



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

**LAURENCE CALVERT ACADEMY**

## Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	<b>Error! Bookmark not defined.</b>
Completing the application form	9
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	17
Section D – education plan: part 2	18
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	18
D2 – measuring pupil performance effectively and setting challenging targets	32
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	38
D4 – the school will be welcoming to pupils of all faiths/world views and none	47
Section E – evidence of need	51
E1 – provide valid evidence that there is a need for this school in the areas	51
E2 – successful engagement with parents and the local community	59
Section F – capacity and capability	62
F1 (a) Skills and experience of your team	63
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	71
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	<b>Error! Bookmark not defined.</b>
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	<b>Error! Bookmark not defined.</b>
F5 – Independent schools have an appropriate, well-maintained, and secure site	<b>Error! Bookmark not defined.</b>

Section G – budget planning and affordability	76
Section H – premises (use Excel spread sheet)	77
Annexes	78
CV template	79
Self-assessment form for independent schools	84
Governance self-assessment	<b>Error! Bookmark not defined.</b>

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

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

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> 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)	X	<input type="checkbox"/>

## Declaration

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

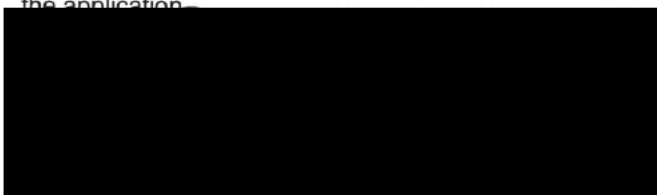
I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

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

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

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

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



Date: 23.09.16

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

## Completing the application form

### Section A – applicant details (use Excel spread sheet)

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

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

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

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

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



## Section C – vision

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

Please:

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

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

#### Introduction

We intend to open an 11-16 Secondary school [REDACTED], with a maximum capacity of 900 pupils.

Cockburn Multi-academy Trust is a newly formed MAT and it has recently become an academy sponsor. Within the MAT there is one school - Cockburn School - which has an Ofsted rating of Good with outstanding features. We are in the process of two primary schools converting to join the MAT, both schools graded as Good in their most recent inspections. The Strategic Plan 2016 - 2019 for the MAT outlines the goals and targets of the Trust over the next three years:

- builds upon the individual academy successes already achieved
- outlines the vision of the members/directors for the next three years
- increases participation and shared provision through partnership
- provides clear qualitative and quantitative data to track performance in all key areas
- improves learner achievement through high quality professional development for teaching, learning
- applies non-negotiables in key aspects of practice to ensure operational consistency
- deploys expertise strategically to provide a seamless education at each key stage

#### The first three years

Cockburn Multi-academy Trust's growth model aims to work with both free schools, converter and sponsored academies, high and primary schools in the Leeds and surrounding areas. In Year One we aim to sponsor two schools, in Year Two, one

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

school and open a free school and, in Year Three, we have the capacity to sponsor three schools.

In order to create capacity, we will restructure leadership roles with specific responsibility spanning our partner schools to create momentum for improvement, making the best use of expertise but also retaining talented professionals. We will also use external partners.

The MAT has chosen to focus on two important principles. All academies will achieve good to outstanding, this being achieved at pace. We will work on embedding systems and processes in order to have the solid foundations upon which we can take the next step in our growth.

### **Vision of Cockburn MAT: Every child deserves an exceptional education**

Our vision is to create a group of exceptional schools that radically improve pupils' life chances. We seek to widen their aspirations; to reach destinations that are attainable and fulfilling. We work to raise attainment and provide exceptional teaching and learning for all our pupils through high expectations of academic success and behaviour.

### **Rationale**

It is our intention to deliver a high quality fully inclusive inner city 11-16 Free school for five key reasons.

1. Current standards of education in inner city areas of Leeds are chronically poor.
2. Significant lack of parental choice in the locality.
3. Basic need in the locality has resulted in high demand for secondary places which over the course of the next five years will be an immense challenge for Leeds City Council.
4. We have a proven track record of raising standards in schools working in challenging circumstances (inner city context).
5. Cockburn School is heavily oversubscribed and at full capacity, and is significantly over the PAN.

Within the inner and outer South of Leeds there is a basic need for high school places. In the first year of opening the Local Authority is predicting there will be a shortage of 208 rising to 309 in the second year of opening and over 400 by 2021-22.

There is a clear need to establish a Free school to challenge the exceptionally low performance rates of other inner city secondary age providers. Unlike these providers,



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

Cockburn stands out demonstrating a sustained and substantial trend of improvement in the 5ACEM and progress. This year's unvalidated results demonstrate a continued trend of improvement.

From the table of local secondary schools in Section E1 it is clear that out of 13 identified within 5 miles of Cockburn, there are only 3 additional schools graded Good or better. This highlights the lack of parental choice in the area for sending their child to a good school. In particular, it also highlights the disappointing standards of inner city secondary schools in Leeds. Out of the 8 inner city schools the 5ACEM and Value Added Score at Cockburn stands out as being significantly higher.

Cockburn School is also the only school listed on the table in section E1 where Disadvantaged pupils make exceptional progress. The Value Added Score for Disadvantaged pupils is 1016 and is far in excess of the progress made by Disadvantaged pupils in each of the other secondary schools in the table. The next highest performing school has a Value Added Score of 1002 with all other schools Value Added score being below 990. 5ACEM for Disadvantaged pupils is 6% above the national average. 8 of the schools in the table have 5ACEM that are below the national average for this group with 5 of the schools below 30%. This demonstrates the successful impact our existing school has on the standards of education in an area of high deprivation when compared with other schools in the locality.

We believe that it is a fundamental right of any parent/carer to choose a Good/Outstanding school in their local community. We believe that the establishment of a Free school in the inner South will offer great opportunity to families currently living in communities in and around that area. As a city, Leeds continues to struggle regarding the educational achievement of communities in areas of greatest socio-economic challenge; therefore we are driven by moral purpose to use the Free schools initiative to provide an area of poverty with an excellent 11-16 academy.

The Free school will focus on ensuring that young people currently living in the inner south part of Leeds can have access to another excellent secondary academy. It will be an academy of 900 pupils and will mirror in its aspirations the standards of Cockburn School, which in each of the last 3 years has been the second highest oversubscribed school in Leeds and year on year has the highest number of appeals of any high school in Leeds. At the request of the LA we have increased our PAN for the past four years taking in total an additional 180 pupils leaving us over capacity. [REDACTED]

[REDACTED]. This is likely to mean over

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

52% plus would be defined as disadvantaged and they would be eligible for Pupil Premium funding with a growing trend of EAL pupils.

We carried out a community engagement exercise which has been wide-ranging. The response to this initiative has been excellent and overwhelmingly positive. We have also received support from the local primary schools and high schools as well as the Local Authority (copies of which can be found in Appendices 2 & 3).

### **Post 16 Provision**

In addition to an excellent secondary school we will ensure clear progression routes to Post 16. Cockburn School is a strategic partner school with the The Gorse Academies Trust and, with strong links to Elliott Hudson College.

Offers to those of our pupils wishing to study A-Level qualifications in Year 12 and Year 13 will be extended to all pupils at the Free school.

With regard to the criteria below pupils will be considered in order of the following categories:

Category one – pupils studying within The GORSE Academies Trust (The Morley Academy & The Farnley Academy) during 2014-2015

Category two – pupils studying at Elliott Hudson College’s strategic partner schools namely Cockburn School; this will also include the free school.

Category three – All other applicants

Cockburn has shown great ability in transforming the effectiveness of other schools. This was the case at Bruntcliffe School during 2014, where we successfully raised attainment at 5ACEM by 20%. This demonstrated our ability to work in this way, assessing and implementing specific interventions that have high impact, to improve the quality of education, including for the most disadvantaged in our communities. As a MAT, our approach is based on an assimilated methodology to drive forward standards in our partner schools and improve the life chances for children.

*“The Local Authority is aware that the school has much to offer other schools and has already brokered some high quality support to help other schools. However, Cockburn School has much more to offer and is a very valuable resource to the local authority that should be utilised as much as possible”* ██████████ Ofsted inspector (LA external review)

### **Vision**

Our vision is to create a fully inclusive 11-16 free school academy with a year group total of 180 to fill the growing shortage of school places needed within inner south

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

Leeds that will radically improve pupils' life chances and to create opportunities within and beyond the curriculum to enable each pupil to develop their potential so that they become confident, independent and successful citizens. We seek to widen their aspirations to reach destinations that are attainable and fulfilling. We work to raise attainment and the quality of teaching and learning for all our pupils through high expectations of academic success and behaviour.

The development and consolidation of English and mathematics will be given the highest priority due to the vast majority of pupils leaving primary school with below age-related expectations, along with offering a broad and balanced curriculum duplicating that of Cockburn which has proven success. We will prioritise depth before breadth, so that all pupils secure firm foundations in these core subjects as early as possible. We fully embrace the key principles of "Educational Excellence Everywhere". With regard to achievement, our expectation is that all pupils will make progress which is in line with the Outstanding classification of progress provided by Ofsted. We will also set very clear targets regarding higher education with pupils moving on to university/employment or training.

We set high expectations of academic success and personal behaviour and believe that these are best achieved in a caring environment. Cockburn School's Values and Expectations are embedded in the culture of the school. The Values are for pupils, staff and all stakeholders to be resilient, responsible, aspirational, independent and respectful. The Expectations are to take pride, be positive, polite, prepared and punctual.

We aim to promote lifelong learning by developing creative, independent and reflective learners. We believe in the equality of opportunity and in celebrating success for all. We recognise the importance of each individual and the school's place in the local community and we firmly believe in local solutions for local schools.

Quite simply it is our intention to replicate the highly effective features of Cockburn School in the free school because we do not foresee any significant differences between the schools, ensuring unwavering high standards in the quality of teaching and leadership, behaviour, levels of achievement and progress and extensive enrichment beyond the school day. We intend to utilise the expertise of an extensive range of professionals currently working at Cockburn School within the new free school; our staffing is designed and planned to build in significant additional capacity particularly in areas of leadership and the core subjects. Cockburn School is a strategic partner within two Teaching School Alliances. This will provide substantial access to



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

high quality professional development, leadership development and the recruitment and retention of highly effective professionals.

*Ofsted stated “The Headteacher’s leadership is underpinned by a strong moral purpose. He has a passionate determination to overcome barriers caused by disadvantage and to ensure all pupils are well prepared for life in modern Britain. His ‘Transformation to Excellence’ programme has delivered wide-ranging improvements. As a consequence, the school is now heavily over-subscribed reflecting the high regard in which it is held by many parents. Parents, pupils and staff told inspectors they feel the school is well led and managed.”*

We believe that far too many excuses are made regarding the performance of children from the most challenging backgrounds in our city and country and that this results in them being failed through low expectations and low levels of professional effectiveness.

*“People are always blaming their circumstances for what they are. I don’t believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can’t find them, make them.” GB Shaw*

We are excited about the development of the MAT and we see growth as a fundamental strategy to drive up standards in the North of England, driven by our core moral purpose. We have a very clear strategic view that the MAT will grow within its capacity and capability, learning from the mistakes of other MATs that have grown too quickly.

We intend to grow our membership to extend its reach and impact in local communities within our local geographical context. We will continue to seek new schools to be partners. We will achieve growth through collaboration with a wide range of stakeholders including the Regional Schools Commissioner, local authorities and governing bodies.

We are encouraging schools within our locality that support our Vision and Values to consider joining us, working in the spirit of partnership.

If successful we plan to realise fully our growth plans to address basic needs and raise standards in the local geographical context.

## Section D – education plan: part 1

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

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

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

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

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11							180	180
Year 12		0	0	0	0	0	0	0
Year 13		0	0	0	0	0	0	0
Totals		180	360	540	720	900	900	900

## Section D – education plan: part 2

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

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

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

Subject/other activity	KS3 Hours per week	KS4 Hours per week	Mandatory/ Voluntary	Comments
Mathematics	4.2	4.2	Mandatory	
English	4.2	4.2	Mandatory	
Science (double)	2.5	4.2	Mandatory	
Science (triple)		5	Mandatory	For the most able groups
Language (French or Spanish)	1.7	2.5	Mandatory	
History	1.7	2.5	Mandatory	Must take at least 1 at KS4
Geography	1.7	2.5		
Computer Science		2.5	Mandatory	For the most able
RE/PSHCE	0.8 minimum	0.8 minimum	Mandatory	
Dance	0.8	2.5	Voluntary	Mandatory at KS3
Drama	0.8	2.5	Voluntary	Mandatory at KS3
Music	0.8	2.5	Voluntary	Mandatory at KS3
Art	1.7	2.5	Voluntary	Mandatory at KS3
ICT	0.8	1.7	Mandatory	
Technology	1.7		Mandatory	KS3 only



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

	Hugh Gaitskell Primary		Beeston Primary		Westwood Primary		Middleton Primary		Total		Cockburn School
	%	Number	%	Number	%	Number	%	Number	%	Number	%
EAL	40%	240	15%	93	4%	14	18%	70	22%	417	17%
Disadvantaged	50%	300	55%	198	55%	175	67%	261	48%	934	51%
Boys	55%	330	51%	316	51%	162	49%	191	52%	999	49%
<b>Total on roll</b>	601		621		318		390		1930		

This table shows information provided by Leeds City Council of the new housing in the inner south of Leeds and the number of secondary school places generated as a result:



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

<b>Planned housing with existing planning permission</b>							
<b>Inner South</b>							
<b>Location</b>	<b>Total capacity of site</b>	<b>Units complete</b>	<b>Units under Construction</b>	<b>Units not yet Started</b>	<b>Nearest Ward</b>	<b>Nearest Primary School</b>	<b>Est No. of secondary age children generated (per year group)</b>
<b>LINGWELL ROAD LS10</b>	<b>229</b>	<b>212</b>	<b>0</b>	<b>17</b>	<b>Middleton Park</b>	Middleton St Mary's C of E PS	<b>4.6</b>
<b>Land Along Park Wood Road, Beeston</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>Beeston &amp; Holbeck</b>	Hugh Gaitskell PS	<b>0.4</b>
<b>Land Between Thorpe Crescent And Thorpe View, Middleton</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>Middleton Park</b>	Middleton PS	<b>0.5</b>
<b>COTTINGLEY GATE LS11</b>	<b>19</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>Beeston &amp; Holbeck</b>	Cottingley Academy	<b>0.4</b>
<b>GREEN LANE LS11</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>Beeston &amp; Holbeck</b>	Hugh Gaitskell PS	<b>0.3</b>
<b>Sweet Street And Manor Road, Holbeck (Dandarra)</b>	<b>744</b>	<b>0</b>	<b>0</b>	<b>744</b>	<b>City &amp; Hunslet</b>	Lane End Primary	<b>14.9</b>
<b>Land At Globe Road and Water Lane, Holbeck</b>	<b>263</b>	<b>0</b>	<b>0</b>	<b>263</b>	<b>City &amp; Hunslet</b>	Lane End Primary	<b>5.3</b>
<b>TOWER WORKS GLOBE STREET LS10</b>	<b>134</b>	<b>0</b>	<b>0</b>	<b>134</b>	<b>City &amp; Hunslet</b>	Lane End Primary	<b>2.7</b>
<b>116 Domestic Street, Holbeck</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>Beeston &amp; Holbeck</b>	Ingram Road PS	<b>0.2</b>
<b>GLOBE ROAD (DONCASTERS) LS11</b>	<b>609</b>	<b>0</b>	<b>0</b>	<b>609</b>	<b>City &amp; Hunslet</b>	Ingram Road PS	<b>12.2</b>
<b>67 WATER LANE LS11</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>City &amp; Hunslet</b>	Lane End Primary	<b>1.0</b>
<b>JACK LANE/SWEET STREET LS10</b>	<b>296</b>	<b>0</b>	<b>0</b>	<b>296</b>	<b>City &amp; Hunslet</b>	Lane End Primary	<b>5.9</b>
<b>SWEET STREET WEST LS11</b>	<b>830</b>	<b>0</b>	<b>0</b>	<b>830</b>	<b>City &amp; Hunslet</b>	Lane End Primary	<b>16.6</b>
<b>CANAL WHARF LS11</b>	<b>68</b>	<b>0</b>	<b>0</b>	<b>68</b>	<b>City &amp; Hunslet</b>	Lane End Primary	<b>1.4</b>
<b>SHAFTESBURY HOUSE BEESTON ROAD LS11</b>	<b>172</b>	<b>171</b>	<b>1</b>	<b>0</b>	<b>City &amp; Hunslet</b>	Lane End Primary	<b>3.4</b>

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

<b>65 BROWN LANE EAST LS11</b>	<b>12</b>	9	0	3	<b>Beeston &amp; Holbeck</b>	Ingram Road PS	<b>0.2</b>
<b>ST LUKE'S GREEN LS11</b>	<b>19</b>	2	0	17	<b>Beeston &amp; Holbeck</b>	Greenmount PS	<b>0.4</b>
<b>FAIRFAX ROAD LS11</b>	<b>21</b>	0	21	0	<b>Beeston &amp; Holbeck</b>	Greenmount PS	<b>0.4</b>
<b>BISMARCK STREET LS11</b>	<b>70</b>	0	0	70	<b>Beeston &amp; Holbeck</b>	New Beverley Comm S	<b>1.4</b>
<b>HOLBECK TOWERS LS11</b>	<b>108</b>	91	0	17	<b>Beeston &amp; Holbeck</b>	Lane End Primary	<b>2.2</b>
<b>New Inn, 259 Dewsbury Road</b>	<b>7</b>	7	0	0	<b>City &amp; Hunslet</b>	Hunslet Moor PS	<b>0.1</b>
<b>SHARP LANE B (BARRATT)</b>	<b>421</b>	372	31	18	<b>Middleton Park</b>	Sharp Lane PS	<b>8.4</b>
<b>Garnet Grove, Beeston, Leeds, LS11 5JX</b>	<b>25</b>	0	0	25	<b>City &amp; Hunslet</b>	Hunslet Moor PS	<b>0.5</b>
<b>Rocheford Court, Hunslet, Leeds, LS10 2LS</b>	<b>11</b>	0	0	11	<b>City &amp; Hunslet</b>	Low Road PS	<b>0.2</b>
<b>Arthington Place, Hunslet</b>	<b>6</b>	0	0	6	<b>City &amp; Hunslet</b>	Hunslet Carr PS	<b>0.1</b>
<b>BACK MIDDLETON VIEW LS11</b>	<b>5</b>	0	0	5	<b>Beeston &amp; Holbeck</b>	Greenmount PS	<b>0.1</b>
<b>TOTAL</b>							<b>83.7</b>

We anticipate over a quarter of pupils would be from minority ethnic backgrounds which is currently in line with the national average for secondary schools. The largest proportions of these minority ethnic groups would be Pakistani, Bangladeshi and African. It is likely therefore that the pupils whose first language is not English would be around 17% which is in line with the national average. Looking at projections there will be a higher proportion of white working class boys who are identified nationally as a group which underperforms and needs the greatest intervention. Cockburn School has a proven track record of tackling disadvantaged pupils.

At Cockburn School the pupils overall have extremely low starting points when they join the school. In all year groups, the prior attainment of pupils at KS2 who join Cockburn is significantly below the national average. The free school would have a similar attainment profile. The pupils with SEN support at Cockburn School are approximately 20% of the total which is above the national average and those on Educational Health Care Plans are in line with the national average.

An essential part of the curriculum will be to ensure that pupils accelerate the rates of progress at Key Stage 3 in English and Maths, hence we allocate 4.2 hours per week for English and Maths in each year group. Those pupils in Year 7 who arrive with below age-related

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

expectations would be supported even further with appropriate catch up provision after school. We have an unashamedly traditional curriculum offer for pupils who will attend secondary schools in the Multi-academy trust.

Our curriculum design is based on two key principles: broad and balanced to provide an excellent standard of education; but most importantly to meet the needs of pupils for future education and employment.

The innovation of our curriculum design is the necessary flexibility to ensure both of these principles are met.

With regard to the Ebacc our approach is to grow the proportion of pupils studying Ebacc securely so that attainment and achievement build through the teaching of modern foreign languages such as French and Spanish.

Research tells us that approximately 17% of our proposed intake of pupils will speak Urdu and/or Panjabi as their first language with a minority of pupils speaking Polish and other eastern European languages. For these pupils, where possible, we will offer qualifications in these community languages alongside modern languages offered on the curriculum.

We recognise the value that languages has within a traditional curriculum and for the context and location of our schools in the Multi-academy Trust, building linguistic competence strengthens not only their learning of another language, but supports communication in other subjects.

We are working with our primary schools with the South Leeds Learning Trust to align the teaching of languages in Key Stage 2 so that the foundations of language proficiency are secured on entry to Cockburn and Laurence Calvert.

The high proportion of pupils eligible for Pupil Premium Funding means that we would continue to deliver an appropriate curriculum to ensure achievement gaps are closed. Disadvantaged pupils make excellent progress at Cockburn School with value added for this group being significantly above the national average. In addition the gap between disadvantaged pupils and other pupils nationally for 5ACEM has closed within two years from 35% to 18%. This is testament to an appropriate curriculum and appropriate spending. We would anticipate a similar impact in the future at the Free school.

### **Consistent approach to teaching and learning**

The free school will mirror Cockburn School's consistent approach to planning, structure, delivery and quality assurance of Teaching and Learning. Our work at Cockburn School demonstrates we are committed to ensuring well-planned, challenging and innovative learning experiences for all pupils. Teachers' expectations around learning will be consistently high as a result, and we



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

will be relentless in our drive to maximise progress for all pupils so as to be able to achieve and thrive in future education or employment.

### **Planning for Learning**

Planning for learning will be co-ordinated across the Multi-academy Trust overseen by the CEO to promote a consistent approach to learning excellence that will directly benefit from the collaboration of effective partnerships. Planning will be in place for all subjects taught and contain key principles: a clear sequence of objectives which build on prior learning, clear learning outcomes and assessment foci which link directly to frameworks/syllabus and the development of non-negotiable core skills in reading, writing, mathematics and communication, together with regular use of ICT to support learning.

Subject leaders of the Free school will be responsible for ensuring that long term planning is effective and robust in the first instance. This will be quality assured across the Multi-academy Trust at regular points during the academic year by senior leaders and overseen by the Executive Headteacher.

Subject leaders of the Free school will collaborate with Cockburn School so that schemes of learning outline suggested objectives, learning outcomes and possible resources, ensure schemes of learning are well-planned, effectively differentiated and in place for all classes with appropriate resourcing. It is vital for the free school that planning is aligned with the well-tested standards of Cockburn School so that planning leads to successful outcomes for pupils.

Alongside this, teachers must have a clear understanding of long term planning for classes and groups. Teachers should make support staff aware of long term planning for classes, groups or individuals they are supporting. Short term lesson planning should include: clear learning outcomes, details of strategies and pedagogy, how the teacher is using methods of differentiation and how RWCM will be developed as well as what intended learning and progress pupils will make during the lesson.

- Teachers are responsible for ensuring lessons are well-planned over time and reflect the Learning Cycle. Teachers should refer to the Learning Cycle user guide for details.
- Teachers should ensure lessons are objective-led.
- Teachers should record brief details of lesson planning in either the teacher planner or electronically.
- Staff on training and induction programmes or receiving support should plan lessons as directed by programme leaders, induction tutors or line managers.

Pupils' strategic seating plans establish an effective learning climate and promote conducive behaviour for learning. They ensure that learning is highly personalised, pupils are stretched and challenged and that pupils make outstanding progress as a result of teacher planning. The rationale behind Strategic Seating Plans is two-fold: first to demonstrate an acute awareness of the learning needs of pupils within each teaching group and secondly to promote the link between

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

pupils' learning information and the actual lesson planning process so as to ensure that all pupils can make outstanding progress at individual, subject, and cohort level. In the first year this will be coordinated by the senior leader at Cockburn across both schools, with the intention of appointing a Partnership Director to work across the Trust.

### **Framework for Learning**

The free school will follow the success of Cockburn School's framework for learning, based on an accelerated learning model. The Learning Cycle consists of phased learning: Connect, Share Learning Outcomes, Directed Practice and Reflect. Learning should be designed using this framework to ensure that the standard of excellence is modelled and pupils have adequate time to practise meaningful learning tasks. The Learning Cycle is underpinned by a Growth Mindset approach which will instil the value of resilience. Senior leaders in each school will meet and coordinate MAT polices and implement across both schools overseen by the Executive Headteacher.

### **Effective Pedagogy**

We will duplicate consistent approaches which we have proven to be successful at Cockburn School because we anticipate the intake to be very similar. The core pedagogy principles for strategic seating plans, shared success criteria, questioning, metacognition, memory and recall, marking and feedback are a priority. Research indicates that these pedagogical approaches have the greatest impact on learning and through the success of Cockburn School will be prioritised at the free school.

### **Assessment for Learning**

Assessment for Learning is fundamental to effective teaching and learning; it provides an accurate current position of pupils' learning and progress and enables teachers to diagnose next steps for learning so as to maximise pupil progress. Teachers will use a range of data to inform attainment, attitude to learning and the SEN register data, in conjunction with social grouping information, to devise seating plans for classroom-based learning or grouping plans for practical subjects. Clear messages are given to pupils as to how to set out their work and maintain high standards of presentation that are consistent across school and the Multi-academy Trust. Regular high quality guidance will be given to pupils on how to improve the quality of their work and to engage them in the learning process. A shared policy on Assessment & Marking will be in place across the Multi-academy Trust, including common marking codes to ensure consistency. This will be quality assured through regular work scrutiny across the Multi-academy Trust, coordinated by the senior leader at Cockburn School so that standards are aligned.

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

### **Homework**

Homework should develop learning habits: independence, resilience and practice. Homework tasks will extend or consolidate learning beyond the classroom including reading where possible. The free school will set homework that promotes these learning habits and endeavour to sustain them over five years in order to contribute to the outcomes of pupil progress and attainment.

### **Addressing barriers for disadvantaged learners**

At Cockburn School we consider pupils' current cultural capital and how that may disadvantage their learning and also how we can plan accordingly to address the deficit. The Henley Report, 2012 studied how cultural capital was developed in schools. Henley stated; "The skills, which children acquire through good Cultural Education, help to develop their personality, abilities and imagination. They allow them to learn how to think both creatively and critically and to express themselves fully. All of these skills are strong influencers on wider academic attainment in schools and help to grow a child's interest in the process of learning within the school environment." We recognise that when learning is personalised for pupils it results in high levels of engagement and, inevitably, great progress. When professionals plan lessons, they carefully select strategies to ensure that cultural capital is addressed.

In addition to the personalisation of cultural capital, learning mentors, higher level teaching assistants and teaching assistants will support those pupils who have particularly high level needs. Their role will be to provide in-class support, deliver one to one interventions and small group work where appropriate, and to assist teaching staff in helping to personalise resources for pupils.

The EAL coordinator will provide support for EAL pupils who are recently arrived in the UK or whose English is particularly weak, in order to equip the pupils with the skills necessary to access the demands of the curriculum as quickly as possible. A shared approach to effective support of EAL pupils will be in place across the Multi-academy Trust to ensure consistency, effective deployment of resourcing and its impact on learning.

We have a track record of using a range of strategies to narrow the gap in attainment between our disadvantaged and non-disadvantaged pupils. We will implement strategies that support disadvantaged pupils in four areas:



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

• **Curriculum support:**

<b>Strategy</b>	<b>Desired Outcome</b>
Accelerated Reader – to improve pupils’ reading and comprehension skills.	Improve the reading ages of pupils and ensure those pupils below level 4 rapidly catch up.
Learning mentors working with identified pupils in Maths and English.	Learning mentors support learning within the classroom. They help close the gap in attainment by creating resources, modifying tasks and supporting teachers with strategies in order to support disadvantaged pupils effectively.
Primary school trained teacher to support literacy will be employed	Ensure our weakest ability Year 7 pupils make rapid progress and are secondary school ready.
Curriculum Enhancement Fund	Departments are fully resourced and able to meet the needs of all pupils.
Mentoring Programmes – regular detailed feedback on progress.	All pupils have regular contact with a mentor to support and guide them towards academic success.
Most Able Strategy – ensuring our Most Able pupils’ needs are being met.	Most able pupils to have improved self-confidence and self-belief in their ability to progress to higher education. Most able pupils to have an increased knowledge and understanding of higher education. Support the most able pupils to develop skills which enhance effective study, revision and exam techniques.
RWCM Lead to lead on improving the standards of literacy across the school.	<p><u>Reading</u> Promote a culture of Reading for Pleasure. Improve the quality of teaching reading skills across the curriculum.</p> <p><u>Writing</u> Strengthen the teaching of writing skills.</p> <p><u>Communication</u> Promote the use of standard English in lessons. Develop pupil response through questioning.</p> <p><u>Maths</u> Promote Maths as a key life skill. Strengthen the use of maths skills in form time. Implement a trust-wide calculation policy</p>
Learning Resource Centre	Improve pupils’ reading skills.

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

Small withdrawal groups for selected pupils at both key stage three and four.	To increase the levels of progress for disadvantaged pupils in English.
---	---

• **Support to access learning opportunities:**

<b>Strategy</b>	<b>Desired Outcome</b>
ICT Resources to increase engagement and progress.	To improve pupils' engagement and ensure progress is increased by efficient and appropriate use of technology for learning.
Revision Materials	All pupils have access to suitable revision material
Careers Advice	All pupils receive advice regarding further education, employment and training that is appropriate to their needs.
Rewards – to support the behaviour system and ensure pupils who consistently meet the school Values and Expectations are rewarded.	The rewards system is used to incentivise pupils to meet targets and have a positive attitude to learning and behaviour. It supports vulnerable groups by offering rewards to support their learning.
Educational Visits – subsidised extended learning opportunities.	Pupils' cultural capital is developed through a range of enrichment activities and visits.
Hardship Fund – subsidised residential extended learning opportunities.	Pupils are able to access residential enrichment activities they would otherwise not have been able to afford.

• **Action focused upon social, emotional and behavioural issues:**

<b>Strategy</b>	<b>Desired Outcome</b>
Care Support and Guidance - resources	Improve attendance and attitude to learning of all pupils. Ensure all pupils feel safe and know who to ask for help.
Heads of Year to support pupils who have social,	Improve attendance and attitude to learning of all pupils. Ensure all pupils feel safe and know who to ask for help.



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

emotional or behavioural needs.	
Pastoral Support – dedicated member of staff who focuses upon disadvantaged pupils.	The academic and pastoral needs of disadvantaged pupils are monitored closely and appropriate intervention implemented when necessary.

• **Actions focused upon improving attendance:**

Strategy	Desired Outcome
Head of Year	Improved attendance of Disadvantaged pupils Intervention strategies identified by Cockburn School replicated within free school

**Core Intervention for English and mathematics**

Maths is relentlessly hierarchical and reading is mercilessly cumulative. Virtually everything a pupil sees and hears, in and out of school, contributes to their vocabulary and language proficiency. When a school fails to close the gaps in knowledge and language, the deficits widen. Considering the intended pupil intake for the free school, pupils with reading ages significantly below their chronological age will follow a rigorous reading programme to increase reading ages, provide access to the curriculum and reduce the learning deficit. Pupils with gaps in mathematical knowledge and skills will receive additional intervention to ensure progress is made at a pace. EAL and SEN specialist teams will be pivotal in ensuring that barriers to learning are addressed and pupils' progress at a pace in reading, writing and mathematics as a priority.

**Model for improving Teaching and Learning**

In the first instance, key members of Cockburn School's Senior Leadership Team will form a Multi-academy Trust central school improvement team working with the core team of the free school to lead quality assurance across the Trust. This model was effectively implemented during the support at Bruntcliffe School and other school-to-school support recently undertaken and working as SLE's in other schools.

Working in this way allows Cockburn School to begin to build the necessary infrastructure and capacity for the free school whilst maintaining high standards. Cockburn School has a number of talented middle leaders who can act up temporarily when needed, allowing their development and career progression, but also providing additional capacity for the free school – see section D3, Year 1 organogram for details of how staff sharing will operate during this initial phase.

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

The central team will replicate Cockburn School's quality assurance systems and establish granular school performance information and use this to drive decision-making processes. The central team will ensure mechanisms for standardised data reporting, which are used to drive improvement and to hold school leaders to account are implemented, shared and understood across the Multi-academy Trust so that both Cockburn School and the free school are engaged in joint academy improvement and planning.

Regular half termly meetings will be held to review school performance data – see section D2 for further details. Typically, performance data will include termly progress data, observations, planning documentation, pupil work samples, progress of academy improvement plans, impact of professional development, as well as daily knowledge of the teacher's practice and the impact this has on learning. This will be reported to the directors of the Multi-academy Trust and local governing bodies at regular points. The quality assurance systems are not just to support continuous improvement, but also to ensure consistency and manage risk.

The free school will operate Cockburn School's model for improving teaching and learning which consists of 3 core areas: accountability, learning and development.

The culture of accountability will ensure that high quality teaching and learning is paramount through systems and structures for robust monitoring and evaluation.

In terms of accountability a full report of the above will be presented to the directors at the board meetings.

The culture of learning will comprise of systems and structures to model learning behaviour through the values and expectations underpinning schools within the Multi-academy Trust. Modelling a growth mindset approach offers great potential and enables pupils to value challenging work as an opportunity to learn and grow, which leads not just to short-term achievement but also long-term success. This is key to the work of Cockburn School and the Free school.

The culture of development will comprise of a number of systems and structures to promote highly effective teaching and learning. Through the Multi-academy Trust, practice will be underpinned by educational research and developed through the sharing of practice, developmental peer observation and calendared professional development programmes. These developmental systems will reinforce the language, values and pedagogy of highly effective teaching and learning. Professional development programmes have been established through Cockburn School which the free school will initially access then adopt to facilitate the professional learning environment. Programmes support career stages and development of key roles. A seminar programme focuses on key areas of pedagogic practice across the Multi-academy Trust and invites professionals to refresh their understanding of how to apply policy and share practice. Seminars provide time for professionals to talk about teaching and make connections between teaching and how pupils learn effectively across a range of subjects. Subject Pedagogy Development sessions are opportunities to explore how subject knowledge can be applied into effective subject specific pedagogy and engage in critical thinking about the most effective

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

methods to deliver topics. Teaching and Learning Communities offer professionals across a range of subjects and roles to work together on key areas of school improvement.

The length of the school day is outlined below:

**School day**

Breakfast	08:10 - 08:25
Registration	08:30 - 08:35
Assembly	08:35 - 08:50
Unit 1	08:50 - 09:40
Unit 2	09:40 - 10:30
Break	10:30 - 10:50
Unit 3	10:50 - 11:40
Unit 4	11:40 - 12:30
Lunch	12:30 - 13:05
Unit 5 and registration	13:05 - 13:55
Unit 6	13:55 - 14:45
Unit 7 N.B. Unit 7 is a time where pupils may be involved with enrichment activities.	14:45 – 16.00 However, it is an expectation that KS4 stay in school for this unit if requested.



## D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

### **D2 – measuring pupil performance effectively and setting challenging targets**

The free school will replicate Cockburn School's target setting for the end of Key Stage 4, which represents the new Performance Measures. By the end of Key Stage 4 in the free school we would expect to have a Progress 8 score that is in excess of 0.5. Cockburn School's Value Added Score has been consistently significantly above national averages in each of the last three years and we would expect the new school to replicate this high level of progress. We would also expect the percentage of pupils achieving Grade 5 in both English and mathematics and those pupils achieving the EBACC measure to be at least in line with national averages. We expect the free school cohort to mirror Cockburn School by having prior attainment significantly below national averages. This would mean securing attainment measures to be at least in line with national averages and will mean progress will be outstanding.

*From the 2015 DFE Performance Tables comparing 5A\* - C including English and maths - Cockburn School was the 4<sup>th</sup> highest performing school on their list of 55 similar schools. In 2014 Cockburn School was the 13<sup>th</sup> highest performing school out of 55 similar schools. The new school will be a similar school and we would expect to perform equally well in this list of 55 schools.*

The table below shows how performance at 5ACEM has improved at Cockburn over the last three years where other similar inner city schools in the area have been less than positive. For 2016 our unvalidated results for this performance measure has increased again to 58%. The examples below also emphasise a strong track record in improving the outcomes of those pupils who attract Pupil Premium Funding. This is particularly noticeable in the comparison with the local authority and national averages for disadvantaged pupils. In 2014 and 2015 the 5ACEM for disadvantaged pupils at Cockburn was well above both local and national averages. In our 2016 results for this group Cockburn is still well above these published averages.

## D2 – measuring pupil performance effectively and setting challenging targets

		2013	2014	2015
<b>Cockburn School</b>	Overall	47%	48%	54%
	Disadvantaged	32%	39%	45%
<b>Comparison with similar inner city Leeds High Schools</b>				
<b>South Leeds Academy</b>	Overall	36%	31%	23%
	Disadvantaged	30%	25%	15%
<b>Swallow Hill Academy</b>	Overall	NA	27%	22%
	Disadvantaged	19%	19%	11%
<b>Mount St Mary's School</b>	Overall	50%	8%	42%
	Disadvantaged	33%	3%	26%
<b>Cooperative Academy of Leeds</b>	Overall	33%	27%	31%
	Disadvantaged	30%	22%	22%
<b>National</b>	Overall	59.20%	53.40%	53.80%
	Disadvantaged	41%	36%	36%
<b>Local</b>	Overall	57.30%	51%	55.50%
	Disadvantaged	35.60%	29.90%	32.20%

This improving track record has been brought about through highly effective teaching, aspirational and accurate target setting and robust policies to monitor and track pupil progress and attainment over time. In the free school it is our intention to set and achieve ambitious targets for the new performance measures of key groups such as Disadvantaged, EAL and boys in particular who tend to underperform nationally. Our existing school has demonstrated we have the capacity to deliver high outcomes for these groups.

The following details will outline how we will set targets for individual pupils and track and monitor progress throughout their time at school. There will be a consistent approach across the Multi-academy Trust. All schools will have a common Assessment Calendar where it is clearly mapped out when target setting will take place as well as when baseline assessments and whole school data collection points for each year group, which we call Key Assessment Points, will fit in. The calendar will also include standards review meetings after each Key Assessment Point in which the senior leader responsible for standards will review the analysis of the data collected with the subject leader and year leader.

### **Target Setting:**

Pupils will be made aware of their subject grade target as soon as is practicably possible to the start of each academic year (and no later than the Autumn half term) and asked to record this in their planner or exercise book. Teachers refer back to target grades at key assessment points throughout the academic year and these form the

## **D2 – measuring pupil performance effectively and setting challenging targets**

basis for assessing pupil progress. Target setting will be informed by Cognitive Assessment Tests (CAT) estimates, Key Stage 2 score and internal assessments.

Target grades may be reset after each Key Assessment Point. They will however not be down graded.

### **Key Stage 3 Target Setting**

At Key Stage 3 (Y7 – Y8) all pupils will be set an end of KS4 Target. An end of KS3 target will be set based on the pupil making more than expected progress by the end of Key Stage 4.

### **Key Stage 4 Target Setting**

At Key Stage 4 (Y9 –11) all pupils will be set a minimum target grade that ensures they make at least 4 levels of progress. Where there are pupils whose starting points are lower than expected they may be set targets that encourage them to accelerate their progress faster than their peers. This may include, for example, pupils who have underperformed at KS2 or KS3.

Where a pupil arrives with no prior data a baseline assessment will be completed as soon as practicably possible to inform target setting. This baseline assessment for Key Stage 3 pupils would be a suite of test papers based around the Key Stage 2 English and Mathematics SATS. In addition pupils will take the GL Assessment Cognitive Abilities Tests which would generate scores on ability through a series of Verbal, Non Verbal, Quantitative and Spatial Ability tasks providing a comprehensive profile of a pupil's reasoning abilities. At Key Stage 4 GCSE standard test papers will be used for each subject to determine current ability and diagnose gaps in knowledge and skills.

### **Key Stage 3 Target Setting**

At Key Stage 3 (Y7 – Y8) all pupils will be set an end of KS4 Target. An end of KS3 target will be set based on the pupil making more than expected progress by the end of Key Stage 4.

### **Assessment and Data Tracking:**

The assessment of pupils will be both formative, through assessment for learning in the classroom, and summative through end of unit tests or assessed tasks and end of year exams. Assessment for learning will be fundamental; it will provide an accurate current position of pupils' learning and progress and enable teachers to diagnose next steps for learning so as to maximise pupil progress. Teachers will use a range of data to inform attainment, attitude to learning and SEN register data. Teachers will report on attainment and attitudes to learning in every subject at each Key Assessment Point as indicated on the School calendar. In Years 7 – 9 there will be three Key Assessment Points, in Year 10 there will be four and in 11 there will be five Key Assessment Points.



## **D2 – measuring pupil performance effectively and setting challenging targets**

Data will be standardised with pupils' subject leaders and senior leaders across both schools.

### **Key Stage 3**

At each Key Assessment Point the following data will be recorded.

#### **End of Key Stage 3 Prediction Grade -**

This is the grade the pupil will achieve at the end of Key Stage 3. This prediction is based on all available information.

#### **Current Grade -**

This is a teacher assessment on how well the pupil is working now. It will be evidence based and will reflect recent classwork, homework, internal tests etc.

#### **Attitude to Learning Level -**

This is teacher assessment that summarises how well pupils are meeting the school's Values and Expectations in their lessons.

### **Key Stage 4**

At each key assessment point the following data will be recorded.

#### **End of Course Prediction Grade –**

This is the grade the pupil will achieve at the end of the course. This prediction will be based on all available information in terms of how well the pupil is working now and if they continue to work as they are.

#### **Current Grade -**

This is a teacher assessment on how well the pupil is working now. It will be evidence-based and should reflect recent classwork, homework, internal tests etc. Ideally it should not solely be based on one piece of work.

Grades awarded by staff should be fine graded by using + and – alongside the grade to indicate the following:-

- + means the pupil is absolutely secure at the grade and will not fall below
- means the pupil is almost likely to fall to the grade below

The grade on its own means the pupil is almost secure at this grade and is likely to achieve it. For example a pupil awarded 5+ means that the pupil should definitely achieve the Grade 5 and potentially be boosted to a 6. If pupil is awarded a 4- this means the pupil could achieve a Grade 4 but this is very insecure and is almost as equally likely to fall to a Grade 3.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Attitude to Learning Level -**

This is teacher assessment that summarises how well pupils are meeting the school's Values and Expectations in their lessons.

### **Standardisation and Moderation**

The school will keep a record of progress of each pupil, including a record of prior attainment from previous schools. Individual departments and teachers will keep their own records of pupil achievement in their classes. Evidence of pupil achievement will be kept in order to:-

- Provide information to inform planning.
- Record and demonstrate pupils' progress through the National Curriculum Attainment Targets and GCSE and BTEC syllabi.
- Provide information to parents/carers to explain assessment decisions.
- Support the data that has been recorded by teachers in their reports to parents.

All evidence retained will:

- Reflect the subject departments' schemes of work.
- Demonstrate attainment in relation to those statements of attainment identified in the lesson plan objectives and outcomes

Each subject area across the trust will outline its own procedures for standardising or moderating assignments, in order to ensure consistency in attributing grades. This will include:-

- The development of grade descriptors, which are clearly understood by pupils and displayed in classrooms
- The development of pupil work portfolios and displays that illustrate expected standards.
- Monitoring and evaluating the effectiveness of the marking and assessment procedures through Trust and individual departmental meetings.

Involving pupils in understanding assessments, assessing themselves and target setting, monitored through work scrutiny.

Subject leaders will keep portfolios of pupil work as exemplars of agreed assessment standards. These can be used to support newly qualified teachers and pupils on ITT placements. It is also useful evidence of procedures for subject reviews and Ofsted and will aid the completion of the subject SEF.

### **Monitoring and Evaluation Systems -**

All staff will be required to take an active role in tracking pupil attainment against targets and in taking necessary and appropriate intervention. All staff should meet and consult with parents to inform them of their progress. Reports are generated after each Key Assessment Point in accordance with the Assessment Calendar. The reports should be sent to parents and pupils.



## **D2 – measuring pupil performance effectively and setting challenging targets**

The following is a summary of the reporting to pupils and parents that will take place.

### **Informal Meetings**

At any point in the academic year a teacher should contact parents to inform them of any concerns or achievements relating to their child's progress.

### **Subject Surgery**

Subject Surgeries for each year group will be held in accordance with the Assessment Calendar. The aims of Subject Surgeries are to inform the parent/carer of:-

- the pupil's target grade
- the pupil's progress to date towards the target grade
- what the pupil needs to do to improve their work, level of attainment and rate of progress

### **Standard Reviews**

After each assessment point for each year group there will be high quality, thorough and relevant analysis prepared and presented to the Senior Leadership Team by the senior leader responsible for standards. This will show for each subject and each year group progress towards the end of Key Stage 3 and Key Stage 4 targets, performance of groups and subjects and individuals. Standards Review meetings will take place led by the senior leader responsible for standards with subject and year group leaders to identify areas of strength and concern and appropriate interventions and development plans put in place.

Standard reviews are co-ordinated across the Multi-academy Trust so that Cockburn School and the free school are engaged in joint academy improvement planning. It is vital for the free school that all aspects of standard reviews are moderated and aligned with the well tested standards of Cockburn School so that self-evaluation is accurate and robust.

The free school will operate Cockburn School's well-developed systems that are based on wider methodology to evaluate impact in the classroom and on pupil outcomes. These will consist of: pupil performance data, observations, learning walks, work scrutiny, pupil voice and other 360 degree evaluation tools such as pupil and staff surveys, parental and governor feedback.

## D2 – measuring pupil performance effectively and setting challenging targets

This will form part of a self-evaluation calendar:

Self Evaluation Calendar												
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Self Evaluation	Subject	Context	Outcomes/ Leadership & Management		Teaching	Behaviour / Leadership & Management			Teaching	Evaluation completed		
	Pastoral	Context	Leadership & Management			Behaviour	Outcomes	Teaching/ Leadership & Management	Evaluation completed			
	School	Context/ Outcomes	Leadership & Management	Teaching		Behaviour	Resources	T & L	Pupil Support			Main
	Local Governing Body	Main		Resources / T & L	Pupil Support	Main						Main
	MAT board	Main		Risk & Audit		Main		Risk & Audit				Main
Provision	Lesson Observation	NQT & New Staff	Paired Observations	NQT/ Cover Supervisors	Teaching Assistants	NQT	Paired Observation/NQT			Paired Observations/NQT		
	Planning Scrutiny	Consistency Check		Consistency Check		Consistency Check		Consistency Check		Consistency Check		
	Work Scrutiny		Consistency Check		Flightpaths /Groups		Consistency Check	Rightpaths /Groups		Flightpaths /Groups	Consistency Check	
	Student Voice	New Intake	Evaluating Learning	Evaluating Curriculum	School Council Review and feedback	Evaluating Learning	Evaluating Curriculum	Evaluating Learning	School Council Review and feedback	Evaluating Learning		Year 6 Transition
	Staff Voice	New Staff		Reviewing Curriculum	Reviewing CPD		Whole School Review	Reviewing Resources	Reviewing CPD	Reviewing ITT	End of Year Review	Reviewing CPD
	Parent Voice		Whole School Review					Whole School Review		Reporting to Parent/carers		Transition
	Curriculum Reviews	3 Reviews to be completed										
KPI Reporting	Exams Analysis		Behaviour & Attendance HT1	KAP Analysis	Behaviour & Attendance HT2	KAP Analysis	Behaviour & Attendance HT3	KAP Analysis	Behaviour & Attendance HT3	KAP Analysis	Behaviour & Attendance HT3	
Planning	Subject			Target Setting	Review of Term 1			Review of Term 2				New Plan Ready
	Key Stage											New Plan Ready
	School								New Plan Ready			
	Individual	Review & Planning						Mid Year Review				
Student Progress	Progress Checks	Year 7- 10 Termly Key Assessment Points / Year 11 Monthly										
	Parent Consultation		Y11 Subject Surgery	Y9 & 10 Subject Surgery		Y11 Subject Surgery	Y7/ Y8/ Y9 Subject Surgery				Y10 Subject Surgery	
<p>KPI - Key Performance Indicators</p> <p>Please note that Self Evaluation is ongoing and not an activity that is completed at the end of a year.</p> <p>The milestones indicated above are times in the year by when evaluation should be completed.</p>												

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

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

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

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

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

Most importantly, we are looking to employ a Head of School and staff who share our vision for the school and who have the experience and motivation to achieve it.

Based on our previous knowledge and our current experience, the appointment of the headteacher is the most critical appointment we make. S/he will then work with us to appoint staff who have the right experience and are strongly motivated to develop an outstanding free school.

The staff at Laurence Calvert Academy will grow incrementally as the schools fill up over five years. Pre-opening and Project Development grants in the early years of each school's life will enable us to hire key staff ahead of opening, and to have a significant senior leadership presence in the first years after opening.

Together with the Leaders from Cockburn School, we will have established the essential elements of our school model before the school opens, giving us the best possible chance to create the culture of excellence to which we aspire.

The plan for the phased build-up of staff in line with planned pupil numbers and financial resources: The school will need to recruit additional staff every year for a period of five years as it grows in size. The initial teaching staff will include subject leaders who will then in turn be able to recruit and build their own teams within their given specialism, there will be some cross over but this will be limited.

We intend to build capacity within the existing staff model of Cockburn School to fill shortfalls in free school staffing in years 1 and 2. To enable this to happen we will ensure that we duplicate the timetable and school day across both schools, allowing us to timetable staff to teach in both schools. The Senior Leadership Team from each school will meet as a collective with the Executive Headteacher as part of the extended Leadership Team to manage the school. Some economies of scale will be afforded by sharing of staff from Cockburn School.

Planning for learning will be co-ordinated across the Multi-academy Trust to promote a consistent approach to learning excellence that will directly benefit from the collaboration of effective partnerships. Planning will be in place for all subjects taught and contain key principles. Subject leaders will take responsibility for the subjects across both schools in the first instance. See section D1 for details.

We will have an uncompromising view around recruitment. Our vision is an exciting, innovative and challenging one that will be at the heart of our school. In order to deliver our vision, we will appoint outstanding practitioners who not only share our enthusiasm, aspirations and commitment, but will make a difference.

In addition to this, Cockburn MAT works with a range of excellent Higher Education Institutes and training partners attracting the very best graduates into teaching. Excellent Initial Teacher Training programmes are key to recruiting the highest calibre of graduates wanting a career in teaching. Cockburn currently works with Teach First, Troops to Teachers, Sheffield Hallam University, Bradford College, Leeds Trinity

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

University and Leeds Trinity School Centred Initial Teacher Training (SCITT) in providing mentored training programmes in school for trainees on their way to achieving their Post Graduate Certificates in Education (PGCE). Cockburn is the Leeds Trinity SCITT lead school for Music, Dance and Drama PGCE training and is responsible for leading the in-school provision for a number of trainee Music teachers. Cockburn School is one of partner schools in The Leeds City Teaching School Alliance, which has a successful track record of developing outstanding secondary school teachers. The partnership work of Cockburn School with Initial Teacher Training demonstrates capacity to recruit the highest calibre of graduates, but also to embark on a 'grow your own' model for recruitment and retention. Testimony to this is 20% of Cockburn's current staff trained at Cockburn.

We would rather make no appointment than appoint someone who is not committed to our journey of 'Transformation to Excellence'. For this reason we try to articulate clearly our vision, values and expectations when putting together information for applicants and we always give much attention to appointing the right person.

We recruit staff who:

- are excited by their role and by the prospect of working with young people, even those who are less well motivated
- love the processes of learning and teaching and are keen to continually develop their own skills
- recognise that teaching can be a demanding job but get on with it rather than complain
- will subscribe to the ethos of the school and go the extra mile in terms of time and commitment to get the very best from their pupils
- see break duty as an opportunity to talk to pupils
- are quick to praise and slow to criticise
- are not afraid to admit seeing themselves as potential leaders of the future.

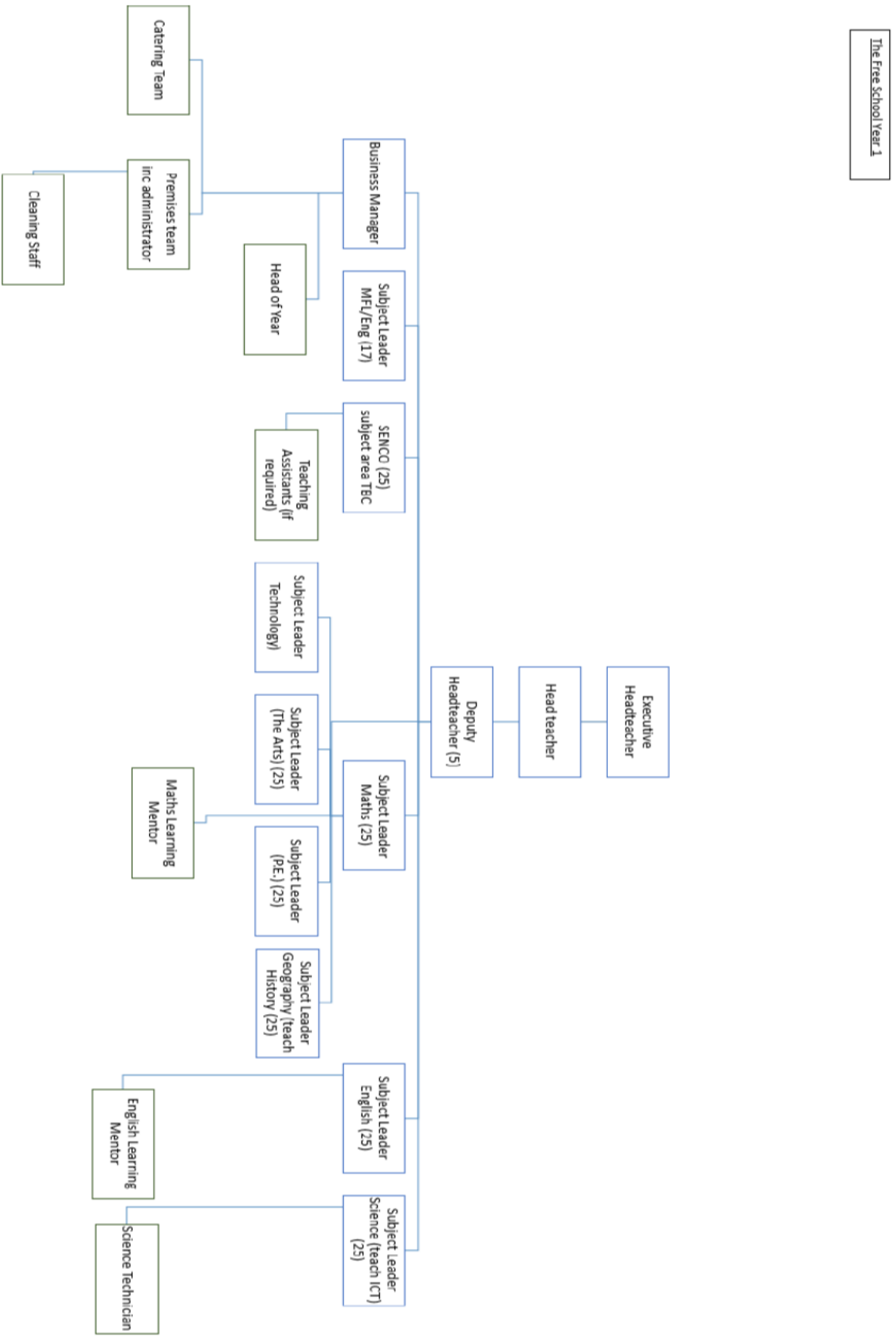
If we were not at full capacity we would review the staffing structure accordingly. However we are confident this will not be the case due to basic need and the community engagement process.



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

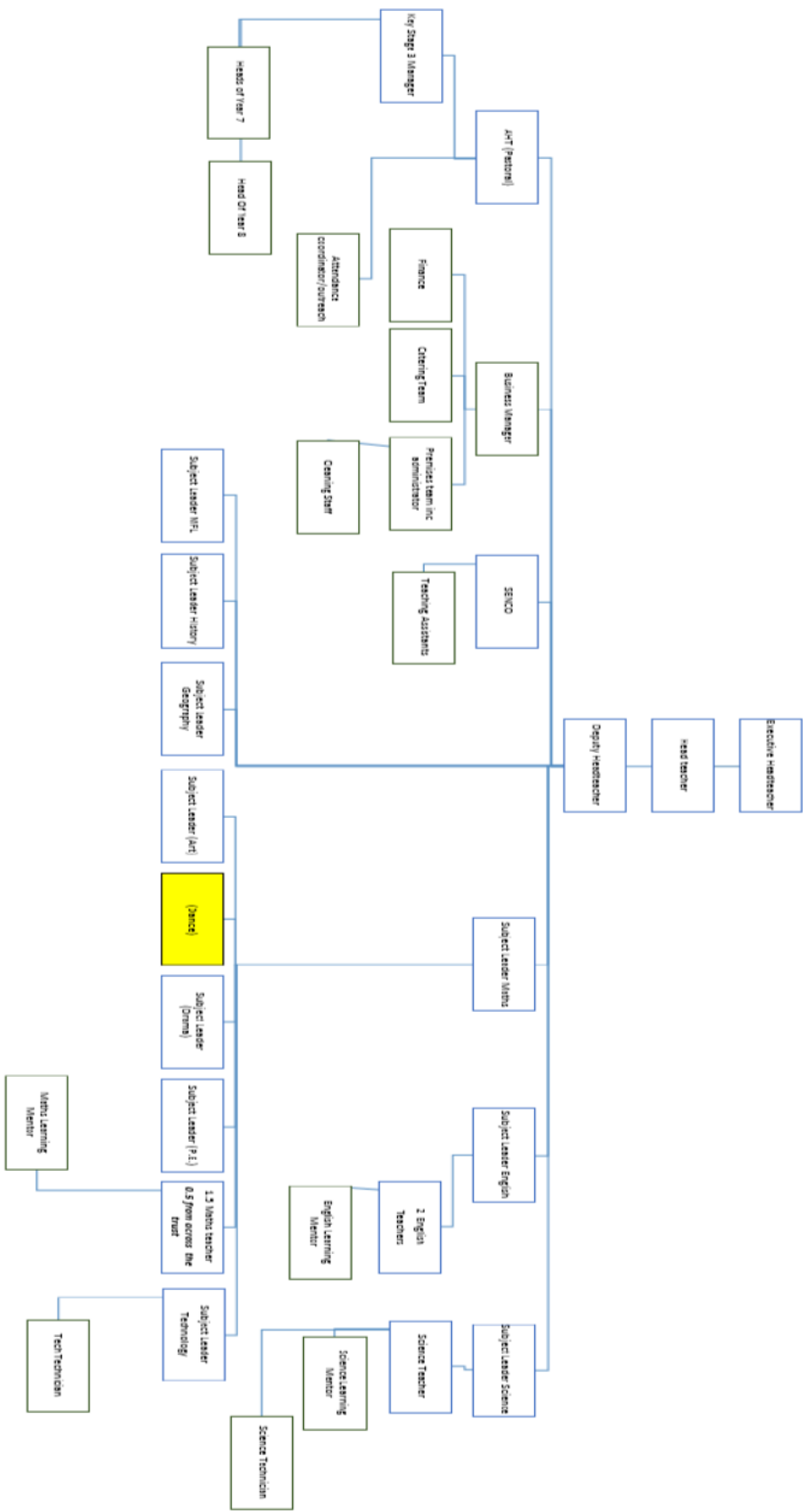
Staffing							
	2018	2019	2020	2021	2022	2023	
Executive Headteacher	0.4	0.4	0.4	0.4	0.4	0.4	Shared in the Trust, 2 days per week at Laurence Calvert Academy
Headteacher	1	1	1	1	1	1	
Deputy Headteacher	1	1	1	1	1	1	
Assistant Headteacher	0	1	3	3	3	3	
Business Manager	1	1	1	1	1	1	
SENCO	1	1	1	1	1	1	
Maths	1.2	2.5	4	5	6	6	Subject Leader from y1. y2 (0.5 from the Trust)
English	1	2.5	4	5	6	6	Subject Leader from y1, y2 (0.5 teacher PSRE) , y3 0.4 teaching MFL
Science	1	1.5	3	4	5	5	Subject Leader from y1 will teach ICT. Y2 0.5 teach ICT
Geography	1	2	2	2	3	3	Subject Leader, Y1 will teach 0.5 History, y2 0.4 History, y4 will teach some PSRE
History	0	1	1	2	2	2	Subject Leader
MFL	1	1	1	2	2.5	2.5	Subject Leader from y1 will teach 0.2 English, y5 share 0.5 with Trust
PE	1	1.5	2	2	3	3	Subject Leader, yr 1 will teach 0.4 Dance
Technology	1	1	2	2	2	2	subject Leader, yr1 will teach 0.4 Art, y4 will teach 0.2 Art
Drama	1	1	1	1	1	1	Subject Leader, y1 will teach Drama & Music & PSRE Y2 will teach Drama & Music
Art	0	1	1	1	2	2	Subject Leader y2
Computer Science	0	0.5	1	2	2	2	Subject Leader y3
Music	0	0	1	1	1	1	Subject Leader y3
RE/PSHCE	0	0.5	1	1	2	2	Subject Leader y3
Dance	0	0.4	0.6	1	1	1	y3 Recruit across the trust y4 0.2 will teach PE
Support Staff							
Key Stage Managers	0	1	1	2	2	2	
Head of Year	1	2	3	4	5	5	
Premises Staff	1	2	2	2	2	2	
Teaching Assistant	2	4	6	8	10	10	
Cleaning Staff	1	2	2	3	4	4	
Learning Mentors	2	3	3	3	3	3	
Technicians	1	1	2	3	3	3	
Administrators	1	1	2	3	3	3	
Finance Officer	0	1	1	1	1	1	
Attendance Officer	0	1	1	1	1	1	
EAL Coordinator	0	0	0.5	0.5	0.5	0.5	Shared in the Trust
Literacy Invention	0	0	1	1	1	1	
Data Assistant	0	1	0.5	0.5	1	1	y2 & 3 shared in trust
Exams Officer	0	0	0	0.5	1	1	y4 shared in trust
Catering Staff	2	2	3	3	4	4	

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

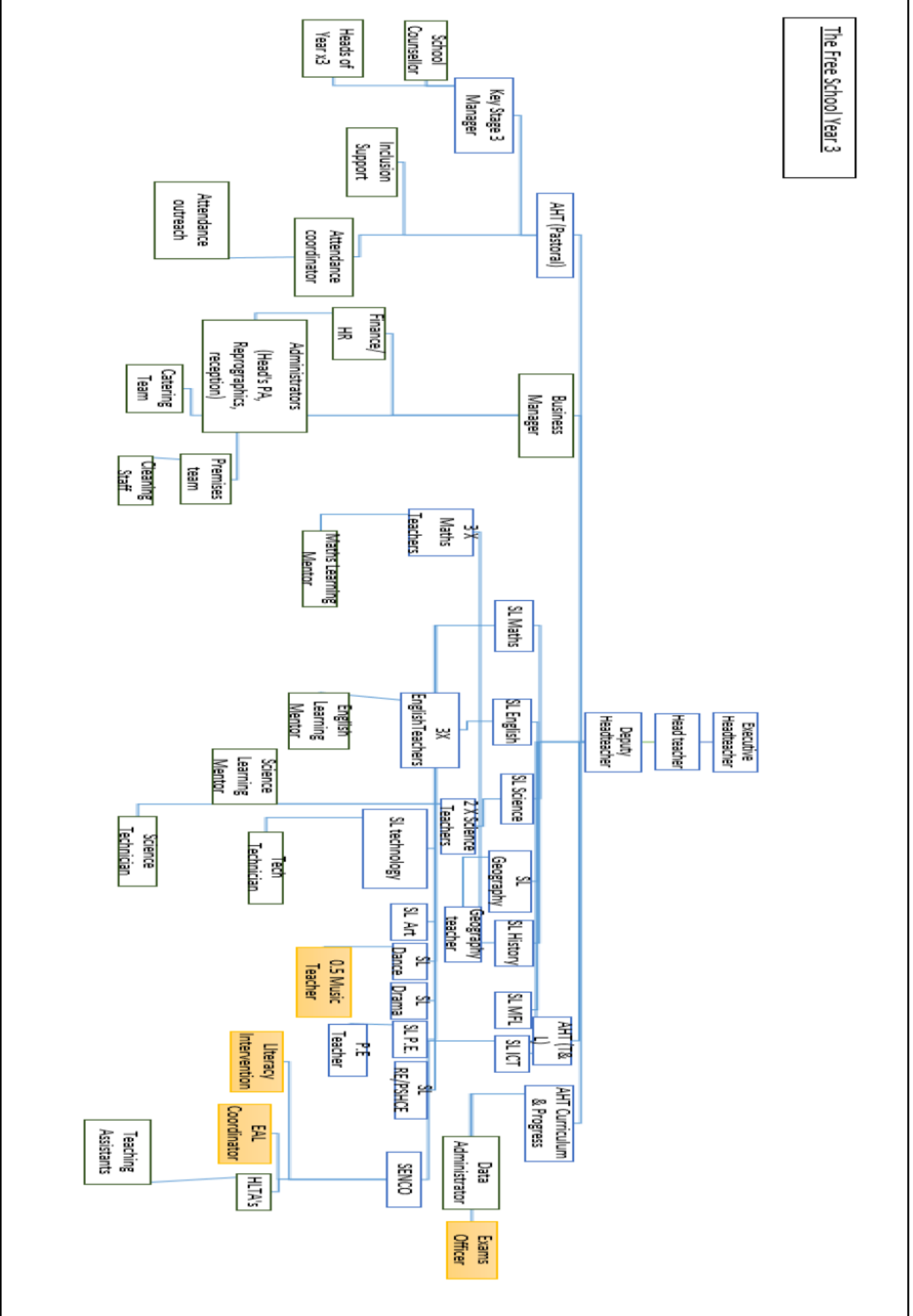


**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

The Free School | Year 2

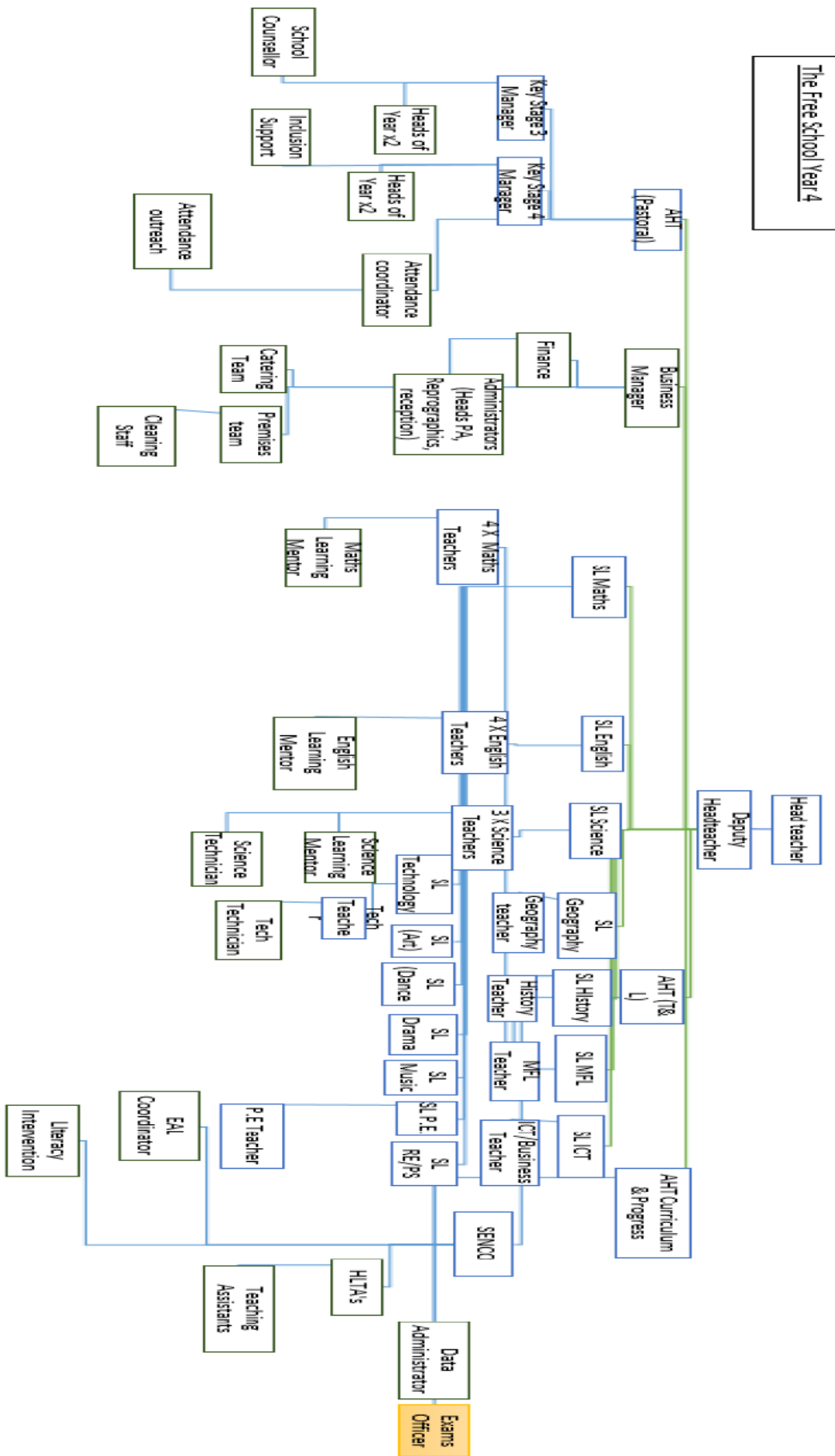


**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

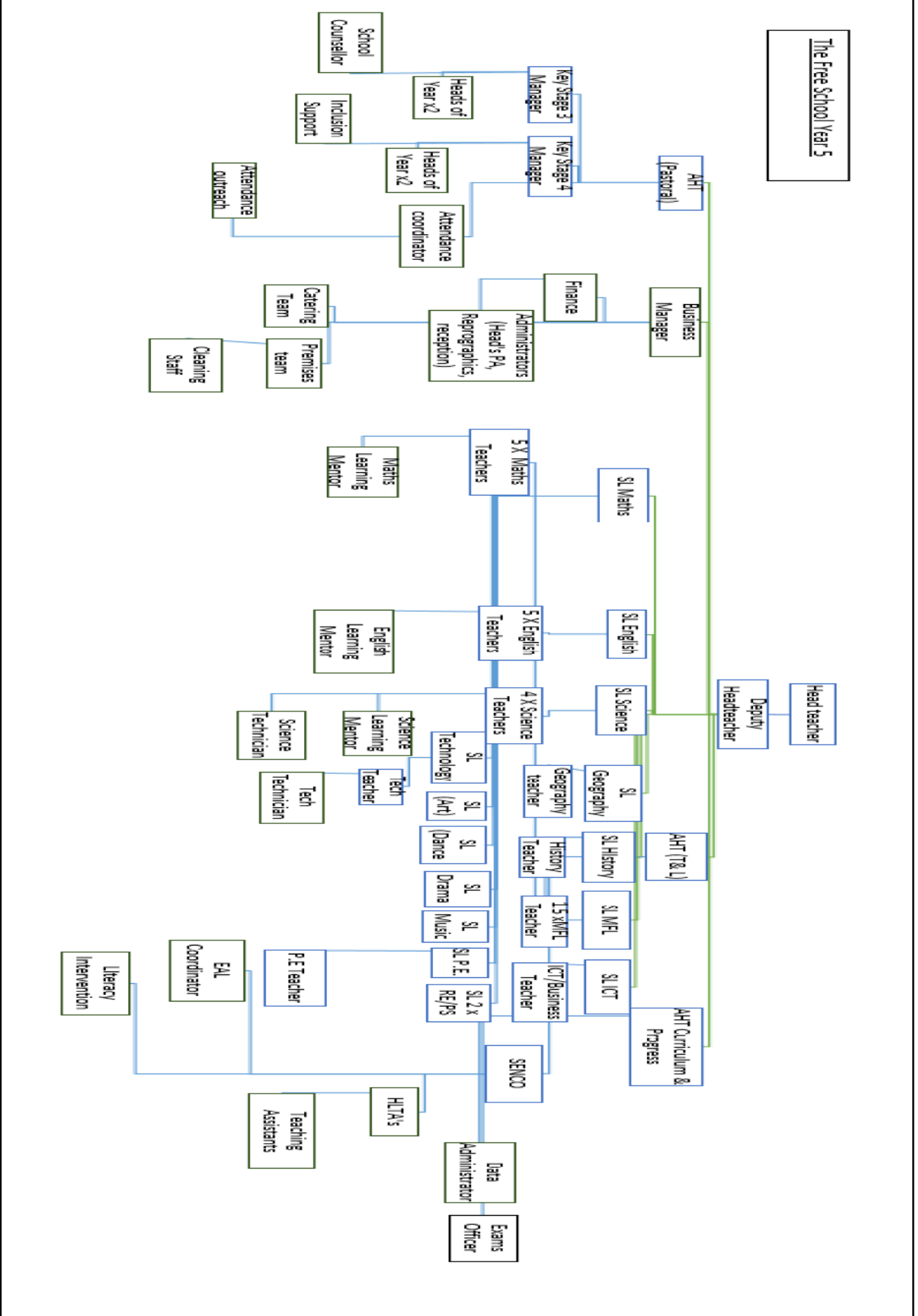




**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**



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



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

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

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

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

The Free school will mirror Cockburn School's approach to be a fully inclusive school. Cockburn's work through SMSC (behaviour and safety) demonstrates a strong sense of tolerance and respect which encourages parents/carers of children from all faiths and world views to apply for a place at the school. This will be replicated in the free school and was recognised by Ofsted as outstanding.

The curriculum will include personal, social and health education, religious education, assemblies to ensure pupils are well informed about social, moral, cultural and spiritual issues (SMSC).

Teachers will take every opportunity for the pupils to be reflective learners and this will deepen their understanding of particular topics. All members of staff across the Multi-academy Trust will have high quality professional development training on SMSC and the Prevent agenda. This work will in the first instance be overseen by the Director of Humanities at Cockburn School and following growth of the MAT by Partnership Directors. Planning for SMSC will be co-ordinated across the MAT to promote a consistent approach. Within the Free school SMSC will be underpinned through all subjects taught.

In the free school all areas of study will promote SMSC from design and technology examining cultural foods and engineering design from other countries, to dance exploring dance around the world including Bollywood and Capoeira alongside expressive dance highlighting homosexuality and racism, as well as geography looking at cultural artefacts and local/global environmental issues including an eco-school project and slums in Kibera (Nigeria). Our music and drama programmes will encourage creativity alongside issues such as meanings behind song lyrics of different eras as well as bullying and its consequences.

Senior leaders will ensure that SMSC development takes place in assemblies focused around the school's Values and Expectations, with a clear programme set out at the start of each year including a variety of guest speakers focusing on decision and consequence, being cyber safe, sporting opportunities and entering university, to raise aspirations. The free school will have a number of initiatives in place which raise self-esteem as well as academic progress such as mentoring schemes, self-esteem

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

projects, form time topics of the week, reward points challenges, the big deal business project and links with our public services including our local fire and police departments.

A strong sense of tolerance and respect will be promoted and practised and we will embrace and celebrate diversity within the school and the local community.

The curriculum will be tailored to ensure pupils learn about democracy, the legal system and other fundamental British values that underpin life in Britain. Student led democratic elections will be used for pupil council members. The free school will have a number of pupil ambassadors and a head boy, head girl and a pupil council who will model the schools Values and Expectations and who will represent the pupil voice to governance, staff and all stakeholders. These posts will be a representation of the pupil population.

The curriculum will mirror that which is offered at Cockburn School ensuring the free school will deliver effectively the key areas of fundamental British values of democracy, rule of law, individual liberty, diversity, all religions ensuring understanding, mutual respect and tolerance. Due to the diversity of the local community the cohort will be made up of children from different cultures and due to mobility south Leeds is an area with a high and affordable rental market. The RE curriculum will be designed to promote learning about other cultures and we will use the local community to visit school and celebrate their cultures.

All pupils in KS3 will have one lesson of RE per week where they learn about various religious traditions. All units of work focus on giving the pupils the opportunity to compare and contrast these beliefs to their own, their school and community. In year 7 pupils will look at the following units – what faiths are there in my community? Looking in detail at a multi-faith societies and how they function effectively. Can you follow your religious duties at our school? Examining the various practices that religions have and if they would be able to follow them easily. What does religion have to do with me? This unit focuses on the idea of charity and how everyone can help to promote helping others in their local community and around the world. In year 8 pupils will look at What is a rite of passage? This unit explores various practices such as baptism, circumcision and marriage as well as is there a life after death? They will also study how do I make moral decisions covering a wide range of issues such as radicalisation, female genital mutilation, war and peace and crime. With the intention of pupils being offered to study RE at GCSE where these ideas are examined further as well an in-depth understanding of both Christianity and Islamic texts. When studying all units of work pupils will look at both sides of the argument and then ultimately make up their own mind about their views about issues in the modern day world. In our experience many of the expected cohort will come with little prior knowledge and all lessons are accessible whether the pupil has a strong religious faith or none at all.



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

All pupils in KS3 will have one lesson per week of PSHCE. Pupils will look at a wide range of topics including Who am I? Healthy relationships, bullying and smoking at KS3. Pupils will examine difficult key issues such as being unique, LGBT, CSE, cyber bullying, self-harming and addiction as part of these units of study.

All pupils will have one lesson of RE which encompasses PSHCE and Citizenship at KS4, of which the majority of time will be used for careers advice, work experience and completing UCAS applications. Pupils will also examine real life issues such as abortion and euthanasia alongside a robust series of lessons on sex education. They will access information about contraception, STIs, CSE, LGBT and healthy relationships.

The Prevent agenda lessons will be delivered to KS3 and KS4 pupils. This will be an essential part of the ethos of the Free school to educate young people about the dangers of extremism. This curriculum will look explore our heritage, what makes up British values.

Pupils will also be given guidance on who to talk to if they are experiencing any issues. Within the Free school we will have a number of professionals who will deal with pastoral care.

It is the school's intention to forge strong links with religious communities in the local area and beyond, conducting trips to the local Gurdwara, the Holocaust Centre, St George's Crypt, Leeds, local churches and the Grand Central Mosque in London. There will also be visits from theatre and workshop group to educate pupils on knife crime and punishment and talks from various religious faiths.

The curriculum in PSHCE and Citizenship will constantly evolve as the school responds to new issues arising for young people and the community in which they live. Current issues for young people will be always at the forefront of the curriculum i.e. sexting.

The Free school intends to remain part of the local authority coordinated admission scheme with no restrictions on who can apply to the school; the school's admissions policy will mirror that of Cockburn School, which encourages and welcomes applications from pupils of all faiths/world views.

The following quote from Cockburn's most recent OFSTED Inspection in Sept 2014 provides clear evidence of our ability to meet our responsibilities to the Public Sector Equality Duty, namely to eliminate discrimination, harassment, and victimisation, and to advance equality of opportunity and good relations between communities and building cohesive communities.

*"Pupils are fully aware of different forms of bullying and know what action to take if they have any worries. Incidents of bullying, including those of a racial or homophobic*

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

*nature are rare. When bullying does occur, the school takes swift action and uses restorative practices to tackle issues head-on. Consequently, incidents of repeated bullying are extremely rare.”*

The free school will be working very closely with Cockburn to replicate these practices.

## Section E – evidence of need

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

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

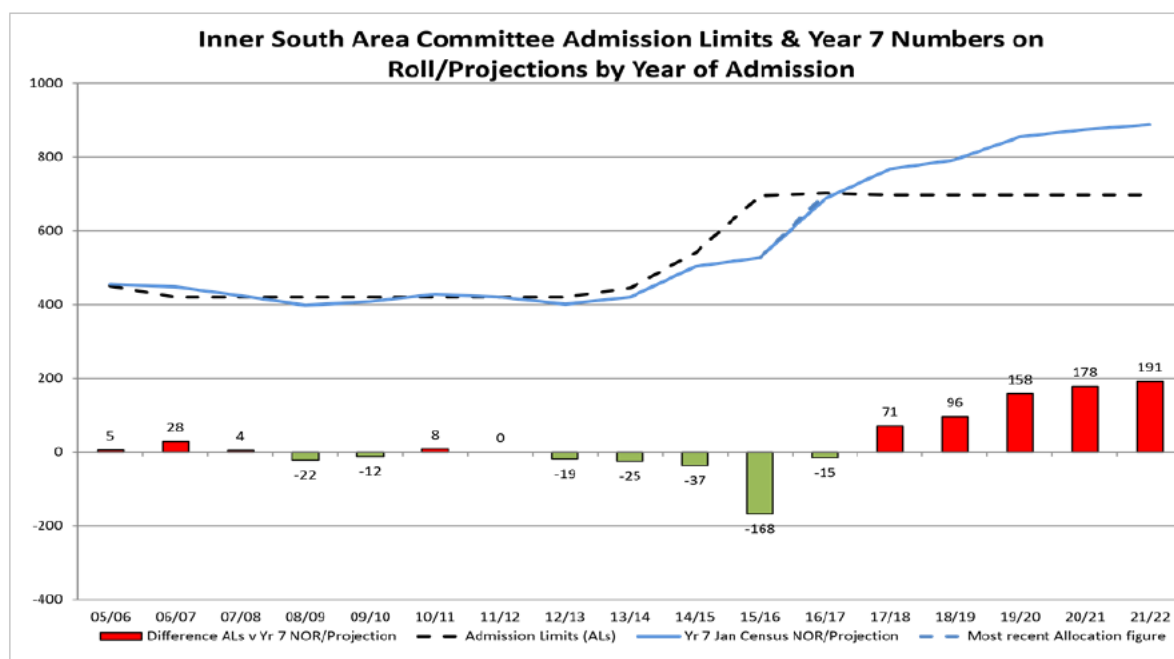
This section will need to be completed by **all** applicants. Please:

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

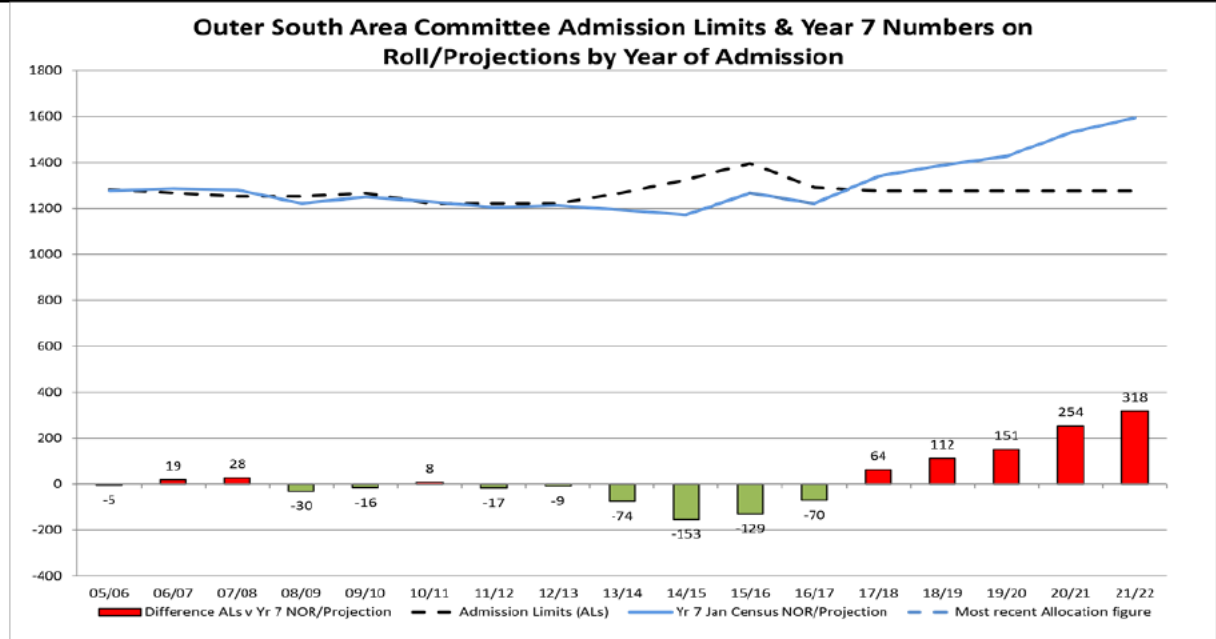
#### E1 – provide valid evidence that there is a need for this school in the area

##### Basic need

Information provided from Leeds City Council shows it is predicting that in 2018/19 there will be a shortfall of 96 places, rising to 191 places by 2021/22 in the Inner South of Leeds. This trend is mirrored also in the Outer South where the figures are a shortfall of 112 places in 2018/19 rising to 318 by 2021/22. Please see the graphs below.



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



**Parental demand**

In the admissions round for year 7 places for September 2016 there were 153 children who asked for Cockburn as 1<sup>st</sup> preference who were not successful in gaining a place.

The child that lived nearest to the school, who asked for it as a 1<sup>st</sup> preference and was not successful lived only 1.225 miles from the school. This child was ranked as a criteria 4 applicant so the child’s nearest school was Cockburn. A further 36 children, given criteria 4 (nearest school), asking for Cockburn as a 1<sup>st</sup> preference, were also refused a place, the 36<sup>th</sup> child lives 1.642 miles from the school.

Meaning that 36 1<sup>st</sup> preferences were refused a place where the school was their nearest.

A further 117 children were refused a 1<sup>st</sup> preference application where Cockburn was not the nearest school. The nearest criteria 5 (non-nearest school) applicant lives 0.792 miles from the school, the furthest away lived 3.068 miles away.

At the start of the appeals process for September 2016 Year 7 places there were 63 children on the waiting list, of which 58 were 1<sup>st</sup> preferences.

The above is a common theme for Cockburn School, please see below the data for total number of pupils applying for a place at Cockburn.



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

**Total Applications to the School 2013-2017**

	2013-14	2014-15	2015-16	2016-17			
<b>Preference</b>							
1	295	336	385	384			
2	144	163	145	159			
3	79	53	77	85			
4	2	23	34	44			
5		10	11	12			
			6		1		
			7		1	1	
<b>Late Preference</b>							
			1	4		3	2
			2	4	4	5	3
			3	1	2	1	1
			4		1		
			5				
<b>Total</b>			<b>529</b>	<b>595</b>	<b>662</b>	<b>690</b>	

Cockburn School also receives a high number of appeals and in fact receives the second highest number in Leeds, please see the details below:

School start date	Number of appeals received
Sep-16	45
Sep-15	35
Sep-14	36

Cockburn is the second highest oversubscribed secondary school in Leeds for not only Year 7 intakes but also has a large number on its waiting list for each year group. Please see the breakdown below:

**Waiting List 2015-16**

	<b><u>Total Applicants</u></b>	<b><u>On Waiting List</u></b>	<b><u>Accepted</u></b>	<b><u>Withdrawn</u></b>
Year 8	28	15	4	9
Year 9	36	19	5	12
Year 10	26	10	4	12

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

Year 11	16	3	3	10
---------	----	---	---	----

The Local Authority has also predicted a higher demand than places will be available for Cockburn School in future years.

The Cockburn School projections data (below), shows the number of children the LA are projecting for year 7 at Cockburn for the next 7 years. This is based on past trends of year 7 intakes taken from census data and the feeder schools that those children have come from.

They have also provided data showing the current NOR by each year group for all schools in the South, of which many are feeder schools to Cockburn. What this does show is from Y6 and Y1 cohorts there are over 300 more children who will be requiring a Y7 place.

**The Cockburn School projections data:**

TABLE A: Cockburn Academy - Y7 projected numbers	Projected cohort due to start Cockburn Academy in Y7							
	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
	273	303	295	323	329	346	346	373

**NOR by each year group for all schools in the South, the schools highlighted in yellow are the schools which feed directly to Cockburn and would feed the Free school also.**

TABLE B: Census data for feeder schools-October 2015 census.	Census data for children in South wedge due to start secondary school in the next 7 years						
	R	Y1	Y2	Y3	Y4	Y5	Y6
Beeston Hill St Luke's Primary**	48	48	48	44	52	41	41
Beeston Primary**	91	91	89	89	80	85	57
Birchfield Primary	30	30	31	28	30	28	22
Blackgates Primary**	53	60	60	54	61	45	37
Carlton Primary Academy	44	45	45	44	45	40	42
Clapgate Primary**	60	60	56	52	46	44	35
Cottingley Primary** Academy**	44	37	40	38	35	26	35
Drighlington Primary	59	61	50	59	49	59	56
East Ardsley Primary	58	60	61	45	45	43	45

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

Gildersome Primary	60	60	59	60	47	32	31
Greenmount Primary**	59	74	59	60	55	48	58
Hill Top Primary	29	30	29	29	30	30	32
Hugh Gaitskell Primary**	79	83	90	86	68	67	64
Hunslet Carr Primary**	59	59	59	62	47	53	51
Hunslet Moor Primary**	45	45	45	45	45	45	45
Hunslet St.Mary'S C of E Primary**	30	30	31	30	30	31	31
Ingram Road Primary**	47	43	46	46	45	36	42
Low Road Primary	20	20	20	19	18	18	22
Middleton Primary**	59	60	59	55	57	61	51
Middleton St.Mary'S C of E Primary**	59	60	59	61	60	58	49
New Beverley Community**	59	60	57	59	61	60	50
Oulton Primary	40	57	51	46	55	36	41
Park View Primary Academy**	29	29	29	31	30	31	30
Robin Hood Primary	60	61	47	46	45	45	48
Rothwell C of E Primary Academy	19	25	30	29	31	25	20
Rothwell Haigh Road	43	45	45				
Rothwell Primary	44	46	44	45	44	42	45
Rothwell Saint Mary's	29	30	30	30	30	27	30
Rothwell Victoria Junior				42	42	34	41
Sharp Lane Primary**	90	89	60	60	57	59	59
St Anthony'S Catholic**	31	29	29	30	29	31	29
St Francis Catholic Primary**	30	30	30	25	19	24	18
St Joseph'S Catholic Primary	31	30	30	30	30	29	29
St Philip's Catholic Primary**	44	30	30	31	30	28	31
Thorpe Primary	30	58	31	30	27	31	26
Westerton Primary	90	90	91	88	90	90	89
Westwood Primary**	39	40	40	40	36	39	39
Woodlesford Primary	60	60	60	58	59	60	60
<b>Totals</b>	<b>1801</b>	<b>1865</b>	<b>1770</b>	<b>1726</b>	<b>1660</b>	<b>1581</b>	<b>1531</b>

\*\*Cockburn's main feeder primary schools have increased their PAN's to deal with increased numbers.

In September 2016 there has also been a successful application to open a 2 form entry primary school within our local area called Elements Primary Free School, this will bring a greater need for Secondary places within the locality.

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

In addition to this, based on the Leeds admissions policy of nearest criteria, below are the number of children who currently have Cockburn as their nearest secondary school, with the year they will be moving to secondary school:

Year	Number of pupils where Cockburn is the nearest school	School PAN	Shortfall
2015/16 (current Year 7)	404	210	194
2016/17	417	210	207
2017/18	441	210	231
2018/19	444	210	234
2019/20	484	210	274
2020/21	464	210	254
2021/22	534	210	324
2022/23	496	210	286

**Underperformance in the local area:**

Further to the increase in the student numbers in the local area there is significant underperformance of many inner city high schools in Leeds with similar intake to Cockburn. The table below clearly shows in terms of key performance measures that Cockburn compared to other inner city high schools performs significantly better.

All the schools in the table below have significant issues highlighted in their OFSTED reports. The outcomes listed in the tables in E1 and D2 show little improvement.

**Inner city high schools close to Cockburn:**

Secondary School	5 A* - C (inc. E&M) 2014	5 A* - C (inc. E&M) 2015	Value Added 2015	Most Recent Ofsted Grade	Distance from Cockburn (miles)
Cockburn School	48%	54%  **58% unvalidated for 2016	1026  ** Progress 8 is 0.57 unvalidated for 2016	2 Good	N/A
The South Leeds Academy	31%	23%	922	3 Requires Improvement	0.9
Swallow Hill Community College	27%	22%	922	4 Inadequate	3.0



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

Leeds City Academy (was City of Leeds School)	24%	19%	969	3 Requires Improvement	4.0
<b>Other inner city high schools in Leeds:</b>					
Co-operative Academy	37%	31%	981	3 Requires Improvement	3.3
Leeds East Academy	26%	39%	974	3 Requires Improvement	5.5
David Young Academy	38%	34%	945	4 Inadequate	5.3
Mount St Mary's	8%	42%	982	3 Requires Improvement	2.6
Leeds West Academy	37%	52%	992	2 Good	5.4
<b>Other non-inner city high schools:</b>					
Bruntcliffe	32%	52%	965	3 Requires Improvement	2.7
Pudsey Grangefield	54%	57%	971	3 Requires Improvement	5.0
Royds	42%	53%	978	4 Inadequate	4.4

2014 and 2015 the 5ACEM for disadvantaged pupils at Cockburn was well above both local and national averages and is significantly higher than other similar inner city high schools. This demonstrates the need in Leeds for a school that can provide strong outcomes and standards for communities in areas of high deprivation.

The high school closest to Cockburn School is The South Leeds Academy. In its most recent Ofsted report it highlights an area that needs to be addressed is that “between Years 7 and 11, not enough students make more than the expected rate of progress in English and mathematics from their starting points”. This is obviously connected to the the concerns in the quality of teaching as it also states “Teaching in Years 7 to 11 is not yet consistently good. Not all teachers use their knowledge of what students know and can do to provide work that enables students of varying abilities to do well. Students, particularly the most able, are not moved on to more challenging work quickly.” Provisional data for the 2016 results seems to suggest this school still has significantly lower standards than at Cockburn School and nationally.

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

In the most recent Ofsted Section 8 monitoring report in July 2016 for Swallow Hill Community College it states “Some teachers’ expectations are not high enough and are not challenged quickly by leaders. In these classes, the school’s marking and feedback policy is not consistently adhered to, work is poorly presented and it is not sufficiently challenging.” Provisonal outcomes for key performance measures in the 2016 results show that again this school has standards still significantly lower than Cockburn and nationally.

In the Cooperative Academy of Leeds’ most recent Section 5 monitoring report it highlights that teaching is variable and not yet good: “Teaching quality varies from class to class and so has not yet reached the point where it is good overall.” Also behaviour is not consistently good: “Students’ behaviour varies too much across the academy and is not yet good. In some lessons, pupils do not concentrate hard enough or are sometimes distracted.” Cockburn has been graded Outstanding for Behaviour and Safety and all recent external reviews continue to confirm this.

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

## E2 – successful engagement with parents and the local community

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

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

### **E2 – successful engagement with parents and the local community**

Our community engagement has been wide-ranging and the response to this initiative has been excellent and overwhelmingly positive. We plan to continue with this engagement after the application deadline.

Please note the compelling evidence provided by Leeds City Council that there will be an extremely significant basic need for the free school.

In order to gather evidence of demand we did the following that was delivered in phases:

#### **Phase 1:**

- We publicised information about the free school on Cockburn School's website which invited visitors to attend public meetings. The content on the website was that of the information fliers (see below).
- We held two public meetings regarding the new free school, both were held at Cockburn School in July 2016 and were very well attended. The response from those attending the meetings was extremely positive with over 100 members of the public filling in expression of support forms at the first meeting and 95 members of the public filling in expression of support forms at the second meeting. All those who registered support gave their name and postcode.
- Fliers were distributed across the community in the south of Leeds. It was important to cover a full range of venues across the community such as public areas such as local libraries, GP surgeries and shopping centres. We also targeted specific community groups including the local Residents Association (made up of local residents and representatives from local services) and the Hamara Centre (an award winning community centre working primarily with the Asian community of South Leeds). Fliers used for consultation can be found below in Appendix 1.
- We asked the pupils at Cockburn School for their opinions on opening a new school for their community and significant numbers of pupils responded to show their support. Nearly 500 completed an online signature to show their support. All those who registered support gave their name and postcode.

## **E2 – successful engagement with parents and the local community**

### **Phase 2:**

- We publicised information about the free school on Cockburn School's website which invited visitors to complete an online survey to sign off their support of the proposal. We had positive responses from this. See Appendix 1 for the screen shot. All those who registered support gave their name and postcode.
- A main article will be printed in the free South Leeds Life newspaper that is widely circulated across all areas of the south Leeds community. This article gives information about the free school application and the reason for choosing Laurence Calvert as the name for the school. The article points readers to the Cockburn School website page for more information and invites them to register their support via the online form.

### **Phase 3:**

Laurence Calvert Academy will be at the heart of its community and will create excellent opportunities for a young people from a wide range of backgrounds including significant disadvantage. In turn, the academy will support the parents/carers and families in becoming partners in the learning journeys of their children. Marketing the progress of the application, gathering the views of families, local business and industries and other schools in the area is key to ensuring that there is momentum towards the first cohort of students starting in September 2018. This will initially build from the excellent bond between Cockburn School and its parents/carers and community and we are confident that this reputation that families and young people will be eager to take up places at the new free school.

Thereafter, we will look to develop partnerships with hard to reach groups across the community including a range of BME groups. Also, we plan to forge partnerships with local business and services that will not only serve the new school but also work in partnership to act as inspirational employment providers for future cohorts of pupils from the new free school.

We have a strong foundation for future consultation and partnership with parents/carers and supporters.

The Flier/Survey Wording:

**Laurence Calvert Academy** is a proposed new high school in the inner south area of Leeds, planned to open in September 2018, subject to approval by the Department for Education.

Please read through the following and fill out your expression of interest below where you will find further information on this new free school academy for the area.

### **Our Proposal**

The Cockburn Multi-academy Trust has taken the decision to apply to open a new high school to improve standards of education for 11-16 students in the area and to address the shortage of places.

It is hoped that the new high school will be housed in buildings that offer students a state of the art experience and dynamic learning environment.

It is planned that the new academy will have capacity for 900 students. This will



## **E2 – successful engagement with parents and the local community**

*address the demand for a greater number of secondary school places in south Leeds due to increased demand shown by demographics for the area over the forthcoming years.*

### **Support our application**

*If, after reading this, you feel you would like to support our application then please fill out the form below.*

**Please select:**

**Name:**

**Postcode:**

**By ticking this box you agree that you have read the Laurence Calvert Academy curriculum offer and proposal and you support our application to open a new school in the area.**

### Additional Written Support

We have had letters and emails of support from a wide range of local schools and partners including:

The Gorse Academies Trust

Bruntcliffe Academy

Lane End Primary

Middleton Primary

Beeston Primary

Woodkirk Academy

Hugh Gaitskell Primary

The Ruth Gorse Academy

The Farnley Academy

The Morley Academy

Leeds City Council

Leeds Trinity University SCITT

The support letters can be found in Appendix 3.

## Section F – capacity and capability

Please note:

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

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

## F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

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

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

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







## F1 (a) Skills and experience of your team

We received confirmation of capacity and capability from the RSC office, please see a copy of this letter in the appendix 2.

Please also see the CV for [REDACTED] [REDACTED] will commit to 0.2 days per week in the first instance. We intend to form a project development team identifying expertise available and supported by identified consultants in the pre-opening stages of the schools, with regular oversight from the Trustees. The Trustees' and LGBs' roles become more prominent once the school is open.

The team behind the bid for the new free school is extremely well placed to deliver the project and draws from a rich and varied range of educational experience and expertise that have been involved with Building Schools for the Future.

Using our previous experience of winning the bid to open a primary school and being involved from conception to opening we understand the key challenges and we have also had a number of initial conversations with a local free school provider.

In relation to recruiting a Head of School the MAT has a service level agreement with the Local Authority HR who will support the school with the recruitment process. Below is the draft timeline that we would use:

	Details	Who required
Stage 1 Meeting	<ul style="list-style-type: none"><li>Formally minute the need to recruit HT</li><li>Set ISR range</li><li>Select recruitment panel</li><li>Nominate Recruitment process to panel</li><li>Visioning for GB not on panel</li></ul>	Board/Exec Headteacher
Stage 2 Meeting	<ul style="list-style-type: none"><li>Visioning</li><li>Agree Job advert</li><li>Agree Job Description</li><li>Agree pack to go to applicants</li></ul>	Recruitment Panel & HR
	Deadline for advert to go to Recruitment Team	
	Final approval of advert	Chair of Recruitment Panel & HR
	Advert appears in TES	
	Closing date for advert	

### F1 (a) Skills and experience of your team

	Shortlisting packs arrive in school	HR
Stage 3 Meeting at School	<ul style="list-style-type: none"> <li>• Shortlisting</li> <li>• Design and agree assessments</li> <li>• Agree feedback for unsuccessful candidates</li> </ul>	Recruitment Panel/HR
	Letters to shortlisted/unsuccessful candidates	HR
	Request references for shortlisted candidates	HR
	Final approval of assessment paperwork	Chair of Recruitment Panel/HR
	Book facilities and resources for assessment days	School/HR
Assessment day 1 at school	<ul style="list-style-type: none"> <li>• Planned assessments</li> <li>• Day 1 Feedback</li> </ul>	Recruitment Panel/HR
Assessment Day 2 – venue TBC	<ul style="list-style-type: none"> <li>• Planned assessments</li> <li>• Formal interview</li> <li>• Deliberations</li> <li>• Agree recommendation to the Board</li> <li>• Agree feedback for unsuccessful candidates</li> </ul>	Recruitment Panel/HR
Ratification Meeting – venue TBC	<ul style="list-style-type: none"> <li>• Make recommendation to the Board</li> <li>• Adjourn meeting to make offer if successful candidate</li> <li>• Formally minute acceptance</li> <li>• Chair to call unsuccessful candidates</li> </ul>	The Board and Exec Headteacher

## **F1 (a) Skills and experience of your team**

To ensure a rigorous recruitment and selection process we would conduct the recruitment over 2 days, please see below a draft outline of the 2 days:

### **Headteacher Recruitment Tasks**

#### **Day 1**

##### **Individual introduction**

At the beginning of the day you will be asked a specific question by the selection panel. You have been allocated 5 minutes for this activity. Advisers to the panel will also be present during this activity.

##### **'Learning Walk' around school**

During today you are asked to take a 'Learning Walk' to make a judgement on the learning environment. Please note you are not observing teachers. This learning walk will help you prepare for a presentation on day 2

*This activity is not timetabled and should be undertaken between scheduled tasks.*

##### **School Council Interview**

This is a session with school council reps, to allow them to ask you questions. This will be observed by several members of the selection panel. A member of staff will also be present to support the children.

##### **Feedback to a complaining parent/carer.**

You have an allocated time during the day to give feedback to a complaining parent. You have been allocated 15 minutes preparation time for this activity and then 30 minutes to give feedback to the parent.

Information about the complaint will be given to you at the start of your allotted time.

For the purpose of this exercise an 'Actor' will be taking the place of a parent.

This will be observed by several members of the selection panel.

##### **Letter to parents/carers**

Candidates have an allocated time during the day to write a letter to parents introducing themselves to the school community in their first week in the role.

##### **Assembly**

You will be required to deliver an assembly to a group of children from all key stages within school, on a given theme. The assembly should last around 15 minutes in total. This will be observed by members of the selection panel.



## **F1 (a) Skills and experience of your team**

### **Written Exercise**

You will have 45 minutes to undertake a written assessment of the schools 'Raise on Line' data. Information will be given to you at the start of your allocated time.

### **Candidates Group Discussion**

You will be asked to join a group discussion together with your fellow candidates for 30 minutes at the end of the day. See allocated time. You will have 10 minutes to prepare and read through a pack of information. This will be observed by the selection panel.

### **Day 2**

#### **A presentation by candidates to whole panel.**

The title of which would be given at the end of day 1

Completion of personality tests

Individual interview with recruitment panel.

## F1 (b) Skills gap analysis

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

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

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Project Manager	Pre-opening team	We will recruit a dedicated Project Manager funded through the start-up funding
Corporate Governance	Members and Trustees	We have submitted details to Academy Ambassadors with a view to recruit to address this gap
HR	Members and Trustees	We have submitted details to Academy Ambassadors with a view to recruit to address this gap

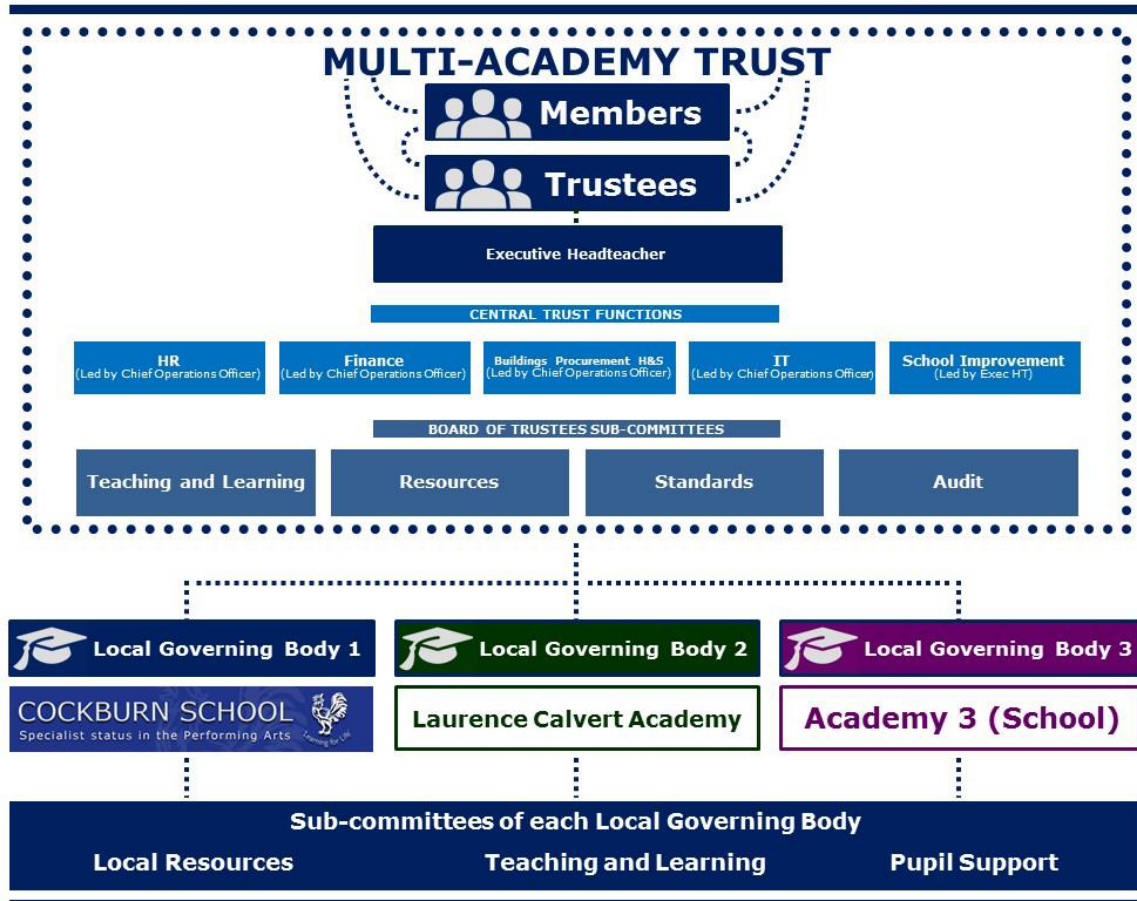
**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

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

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

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

## Proposed structure for Cockburn Multi-Academy Trust



The present Cockburn Multi-academy Trust (MAT) Members currently includes representatives of Cockburn School, this will however grow as the MAT grows the Executive Headteacher is also in attendance at any meetings, we are currently recruiting to address our skill gaps via the Academy Ambassadors and we will have 5 members.

We do not anticipate that any other changes will need to be made to the existing governance structure, as outlined below.

The Members will be highly strategic in its operation and is particularly concerned with evaluating the impact of our work on pupil outcomes. It also has key responsibility for challenging trust leaders and academy Principals on safeguarding and safety. Critically, the Members are also heavily involved in the assessment of risk, particularly with regard to new initiatives and the potential sponsorship of schools new to the trust. Finally, it is the Member's job to ensure that in all aspects of its work the MAT provides excellent



value for money and that all aspects of its funding are used in a manner which brings about exceptional results and outcomes for children.

The Members will meet at least 3 times a year to determine the strategy and policies and to review the MATs performance. The members are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint some of the trustees and the right to amend the trust's articles of association.

The Trustees will meet six times a year as a full Board and each Trustee sub-committee will meet between 6-8 times a year or more frequently if required. The trustees are responsible for setting the direction, holding the Executive Headteacher to account.

The Multi-academy Trust contracts directly with its regulator, the Department for Education (DfE) and the Education Funding Agency (EFA) through its funding agreements.

Each school within the MAT will have its own Local Governing Body, this will replicate the GB of Cockburn School using the DfE guidance which will be formed with a cross representation including parents, staff, private sector and the local community. The chair for the free school will be appointed by the Members of the MAT in the first instance. The Local Governing Body of the free school, like other academies, will have delegated authority agreed by the Board of Trustees.

The committee structure for each LGB is :

- **Local Resources committee** - responsible for staffing including recruitment (apart from Senior Leaders), equality and diversity, finance, and health and safety.
- **Teaching and Learning committee** - responsible for teaching and learning matters including target setting, standards and achievement, special education needs and disability (SEND), including reporting annually on the success of the SEND policy, monitoring teaching and learning and curriculum provision and ensuring that the governing body is represented at school improvement discussions.
- **Pupil Support committee**- responsible for behaviour, safeguarding, attendance, children's spiritual moral social and cultural development, children, parent and staff voice, extra-curricular activities, cluster and other partnerships.

The local Governing Bodies will meet at least six times a year to discharge their duties outlined in the MATS's scheme of delegation. However initially whilst we recruit the LGB we anticipate that there will be no standing subcommittees in order to operate efficiently and to ensure that the whole Local Governing Body takes full responsibility for all aspects of the school's development and performance. Working groups will be established by the local Governing Body if any matter warrants a more detailed examination by a smaller groups of people in order to make a recommendation to the full local board.

Establishing a strong Local Governing Body is essential to ensuring the success of the school. Cockburn Multi-academy Trust will recruit to find the wide range of skills and expertise required of a local Governing body. In particular we will be looking for individuals who have one or more of the following areas of knowledge and experience:

- Education
- Financial management
- Legal
- Marketing
- H&S management
- HR
- Facilities management

There are currently no known or expected connected part/business transactions within the Multi-academy Trust, however should any arise in the future then we would follow the guidance outlined in the Academies Financial handbook. All Governors are required to complete a Register of Interest form annually.

<b>Members</b> The members are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint some of the trustees and the right to amend the trust's articles of association.				
	<b>Trustees (Directors)</b> who set the strategic direction for the MAT and are accountable to the Secretary of State for the performance of the schools within it	<b>Local Governing Body</b> who oversee different functions of schools within the trust, depending on the responsibility delegated to them by Directors	<b>Academy Headteachers</b> who are responsible for the day-to-day running of each school in the MAT and who are accountable to the Directors/LGBs, depending on where responsibility is delegated within the MAT	<b>Central Trust functions:</b> <b>**School Improvement Officers/Exec HT/**COO</b> leading all aspects of the trust's strategic and operational direction
<b>School Improvement</b>	<p>Set overall vision for the MAT.</p> <p>Hold Directors, LGBs to account on school improvement, and all operational areas.</p>	<p>Support and challenge the development of the Academy Improvement Plan (AIP), SEF.</p> <p>Support HT to embed school culture and ethos.</p> <p>Support and challenge, and input into the school curriculum model.</p> <p>Monitor school performance against targets, review data analysis.</p> <p>Receive monitoring reports.</p>	<p>Embed school strategy, Values &amp; Expectations.</p> <p>Deliver on academy targets, priorities and academy improvement plan.</p> <p>Implement curriculum model, behaviour, T&amp;L systems.</p> <p>Manage assessment processes.</p> <p>Develop teaching quality through performance management, CPD.</p>	<p>Establish school Values &amp; Expectations.</p> <p>Establish:</p> <ul style="list-style-type: none"> <li>• School targets</li> <li>• AIP and school priorities</li> </ul> <p>Establish policies for: curriculum model; behaviour; Teaching &amp; Learning.</p> <p>Support schools on multiple aspects including: implementing AIP; improving teaching quality; managing assessment processes; analysing school data.</p> <p>Monitor school performance.</p>

Finance	<p>Accountable for ensuring financial compliance and sustainability</p> <p>Approve:</p> <ul style="list-style-type: none"> <li>• budget</li> <li>• Financial targets for schools (where appropriate);</li> <li>• Financial statements</li> </ul>	<p>Monitor and challenge school finances, particularly vs. school target (where appropriate) and budget.</p> <p>Monitor and challenge locally led procurement</p> <p>Appoint finance link governor</p>	<p>Deliver budget and financial targets</p> <p>Prepare and propose budget and 3 year forecasting</p> <p>Prepare monthly and end of year school finance documents</p> <p>Manage delivery of IT</p>	<p>Set financial policies. Approve and recommend to Board:</p> <ul style="list-style-type: none"> <li>• School budgets &amp; forecasts</li> <li>• Use of reserves</li> </ul> <p>Support Headteachers with school finances.</p> <p>Responsible for all MAT finance.</p> <p>Find, implement and manage network procurement opportunities.</p>
HR	<p>Accountable for all HR compliance</p> <p>Approve all HR policies</p>	<p>Support and challenge significant staff restructures</p> <p>Monitor implementation of key HR policies, esp. pay and performance</p>	<p>Ensure HR policies and processes are implemented in line with policy, including: performance appraisals and pay reviews</p> <p>Implement staff restructure proposals</p> <p>Liaise with local level unions</p> <p>Develop and retain great staff in schools</p>	<p>Set HR and recruitment policies</p> <p>Approve significant staff restructures</p> <p>Support schools with ongoing HR guidance</p> <p>Engage in recruiting key operational posts</p>
H&S	<p>Accountable for all compliance</p> <p>Approve all statutory policies</p>	<p>Monitor school implementation of statutory compliance &amp; risk management</p> <p>Appoint link governors for Safeguarding and SEND (mandatory)</p>	<p>Ensure compliance with statutory obligations and mandatory policies, including H&amp;S, safeguarding, SEND, admissions and exclusions</p> <p>Respond to all school level complaints</p>	<p>Set statutory and mandatory policies</p> <p>Lead on all complaints</p> <p>Support schools as needed, e.g. admissions, safeguarding, health &amp; safety, etc</p> <p>Responsible for additional activities, including: Lead admissions appeals</p>
Building Procurement	<p>Accountable for all compliance with building projects</p> <p>Approve initial building projects</p>	<p>Support and challenge, and input into the development of school building / refurbishment proposals</p> <p>Engage in procurement process for significant projects</p> <p>Monitor school building projects</p>	<p>Lead proposal development for significant building projects and refurbishments</p> <p>Lead on project delivery</p>	<p>Approve significant building projects and smaller refurbishments if in deficit</p> <p>Support significant building project delivery</p> <p>Engage in project delivery for procurement if subject to Euro. procurement law &amp; CDM</p>
IT	<p>Accountable for IT strategy and services across the MAT</p>	<p>Monitors implementation of ICT expenditure</p>	<p>Ensures compliance and policies adhered to</p>	<p>Ensure Value for Money achieved</p>

\*\*Please see below further The SIO and COO will be appointed as the Trust grows to build further capacity





## Section H – premises (use Excel spread sheet)

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

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

## Annexes

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

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

# CV template

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



CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>



# Appendix 1: Screenshot of website page:



The screenshot shows the website for Cockburn School, which is a specialist in the Performing Arts. The page features a navigation menu with links for 'ABOUT US', 'SCHOOL INFORMATION', 'PARENTS & CARERS', 'GOVERNORS', and 'CONTACT US'. A search icon is also present. The main header image shows a young girl in a school uniform smiling, with the text 'Free School Application' overlaid. Below the header, there is a paragraph about the proposed Laurence Calvert Academy, followed by a call to action for an expression of interest form. The Cockburn Multi-Academy Trust logo is displayed, along with their tagline 'TRANSFORMATION TO EXCELLENCE'. The page also includes sections for 'Our Proposal' and 'Support our application', with a link to an online form and an email address for further questions.

**COCKBURN SCHOOL**  
Specialist status in the Performing Arts

ABOUT US SCHOOL INFORMATION PARENTS & CARERS GOVERNORS CONTACT US

## Free School Application

**Laurence Calvert Academy** is a proposed new high school in the inner south area of Leeds, planned to open in September 2018, subject to approval by the Department for Education.

*We welcome you to show your support and complete an expression of interest form below and support this new free school academy for the area.*

 **COCKBURN**  
MULTI-ACADEMY TRUST  
TRANSFORMATION TO EXCELLENCE

**Our Proposal**  
The Cockburn Multi-academy Trust has taken the decision to apply to open a new high school to improve standards of education for 11-16 students in the area and to address the shortage of places.

It is hoped that the new high school will be housed in buildings that offer students a state of the art experience and dynamic learning environment.

It is planned that the new academy will have capacity for 900 students. This will address the demand for a greater number of secondary school places in south Leeds due to increased demand shown by demographics for the area over the forthcoming years.

**Support our application**  
**If, after reading this, you feel you would like to support our application then please [CLICK HERE](#) to fill in our online form where you will be asked to enter your name and postcode.**

If you have any further questions please email:  
[info@cockburnschool.org](mailto:info@cockburnschool.org)

## Initial fliers used for consultation:

**Laurence Calvert Academy** is a proposed new high school in the inner south area of Leeds, planned to open in September 2018, subject to approval by the Department for Education. Please read through the following and fill out your expression of interest below where you will find further information on this new free school academy for the area.



### Our Proposal

The Cockburn Multi-academy Trust has taken the decision to apply to open a new high school to improve standards of education for 11-16 students in the area and to address the shortage of places.

It is hoped that the new high school will be housed in buildings that offer students a state of the art experience and dynamic learning environment. It is planned that the new academy will have capacity for 900 students. This will address the demand for a greater number of secondary school places in south Leeds due to increased demand shown by demographics for the area over the forthcoming years.

Support our application. If, after reading this, you would like to know more about this application then please come to one of our public meetings where we will present our proposal and answer questions about the new school.

We are holding public meetings on the following dates in the theatre at **Cockburn School**, Gipsy Lane, Beeston, LS11 5TT

Thursday 14<sup>th</sup> July – 6pm

Thursday 21<sup>st</sup> July – 6pm

If you have any further questions please email [info@cockburnschool.org](mailto:info@cockburnschool.org)



**Laurence Calvert Academy**

**'Transformation to Excellence'**

Will you support it?



**Laurence Calvert Academy** is a proposed new high school in the inner south area of Leeds, planned to open in September 2018, subject to approval by the Department for Education. Please read through the following and fill out your expression of interest below where you will find further information on this new free school academy for the area.



### Our Proposal

The Cockburn Multi-academy Trust has taken the decision to apply to open a new high school to improve standards of education for 11-16 students in the area and to address the shortage of places.

It is hoped that the new high school will be housed in buildings that offer students a state of the art experience and dynamic learning environment. It is planned that the new academy will have capacity for 900 students. This will address the demand for a greater number of secondary school places in south Leeds due to increased demand shown by demographics for the area over the forthcoming years.

Support our application. If, after reading this, you feel you would like to support our application then please fill out the form below.

Please select:

Name: \_\_\_\_\_

Postcode: \_\_\_\_\_

By ticking this box you agree that you have read the Laurence Calvert Academy curriculum offer and proposal and you support our application to open a new school in the area.

Tick here to support our proposal:

If you have any further questions please email [info@cockburnschool.org](mailto:info@cockburnschool.org)



**Laurence Calvert Academy**

**'Transformation to Excellence'**

Will you support it?





## Appendix 2 – letter of confirmation from RSC



Regional Schools Commissioner for Lancashire & West Yorkshire

Department for Education  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

[LWY.RSC@Education.gsi.gov.uk](mailto:LWY.RSC@Education.gsi.gov.uk)

By email only [REDACTED]

27 July 2016

Dear [REDACTED]

### **FREE SCHOOLS CAPACITY AND CAPABILITY MEETING - 19 JULY 2016**

Thank you for attending the free schools capacity and capability meeting on 19 July. As you know, I was asked as Deputy Director, to lead this discussion on behalf of the Regional Schools Commissioner, along with Martin Shevill from the Lancashire and West Yorkshire Head Teacher Board and [REDACTED] from the RSC office.

We agreed to come back to you in writing having considered your plans further. I am satisfied your trust has capacity to apply in Wave 12 for the secondary free school you described. Your trust is eligible to follow the simplified application route for the capacity and capability sections of the application form.

Please can you include this letter when submitting your free school application to the department. As discussed, this letter is not an endorsement of your application as a whole and does not imply your application will be approved. If you have not already done so, please can I also encourage you to register your interest on the department website; we will then give you a unique registration number that you should quote when you submit your formal application.

- If you have any questions or have any difficulties accessing advice or information, please contact [REDACTED] in my office on Tel: 01616001211 or email: [REDACTED]

I wish you the very best in developing your free school application further.

Yours sincerely,



Regional Schools Commissioner, Lancashire and West Yorkshire

# Appendix 3 – letters of support for Laurence Calvert Academy



Children's Services  
PO Box 837  
Leeds  
LS1 9PZ



26 July 2016

Dear 

I am writing in response to our recent communications with the Cockburn Multi-Academy Trust regarding your intention to apply to open the Laurence Calvert Academy which will be an 11–16 school for approximately 900 pupils based in inner South Leeds and is proposed to open in September 2018.

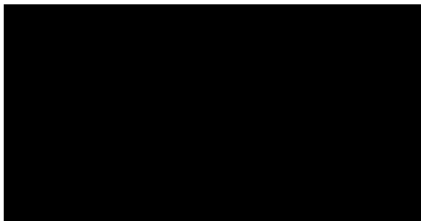
Please accept this letter as acknowledgement by Leeds City Council of the need for such provision in our authority and that Cockburn already provide a successful, popular and oversubscribed school in the area.

We recognise that Cockburn Multi-Academy Trust is a strong provider, one that already has a good working relationship with the city council.

I can confirm that Leeds City Council recognises a shortfall of secondary school places in this locale.

I look forward to providing the Council's ongoing support and partnership in this exciting opportunity for our shared community.

Kind regards



Children's Services



**Woodkirk Academy**  
&  
The Sixth Form @ Woodkirk Academy

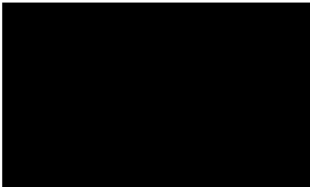
15 July 2016



Dear Sir

Confirmation of support for **Laurence Calvert Academy**

We confirm that **Woodkirk Academy** supports Cockburn Multi-academy Trust's application. We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**



---

Tel 0113 8873600 Fax 0113 2526456 Email [headteacher@woodkirk.leeds.sch.uk](mailto:headteacher@woodkirk.leeds.sch.uk) Web [www.woodkirkacademy.co.uk](http://www.woodkirkacademy.co.uk)  
Leods Academies Trust. An exempt charity. Registered in England & Wales number 7720181 Registered Office: Rein Road Tingley Wakefield WF3 1JQ

---





Dear Sirs

Confirmation of support for **Laurence Calvert Academy**

We confirm that **The Morley Academy** supports Cockburn Multi-academy Trust's application.

We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**

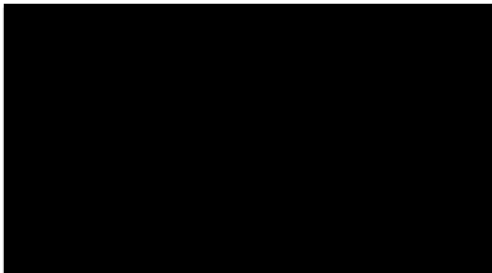
Date: 19 July 2016

Dear Sirs

Confirmation of support for **Laurence Calvert Academy**

We confirm that **Hugh Gaitskell Primary School** supports **Cockburn Multi-academy Trust's** application. We understand that **Laurence Calvert Academy** is an **11-16 Secondary school** in the inner south of **Leeds** which is proposed to open in **September 2018**.

Signature:



Date: 20/07/16

Dear Sirs

Confirmation of support for **Laurence Calvert Academy**

We confirm that **The Ruth Gorse Academy, part of the GORSE Academies Trust**, supports Cockburn Multi Academy Trust's application. We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**.

As an experienced free school applicant ourselves I am firmly of the view that from our close working knowledge of Cockburn Multi Academy Trust, they will be brilliant in their running of a new academy and that such an academy is desperately required in the inner south of the city.

The Trust has an excellent track record of working with some of the most disadvantaged children in the city region and the development of this new academy will see more children whose lives have been characterised by privation prosper as a result of an inspiring educational experience.



The Ruth Gorse Academy

Date: 20 July 2016

20 July 2016

Dear Sirs

Confirmation of support for **Laurence Calvert Academy**

We confirm that **The Farnley Academy** supports Cockburn Multi-academy Trust's application. We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**

Date: 20.7.16.

SJT/caw

11 July 2016

Dear Sirs

Confirmation of support for **Laurence Calvert Academy**

We confirm that **The GORSE Academies Trust** supports Cockburn Multi Academy Trust's application. We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**.

As an experienced free school applicant ourselves I can share with you from our close working knowledge of Cockburn Multi Academy Trust that they will be brilliant in their running of a new academy and that such an academy is desperately required in the inner south of the city. The Trust has an excellent track record of working with some of the most disadvantaged children in the city region and the development of this new academy will see more children whose lives have been characterised by privation prosper as a result of an inspiring educational experience.

Date: 11 July 2016

Fountain Street, Morley, Leeds LS27 0PD  
T 0113 253 2952 F 0113 253 1483  
E [info@morley.leeds.sch.uk](mailto:info@morley.leeds.sch.uk)  
W [www.tgaf.org.uk](http://www.tgaf.org.uk)

The Morley Academy



The Farnley Academy

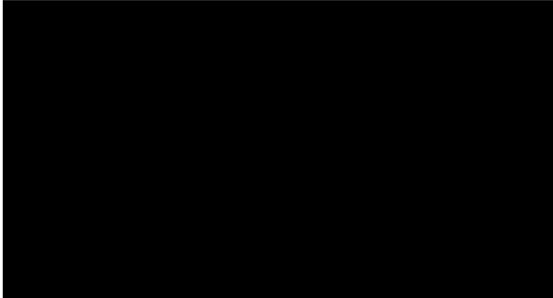




Dear Sirs

Confirmation of support for **Laurence Calvert Academy**

We confirm that the **Lane End Primary School** supports Cockburn Multi-academy Trust's application. We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**



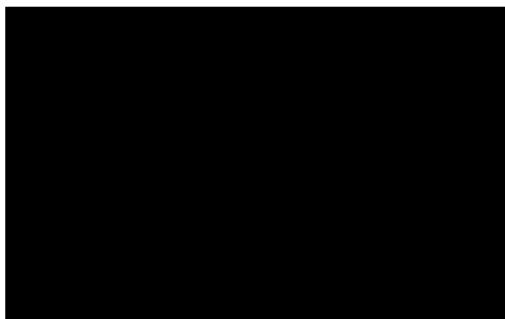
Date:

*17<sup>th</sup> July 2016*

Dear Sirs

Confirmation of support for **Laurence Calvert Academy**

We confirm that the **Bruntcliffe Academy** supports Cockburn Multi-academy Trust's application. We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**



Date: 12.07.2016



Woodkirk Academy  
&  
The Sixth Form @ Woodkirk Academy



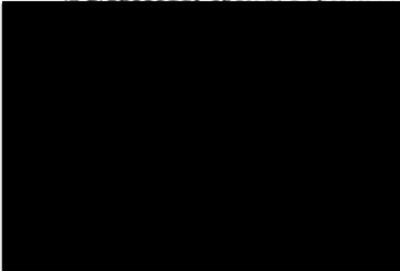
15 July 2016



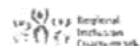
Dear Sir

Confirmation of support for **Laurence Calvert Academy**

We confirm that **Leodis Academies Trust** supports **Cockburn Multi-academy Trust's** application. We understand that **Laurence Calvert Academy** is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**



Tel 0113 8873600 Fax 0113 2526456 Email [headteacher@woodkirk.leeds.sch.uk](mailto:headteacher@woodkirk.leeds.sch.uk) Web [www.woodkirkacademy.co.uk](http://www.woodkirkacademy.co.uk)  
Leodis Academies Trust. An exempt charity. Registered in England & Wales number 2720181 Registered Office: Rein Road Tingley Wakefield WF3 1JQ



Dear Sirs

Confirmation of support for **Laurence Calvert Academy**

We confirm that the **Middleton Primary School** supports Cockburn Multi-academy Trust's application. We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**



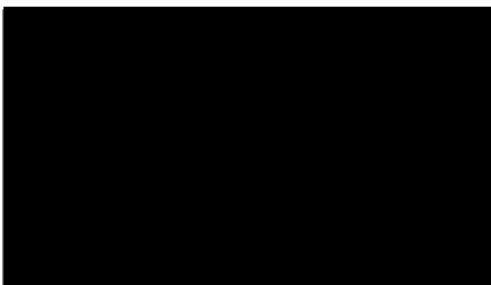
Date: 11.7.16

Dear Sirs

Confirmation of support for **Laurence Calvert Academy**.

We confirm that the **Beeston Primary School** supports Cockburn Multi-academy Trust's application.

We understand that Laurence Calvert Academy is an **11-16 Secondary school** in the inner south of Leeds which is proposed to open in **September 2018**



Date: 11<sup>th</sup> July 2016

Dear Sirs,

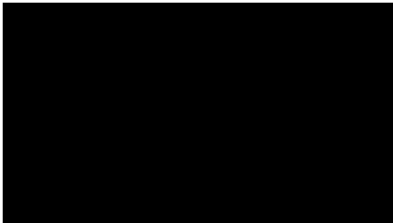
**Confirmation of support for Laurence Calvert Academy**

We confirm that Leeds SCITT supports the Cockburn Multi-Academy Trust's application.

We work extremely closely with Cockburn School and value their outstanding teacher training provision. This is evident the fact that Leeds SCITT have worked collaboratively with Cockburn to strengthen and further extend the training provision for the performing arts. The quality of this training is evident in the outcomes for these subjects, which are grade 1 (outstanding) and employment for the performing arts trainees is excellent.

We understand that Laurence Calvert Academy is an 11-16 Secondary school in the inner south of Leeds which is proposed to open in September 2018.

Should you require any further information, please do not hesitate to contact me.





Department  
for Education

© Crown copyright 2016

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

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

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

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DFE-00177-2016



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



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)