



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

UKFAST / DEAN TRUST

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

Applications for a Studio School should also be sent to:

applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Declaration

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


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

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

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

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

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

Signed: 

Position: 

Print name: 

Date: 

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

Summary

The Dean Trust as main sponsor, along with UKFast as business partners propose to open an 11 to 16, mixed, school with an overall capacity of 1200 pupils with an initial cohort of 240 Year 7 pupils in 10 forms at entry. Opening in September 2018 the school will be sited in Manchester at a location which enables it to serve the families of the city's central wards:- City Centre, Gorton North, Gorton South, Hulme, Levenshulme, Longsight, Moss Side, Rusholme, Ardwick. The creation of this school fits within the strategic vision of MCC to address critical place shortages whilst simultaneously improving standards.

(See Annex 1)

Dean Trust have a number of longstanding partners and a proven track record of partnership working impacting positively on pupil outcomes. One such partner is UKFast a Manchester-based Digital Technology company which provides dedicated servers, cloud services and colocation to government, public sector and commercial organisations.

(See Annex 2)

Our longstanding relationship with UKFast has improved outcomes for our secondary pupils in tech and digital aspects of the curriculum. An MoU signed in Feb 2016 outlines and defines our partnership working with UKFast, They are our tech partner providing IT services and support to all seven of our schools and they support our SLE computing lead in the design of our tech and digital curriculum. With this new school we seek to maximize the benefits and opportunities of this partnership from the outset with co creation at the conceptual stage of planning securing an enhanced emphasis on the delivery of excellence in digital literacy for our pupils in this school and across the trust. UKFast will be represented as business partners at Local Governing Body level.

The Dean Trust and it's plan for expansion

The Dean Trust currently has 7 schools, 4 high schools and 3 primaries. The schools are grouped into 3 geographical hubs. Lord Derby Academy and Park View Primary in

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

Knowsley (West Hub), Ashton on Mersey School, Broadoak School, Forest Gate Primary and Partington Central Academy in Trafford (Central Hub) and Dean Trust Ardwick School in Manchester (East Hub).

The Dean Trust's growth has been gradual and cautious. Our growth strategy is characterised by an 'invitational' philosophy i.e. we consider approaches from schools, Local Authorities and the office of the Regional Schools Commissioner.

We opened Dean Trust Ardwick in response to an invitation to open a new high school in Manchester because of the acute pressure on pupil places in the city. The Trust intends to grow our East hub (all within Manchester LA) to 4/5 schools and will actively pursue further opportunities to serve the children and families in the city of Manchester by expanding place provision through free school applications.

The Dean Trust's approach to growth and our capacity to expand is endorsed, supported and evidenced by the email from our Regional Schools Commissioner.(See F1) Our 5 year growth plan is to have a mix of between 10 -15 Primary and Secondary schools in total grouped in families of even numbers of 4/5 schools in each of our 3 hubs.

The nature and composition of the growing Trust provide a rich cultural mix as well as the opportunity to learn from the best of each contrasting context. The family of schools and academies has a collaborative learning culture that provides the very best for the 3,865 pupils.

The founding and lead school of The Dean Trust is Ashton on Mersey School, a Teaching School that has only ever achieved 'Outstanding' Ofsted judgements. (Five in all). The AOM approach to KS3/KS4 teaching and learning, staffing and curriculum modelling is adapted to local contexts in our other high schools. Most aspects of the provision at UKFast / Dean Trust will be replicated from AOM. However, some significant differences between the pupil cohorts and socio economic contexts require some adaptations. DTA is located in Manchester city centre, draws from 60+ Manchester primary schools and its pupil cohort profile will be very similar to that of UKFast / Dean Trust.

The provision and our approaches at DTA informs and underpins the judgements we have made re which aspects of our offer at UKFast/ Dean Trust cannot simply be replicated from AOM.

Rationale

Addressing basic need

The Dean Trust has the full support of Manchester City Council in making this application as part of their strategy to solve a severe shortage in basic need secondary school places. (See E2). Demographic data based upon pupil numbers coming through primary schools, anticipated migration patterns, the City's regeneration agenda and the clear need to deliver an education programme to boost digital literacy and meet the

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

needs of the growing economy in Manchester, combine to make the compelling case for a school of this type in this location.

DT have been working with MCC for the past 2 years with our new build new high school, Dean Trust Ardwick which is now open and operational with 2 year groups. The opening date of the original Dean Trust Ardwick school was accelerated by a year at the request of Manchester City Council resulting in 120 pupils being successfully accommodated in a temporary building in September 2015. The brand new, purpose-built high school, Dean Trust Ardwick, opened in September 2016 with 300 new Year 7s and the original 120 Year 7 pupils in Year 8. We agreed to a one-off Year 7 year group of 300 (Pupil Admission Number of 240, with an additional 60 pupils), because of acute pressure on places.

Emerging pupil cohorts and parental preferences (admission choice and distance travelled) reveal a very strong demand for a place at a Dean Trust school in Manchester. The 300 new September 2016 Year 7 pupils at Dean Trust Ardwick have been drawn from 63 primary schools with the vast majority being either first or second preferences. The Dean Trust's multi-academy brand is strong and our schools are a popular choice with parents and careers.

Raising attainment

These particular communities and the City overall need more 'Good' and 'Outstanding' secondary schools to help narrow the widening achievement gaps at Key Stage 4 and to tackle some specific achievement gaps.

Responding to local Tech/digital workforce shortages

Equally important, there is an economic/workforce driver locally, and across the UK, for improved digital literacy in general and for new sources of specialist digital skills in particular. Research recently revealed that one million UK businesses do not have the digital skills to enable them to succeed in an increasingly digital world.

With UK Fast, we aim to drive up educational achievement, building on our successful, technological/educational partnership by:

- raising the quality of teaching and pupil outcomes around digital literacy; equipping school leavers with the digital skills needed to thrive in an increasingly technology-focussed workplace; setting the example for digital literacy in schools, balancing the gender gap in the technology sector; meeting the needs of the jobs market and helping to bridge a skills gap that threatens to hamper growth of the economy in this area.

Our Vision

The Dean Trust's Mission

We have overarching Aims and a Mission that pervades all of our schools (see Annex 3)

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

UKFast / Dean Trust

The school will be led by a proven leadership team. The school will also benefit from The Dean Trust's clear vision and distinct model of teaching. Our pedagogical vision is underpinned by moral purpose. The Dean Trust and UKFast have a joint moral purpose and aligned values. We focus on what works and we have a 'no excuses' approach to transforming the life chances of young people.

The Dean Trust approach is renowned for being pragmatic and solutions focused, we are adept at balancing the national requirements of regulatory frameworks and high stakes reported assessment outputs, with other factors that are in the best long term interests of our pupils.

Together, we believe that every child should have a broad, academic, arts-rich, sports-rich, digital-rich curriculum. In Dean Trust schools' impeccable standards of behaviour and uniform for all pupils is our expectation: it is the Dean Trust standard and is an incredibly powerful lever.

Achieving and maintaining this standard is a challenge to which our staff rise, being well supported and possessing a sense of that essential spirit of "all being in it together". We will blend the Dean Trust's ethos with UKFast's reputation for being an outstanding employer and apprenticeship provider.

In this our second Manchester new high school we will serve some of the most disadvantaged communities in England. We understand how disadvantages conspire against a child's successful passage through their education. We confront this challenge and never make it an excuse. We have significant experience of providing value added to schools in deprived areas.

The curriculum will have a particular emphasis on literacy, numeracy, digital skills and the development of independent learning.

The Dean Trust has a proven track record of sustained improvements in schools. Our moto 'Believe, Achieve, Succeed' is embraced by all our trust schools. The power of these words are evidenced by record breaking examination results and praise in Ofsted inspections.

UKFast / Dean Trust Vision

we will :-

- have the very highest academic expectations of our pupils
- deliver consistently high levels of attainment through high quality teaching
- embrace traditional values and high aspirations and combine these with a 'no nonsense' approach to behaviour
- focus on strong discipline, building resilience and developing character
- offer a breadth of subjects and experiences ensuring pupils develop socially morally, spiritually and culturally

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

- underpin our ambition for high standards with our commitment to an inclusive and caring community of which parents and carers will be proud
- enable our pupils to succeed in any walk of life and develop the values and attitudes which will make them good citizens
- set and then achieve challenging and aspirational targets and goals for pupil educational outcomes
- lead innovation and the pursuit of excellence in digital literacy in the school, for the trust and beyond
- to accelerate the education, development and training of pupils through digital excellence, innovation and creativity whilst contributing to the wider community

Section D – education plan: part 1

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

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

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

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

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

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Yr 7 : English	4.2	M	
Yr 7 : Literacy	0.8	M	Addresses specifically SPaG
Yr 7 : Mathematics	3.3	M	
Yr 7: Funcational Mathematics	0.8	M	Identifying numeracy opportunities in Mathematics in society
Yr 7: Science	2.5	M	
Yr 7: STEM	0.8	M	Vehicle to deliver UKFast enhancements*
Yr 7 : Expressive Arts	1.7	M	Drama, Art & Music
Yr 7: Technology	3.3	M	
Yr 7: MFL	2.5	M	French & Spanish
Yr 7: Humanities	2.5	M	
Yr 7: PSHE	0.8	M	
Yr 7: PE	1.7	M	
Yr 8 & 9: English	3.3	M	
Yr 8 & 9: Literacy	0.8	M	
Yr 8 & 9: Mathematics	3.3	M	

Yr 8 & 9: Funcational Mathematics	0.8	M	
Yr 8 & 9: Science	2.5	M	
Yr 8 & 9: STEM	0.8	M	Vehicle to deliver UKFast enhancements*
Yr 8 & 9: Expressive Arts	1.7	M	Drama, Art & Music
Yr 8 & 9: Technology	3.3	M	
Yr 8 & 9: MFL	2.5	M	French & Spanish
Yr 8 & 9: Humanities	2.5	M	
Yr 8 & 9: Computer Science	0.8	M	Vehicle to deliver UKFast enhancements*
Yr 8 & 9: PSHE	0.8	M	
Yr 8 & 9: PE	1.7	M	
Yr 10 & 11: English	4.2	M	
Yr 10 & 11: Mathematics	4.2	M	
Yr 10 & 11: Science	4.2	M	
Yr 10 & 11: PE	1.7	M	
Yr 10 & 11 Option A	2.5	V	
Yr 10 & 11 Option B	2.5	V	
Yr 10 & 11 Option C	2.5	V	
Yr 10 & 11 Option D	2.5	V	
Yr 10 & 11 Option E	0.8	V	

[Add more lines as appropriate]

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

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

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

The School Day

8.40am	9.00am	Registration /Assembly
9.00am	9.50am	Period 1
9.50am	10.40am	Period 2
10.40am	10.55am	BREAK
10.55am	11.45am	Period 3
11.45am	12.35pm	Period 4
12.35pm	1.20pm	LUNCH
1.20pm	2.10pm	Period 5
2.10pm	3.00pm	Period 6

Voluntary before and after school homework clubs with library access. Full programme of voluntary extra curricular and enrichment activities. 3pm through to 4.30/5pm daily.

The pupil population at Ashton on Mersey School

Ashton on Mersey is much larger than most secondary schools across the country. The proportion of boys (762) in comparison to girls (647) is much higher than average and the proportion of pupils known to be eligible for the pupil premium is below average. The proportion of pupils from minority ethnic groups is below average. Very few pupils speak English as an additional language. The numbers of pupils with SEND

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

are high with Ashton on Mersey School having a very strong and popular provision in this field.

The SEN pupil population details at Ashton on Mersey School are:

SEN Provision	Number of pupils
SEN Provision - Education, health and care plan (code E)	22
SEN Provision - Statemented (code S)	78
SEN Provision - SEN support (code K)	193
Total number of pupils with SEN (codes E, S and K)	293
No special educational needs (code N)	1138
Total pupils on roll	1431

Pupil ethnicity is predominantly White British, with 1200 pupils describing their ethnicity as such in the last census. Small groups of pupils are of Pakistani or Indian ethnicity and we have small numbers of pupils who have black (Caribbean or African) ethnicity. All other major ethnic groups are represented in the school population reflecting the diversity of our School community.

The number of pupils eligible for free school meals on census day this year was 126. The number of pupils eligible for Pupil Premium on census day was 304, including 22 LAC, approximately 22%.

How the Pupil Cohort at UKFast / Dean Trust Manchester will differ?

The pupil population at UKFast / Dean Trust Manchester will be different in a number of significant ways. Ashton on Mersey is a 'secondary modern' school in a selective borough – the free school will follow Manchester City Council (MCC)'s Local Authority admissions procedures. The central wards in Manchester are culturally far more diverse, much more disadvantaged and the population more transient. The ethnic mix will be very different. The percentage of EAL pupils will be significantly greater. The assumptions we have made in predicting the profile of the pupil cohort at UKFast / Dean Trust are based on Manchester ward data, the profile of the pupils we are currently attracting at Dean Trust Ardwick, and an analysis of the pupils in primary schools within a three mile radius of our target location. In general, we anticipate the Dean Trust Ardwick and UKFast / Dean Trust pupil cohorts to be very similar.

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

UKFast / Dean Trust Manchester Pupil Cohort

	National	Ashton on Mersey	Dean Trust Ardwick	Dean Trust UK Fast (assumptions)
Number of pupils on roll	945	1448	411 (current 2 year groups)	1200
% Girls	49.7	44.1	41.1	Similar to AoM
%FSM	14.3	8.5	27.5	Significantly adverse to AoM
%PP	28.7	24	57.2	Significantly adverse to AoM
% Minority Ethnic Group	26.9	15.1	76.4	Significantly adverse to AoM
%EAL	15.1	3.8	48.7	Significantly adverse to AoM
%SEN support	12.4	14.4	16.5	Similar to AoM
% SEN Statement or EHC	1.8	7.1	0.7	Significantly Positive to AoM

*Red adverse to national * Green positive to national.

UKFast / Dean Trust Curriculum

The Key Stage 3 and Key Stage 4 curriculum and its underlying principles will be replicated at UKFast / Dean Trust. However, there will be some significant adaptations to the Ashton on Mersey offer which reflect the curriculum plans we have developed for Dean Trust Ardwick.

In Key stage 3, the programmes of study we will select will clearly reflect the underpinning knowledge, skills and understanding that will be required when GCSE's begin. In Year 7, 8 and 9, pupils will receive an extra lesson in literacy, functional maths and STEM. In Year 8 & 9 there will be a period of computer science per week. The Curriculum pathways in Key Stage 4 will be different to these currently on offer at Ashton on Mersey. Although those at Ashton on Mersey are likely to change by 2018. The drivers for the variation relate to the fact that the UKFast / Dean Trust cohort will reflect the full ability range (ie Ashton on Mersey is a 'Secondary Modern') to maximise the benefits inherent in the UKFast partnership and to reflect the known changes in assessment and curricular requirements.

Proposed Year 7 Curriculum at UKFast / Dean Trust Manchester

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

Subject	Hours per week	Mandatory /Voluntary	Comments
English	4.2 5 x 50 mins	M	
Literacy	0.8 1 x 50 mins	M	Addresses specifically SPaG
Mathematics	3.3 4 x 50 mins	M	
Functional Mathematics	0.8 1 x 50 mins	M	Identifying numeracy opportunities in Mathematics in society
Science	2.5 3 x 50 mins	M	
STEM	0.8 1 x 50 mins	M	Vehicle to deliver UKFast enhancements *
Expressive Arts	1.7 2 x 50 mins	M	Drama, Art & Music
Technology	3.3 4 x 50 mins	M	
MFL	2.5 3 x 50 mins	M	Spanish & French
Humanities	2.5 3 x 50 mins	M	
PSHE	0.8 1 x 50 mins	M	
PE	1.7 2 x 50 mins	M	

Proposed Year 8 & 9 Curriculum at UKFast / Dean Trust Manchester

Subject	Hours per week	Mandatory /Voluntary	Comments
English	3.3 4 x 50 mins	M	
Literacy	0.8 1 x 50 mins	M	
Mathematics	3.3 4 x 50 mins	M	
Functional Mathematics	0.8 1 x 50 mins	M	
Science	2.5 3 x 50 mins	M	
STEM	0.8 1 x 50 mins	M	Vehicle to deliver UKFast enhancements *
Expressive Arts	1.7 2 x 50 mins	M	Drama, Art & Music
Technology	3.3 4 x 50 mins	M	
MFL	2.5 3 x 50 mins	M	Spanish & French
Humanities	2.5 3 x 50 mins	M	
Computer Science	0.8 1 x 50 mins	M	Vehicle to deliver UKFast enhancements *
PSHE	0.8 1 x 50 mins	M	
PE	1.7 2 x 50 mins	M	

***STEM**

A curricular vehicle to maximise on the opportunities offered by the UKFast partnership. This programme of study will be project based, will focus on group work, entrepreneurship, critical thinking and use real applications. The series of projects will follow the project life cycle of planning, develop, test and evaluate. UKFast staff will

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support the learning at no cost. UKFast will host pupils at their offices and give them access to virtual machines. UKFast will offer prizes and provide some teaching resources.

Key Stage 3

The KS3 Curriculum is broad and balanced and is developed from working closely with our Primary Schools who inform us annually of the emerging needs of our new pupils. For many pupils there is a clear priority of Literacy skills and Mathematical knowledge required from the start of the pupils' learning journey.

The range of optional courses and opportunities provided in 'options' before entry to KS4 are reviewed annually, to reflect the changing nature of demand for different qualifications and to ensure that our provision develops and keeps pace with external factors. In Year 9 pupils and their parents are asked to make their additional GCSE option choices in the spring term, prior to starting Year 10. These are guided choices based on the data and the expectations of the individual pupils, thus making it a personalised curriculum to the individual. Detailed course information and advice on choices is made available at that time. It is shared with all learners and parents to help make the most informed decision for each child.

Proposed Year 10 & 11 Curriculum at UKFast / Dean Trust Manchester

Subject	Hours per week	Mandatory /Voluntary	Comments
English	4.2 5 x 50 mins	M	
Mathematics	4.2 5 x 50 mins	M	
Science	4.2 5 x 50 mins	M	
PE	1.7 2 x 50 mins	M	
Option A	2.5 3 x 50 mins	V	
Option B	2.5 3 x 50 mins	V	
Option C	2.5 3 x 50 mins	V	
Option D	2.5 3 x 50 mins	V	
Option E	0.8 1 x 50 mins	V	

Year 9 Option Grid for the two Key Stage 4 pathways

Progress 8 EBACC / Progress 8 Pathways

Our Curriculum Vision for UKFast / Dean Trust: - a curriculum which meets the School's vision that all pupils can 'Believe, Achieve, Succeed'

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Year 9 Option Grid for the two Key Stage 4 pathways

Progress 8 EBACC / Progress 8 Pathways

Pathway	GCSE Maths	GCSE English Language & GCSE English Literature	GCSE Science Choose <u>one</u>	Option A Humanities Choose <u>one</u>	Option B Languages / Vocational Choose <u>one</u>	Option C Choose <u>one</u>	Option D Choose <u>one</u>	Option E Choose <u>one</u>	GCSE PE
Progress 8 with MFL EBACC 90% of pupils	Compulsory	Compulsory	<input type="checkbox"/> Triple Science <input type="checkbox"/> Double Science	<input type="checkbox"/> GCSE Geography <input type="checkbox"/> GCSE History	<input type="checkbox"/> GCSE French <input type="checkbox"/> GCSE Spanish	<input type="checkbox"/> GCSE ICT <input type="checkbox"/> GCSE Art & Design <input type="checkbox"/> GCSE Drama <input type="checkbox"/> GCSE Music <input type="checkbox"/> GCSE Catering <input type="checkbox"/> GCSE Textiles	<input type="checkbox"/> GCSE Science <input type="checkbox"/> GCSE History <input type="checkbox"/> GCSE Geography <input type="checkbox"/> GCSE Dance <input type="checkbox"/> GCSE Music <input type="checkbox"/> GCSE Catering <input type="checkbox"/> GCSE Development <input type="checkbox"/> GCSE Child	<input type="checkbox"/> Maths <input type="checkbox"/> English <input type="checkbox"/> Triple Science <input type="checkbox"/> GCSE Film Studies <input type="checkbox"/> GCSE General Studies <input type="checkbox"/> GCSE Art & Design (Photography) <input type="checkbox"/> ECDL <input type="checkbox"/> GCSE (Extra) <input type="checkbox"/> Community Language (MFL)	Compulsory
Progress 8 Optional MFL 10% of pupils	Compulsory	Compulsory			<input type="checkbox"/> GCSE (Extra) <input type="checkbox"/> ECDL <input type="checkbox"/> CACHE Child Development <input type="checkbox"/> BTEC Performing Arts	<input type="checkbox"/> GCSE Materials <input type="checkbox"/> BTEC Health & Social Care <input type="checkbox"/> VTCT Hair & Beauty <input type="checkbox"/> GCSE RE Philosophy <input type="checkbox"/> French	<input type="checkbox"/> GCSE Resistant Materials <input type="checkbox"/> Business First Award <input type="checkbox"/> VTCT Hair & Beauty <input type="checkbox"/> GCSE RE Philosophy <input type="checkbox"/> Spanish		Compulsory

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The curriculum we have developed will sustain success for our pupils at School and is founded on three principles; Tradition, Innovation and Excellence. It engages the whole school community to raise both standards and aspirations, via outstanding teaching that ensures excellence, enabling all pupils to achieve.

Key features of our curriculum offer:

- Broad and balanced, complying with legislation and with a diet that contributes to significant growth in pupils' knowledge and excellent attitudes to learning.
- Promotion of high levels of literacy and numeracy. Whole school strategies for both literacy and numeracy which are taught explicitly in the Form Tutor programme and embedded in subject areas through coherent signposting.
- Future proofed to ensure pupils develop skills and knowledge of new technologies.
- A curriculum where all pupils can excel and one which allows the school to evidence the outstanding progress that can be made with its learners. We ensure that all pupils can thrive. A curriculum where the 'most able' pupils maintain their progress after transferring from primary school, where 'mid attainers' do not become invisible and where those who have struggled with learning before entry to secondary school have every opportunity to 'catch up'.
- A curriculum where STEM opportunities are explored and delivered in a coherent manner.
- At Key Stage 3 STEM will be taught as a standalone subject which will support the digital developments provided by our partnership with UKFast. This curriculum offer will be reviewed after two years to determine whether this continues into Key Stage 4.
- To meet the needs of the anticipated pupil cohort profile and given the changing nature of the English Language and Mathematics syllabuses at Key Stage 4 an extra period has been allocated at Key Stage 3. Functional Mathematics and Literacy will be taught.
- The Literacy element will build upon the new reading curriculum that is now embedded in Key Stage 2.
- Our initial thinking is that in the future we might expect all pupils to take Computer Science as a full GCSE which will build upon the STEM curriculum at Key Stage 3. This will enable us to deliver the ambitions underpinning our enhanced partnership with UKFast.
- A curriculum where all learners are given the appropriate guidance about future education and careers to allow them to make the most informed choices as they move through transition in their schooling.
- Wide-ranging promotion of opportunities to improve pupils' spiritual, moral, social and cultural development and their physical well-being.
- A curriculum which ensures the promotion of fundamental British Values, is at the heart of our work.(See D4)
- Mathematics curriculum opportunities for those pupils that grasp concepts rapidly to be challenged through being offered rich and sophisticated problems. Work across the curriculum is clearly differentiated through depth

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and complexity, rather than simply through accelerating through different content.

Ofsted suggests 'outstanding' curricular provision must be 'a broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.' This is our benchmark and vision. This means that the curriculum needs to be mindful of not only the current needs of our learners and the wider work environment within which they will progress, but also of the emerging needs of a fast moving economy within the 21st century.

The Ashton on Mersey Teaching School has an enviable track record in securing national pilots to accelerate pace of pedagogical innovation. A current DfE and DATA sponsored project focuses on the use of 3D printers to enhance the teaching of STEM subjects. The Trust aspires to be at the vanguard of educational research and cutting edge technology. A specific example of this is how the School has further developed this year its involvement in the STEM 'Bloodhound Rocket Car Challenge'. This has provided all lower school learners in our own and in partner schools highly innovative STEM exploration opportunity with multiple faculty involvement. Led by the Design and Technology faculty working alongside Science, IT and Mathematics team's pupils have been involved in a range of STEM strategies delivered through one particular programme. This has been shared through our Teaching School to ensure others in our TS Alliance and Trust partners are provided with the same opportunity. This type of focus is typical of what might be included in the STEM curriculum at UKFast / Dean Trust.

Our curriculum balances the needs for the highest levels of academic excellence alongside the preparation of well-rounded young people, who leave school ready for success in adult life. Young people here leave the School well-equipped to succeed in modern Britain and preparation for this success requires the development of non-cognitive 'soft-skills' alongside and underpinning high academic attainment.

Our aim is to enable each individual to develop their maximum potential through a stimulating and challenging curriculum and by carefully monitoring each pupil's social and academic progress at regular and carefully planned intervals. Where gaps exist this allows us to identify specific interventions necessary and develop additional opportunity to catch up.

At UKFast / Dean Trust Manchester we will ensure we

- Provide a broad, balanced and relevant curriculum to pupils that supports the current needs of the community, local businesses and key developments with a view to engage the community as the Greater Manchester region grows
- Develop a high quality EAL provision across the school
- Ensure that the very best staff are employed and deployed in the school
- Provide a curriculum that supports all groups of children, the disadvantaged to the most able

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- Provide additional vocational courses to run alongside the academic curriculum such as construction motor vehicle engineering and hair and beauty to engage all pupils
- Identify apprenticeship routes early to secure successful post-16 pathways. Working closely with UKFast, NW Employers, Manchester City Council, the Chamber of Commerce, New Economy and other providers
- Provide detailed IAG to all pupils in each year group, beginning in our partner primary schools
- Provide regular Business Breakfast meetings to support and engage with UKFast and other local businesses
- Use partnerships with UKFast and other local businesses to provide real life experiences for the school's curriculum offer and successful post-16 progression routes
- Work closely with other schools and Pupil Referral Units to provide a 'revolving door' practice to support the re-integration of pupils.
- Be the pivotal link and bring together local services to support vulnerable pupils and their families
- Provide an on-site Inclusion Centre to support vulnerable pupils
- Support pupil progress and attendance by providing an opportunity to tutor pupils online, if they have to take time off, for example a hospital stay or recovering from injury/medical issues
- Keep Fixed Term Exclusion to a minimum by providing an onsite 'Exclusion Base'
- Provide an outstanding Alternative Provision programme
- Provide a relevant and meaningful Reward system for pupils
- Provide a programme for the celebration of rewards throughout the school year which is high profile and meaningful
- Set high and aspirational attendance targets for all pupils
- Use pupil premium money to support pupils purchasing key school items and for help with transport. Furthermore, to develop 'extra' tutoring opportunities and experiences that maximise their progress
- Work closely with the Local Authority and the Police to support vulnerable families to improve attendance and modify anti-social behaviour
- Provide parents/carers and pupils with clear expectations and operational policies
- Provide and promote robust anti-bullying systems for pupils
- Work with other schools (both primary and secondary), on joint high quality programmes for different groups of pupils

Transition

- Engagement / networking with UKFast and the business community and industry professionals to enhance educational outcomes including live briefs – pupils given real world challenges and projects with deadlines all mapped / linked to curriculum outcomes
- Business mentors to support learners with projects and enterprise linked activities

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- Investment and development of a state of the art internet, data, cloud and network infrastructure drawing on the UKFast's expertise / team. This will include specialist eLearning and digital platforms.
- The Dean Trust act as the primary talent pipeline and source for recruiting UKFast apprentices and use reasonable endeavours to facilitate this through the delivery of masterclasses, work experience programmes and career sessions (Key Stage 3 and 4). The apprenticeship programme provides a clear and successful pathway for Level 3 and Level 4 pupils. 33% of UKFast IT apprentices were recruited from Ashton on Mersey School.
- Career masterclasses and events to be used to support the pathway / career choices of Key Stage 3 and Key Stage 4 pupils. Delivered and supported by qualified teachers from industry.
- The use of business sponsored rewards to highlight excellence.
- all pupils receive the broad and balanced educational opportunity needed for life in the 21st century.
- all pupils experience a range of teaching and learning styles.
- pupils of all abilities can and know how to achieve success. Children know where they are on the learning journey and what they need to do to get to the next steps
- parents and carers are kept well informed about the progress of their children.
- pupils are given guidance about the choice of subjects studied during transition to KS4.
- pupils are prepared for life after school and understand how their academic choices influence future opportunity.
- a wide range of activities are delivered which supplement and enhance the timetable, including Curriculum Enrichment days.
- A complementary wider school curriculum which gives wider scope for learner development and the opportunities for pupils to receive additional catch up support
- Activities that are planned in the form of 'challenge days' which give pupils wider cross curricular learning opportunity, including STEM activity.

Our commitment is to provide the best possible education to meet the individual needs of all of our learners, to help them develop to their full potential giving them a set of qualifications that will give them life chances beyond school. Additionally, this is done through:-

- Programmes such as Academic, Gifted and Talented, Pastoral Academic and SEND mentoring.
- Personalised timetables where appropriate.
- Additional Literacy and Numeracy support.
- Support from external groups in partnership with the school.
- Through making effective use of form time; delivering a 'framework for learners' which includes 'Building Learning Power' and 'growth mindset' to improve the learning dispositions of all our pupils. The Form Time programme here underpins the formal curriculum and provides learners with the support for dealing with their emotional wellbeing and scope for preparation with increasing exam content in assessment.
- Significant work has been completed in ensuring the children have an understanding of how to be effective learners. The 'Building Learning Power'

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programme is embedded across the school and referenced in all curriculum areas to ensure children understand the importance of the 4 RS- resourcefulness, resilience, reciprocity and reflectiveness in their learning.

Curriculum Enrichment Opportunities Derived from Our Enhanced Partnership with UKFast

Securing Digital Literacy

- UKFast has a network of over 40 schools (reach of 50,000 pupils) that provide a collaborative network of 'best practice' that will be used to support and develop an outstanding curriculum.
- As national apprenticeship ambassadors and Top 100 apprenticeship employers UKFast will share best practice from their award winning Level 2/3 BTEC curriculum and model this best practice in Key Stage 4 developments.
- UKFast has an onsite accredited Pearson VUE test centre that can be used to support the accreditation of pupils and teachers for all of the world's leading IT vendor qualifications. A number of vendors provide qualifications that map across Level 2 and Level 3 qualifications and/or Key Stage 3 and 4 curriculum.
- UKFast partners with the following leading industry vendors that provide access to free training, courses and exams that will be used to support the delivery of curriculum and the development of teachers.
 - Linux Professional Institute Approved Training Provider (LPI ATP), Cisco Networking Academy, CompTIA Academy, Institute of Engineering and Technology (IET), and CIW Authorised Academic Partner.
- UKFast has been working closely with exam boards and vendors to develop, support and deploy a range of qualifications listed on the Ofqual register. The new digital qualifications provide the perfect blend of industry recognised skills, academic rigour, vendor support, and practical challenges to develop the modern digital pupils / natives. These qualifications are based around cloud, cyber security, eCommerce, web design, customer support, networking and Linux to meet the demands of the modern digital curriculum that will help develop industry recognised skills.
- UKFast has developed a bespoke employer led 'digital' curriculum / qualification equipping young people with industry recognised skills. These qualifications follow Level 2 and Level 3 accredited specifications listed on the Ofqual register.
- UKFast has qualified teachers who would help develop, deliver and use external vendor qualifications to support outstanding educational outcomes.
- Code Club enrichment and afterschool provision to help support and enhance the learning of pupils and development of teachers. UKFast is a registered 'Code Club' and recognised as a 'Star Club' meaning the club is exemplary in the delivery of these sessions.
- Access to 'real-world' careers and guidance information from the recruitment team within UKFast. Pupils to be given an insight into making themselves employable and ready for the world of work.
- Work experience opportunities for pupils to work across all areas of UKFast – technical and non-technical (Key Stage 4). The possibility could exist to drive competition between the pupils to gain these places.

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- Industry experts and teachers from UKFast to support curriculum delivery and development. Entrepreneurship to be a key part of the curriculum linked to live projects (Key Stage 3 and 4).

Training and Upskilling the School Workforce

The Dean Trust has at its heart, a very successful Teaching School and School Centred Initial Teacher Training (SCITT). The Trust is committed to training and recruiting teachers and support staff with high level computing skills to fill current teacher shortages. The Teaching School develops and delivers Continuing Professional Development (CPD) programmes to upskill teachers and specialist Computer Science teachers. UKFast colleagues co-create, co-deliver and partially host this training offer.

The Dean Trust leads a successful Maths Hub, supported by UKFast. In addition to our 'academy' programme The Trust has a very successful 'commissioning model' supporting schools in need of support. We have an excellent track record in supporting schools experiencing difficulties and those on their journey to outstanding.

The Teaching School, SCITT and Maths Hub are at the core of our 'internal' drive for continuous school improvement. However, their reach, influence and impact is felt well beyond our Trust schools.

UKFast has a proven track record of developing technical and digital skills far beyond the realms of an internal training department. Having developed an initiative to equip teachers with industry-recognised qualifications, including those accredited by the Linux Professional Institute, UKFast is enabling teachers to deliver innovative curriculum projects around the computer science agenda. Additionally, the creation of the Raspberry Pi internet café at The Dean Trust's Broadoak school brings cutting edge technology, computer science skills training and internet access to school pupils and the wider community. We will replicate and enhance these digital innovations in UKFast / Dean Trust.

Future Skills Needs of the local Economy

The curriculum offered has been planned to ensure we address the emerging needs of Greater Manchester. We note the headlines regarding a recent Ofsted report, 'more must be done to meet skills needs in Greater Manchester'. From the outset, we prioritise the importance of initial careers advice and guidance through our own CIG full time advisor. We play a proactive role with our partners in the Greater Manchester Colleges Group and the GM Learning Provider Network to help secure rapid improvements in careers advice and the overarching strategy of meeting local skills needs and making a positive contribution to the City's and to Greater Manchester's economic development.

School planning for the curriculum draws upon evidence from local labour market data. Our curriculum provision is annually reviewed and evaluated to respond to the needs of the different priority skills sectors and their current and projected skills groups. We

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ensure pupils and parents understand vocational progression routes and we support the Local Enterprise Partnership by raising the profile of apprenticeships.

How we will ensure a consistent approach to Teaching and Learning.

Ashton on Mersey school sets the tone and pace across the Trust in relation to Teaching & Learning innovations and pedagogical research; theory into practice. Teaching and Learning leads from across the Trust schools meet regularly.

Hence as Dean Trust Ardwick opened and then grew, all staff have been immersed in the Ashton on Mersey teaching and learning philosophy from conception. We will ensure that a similar teaching and learning expert is part of the leadership of the new start up team at UKFast / Dean Trust.

The last Ofsted Inspection report of at Ashton on Mersey School in 2013, graded 'the quality of teaching' as outstanding. The inspecting team said 'Teaching is never less than good and much is outstanding. Teaching was outstanding in over half of the lessons observed during the inspection. Some was of such simply stunning quality that it enabled pupils to make hugely impressive gains in their learning and progress.' It also stated that 'Pupils enjoy learning because teaching makes learning interesting and rewarding. Lessons move along at a fast pace and teachers plan activities that are pitched at the right level of difficulty to meet pupils' abilities and needs.' In all other aspects of the report the team were highly complementary of the processes and approaches that were adopted to Teaching and Learning at Ashton.

At Ashton the culture of Teaching and Learning over the last 5 years particularly has been developed through encouraging staff to be reflective about their practice. We have fostered an open door policy to classrooms across the school where staff feel they are no longer being monitored in their practice but encouraged and supported to improve their work in the classroom. Staff here are confident and deliver effectively under the scrutiny of the many visitors who come in to school. Staff embrace these observations and the learning walks, book scrutinies and drop ins are all seen positively by the staff across the school. Staff understand what reflects 'outstanding' practice and consistently strive to achieve this.

Staff are no longer given summative grades after IQTL observations but all now have developmental conversations about their practice from staff trained internally as coaches. These conversations elicit opportunities for staff to reflect on the practice observed and discuss how to improve it moving forwards. Staff have faculty buddies who undertake additional development observations to allow staff to trial innovative practice and taking risks is encouraged across the school to foster pedagogic creativity. Data and trends during observations are recorded and analysed at a faculty level and this steers in-year improvements in teaching and learning practice and helps form annual School Improvement priorities. The process allows the school to plan for individual, faculty and whole school developments in Teaching and Learning and staff to feel they own the agenda in this area.

We take great pride in ourselves on staying at the cutting edge of pedagogic developments and this was recognised in our last Ofsted report. 'At the root of all the

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school does is a razor sharp focus on improving the quality of teaching and pupils' achievement. Significantly, the programme of monitoring the quality of teaching has been replaced by a programme for improving the quality of teaching, to make sure that the academy continues to go from strength to strength'. These cutting edge pedagogical developments are replicated across Trust Schools, with new schools they are applied from conception.

These approaches include:

- A range of IQTL processes which inform us where we are at any given point with our teaching and learning practice. These include- work scrutiny of all teachers' books/work, regular 'drop ins' with a specific teaching and learning focus, buddy observations and formal IQTL observations by team leaders. All staff have opportunities to regularly participate in learning walks internally and the Teaching School has many external visitors on our Teaching and Learning programmes who also visit our classrooms and feedback on our practice. The Teaching School programmes are used to ensure that staff have access to external, nationally accredited programmes and many staff have been involved in the 'Outstanding Teacher Programme' (OTP). Fewer staff have accessed the 'Improving Teacher Programme' (ITP) but where required it has been used to pinpoint necessary developments in staff.
- 'Reflective practice' is commonly used with staff coached and supported through the IQTL process to help all staff on their 'journey to outstanding'. The coaching model is supported by internal 'gurus' who are identified as specialists in a particular area of Teaching and Learning and these are used to support staff in their development in key areas of practice identified in observations. The system is self-sustaining- for teachers, by teachers.
- Our approach to our Teaching and Learning CPD. The school meeting cycle and INSET opportunities are carefully planned to ensure the training given is bespoke to the current needs of the teaching staff involved. Reflective practice sessions in the meeting cycle inform subsequent Teaching and Learning Forums where training addresses the needs of the staff at the particular point in the year. The annual review of Teaching and Learning accurately pinpoints where we need to go and this is written into the whole school improvement plan with wider INSET planned around these areas for the following year. To complement the wider CPD work we have developed our 'Professional Learning' CPD platform which is centered around improving pedagogy and all staff use part of the weekly meeting cycle staff to be involved in this. Activities include action research groups; cross faculty team planning and OOPs projects (observing outstanding practice). Staff now own the teaching and learning agenda themselves.
- Staff understand the importance placed on Teaching and Learning as we have invested in Senior Staff and TLR 2 positions in Teaching and Learning to ensure the drive to achieve 'beyond outstanding' practice is realised. We take great pride in recruiting new staff who must have the potential for outstanding Teaching and Learning practice and must also fully subscribe to our 'improvement' ethos. The staff we do lose to other schools are usually for promoted positions, are all highly skilled in our pedagogic practice and many

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have taken on responsibilities in particular areas to hone their understanding of classroom practice further. Over a quarter of the staff in school have facilitated in teaching and learning training sessions for other staff in this academic year. We are confident that we have the expertise within to bring about the identified improvements in practice. Where there are shortfalls our Teaching School Alliance and our wider Trust network allows us to identify and bring in specialist staff.

- Our SIP and Performance management processes identify where we can improve and bring about real developments in teaching and learning. All staff have clear Teaching and Learning targets built in to their Performance Management paperwork to ensure that on an individual level staff understand that they are expected to improve their practice. The shared accountability of this approach is perhaps best reflected not as one might expect, in the teachers' targets, but in the targets set by our Teaching Assistants. It is no exaggeration to say that the quality and focus of their targets shows a sophisticated understanding of the learning process and is of a higher level than teachers' targets in many other schools. The School SIP is developed at every level with dSIPs (Faculty SIPs) reflecting what teaching teams will do to improve in key areas. The dSIPs reflect the whole School SIP and actions and activities are based on having at a whole school level an accurate understanding of where we need to go on our teaching and learning journey.
- Establishing a clear set of Teaching and Learning protocols. With the staff across the school we established our Teaching and Learning protocols which all staff subscribe too. These are the minimum operating standards expected in every classroom which ensure we are consistent and corporate in our teaching and learning approaches. The protocols address the mechanics of each lesson, how staff feedback to learners, how work is laid out etc., but also allows for staff to develop their individual style which best suit the learners of their subjects.
- In the past 3 years we have embedded a whole school focus on literacy and are working towards a similar approach with numeracy. We believe addressing literacy and numeracy is everyone's job. Our 9 literacy strategies ('literacy cubed') are used across the school by all staff and are signposted to all children across all teaching areas to ensure consistency. Children understand the value of literacy because they visit it frequently in all lessons and this underpins their learning.
- In the past two years we have developed a programme of recognition of outstanding teaching talent. At the end of each term we present staff awards for Teaching and Learning, culminating in the summer term with annual awards for those recognised in the in-year awards. This actively encourages staff to undertake research, influence outstanding practice in others and make significant improvements in their own practice.
- In February for the last two years we have developed innovation 'Risk it Weeks'. Here staff are asked to teach out of their comfort zones and try new pedagogic techniques. Other staff are able to visit their classrooms in a non-judgemental way and share their practice. They follow this up with a 'teach meet' so the best practice can be harnessed and shared with other staff. Termly, we publish an online magazine 'the Marginal' which has a range of articles from our teaching staff which shares ideas and activities that staff have used and want others to

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hear about. It also pinpoints the best practice in teaching and learning to ensure our staff stay at the cutting edge of developments

These strategies ensure staff have high expectations of pupils, are skilled in developing excellent relationships with pupils in lessons and can create a positive climate for learning in which pupils are interested, challenged and engaged. Teachers are confident in taking sensible risks in their delivery to enhance learning in the classroom. The culture established encourages this and this helps pupils maximize engagement and ultimately the progress they make.

The culture we have of providing additional educational experiences supports the drive to improve our practice. Staff continue to give a significant proportion their time for revision/ booster sessions, additional education experiences and trips to ensure all learners foster a passion for the subjects they are taught. These activities are well attended –and tracking of this across subjects and year groups have been enhanced so that we can more effectively evaluate the impact.

Feedback to learners which was identified as an ‘area for improvement’ during the last Ofsted report has been improved through a consistent model being developed across the School. The STRIPE learning model we have introduced has allowed us to witness significant improvements in developing dialogue with learners. It ensures marking informs learning and that pupils actively respond to marking from teachers to ensure learning is embedded and maximizes progress.

These systems have already been successfully replicated across Trust Schools. We recognise that we will always be on a journey of improvement in terms of teaching and learning but have sophisticated systems in place which recognise the outstanding talent we have within the school and harness this through a collaborative and corporate approach to improvement.

EAL Provisions for UKFast / Dean Trust

At Dean Trust Ardwick we have welcomed many pupils for whom English is not their first language. Many of these pupils also speak and write English very well and can access all areas of the curriculum fully. Some pupils may, however, be recent arrivals to this country or are in the earlier stages of acquiring fluency in English. For these pupils, we offer specialist and dedicated support in the following areas:

- small group teaching of English, ranging from absolute beginner classes to more intermediate-level classes. The focus is on developing language which will allow pupils to access curriculum subjects.
 - 1:1 sessions with our specialist EAL instructors
 - in-class support in core subjects such as English, Science, History & Geography
- what is offered to each pupil depends entirely on their need. The over-riding aim is to integrate pupils as quickly as possible into the full life of the school, its curriculum and extra-curricular activities.

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- Our Trust level EAL lead and his school based EAL teams will facilitate the taking of GCSE language examinations in pupils' first language, where specifications exist. This allows pupils to maintain important links with their first language.

The EAL team additionally plays an important role in welcoming and inducting EAL pupils to the school, including conducting initial assessment in English language capability, and performs an important on-going pastoral role.

Finally, the EAL team works increasingly with subject teachers to develop the whole staff's capacity and capability to independently provide for different levels of competence in English language. This role will become embedded in the Teaching School and the Trust is actively growing our 'EAL Assets' ie lead practitioners, SLE. At Dean Trust Ardwick, we anticipate offering beginners English lessons to parents who have little or no English. If successful, we would replicate this at UKFast / Dean Trust.

A key cohort difference from Ashton on Mersey is that UKFast / Dean Trust will have a high percentage of EAL pupils. We anticipate that it will be similar to Dean Trust Ardwick ie approximately 45%. The provision and approach which we are developing at Dean Trust Ardwick will be replicated in UKFast / Dean Trust.

SEND provision

Ashton on Mersey School is a beacon of good practice regarding SEND provision. Through Trust networks, SLE deployments and Trust schools tapping into Ashton on Mersey SEND expertise Dean Trust Ardwick and the new UKFast / Dean Trust school will be uniquely well placed to draw upon this resource. The pupil cohort at Dean Trust Ardwick and UKFast / Dean Trust will not have the same high percentage of SEND pupils but they draw upon these resources when resourcing and delivering their SEND provision.

The Dean Trust have a very good track record in this area. Ashton on Mersey School has a strong reputation for inclusive practice and is widely regarded as the choice of School in Trafford for pupils with an EHCP. The school's specialist support staff and its approach to inclusivity means that it has much larger proportions of pupils that are either registered CLA or SEND. The school celebrates the opportunity to promote inclusive values believing that all pupils benefit from being part of a diverse community and ensures that every member of the learning community is supported & challenged to reach their full potential.

This is evident when reviewing outcomes for pupils at Key Stage 4. RAiSE 2015 indicates a value that is deemed to be significantly above national averages for almost all pupil characteristic groups. The School is positively significant in boys' performance (1004.2), low attainers (1044.6), SEND (1026) and SEND with and EHCP (1037.9) groups. For the whole cohort (reflecting our inclusivity) the APS is positively significant at 328.8 points, which is 20.1 points above the national figure.

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

KS4 capped APS compared to national

- FSM +26 Sig+
- CLA + 66.8
- Disadvantaged +32.2 Sig +
- EAL +31.8
- SEND +131.5 Sig +

Currently, Ashton on Mersey school has 23 pupils that are registered as CLA, drawn from 3 different Local Authorities. The school has become so attractive for pupils who are CLA because of its strong reputation for inclusive provision (without compromise to standards and expectations). This is evidenced in the wide ranging curriculum offer that integrates both vocational and theoretical pathways for pupils across The Dean Trust, utilising the specialist provision across schools. Vulnerable pupils and those with particular needs are also very well supported by an experienced team of pastoral staff, many of whom bring specialist expertise from a variety of settings (such as the Police & The Prince's Trust) and who are confident in liaising effectively between multi-agencies agencies and other partners.

Nearly a quarter (@23%) of the school population at Ashton are SEND, this is significantly higher than national. Within this cohort, 100 pupils are in possession of an EHCP, a further 193 are deemed to be High needs (SEN Support). The range of needs pupils with SEND have at the school is also very varied and they are supported by a team of skilled professionals, including 31 TAs (11 of which have gained HLTA status). The characteristics of our SEND pupils in School are:

• ASC	19
• Social/Emotional & Mental Health	42
• Hearing or Visual Impairment	5
• Moderate Learning Difficulty	74
• Physical Disability	23
• Several learning Difficulty	1
• Specific Learning Difficulty	99
• Speech, language & Communication	29
• Other	1

The team has very well developed links to a range of different organisations and partners to ensure that SEND is not a barrier to high expectations and outcomes. As such they have much expertise in co-ordinating teams of other professionals such as Connexions, Sensory Impairment Service, LA Support Services (incl. PRUs), Health Services such as CAMHS, SALT0, GP's, Medical Consultants. Occupational Therapy/Physiotherapy, Educational Psychologists and in also integrating specialist support with mainstream provision.

As such, at Ashton Mersey we ensure all pupils are given:

- Assessment and identification of need with continuous reviews*
- Provision of an ICT SEN base*
- Provision of an identifiable SEN area*

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

- Provided with robust systems to share pupils needs and strategies for effective transition (and in the classroom)*
- Provided with highly trained and qualified staff*
- Be a pivotal link for multi-agency meetings*
- Provide with transition classes for vulnerable pupils*
- Access to a SEND Multi-sensory room
- Access to an art/music therapy area
- Access to professionals including speech and language therapists, educational psychologists and the like*
- Develop a 'revolving door' to other mainstream/and or specialist provision*
- Provision of an extra-curricular SEND programme which includes trips and sporting activities
- Provision of additional support sessions to address areas of need in conjunction with other Greater Manchester providers and facilities, eg:
 - Water therapy
 - Play area/therapy
 - Animal and equine therapy
 - Kitchen for Life skills
 - Shower area for personal hygiene training

Ashton on Mersey has an enviable reputation for its SEND provision. Already aspects have been replicated at Dean Trust Ardwick. Expertise and advice was critical at building design stage. Aspects labelled * above have been replicated at Dean Trust Ardwick. Aspects will again be replicated at UKFast / Dean Trust.

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

Consistency in approaches

There is very little variation across the Dean Trust Schools in terms of our approaches to managing pupil performance. The senior leadership structure in each of the Trust secondary schools includes Directors of Key Stage who manage, monitor and track pupil progress across the phase, identifying barriers to learning and implementing timely interventions.

D2 – measuring pupil performance effectively and setting challenging targets

[REDACTED] work is underpinned by specialist data administrators who provide the SLT and others stakeholders with the required data at key intervals in the academic year.

Additionally, we have established 'Specialist Network Groups' of staff in all Curriculum areas from all Trust Schools. These groups meet termly to ensure the best practice is shared across the Trust and also to increase working efficiencies. This has allowed staff to collectively plan for reformed qualifications and also to ensure moderation and accuracy in assessment across the Schools.

Measuring pupil performance effectively and setting challenging targets

Trust and School Targets

The approach to measuring pupil performance and effectively setting challenging targets is consistent across the Trust. Systems are replicated across the Trust.

Inspirational targets are set at an individual pupil level, faculty and whole school level and are challenged by school and Trust governance.

The Trust model, which is used across all DT secondary schools for target setting and assessment is proven successful and the new school will adopt the key principles behind this model. Please see Annex 4 for early implementation Year 1 at Dean Trust Ardwick. The Ofsted 2013 Inspection report for AoM identified that 'given their starting points, nearly all pupils make the progress expected of them and the proportion of pupils that make better progress than this is now high in comparison to most schools across the country.' This is a clear reflection that the work undertaken to challenge all learners across the School is highly successful.

Although there is no longer any statutory requirement for governing bodies of maintained schools to set and publish targets for pupils' performance at any Key Stage, each of our schools sets a series of targets or Trust KPIs. These include % of pupils achieving A*-C in Basics (GCSE English and Maths), Progress 8 and Attainment 8, %A*-C in Maths and A*-C in English, Expected progress in English and Maths, %achieving the EBacc and Narrowing the gap targets for Key groups.

Going forward, with newly reformed qualifications and accountability measures these targets will change to % of pupils achieving 9-5 in Basics (GCSE English and Maths), Progress 8 and Attainment 8, %9-5 in Maths and %9-5 in English, Progress 8 target in English and Maths, %achieving the EBacc and Key group gap targets.

These targets are set using a complex formula developed by the Trust and use a combination of national transition matrices, FFT data and historic school data to ensure that targets are realistic but challenging. To ensure that targets are as challenging as possible, nuances in the schools population are taken into account at this point, for instance AoM FFT D sets the most challenging targets so is used in the formula, whereas due to the different socio economic make up of the cohort at Lord Derby Academy FFT A sets the most challenging so is used to calculate targets here.

D2 – measuring pupil performance effectively and setting challenging targets

There is a relentless drive on continued school improvement across the Trust so in addition to the Trust KPIs, schools set additional challenging targets based on their own improvement priorities. For example, whilst boys attainment in the basics measure at AoM is well above national performance for boys, narrowing the gap between the performance of boys and girls is a key priority and as such specific targets are set for boys performance. If a significant % of the cohort at DT/UKFast were EAL pupils we would set specific targets for EAL learners.

The Senior Leadership team as a whole, and specifically the member with responsibility for a Key Stage and the AP for data and assessment are responsible for monitoring pupil progress towards the whole school targets. Pupil progress is a standing item on the weekly SLT meeting agenda where individual pupils or groups are discussed and key priorities are identified.

School leaders are held to account by Governors. Meetings are held 3 times a year between the school leadership and governor responsible for Pupil Progress to agree and challenge targets and monitor progress towards them.

Departmental targets are set for %achieving A*-C and %A*/A grades in each subject, using FFT, national transition matrices and pupil level data. Curriculum managers and class teachers are held to account for delivering these outcomes through the Performance Management Cycle. All staff must set one target based on Pupil attainment and progress data of a key class or cohort.

Pupil Targets

Our Trust Schools set individual annual targets for pupils' achievement and improvement in line with the national expectations of performance as a part of its overall strategies and development planning. Pupils in every year group and their parents are made aware of the targets towards at the beginning of the school year which they should be working towards. Progress is constantly monitored and tracked within the school in Years 7 through 11 (and Years 12 and 13 in the Sixth Form) and reported formally to parents 3 times per year in Key Stage 3 and 4 times per year in Key Stage 4.

We believe that targets should be realistic and challenging but achievable. Their aim should be to help every pupil achieve their potential and they should be focused on the school's key priorities as expressed in the school improvement plan. Although it may be recognised nationally that some groups do not make the same rates of progress as others eg. PP,FSM, low attainers our target setting policy does not reflect this. All pupils regardless of socio economic background or prior attainment are expected to make the same rates of progress, pupil premium and catch up funding is used to support learners to meet these challenging demands.

Effective target setting and monitoring allows us to:

- check that pupils are progressing at the minimum rate needed to make age-related expectations
- encourage a greater proportion of pupils to make more than expected progress

D2 – measuring pupil performance effectively and setting challenging targets

- ensure that all pupils make the progress they are capable of, including those who do not achieve national expectations
- reveal whether certain groups of pupils are more likely to under-perform in a particular class
- identify areas of teaching that may need improving
- increase/maintain the trajectory to improve and narrow gaps (especially with focus groups)
- Identify pupils who may have fallen behind and who need extra help to catch-up (e.g. one-to-one tuition) alongside high quality day-to-day teaching.

The process allows us to set highly aspirational targets for the whole school community.

Key Stage 3 Target Setting within The Dean Trust

National targets have required schools to ensure that a specified percentage of pupils make at least expected progress in English and, separately, in maths between the end of Key Stage 2 and the end of Key Stage 4. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in maths by the end of Key Stage 2 should be expected to achieve at least a C grade GCSE in that subject.

To ensure that pupils make at least expected progress of two full levels between Key Stage 2 and 3, a target setting matrix has been developed that trackKey Stage expected progress of at least 2 sub levels per year across Key stage 3. For the core subjects of Maths and English the Key Stage 2 result is used as a baseline for this. In Science, Humanities, IT, RE and Technology an average of the two scores is used.

Pupils' Key Stage 2 experience varies significantly and in Art and Design, Drama, MFL, Music and PE practical skills are not assessed at Key Stage 2. Therefore, pupils' knowledge, skills and understanding is assessed via baseline testing at the start of Year 7 to inform a more accurate target setting process in these subjects.

To account for different rates of progress at the end of each year pupil targets are reviewed. If a pupil falls below or attains the End of Year Target, they remain on the same trajectory, so next year's target will be 'End of Year Target' + 2 sub levels (expected progress). If, however, a pupil exceeds the end of year target, the following years target will be 'End of Year Attainment' + 2 sub levels, thus providing additional challenge with pupils likely to make more than expected progress across the whole Key Stage.

Where pupils undertake GCSE subjects earlier than is usual (in Ashton all pupils undertake GCSE Statistics in Year 9 to help underpin knowledge and skills required for Key Stage 4 GCSE mathematics) end of Key Stage 3 targets are transferred to GCSE targets for each individual child and adjusted to ensure they are aspirational and challenging.

Key Stage 4 Target Setting within The Dean Trust

Key Stage 4 targets are set using national rates of Expected Progress between Key Stage 2 and 4 as a benchmark. For example a pupil attaining a Key Stage 2 Level 4 is expected to achieve at least a grade C at GCSE. Where pupils have exceeded

D2 – measuring pupil performance effectively and setting challenging targets

expected progress in a particular subject across Key Stage 3 this is reflected in the targets set at Key Stage 4.

KEY STAGE 4 Data for Target Setting

For all GCSE subjects except English, mathematics and Statistics and Average of Key Stage 2 results is used to provide GCSE targets. In English we use the Key Stage 2 English assessment to target set and in Maths and Statistics we use the Key Stage 2 Maths attainment.

For vocational qualifications the majority of subjects use the Key Stage 2 average of Maths and English results to set GCSE targets. However whilst certain subjects can measure progress from their own baseline in Year 7/over Key Stage 3 and progress from Key Stage 2 to Key Stage 4, attainment must be measured against the core or the average Key Stage 2 result. This is to enable national comparisons to be made.

The minimum target will therefore be 3 levels of progress (expected) regardless of baselines from the Key Stage 2 start point. Curriculum Managers must decide the rate of progress from baselines to this target.

For the new school targets will be set using the new 'Life after levels' criteria set out below. This will be launched across The Dean trust in September 2016.

Ashton on Mersey Progression Targets

KS2 Level	Equivalent grade at GCSE/Vocational Qualification	
6	A	Distinction
5	B	Merit
4	C	Pass
3	D	
2	E	
1	F	
Below 1	G	

Targets are set based on the Key Stage 2 starting point and pupils making expected progress from Key Stage 2 to Key Stage 3. The Key Stage 4 figures are adjusted for pupils making different rates of progress.

How pupils record their targets at Key Stage 3 and Key Stage 4

Each pupil has a pupil planner with a page for each subject studied where they can record their targets and track their progress. Pupils in Year 7, 8 and 9 have a Key Stage 3 flight path pages and pupils in Year 10 and Year 11 have a Key Stage 4 flight path pages in their exercise book. At the start of the academic year pupils record their adjusted target grade in the flight path and at regular assessment intervals in the year plot their progress against their target. Individual subject targets and progress towards them are reported to parents on the interim reports sent home 3 times during the academic year.

D2 – measuring pupil performance effectively and setting challenging targets

Teacher Assessment of pupils

Assessing pupil progress is embedded across all elements of school practice. Carefully crafted questioning in lessons that challenge pupils understanding and any potential misconceptions is planned for as part of teaching and learning practice. Staff are highly skilled at using formative assessment techniques to ensure they can steer learning and learners in the right way. There is regular assessment of key pieces of work. Standard framework Key Stage for assessment are used and results moderated across both the school department and the wider Trust.

A formal assessment schedule is in place. This schedule is developed by individual faculty areas to meet the needs and demands of the subject /qualification. This is followed up with teacher assessment data which is collected every 9 weeKey Stage in Key Stage 4 and every 12 weeKey Stage in Key Stage 3. This provides leaders at all levels the data to understand any gaps in learning that may be visible and then to pinpoint any necessary interventions to secure outstanding progress. All year groups have formal examination weeKey Stage written into the assessment calendar with Years 8-11 having experience of taking exams in our formal exam venues.

Life after Levels

The Trust has undertaken significant work to prepare for the changes to School accountability measures, new qualifications and assessment methods, and the removal of levels at Key Stage 2 and 3. Mapping the content of new courses and making the curriculum at 11-16 seamless is a key part of our Schools Improvement work for next year. We are well on the way to ensuring the curriculum coverage to meet the requirements of the newly reformed GCSEs and are also developing complementary assessment frameworkKey Stage to allow staff to accurately assess the new qualifications and ensure all learning from Year 7-11 supports the needs of children facing the new qualifications.

From September 2016, national curriculum levels will be removed as a means of assessing Key Stage 3 in Trust schools and will be replaced with the new GCSE grading system 9-1. As some pupils will be operating below GCSE grade 1 for all or part of their secondary career, 3 additional grades have been developed. B1, B2, B3 grades are breakthrough grades assessing skills that are the foundation of GCSEs.

Using national Attainment 8 data, flightpaths have been developed to inform challenging target setting. New Key Stage 2 data has been mapped across to the flight paths, however we recognise that there will be a series of adjustments needed as more information is released nationally and when the first GCSE results graded 9-1 are available in August 2017. When Attainment 8 estimates are available in advance these will be used to form the basis of our flight paths.

The flight paths will operate in much the same way as our existing target setting matrices detailed above, where pupils who exceed expectations will be moved onto a higher flight path for the following year.

D2 – measuring pupil performance effectively and setting challenging targets**Early Thinking – UKFast / Dean Trust Targets 2023**

	National Level	School Level
Progress 8	0	0.2
Attainment 8		56
Basic Thresholds re: English & Mathematics GCSE	58	66
EBACC entry of first Year 7 cohort		90% of entry profile
EBACC pass	60%	

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

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

Our experience gained over many years gives us confidence in our ability to plan and deliver highly effective curriculum offers which are affordable and which are aligned to financial planning. Within the MAT (and beyond through Teaching School commissions), we have delivered in both 'contraction' and 'expansion' scenarios. More often we find ourselves managing budget pressures whilst maintaining and improving outcomes for pupils. Our strategic financial planning, operations and systems are strengths of our MAT.

Our approach to staffing UKFast / Dean Trust will replicate that of our 5 year plan at Dean Trust Ardwick. Dean Trust Ardwick is now in its second year of operation and we will repeat an almost identical approach to staffing in the preopening, Year 1, Year 2 and beyond phases. It has worked successfully and can be replicated.

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

Staffing Which Will Deliver our Curriculum within Budget

The Headteacher will be employed for 2 terms prior to opening and the Deputy Headteacher will be in post by Easter ready for a September opening. The two Assistant Headteachers, a School Business Manager and Premises Manager will be appointed in the summer prior to opening.

We believe it is key to create a leadership structure that will be in place from Day 1. Our experience tells us that the demands on leadership in the first year are expansive yet critical in ensuring a positive and ordered set up. Being a secondary headteacher in an inner city context is incredibly challenging, with Dean Trust Ardwick we have learned that in spite of only having an initially small number of pupils the strategic demands are no different. Appointing great staff, building teams, managing stakeholders, etc are incredibly demanding. We know that a period of overlapping co-working and mentoring with Executive Headteacher, [REDACTED] will be essential. Therefore, it is imperative that key people who fully understand the vision, set the expectations from the start and accept nothing but the best are in place.

The vision and education plan will be delivered by the following indicative staffing: In the early stages of the school's development, the Senior Leadership Team will have the following structure and principle accountabilities:

Headteacher: Vision, Mission and Strategic Direction, Chair SLT Meetings, Budget, Appointments, OFSTED and Governors

Deputy Headteacher: SENCO, EAL, More Able, Children in Care and Child Protection

Assistant Headteacher(Pastoral): Behaviour, Exclusions, Parents/Carers and Attendance

Assistant Headteacher (Teaching and Learning): Curriculum, Line Management of Heads of Subject, Data, Achievement, Staff Development, Literacy, Numeracy and digital literacy.

No other TLRs will be awarded in Year 1 (with the exception of the Head of English) as the curriculum aspirations and teaching content will be led by teachers from other Trust schools in the first instance.

Year 1 – 240 Pupils: The Headteacher, one Deputy Headteacher, two Assistant Headteachers and the Business Manager will constitute the School Leadership Team (SLT) at this point. This will provide sufficient leadership capacity while the school is still growing and only covering KS3 and, hence, has no year groups taking public examinations. There will be one TLR2C in post for the Head of English with a cross-curricular Literacy role. One of the Assistant Headteachers will be a maths specialist and lead cross-curricular numeracy. [REDACTED]

[REDACTED] The school will utilise many of these teacher's second subject specialisms to teach in more than one subject area, eg, a History teacher with another humanities second subject. This is widely used in secondary schools at KS3.

Year 2 – 480 Pupils: A Head of Science and Maths to be appointed on a TLR1a. Even though the school is growing we feel it is important to appoint a tried and tested

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

Head of Subject in core curriculum areas. Part of their role will be supporting other less experienced subject leaders. A SENCO will be appointed on a TLR 2a. Classroom teachers will be appointed in core and other subject areas (English, Maths, Science, Technology, Geography, Art and MFL) to meet the growing expansion in teaching groups. A new Head of Y7 will be appointed on a TLR 2a as the Assistant Headteacher (Pastoral) moves up to be Head of Year 8. There will also be a Deputy Head of English appointed on a TLR2c (may be internal or external) with the existing Head of English moving to a TLR1A.

Year 3 – 720 Pupils: A new Assistant Headteacher will be appointed to lead Key Stage 3. Subject leaders will be appointed for all non-core subjects. These appointments could be internal or external. A new Head of Year will be appointed on a TLR2c as the current Head of Year and Assistant Headteacher (Pastoral) move up with their year groups. At this stage Head of Year appointments will be prioritised and shaped in part by the partnership with UKFast. The Trust will consider very carefully appointments in STEM related subject areas and consider the need to build digital technical teaching capacity.

Year 4 – 960 Pupils: Classroom teachers will be appointed to meet the growing expansion of teaching groups. A new Assistant Headteacher will be appointed to lead Key Stage 4. Deputy Leaders will be appointed on TLR2Bs in non-core subjects. A new Head of Year 7 will be appointed on a TLR2c with the other Heads of Year and Assistant Headteacher (Pastoral) moving up with their year groups.

Year 5 – 1200 Pupils: Classroom teachers will be appointed to meet the growing expansion of the teaching groups. All leadership TLRs will be in place. However, there will be an opportunity for staff to apply for [REDACTED] which will be for responsibility in specific areas e.g. gifted and talented, STEM, digital literacy.

Responsibilities – the Headteacher – The Headteacher will be responsible to the Local Governing Body (LGB), for implementing the school's vision and for overall school performance and is expected to demonstrate effective leadership in terms of whole-school management and school development and improvement, including putting in place key policies and documentation. The Headteachers role will include monitoring and evaluating the performance of the Dean Trust School according to the success of its curricular, enrichment, events and community programmes; timetabling staff duties and overseeing resources, implementing the Trust's and LGB's policies and motivating staff and pupils through high quality personal leadership skills. Their responsibilities will also include direct line management of the Assistant Heads, and the School Business Manager and, initially, some teaching/cover duties which will allow them to teach every pupil in the school to an extent commensurate with their duties as Headteacher.

The Headteacher will also be responsible for liaising with other school leaders and education professionals as required. They will also be expected to establish positive relationships with key stakeholders such as parents/carers and to develop professional links with the relevant external organisations and bodies.

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

Trust schools have a high degree of Headteacher autonomy as with Dean Trust Ardwick the Chef Executive Officer, [REDACTED] will be an overlapping Executive Headteacher. Over time the support and time provided by [REDACTED] will be inversely proportionate to the needs of the Headteacher and the Senior Leadership Team. The Chef Executive Officer will be a regular presence in the new school and normally speaks face to face or by phone with Headteachers on a daily basis.

Other members of the SLT: Initially one Deputy Headteacher and two Assistant Headteachers will be appointed with responsibilities as outlined above. They will also each have responsibility for a subject area until the size of the school is as such that separate Heads of these departments can be appointed. The Deputy Headteacher will also cover the SENCO role until a permanent SENCO can be appointed. Two other Assistant Headteachers will be appointed, resulting in a final SLT of the Headteacher, one Deputy Headteachers and four Assistant Headteachers, plus the school Business Manager. A member of the Senior Leadership Team will have overall responsibility for the UKFast partnership and the delivery of the planned partnership outcomes and digital literacy.

Heads of Department – Heads of Department are responsible for progress and attainment in their subject. Curriculum Leaders are responsible for progress and attainment across all of the subjects in their curriculum area. Their specific responsibilities include:

- Leading a team of staff to work effectively together to maximise outcomes for pupils;
- Producing differentiated schemes of work for each year group that contain a variety of teaching and learning strategies, including opportunities for assessment for learning, and that cover national curriculum or exam board content and provide stretch and challenge for pupils
- Monitoring and evaluating the quality of teaching and learning in their department or curriculum area, so that teachers facing difficulties are supported and challenged and outstanding teachers are recognised and best practice shared;
- Monitoring the progress of pupils in all teaching groups in the subject to ensure that outcomes are maximised. Where there is underachievement, this may involve supporting or challenging individual pupils or teachers, communicating with parents/carers, suggesting and implementing strategies for pupils to improve;
- Ensuring that structures are in place in line with the school's Behaviour Policy for maintaining good behaviour and enhancing outstanding behaviour that supports others' learning;
- Maintaining the department budget and ensuring that the department is fully resources in a way that promotes achievement.

Subject Specialist Teachers – In the first instance, each subject specialist will also be Curriculum Leader for that subject. These will develop into management positions within the school [REDACTED] as the school grows. [REDACTED]

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

The Pastoral System – In pastoral terms the Assistants Headteacher (Pastoral) will be de facto Head of Year 7 in Year 1. At the end of Year 1, a Head of Year 7 will be appointed and the Assistant Head of Pastoral will become Head of Year 8. The Assistant Head (Pastoral) will continue with the same cohort of pupils through Years 10 and 11 as Head of Year and KS4 Co-ordinator with a new Head of Year being appointed at the end of each year. The Head of Year 11 will also have oversight of KS4 as a whole.

As the school continues to grow, the KS3 and KS4 roles will both be led by Assistant Headteachers and will increasingly become more important as the 'glue' between the pastoral and academic sides of the school. They will ensure that the behaviour and achievement of pupils in each key stage meets the expectations of the school. They will liaise with tutors, Heads of Year, Subject Leaders and individual teachers to ensure that individual pupils are received the appropriate support and challenge in school.

EAL – Given the nature of the expected cohort it is envisaged there will be a significant proportion of pupils with English as a second language and therefore the EAL team will be key in ensuring all pupils have the language skills in order to access the full curriculum.

Teaching Assistants – The school will employ three Teaching Assistants in the first year, although this may change depending on the particular needs of the cohort and the amount of top up funding available. We anticipate around four or five statemented children in each year group (this figure is based on a comparison with a similar school). In subsequent years, we expect to benefit from some economies of scale but would envisage a similar number of Teaching Assistants for each year group. The Teaching Assistants will be managed by the SENCO. We are particularly keen to recruit a balance of Teaching Assistants some of who wish to train to become teachers.

Other Support Staff – School Business Manager will manage support staff and finance and will be PA support to the SLT. Pupil Services Lead will manage attendance and behaviour admin as well as Parent/Carer/Pupil liaison. Data Lead will manage exams, SIMS and all data analysis and administration. The Data Lead will also be the Exams Officer until the Year 7 pupils reach KS4. A HR/Payroll and Operations Assistant will provide all admin relating to these areas and support the School Business Manager.

A Reprographics manager will manage the reprographics unit and also support the marketing and communications administration across the school.

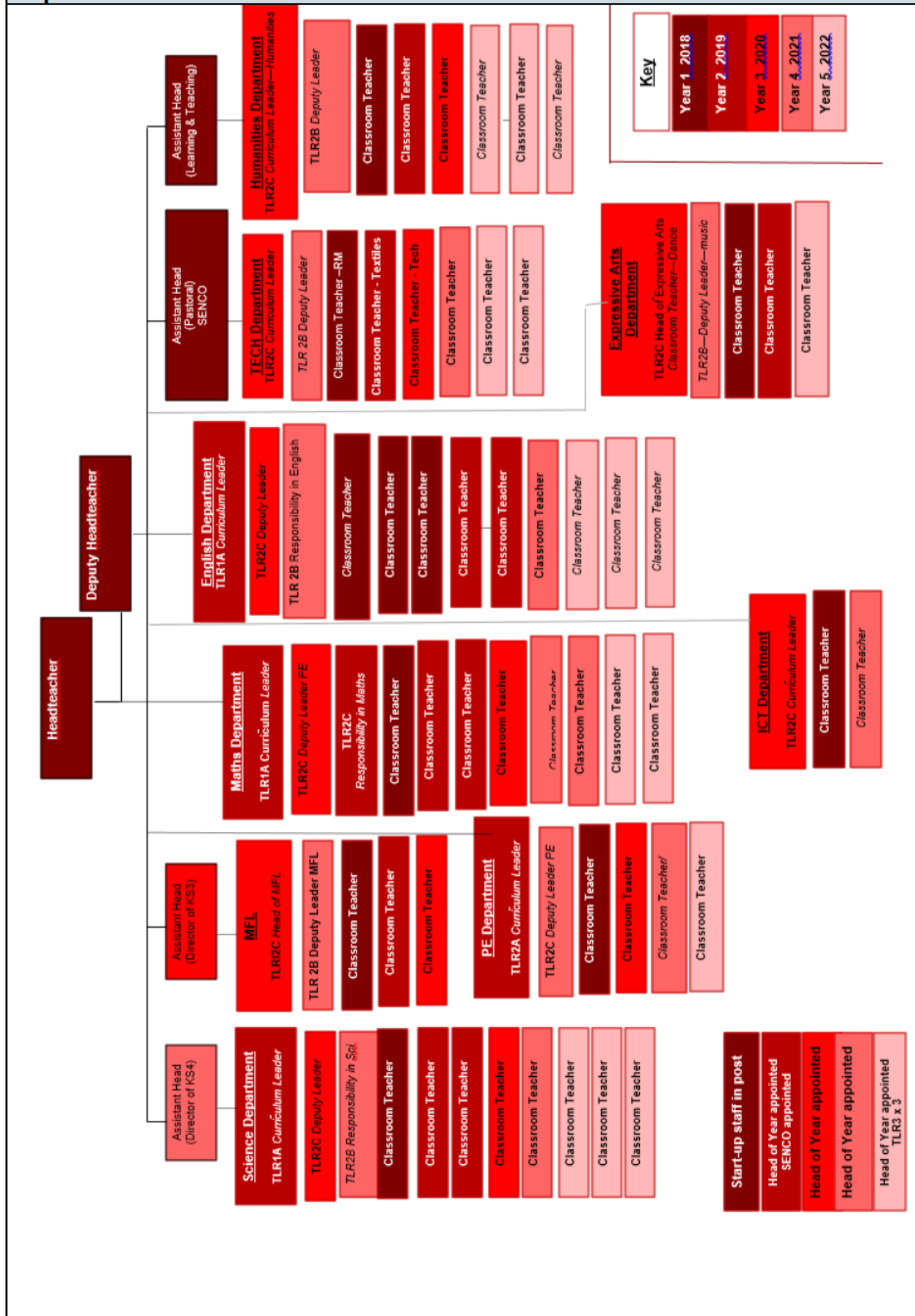
The School Business Manager will be a member of the SLT and will share responsibility with the Headteacher the schools' LGB for the financial management of the school. The school Business Manager will have the following responsibilities:

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

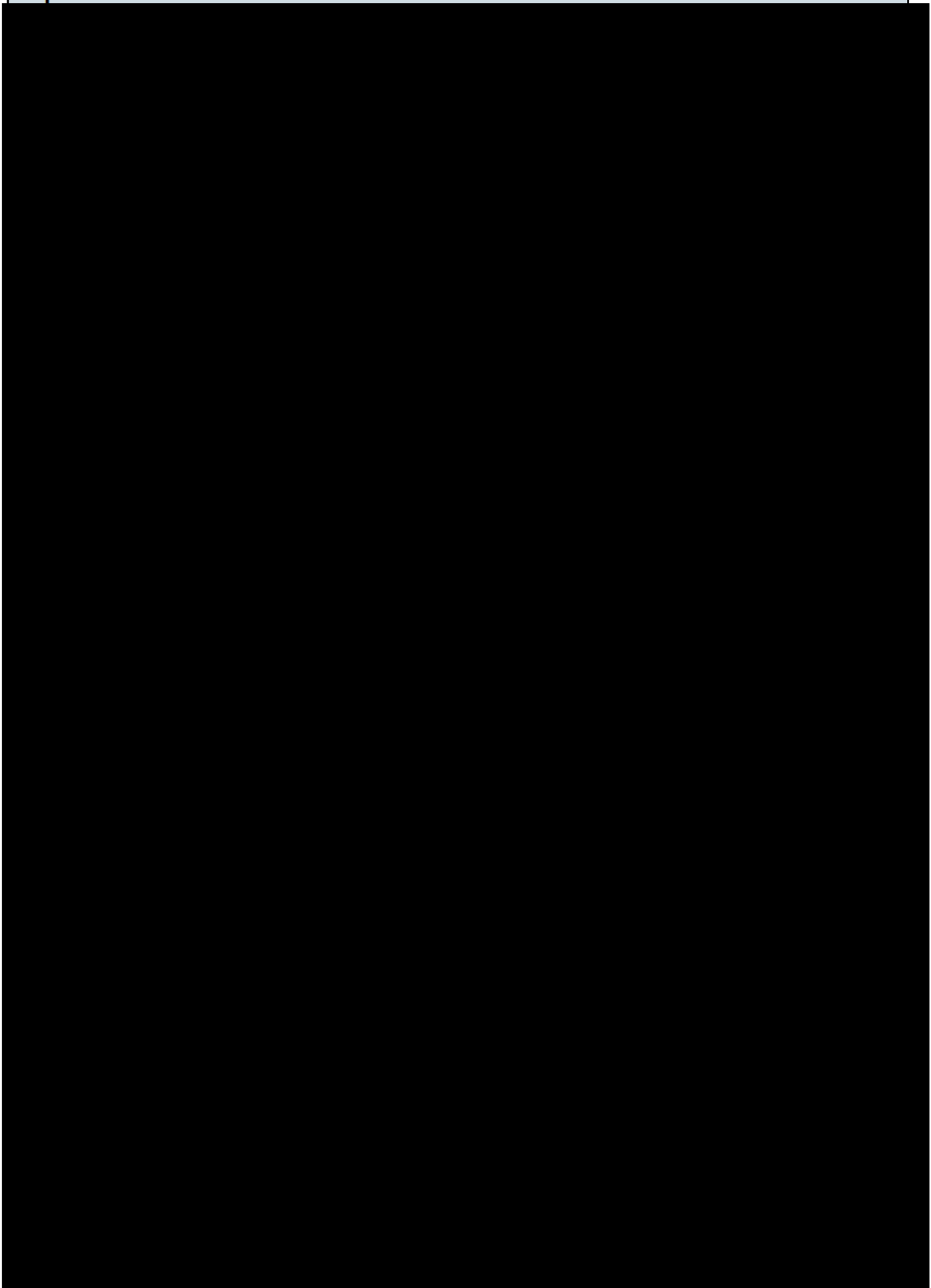
- Financial planning, management and monitoring;
- Formal reporting to the EFA, DfE, LGB
- Procurement of services, suppliers and equipment
- Management of human resources issues
- Schools administration
- Take a lead with the Headteacher in marketing and communications
- Ensure the school makes best use of the ICT resources available to provide effective
- administration and high quality teaching and learning

Maintain the school's website Academic Year	2017	2018	2019	2020	2021	2022
	Pre-opening	240	480	720	960	1200
Job Role (Teaching)						
Headteacher	1 (Sept '17)	1	1	1	1	1
Deputy Headteacher	1 (Easter '18)	1	1	1	1	2
Assistant Headteacher		2	2	3	4	4
TLR1		0	3	3	3	3
TLR2		1	9	9	18	19
TLR3		0	0	0	0	3
SENCO		0	1	1	1	1
Classroom Teachers		9	22	25	32	44
Total Teaching Staff		15	30	45	60	75
PTR		16:1	16:1	16:1	16:1	16:1
Job Role (Non-Teaching)						
Business/Finance Manager/ PA		1	1	1	1	1
Pupil Services Lead		1	1	1	1	1
Data Lead		1	1	1	1	1
Exams Officer		0	0	0	1	1
Resources/ICT Lead		0	0	0	1	1
HR/Payroll/Operations Admin		0	0	1	1	1
Teaching Assistant L1		1	1	1	2	2
Teaching Assistants L2		2	2	3	4	6
Teaching Asst/Cover L3		0	0	0	3	6
HTLA		0	0	1	1	1
EAL (Inclusion Mgr)		2	3	3	4	6
Technicians		3	3	4	5	6
Pupil Support Managers		1	1	2	3	5
Reprographics Manager		1	1	1	1	1
Admin Asst		2	2	3	4	7

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

Dean Trust Ardwick has been set up from scratch over the past 18 months. Our approach has delivered our planned curriculum and good pupil outcomes within budget constraints. We would replicate this approach with the Trust level 'assets' supporting the new school.

The MAT has significant centralised resources which will be flexibly deployed and drawn down. The resources relate to IT, Finance, Estates, Leadership & Management, HR and Governance.

One of the underlying principles of the Dean Trust MAT is accessible geographical locations, close proximities and manageable travel time between sites. The Executive Team, IT, HR, Governance and Finance Support Team Officers can work flexibly across all three hubs and are sometimes operational within two or even three hubs within one working day.

With Dean Trust Ardwick, the evolving phased staffing structure was a blend of staff appointed to the school, some secondments, some SLE deployments and considerable support from centralised MAT resources. Support was drawn down for very significant aspects of delivery of staff recruitment, pupil admissions, primary liaison, school marketing, community engagement, transition, CPD, Teaching and Learning.

The core offer delivered to pupils will be delivered using only the staff in the table above, As with Dean Trust Ardwick MAT resources will be drawn down initially at no cost to the school, i.e. an element of MAT loss leading at start up. Any payback or MAT levy in the first year or two of operation will depend on a range of variables.

Contingency Plan Relating to Changes to Proposed Income

Our assessment of risk is that the risk of a shortfall in numbers is very low indeed. The risk of having to respond to requests to admit beyond our PAN i.e.; 240, + 30, or 240 + 60, is high. With Dean Trust Ardwick we had contingencies drawn up on two occasions to respond to Manchester City Council place pressure requests:-

February 2015: *Will you open Dean Trust Ardwick a year early in September 2015 and admit 120 pupils for whom there are no school places in Manchester?*

March 2016: *Will you admit an additional 60 pupils in Year 7 in September 2016 as we have a shortfall? i.e. 240+60*

In general, the contingency amounted to bringing forward timescales around planned activity.

However, the risks have been around recruiting high quality staff out of season with short lead in times.

Contingency relating to changes in income due to a 30% shortfall in pupils.

The Dean Trust are confident that we can deliver great outcomes for UKFast / Dean Trust pupils in the event of a 30% shortfall in pupil numbers. The Trust has experience

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

of being able to provide great teachers and support staff offering a sufficiently broad and balanced curriculum within constrained budgets.

Broadoak, a Trust school in Partington has approximately 450 pupils on role. It was last Ofsted inspected in May 2015 it then had 343 pupils. It was graded as 'Good' across all aspects, some report headlines were:

'Subjects offered were well matched to the needs and interest of pupils'

'Senior Leaders ensure the qualifications the pupils gain give them wide ranging opportunities when they leave'

The Head and Executive Principal work closely together to make sure that the school provides pupils with the best possible education.

Summer 2016 65% of pupils gains 5 A*-C including Maths and English (a secondary modern school).

The curriculum model and reduced staffing at UKFast / Dean Trust contingency would be based on delivering the same curriculum with reduced staffing.

Maintain the school's website Academic Year	2017	2018	2019	2020	2021	2022
	Pre-opening	180	360	540	720	900
Job Role (Teaching)						
Headteacher	1 (Sept '17)	1	1	1	1	1
Deputy Headteacher	1 (Easter '18)	1	1	1	1	1
Assistant Headteacher		1	2	3	4	5
TLR1		0	3	3	3	3
TLR2		1	5	9	14	19
TLR3		0	0	0	0	3
SENCO		0	1	1	1	1
Classroom Teachers		7	9	15	20	22
Total Teaching Staff		11	22	33	44	55
PTR		16.3:1	16.3:1	16.3:1	16.3:1	16.3:1
Job Role (Non-Teaching)						
Business/Finance Manager/ PA		1	1	1	1	1
Pupil Services Lead		1	1	1	1	1
Data Lead		1	1	1	1	1
Exams Officer		0	0	0	1	1
Resources/ICT Lead		0	0	0	1	1
HR/Payroll/Operations Admin		0	0	1	1	1
Teaching Assistant L1		1	1	1	2	2
Teaching Assistants L2		1	1	1	2	3
Teaching Asst/Cover L3		0	0	0	1	2
HTLA		0	0	0	1	1

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

EAL (Inclusion Mgr)		1	2	3	4	4
Technicians		2	2	3	3	4
Pupil Support Managers		1	1	2	3	5
Reprographics Manager		1	1	1	1	1
Admin Asst		1	2	3	4	5

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

Inclusivity

The preparation for life after 11-16 education begins in our partner primary schools. We will consolidate this by providing a comprehensive, inclusive experience. The pupils and parents/carers 'buying in' to the school will experience traditional values and strong SMSC education. We aim for the community to be a better and safer place to live. Good inclusivity negates NEETS at Post-16 and creates a positive climate for young people to continue with education and leave as good citizens equipped with the skills needed for the future.

The inclusivity established at UKFast / Dean Trust will be accomplished by a number of key strategies and the provision of an environment with the sole purpose for pupils to 'get it right'. The whole school Behaviour and Reward Policy will be aspirational and will be crystal clear in terms of rewards and consequences.

We are absolutely clear about our responsibility to develop scholastic excellence and an early acquisition of knowledge. The culture will be to deliver high quality provision to all groups and the Senior Leadership Team will have a key member of its team with responsibility for Inclusive education. Our key aim is to ensure that 'gaps' do not develop (certainly in progress) and we have a huge focus on English and Mathematics as evidenced in the curriculum section of this document.

For pupils who struggle to access the mainstream environment there will be an inclusion area and depending on the child's needs there will be different levels of support. Although the curriculum is seamless, mirroring 'usual lessons', there is a clear emphasis on behaviour modification and work around expectation and social interaction. The intention with any inclusion area is to provide a 'revolving door system'.

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

There will also provision for pupils who need time out from an incident rather than exclusion.

We aim in Dean Trust schools to have no external exclusion, (other than extreme cases), within our inclusive environment. This supports community relations, continued education, positive attendance and more importantly safeguarding.

All staff will have significant training through our Teaching School programmes to prepare them for the challenges of supporting inclusivity. This includes SEND training in various areas and access to Teaching and Learning and TA programmes which address inclusion specifically.

The key to inclusion is to have the very best staff in place. Underpinning this will be a real concentration on EAL to ensure that children and families are not held back academically because of their 'lack of English language', rather we will celebrate this diversity, build on it and ensure that the English Language is rapidly incorporated into their learning.

The component parts of our approach to inclusion is consistent across the Trust. Policies and curriculum delivery are replicated. Adaptation happens where nuances are required to reflect differing cohorts. Dean Trust/UKFast will replicate the offer, practices and procedures developing at Dean Trust Ardwick which were adapted from Ashton on Mersey School.

PSHE

PSHE will be delivered at UKFast / Dean Trust through a bespoke Form Tutor programme for all year groups and complementary PSHE lessons delivered in Year 7, 8,9. The PSHE programme covers a range of topical and relevant activities including healthy eating, emotional well-being, anti-bullying, e safety, relationships and physical well-being. These activities are centred around weekly themed assemblies delivered on a cycle by the Senior Leadership Team to contextualise and reinforce messages and understanding.

Prevent

We take our responsibility of the 'Prevent Duty' really seriously. This year, at Dean Trust Ardwick, we have had key personnel trained and a clear process in place for staff to identify possible concerns and protocols to ensure we can deal with issues internally or report to the appropriate authorities where required. Prevent is first tackled through our open approaches to teaching an understanding and appreciation of others' ideologies and religions and the schools address this too through its PSHE programme explicitly and implicitly through teaching in the wider curriculum. All staff have undergone 'Prevent' training this year and have a full understanding of the implications of their responsibilities under the 'one chance' protocol.

SMSC

SMSC will be mapped across all subjects to ensure schemes of work reflect the opportunities we undertake to help pupils improve their social, moral, spiritual and cultural development. Dean Trust schools have a real ethos of developing wider curricular opportunities and will allow pupils to undertake many residential experiences to enhance their understanding and encourage wider learning, making the curriculum

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

relevant and engaging and fostering a real love of learning. For examples at Ashton on Mersey school, pupils this year will have visited London and the World War Battleground sites in France and Belgium to underpin learning in History, have attended trips to Iceland and the Dorset coast for Geography, have undertaken sports tours to Spain, the USA and S Africa and had business residential experiences in London and Berlin, with another planned trip to New York in the new year. RE pupils have visited Auschwitz in Poland this year, MFL trips have been organised to Barcelona for the last two years and regular residentials including Year 7 Camp, SEND outdoor pursuit weekends and visits to museums, galleries and other cultural venues allow every pupil the opportunity for involvement. Where cost becomes prohibitive for parent's support is provided through the Pupil Premium funding or the school fund. We will replicate this type of offer at UKFast / Dean Trust. Pupil Premium funding will be greater at UKFast / Dean Trust.

Safeguarding

We have really well established systems and protocols for the safeguarding of all staff and pupils in our Trust schools. Our responsibilities are taken really seriously through ensuring regular and relevant training for all staff and the employment of specific support staff in School who work closely with pupils to support and mentor individuals. Our Pupil Support Managers ensure all pupils have access to personalised support on a daily basis and these are backed up by bought in support of the School Nurse team, counsellors and external mentors to provide additional help when required. Curriculum wise we ensure all pupils understand their own responsibility for their personal safety through specific PSHE delivery including CSE units and e-safety. E safety is a themed week in Trust schools in February of each year to raise the profile of personal on line safety with every child in School. At Dean Trust Ardwick, there is a specific emphasis on the links between e-safety and the Prevent work. Again assemblies and form time activities are developed to ensure pupils have the most up to date and relevant information. Ofsted at Ashton on Mersey in 2013 reported that 'Policies and procedures for safeguarding are fully in place and give no cause for concern.' The policies are replicated across the Trust.

Welfare

Personal Development, behaviour and welfare systems are highly advanced across Trust schools and at Ashton on Mersey, were recognised by Ofsted in 2013 as 'Pupils behave with deep respect for each other and the adults working with them. They are exceptionally well-mannered and courteous. Pupils manage their own behaviour outstandingly well and this leads to a relaxed and very orderly atmosphere in classrooms and around the school.'

At UKFast / Dean Trust UK will be a real pastoral focus across the School developed principally from the role of the Form Tutor, through Heads of Year, Pupil Support Managers and the SLT. All will be highly visible every day in school and focused on ensuring the welfare of every child is prioritised and given the resource necessary. Personal welfare education is again visited in PSHE units in form time and PSE lessons where the children have scope to deal with topics such as sun safety and personal hygiene.

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

The curriculum provides a variety of opportunities for the British Values of democracy, liberty, respect, tolerance, and the rule of law to be experienced and celebrated. British Values are supported through cross curricular approach auditing and ensuring effective delivery across each year group.

It is a key feature of assemblies and we will have numerous calendared opportunities for British Values to be explored in 'live' situations for example: participating in school elections for form captains, sports captains, School Council, prefects and head boy and girl; in the 'make your mark' campaign and exploring issues of democracy, liberty, respect and tolerance in 'black history month' in October; European Day of languages activities; Remembrance Day celebrations; termly project and challenge days all explore these values.

Our schools participate in the UNICEF 'Rights Respecting Schools' programmes designed to empower pupils to use their voice to influence the way rights are talked about and acted on in their communities. We have close links established with cadet units in the School's local community and the school actively explores working with the air force and army as well as the police and fire services which are now also are developing cadet forces. We will build similar links to UKFast / Dean Trust.

We ensure our schools supports anti-extremism through projects such as Prevent, Serendipity and Channel, offered by Greater Manchester Police and these themes will be discretely covered through our PSHE programmes. The School will be mindful of its position at the heart of the local community and as such will developed a range of social action activities within the community – learning and our curriculum does not stop at the school gates and will be clearly visible in the work undertaken in our surrounding facilities such as libraries, youth clubs and our local community centres. Our early success at Dean Trust Ardwick is a testament to our ability to attract pupils from very different backgrounds and communities and then enable them to work together and respect each other's beliefs and ideals.

Dean Trust Ardwick		
Cohort Information	% of Cohort	
Ethnic Code	100	
ABAN	Bangladeshi	8.5
AIND	Indian	4.2
AOPK	Asian Other Pakistani	16.1
AOTA	Other Asian	1.7
BAOF	Other Black African	0.8
BCRB	Black Caribbean	7.6
BNGN	Black - Nigerian	1.7
BSOM	Black - Somali	11.0
MAOE	Mixed: Asian & Other Ethnic	0.8
MBOE	Mixed: Black & Other Ethnic	8.5
MCOE	Mixed: Chinese & Other Ethnic	0.8
MWAO	Mixed White & Other Asian	2.5

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

MWBA	Mixed: White/African	1.7
MWBC	Mixed: White/Caribbean	9.3
MWOE	Mixed: White & Other Ethnic	0.8
NOBT	Info not obtained	2.5
OAFG	Afghan	0.8
OARA	Arab	5.9

Our schools are at the heart of their communities. At the planning stage of Dean Trust Ardwick, we sought advice from staff from local primary schools, community groups and Local Authority advisers. The Trust blended this advice with our own mission to ensure that this inner city school upheld and promoted British Values and was a welcoming and inclusive. Examples of some specific considerations and adjustments are listed below:-

- Provision of Halal catering
- All faith quiet room within the school
- Employing local people, reflecting the religious and ethnic profile of our families
- Employing multi lingual staff to reflect and access the multi lingual make up of the community
- Carefully scheduling staff inset/school closures sympathetic to religious festivals, whilst maintain British values
- Investing in higher specification sports changing and showering facilities to fulfil modesty and accessibility requirements
- Accommodating cultural nuances within the school uniform e.g. to include a new uniform hijab
- Appointing at a Trust level a specialist EAL Strategic Lead

We will adopt the same approach with UKFast / Dean Trust.

Due to the very inclusive nature of the Dean Trust and its hugely successful Teaching School, we are confident that we deliver a culture that reflects pride in the school, great uniform and equipment standards, 'Good by Habit' and a 'Thirst for Knowledge'. This can be witnessed and articulated in The Dean Trust's other sponsored schools including Ashton on Mersey, Broadoak, The Lord Derby Academy, Dean Trust Ardwick and Forest Gate Academy, as well as in all of the schools that we have supported and continue to support.

The Leadership and Management of inclusion has a clear focus on the pursuit of excellence with an effective Self Evaluation Form (SEF) and School Improvement Plan(SIP) to ensure that we are deemed to be a fully reflective and evaluative school that persistently strives for excellence in all it does. Pupil Premium supports our inclusivity and is used widely with clear impact measures and statements visible on our website.

Expertise within the Trust ranges from specifically trained SLE's to

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

The broad, balanced curriculum supports all children and our Local Governing Bodies are fully trained to support and challenge us in this area.

The SLT members responsible for induction in each of our high schools meet on a termly basis to share best practice, problem solve and align key policies and their implementation. This inclusion 'Specialist Network Group' allows staff to collectively plan and respond to policy and implement changes.

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

Pressure on Places Basic Needs

In November 2014 Manchester City Council published a prospectus for potential applicants seeking to open a new build, 11-16, 1200 Pupil Admission Number, high school, on a site in Ardwick Manchester. 26 applications were submitted by a closing date of 18th December 2014, 3 applicants were subsequently short-listed for interviews/site visits held in January 2015. In February 2015 The Dean Trust were selected to open the High School in Ardwick in September 2016 by Manchester City Council recommendation and ministerial approval. Because of the significant pressure on secondary places Manchester City Council asked that Dean Trust Ardwick open a year early with a smaller year group of 120 Year 7s in a temporary building in September 2015.

The school did indeed open early in September 2015 (just 7 months after being awarded the new school) and the first 120 Year 7 Dean Trust Ardwick pupils have just completed their first year. The purpose built 1200 pupil new build High School opened in September 2016 as planned. In the Spring of 2016 Manchester City Council asked The Dean Trust to admit an additional 60 Year 7 pupils in September 2016 (bringing the 'one off' Pupil Admission Number from 240 to a total of 300 pupils).

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

Throughout this period The Dean Trust staff have worked very closely in partnership with Manchester City Council officers responsible for both the strategic and operational aspects of place planning/place provision and secondary school admissions.

Manchester City Council has had very significant challenges planning and providing for the increasing demand for secondary places. We have first-hand knowledge and understanding of the trends and immediate pressures in the city central wards and have responded positively with a ‘can do’ approach to support the local authority with solutions. The table below describes the Basic Need gap at Year 7 across the next 3 years.

Secondary 17/18	Y7	Y8	Y9	Y10	Y11
Basic Need Gap	-158	269	428	618	878

Secondary 18/19	Y7	Y8	Y9	Y10	Y11
Basic Need Gap	-625	-275	149	350	580

Secondary 19/20	Y7	Y8	Y9	Y10	Y11
Basic Need Gap	-999	-740	-392	74	315

(Minus figures denote the Basic Need gap)

Our own experience, our understanding of the Greater Manchester pupil admissions “market” and our confidence in the expertise of Manchester City Council officers leaves us in no doubt that there is a compelling and urgent need for the places this school will provide. UKFast / Dean Trust Manchester will be full and over-subscribed from opening, with its first 240 Year 7s starting in September 2018.

Our confidence is due in part to the profile and popularity of The Dean Trust and UKFast’s ‘brand’ which is already well established in the City. UKFast will use their experience here to lead branding at the school.

When we agreed to open Dean Trust Ardwick early with a September 2015 cohort the secondary place admissions process was two weeks away from offers to parents. Dean Trust Ardwick places were offered to parents across the City who had no option of any other school. They had no prior knowledge of our Trust or of Dean Trust Ardwick.

Through very effective communications, marketing and stakeholder relationship management, Dean Trust Ardwick opened with 120 pupils whose parents were converts not conscripts. 40 pupils had parents who changed their choices away from first and second preference offers at other schools. This first Year 7 at Dean Trust Ardwick was full, with a waiting list of 24 pupils (September 2015). These pupils were drawn from 24 primary schools.

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

The 300 September 2016 Year 7 pupils joined from 63 primary schools, travelling from a range of areas but often commuting via two buses each way. In September our Year 7 places, 300 (Pupil Admission Numbers plus the one off extra 60 pupils) are all filled and we have waiting lists. We were first preference for 112 pupils, second preference 76 pupils and third preference for 54 pupils. We currently have 15 Year 7 pupils and 11 Year 8 pupils on our waiting list.

Our own 'pupil place/parental preference' market intelligence gives us high levels of confidence that this second Dean Trust school in Manchester serving the specified wards will be a very popular choice indeed. This confidence is supported by the wider city context and the demographic trends.

Background

The Council has established the need for additional secondary school capacity to support the growing number of children accessing our type of provision and is supporting this

submission. The central area of the city has seen continued population growth mainly driven by migration into the city. This area of the city, along with others, has been identified for residential growth in forthcoming years which will add to the level of demand for school places.

The detail of our data is focussed on the central planning area of the city which contains the following Wards: Ardwick; City Centre; Gorton North; Gorton South; Hulme; Levenshulme; Longsight; Moss Side and Rusholme. UKFast / Dean Trust Manchester will draw its pupils from across these wards and beyond.

School Place Demand

Manchester's population estimate has been growing steadily from 423,000 in 2001 to the current 2013 MYE figure of 514,000, growth of 91,000 (an average of around 1.7% per year). The rate of growth in Manchester was at least twice the national average but slowed at the start of this decade. International migration has made a significant contribution to the growth of the city's population and this is forecast to continue in the short term. The city's unprecedented growth parallels boroughs such as Tower Hamlets.

The population of the city centre has trebled in the last decade and now stands at almost 25,000. When the population of those living on the city centre fringe is incorporated this figure increases to almost 50,000 residents. The population will continue to rise in the future as further planned residential developments expand the city living concept. The Greater Manchester Forecasting Model (GMFM) predicts that the population for the city will reach 555,000 by 2020, illustrating the continued citywide growth. There are significant brownfield sites shortly to be released across the wards our school will serve. The city living concept embraces the notion of 3 or 4 bed apartments being built, attracting even more young families into the city.

Inward migration to the city is a constant factor in shaping the demand for school places. A number of wards which UKFast / Dean Trust Manchester will serve act as reception areas for new arrivals from foreign countries and this trend follows established support networks linked to language, nationality and faith. As with Dean Trust Ardwick, this new school will welcome both boys and girls from all backgrounds.

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

The following table shows the numbers of applications received from new arrivals to Manchester either from national or international inward migration seeking a place in a secondary school.

Academic Year	Applications Received
2011-12	313
2012-13	769
2013-14	1028
2014-15	723
2015-16	1326

As part of the annual School Capacity (SCAP) survey the Department for Education (DfE) requires that local authorities provide projections of the overall capacity required within the school system. The latest forecasts of anticipated pupil numbers in the city-wide secondary sector show a high degree of transition loss reduction.

In the past Manchester City Council did experience quite a high degree of ‘loss’ at transition into neighbouring local authorities. This trend is reducing due to the following factors:- neighbouring LA’s have not had the same capital allocations opportunities; their own pupil populations are rising.

In other words, their high schools are more full with local pupils and more Manchester parents are now also choosing Manchester high schools as their reputation improves or as new popular schools open.

In addition to the city-wide level forecast provided, it is also possible to zoom into the central planning area to assess a more local picture of demand. In the table provided below the forecasted number of anticipated children at secondary level are provided:

Central CCG	Y7	Y8	Y9	Y10	Y11
2016/17	1745	1644	1455	1449	1401
2017/18	1927	1757	1617	1559	1462
2018/19	2064	1936	1726	1729	1571
2019/20	2174	2071	1898	1843	1740
2020/21	2316	2180	2029	2023	1853

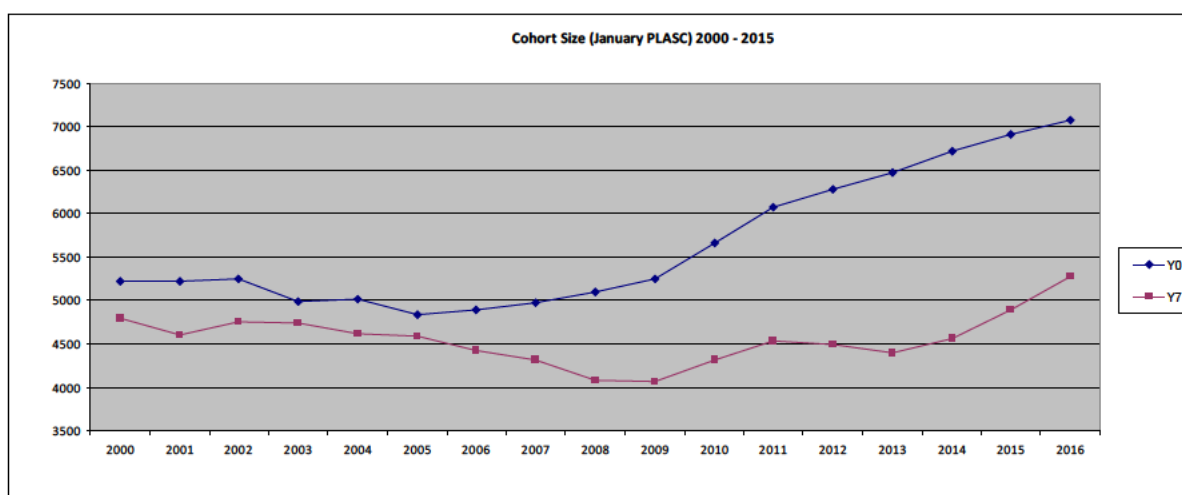
The numbers provided are exclusive of those children who attend special and alternative provision and include a net migration figure. The figures therefore provide a degree of confidence about what is likely to happen in the city over coming years.

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

There is little or no spare capacity in other secondary schools. Indeed, most have agreed to temporary PAN increases to fill the gap before new places are provided.

It should also be noted that parental preference plays a role in access to school places with some families who are local to the central planning area choosing to travel further afield to access specific types of provision which match their faith, requirements for single sex education or to popular schools with a good reputation. We are very confident that UKFast / Dean Trust will be a popular choice and will draw pupils from long distances. Our experience with Dean Trust Ardwick, is that we are increasingly popular with local families whilst simultaneously attracting pupils from further afield.

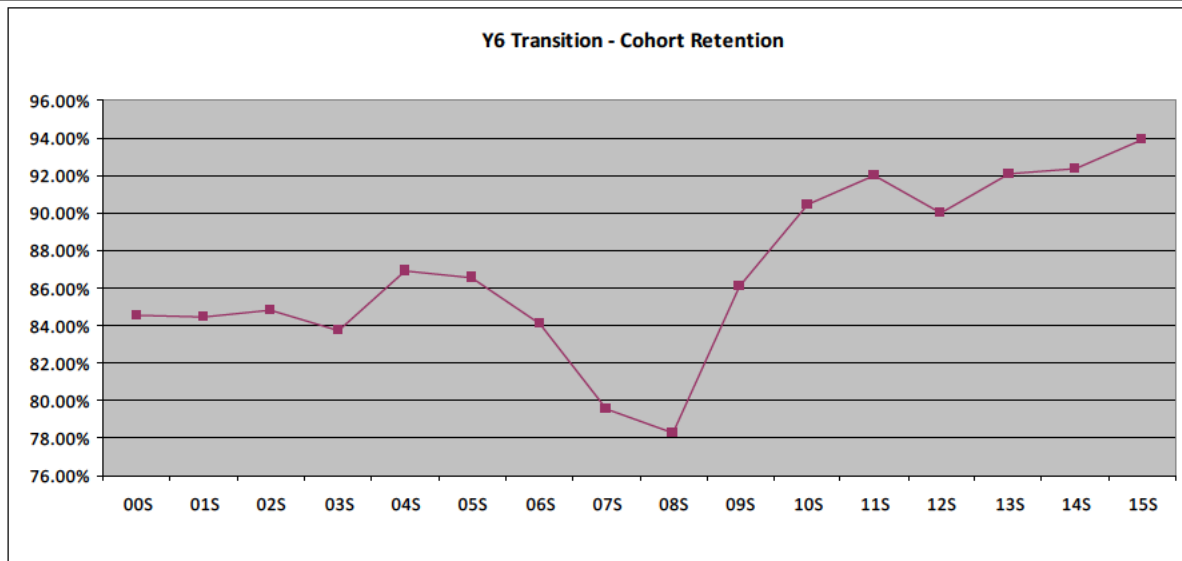
In addition to the figures, as part of the annual SCAP return, the Pupil Level Annual Census (PLASC) also provides a useful data set for analysing patterns in the school population. The following graph demonstrates the trends seen in the city from January 2000 to January 2016 for children accessing a place at Reception and Year 7.



The Graph above demonstrates the continued increase, both in Reception and Year 7, which continues to be driven by Manchester's economic growth and net migration. The main driver for growth at secondary phase is the continued movement of primary aged children through the school system combined with an increasing rate of retention at transition as seen in the table below.

- The current Pupil Admission Number for Year 7 is 5735 with a number on roll in primary school Year 5 standing at 6365 as at January 2016. That shows the scale of the challenge as those Year 5 children will now be Year 6 in academic year 16/17 and will have already increased in number due to net migration. Therefore, it would be reasonable to say that when the current Year 6 cohort reaches Year 7 in 17/18, there will need to be in the region of at least 600 places created.

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



Regeneration and Growth

The Manchester Strategy defines the vision for the city as being a world class city as competitive as the best international cities: -

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

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

A substantial volume of residential growth is planned for the city which will have a bearing on the level of demand for school places.

Manchester City is growing fast, with clear growth and with lower pupil migration at transition. Job creation and regeneration will continue to be strong macro pull factors. Many Manchester parents are now supporting their pupils to travel up to 7/8 miles to a school of their choice with a popular offer.

Our confidence in their being a demonstrable need for this school is underpinned by a solid evidence base of demographic data gathered from local and national statistical data and Manchester City Council advice regarding capacity and future demand forecasts. There is a proven track record of the quality and accuracy of Manchester City Council data and predictions and a history of secondary state provision lagging behind need. The Dean Trust have been part of the pressing 'catch up' solutions for the past 2 years.

The Dean Trust brand coupled with the enhanced opportunities yielded by our explicit partnership with UKFast will be a very popular offer. We anticipate close proximity

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

parents living in neighbouring Salford and Trafford local authorities being attracted to The UKFast / Dean Trust Manchester offer.

Raising Attainment and Parental Choice

In February 2016, the [REDACTED] wrote an open letter to Manchester City Council warning of the impact of poorly performing secondary schools in the city. Primary schools were improving yet 3 out of 10 secondaries in the city were judged to be inadequate or requiring improvement. In 2015 Manchester was ranked in the bottom 8 regarding pupils gaining 5 GCSE's A*-C including Maths and English.

Some of the secondary schools, highlighted by Ofsted, are located close to Dean Trust Ardwick serving the communities of central Manchester. We have first hand experience of the impact on families who feel that they cannot access a good school for their children. Dean Trust Ardwick has a waiting list of pupils wishing to transfer from another local high school which is regularly attracting adverse press in the local media regarding Ofsted outcomes and perceived poor standards.

In this context we feel that opening UKFast / Dean Trust will play a key role in Manchester City Council's drive to narrow the achievement gap at Key Stage 4 and help tackle some specific achievement gaps.

More parents will be able to gain a place for their children in a school which will work tirelessly to ensure it is at least 'Good'. We very much look forward to working alongside Dean Trust Ardwick and the rest of the Manchester high schools to ensure the city's pupils receive a world class education.

Workforce Shortages and Employability

[REDACTED] recently told the Manchester City Council Economic Scrutiny Committee 'Manchester companies are really struggling to find employees with the necessary digital skills'.

The Demand for Skills

Manchester Digital is the independent trade association for digital business in Manchester and the Northwest with a membership base of over 500 businesses and organisations across sectors where digital skills form an important part of the workforce. It includes everything from micro-enterprises with less than 5 employees through to larger organisations with well over 100 employees, from digital agencies to marketing firms, software development and e-commerce firms.

Manchester Digital carries out a 'Digital Skills Audit' by surveying their members each year. This is their contextual summary.

The Digital and Creative Sector is one of the fastest growing sectors of the Greater Manchester economy, with a clustering of digital and creative businesses in Manchester and Salford. In Greater Manchester (GM) almost 55,000 jobs are directly employed in the digital and creative sector generating over £3 billion GVA per annum, with the potential to grow to £4.5 billion over the next decade. In the city of Manchester alone the value of the sector is £1.84 billion with the potential to grow by a further £812m by 2025 and an employment base of 57,000 jobs with a predicted growth of 66,000 jobs by 2025.

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

The demand for digital skills goes beyond the digital and creative sector and it is estimated that there are an equal number of specialist digital technical roles across other sectors in Greater Manchester. This creates ever increasing demand for programmers, developers and technical digital skills.

Manchester City Council are about to adopt the 'Four Digital Skills':-

Priority 1

Ensure a pipeline of enthusiastic well skilled young people into industries that require digital skills.

Big ticket: Improved and coordinated industry led CEIAG

Priority 2

Increase 'on the job' experience for learners at all levels with focus on higher skills.

Big ticket: Significant expansion of degree/higher level Apprenticeships

Priority 3

Up-skill the existing 'digital' workforce, including teachers and lecturers, to meet new demand and broaden their skill-set

Big ticket: Public/private Centre of Digital Skills (virtual or real)

Priority 4

A new adapted digital curriculum to become the UK's first 'City of Digital Learning'

Big ticket: Embed digital skills across all publicly funded skills curricula

Meeting the challenges of delivering a workforce to respond to the growth and jobs in the digital sector is vital for Manchester city and the region.

The translation of UKFast / Dean Trusts vision regarding digital literacy will be a significant part in the overall school sector's solution to some of these challenges.

A recent Manchester City Council report to Economic Scrutiny 22nd June 2016 states:

'Although the introduction of the computing curriculum is a positive step in ensuring that our young people are equipped with the skills that are becoming increasingly fundamental in the modern workplace, there have been concerns raised over the capacity of schools to deliver the course content to the required standard. These particularly relate to the training or re-training of the ICT teachers who are expected to deliver the curriculum and the fact that several sources suggest that many teachers are struggling with the transition. Some schools in the City have developed partnerships with digital businesses to provide curriculum support and expose young people to the potential employment opportunities in the digital sector e.g Dean Trust Ardwick with UKfast'.

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 strategy to engage with stakeholders and the local communities is following two phases.

Phase one is almost complete. This initial phase of stakeholder engagement and feedback is based on the highly successful approach the Trust undertaken prior to the opening of Dean Trust Ardwick. Key stakeholders at this stage were the local MP, local councillors, Manchester City Council Officers (responsible for pupil place planning and delivering, admissions, quality and the regeneration team), leaders from the digital business community and a representative of the Manchester Secondary Headteacher's. We have endorsements from Manchester City Council officers and have enjoyed their full support. This application is part of their planning within their place planning strategy. Clearly officers have not formally written letters of support. The local MP and the Councillors on Manchester City Council are members of the Labour Party. Their letters are therefore pragmatically nuanced. They clearly endorse The Dean Trust regarding their plans to open a new school in Manchester and are pleased with progress at Dean Trust Ardwick but they do not endorse the Free School policy route. Please see the letters attached. We have secured good buy in from these key stakeholders.

Key Stakeholder letters (see Annex 5)

- 
- **Lucy Powell MP Manchester Central**


Phase Two has started in September 2016. The focus here is on the engagement of prospective parents, pupils and primary Headteacher's and their staff.

However, our approach here is different. We are very clear about the steer from Manchester City Council about which communities have the greatest need for a local

E2 – successful engagement with parents and the local community

high school but we are minded that as yet we are unsure about the location of the new school.

To reach a diverse cross section of the community and parents we intend to serve, we have planned a range of marketing, engagement and feedback approaches.

Being a digital technology-led school application, we have planned to create a web page dedicated to reaching out to the community and gaining their feedback. This will contain a short survey to give parents, children and stakeholders in the local area a platform to share their thoughts about the proposed school. This is planned to go live in October 2016.

This will be shared with UKFast and The Dean Trust's pooled contacts, including The Dean Trust's strong educational base, UKFast's work with more than 57,000 pupils in Greater Manchester and engagement with local businesses in the area. Additional to this, we will harness the connectivity of social media, sharing the web page with key contacts reaching a minimum of UKFast's 260,000 cross-platform social media followers. A targeted campaign will see us reach people within the wards in which we propose to build UKFast / Dean Trust Manchester.

Social media is an open forum to engage with parents and pupils to gain real-time and organic feedback.

As a business at the heart of Manchester's technology community, UKFast will also reference the new school at key events held at UKFast Campus with Manchester's digital community, and at the regular media and presenting opportunities of [REDACTED]. These are also opportunities to distribute key marketing materials to educate and inform the community about the planned school.

Additional to this, we intend to populate this webpage with short video from [REDACTED]. This video will share our vision of the school from the two leaders spearheading its development.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The Dean Trust have successfully delivered a 2 phase project, opening a new build school in central Manchester serving a comparable demographic and cohort of pupils. This was particularly challenging on many fronts not least of which was the fact that the Trust was not the client in the building contract as the project was funded through Manchester City Council (MCC) basic need.

This required a versatile approach to the project deliverables. Given the Trust's desire, as the ultimate "operator/end user", to ensure a fit for purpose facility in both phases, a close liaison with the lead project team from MCC was paramount. Our ability to project manage was highlighted throughout, working to extremely tight deadlines and requiring rapid decisions to move forward. Clarity of purpose and a team with the requisite skills who all know their role and are carefully briefed was key. The Trust has undoubted experience in managing and delivering large scale building projects from the ground up. This however is clearly only one aspect of delivering a brand new free school. Being "ready" on Day 1 requires a whole lot more planning, coordination and control. Community engagement, primary liaison, marketing, recruitment, admissions planning, financial planning, curriculum planning, procurement, servicing, resourcing, legal, regulatory and audit process are obviously elements that need to be integrated and fed into the process at the appropriate time. The Trust has demonstrated its ability to do this in both phases, notably for phase 1 where 6 months prior to opening there was no building.

The school opened in September 2016 in a new £24 million building, fully staffed, extended Year 7 PAN, oversubscribed. 18 months from concept to delivery.

The team which have successfully delivered the DTA16 project will be the same team deployed to resource the DT/UKFast pre-opening stage project. The project will have almost identical deliverables and workstreams.

- Stakeholder relationships
- marketing collaboration with Manchester City Council Admissions team
- Recruiting 240 Year 7 pupils (75%+ = 1st preference aspirations/ Trust target)
- Recruiting the staff
- Delivering a successful consultation process on school opening
- Developing curriculum plans
- Financial planning and budgeting
- Passing a pre-opening OFSTED inspection
- Managing the pre-opening / handover /to post opening phase
- Supporting the EFA with acquiring and developing the site

The Dean Trust understand the complexity and extent of the work involved in the pre-opening stage. We have the right individuals in our core project team whilst also engaging other personnel from the wider Trust resource pool at appropriate times as the project evolves. This enables additional impetus when a burst of activity is required over a short period. The core project team will be afforded the appropriate allocation of time. The Trust is very confident that the team has the relevant, up to date experience and skills required to resource this project i.e.

- Project management

F1 (a) Skills and experience of your team

- Financial management, planning and control
- Legal
- Procurement and best value
- Leadership
- Marketing and stakeholder relationships
- Human resources
- Safeguarding, health and safety

[REDACTED] We will adopt the same approach as we did with Dean Trust Ardwick regarding the appointment of a Head. A substantive DT/UKFast Head will be recruited and appointed to start in January or April 2018, with a period of co-working with [REDACTED] for the first 2 – 3 terms. This will facilitate a fast start and enable Dean Trust systems and processes to be embedded at an early stage to hit the ground running with the first cohort of pupils.

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
N/A	N/A	We are confident that we have the 'assets' in place with the required capacity.

[Add more lines as appropriate]

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

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

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

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

We believe our capacity to successfully manage and operate the proposed new secondary school begins with our ability as highly competent leaders, managers and 'finishers' in all aspects of our educational business. This, supported by strong and supportive governance utilising Trustees and Governors with specific skill sets that both challenge and support improvement and standards across the board.

Our Chairman of the Trust, [REDACTED]

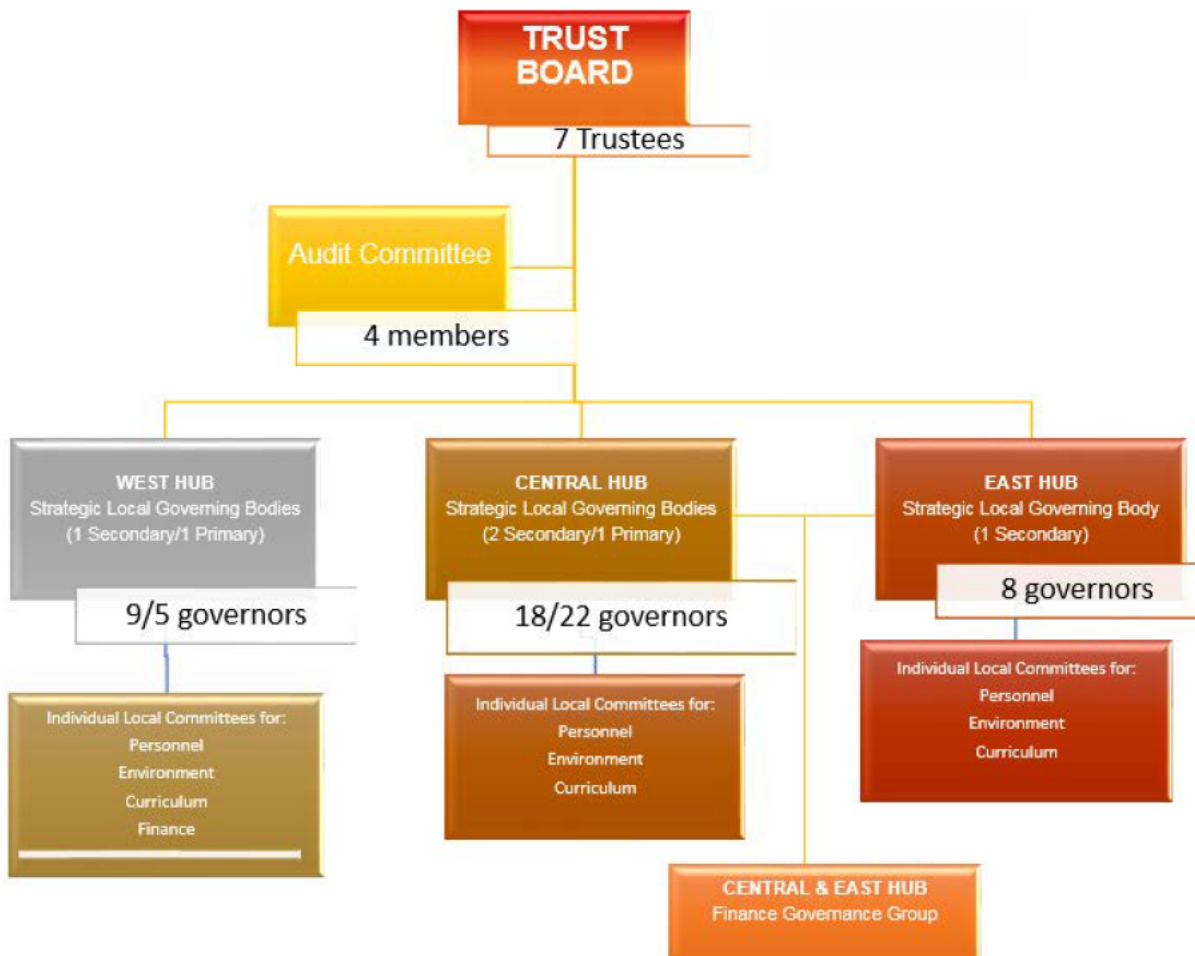
The experience to recruit the appropriate people is already in place and the blend of local people, businesses, specialist skills and other key governors will be worked on continuously. We believe this process to be vital as a school cannot be Good or Outstanding without highly effective Governance. The very latest Ofsted guidance is clear that governors need to have a rigorous approach to assessment to be able to triangulate judgements, interpret the data dashboard and be transparent and open.

Investment in training of Trustees and governors is paramount to ensure clear understanding of roles at local level, and within the wider Trust. Great sensitivity will be required to ensure that, not only key representation from 'groups' within the community and business is sought but equally as important the appropriate skill-set to rapidly move the school forwards is secured. All perspective Governors and Trustees prior to taking up a position are interviewed.

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

Training is continuous and provided through a variety of mechanisms including Local Authority, school led and bespoke Trustees and Governor training days. The most effective of these has been the annual Dean Trust Governors Conference that enabled the Trust to talent spot future Trustees and to develop and strengthen the skill sets at each local governing body. Dean Trust Ardwick governors have met at least once a term, with individual governors undertaking training specific to their needs in the interim periods. Early ‘Away Day’ training to develop vision and understanding of the challenge will be essential, led by existing governors, experts from Manchester Governor Services and other relevant bodies will be vital if we are to create an outstanding leadership team at all levels. This has never been more evident than within governance for our newest school, Dean Trust Ardwick. After joining the local governing body for an initial term of one year from its formation, we are delighted that all of our Dean Trust Ardwick governors, without exception, have decided to remain as governors for a further full four year term. Their experience as a governing body of a starter school from inception will be invaluable to the proposed joint board. As the school grows in Ardwick, we recognise that we will require additional Governors with very specific skill sets. The CEO is charged with this role of seeking out ‘experts’ whilst the ‘Academy Ambassadors Programme’ is part of this.

The Dean Trust Governance Structure.



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

The setup and 'running' of any new school is complex and requires an approach that is organised, empathetic and sensitively researched. Our [REDACTED] is experienced in this, having successfully brought Dean Trust Ardwick School from the drawing board to the point of pupils moving into their brand new building in September 2016.

The [REDACTED] work tirelessly to update governors throughout the process, allowing opportunities to question and challenge decisions to ensure the right environment is created for the pupils. The Dean Trust, through its protocols recognises that the community of the school is paramount and the context and special nature of an area must be respected.

Significant research takes place including site visits and desk top exercises to interrogate the 'nature' of opportunities, challenges and aspiration of each community. Governors are actively involved in each step to ensure both school and community needs are met. This incorporates relationships with existing groups, ie: religious, social, police and youth groups and, most important, the local authority and most importantly, engaging with businesses in the local area. The Dean Trust has always enjoyed exceptional relationships with local authorities and community groups and will continue this ethos in this exciting project, relishing the diverse and rich nature of the communities. The governors of Dean Trust Ardwick are already long standing members within local business with strategic community links. Dean Trust Ardwick is already benefiting from the Trust partnership with UKFast.

The key to success in this is shared vision and collective responsibility. That said, a culture of distributed leadership transcends our organisation and is reflected amongst our governors. Dean Trust Ardwick governors are all drawn from leading business or public sectors which have a vested interest in Manchester. Their proactive involvement in the school has already ensured management at all levels is empowered, including pupil leadership and talent is quickly identified, developed and harnessed. Our experience in opening 'new build', new schools has provided challenging lessons and created sound successful solutions to securing the effective transition of a viable cohort whilst not having access to the new school building or site available. There were huge challenges of the 'temp' building for 1 year with very tight deadlines requiring strong and decisive governance to move things forwards rapidly.

Despite being a MAT, The Dean Trust run schools as local entities forming key relationships with partner schools (Secondary, Primary, Special). The corporate aspects relate to our values, standards and to our support service infrastructure some of which are non-negotiables. There is an unswerving and non-negotiable set of standards that permeate all aspects of school life and all staff and pupils must adhere to them. These standards are transparent to all and 'buy in' is usually swift resulting in improved progress. In this new school, aspirational targets will be developed through comprehensive baseline testing as well as primary data. The context of the community will influence but not depress our expectations of attainment as is evidenced within Dean Trust Ardwick. (see Annex 4). Notwithstanding this schools operate with a good deal of autonomy taking account if local and condition and context. The Local Governing Body adopts the Dean Trust scheme of delegation that affords them the decision making process in most cases. The custom and practise within the Trust is that the Local

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

Governing Body which as the ‘key team’ to support the school and the Chair has autonomy to recommend new Governors or to ‘second’ Governors on to the Local Governing Body. The Trust, through their CEO and Academy Director will provide or look for additional support when the school requests it or if it finds itself in difficulty.

To further support this, the expansion of the governing body has taken place organically, with the co-opting of business and sector leaders holding specific key skills and experience, namely in HR and project management. The distribution of the right skills in the right areas is a continuing process in any new school, but one that is not rushed.

[REDACTED] This enables governors to understand the standardised accounting and financial reporting systems across all of our academies, giving regular and timely updates on Trust wide budgets and financial performance. Governors are then able to more accurately support their local setting.

As a Trust we are able to disseminate key governance skills across the schools where necessary and no more importantly has this been welcomed than in recruitment for Dean Trust Ardwick. Governors from established schools within the Trust have worked alongside Dean Trust Ardwick governors to support the recruitment and development of both staff and governors as the new school grows. This model is Trust wide and would continue within the proposed new free school to ensure accountability and effective decision making takes place to drive improvement.

Our proposed governance of the new free school would be comprised of the current local governing body for Dean Trust Ardwick, with the addition of [REDACTED] and two central co-opted members of the local community. The Dean Trust ‘Conflict of Interest policy’ is current (revised March 2016). There is a commercial relationship between UKFast and The Dean Trust, outlined in a memorandum of understanding, signed February 2016. This relationship will be managed effectively by applying our policy. The policy is underpinned by the ‘at cost’ principle regarding financial transactions and this relationship will be compliant. With this composition, we can draw on the unique experience of setting up a new school from an established local governing body and strengthen it with additional key community and business members. Parent and Staff governors from the established school would support, with recruited Parent and Staff governors from the new school being added in the second year. See the proposed joint governance structure below.

The table below shows the current skills within the Dean Trust Ardwick local governing body:

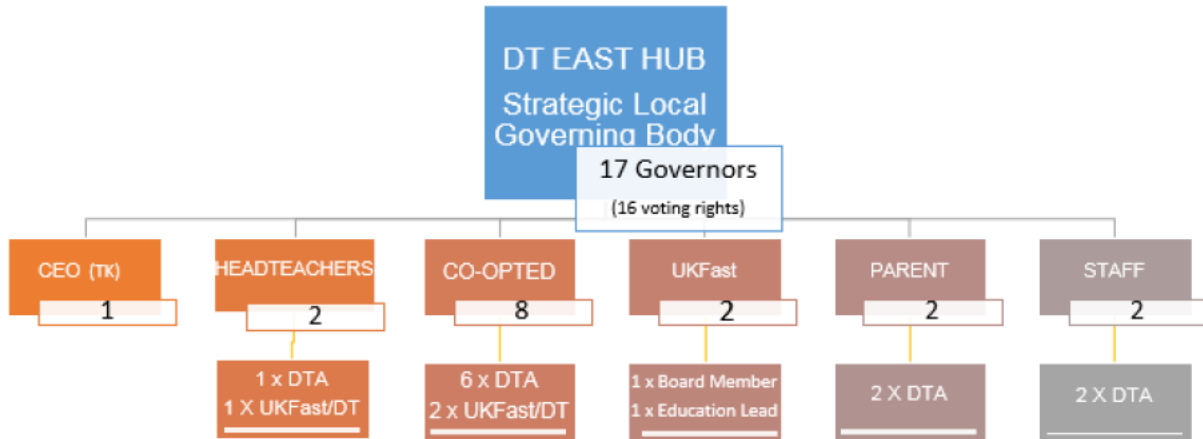
Name	Key Skills and Experience
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

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

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

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 Joint Governance Structure 2017



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

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

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

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

NA

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

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

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

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

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

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

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

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

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability

The Trust operates high schools of different sizes, with vastly different pupil profile cohorts in three different Local Authorities. We are very experienced in budgeting and financial planning across The Dean Trust with schools receiving different levels of funding as a result of variations in funding levels, formulas and weightings. UKFast / Dean Trust budgeting and financial planning will be modelled on our experience and understanding gained with Dean Trust Ardwick in Manchester local authority.

UKFast / Dean Trust school will have the same high tech ICT resources as have been provided at Dean Trust Ardwick, sourced from a similar size budget allocation.

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.

Annex 1 About The Dean Trust

The Trust was built on the success of Ashton on Mersey, a secondary modern school in Trafford which has achieved five consecutive 'Outstanding' Ofsted reports as well as further 'Outstanding' subject reports.

The very strong moral purpose within the organisation was developed further by responding to requests for support from other schools. focus on headlines which demonstrate impact on new school in the early days (2000) this was informal and based purely on trust and goodwill. As the educational landscape evolved through Beacon Status, Training Schools to Teaching Schools, Ashton on Mersey remained focused on school improvement.

Very good relationships with Trafford Local Authority led us to make a conscious effort to create a hard federation with Broadoak High School, a school situated in a deprived area, with low aspirations and very poor outcomes. Following a short period, the school moved to 'Good' and then 'Outstanding' and is now a key school within our MAT.

The success in changing educational outcomes led to a request from Manchester Local Authority and the Department for Education to the West Trafford Learning Partnership (Hard Federation between Ashton on Mersey and Broadoak School) to lead Parrs Wood High School in Manchester as it 'slipped' into 'Special Measures'. [REDACTED]

Parrs Wood, the former 'flagship' school in Manchester was a very important and 'game changing' project that helped shape The Dean Trust, as it allowed key individuals to really come to terms with school-to-school support, including the staff at Parrs Wood. We were successful in removing Parrs Wood from 'Special Measures' and it is now a 'Good' school.

Shortly after this the Department for Education approved us (West Trafford Learning Partnership) to become a MAT and soon after we sponsored our first school. Forest Gate Primary was a very low performing school (29% combined English/Mathematics Level 4) with falling rolls (152 on roll in 2011). Following sponsorship, [REDACTED] results currently stand at 72% combined and a roll of 253.

Since then The Dean Trust has continued to grow gradually with quality outcomes for children being at the heart of the strategy.

As a Trust, we have often turned down requests to 'sponsor' schools as we will only pursue a proposed bid when we are confident of success and when there are tangible benefits to the school community.

A particular challenging venture has been the sponsorship of the Huyton Arts and Sports Centre for Learning (now Lord Derby Academy) – a PFI school in the lowest performing local authority in the country (currently A-C including English and Mathematics combined, below floor at 35.6%).

The Labour controlled local authority made the brave decision to hand over the school to The Dean Trust and likewise The Dean Trust took a calculated risk. The risk was relating to the PFI contract and not to children. In 2014 Lord Derby Academy raised their 5 A*-C

by 9 percentage points to above 40% (43%) for the first time against a backdrop of a 6% national fall with all other Knowsley schools, bar one, dropping below floor.

In addition to our 'academy' programme we have a very successful 'commissioning model' support schools which are experiencing difficulties. We have an excellent track record in supporting schools in this position (Parrs Wood). We supported Lymm High School following the suspension of the Headteacher and Deputy Headteacher and Manchester Academy (one of United Learning's schools) following an unsuccessful recruitment campaign to attract a quality Headteacher. We always carry some capacity to undertake this element of our Teaching School work.

The 'running' of new schools is complex and requires an approach that is empathetic as well as highly organised. Our back office Business Centre (HR, ICT, Finance) are all experienced in multi-site working. The Dean Trust, through its protocols recognises that the community of the school is paramount and the context and special nature of an area must be respected. This includes the relationship with existing groups ie: religious; social; police and youth groups and most importantly the local authority. The Dean Trust has always enjoyed exceptional relationships with local authorities. Significant research has to take place including site visits and desk top exercises to interrogate the 'nature' and aspiration of the community.

We were invited by Manchester City Council in December 2014 to become the sponsor of their £28m brand new, flagship school in Ardwick. This project is complete and Dean Trust Ardwick opened in September 2016.

Despite being a MAT The Dean Trust run schools as local entities forming key relationships with partner schools (Secondary, Primary, Special). The corporate aspects relate to standards. There is an unswerving and non-negotiable set of standards that permeate all aspects of school life and all staff and pupils must adhere to them. These standards are transparent to all and 'buy in' is usually swift, resulting in improved progress. In our new schools, aspirational targets will be developed through comprehensive baseline testing as well as primary data. The context of the community will influence but not depress our expectations of attainment.

Creating and maintaining these standards can only be achieved through 'Outstanding' leadership. The Dean Trust has a significant track record in this area that does not simply lie with one person. The enclosed Curriculum Vitae of the Executive Team outline their achievements and approach. This extends to governance.

In total we have [REDACTED] In our wider Teaching School Alliance we have created 38 Specialist Leaders in Education.

When we open Dean Trust UKFast we can replicate aspects of the proven high quality provision of Ashton on Mersey, finesse it with the learning from Lord Derby Academy, Broadoak, build upon the learning from our Teaching School and the Secondary School Improvement Commissions in particular, and draw upon our experience of opening an almost identical new build high school project serving a similar catchment area in Ardwick, Manchester.

In February 2016 The Dean Trust signed an agreement making UKFast its exclusive Technology Education Partner. This agreement paved the way for UKFast to be involved in development of the technology and digital curriculum across The Dean Trust in order to create a culture of digital excellence.

ANNEX 2

About UKFast

Manchester-based UKFast provides dedicated servers, cloud services and colocation to government, public sector and commercial organisations, with a wide-ranging product portfolio built in-house and hosted in the UK.

██████████' focus on people has seen the business grow from a two-man back-bedroom venture to a £40 million business with a 300-strong team in just 17 years.

██████████ and the UKFast team set the business' five core values more than 15 years ago. Each value is centred around people and service and they collectively run through the core of the business. These are: passionate, dynamic, professional, innovative and supportive. When recruiting, we look for people who have a 'caring gene' – those who naturally support others.

This 'people focus' is also why ██████████ and UKFast have invested more than £5 million into training and education, developing an onsite training centre which partners with world-leading vendors.

As part of its journey to develop people, UKFast launched its award-winning apprenticeship scheme in 2013. The firm now has now trained more than 40 apprentices across four different framework categories.

In an industry where skills are in short supply and high demand, UKFast works to inspire the next generation to adopt a digital education; to learn coding and programming and provide hands-on experience of real-world technologies.

As part of this mission, UKFast reaches more than 57,000 pupils across Greater Manchester through school outreach programmes, careers event, work experience offerings and official partnerships. These partnerships with multiple local schools as well as the Diane Modahl Sports Foundation (DMSF), give young people from one of Manchester's most under-privileged areas access to modern technology and technology education. Beyond the technology, UKFast works with DMSF to provide educational opportunities and to help develop young people with business acumen, communication skills and confidence.

UKFast's focus on skills equips the current and future generations of technology leaders, thinkers and entrepreneurs and has already seen great success. Not only does the firm develop people skills as a key area of all development curriculums, it also equips and empowers its engineers to lead the company's direction. An example of the results of this focus on training and empowerment is its home-grown product range, including eCloud. eCloud – the first truly flexible cloud to be designed, developed and wholly hosted in the UK –and each iteration has been developed by members of the UKFast team. eCloud now accounts for 40% of our annual revenue, equating to a £15.917 million run rate for 2016. Tangible results of strong growth thanks to improved skills and learning.

UKFast is one of the largest independently owned hosting providers in the UK, with a current run-rate of £38 million and posting £34.3 million turnover in 2015. The firm has 300 staff across offices in Manchester, London and Glasgow, four wholly owned, custom-built data centres.

CEO Lawrence Jones has several related business ventures, including cybersecurity firm Secarma. Jones understands that the focus of business on the internet is no longer about getting people online, but about keeping them safe online, which is why he created and recently expanded the security business. Secarma specialises in ethical hacking and penetration testing, protecting online businesses from hackers, data theft and cyber threats.

Among many accolades over the years, UKFast has consistently been recognised as an extraordinary workplace with people at its heart. UKFast has been in the Great Workplaces and Best Companies to Work For lists for more than six years, last year placing 5th and 32nd respectively. The firm has also won several awards for its commitment to education, including a National Apprenticeship Award, several Skills for Business Awards and it has also been named Service Provider of the Year at the Data Centre Solutions Awards and won the inaugural BBC Digital Award at the North of England Excellence Awards.

UKFast has a long-standing relationship with The Dean Trust and has worked with the trust to improve outcomes for pupils in tech and digital aspects of the curriculum and to help meet the skills challenges of the Northern Powerhouse.

The deal, making UKFast exclusive Tech Education Partner of the Dean Trust, sees the innovative firm providing IT services and support to all seven schools and academies under The Dean Trust banner. The agreement also paved the way for UKFast to be involved in designing the tech and digital curriculum at The Dean Trust in order to create a culture of 'digital excellence'. The development of The Dean Trust UKFast Manchester school is the natural next step of this successful partnership.

At the time of the partnership beginning, ██████████ said: "We're delighted to be signing this deal with The Dean Trust. We've been involved in education and digital skills for several years, since taking on full-time teachers, but this paves the way for us to deliver real innovation and creativity in tech education. This partnership is already making a difference to students' lives and to the northern tech industry but there is so much more to come."

UKFast directly engages with more than 57,000 children across Greater Manchester, offering masterclasses, code clubs, workshops and educational visits to its campus offices and data centre complex. The firm now employs four full-time teachers and three full-time trainers to deliver these programmes alongside a multi-award-winning apprenticeship scheme, which has just received its largest ever intake.

██████████ said: "We are determined to prepare our students for their life after school and this means embedding skills that can be adapted and built upon as they (the pupils) grow and develop. Working with UKFast allows us to design the most up to date digital curriculum that can be rolled out to our existing schools and to further schools in GM as we grow our partnership."

The gap in IT skills has been identified as a block to economic growth and a potential obstacle to maximising the opportunity of the Northern Powerhouse.

[REDACTED] said: "For Manchester and the region to thrive, we need to ensure that the people who live here are equipped with the skills to prosper in the jobs created in our growing economy. The digital sector is an increasingly important part of that growth and it is great to see a leading Manchester-based firm playing a key role in shaping the skills of the future."

UKFast is committed to work in partnership with The Dean Trust and Manchester City Council to secure high quality secondary provision to meet the need for places and to proactively begin to tackle the skills gaps and recruitment pressures on our digital economy.

ANNEX 3

The Dean Trust Mission Statement

As part of our protocols we have a number of over-arching aims and a mission that pervades all of our schools and academies as follows:

Our Mission:

- We always put 'Pupils First'
- We follow Local Authority Admissions criteria
- We are fully inclusive and welcome children from vulnerable groups, eg FSM, SEND, LAC, etc
- We continuously provide high quality professional development for all of our staff
- We follow the School Teachers Pay and Conditions and National Joint Council conditions of service
- We work positively with trade unions and actively involved them in our decision making
- We play our full role in behaviour partnerships/hard to place protocols
- We always out collaboration before competition

Aims

- To work in the areas of greatest challenge
- To move all academies in the chain to at least 'Good' utilising the Dean Trist school improvement offer from the centre (Teaching School)
- To sustain improvements by developing character, values and beliefs alongside sound systems and processes
- To ensure that all academies in our group adopt The Dean Trust model for success. High aspirations, high standards and continuous improvement throughout the organisation
- To concentrate our operation within a 50 mile radius of the central hub to ensure that coverage of the academy group and lead times are manageable and focused.
- The 'Trust' would have at the centre a Teaching School (Ashton on Mersey) and high quality Initial Teacher Training (ITT)
- To have high quality academy/school governance at the heart of the process
- To establish a strong centralised 'back office' support service for the academy group which is well resource and funded to meet operational demands

ANNEX 4

Dean Trust Ardwick data - The First Year – Pupil Performance Data

Teachers in Dean Trust Secondary Schools use a variety methods to assess pupil progress throughout the year. Dynamic questioning ensures teachers have an appreciation of the depth of understanding in a lesson, which help to shape the next part of learning and ensure timely interventions are able to be put into place to support learners.

On a half termly basis pupils sit formal tests that give a summative assessment of a pupils learning over time. These assessments are carefully crafted and moderated across the

Trust to ensure accuracy of assessment and that the leadership team are provided with robust pupil data.

DTA Context

There were 118 pupils on roll in Year 7 during 2015-16. 60% of the cohort were male, 67% were classed as pupil premium and 19% had a Special Educational need. The mean SAS of the groups was 100 which is broadly average. Only 25% of the learners were classed as high achievers based on prior attainment compared to the national average of 43.4% from RAISE 2015. The cohort contains significantly more middle attainers than the national average.

In the summer term, departmental tracking indicated high rates of attainment or progress in all subjects. 78% and 85% of the cohort achieved Level 5 or above in English and Maths respectively. Rates of progress in the core subjects were equally impressive with 85% making expected progress in English and 88% in Maths. Although there is no national data at Key stage 3 to make comparisons these rates of progress compare very favourably with national rates of progress between KS2 and 4 published in RAISE. Last year, nationally 69% of pupils made expected progress between Ks2 and 4 in English and 66% in Maths. DTAs figures for the first year indicate that the cohort is likely to perform well above national expectations in 4 years time.

In Science 59% achieved a level 5 or above compared to just 18% of the cohort in the Autumn term, indicating rapid rates of progress. In addition 20% of the cohort were working at or above Level 6. Attainment is high in Geography and History with 81% and 76% achieving a level 5 or above by the end of Year 7. Rates of progress in Spanish are outstanding with 100% of pupils making expected progress from the subject specific baseline.

Boys and girls are performing equally as well in both English and Maths with minimal gaps in attainment. Boys are outperforming girls in English which is against the national trend that sees a large gap between boys and girls attainment.

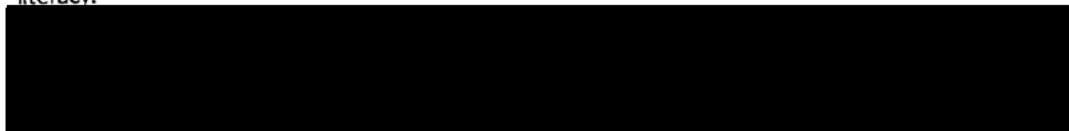
Pupils entitled to pupil premium are achieving as well as or better than their non pupil premium counterparts in all 3 of the core subjects.

ANNEX 5



Digital Skills & Literacy

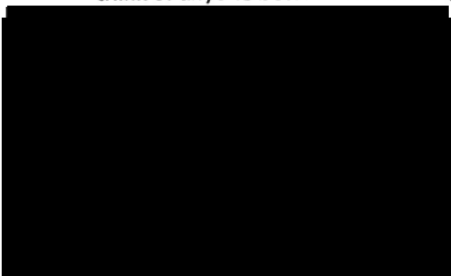
I write in support of your initiative to open a school with its curriculum strongly focused on digital literacy.



The cultural and creative sector is the second largest employment sector in Greater Manchester and access to skills is consistently cited as one of the critical requirements of growth delivery for the businesses in the digital and creative sectors, which heavily rely on the digital literacy of the people they employ.

Having a dedicated school curriculum which focuses attention on equipping the future workforce with the right skills, in a state of workforce readiness for employers within the region is an exciting initiative which I fully back. Without it, the consequences of doing nothing could be significant.

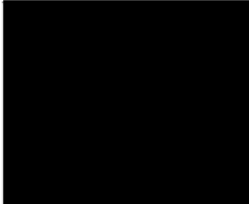
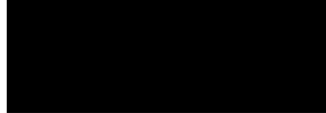
With your existing track record working with The Dean Trust and extensive business experience, I can't think of anyone better to be backing the initiative through to execution and wish you every success.



Annex 5



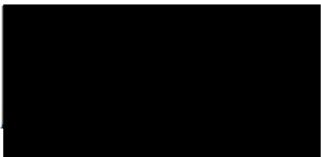
Chorlton Park Primary School
Mauldeth Road West
Chorlton-cum-Hardy
Manchester



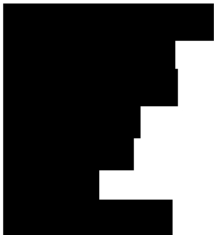
UKFast have proved to be an excellent partner for Chorlton Park Primary School, providing guidance and assistance during its recent conversion to a MAT and as a teaching school. Examples of this would be work through the provision of Code Club Tutors for a school within our developing MAT and providing a venue for a group of Manchester high schools to develop quality of teaching.

UKFast however, is more than a business partner. From the inspirational [redacted] through to the passionate [redacted] there is a commitment to turning vision into action. They are committed to providing high quality education that develops the skills for success in life including personal skills and the use of technology. An example of this would be [redacted] supporting our new MAT in curriculum development, the teaching of IT and leadership development.

In my opinion UK Fast has a clear vision for education and a real skill to improve the lives of children.



ANNEX 5



UKFast – High School

As you are aware, businesses in Manchester are seeing a significant skills-gap in their intake(s) of young people from the education system, specifically around the gamut of skills in the digital space. Alongside experiences in my own group of businesses, this is something I have fed-back to me regularly through my work in the entrepreneurship community as [REDACTED]. The former being part of the world's largest entrepreneur's network, and the latter being one of the world's most respected innovation agencies. Regardless of the sector, all businesses are now *digital* businesses, and *all* job-roles require proficiency with an increasingly wide range of digital skills, and thus it is clear that schools must combine traditional education with the hands-on business, technology and digital skills that students will need to succeed in the wider world.



I have been extremely impressed with the role UKFast has played in the North West business and civic communities as a champion of digital, and also extremely impressed at how engaged the firm and its senior-management have been in ensuring young people have transferrable skills to succeed in the modern business environment. Against the skills backdrop, it is also clear that Manchester city-centre is in desperate need of more educational infrastructure. We have a rapidly growing urban population, without the corresponding growth in quality schools and school-leadership to support it.

It is my opinion that UKFast would be an *extremely* well-placed partner to lead a bid to create a new high school for Manchester city-centre, and I am happy to go on-record as supporting such a bid.

Yours Sincerely,



ANNEX 5



Town Hall Manchester M60 2LA



Sent via email



Confirmation of support for a free school proposal to be submitted by The Dean Trust and UKFast

Thank you for your letter: this reply is to confirm that Manchester Local Authority strongly supports the application for a new secondary free school for 1200 pupils to be submitted by Dean Trust and UKFast.

As part of its planned response to meeting increased demand for secondary school places in the city, the Local Authority has supported The Dean Trust and their partner, UKFast, in their submission for a new high school in central Manchester. The Local Authority's place plan for the next 3 years indicates that further secondary places will be required for children in this area of the city. The Local Authority place planning projections therefore support the need for an additional school in this location.

The local authority is confident that the new school proposed will replicate the high quality provision already developing at Dean Trust Ardwick and in evidence at The Dean Trust's other secondary schools in Greater Manchester. The proposed partnership with UKFast is an added benefit: there are clear skills needs in the current and future economy in the areas which match UKFast's expertise in business, technology and skill development, and we look forward to seeing more detail of how such expertise can impact positively on Manchester's children and young people.

Yours sincerely



ANNEX 5

[REDACTED]

[REDACTED]

[REDACTED]

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I look forward to receiving your invitation to visit the Dean Trust Ardwick in the Autumn.

Yours sincerely

[REDACTED]

[REDACTED]

REPORT IT ONLINE: <http://www.manchester.gov.uk>

[REDACTED]

ANNEX 5

To whom it may concern - Letter of support

Dear Sir/Madam

I am writing in support of the application for a new academy in Manchester submitted by The Dean Trust and UKFast.

The ambition to create more high quality schools in Manchester is fulfilling a major need. 1 in 3 children in Manchester are living in poverty and it is imperative that all children have access to the best possible education. The Dean Trust and UKFast have a proven track record in raising the quality of teaching and learning with both Good and Outstanding schools currently in operation. Their specific vision of a school that spreads digital literacy throughout the curriculum is one that must be encouraged, supported and then regarded as a blueprint for all education providers.

In the modern workplace digital skills are highly valued, in the future, digital skills will be vital. The digital age is expanding into all areas of our lives, in work, medicine, entertainment, communication and retail. All young people deserve to have the same opportunities regardless of where they live. It is imperative that all children have access to digital literacy education.

There is also a genuine need in Manchester for more high quality school places, particularly as the population continues to increase and put pressure on all schools; this application will fulfil that need.

[Redacted]

[Redacted]

We work with many children and their families in Manchester and I can wholeheartedly support the difference that this school will make now and for generations to come.

Yours faithfully

[Redacted]

[Redacted]

ANNEX 5

Can I firstly say that I am delighted to be talking about UKFast and education. The Diane Modahl Sports Foundation (DMSF) a registered charity has created an environment in which excellence can thrive by giving young people a sense of purpose, through and beyond sport. Established in 2010 by former international athlete Diane Modahl¹, and registered as a UK charity in 2013 their core passion is to use the power of sport to raise the aspirations of disadvantaged young people and give them resources, experience and knowledge that will help mould them into strong confident individuals.

DMSF has over 1300 individuals registered within the organisation, and provide something for everyone with a range of programmes for young people of all abilities. Their programmes are based in schools, community venues and sports venues. As a result they are changing lives.

For me, the relationship between UKFast and education is all about raising the quality of teaching and learning for digital literacy across the curriculum, for this to be achieved partnership and like-minded thinking is essential. For many people in Manchester, life is a constant financial struggle. Statistics show that the level of deprivation in some Manchester neighbourhoods is worse than almost anywhere else in the UK. In some areas, 99% of children live in poverty.

DMSF and UKFast have worked collaboratively over a number of years. Going further than designing, constructing and managing the website. We have established a professional working relationship that is built on wanting the young people of Moss Side, HQ of UKFast, to have aspirations not just in the head, but also in the heart. The success of our relationship has evolved with both organisations experiencing considerable growth. During this time UKFast have thrown their doors open to our participants, coaches, parents and wider team to access and keep up to date with Career Professional Development including digital skills training, use of their facilities for events and large scale meetings including the auditorium, their state-of-the-art gym as well as the personal expertise of it's staff.

Should the UKFast school application be successful, we would be supportive of any opportunity to continue to work collaboratively to enable pupils to raise their aspirations and become confident, self-assured learners. Using sport as the catalyst – the DMSF programme will set high expectations of discipline, shared respect and playing by the rules. Our approach will demonstrate and consistently reinforce excellence in attitude and practice, as well as challenge - in a fun and engaging environment.

UKFast and its vision for education is an essential opportunity to close the digital skills gap and equip the Manchester community with the expertise to ensure maximum economic growth, as well as to give access to inner City children and young people that their peer group in other areas of England get as a matter of course.

For me, UKFast, DMSF and leadership are about tenacity; it's about challenge and never, ever compromising on standards – whether that's in sport or in the classroom. That is why I fully endorse UKFast in this innovative initiative as they have already demonstrated considerable achievement within their mission to raise access to digital technology to all.

Best regards



ANNEX 5



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

I hope this letter finds you well? I am really impressed by the amazing progress with the Dean Trust Ardwick building on Stockport Road. It is already such a striking new landmark on the A6 and really 'lifts' the look of this part of Ardwick.

Great news too on the Community Sports Pavilion.

I think the way Dean Trust have engaged with and supported the local community has been great. I remember you [REDACTED] coming to the Community Hut to outline your plans and vision for the school nearly 2 years ago and it seemed a bit of a distant promise. A few folks locally were a bit cynical about your pledge to be a school at the heart of its community but you're proving them wrong. I really appreciate the way you and your colleagues have attended the local meetings and have consulted and been flexible with local residents' concerns about the new building and their requests for help.

Agreeing to host the local residents group's summer school holiday lunch club was great. You have been really flexible over use of the school kitchen/dining room etc the feedback about your caretaker and site staff has been really positive. You are clearly employing some good staff whom are delivering your community promises.

I have heard that you are applying to sponsor another new build high school to serve the city's central wards? .I can certainly offer you my support and endorsement. [REDACTED]

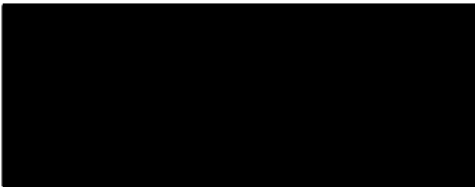
[REDACTED] The digital skills gap and the impact this has on the media/digital industries in the city has been a regular agenda item and is of particular concern to the council. If you can repeat your early success in Ardwick in another part of the city I am sure the families in the communities you will be serving will be delighted.

I know the Hulme and Moss side wards well and you will be working with some very needy and disadvantaged families .

However I would expect a Dean Trust High School to be a very popular school.

Good luck with the free school application, I'll see you at the residents meeting next week and I look forward to my first visit to the new Dean Trust Ardwick school in October.

Yours sincerely



[REDACTED]



Department
for Education

[REDACTED]

FREE SCHOOLS [REDACTED]

Thank you for attending the free schools surgery [REDACTED]. As you know, I asked [REDACTED]
[REDACTED]

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 a primary school in Trafford, and a secondary school in Manchester. Your trust is eligible to follow the shorter application route for the capacity and capability sections of the application form.

Please can you include this letter when submitting your free school applications to the department. As discussed, this letter is not an endorsement of your applications as a whole and does not imply your applications 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(s).

If you have any questions or have any difficulties accessing advice or information, please contact [REDACTED]

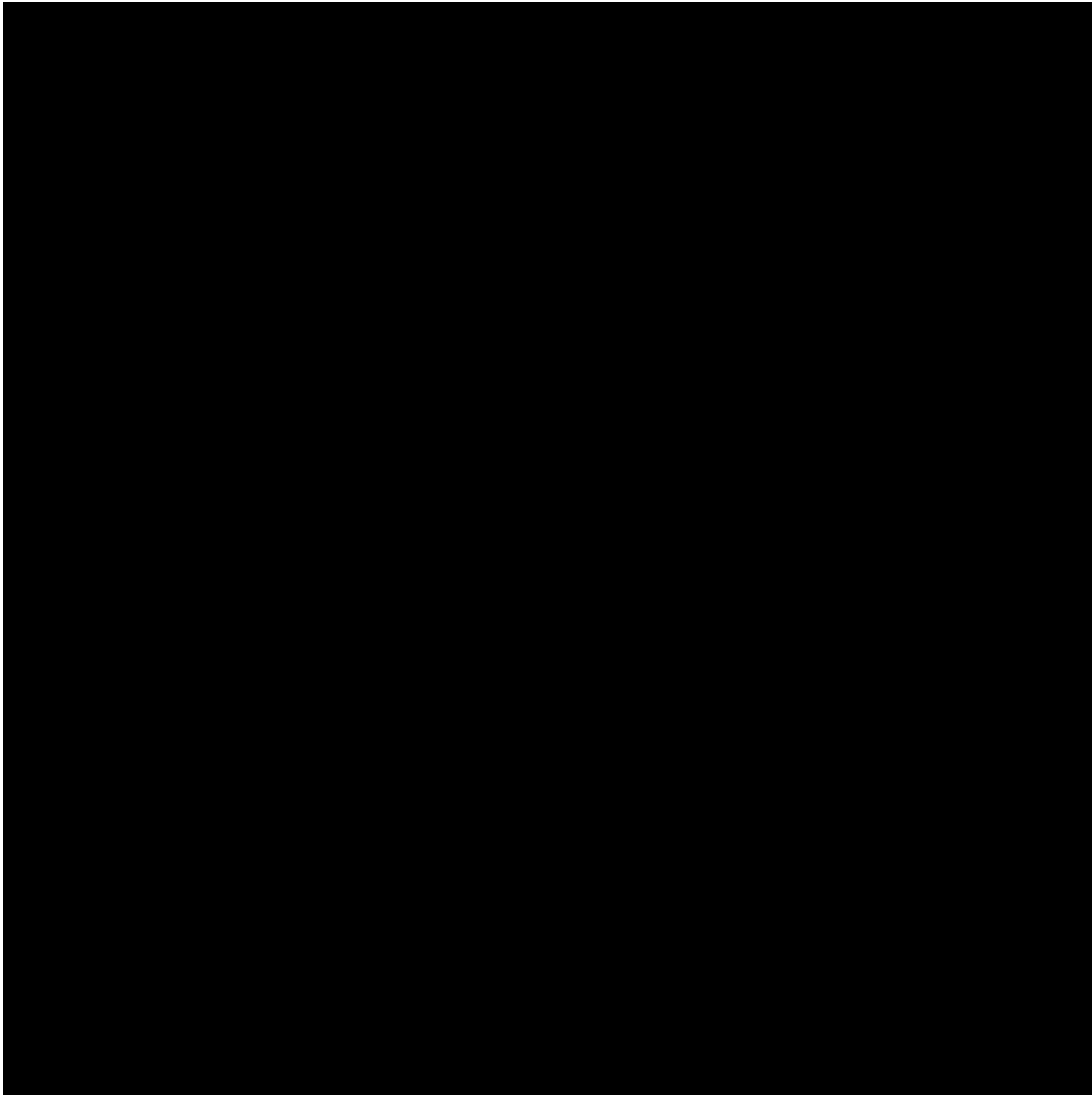


I wish you the very best in developing your free school applications

further. Yours sincerely


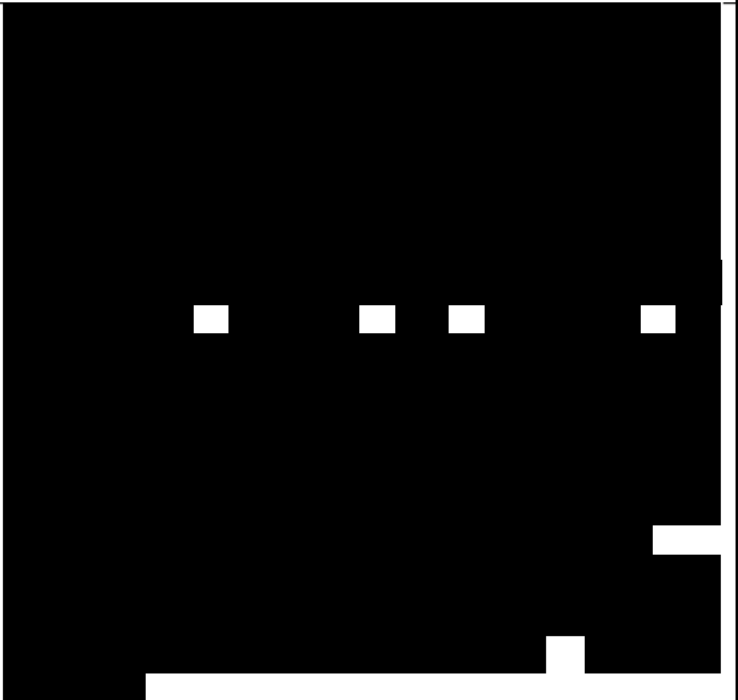
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[REDACTED]

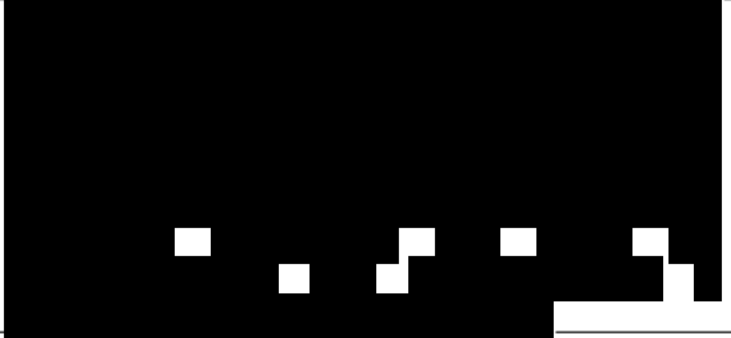

ANNEX 7



CV template



CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Name:</p> <p>Position:</p> <p>Dates:</p> <p>Name:</p> <p>Position:</p> <p>Dates:</p>
	4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> 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 16 to 19, average point score per entry and 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>


CV template		
	<p>per pupil for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per pupil for level 3 qualifications 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	

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

CV template

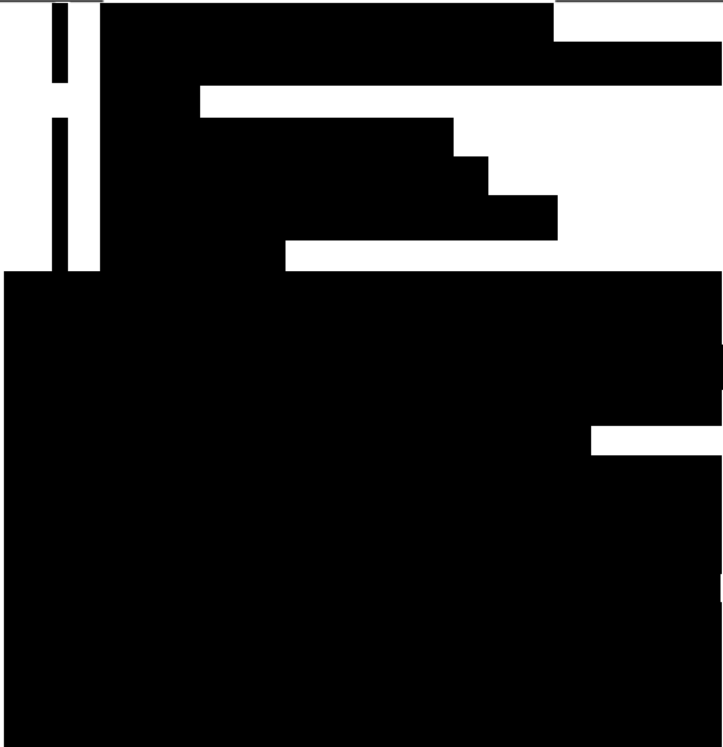
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1	Name	[REDACTED]
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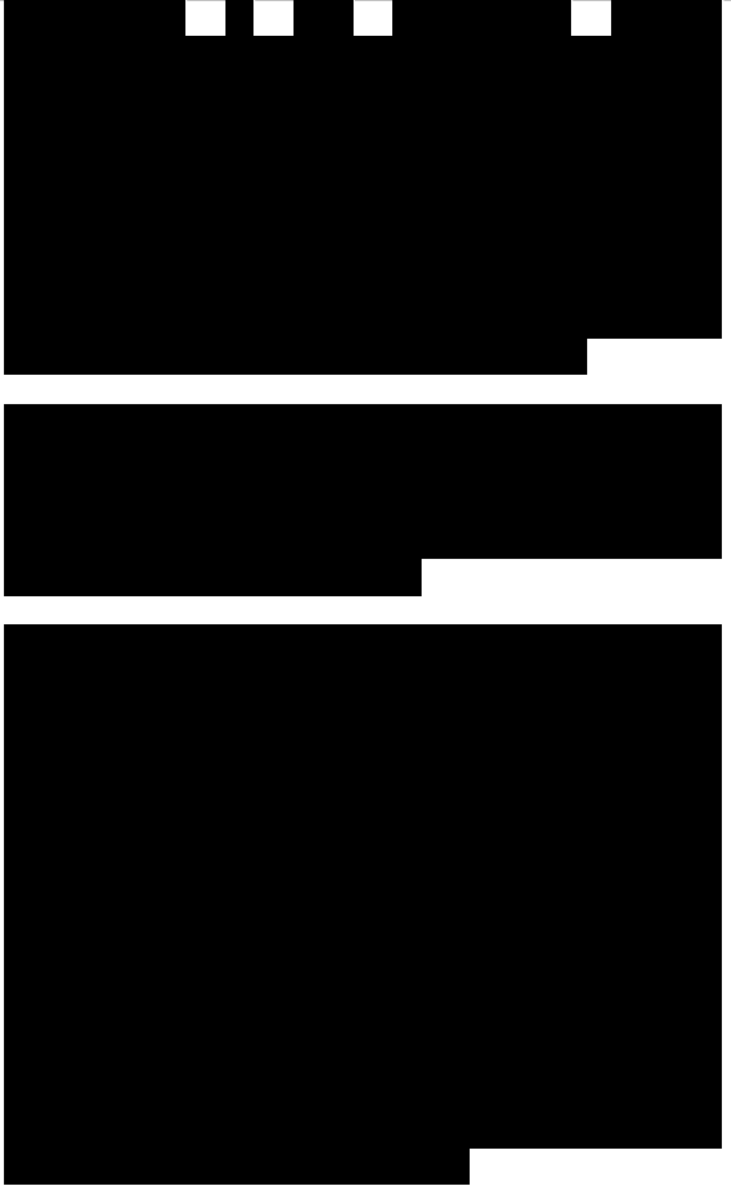

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8	Reference names(s) and contact details

CV template

CV template			
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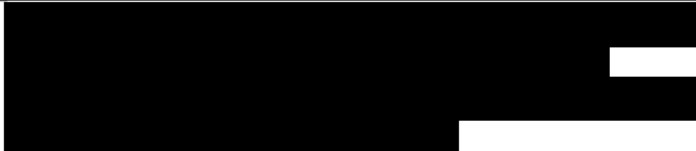
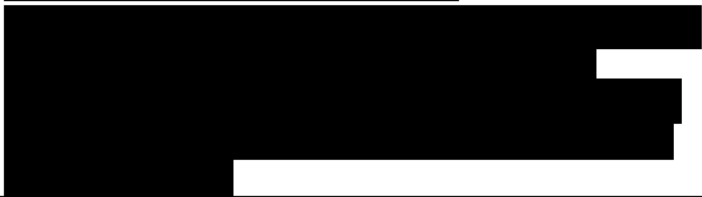

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CV template

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7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	 The content of this section is completely redacted with black boxes, covering the names and contact details of references.



CV template

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3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	[REDACTED]
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • 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 16 to 19, average 	[REDACTED]

CV template		
	<p>point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	 
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

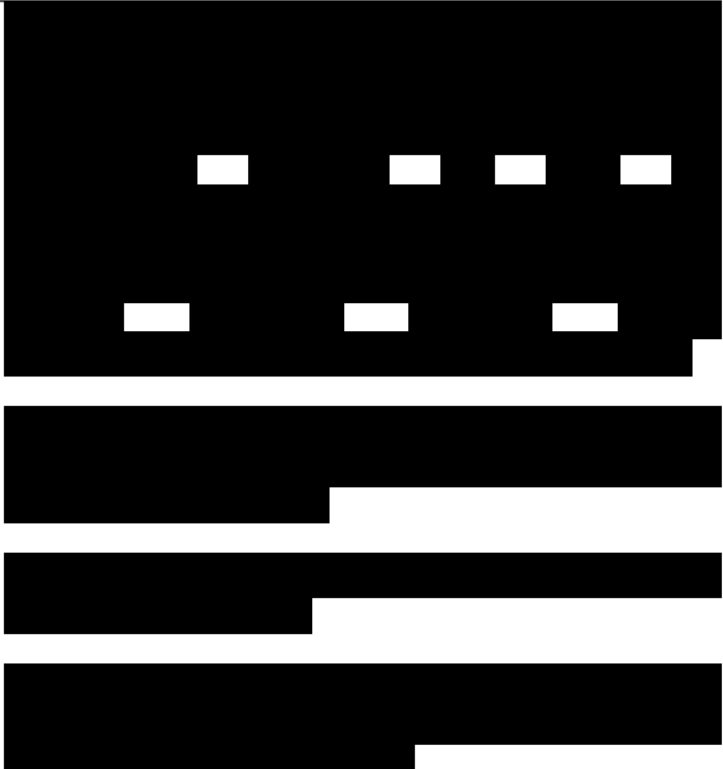
CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> name of school/ organisation 	[REDACTED]
	<ul style="list-style-type: none"> position and responsibilities held 	[REDACTED]
	<ul style="list-style-type: none"> length of time in position 	[REDACTED]
	This should cover the last four years. If not, please include additional roles	[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> 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 16 to 19, average point score per entry and 	

CV template		
	<p>per pupil for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per pupil for level 3 qualifications 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	

CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Name:</p> <p>Position:</p> <p>Dates:</p>
	4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • 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 16 to 19, average point score per entry and 	

CV template	
	<p>per pupil for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per pupil for level 3 qualifications
6	<p>Brief comments on why your previous experience is relevant to the new school</p> 

CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: 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>
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p>

Self-assessment form for independent schools

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

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

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of pupil presentation of work and scrutiny reference progress and standards How marking, assessment and pupils feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Pupil questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account	
2. Structure of the board	Accountability system Structure of decision making	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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ⁱ *Diane Modahl CEO DMSF, Diane is one of Britain's most successful 800m runners. She won a Gold Medal in the 1990 Commonwealth Games representing England, and followed this up with a further Silver and Bronze Medal. She has also competed in 4 Olympic Games, 1988 in Seoul, 1992 in Barcelona, 1996 in Atlanta and 2000 in Sydney. Unbeaten for six consecutive seasons over her specialist distance, Diane won six Amateur Athletic Association of England titles and is both the former British and Commonwealth Record Holder.*

To mark the 17th Commonwealth Games taking place in Manchester in 2002, the Greater Manchester Universities (Manchester Metropolitan University, University of Manchester, Salford University and UMIST) conferred joint honorary degrees of Doctor of Letters on Modahl, Sir Roger Bannister, Clive Lloyd CBE, the Rt Hon Donald McKinnon and Dr Mamphela Ramphele for their great contributions to the Commonwealth.