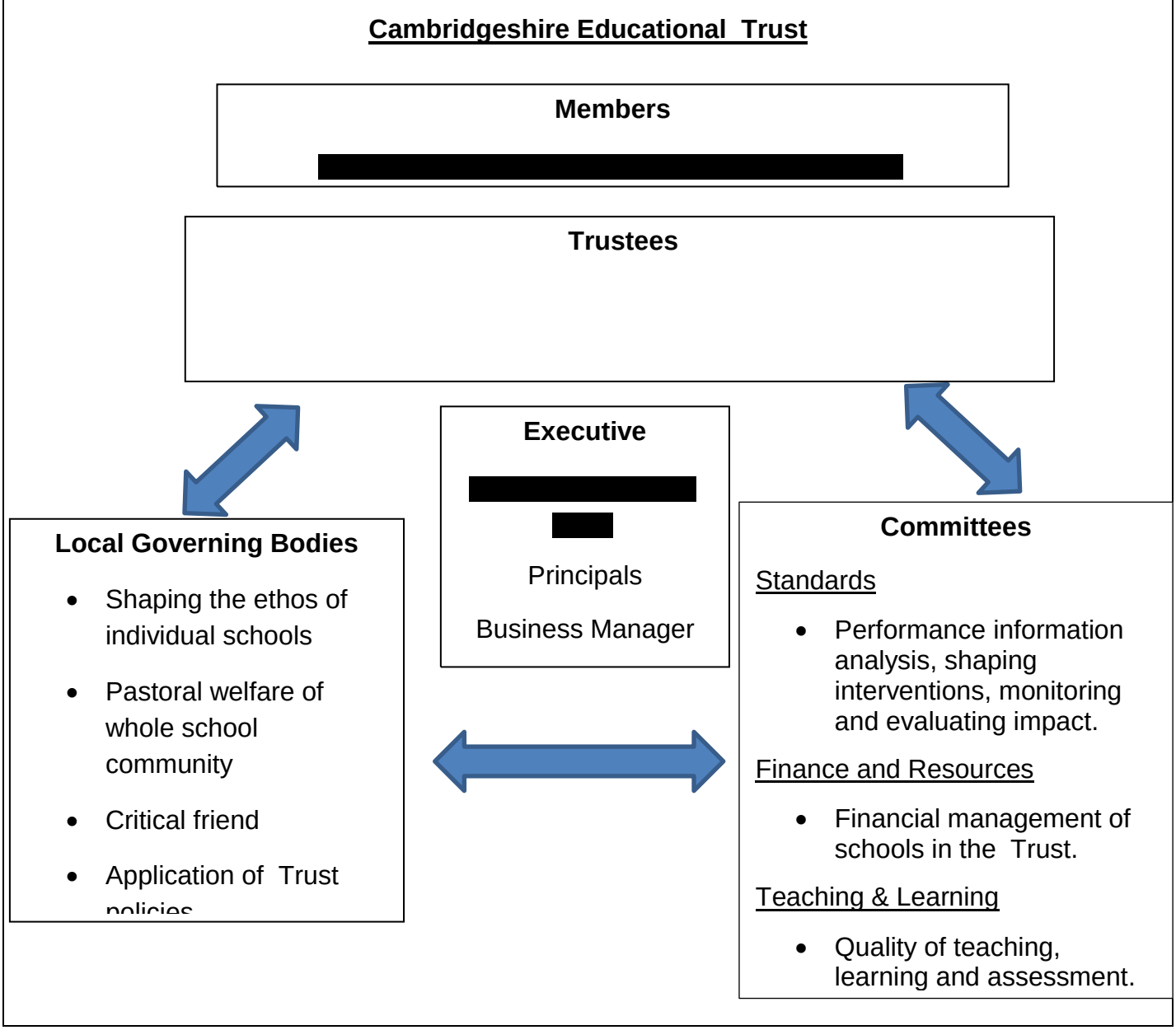
[Add more lines as appropriate]

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 the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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



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

Roles and Responsibilities

Members

Up to 4 members (3 currently in post) will meet annually to evaluate and review the position of the Trust, acting as a critical friend. Members are responsible for fundamental decisions such as changing the constitution and the make-up of the board of Trustees.

Trustees

Up to 10 Trustees (7 currently in post) together with the CEO are responsible for setting general policy, adopting annual plans and budgets, monitoring the academies by the use of budgets and making major decisions about the direction of the academies, capital expenditure and senior staff appointments. Each academy has representation on the board of Trustees, most likely the chair of the local governing body, such representation will ensure the board of Trustees has experts in the necessary fields.

Local Governing Bodies

Members of the individual academy governing bodies develop and implement annual plans together with the individual academy leadership teams. They are responsible for ensuring the application of Trust policies and upholding standards. Local governing bodies act as the experts on individual academies and as such contribute to the shaping of the ethos and well as monitoring the welfare of the whole school community. Parents, teaching staff and support staff are represented on each of the local governing bodies.

Committees

Three committees sit across the academy Trust with oversight for Standards, Finance & Resources and Teaching & Learning. The aim of the committees is to ensure consistency and sharing of good practice across the Trust. The committees are made up of representatives from each local governing bodies.

Leadership Teams

The leadership teams implement the policies laid down by the Trustees and governors and report back to them. Each leadership team is responsible for the authorisation of spending within agreed budgets and the appointment of staff. Each team is also responsible for the day to day operation of the individual academy in particular organising the teaching staff, facilities and students.

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

Appointment to governance team

Position	Method of Appointment
Member	Appointed by other Members
Trustee	Appointed by Members/Chair of LGB automatically a Trustee
Chair of Committee	Appointed by committee members
Chair of Local Governing Body	Appointed by Local Governors
Parent Governor (LGB)	Elected by parent body
Staff (Support/Teaching) Governor (LGB)	Elected by staff body
Community Governor (LGB)	Appointed by Chair of Governors

MAT growth

The MAT is future proofed to allow for growth as and when the Trust governance team feels appropriate. The vision of the MAT is not growth for growths sake but to consider areas of need as they arise and evaluate the extent to which Cambridgeshire Educational Trust could have a positive impact on the lives of the community involved. Currently CET has a vision for two outstanding secondary schools (Chesterton and Godmanchester) along with a bespoke specialist Maths & Science Post 16 centre (Free school application in process). We have a very strong relationship with our feeder primary schools and it is possible that one of those may wish to join CET in the future. As our success grows so does interest in our MAT at all levels and this is allowing us to succession plan and build capacity in our governance, leadership and teaching teams so that we have high quality people waiting in the wings to step up to positions of responsibility.

Strategy for managing conflicts of interest

Cambridgeshire Educational Trust expects individual Trustees/governors and governing bodies to be able to identify any conflicts of interest at an early stage. Trustees/Governors are expected to declare any conflict of interest as set out in the Conflict of Interest policy. Trustees/governors should have a standard agenda item at the beginning of each meeting of the governing body to declare any actual or potential conflicts of interest. If a Trustee/governor is aware of an undeclared conflict of interest affecting another Trustee/governor, then he / she should notify the other Trustees/governors or the Chair. The Trust Board will carry out continuous monitoring of its

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
activities and members to ensure that any conflicts of interest are identified and mitigated as soon as possible. Members may decide to terminate the membership of the relevant Trustee / governor from the governing body, if he / she is found to have knowingly and deliberately failed to declare an interest and has brought the school into disrepute. **Current Trust conflicts of interest** (addressed in line with the strategy above) Member Business Interest: Microsoft Product/Supplies/Services: Software and hardware Position held: Researcher

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

This section is for independent converters to the state sector only. Please:

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

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

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

This section is for independent converters to the state sector only. Please:

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

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

This section is for independent converters to the state sector only. Please:

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

F5 – Independent schools have an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability
Cambridgeshire Educational Trust is very familiar with operating a school in Cambridgeshire's low funding environment, and consistently demonstrates an ability to deliver highly effective education within these tight financial constraints. The same would be achieved for a new school at Godmanchester. Initial financial plans have been produced, for internal purposes at this stage, to show that this new school would be financially viable. A number of important operational points are worth highlighting here as they impact on the Godmanchester budget plan and make it different from that of the existing Chesterton school: • Only 2 teaching staff would initially be on the premises full time (Head teacher and Head of Year) keeping fixed staffing costs to a minimum. • Chesterton's Faculty and Subject leaders would initially lead the provision at the new school entirely and then develop the subject leaders at Godmanchester whilst continuing with Directors of Faculties spanning the two schools. • In this way significant ongoing economies of shared expertise and leadership will be achieved across the two schools. • Chesterton's proven staffing models and ratios will be applicable at all stages of the school's developments. • Many services would be provided by Chesterton initially (IT, Data, Finance, Catering etc) and ongoing crossover would ensure economies of scale. This approach would be applied as widely as possible to all site and administrative

G1 – budget planning and affordability
functions too. Dedicated support staff would perform multiple roles initially eg HT PA/Secretary/Receptionist/First Aid • The setup of facilities would be specified in order to be very cost effective, particularly in early years e.g. zoning of heating systems to minimise energy costs when only parts of the school are in use • Capital funding would be expected to cover ICT costs; ideally this would be provided to the school to utilise over a 5 year period of growth to full operation With current levels of funding in Cambridgeshire, there are limited funds available at Chesterton to spend on Learning Resources (other than staffing). It is assumed that the same would be the case at Godmanchester on the basis that funding levels remain the same. If the conclusion to the “Fairer Funding” review were to lead to increased levels of funding then expenditure in this area could be similarly increased. It is recognised that there will be diseconomies initially as the school is established and grows, but these will be kept to a minimum whilst the economies that can be achieved across two local schools are maximised. The ongoing benefits for staff recruitment, training and progression could be significant and would complement the benefits to students of shared and expanded curriculum and extra-curricular offers. We would look to develop the additional income streams that are well established at Chesterton, such as its community use sports facilities and other letting arrangements. Chesterton would bring a wealth of financial experience and expertise, both in management and governance. It would share these with Godmanchester and by so doing ensure its security and success.

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

Self-assessment form for independent schools

<table>
<tr><td>Name of school</td><td colspan="6"></td></tr>
<tr><td rowspan="2">Girls/Boys/ Co-educational</td><td rowspan="2"></td><td>% Special Educational Needs</td><td>% Free School Meals (or pupils on bursaries)</td><td>% English as an Additional Language</td><td>% Persistent Absence</td><td>% Attendance</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Name of principal</td><td></td><td colspan="5">Additional information about the school</td></tr>
<tr><td>Chair of governors</td><td></td><td colspan="5" rowspan="3">[Please provide details about your school’s site, physical environment and any finance issues, including any debt you may have.]</td></tr>
<tr><td>Number of pupils currently on roll</td><td></td></tr>
<tr><td>Capacity</td><td></td></tr>
</table>

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

Quality of teaching in your school	[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]		

Behaviour and safety of pupils	[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]		

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

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

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook		Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ Trustees	Please detail your duties as: • company directors and charity Trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account		
2. Structure of the board	Accountability system Structure of decision making		

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover		

Department for Education

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