



Department
for Education

Application form to set up a mainstream free school

Published: June 2018

Insert the name of your free school(s) below using BLOCK CAPITALS

BEAUCHAMP CITY FREE SCHOOL (11-16)

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The application form explained

Before starting work on your application, please ensure that you have read the [how to apply guide](#) carefully as this sets out the criteria by which your application will be judged. Each criterion includes information you must provide for your proposal to be assessed. All criteria are important and you should complete your entire application with care and consideration.

If you do not provide the relevant information in your application for any of the criteria, or we judge that the information provided in any section of your application is weak when assessed against the criteria, it is likely that we will not assess the rest of the application and your application will be rejected.

Submitting Sections A to H

Completed applications to open a free school should be submitted by **midday on 5 November 2018**. This should include the completed Word and Excel application forms and the financial template (where appropriate).

Please use the application checklist in the Word application form to ensure you have completed all the relevant details and are submitting the application correctly. **All documents should be received by the specified deadline in order for them to be considered.**

Submit **your application by email** to: FS.applications@education.gov.uk. Please title your email as follows: **Free School Application – [insert Free School Name]**. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. **If the application is larger than 9 megabytes**, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).

In addition, send two hard copies by a guaranteed delivery method (applications may be hand delivered) to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Electronic files must:

- be identical to the hard copies submitted by mail; and,
- include the name of your proposed school in the file name of both your Word and Excel documents.

Application forms should:

- be no longer than 100 pages;
- be formatted for printing on A4 paper;
- be completed in Arial 12-point font;

- include page numbers;
- be in Word and Excel files – not PDF;
- not include any comments or tracked changes; and
- not include photographs, images or logos (other than any map(s), if relevant).

The contents of the financial template and Excel application form are excluded from the page limit. Annexes are also excluded from the page limit and should be restricted to CVs of key individuals and marketing leaflets.

Submitting Section I

We require a [Section I Suitability and Declarations](#) form for each member and trustee of the academy trust, as well as the principal designate (when appointed) who has not submitted this form within the past 365 days. Please provide details of any individuals who have already submitted Section I forms within this time period: this should include their names, their role and position of each such individual within the trust. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gov.uk stating the name of the school in the subject line.

Data protection

Please see Annex H of the [how to apply guide](#) for full information about how we will use your personal data. Personal data is collected on the Word and Excel application forms in order that the Department for Education can consider the application to set up a free school. The Department for Education is the data controller for personal information collected on the Word and Excel application forms and for ensuring that this information is processed in accordance with the requirements of data protection legislation. Any third parties processing personal information on behalf of the Department for Education will be acting as its data processors.

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the data protection legislation. For the purpose of this project, the processing is lawful because it is necessary for the department to carry out this work and use the information for the purpose of approving wave 13 school applications.

Please note that the Department for Education is committed to being as transparent as possible. As such, if your application to set up a new school is successful, the Department for Education will publish the successful application on gov.uk. The following information will be redacted from the application and will not be visible to the public: private addresses; private email addresses; private telephone numbers; commercially sensitive information; specific site locations; and CVs.

All other information, including the names of individuals and organisations mentioned in the application, will be published. Please notify any individuals or organisations that you have named in your application that their information will be processed by the Department for Education during the assessment stage, and that if successful, the application will be published on gov.uk as detailed above.

Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	x
2. Have you provided information on all of the following areas (where appropriate)?	
Section A – tell us who you are and your chosen school (Excel, do convert this file into a PDF)	x
Section B – evidence of need for a new school in the area	x
Section C – vision	x
Section D – engagement with parents and the local community	x
Section E – education plan	x
Section F – capacity and capability	x
Section G – financial viability (including the financial template where appropriate)	x
Section H – the proposed site (Excel, do convert this file into a PDF)	x
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	x
4. Have you fully completed the appropriate financial template where necessary?	x
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	x
6. Re-applications only: Have you changed your application in response to the written feedback you received?	

Task to complete	Yes
<p>7. 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.gov.uk before the advertised deadline? Please send sections A, B and H as a separate attachment in Excel format. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. If the application is larger than 9 megabytes, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	X
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as ‘Recorded Signed for’ to the address below? Free Schools Applications Team, Department for Education, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	X

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – [school name] with:</p> <ul style="list-style-type: none"> • a copy of Section A1 (tab 1 of the Excel template); • copies of the Section I: suitability and declarations form and passport sized photo for each member, director, and principal designate that has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to due.diligence@education.gov.uk before the advertised deadline? 	X

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 all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

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

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

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

Signed: 

Position: Chair of company

Print name: Christine Swan

Date: 5/11/18

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

The application form

The information we ask you to provide in your application is proportionate to the experience of your group. For each criteria, different groups will be asked to provide different information. If you do not provide enough information in any section, your application is unlikely to be successful. Therefore, you will need to read each section of the [how to apply guide](#) carefully to ensure you provide the right evidence.

Section	Where you should provide the information	Information required of different applicants
A1 – Tell us who you are	Excel spreadsheet	All applicant groups must complete this section in full.
A2 – Your chosen school		All applicant groups must complete this section in full.
B1 – Evidence of basic need	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> • 16-19 provision (including a secondary school with a sixth form). • a nursery.
B2 – Need for good school places	Word form	If your proposal is not in a targeted local authority district, you will need to complete this section.
C – Vision	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> • you already have open schools. • you are proposing a primary or all-through school.
D – Engagement with parents and the local community	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: <ul style="list-style-type: none"> • a nursery. • a designated faith school, a school registered with a religious ethos or a school with a distinctive educational philosophy or world view.

E1 – Curriculum plan	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
E2 – Measuring pupil performance effectively and setting challenging expectations	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
E3 – Staffing	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing. Additional information is required if: <ul style="list-style-type: none"> • your application includes a nursery. • you do not currently run any state-funded schools.
E4 – Integration and community cohesion	Word form	All applicant groups must complete this section. Additional information is required if: <ul style="list-style-type: none"> • you are applying to open a school with a religious character.
F1 – A strong track record	Word form	This section is only relevant to those applicants with at least one open state funded school.
F2 – The necessary experience and credentials to deliver the school to opening	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying to establish a faith designated free school.

F3 – An effective governance structure	Word form	<p>Different information is required depending on whether you are a MAT or not.</p> <p>Additional information is required if you are applying for more than one school.</p>
G – Financial viability	Financial template	<p>If you have previously opened a free school, we will use data that we already hold to assess this section.</p> <p>If you have not previously opened a free school, you must complete this section in full.</p> <p>Additional information is required if your proposal includes a nursery.</p>
H – The proposed site	Excel spreadsheet	All applicant groups must complete this section in full.
I – Suitability of applicants and due diligence checks	Section I Suitability and Declarations form	This section is relevant to all applicant groups.

Section A – Applicant details and outline of school (use Excel spreadsheet)

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

- Complete the Section A1 tab in the Excel spreadsheet;
- Complete the Section A2 tab in the Excel spreadsheet; and
- Refer to Section A of the [how to apply guide](#) for what should be included in this section.

Section B – Evidence of need for a new school in the area

We want to extend the free schools programme to the places that have so far not fully benefited. Wave 13 targets parts of the country where a new free school will have the greatest impact on improving outcomes.

As a result, to be approvable all applications must:

- be in one of the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list) **or, if not** in one of these areas, you must demonstrate that it is in a ‘pocket’ of low standards where there is a very strong case for a free school (more detail below); **AND**
- have demonstrable basic need for a high proportion of the school places that the free school will create.

This section asks you to evidence that there is a need for the school(s) you are proposing. We will use data held by the department, as well as additional information provided by local authorities, to support our assessment of the evidence provided in Section B. **All** applicants will need to complete this section for each school they wish to open. Please:

- Use the spaces provided in boxes B1 and B2;
- Include evidence as annexes; and
- Refer to Section B of the [how to apply guide](#) for what should be included.

B1 – Evidence of basic need

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

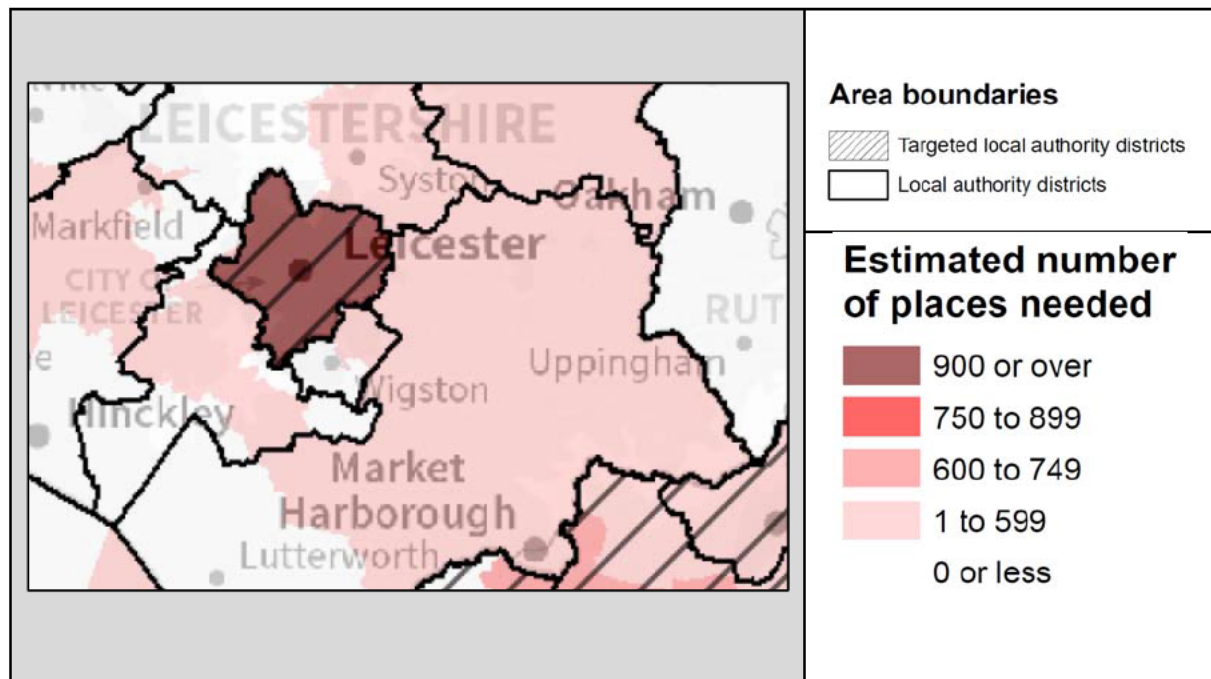
Basic Need for Places:

We believe there are compelling arguments within Leicester for a new free school based on a shortage of school places and a lack of high-quality provision within the city area.

Leicester (E06000016) is listed as a targeted local authority in Annex G of the ‘**how to apply guide**’ which in Wave 13 has a specific focus upon parts of the country where a new free school will have the greatest impact on improving outcomes. Leicester is classed as being in the third of local authority districts identified as having the lowest standards and lowest capacity to improve. Estimated number of places needed has been suggested to be in the bracket of ‘900 or over’, signifying a clear need to increase the availability of school places within the district.

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Estimated number of secondary places needed (at planning area level) – 2023/24



Source: School capacity survey 2017 (DfE)

Reference URL:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706188/Wave_13_Map_of_estimated_number_of_secondary_places_needed.pdf

As identified from the school capacity survey 2017 (*Statistics for academic year 2017 to 2018 will be released in March 2019*), the need for secondary school places in Leicester is forecast to increase due to pupil numbers growing from 18,496 students in 2016-17 to 24,393 expected students in 2021-22, an increase of 5,897 students over 5 years.

School capacity: academic year 2016 to 2017

LA Name	Actual:	Forecast:				
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Leicester	18,496	19,531	20,608	21,944	23,131	24,393

Source: School capacity: academic year 2016 to 2017 (Table A6) DfE

Reference URL:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/689753/SFR07_2018_Main_tables.xlsx

The demographics of Leicester show a clear need to increase the provision of secondary school places. Current projections of secondary school place

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

requirements indicate that from 2018-19 there will be a necessity for a year on year increase, culminating in a total of 6,708 additional places required by 2023-24.

Estimated number of secondary places needed: Planning Area level 2017/18 to 2023/24

Local Authority	Planning Area	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Leicester	All Planning Areas in Leicester	-928	48	1,479	2,776	4,188	5,766	6,708
	City Secondary	-928	48	1,479	2,776	4,188	5,766	6,708

Source: School capacity: academic year 2016 to 2017 – Additional Tables (Table B6) DfE

Reference URL:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/689754/SFR07_2018_Additional_tables.xlsx

The need for additional places is reinforced by population changes as projected within the area. From statistics released by the Office for National Statistics (ONS), we can correlate rising student numbers in Leicester based on the population data. The number of individuals reaching secondary school age is set to increase on an annual basis thereby signifying greater demand for an increased number of school places.

Leicester

Estimated Population

ONS (Mid 2016)

Age	Female	Male	Grand Total	Change in Total	End of Y11 Year								
0	2583	2640	5223	45	2031								Y7
1	2502	2676	5178	38	2030								Y7 Y8
2	2482	2658	5140	-32	2029								Y7 Y8 Y9
3	2579	2593	5172	-167	2028								Y7 Y8 Y9 Y10
4	2633	2706	5339	363	2027								Y7 Y8 Y9 Y10 Y11
5	2450	2526	4976	224	2026								Y7 Y8 Y9 Y10 Y11
6	2392	2360	4752	-162	2025								Y7 Y8 Y9 Y10 Y11
7	2439	2475	4914	74	2024								Y7 Y8 Y9 Y10 Y11
8	2387	2453	4840	216	2023								Y8 Y9 Y10 Y11
9	2249	2375	4624	78	2022								Y9 Y10 Y11
10	2182	2364	4546	270	2021								Y10 Y11
11	2108	2168	4276	70	2020								Y11
12	2086	2120	4206	209	2019								
13	1945	2052	3997	47	2018								
14	1936	2014	3950	56	2017								
15	1863	2031	3894	-145	2016								
16	1942	2097	4039	-	2015								

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Reference URL:

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesanalysisool/mid2016/analysisoolmid2016uk.zip>

From the data available (Mid 2016, ONS), within each age bracket, nearly all of the following years sees an increase in total number of individuals within the next age group. In 2016 the total number of 16-year olds in Leicester was 4,039 students, tracking this forward, population increases are likely to see a high of 5,339 students coming through (current 6-year olds [4-year olds in 2016]) a difference of 1,300 students.

Migration data also supports this view with an estimated population growth of 12.1% in Leicester over the last decade, between 2007 and 2017

Leicester	Population Estimate	Long-Term International Migration		Internal Migration (within UK)		Net Inflow	Net Outflow	Net Change
		Inflow	Outflow	Inflow	Outflow			
Mid-2007 to Mid-2008	315,473	5,992	3,280	14,658	18,223	20,650	21,503	-853
Mid-2008 to Mid-2009	319,708	4,766	2,875	15,024	17,715	19,790	20,590	-800
Mid-2009 to Mid-2010	324,912	5,535	3,412	16,160	17,783	21,695	21,195	500
Mid-2010 to Mid-2011	329,627	6,710	3,435	15,108	17,866	21,818	21,301	517
Mid-2011 to Mid-2012	332,067	5,330	3,680	16,807	19,118	22,137	22,798	-661
Mid-2012 to Mid-2013	334,631	6,312	3,595	15,842	18,714	22,154	22,309	-155
Mid-2013 to Mid-2014	338,491	6,945	2,925	16,607	19,507	23,552	22,432	1,120
Mid-2014 to Mid-2015	344,036	8,149	2,902	16,832	19,098	24,981	22,000	2,981
Mid-2015 to Mid-2016	349,513	7,908	2,857	17,124	19,359	25,032	22,216	2,816
Mid-2016 to Mid-2017	353,540	6,873	2,600	21,043	23,668	27,916	26,268	1,648

Source: ONS, NRS, NISRA; Local area migration indicators, UK (Migration Flows table)

Reference URL:

<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/migrationwithintheuk/datasets/localareamigrationindicatorsunitedkingdom/current/publicviewmastercopylocalareamigrationindicatoraugust2018.xlsx>

Long-term international net migration has increased year on year which has had a compounding effect on the city demographic. Within the last four years there has been a significant inflow which has directly affected the demand for public services.

The demand for secondary school places in Leicester already exceeds the places available. In 2018 there were 4,481 applications received from parents of children living in the area of the local authority, with only 4,200 places available (281 more applications than places).

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Table 1: Applications and offers for entry to secondary schools in England in academic year 2018/19 National Offer Day March 2018¹

Coverage: England

Local authority ²			The total places available in all secondary schools	Applications received from parents of home applicants ³
LA code				
E06000016	856	Leicester	4,200	4,481

Source: Secondary and primary school application and offers: 2018 (DfE) Table 1 Secondary

Reference URL:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715651/2018_School_Application_Offers_Tables.xls

Based on January 2018 census, the majority of secondary schools in Leicester are already beyond capacity:

Census Date	Establishment Name	Gender	School Capacity	Number of Pupils	% Filled
18-01-2018	Crown Hills Community College	Mixed	1254	1345	107%
18-01-2018	Sir Jonathan North Community College	Girls	1200	1254	105%
18-01-2018	Beaumont Leys School	Mixed	1050	1057	101%
18-01-2018	Soar Valley College	Mixed	1456	1413	97%
18-01-2018	Moat Community College	Mixed	1050	1096	104%
18-01-2018	The City of Leicester College	Mixed	1614	1633	101%
18-01-2018	Fullhurst Community College	Mixed	1155	1030	89%
18-01-2018	Madani Girls' School	Girls	300	304	101%
18-01-2018	New College Leicester	Mixed	1800	935	52%
18-01-2018	Madani Boys School	Boys	300	306	102%
18-01-2018	Rushey Mead Academy	Mixed	1350	1672	124%
18-01-2018	Babington Academy	Mixed	1050	1141	109%
18-01-2018	The Lancaster Academy	Boys	1200	843	70%
18-01-2018	Hamilton Academy	Mixed	1200	1126	94%
18-01-2018	Judgemeanow Community College	Mixed	1230	1385	113%
18-01-2018	English Martyrs' Catholic School	Mixed	1066	1099	103%
18-01-2018	St Paul's Catholic School	Mixed	1070	1072	100%

Current school place planning data shows that after accounting for LA Additional Places and Central Programme Places, which have been planned to add capacity, there will still be a significant number of places needed from academic year 2019/20 onwards.

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Academic Year	Year Group	Local authority pupil forecast	Current school capacity	LA Additional places	Central Programme places	Estimated number of places needed
2017/18	7	3925	3623.442978	503	0	-201.442978
2017/18	8	3850	3623.442978	383	0	-156.442978
2017/18	9	3806	3623.442978	336	0	-153.442978
2017/18	10	3621	3623.442978	308	0	-310.442978
2017/18	11	3618	3623.442978	101	0	-106.442978
2018/19	7	4231	3623.442978	0	180	427.557022
2018/19	8	4036	3623.442978	503	0	-90.442978
2018/19	9	3990	3623.442978	383	0	-16.442978
2018/19	10	3886	3623.442978	336	0	-73.442978
2018/19	11	3732	3623.442978	308	0	-199.442978
2019/20	7	4529	3623.442978	0	180	725.557022
2019/20	8	4359	3623.442978	0	180	555.557022
2019/20	9	4194	3623.442978	503	0	67.557022
2019/20	10	4082	3623.442978	383	0	75.557022
2019/20	11	4014	3623.442978	336	0	54.557022
2020/21	7	4559	3623.442978	0	180	755.557022
2020/21	8	4681	3623.442978	0	180	877.557022
2020/21	9	4542	3623.442978	0	180	738.557022
2020/21	10	4306	3623.442978	503	0	179.557022
2020/21	11	4231	3623.442978	383	0	224.557022
2021/22	7	4769	3623.442978	0	180	965.557022
2021/22	8	4723	3623.442978	0	180	919.557022
2021/22	9	4889	3623.442978	0	180	1085.557022
2021/22	10	4673	3623.442978	0	180	869.557022
2021/22	11	4474	3623.442978	503	0	347.557022
2022/23	7	4976	3623.442978	0	180	1172.557022
2022/23	8	4953	3623.442978	0	180	1149.557022
2022/23	9	4945	3623.442978	0	180	1141.557022
2022/23	10	5042	3623.442978	0	180	1238.557022
2022/23	11	4867	3623.442978	0	180	1063.557022
2023/24	7	5055	3623.442978	0	180	1251.557022
2023/24	8	5159	3623.442978	0	180	1355.557022
2023/24	9	5177	3623.442978	0	180	1373.557022
2023/24	10	5092	3623.442978	0	180	1288.557022
2023/24	11	5242	3623.442978	0	180	1438.557022

Source: School capacity: academic year 2016 to 2017 – School capacity underlying data: SFR07/2018

Reference URL:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/689757/SFR07_2018_School_Place_Planning_underlying_data.zip

It is undisputable that based on student numbers alone there is a clear need for additional secondary provision within Leicester; the proposed free school will go some way towards addressing this need.

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Standards in Leicester Schools:

A further compounding consideration, beyond a lack of capacity, is that of the quality of the provision currently available. 2018 provisional performance data highlights the variability in standards across the different schools within the city.

Discounting the three Special Schools in Leicester, 7 secondary schools had a Progress 8 score below zero (with the upper confidence also below zero), 5 schools had a Progress 8 score just below/just above zero (with the lower confidence interval below zero), and only 6 schools achieved a positive Progress 8 score with both the upper and lower confidence interval above zero.

In total 1,912 students (excluding students in the Special Schools) attended a school that averaged a Progress 8 score below zero, representing a total of 56% of students within the city.

Leicester Secondary School Name	Ofsted Grade	School Type	No. of Pupils	Attainment 8 Score	Progress 8 Score
Keyham Lodge School	Outstanding	Special School	31	6.3	-2.84
Ellesmere College	Good	Special School	28	0.8	-1.64
Millgate School	Good	Special School	19	17.3	-1.52
The Lancaster Academy	Inadequate	Academy	178	35	-0.83
Hamilton Academy	Inadequate	Academy	233	31.5	-0.64
Tudor Grange Samworth Academy	Inadequate	Academy	79	33.6	-0.57
New College Leicester	Good	Maintained	165	38.5	-0.47
Babington Academy	Outstanding	Academy	194	34.9	-0.45
Beaumont Leys School	Good	Maintained	204	39.4	-0.4
Moat Community College	Good	Maintained	200	42.4	-0.21
English Martyrs Catholic School	Good	Maintained	182	48.8	-0.03
The City of Leicester College	Requires Improvement	Maintained	236	44.4	-0.02
Judgemeadow Community College	Inadequate	Maintained (Now academy)	241	46.6	-0.01
Saint Paul's Catholic School	Good	Maintained (Now academy)	167	47.5	0.07
Fullhurst Community College	Good	Maintained	170	43.7	0.12
Crown Hills Community College	Good	Maintained	246	44	0.25
Soar Valley College	Outstanding	Maintained	258	47.6	0.3
Madani Boys School	Good	Maintained	60	49.2	0.4
Sir Jonathan North Community College	Outstanding	Maintained	231	51.3	0.42
Rushey Mead Academy	Outstanding	Academy	301	53	0.75
Madani Girls' School	Good	Maintained	59	59.5	1.05

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

NB Schools highlighted in blue will both be members of the Trust (Jan 2019).

Of the 6 schools with a positive Progress 8 score, 3 are single sex schools (Sir Jonathan North Community College and Madani Girls' School are all-girl schools, and Madani Boys School is an all-boys school). This restricts parental choice to some of the better schools within the city for some students if they would prefer a co-educational institution.

There are 5 secondary schools within Leicester rated as Inadequate or Requires Improvement which makes up 28% of the schools within the district. This further highlights the need for additional high-quality provision within Leicester to address both the current capacity and standards issue.

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

B2 – Need for good school places

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a 'pocket' of low standards where there is a very strong case for a free school.

Not applicable

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

If your proposal clearly does not meet the above criteria, it is unlikely to be assessed any further – regardless of the demand you are able to demonstrate for the school. Therefore, ensure that all evidence of need for your school is included in this section of your application.

Section C – Vision

Section C provides an opportunity for you to tell us about your vision for how you will achieve this in your school. You need to demonstrate that you really understand the needs of the children in the local area, including disadvantaged children, and how your proposed school will assist them to fulfil their potential and close the attainment gap. You should also set out what your free school would add to the wider schools system, including where it has an innovative way of doing things.

Note that you need to demonstrate in later sections that your vision is both deliverable and affordable within the funding allocated to free schools.

This section will need to be completed in full by **all** applicants. Applicants with open schools and those proposing primary or all-through schools must provide additional information.

Please:

- Use the space provided in box C1;
- Provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school; and
- Refer to Section C of the [how to apply guide](#) for what should be included in this section.

C1 – Vision

Rationale

As acknowledged in the Strategic Economic Plan for Leicester and Leicestershire 2014-2020, Leicester is a city full of potential, that is 'truly vibrant', that is 'richly diverse' and that enjoys a 'strong industrial and cultural heritage'. Leicester is a dynamic and aspirational city, one that loudly celebrates its multiculturalism and one that strives to innovate, develop and create new opportunities for its growing population. Yet as Ofsted's then Chief Inspector, Sir Michael Wilshaw outlined in 2016 when reviewing East Midlands as a region, and as demonstrated in section B, educational standards are not good enough. Some startling headlines were included in this 2016 review including: *'the region had the worst GCSE results in England in 2015; nearly 46% of pupils did not achieve the benchmark five or more A* to C grades including English and maths'* and *'nearly 73% of East Midlands' pupils eligible for free school meals (FSM) failed to achieve this benchmark'* Wilshaw went on to explore reasons for this underachievement which included that: *'there are very few high performing multi-academy trusts (MATs) in the region, while the support and challenge to schools from local authorities has not led to rapid enough improvement.'*

The Lionheart Academies Trust is a small/medium sized, newly established but highly effective educational Trust that is passionate about providing the very highest quality local education for the families of Leicester and Leicestershire. It is our relentless focus on high standards of local education and our belief that every child, regardless of their starting point deserves an opportunity to access this high quality

C1 – Vision

education that leads us to this proposal. Our Trust feels morally compelled to tackle these missed opportunities and is confident that it can deliver a new, inspirational and exciting provision for Leicester’s children.

Lionheart Academies Trust currently consists of five secondary schools and three primary schools and has recently undergone a period of significant growth; a sixth ‘outstanding’ secondary provider, Sir Jonathan North Community College, will join the Trust early in 2019. In addition to this, in 2015 we were successful in our application to the DfE to open a 16-19 Free School, the ‘Beauchamp City Sixth Form’ is now scheduled to open for 2020-2021. Acutely aware of our responsibilities to all our stakeholders across the Trust, we understand that this growth brings challenges as well as opportunities and we are mindful of the immediate need for a period of consolidation to maintain and continue to improve educational standards across our current schools.

Despite this, however, we draw confidence from our strong track record. Although the Trust has grown rapidly over the previous three years, standards at our flagship school, Beauchamp College have remained consistently outstanding. Beauchamp is a large and diverse comprehensive college and across the board students from a range of different abilities, ethnicities and backgrounds achieve significantly better than national average. Indeed, students from disadvantaged backgrounds who attend Beauchamp College perform very well, attain highly and make good progress, in comparison to the national trend. In our other trust secondary schools standards are consistently improving. For more detail please see F1. Cedars Academy’s provision is good, as was recently verified by Ofsted in January 2018 and standards at Judgemeanow Community College which joined the Trust last summer as a school in special measures, have remained stable, and in line with national average despite the obvious upheaval a school in these circumstances faces. Both Judgemeanow Community College and Humphrey Perkins have been sponsored by the Lionheart Academies trust following an ‘Inadequate’ rating by Ofsted. Since joining the Trust monitoring visits report the impact of the Trust as wholly positive. At Judgemeanow the monitoring HMI found the school had a ‘*clear vision for improvement*’, and at Humphrey Perkins found the new leadership of the school had had an ‘*immediate and positive impact*’, citing leaders ‘*absolute determination to rapidly stem the school’s decline.*’ Furthermore, having already made a successful bid to open a new free school provision in Leicester, we feel that we have demonstrated a strong understanding of the local educational landscape and its needs. The strength we hold as a Trust to develop, improve and sustain excellence is evidenced in the profile of the schools we lead and plan to lead.

Key Features of our proposed Free School

Our proposal is to design and deliver a brand new outstanding provision for Leicester City by mirroring some of the outstanding features already well established in our profile of schools, but most specifically in our lead school, Beauchamp College. Using our educational experience, our reputation for excellence within the city and beyond and through the development of a strong, appropriate and well-rounded curriculum, ‘The Beauchamp City Free School’ will become an inspirational centre of excellence for Leicester’s young people.

C1 – Vision

Our 11-16 school will consist of an eight form entry and will support a diverse intake of learners to make exceptional progress academically and personally. This size of school will enable the development of a broad and balanced curriculum affordably. The proposed PAN of 240 per year group also appears appropriate in terms of established basic need. In line with Leicester's profile as a city we foresee this school's demographic to include 35% disadvantaged learners, and up to 45% EAL learners. We expect the school's cohort to include around 60% ethnic minority learners, reflecting the city's population as a whole.

Beauchamp City Free School will adopt the ethos and vision of Lionheart Academies Trust, one of a clear and balanced focus on Academic Excellence and Holistic Development. Our simple and clear starting point establishes that: any young person from any background deserves an equal chance to be successful in whatever they choose to do. The Trust is committed to supporting young people to open doors to their futures and to feel confident that they can thrive in a competitive world. Our philosophy is clear. We promote a student-centred approach that is underpinned by the understanding that the highest quality education is a right that all young people deserve regardless of their starting points. We are dedicated to providing young people with the strongest foundations; educational achievement that they can feel proud about because their education has taught them how to feel proud. We know that promoting a positive, proactive approach that celebrates success unites school communities and breaks down barriers to learning.

Our promise is to inspire, educate and empower all children who attend the Beauchamp City Free School through our key values which include:

- A comprehensive, student-focused outstanding education for all
- An educational ethos built on strong moral principles and a sense of citizenship within our modern society.
- Belief in the importance of an excellent curriculum that seeks to level the educational playing field, allows the opportunity to nurture talent and aspiration, enrich learners' awareness of the world around them and enhance cultural capital.
- A sharp focus on quality first teaching and learning experiences delivered by professional high quality practitioners.
- Innovative and inspiring learning environments that facilitate engaging and exciting educational opportunities
- Accurate and supportive tracking of student progress that ensures appropriate and targeted intervention is designed to enable all students to achieve their potential
- Building a professional and respected educational institution that takes its place at the centre of its community and actively involves parents, carers and families in its daily life

Character Education

As in our lead school, Beauchamp College, The Beauchamp City Free School will celebrate the rich cultural diversity of Leicester's families and enable young people to flourish within a community based on the values of tolerance and acceptance. We will

C1 – Vision

emulate strong pastoral systems that are well established in our schools, particularly those which are in place at Judgemeanow Community College, an inner city school with a similar demographic to that which we expect to serve at the Beauchamp City Free School.

“At Judgemeanow learners receive a well-defined personal development curriculum, with weekly assemblies led by leadership and external speakers and a complementary lesson that educates students on a range of issues. The personal development curriculum has been redesigned. It now provides valuable and effective support to develop and promote pupils’ understanding of diversity and tolerance. It is well led and managed, and there is a consistent approach to its delivery. All pupils benefit equally. Leaders have developed a coordinated approach, for example by ensuring that the themes and messages within personal development lessons are reflected in different school activities such as assemblies and tutor periods.” HMI monitoring report January 2018.

This curriculum educates students about British Values, supports them to learn to define their own identities, celebrate their uniqueness and their differences and grow in a culture of respect. As in our other schools, students who attend the Beauchamp City Free School will become familiar with the ‘six pillars of character education’, which will be taught explicitly and implicitly through their pastoral education and within their lessons. The Beauchamp City Free School will promote the values of trustworthiness, respect, responsibility, caring, fairness and citizenship. These core values that transcend any religious, political or cultural standpoint will provide a foundation for equality and for freedom of opportunity allowing students from any background an equal chance to succeed and fulfil their potential.

Route to Resilience

Lionheart Academy Trust schools fully subscribe to the aims and goals of the Route to Resilience programme and its understanding that: *‘Schools, parents, health professionals, government and employers all recognise the vital role played by character and resilience in helping children and young people thrive. Everyday personal qualities and strengths contribute to academic, social, and emotional outcomes.’*

Beauchamp College are fully engaged in this Leicester and Leicestershire based programme, funded by the Public Health and NHS and appreciate the importance of developing resilience in our learners to promote well-being including positive mental health and support them to fulfil their potential. Furthermore, considerable investment in the development of resilient character has been put into the curriculum whereby Year 7 students are embarking on a resilience curriculum taught as part of their core curriculum. This innovative approach will be mirrored at The Beauchamp City Free School as students embark on a range of activities and initiatives that will develop their personal drive, their gumption and ability to persevere in adversity. Research has shown that this developing resilience is a key benefit to all learners, but particularly disadvantaged learners.

Self-regulation and Metacognitive approach

C1 – Vision

Our provision will support the development of confident, aspirational, diligent young people who are self-regulated learners, who understand their own barriers to learning and act decisively to overcome them, and who are proud of their identity, their school and their place within their community.

By enabling learners through explicitly teaching a metacognitive approach to their education we will empower them to become self-assured and self-regulatory. As widely accepted and published by the Education Endowment Foundation, this *'learning to learn'* approach has *'consistently high levels of impact'* and supports *'improved levels of progress for disadvantaged learners'*

To further supplement this, we would instil our 'Inspire to Learn' philosophy that is well established at Beauchamp. Inspired by Claxton's Building Learning Power model of education, we will promote the '4Rs' (resilience, reciprocity, resourcefulness and reflectiveness) as cornerstones of learning.

Traditional Academic Ebacc curriculum

In line with our other Trust Schools, we are committed to implementing a robust curriculum at the Beauchamp City Free School that focuses on delivering strong academic qualifications. As outlined in the Sutton Trust report 2016, 'Changing the Subject', there is strong evidence that the Ebacc subjects are a suitable suite of subjects for the vast majority of students in ensuring that they have optimum access to further education and employment opportunities. In addition, it's made clear that disadvantaged learners benefit more from access to the Ebacc suite of subjects. We are committed to opening doors for all our young people and not in the least for our most vulnerable learners, and envisage a knowledge rich, rigorous academic curriculum at the Beauchamp City Free School, in line with our other trust schools, providing a strong foundation for further education and next steps.

Classics for All

A key feature of the Beauchamp City Free School will be its inclusion of Classics as part of the curriculum offer. Research shows that classical subjects equip students with grammar, critical thinking and language skills, support the development of fluency with literacy and develop cultural capital. The Trust has strong links with the University of Leicester and through this has developed a relationship with 'Classics for All', a non-profit organisation that argues classical subjects enhance the curriculum to support the development of fundamental knowledge and understanding of the modern world. Nationally, the resurgence of teaching Classical subjects in mainstream schools is clear- since 2012 there have been more students in state maintained schools studying classics than those in independent schools and in a recent survey of 1000 schools, 75% of parents and teachers said they would welcome the reintroduction of Latin. At Beauchamp College, Classics has been introduced at KS3 and across our other Trust Schools extra-curricular Classics enrichment is very popular.

We are clear that the inclusion of Classics will particularly support some of our most vulnerable learners to develop cultural capital, develop fluency with reading and writing, narrow the vocabulary gap and will be a distinguishing feature of our provision. This will be a key focus to support all our learners but most specifically disadvantaged students and those with English as an additional language.

In this section, you need to demonstrate that your proposed school will be full to capacity. To do this you will need to show that your proposed school has support from the local community. You will need to provide evidence that you have effectively marketed the school to a diverse cross-section of the local community, including parents. We will be particularly interested in seeing how you have targeted and plan to attract applications from disadvantaged groups. This should enable parents (or students in the case of 16-19 free schools) and other key groups in the local area to make an informed choice about the curriculum (and, where applicable, the faith ethos or designation of the school) and decide whether they want to support the new free school.

Section D – Engagement with parents and the local community

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

- Use the space provided in box D1;
- Include evidence as annexes; and
- Refer to Section D of the [how to apply guide](#) for what should be included in this section.

D1 – Successful engagement with parents and the local community

The project team has the following strategies in place to ensure we engage with all key stakeholders, including parents, through a variety of means.

The following activities are planned between now and the interview in order to develop a database of parents who support the free school and who are interested in applying for their child to attend. It will also allow us to form a parent ambassador group allowing us to stay informed about local parental concerns. This strategy will also embed the school within the local community; local families will feel reassured that the new school listens, responds to and works in partnership with its community.

Key Group	Date	Means of Engagement	Rationale
Local Community (online)	Nov 2018	Website set up, promoted on all marketing material. This fully explains the rationale behind the proposal the vision of the school and its ethos.	A website is the easiest way for parents to engage with the plan of the free school and allows us to reference the site in all marketing material. From this parents can find out more information and contact us as well as register their interest to be added to our database.

D1 – Successful engagement with parents and the local community

<p>Local Community (Print media)</p>	<p>Nov - Dec 2018</p>	<p>Leicester Mercury Advert</p> <p>Mobile geo-located internet adverts to users in and around Leicester City Centre.</p> <p>Facebook and Twitter posts through all of our school social media sites which cover all areas of Leicester.</p>	<p>Raise awareness of the proposed free school and direct traffic onto the website where visitors can find out more.</p> <p>These adverts have previously led to over 8000 interactions with the website and therefore are a good way to engage with the local community.</p> <p>Social media is very successful in raising awareness and eliciting responses and allows us to instantly see/read any parental concerns or queries which then allows us to ensure we communicate responses to all parents. It has also been effective in helping us understand concerns parents/local residents have with current provision when we have previously had a new school join the Trust.</p>
<p>Local Community Press Release</p>	<p>Jan 2019</p>	<p>Article in Leicester Mercury in response to initial press release.</p> <p>Discussion of the new school on BBC Radio Leicester with staff</p>	<p>The Leicester Mercury has circulation figures of over 41,000 and equally impressive online visits and has been reported as being one of the most successful local papers in the country. Previous press releases have resulted in several parents contacting the school for further information and sharing their thoughts. Similarly BBC Radio Leicester has over 180,000 listeners per week.</p>
<p>Local Community Face to face</p>	<p>Jan 2019</p>	<p>Community Forums</p>	<p>In order to attract the broadest target audience we will be holding parent forums at each of our City Schools – Judgmeadow Community College and Sir Jonathan North Community College. As well as raising awareness it also supports perceptions of the new school as inclusive and comprehensive in its ethos.</p> <p>The forums will allow us to outline the proposals as well as discuss the</p>

D1 – Successful engagement with parents and the local community			
	Jan 2020	Linking with Local primaries to offer Saturday Taster Session	<p>views of the community. It will allow us to hear the needs of the community and also establish our first parent forum for the school.</p> <p>These taster sessions will allow local parents and their children to get a flavour of the education on offer at the free school and also the ethos with which it is delivered. By establishing links with primaries we will also be able to reach out to PP students and their parents who may need further support giving them priority for booking onto taster sessions and answering any queries.</p>
Other Schools in the area	Nov - Dec 2018	<p>Letters are to be sent out to all providers in the local area and our CEO and Deputy CEO will be having meetings with local providers.</p> <p>FE and Universities</p>	<p>All primaries will be contacted and their parents will be informed about the plans for the new school. Many of these may choose to engage with the forums and learn more from our website. Due to Beauchamp's strong reputation and the fact that the new school will mirror much of its systems and expectations, we believe the support from primaries will be overwhelming positive.</p> <p>Meetings with secondary heads will be arranged however the evidence pointing towards the need for more secondary school places often eases any tensions around competition. See annex 1 for e-mail already sent to Secondary Heads (Oct 2018).</p> <p>Beauchamp already has strong links with both the University of Leicester and De Montfort University and meetings have confirmed that these links will continue with any new schools.</p>
Local Authority	June - October 2018	<p>Initial discussion</p> <p>Ongoing discussion through meetings/e-mails</p>	<p>Kath Kelly, CEO, met with representatives from the LA including Head of Education Sufficiency and Admissions at</p>

D1 – Successful engagement with parents and the local community

			Leicester LA who have expressed support for the bid.
Trust Staff	October 2018	E-mail Staff Training Day Individual Meetings	This enables staff to be fully informed about the proposal and ask questions. It also equipped them with the information to answer any student queries or questions from their local community.

Continued Engagement

We appreciate that the time frame between consulting on the proposal and the first opening of the new school is a long period of time and we are keen to maintain momentum within the local community and neighbouring areas for this exciting new provision. We aim to do this in a number of ways:

- Continuing to hold parent forums and keeping parents informed, with the intention to develop strong and trusting relationships and recruit prospective parent governors and parent ambassadors and ongoing, established parent forums.
- Local schools: Primaries in the area have expressed interest in the new school. We will set up cross school working groups to develop an effective seamless transition in relation to all academic and holistic matters for example effective target setting and curriculum development.
- Community groups and arts organisations: Across our our schools we have built a strong network of organisations that we work with in order to provide extra-curricular activities, whether this be working with the University of Leicester to provide inspiration for our Classics Club or with De Montfort University who provide student panels to come and discuss art with our students. We will continue to make the most of these links in order to ensure students at the new school are provided with a wealth of extra-curricular activities opportunities.

Section E – Education plan: part 1

In Section C you set out the overall vision for your school. Section E is about how you intend to deliver this educational vision in practice and make it a reality – using an evidence-based approach to implement your vision. We want to know how your school will deliver a high quality, inclusive education through a broad and balanced curriculum that will give all pupils the knowledge and skills they need to succeed and close the attainment and progress gaps.

You need to demonstrate a strong understanding of teacher recruitment and retention issues and show what mitigations you will put in place to ensure that you have the appropriate staff to deliver your curriculum effectively. Your education plan must be affordable within the funding allocated to free schools and consistent with your financial plans. You need to assure us that your proposed school will be inclusive and contribute to community cohesion.

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

- Use Table E(a) below; and
- Refer to Section E of the [how to apply guide](#) for what should be included in this section.

In the Table E(a), 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 to full capacity. Please add additional rows/columns if appropriate.

If you are proposing more than one school, you will need to complete a separate table for each.

Table E(a)							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery							
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 E – Education plan: part 2

E1 – Curriculum plan

If you are applying for more than one school and they will be the same phase, please provide one version of Table E1. However, you should set out how your curriculum plan will be adapted for each school in response to differences between cohorts.

If any of the schools you are proposing will not have the same curriculum plan (e.g. different phase, curriculum, specialism, and/or approach to teaching and learning), you may find it simpler to provide more than one version of this section.

All applicants will need to complete this section, but you will need to give us different information depending on your group's experience and the type of provision you are proposing. Please:

- Complete Table E1 with subjects and hours, including any enrichment time;
- Use the space provided in box E1; and
- Refer to Section E1 of the [how to apply guide](#) for what should be included in this section.

Please note that you may find it useful to split this table and provide information relevant to each key stage that you are proposing.

Secondary: KS3

Subject/ Activity	Hours per week	Mandatory/ Voluntary	Comments
English	4.3	Mandatory	1 x 50 minute lesson per day to include GPS and oracy
Maths	4.3	Mandatory	1 lesson per day
Science	3.3	Mandatory	4 lessons per week
IT / Computing	0.8	Mandatory	1 lesson per week
PE / Dance	1.6	Mandatory	2 lessons per week
Classics	0.8	Mandatory	1 lesson per week focused on classics and developing academic literacy.
Citizenship/Character Education	0.8		1 lesson per week rotating between resilience and media literacy/current affairs. This will also be used to promote positive mental health in our students.
History / Geography / RE	3.3	Mandatory	4 lessons per week

			To be delivered on a carousel by subject specialists
MFL	2.5	Mandatory	3 lessons per week Building on Primary curriculum, creating confident linguists and citizens. Supporting literacy.
Music / Performing Arts	1.6	Mandatory	2 lessons per week. All students offered the opportunity to learn to play an instrument. Development of numeracy in music education and (for example) oral literacy in performance based subjects.
Art and Design	1.6	Mandatory	2 lessons per week To be delivered on a carousel by subject specialists.
Tutor time / PHSE	1.2	Mandatory	20 minutes per day. Used as an essential part of teaching time to develop citizenship and responsibility, learning about current affairs and developing debate/oracy skills.
Breakfast club	2.5	Voluntary	30 minutes per day before school where students can complete homework and gain additional support
After school enrichment	5	Voluntary	1 hour per day where a range of different extension, intervention and enrichments will take place e.g. homework club, reading support, sporting teams, coding club etc

KS4

Subject/ Activity	Hours per week	Mandatory/ Voluntary	Comments
English	4.3	Mandatory	1 x 50 minute lesson per day to include GPS and oracy. All students to complete two GCSEs:

			English Literature and English Language
Maths	3.3	Mandatory	4 lessons per week.
Science	4.3	Mandatory	1 lesson per day. All students complete double award. HAPs complete triple award.
PE	1.6	Mandatory	2 lessons per week.
RE /Citizenship	1.6	Mandatory	2 lessons per week. All students to complete full GCSE course.
History / Geography	2.5	Mandatory	3 lessons per week. All students to complete either History or Geography
MFL	2.5	Mandatory	3 lessons per week. All students to complete either Spanish or French. Mandarin to be available in our option blocks.
Option 1	2.5	Mandatory	3 lessons per week. All GCSE unless otherwise stated. Choices from Latin, Mandarin, History, Sociology, Business Studies, BTEC Music Technology, Drama, Art, BTEC Sport and Leisure, Computer Science
Option 2	2.5	Mandatory	3 lessons per week. All GCSE unless otherwise stated. Choices from Geography, Economics, Resistant Materials, Food Technology, Music, BTEC Travel and Tourism, PE, BTEC Performing Arts and Sociology
Tutor time / PHSE	1.2	Mandatory	20 minutes per day to be used as an essential part of teaching time to develop citizenship and responsibility, learning about current affairs and developing debate/oracy skills.
Breakfast club	2.5	Voluntary	30 minutes per day before school where students can complete homework and gain additional support

After school enrichment	5	Voluntary	1 hour per day where a range of different extension, revision and enrichments will take place e.g. HPQ, latin, sporting teams, debating society
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Length of school day , including any enrichment time.	Time	Activity
	8.00 – 8.30 (Voluntary)	Breakfast Club
	8.30 – 8.50 (Official Start of School Day)	Tutor Time
	8.50 – 9.40	Lesson 1
	9.40-10.30	Lesson 2
	10.30-10.50	Break Time
	10.50-11.40	Lesson Three
	11.40-12.30	Lesson Four
	12.30-13.10	Lunch
	13.10-14.00	Lesson Five
	14.00-14.50 (Official End of School Day)	Lesson Six
	15.00-16.00 (Voluntary)	Extra curricular programme Library available for private study

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Student Populations

Within the Lionheart Academies Trust there are currently 5 secondary schools which are geographically located across Leicester and Leicestershire. All schools have a Year 7 intake and two schools have a post-16 provision with an intake at Year 12. National and local (Leicester) student population for 2016 to 2017 are as follows:

	Students with a statement of special educational needs (SEN) or education, health or care (EHC) plan	Boys on roll	Girls on roll	Students whose first language is not English	Students eligible for free school meals at any time during the past 6 years
England - secondary schools	4.30%	50.80%	49.20%	16.10%	29.10%
Leicester - secondary schools	5.20%	51.60%	48.40%	50.30%	36.80%

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Within our current schools, the following student populations are present:

Beauchamp College, based in Oadby (Leicestershire)

Year Group	Student Numbers		Male		Female		Free School Meals		English as Additional Language		Pupil Premium		SEN Needs		SEN Status	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Year 7	295	13%	176	60%	119	40%	13	4%	20	7%	29	10%	19	6%	11	4%
Year 8	241	11%	125	52%	116	48%	9	4%	15	6%	22	9%	17	7%	6	2%
Year 9																
Year 10	378	17%	179	47%	199	53%	21	6%	87	23%	37	10%	24	6%	3	1%
Year 11	440	20%	207	47%	233	53%	24	5%	30	7%	40	9%	18	4%	4	1%
Year 12	451	20%	196	43%	255	57%	23	5%	71	16%	49	11%	10	2%	1	0%
Year 13	442	20%	214	48%	228	52%	12	3%	102	23%	36	8%	22	5%	2	0%
All Years	2247	100%	1097	49%	1150	51%	102	5%	325	14%	213	9%	110	5%	27	1%

Beauchamp is the lead school within the trust and is rated as an outstanding provider. The school has recently changed its age range from 14-18 to 11-18 which is why there are currently no students in Year 9 within this academic year. Beauchamp has a diverse intake of students which broadly matches the national average for EAL (English as an Additional Language) and is lower in terms of percentage Pupil Premium.

Judgemeadow Community College, based in Evington (Leicester)

Year Group	Student Numbers		Male		Female		Free School Meals		English as Additional Language		Pupil Premium		SEN Needs		SEN Status	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Year 7	275	20%	156	57%	119	43%	30	11%	114	41%	64	23%	20	7%	34	12%
Year 8	288	21%	171	59%	117	41%	28	10%	123	43%	71	25%	46	16%	32	11%
Year 9	293	21%	160	55%	133	45%	21	7%	97	33%	58	20%	52	18%	33	11%
Year 10	277	20%	155	56%	122	44%	22	8%	117	42%	67	24%	31	11%	30	11%
Year 11	252	18%	130	52%	122	48%	32	13%	105	42%	58	23%	37	15%	25	10%
All Years	1385	100%	772	56%	613	44%	133	10%	556	40%	318	23%	186	13%	154	11%

Judgemeadow is a Leicester City School which has recently converted to an academy from an LA maintained school following sponsorship by the Lionheart Academies Trust due to an Inadequate rating from OFSTED. The location of the school attracts students for whom a large number have English as an Additional Language (EAL), which is closer aligned to the Leicester average and higher than the national figure. Judgemeadow has 23% Pupil Premium which is below the national of 29.10% and lower than the Leicester average. The school however has a higher proportion of pupils with SEN Status than that of the Leicester average and the national figure. The characteristics of this school are expected to be representative and resonate with those of the proposed new Free School.

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The Cedars Academy, based in Birstall (Leicestershire)

Year Group	Student Numbers		Male		Female		Free School Meals		English as Additional Language		Pupil Premium		SEN Needs		SEN Status	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Year 7	175	19%	84	48%	91	52%	19	11%	6	3%	48	27%	18	10%	32	18%
Year 8	160	18%	72	45%	88	55%	15	9%	21	13%	48	30%	30	19%	23	14%
Year 9	177	19%	85	48%	92	52%	20	11%	11	6%	50	28%	22	12%	21	12%
Year 10	170	19%	78	46%	92	54%	21	12%	6	4%	59	35%	30	18%	22	13%
Year 11	163	18%	75	46%	88	54%	17	10%	4	2%	41	25%	32	20%	24	15%
Year 12	51	6%	28	55%	23	45%	2	4%	6	12%	0	0%	2	4%	1	2%
Year 13	15	2%	7	47%	8	53%	0	0%	3	20%	0	0%	1	7%	0	0%
All Years	911	100%	429	47%	482	53%	94	10%	57	6%	246	27%	135	15%	123	14%

The Cedars Academy was formed from the merging of a high school and upper school to form an all through secondary school. Pupil premium is close to the national figure however EAL is noticeably lower and SEN is much higher. The school has a Speech and Language Unit which accounts for a higher percentage of SEN pupils. The Cedars Academy has a post-16 provision and takes in students at Year 12 in addition to a Year 7 intake.

Martin High School, based in Anstey (Leicestershire)

Year Group	Student Numbers		Male		Female		Free School Meals		English as Additional Language		Pupil Premium		SEN Needs		SEN Status	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Year 7	164	23%	85	52%	79	48%	12	7%	4	2%	32	20%	21	13%	27	16%
Year 8	137	19%	70	51%	67	49%	14	10%	4	3%	36	26%	33	24%	14	10%
Year 9	130	18%	69	53%	61	47%	9	7%	7	5%	30	23%	24	18%	10	8%
Year 10	146	20%	62	42%	84	58%	9	6%	7	5%	31	21%	15	10%	0	0%
Year 11	145	20%	72	50%	73	50%	7	5%	6	4%	36	25%	33	23%	5	3%
All Years	722	100%	358	49%	364	51%	51	7%	28	4%	165	23%	126	17%	56	8%

Martin High School is a recent addition to the Trust (September 2018), located in Anstey (which is close to The Cedars Academy, located in Birstall), both schools have similar profiles and share an executive head who leads across the two schools. The proportions of students on/with Free School Meals, EAL and Pupil Premium are similar to those of The Cedars Academy.

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Humphrey Perkins School, based in Barrow upon Soar (Leicestershire)

Year Group	Student Numbers		Male		Female		Free School Meals		English as Additional Language		Pupil Premium		SEN Needs		SEN Status	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Year 7	165	21%	78	47%	87	53%	18	11%	2	1%	37	22%	22	13%	20	12%
Year 8	150	19%	76	51%	74	49%	20	13%	4	3%	32	21%	29	19%	16	11%
Year 9	155	20%	78	50%	77	50%	18	12%	2	1%	36	23%	38	25%	22	14%
Year 10	155	20%	76	49%	79	51%	15	10%	2	1%	28	18%	33	21%	10	6%
Year 11	166	21%	83	50%	83	50%	8	5%	3	2%	24	14%	33	20%	15	9%
All Years	791	100%	391	49%	400	51%	79	10%	13	2%	157	20%	155	20%	83	10%

Humphrey Perkins School is a recent addition (October 2018) to the Trust and joined following sponsorship by the Lionheart Academies Trust due to an Inadequate rating from OFSTED. Student population characteristics show a lower than national average percentage for Free School Meals, EAL, Pupil Premium however SEN is double the national average. The school is a county-based school which is geographically located closer to Loughborough than Leicester and is therefore not representative of the typical population characteristics as expected from the new free school.

Curriculum changes

As outlined in Section C, our proposed new school will mirror many of the educational features of our lead outstanding school Beauchamp College. As is the case in all of our Trust Schools, we value a robust traditional academic curriculum and appreciate that at KS4 an Ebacc curriculum is suitable for all but a minority of students. Equally, we understand the value and importance of high calibre subject specialists and our expectations around high quality teaching and learning are clear to all in our learning community. As outlined in our vision, we are confident that our ethos of an equal and balanced focus on Academic Excellence and Holistic Development will be appropriate and successfully received at the Beauchamp City Free School. We will implement our well established pastoral systems and approaches to teaching and learning in line with our other successful Trust Schools; we see these systems as robust and educationally sound with a strong track record of sustained performance or, indeed, consistent improvement as is the case in our newly acquired schools. As can be seen from the tables above, we expect that the likely intake of the Beauchamp City Free School will mirror that of Judgemeanow Community College, which is a school close to Leicester City, that has a high proportion of EAL learners and in comparison to Beauchamp College, a larger proportion of disadvantaged learners.

Knowledge- based curriculum

Evidenced from our approach in our lead school, Beauchamp College, we recognise the central importance of a curriculum which is designed to establish a strong knowledge foundation. The most up to date educational research around cognitive function makes clear that knowledge must be imparted and retained in order to access higher level skills. We fully subscribe to Willingham's evidence based

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standpoint that *'facts enable understanding'*; in order for our learners to progress, understanding how to analyse and apply new ideas and concepts, they must first have a strong knowledge base. At Beauchamp we have implemented a knowledge based curriculum at Key Stage 3, that seeks in its entirety to establish essential schema. Newly acquired knowledge about curriculum subjects is assessed frequently through low-stake testing and cumulative end of unit assessments. Knowledge is also routinely revisited with the aim that it is retained and learned and is then stored in learners long-term memory. For example students in year 9 will be bi-annually tested on material learned in year 7 and 8. In Willingham's words, *'memory is the residue of thought'*; we encourage our teachers to approach their pedagogy in this way, recognising that students must remember and must practice what they remember in order to become confident and successful. Beauchamp's subject leaders have developed intricate knowledge based schemes of learning, clearly understanding the criteria learners need to understand at key points in their education.

Not only do we believe that this approach will support students to reach their potential academically, we also understand our responsibility to develop our students holistically. Through teaching our learners this knowledge foundation we are enhancing their understanding of the world around them and developing their cultural capital. This will be particularly impactful for our disadvantaged learners.

Furthermore, we are clear about our responsibility to develop language fluency. Hart and Risley found that by the age of three, children from low income families are exposed to 30,000,000 fewer words than their peers; and as *'vocabulary use at age three is predictive of language skill at age 9-10'*, the word gap has a significant impact on achievement for our most vulnerable learners. As Christodoulou says, *'it is only through explicitly teaching the vocabulary through a 'structured regime' that learners will progress academically and holistically.'* We are convinced by our experience and by our academic research that explicitly teaching vocabulary at each key stage and in every subject area will benefit our most vulnerable learners. In addition to this, we understand the very real challenge that we face with students for whom English is their first language, in so far as they were born in England and have always been taught in an English education system, but whose parents and relatives speak another language in their homes. Often these learners do not express language fluency nor the levels of literacy they require to be successful. To combat this and support accelerated progress, schemes of learning across the curriculum will teach the language of learning and reading explicitly, and will particularly focus on tier 2 vocabulary, that which is polysyllabic, specialised and often context specific. In this way we will be enriching the breadth and depth of our students' idiolect, in order to support them to fulfil their potential.

Resilience, self-regulation and metacognitive approach to promote positive mental health

There is a large body of current research that supports a 'learning to learn' approach to education that proves a strong correlation between academic success and learners' ability to regulate their own learning, understand their own barriers to learning and focus on a cognitive approach that empowers them to overcome these barriers. The Education Endowment Foundation cites this approach as one of the

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most high impact approaches for disadvantaged students. By knowing oneself, students are able to tackle complex challenges and have the strength of mind to persevere even when faced with what James Nottingham calls the '*cognitive wobble*'. Teacher feedback is important in that it creates a dialogue with students and leads them to '*close the gap*' by reflecting, reviewing and repeating work that is misunderstood or misconceived. Students develop a sense that it is 'okay to fail' and that although giving up is tempting, it's crucial to develop a growth mindset and work hard to bounce back. We have implemented this approach in our lead school, which we will seek to mirror in our new free school, that specifically seeks to develop student levels of resilience through a dedicated curriculum lesson. At Beauchamp students are taught our bespoke 'resilience curriculum' where they are taught unusual skills such as juggling and ukulele playing and are led to reflect on their journey to mastering new skills. Learning these new skills is used as a vehicle to study the biological and psychological aspects of resilience, stress and failure. This will allow students to recognise these emotions and reactions in the future and so develop techniques to combat them and remain engaged in a task. Students feedback on these sessions has been very positive and we look forward to supporting more learners at the new Beauchamp City Free School on their journey towards resilience.

The current green paper on mental health (Transforming Children and Young People's Mental Health Provision) which comes into force in 2020 will help to inform the teaching of this part of the curriculum where we will not only focus on physical well-being but also the language used to describe emotions.

Media Literacy

In efforts to support the development of cultural capital, and safeguard our young people in an ever-changing, technologically driven media world, we have introduced an innovative approach called 'Media Literacy'. As we know, our students are exposed to a vast array of information from a wide assortment of sources, many of which did not exist in their parents' youth. The western world is a frenzied, media driven arena where anything and everything from politics to celebrity (and often both at the same time!) infiltrate our young people's worlds. At Beauchamp, we have sought to tackle this issue head on and KS3 students are taught a dedicated 'Media Literacy' period each week. Media Literacy educates young people about the types of media that exist and develops their understanding of the messages that they are sending. Text messages, social media, on line advertising, fake news, viral videos and more, Media Literacy lessons challenge students to ask 'Where did this come from?', 'Who made it?', and 'Why?'

Specifically, Media Literacy supports students to learn critically and evaluatively. They learn to understand that they have a place as a consumer in society and they learn to understand that media has an agenda. Students learn to be active rather than passive and these lessons help students to develop a sense of their own identity in the modern world. To complement their English skills, students learn about context, audience, genre and purpose and they also understand the role of the media in our culture. We are resolved that this is an important and purposeful aspect of their education; it will be implemented at the Beauchamp City Free School to continue to

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develop learners' cultural capital and prepare our them for the world beyond the school gates.

EAL provision

Within Leicester and South Leicestershire the demographic of pupils is ethnically very diverse and we predict that at least 45% of the cohort will come from ethnic minorities. The East Midlands Regional Ofsted Report 2013-2014 has identified the progress of children with English as an additional language as a key issue for the area. Whilst new to English pupils are a very small minority (less than 1%) a particular issue within this area is the literacy of second and third generation young adults. Often English is not spoken at home and when it is it is often a hybrid between two or more languages. The result is that a large number of pupils, whilst appearing to speak English fluently in informal contexts, struggle with comprehension, the ability to appropriately and adequately structure their use of spoken and written English effectively and their aptitude for extended writing. In addition to the explicit approach to which our knowledge based curriculum will teach vocabulary, our school will meet their needs by providing support for them and their families through the right to read programmes, LEXIA and additional sessions within and beyond the school day. Pupils with EAL will also be offered additional English support within and beyond lessons so that they can access the curriculum quickly and fluently. We will work with parents by encouraging them to attend workshops (through coffee mornings and or sessions within their faith settings) on literacy and how they can support their son/daughter in their studies, these will be run in conjunction with the Lionheart Academy Trust. A HLTA will be given the responsibility of working with and tracking the progress of pupils with EAL. We will work with our local community to share their experiences and how having a range of languages can enable them to become global citizens.

Classics for All

Furthermore, as outlined in our vision, and in addition to the EAL intervention work that we have planned and costed for with the employment of a trained HLTA, we are convinced that the introduction of Classics in the curriculum will also promote language fluency and build cultural capital for this key group of learners. Students from year 7 onwards will be taught classics, including Latin. The benefits of this include:

- Development of English literacy: students of Latin achieve a deeper understanding of grammar which encourages accurate use of language. From the very early stages, concepts of singular and plural, tenses and case usage will be taught. This supports EAL learners to understand the etymology of English and will support progress towards language fluency.
- Aiding development of cultural capital: Classical mythology forms the *bedrock* of much modern art and literature, and is constantly reworked across disciplines e.g. theatre and film. In addition to this, students will understand the foundations of philosophy, politics and history that originate with ancient civilisations. In this way, students will develop a sense of themselves as citizens and a deep and intrinsic understanding of modern western society and British Values.

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Classics enrichment, including Latin is already taught across the Trust and we will seek to implement Classics at KS3 in our new school. As outlined above, we strongly believe that Classical Education will benefit all our students in relation to literacy and cultural capital. We are clear that those learners with a deficit in these areas- specifically our EAL and disadvantaged learners, will benefit from this exposure. At Key stage 4, Latin will also be offered as an option at GCSE to enable students a progression route from Key Stage 3.

Provision for Disadvantaged Learners

In addition to a high calibre knowledge based curriculum that is taught by experienced subject specialists, as is the case in our other Trust Schools, we will ensure that those students who are in receipt of the Pupil Premium receive additional intervention aimed at closing the gap. As can be seen from our work at Beauchamp College, we have a strong track record of success in this area, although we appreciate that the proportion of students who fall into this category is likely to be higher at our proposed school. As has already been stated, our Trust is built on the strong moral principles of equality and the right of all learners, regardless of their starting point, to access the highest quality education, but we understand that having this strong culture and ethos alone will not necessarily support individual disadvantaged learners to progress and reach their potential. As a Trust we are dedicated to removing this gap and have appointed a trust-wide champion of disadvantaged learners who works strategically across our schools to support leadership teams co-ordinate their intervention plans based on the most up to date educational research. This enables Trust Schools to work coherently to share best practice and continue to innovate, whilst having a clear understanding of their individual contexts and their learners barriers to learning. We see this strategic work as having a direct impact at the Beauchamp City Free School.

The key strategies that we will employ to close the gap for disadvantaged learners include:

- A 'knowledge first' approach to pedagogy where vocabulary is explicitly taught and students are assessed on their understanding of language in context.
- The highest expectations of quality first teaching and learning, ensuring that every practitioner can demonstrate a strong awareness of their individual learners needs and provide them with individualised feedback and support to enable excellent progress.
- Appropriate allocation of funding to support students holistically and practically, for example in providing all of the relevant uniform, equipment and resources needed to enable them to develop academically and socially, as well as providing a free breakfast every day.
- Intensive 'on the ground' intervention enacted by skilled staff who are able to build strong and effective relationships with students. Staff will champion disadvantaged learners, interview them systematically to set individual goals appropriate for their specific circumstances. This will provide them with an opportunity to express themselves in a safe and non-judgemental environment.
- Providing student leadership opportunities, such as school ambassador, charity ambassador or sports ambassador to enhance confidence, articulacy,

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self-concept and self-esteem and to ensure that students are well integrated into the community of the Beauchamp City Free School.

- Ensuring that 'wrap around' provision is established and well- attended by disadvantaged students. Breakfast and homework clubs will be promoted before school and after school with attendance, effort and homework rewards points accrued.
- Parental engagement and support will be sought through providing parents with information about their son or daughter's weekly experiences, essential straight-forward advice to support with their child's learning and a key link member of staff to contact for guidance.
- Parent forums will be launched and through parent's voice we will explore the best way to build sustainable relationships.
- Careers advice and guidance will be provided to ensure that students are goal orientated, have a sense of purpose and develop self-confidence around their next steps.

Enrichment Programme

Enrichment and cultural activities

Our school day will allow for learning beyond the classroom with opportunities for all young people to be involved in enrichment and cultural activities. We will develop a menu of enrichment opportunities that will develop leadership skills, build upon our 4Rs and establish a culture of learning through interest and enjoyment. According to Wilson 2007, young people need to feel that they can succeed and need active encouragement to draw on their own resources; extra-curricular activities lend themselves to this. We would utilise the Renzulli's Enrichment Triad Model (1977), the three levels of enrichment would be available for all young people to develop their learning through enrichment.

The three levels of enrichment are:

Type 1 - activities designed to capture interest and enhance motivation.

Type 2 - activities taught to develop leadership skills and encourage independent learners

Type 3 - activities and projects that are linked to the curriculum and directly to classroom learning

Students will be able to have access to a variety of activities beyond the school day in a well-organised, safe and stimulating environment. For our older students these enrichment opportunities will be matched against potential qualifications in areas the young people are interested in which will enhance their applications to further and higher education. A good example would be the chance to complete a HPQ. Our school will meet the needs of our young people and involve them in the decisions as to what extra-curricular activities are run. As part of our drive to develop young people's leadership we would encourage the development of studentled societies in our school and our Trust. This Type 2 form of enrichment activity allows for our societies to be led by older children who can share their love of learning with younger children within our school, this will also cement our culture of sharing the love of learning for all.

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At KS3, enrichment activities will include competitive sports, arts and crafts, and performance. We would also bring in external professionals to support music tuition for learners.

On entering the new school all students will begin to amass a portfolio of evidence to complete a soft skills passport. This will include all their engagement in enrichment activities, leadership opportunities, careers research and work related experiences as well as taking part in accredited opportunities both within and outside of school e.g. Duke of Edinburgh, playing a musical instrument. Students' participation and progress in the soft skills passport will be monitored closely so that any barriers to participation can be removed and activities included that meet the needs of the cohort.

We would utilise the parental feedback from our ongoing consultations to involve them in their child's formal and informal learning. Our school would be part of the City School Sport and Physical Active Network which would allow for all our pupils to access competitive sports throughout the academic year.

E2 – Measuring pupil performance effectively and setting challenging expectations

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 need to give us different information depending on the experience of your group. Please:

- Use the space provided in box E2; and
- Refer to Section E2 of the [how to apply guide](#) for what should be included in this section.

E2 – Measuring pupil performance effectively and setting challenging expectations

Assessment and Target Setting

Within the Trust we already have established, strong and robust systems that we can replicate within the proposed new free school. All students are set challenging/aspirational individual targets based on their starting points and their progress is closely tracked. Students arrive at secondary school after having completed Key Stage 2 National Curriculum tests (SATs) in which they will have a scaled score outcome ranging from 80 to 120. Using this nationally validated score as a baseline, we are then able to determine a target grade for each student thereby providing an appropriate goal which is in line with their individual starting point. Where students do not have SATs outcomes, a baseline test using GL Assessment will be taken to ensure students are given the most appropriate targets.

E2 – Measuring pupil performance effectively and setting challenging expectations

In response to Life After Levels, Lionheart Academies Trust have developed a purposeful and bespoke Key Stage 3 assessment system that is designed to assess students' skills, knowledge and competencies, within each subject studied, and determine the extent to which a pupil has become proficient relative to an age-related expectation as determined by the trust subject specialists. Our approach is linked to our mastery curriculum tracking backwards from being able to reach the highest standards at GCSE. Each subject area will have assessment statements which are used to assess how far along a student is towards meeting these expectations; the assessment will be graded into 3 bands of: beginning, working-towards and secure. A flight-path model is then used to ensure close tracking of student progress against expected levels. Students will have different expectations along the flight-path depending upon their initial starting point.

For example, a student with an average KS2 Scaled score of 107 will have the following flight path:

	Attainment Level	Y7 Term 1	Y7 Term 2	Y7 Term 3
KS2 Average Scaled Score 106-108	Secure +			
	Secure			
	Working Towards +			
	Working Towards			
	Beginning +			
	Beginning			

In Term 1 they will be targeted at and expected to attain a 'Working Towards +' level, in Term 2 this will be increased to 'Secure' and by the end of Term 3 they are expected to be at 'Secure +'. Students of different starting points will have a different flight-path which is inline with good progress for them, as individuals, based on their prior attainment.

The secure level represents a student who is proficient within the subject and is meeting what the school believes to be the age-related expectation for a student in the subject at that point in time. The assessment statements have been developed in collaboration with staff from across the trust as well as with input from primary colleagues to ensure the curriculum and assessment has sufficient rigour, and follows on naturally from Year 6, whilst simultaneously having GCSE/Level 2 requirements in scope for the terminus point so that they link and build across appropriately. Subject areas within the trust are able to cross moderate to ensure a consistent approach. Lionheart Academies Trust currently have subject directors for core subjects (English, mathematics, computing and science) who work across all schools which aids in maintaining high quality assessment and a consistent approach. We would envisage this work incorporating the new proposed free school extending a model that is currently embedded and working well.

E2 – Measuring pupil performance effectively and setting challenging expectations

As students progress through the school towards GCSE/Level 2 qualifications, appropriate targets in these qualifications are set and shared with students, staff and parents/carers.

As with initial targets at Key Stage 3, appropriate prior attainment data will be used to ensure that students are appropriately challenged. Key Stage 2 data will still form part of the basis of this target (in line DfE progress measures, assessing progress from KS2-KS4) however performance at Key Stage 3 will also be factored in to this process. Prior to 2016, students in Year 6 were graded on their KS2 National Curriculum tests (SATs) in levels; the reported levels were Level 3, 4 and 5 (which are then fine graded to a decimal value). In the current measure for assessing student progress (Progress 8), students are compared against their peers in their exam outcomes banded relative to their KS2 starting points (fine levels). In order to ensure we set appropriate targets which will lead to a positive progress score, we review the attainment of students in the different KS2 fine level bands to generate an appropriate (aspirational but still achievable) target grade using the Attainment 8 estimates. This practice will continue with the use of Scaled Scores however the first outcomes of these will not be seen until 2021. Fisher Family Trust (FFT) and ALPS currently review national trends and thresholds which can be used to set targets. In the intervening years we will use the threshold data available from FFT, ALPS and the DfE to ensure we continue to set appropriate targets as we move forward. Currently at Beauchamp College, the lead school within the Trust, we use a baseline assessment from GL assessment in Year 10 which provides predicted GCSE outcome grades; these are used to check progress and validate targets. We would expect to employ the same procedures within the proposed free school to ensure that consistent and appropriate targets are maintained throughout.

Across all schools in the Trust, we collect data on student performance at regular intervals and share this with parents/carers and students. We have a process of 'Data Snapshots' whereby all teaching staff will report on a student's current grade within their subject, their most likely grade at the end of the course/year and their effort/attitude to learning during the period. There are 6 points within the academic year when this process will take place (2 in the Autumn term, 2 in the Spring term and 2 in the Summer term). The Data Snapshots are shared with parents as a written report (or sent electronically via email) and available for both parents and students to access on a specially designed mobile app called 'Beehive'. By collecting and sharing data in this way allows for meaningful and purposeful communication to ensue with all stakeholders to ensure that each student is working well and making suitable progress. The data will be collected electronically and held within the school's MIS (Management Information System) so that this is accessible to all staff to best support the students on their learning journey. Furthermore, the data will also be imported into the tracking and monitoring system 'SISRA Analytics'. SISRA Analytics provides access to detailed performance data which can help to identify underperformance and generate school improvement. SISRA has been designed specifically to assist with the analysis of various collections of data, from targets and predictions through to termly assessments. By using SISRA we will be able to analyse performance against targets, identify any areas of concern and make quality use of available data.

E2 – Measuring pupil performance effectively and setting challenging expectations

Students who are identified as a performance or behavioural concern can subsequently be mentored, supported and given suitable professional guidance to ensure they are able to achieve to their full potential. Beehive also shares attendance data with students and parents. This practice would be installed within the new school in-line with the current trust processes.

School leaders will be expected to systematically and periodically assess student progress as they journey through the school. Being able to profile young people's academic strengths and areas for development from their initial starting points and building a curriculum with appropriate and individualised intervention alongside this will be a huge advantage for the young people we serve. As successful educators, we are fully aware of the need for an ambitious, coherent and consistent approach to target setting and assessment and we will endeavour to build this into all of the programmes of study assessment points that create a clear picture of levels of progress that signals to teachers, parents/carers and students their areas for further development.

To further support the tracking and monitoring of student progress, we would also propose to run a full set of Trial Examinations/tests within January to formally assess progress from the first term of the academic year. This would allow our students to experience the process of an examination format and assess their progress within their subject area. The results from the trials can then be reviewed against targets to check and monitor progress for each student (SISRA would again be used within this process). This would serve as a suitable discussion point for students to carefully consider their educational choices in regards to subjects to continue to study going forward. We would see a large holistic involvement with these discussions engaging with all stakeholders to ensure that each student selects and follows the most appropriate pathway for their future. We use this approach currently at Beauchamp College and this undoubtedly has a positive impact with students which can be evidenced by the school's performance achievements.

Following terminal assessments, the school will also seek to review the success of overall school performance using both national measures and internal expectation targets.

Behaviour/ Rewards/ Attendance

Attendance and behaviour are two key aspects to student success; these will be closely monitored and reported on continually throughout the year with key staff identifying patterns weekly, and communicating with parents/carers.

Our positive behaviour points system has seen a huge success at the lead school, Beauchamp College, where for the last 2 years there has been a decline in reported serious incidences following the implementation of this early intervention system. This system has been replicated at Judgemeanow to good effect and has just been introduced at Humphrey Perkins.

Expectations are shared with all students and their parents/carers at the start of each year and the messages are reinforced each half term. Expectations are displayed in

E2 – Measuring pupil performance effectively and setting challenging expectations

all classrooms and social areas and are directly linked to our MIS system for logging behaviours which are categorised according to severity. To compliment this system, there is a robust focus on rewards which link directly to our core values of the 4Rs (reciprocity, resilience, resourcefulness and reflectiveness) as well as a focus on students developing soft or life skills through our Key Stage passports. All staff receive regular training on developing resilience (through the Routes to Resilience programme) in all of our young people so they are better able to manage their emotions and behaviours. We will use the same processes within our proposed new school to support the monitoring of behaviour and rewards to ensure any and all interventions are timely and purposeful. We also intend to introduce an annual PASS survey so that we can monitor mental health and attitudes to learning and the school. This will allow us to benchmark these areas and monitor any changes made to improve on these holistic areas.

All students and their parents/carers will be informed about the school's expectations and these expectations will be reinforced regularly. Using the tools of our MIS we will be able to quickly and easily record and highlight any misconduct within lessons and/or at social times. The system will identify any emerging patterns with disadvantaged students so that action plans can be robust, efficient and effective in removing barriers to education.

Students who demonstrate challenging behaviours or those who regularly disrupt the learning and wellbeing of others will be allocated a key member of the holistic team who will contact parents/carers on a weekly basis. Behaviour will be monitored and students will be asked to reflect on their actions and support will be allocated as required through mentoring and coaching. At 15 points, a weekly report would be used to gather a picture of need and concerns. After incidents involving other students or staff, a restorative justice process will be used to encourage students to take ownership of managing their relationships with others. Using a ladder system, weekly break/ lunch and after school detentions would be used as a sanction to modify behaviour. Students would be aware through regular positive reinforcement by tutors and all teachers, and visual reminders that missing a sanction will result in another longer period of detention.

Parents/carers would receive timely communication to ensure they are fully informed of incidents and the next steps. There would also be a space for withdrawal where required, and a student would be expected to reflect and have a conversation with a member of the holistic team before returning to lessons. Serious incidences of poor behaviour will result in isolation time with mentor support and the use of fixed term exclusion as a last resort. At 30 points, targets will be set and agreed by the family, the school and the student on a pastoral support programme so there is a clear record of expectation and support provided by the school or specialist outside agencies as appropriate, such as the school nurse, Turning Point, CAMHS. Year Teams would review progress against the agreed targets and members of the Leadership Team and school governors, in informal governor hearings, would quickly be involved in a case where improvements were not seen. The school will take a firm stand on prohibited items being brought into the school in order to ensure the safety and wellbeing of its students and staff. Reasonable adjustments will be made when

E2 – Measuring pupil performance effectively and setting challenging expectations

deciding on an appropriate sanction for disadvantaged students and those with SEN in order to accommodate their learning, social, emotional, mental and economic needs. These philosophies have ensured that fixed term exclusions at the lead school, Beauchamp College, have remained below the national average for the past 3 years and there have been no permanent exclusions for the last 2 years.

Given that the cohort at the proposed free school is likely to be different to that of Beauchamp College, particularly with respect to percentage EAL and proportion of disadvantaged students, we will be drawing on our recent experience at Judgemeanow and the expertise of Sir Jonathan North who will shortly join the Trust. At Judgemeanow we have developed a strategy to successfully engage with more hard to reach parents including parent forums held within the local community rather than the school, parent coffee mornings with the availability of an interpreter and specific parent forums for key groups of students e.g. pupil premium workshops. Sir Jonathan North, with its Teaching School status will be able to provide targeted CPD as well as having representation at a steering group level on the Leicester LA Behaviour Partnership which brings with it a wealth of experience and knowledge of how systems in the city work. They also have the Inclusion Quality Mark and have provided significant support to schools across the city on all areas of inclusion including supporting students with emotional and behavioural difficulties, mental health and providing mentoring.

Any lateness to school or lessons would be logged and monitored with sanctions applied. Senior members of staff would engage in a dialogue with parents of those students who are persistently late to ensure there is a positive start to each day for everyone. By carefully tracking attendance using MIS, students who are presenting as an attendance concern can be quickly flagged up and action taken. Monitoring and talking about attendance would be the responsibility of all staff and it would be stressed as a hugely important factor in determining enjoyment and success at school. Data would be shared weekly with tutors and immediate concerns would be raised with the student and their parents. All parents/carers would receive information about attendance through positive communication messages such as postcards and letters home to ensure a regular focus. Particular attention would be paid to disadvantaged students, especially those in receipt of Pupil Premium to ensure that their attendance is in line with or better than other students. Careful monitoring of these key groups, including SEN and Ever6 will take place by a specialist attendance team to ensure that early intervention can take place as soon as attendance drops below 96%. Action plans would be put in place and tracked by a key worker. Developing a relationship with the family would be vital to supporting needs, improving attendance and providing access to support. For all students, where attendance starts to fall below 95%, attendance matters conversations would be held with students; at 92% parent teacher events would also be used to open a dialogue about removing barriers to ensuring high levels of attendance. Weekly tracking and clear intervention at the lead school has meant that attendance has been above the national average for the past 5 years.

E3 – Staffing

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

You will need to make sure that the information provided in this section is consistent with that provided in the financial plan section (section G).

All applicants will need to complete this section, but you will need to give us different information depending on the experience of your group and whether your application includes a nursery. Please:

- Use space provided in box E3; and
- Refer to Section E3 of the [how to apply guide](#) for what should be included in this section.

E3 – Staffing

The Trust recognises the current challenges in recruitment and retention of teaching staff that are mirrored by all schools nationally. We have a strong history and are committed to developing staff that are specialists in their field so that they can demonstrate this enthusiasm to students.

The January 2018 Briefing Paper by David Foster highlights that *'the increase in teachers has not kept pace with the increase in pupil numbers since 2010 and the pupil:teacher ratio has increased.'* Particular areas of concern include maths, science, technology and English. As a result *'schools rely on a constant supply of newly qualified teachers to replace teachers leaving the workforce and to address increasing students numbers. Of the 44,900 teachers entering state-funded schools in 2014, 53% were newly qualified'* (Training New Teachers Report by the Department of Education, 2016)

In light of the above our relationship with the University of Leicester is paramount to attracting graduates to the profession. Our current SCITT programme works with the university to host a series of seven events both at the university and our Trust Schools to attract, not only graduates but individuals from industry looking to go into teaching allowing us to attract specialists in the fields of sciences and technology.

Each year the Trust hosts two large recruitment events which allow individuals to meet the Heads from schools across the Trust and understand the ethos of the Trust as well as each individual school before applying. We also offer application and interview advice workshops for those needing support through the process.

Please see below our recruitment plan for the forthcoming year which will allow us to ensure we can meet the increasing demands of an additional school joining the Trust.

E3 – Staffing

Recruitment Plan	
Action	Rationale
Advertise in the Leicester Mercury	With some of the highest circulation numbers for a local newspaper in the country the Leicester mercury allows us to reach a wide audience and advertise for Teachers.
TES advert/E-Teach advert	As a trusted sources for vacancies
Advertising through local universities	Both De Montfort University and the University of Leicester send email campaigns and advertise on social media on behalf of the Trust to attract candidates for teaching.
Recruitment Agencies	We also have a strong relationship with recruitment agencies who specialise in teacher recruitment who we advertise with.
Routes into Teaching Event with University of Leicester	Series of three events each year Speaking to graduates at the University of Leicester about the profession. Opportunity for graduates to learn about the Trust and why they should go into Teaching.
Trust Teach Live Event	Open to general public interested in going into teaching. Events run throughout the year avoiding exam periods.
Beauchamp Teach	Hosted at our lead school Beauchamp Teach is an evening event where all Headteachers from the Trust schools present and meet interested candidates.
Recruitment Fair	Held at Leicester City Football Club - Lionheart Academies Trust will hold a recruitment event for those interested in teaching roles.

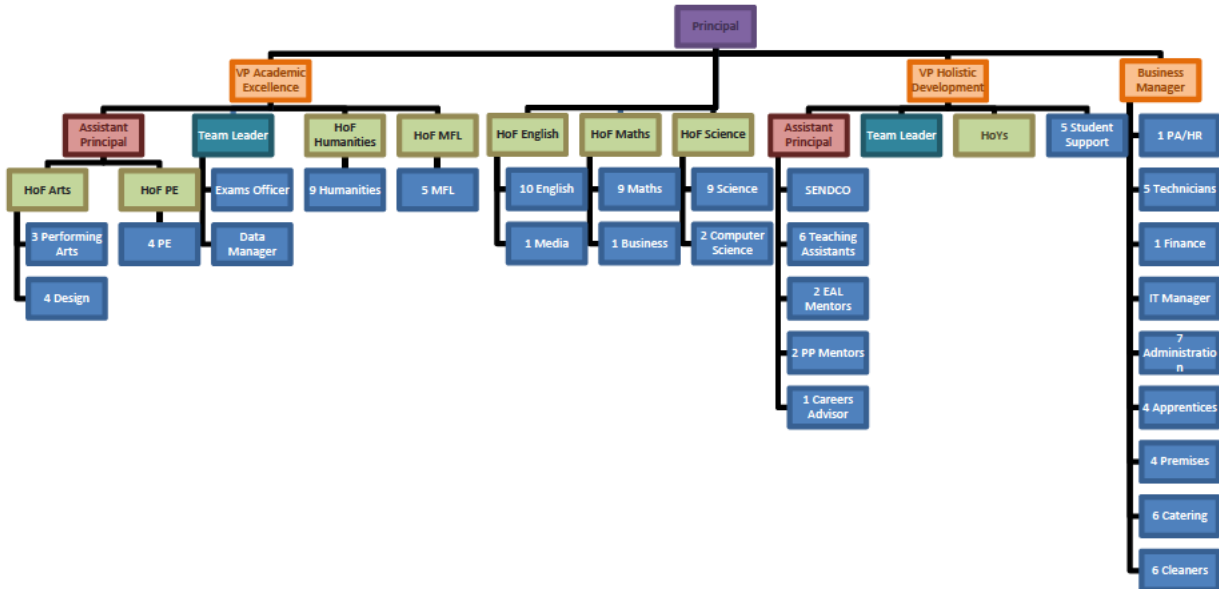
The strong reputation of the Lionheart Academies Trust and in particular the lead school Beauchamp College, has allowed us to fill all our vacancies for 2017-2018 with subject specialists. It also means that we are able to attract teachers by offering them support from a large pool of existing teachers with lengthy teaching experience. The joining of Sir Jonathan North Community College to the Trust in the coming months will also support recruitment and retention through its Teaching School status. This affords our staff high quality CPD and additional leadership opportunities.

Directors of English, maths, science and computing offer support to teachers in their area and come together three times a year to discuss challenges in their subjects, run workshops to share best practice and also create and share resources. The support offered by coming together under the guidance of a director means that teachers can better manage workload and share resources. This is key as excessive workload is one of the main factors seen as contributing to staff leaving the profession in the study by the Department of Education in their 2017 study *'Analysis of School and teacher level factors relating to teacher supply.'*

Our commitment to professional development means that staff know they are supported in pursuing an MA in their subject area or education at the University of Leicester and each year we part fund 2 members of staff to complete this. This is an attractive offer for new members of staff and as part of the funding we are able to ensure the retention of staff.

E3 – Staffing

Staffing Model and Rationale for the Proposed School



This model replicates the preferred leadership model across the Trust where two clear lines of accountability are followed: Academic Excellence and Holistic Development.

Within the LAT there is a central Executive Team who will provide support and strategic vision for operations within the new school including IT, business, HR and estates, affording the principal more time to concentrate on the core business, namely teaching and learning.

A south hub has also been established, to include Beauchamp College (outstanding 11-18 provider), Sir Jonathan North Community College (outstanding 11-16 all girls' city based school), Judgemeanow Community College (11-16 city comprehensive) and the already approved sixth form free school, to provide support and challenge at a Leadership level.

Final Responsibilities: (including date of appointment)

Role	Key Responsibilities	Line Management
Principal (appointed year 1)	Strategic Development Day to Day Management Marketing Curriculum Safeguarding (Y1)	VP HoF for English HoF for Maths HoF for Science Business Manager
Vice Principal: Academic Excellence (appointed year 1)	Standards Student progress and Intervention	Assistant Principal: AE Team Leader: AE HoF Humanities

E3 – Staffing

	Curriculum Timetable	HoF Languages
Vice Principal: Holistic Development (appointed year 2)	Pastoral Behaviour Safeguarding Positive Mental Health Attendance	Assistant Principal: HD Team Leader: HD Student Support Centre Heads of Year
Assistant Principal: Academic Excellence (appointed year 3)	Teaching and Learning QA Teacher support plans CPD	HoF Arts HoF PE Teacher Champions
Assistant Principal: Holistic Development (appointed year 4)	Inclusion including PP, EAL and catch-up funding Transition PSHE Careers	SENDCo EAL mentor PP mentors Careers coordinator
Team Leader: Academic Excellence (appointed year 4)	Data Assessment and Exams	Exams officer Data manager
Team Leader: Holistic Development (appointed year 5)	Community Liaison Marketing	

Middle Leadership

All subjects will be assigned to a Head of Faculty who leads on a key curriculum area of the school, as per our current Trust model. These Heads will be phased in over the first two years. Within the Trust Executive Leadership model there are Directors of English, maths, science and computing already appointed to support curriculum development and standards within these key areas and they will take on the role of Head of Faculty in Year 1 to ensure that these areas are fully aligned to the Trust model and way of working, as well ensuring financial viability of the school in the early years. Over time Assistant Heads of Faculty will be appointed to each area.

Heads of Faculty	Subject Areas
English (year 2)	English, Media, Classics
Maths and Business (year 2)	Maths, Business, Economics
Science and Technology (year 2)	Science, Computing
Languages (year 1)	French, Spanish and Mandarin
Humanities (year 1)	History, Geography, RE, Sociology, Health and Social Care,
PE and Enrichment (year 1)	PE, House System, Enrichment , Character education
Arts (year 2)	Performing Arts, Art and Design

In order to make the school financially viable in the early stages staff will be expected to teach in more than one curriculum area e.g. performing arts could be delivered by

E3 – Staffing

English staff, humanities would be taught as a single subject and science teachers could deliver computing. All other secondary schools in the Trust would be no more than 30 minutes travel time from the new school and could provide appropriate staffing should the need arise. The Deputy CEO within the chain has an overview of the timetable and curriculum within the Trust to ensure efficient deployment of staff e.g. music, business, computing, dance, Mandarin, food, humanities, maths, English and science teaching are already shared within the trust schools. At KS4 this will be important in order to offer as wide range of options as possible to meet the needs and interests of the local community.

Phasing

The table below shows the phasing of the curriculum staffing to full capacity.

Staff/Year	Opening Year	+1	+2	+3	+4
Students on Roll	240	480	720	960	1200
Leadership Team					
Principal	1	1	1	1	1
Business Manager	1	1	1	1	1
VP: Academic Excellence	1	1	1	1	1
VP: Holistic Development		1	1	1	1
AP: Academic Excellence			1	1	1
AP: Holistic Development				1	1
TL: Academic Excellence				1	1
TL: Holistic Development					1
Total Leadership	3	4	5	7	8
Teaching Staff					
SENCo	1	1	1	1	1
HoF English and Media		1	1	1	1
HoF Maths/Bus		1	1	1	1
HoF Science/Tech		1	1	1	1
HoF Hums	1	1	1	1	1
HoF Languages	1	1	1	1	1
HoF Arts		1	1	1	1
HoF PE/Enrichment	1	1	1	1	1
Mainscale	9	16	27	42	58
Total Teaching Staff	13	24	35	50	66

E3 – Staffing

Associate Staff

Staff/Year	Opening Year	+1	+2	+3	+4
Students on Roll	240	480	720	960	1200
Associate Staff					
Technicians (curriculum)	0.85	0.85	1.7	2.55	2.55
IT Manager		1	1	1	1
Technicians (IT)	0.85	0.85	1.7	1.7	1.7
Student Support	0.7	2.1	2.8	3.5	3.5
Heads of Year	0.7	1.4	2.1	2.8	3.5
HLTA (PP/EAL)	0.7	1.4	2.1	2.1	2.8
LSA	0.7	1.4	2.8	4.2	5.6
Learning Resources	0.7	0.7	1.4	1.4	1.4
Exams Officer/Sims/Data		0.7	0.7	1.4	1.4
Admin	0.85	1.7	1.7	2.55	2.55
Finance Assistant	1	1	1	1	1
Careers Advisor			0.7	0.7	0.7
PA	1	1	1	1	1
Receptionists	1.6	1.6	1.6	1.6	1.6
Site Facilities Lead	1	1	1	1	1
Premises	2	2	3	3	3
Cleaners	1.6	1.6	2	2.4	2.4
Catering	1.7	1.7	2.95	2.95	3.9
Apprenticeship		2	3	4	4
Total Associate Staff	15.95	24	34.25	40.85	44.6

Contingency Planning

If less students enrolled in the school than expected we would reduce the number of groups per year and adjust the number of teachers as a consequence. As already stated a Trust approach to timetabling would be undertaken and all new staff appointed placed on a Trust contract rather than an individual school contract so they can be redeployed as appropriate. Currently we have planned for 10 options per block from Y10 onwards but this could be readjusted according to numbers. The current staffing calculations have been based on each teacher having 25 periods contact time, this is more generous than in other Trust Schools to provide teachers with additional time to plan new schemes of work and processes and could be increased to 27 periods if required. We would also seek to shrink the leadership team or delay appointments e.g we would not appoint the team leaders and the Assistant Principal: AE could be appointed at a team leader level in the first instance. We appreciate that their roles would still need to be carried out and this would be through a combination of reallocation within the SLT and additional support in the early years by the Central Executive Team.

Ensuring Financial Health of the School

The Trust employs a curriculum financial planning model across all schools which is reviewed termly for the current staffing situation and this model is also used to inform curriculum planning for the next year. It takes into account the number of students,

E3 – Staffing

number of fte teachers (regardless of responsibility level and teaching commitment), number of lessons planned per year group and all financial aspects: see annex 2.

It provides key performance indicators including teacher contact ratio, average class size, cost per lesson and average teacher cost. For each of these indicators the Trust sets an expected benchmark and Leaders are expected to justify decisions if figures do not match these benchmarks and action plan what they will do to bring the curriculum back in line. The Deputy CEO supports each school as needed to reconfigure their staffing model should the need arise. The Trust Executive Lead for the school is responsible for monitoring the action plan in order to ensure that the school remains financially viable and so holds the principal to account. Curriculum financial planning is also discussed at the termly Trust/school finance meetings which are attending by the principal, school business manager, executive principal, COO, CEO and Governors.

E4 – Integration and community cohesion

All applicants will need to complete this section in full for each school they wish to open. Additional information is required if you are applying to open a school with a religious character. Please:

- Use the space provided in box E4; and
- Refer to Section E4 of the [how to apply guide](#) for what should be included in this section.

E4 – Integration and community cohesion

Holistic Development: As a school within the Lionheart Academies Trust, where holistic development is a cornerstone of our vision and ethos, we will establish a community that is built on trust and mutual respect. Ensuring young people are supported through their educational journey is so important and the role of holistic development is paramount in aiding this. At our school our staff will know each child through their detailed context for learning forms when they teach them but also know them all as individuals within their class and tutor group. Not only this we will have a dedicated student support team that will invest a considerable amount of time into the care and welfare of each child. Holistic development permeates through our philosophy of developing a love of learning and respect for each other. Our teachers will work with our students within and beyond the classroom, meeting them at the school gates, having lunch with them, running the extra-curricular clubs and activities. This will be demonstrated through our commitment to academic excellence within the classroom and the positive relationships between the teacher and students that is

E4 – Integration and community cohesion

key to success, as when children feel safe they are most likely to learn.¹ Within lessons our teachers will be skilled in asking questions that engage and excite students so that they can understand the importance of how they can contribute to global society. Our daily tutoring system, which will involve weekly assemblies, will be based upon the 4Rs and our Social, Moral, Spiritual and Cultural (SMSC), Personal, Social, Health (PSHE) and citizenship programmes and will also incorporate opportunities to learn about the world of work and future careers.

The tutoring system will form the foundation for holistic care at our school. It will allow young people to monitor their own and each other's success within the tutor group, thus learning vital skills, such as being a critical friend when giving feedback. We will use tutor group time to ensure students know and understand what their academic profile is and whether they are on track to meet their goals and to set new targets to further develop their soft skills ready for the world of work. Tutors will work with their students to support any areas of weakness by guiding the child in the right direction; for example booking them to see our careers leader or setting them mini-goals such as working with other children that are not just their friends.

Through our age-appropriate tutoring programme we would ensure that our students are aware of any current risks that they face, for example staying safe online, eating healthily and respecting school diversity. We would also ensure that they are aware of who they can talk too within our school community should they be worried or concerned about any issues. Our older students would develop leadership qualities by taking more of an active part in tutor time by engaging in discussion about sexual health and healthy relationships, as well as supporting younger students in their future educational journeys to select the most appropriate GCSE courses for them. Engaging with outside agencies, the police and inspirational speakers, such as Natasha Devon, MBE and Aneeta Prem, Human Rights Campaigner, we have found at Beauchamp College that students find the delivery of key topics most powerful through outside speakers, presentations and theatre such as the Chelsey's Choice story and Going to Extremes. We would emulate this at our free school to ensure students have the very best experiences from inspirational speakers which could fuel their curiosity and raise their aspirations.

With individual children who have some difficulty in succeeding at school, we will support them with even more specialist care. We know that these children need extra support and guidance and we would need to engage that child's family in any intervention so that they can know and feel success at home and school. At our school we would have a dedicated Attendance Officer with experience of dealing with families that live within and beyond Leicester City. They would work with families and students on the barriers they face in accessing education. We would use the work of the Centre for Fun and Families to create opportunities to engage harder to reach

¹ Louis Cozolino, The Neuroscience of Psychotherapy

E4 – Integration and community cohesion

families by building strong links through parent-carer events and information sessions.

We feel very strongly about the moral imperative as educators to uphold key values such as tolerance, democracy and respect in the young people that we educate and feel that schools play an intrinsic and central role in supporting a positive and healthy society. We are clear that this notion can be realised using the vehicle of a school model where the youngest students will be introduced to the underpinning fundamental British values and who will benefit richly from developing a clear sense of cultural identity as a modern Briton. Aforementioned, we seek to instil a great sense of resilience and reciprocity in the young people we educate and will promote a sense of equality and inclusivity both explicitly and implicitly in the ethos and curriculum we deliver.

In our school we would ensure we meet the full range of learners' needs in accordance with the Equality Act 2010 and actively celebrate difference by engaging in events such as School Diversity Week. Our anti-bullying policy would state that we 'openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities' so that young people feel safe to express themselves and are treated with dignity and respect which in turn supports their positive mental wellbeing.

"Having visible role models who have been there before and know how it feels can help give a young person the confidence to embrace who they are. They can encourage everyone in school to be positive and accepting. That's why I want to congratulate Just Like Us for running School Diversity Week..."

–Prime Minister, Theresa May

Our focus on wellbeing will be embedded into our ethos so that young people feel safe and able to learn and that they have someone to talk to should they need to. We would actively promote positive mental health in student and staff wellbeing weeks and use the tools of mindfulness to teach our students how to self-regulate and to be more resilient to the challenges of the modern world. Staff would take the principles of the Routes to Resilience programme to ensure that our students learn to value themselves and through feedback, reflection time, reports, rewards and parents' evenings, character traits are reinforced and developed.

SMSC education would be delivered throughout the curriculum with aspects of students' social, moral, spiritual and cultural development being embedded into schemes of work across the school. Tutor time would be an important aspect of the school day and would become a crucial lesson for all young people whereby they will be given lots of opportunity to reflect, debate and discuss the world around them so that they can be best prepared to become global citizens in the modern world.

In addition to SMSC across the curriculum and designated tutor time as a platform to discuss and debate current affairs, we would ensure that all students' self-esteem and self-concept was developed by providing them with opportunity to engage with student councils across each year group. These councils would operate

E4 – Integration and community cohesion

democratically and, with the support of responsible adults, teachers or others when appropriate. Students would be provided with leadership opportunities and decision-making rights on aspects of the inner working of the school.

To educate all young people about their rights and British law, we would ensure that we create opportunity for them to engage with election processes. These may be 'mock' elections that mirror wider society or elections based on student driven initiatives such as the election of key student ambassadors. Fundamentally, we will teach young people the advantages of democratic processes and help them to develop conviction, passion and positivity, empowering them to understand that they can influence the world around them through these processes.

We will ensure that the extra-curricular pathways available through the school allow students to engage with others in a way that is fully conducive with British values; we will promote debating societies and clubs that depend on a reciprocal and tolerant approach which will supplement and compliment the formal curriculum that they follow. Equally there will be opportunities for students to work collaboratively in teams and to further develop transferable skills in programmes such as Young Enterprise and Duke of Edinburgh to further develop grit and resilience.

Admissions: Promoting and reassuring parents and carers about our inclusive ethos will be at the forefront of our early work to ensure that the community understand and appreciate that our mission is to provide young people from any background or characteristic with an equal chance to be successful. We will communicate our plans to open a free school within local primaries and the local community via literature, open events, and social media using the lead school, Beauchamp College as a benchmark for success. We will provide the community with opportunities to be a part of the development of our new school, keeping them fully informed and updated about key facilities and then to visit us to look around; to meet our staff and to see the wealth of opportunities that we can offer to ensure their children are well-supported with subject specialists and a well-trained holistic team. Soon after National Offer Day, we will invite families into our school to learn about the extensive induction programme we have on offer and the links we will make with the primary schools to ensure a smooth and transparent transition into secondary school so that that we are fully aware of any specialist needs and support of each individual. Students will spend a few days with us before the summer meeting their subject teachers and fostering relationships with new friends and our staff and the induction will extend into early September with visits to local universities to foster aspiration and curiosity.

We know that Leicester is an incredibly diverse city that is held up as a city that is harmonious and tolerant. Interestingly, this sense of ethnic and cultural integration is reflected in census material wherein 'Britishness' is presented as 'multi-ethnic'. Information first available in the 2011 Census tells us that 'in each and every ward in Leicestershire and Leicester City there is a higher proportion of the population that reports a British national identity than reports a White British ethnic identity.' Knowing this as educators places us in a strong and confident position to continue to

E4 – Integration and community cohesion

promote and perpetuate this sense of Britishness as multi-ethnic- as an identity that belongs to everyone.

In order to fully ensure young people understand how to be tolerant, respectful and co-operative within their school and wider community we will ensure that we engage closely with families, outside agencies such as community leaders and community support workers, the police and local faith groups with these common goals outlined. There is already a considerable network of inter-faith collaboration in Leicester, and we would seek to welcome faith leaders into the school in order to inform, explain and educate young people about the diverse community that they serve. At the Lead school in our Trust, Beauchamp College, we serve a range of different ethnicities and actively promote and celebrate diversity. Students engage in setting up societies such as LGBT+ and are regular contributors to Islamic Society Faith weeks and Do Good campaigns. This example- among others -would be emulated in the new school to aim to overtly signal the school's outward facing and progressive approach to inclusivity and diversity.

As is well known, the Hindu festival of Diwali, the festival of Lights, that takes place every October attracts upwards of 35,000 people to celebrate on the streets of Leicester- the biggest such celebration outside of India. Using this celebration as an opportunity to galvanise the population of the local area would provide young people with a platform to understand, discuss and debate its importance to practising Hindus and its position in Leicester as a whole in relation to our society, culture and the economy.

Events such as the Leicester Caribbean carnival, the Kumbh Mela, and Christmas concerts are opportunities for students to respect faith and culture as well as enjoy arts and performance in the community which would be an integral part of our curriculum and ethos.

Prevent Duty: The staff employed at the school would be carefully trained in accordance with the statutory guidance outline in '*Keeping Children Safe*' in relation to the Prevent Duty and how to respond to any safeguarding concerns regarding a range of issues such as how to recognise and respond to honour related abuse, suspected FGM, forced marriage and extremist attitudes. We would ensure that SMSC education specifically dealt with challenging harmful and negative extreme attitudes and taught children at the youngest ages how to respond and report any attitudes that they were uncomfortable with. Our standpoint on this would be to create a strong sense of culture within the school that promoted British values and highlighted what it means to be a happy, healthy and tolerant citizen of the community and country.

Staff will be adept at recognising signs of radicalisation and will understand the proper protocol to deal with threats of terrorism and other harmful intolerant discriminatory actions. As is outlined in the DfE guidance the Prevent strategy has three key objectives as follows:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;

E4 – Integration and community cohesion

- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Terrorism is a result of extremism and extremist attitudes. As defined by the Government, extremism in the Prevent strategy is: *“vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.”*

It will be essential that ‘frontline staff’ who engage with young people have a clear understanding of these concepts and the leadership team at our new school will ensure that all staff have this clarity. To know and understand that extremist attitudes, specifically Islamic Extremists, attack principles of civic participation and social cohesion will also be essential and this knowledge will inform the work they do as educators. Staff will be aware of the measures available to them to prevent the draw of terrorism and the school will work on every level to challenge extremist ideology should it arise at any stage or time. We will ensure that staff members throughout the school feel confident and competent in relation to their handling of this challenging and difficult issues, including their response to non-violent extremism, which *‘can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.’* We understand that schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Indeed our vision and ethos for this proposed school is to use the fundamental values of Britishness as a springboard to support confident, resilient and thoughtful young people who are able to express tolerance and open mindedness. We will not be afraid to discuss these issues and will be mindful of the contention and conflict that they could present for our young people. All young people, at every stage of the school will receive educational presentations regarding the dangers associated with extreme and/or intolerant attitudes. Assemblies, visits to hear talks by faith leaders and questionnaires will be carried out to provide young people with a range of opportunities to understand what extremist attitudes are and how they can attack social cohesion and their future to participate equally in a civilised society. Questionnaire results will be shared with staff and governors and we will ensure that we respond appropriately and promptly if there are tensions that are not dealt with or issues of misunderstanding or miscommunication with young people regarding these concerns. We will also ensure that children are provided with a safe space where they can talk to trained professionals (DSL trained) about concerns that they may have regarding conduct or rhetoric within their school, wider lives or communities, that they want to raise, debate, discuss or report.

At the crux of this, school leaders will ensure that all key stakeholders have an overt understanding of the ethos of the school which will be communicated across the learning environment, through assemblies, within subject lessons, Personal, Social, Health and Emotional (PSHE) drop down days and tutor times, Parent Open Days and Parent’s evenings and reiterated frequently that our school is an aspirational, ambitious, modern multi-faith, multi-ethnic school that promotes tolerance, respect and equality for all.

Section F – Capacity and capability

This is your opportunity to show us that your trust includes people with the right skills to open your school and deliver your vision. You need to demonstrate that your group has the capacity and capability to set up and run the school(s) you are proposing, and that you have access to appropriate educational, financial and other expertise, either within your group or externally. We want to feel confident that your new school will be successful, particularly if you are proposing that it opens in a different area from your existing schools.

F1 – A strong track record

This section will need to be completed by **all applicant groups with at least one open state-funded school**.

New providers to the state sector do not need to complete this section. However, when explaining the track record of the individuals in their group for section F2, **all applicant groups** should keep the definition of a strong track record, as set out in the [how to apply guide](#), in mind.

We will use information held by the department and publically available data about the schools to make a judgement on your educational track record. However, if you wish to provide additional information that you believe will help us to better understand the track record of your trust, you should do this in box F1 below. For example, if there is a specific reason why a school that you run does not meet this definition (for example the school has not been open long enough for exam results, or you have recently taken on an underperforming school).

You could also demonstrate your track record on improving outcomes for disadvantaged pupils, and can use the box below to do this.

Please:

- Use the space provided in box F1; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

F1 – A strong track record

Lionheart Academies Trust was founded by Beauchamp College, an Outstanding school. Since its inception, the Trust has grown to a total of 5 secondary schools and 3 primary schools. The growth of the Trust is a result of school mergers, existing schools joining, and the opening of a new school.

The Trust has a solid record of upholding and improving standards, as seen by the individual schools OFSTED gradings:

F1 – A strong track record

School	Original OFSTED Grade	OFSTED now
Beauchamp College	Outstanding	Outstanding
Judgemeadow Community College	Inadequate	<i>(Making Progress with positive monitoring reports)</i>
The Cedars Academy	Longslade Community College – Inadequate Stonehill High School – Good	Good
Martin High School	Requires Improvement	*
Humphrey Perkins School	Inadequate	* <i>(Making Progress with positive monitoring report)</i>
Highcliffe Primary School	Requires Improvement	Good
Riverside Primary School	Requires Improvement	Good
Hallam Fields Primary School	N/a	<i>Not yet inspected</i>

Judgemeadow Community College has been supported by the Trust since it's Inadequate rating in December 2016. To date, there have been two monitoring visits by HMI; the most recent in January 2018 in which the outcome was that the school is making progress:

Having considered all the evidence, I am of the opinion that at this time:

- *leaders and managers are taking effective action towards the removal of special measures*
- *the school's improvement plans are fit for purpose*

...

Deborah Mosley

Her Majesty's Inspector

Judgemeadow outcomes in 2018 were good, above national levels. We believe the school has continued to make sustained progress since the monitoring visit and now resonates more closely with the characteristics of a good school. We have recently conducted an external Trust review of the school (including external consultants) and feel confident the school is continuing to move forward. We intend to request an Ofsted visit before the end of the academic year should the school not be subject to a scheduled inspection before the beginning of the Summer term. See annex 3 for Trust Wide predictions for key schools including Judgemeadow.

The Cedars Academy was formed from the merging of Stonehill High School and Longslade Community College; the trust supported Longslade Community College after it was placed in Special Measures and improved the school grading to 'Good'. The Cedars Academy was first inspected as a new school in January 2018 and was graded as Good in all categories.

* Martin High School and Humphrey Perkins School have only joined the Trust within the last few months; plans are already in place to improve standards within these schools however these are in the early stages of development. The Trust worked with Marin High closely last year prior to their joining the trust and they are on a steady trajectory of improvement. Progress 8 improved from -0.05 in 2017 to -0.03 in 2018, with further improvement forecast for 2019.

F1 – A strong track record

	Progress 8	Attainment 8	Ebac Average Points	Grade 5 or above in English and Maths
Martin High 2019 (predictions)	0.20	50.58	4.54	51.7%
Martin High 2018	-0.03	45.20	4.09	37%
Martin High 2017	-0.05	47.60		43%

Martin High School has shown continued improvement over the last three years in outcomes and progress for its learners. The journey has been one that centres on understanding learners and embedding high expectations throughout the school. All our learners are provided with a broad and balanced curriculum that caters for their individual needs. The school is ambitious in targets set and is aspirant for all. Progress 8 score has continued to improve year on year with 2018 being the most successful set of results (with a confidence interval above zero).

Year	2016	2017	2018
Progress 8	-0.06	-0.05	-0.03

The school is due to be inspected by OFSTED imminently, and based on improvements made, which have been seen and validated through Trust external reviews (which involved the use of external consultants to support the review) the school believes itself to now be in a good position.

This is evident also with improvements in the progress of disadvantaged learners; whilst they do currently perform less well than all pupils peers nationally (and further improvement are in process) there is clear evidence that this gap is being closed at Martin High School.

Year	2017	2018
Progress 8	-0.653	-0.481

The Trust has overseen successful improvements in standards within two primary schools raising the OFSTED grade at Highcliffe Primary School and Riverside Primary School from Requires Improvement to Good. Hallam Fields Primary School was a new school that opened in 2017 and is yet to be inspected and thus has no current OFSTED grade. Attainment has improved within both schools with a higher percentage of pupils attaining at the expected standard. Reading, writing, maths at Highcliffe has improved from 61% to 75%. Whilst at Riverside Primary School it has improved from 59% to 71%.

Beauchamp College, the lead school within the Trust, has consistently demonstrated a strong performance in academic outcomes and in pastoral care for all students. Beauchamp College also leads the East Midlands South Maths Hub. The college works with a wide variety of schools and colleges, from early years providers to post-16 institutions, in Leicester City, Leicestershire, North Northamptonshire and Rutland (and beyond). Beauchamp has worked with over 200 schools as part of the Maths Hub.

F1 – A strong track record

Academic Performance:

2018 Provisional KS4 Results

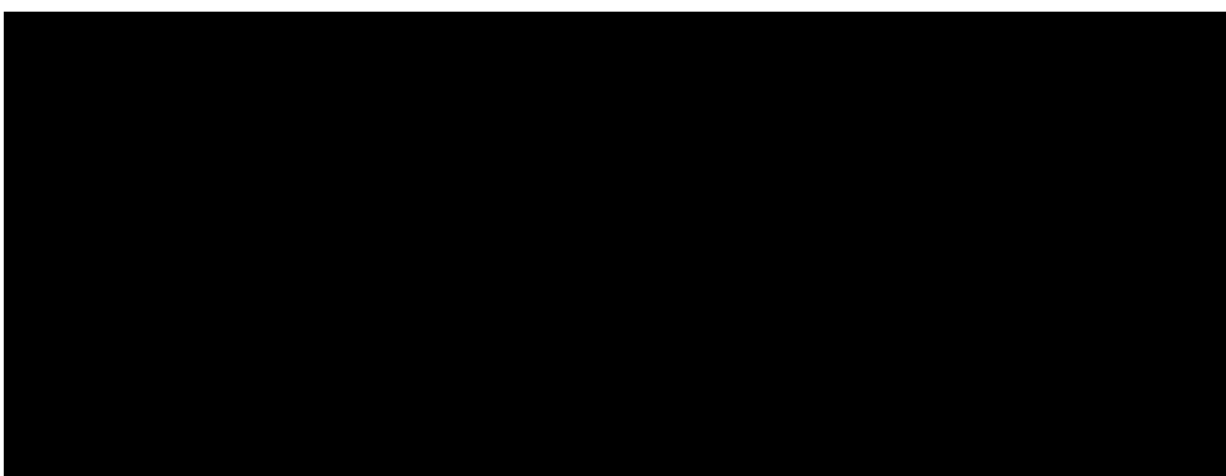
	Progress 8	Attainment 8	Entering Ebacc	Ebacc Average Points	Grade 5 or above in English and Maths
State Funded Schools (England)	-0.02	44.3	35.10%	3.83	39.90%
Leicester	-0.04	42.6	30.7%	3.66	35.90%

Beauchamp College	0.56	54.1	57%	4.82	61%
Judgemeadow Community College	-0.01	46.6	61%	4.21	39%
The Cedars Academy	-0.34	43	45%	3.83	36%
Martin High School	-0.03	45.2	49%	4.09	37%
Humphrey Perkins School*	-0.74	44.3	69%	4.04	41%

*Please note that Humphrey Perkins did not join the Trust until this academic year and support for 2017/2018 was provided by a different Trust.

In each of our schools we offer a broad and balanced curriculum with a significant number of students (above national and local averages) following an Ebacc curriculum, we only offer high quality qualifications which will be of benefit to our students in the long term.

Beauchamp College achieved a Progress 8 score of 0.56 which is significantly above national benchmarks. On average, students at Beauchamp attain more than half a grade better than their peers do nationally. Results in 2018 are significantly above the Leicester and England averages.



	Progress 8	Attainment 8	Entering Ebacc	Ebacc Average Points	Grade 5 or above in English and Maths
The Cedars Academy 2019 (predictions)	0.0	45.9	50.3%	4.12	45.9%

F1 – A strong track record

Humphrey Perkins School has only recently been taken on by the Trust as a result of our sponsorship of the school due to an Inadequate rating from OFSTED. As such, the current Year 11 outcomes sit independent from the Trust and are not representative of our standards. The school is now supported by a Trust leadership team who have robust plans in place to drive forwards improvement in quality and standards. We have ambitious improvement targets for Humphrey Perkins. Within the current year we are working towards a Progress 8 target of 0, with an outcome of P8 being -0.2 as more realistic, with a further uplift in the following year to +0.1, with a good standard by December 2019 consolidated, which will be validated through internal assessment and trust moderation. We intend to request an Ofsted visit after second year of validated results should the school not be subject to inspection on the usual schedule.

Disadvantaged Students – 2018 Results

We believe that any young person from any background deserves an equal chance to be successful, disadvantaged students are an important focus and we track and support their performance carefully. Over the last 3 years disadvantaged students at Beauchamp have performed better than other pupils nationally, and locally, and have consistently achieved a positive progress score.

	Progress 8	Attainment 8	Entering Ebacc	Ebacc Average Points	Grade 5 or above in English and Maths
Beauchamp College 2018	0.06	42.03	44%	3.64	38.67%

To support all schools within the Trust in ensuring disadvantaged students are given meaningful opportunities, we have in post an experienced senior leader who works across the Trust as a disadvantaged champion to share best practice and drive forward positive initiatives. All strategic plans in this area are being very carefully created on the basis on individual need, our tight monitoring and raising of the profile has seen an improvement in outcome projections for this group. We have already highlighted the closing gap at Martin High School and as seen within Beauchamp, the lead school in this Trust, this continues to be a key focus.

F2 – The necessary experience and credentials to deliver the school to opening

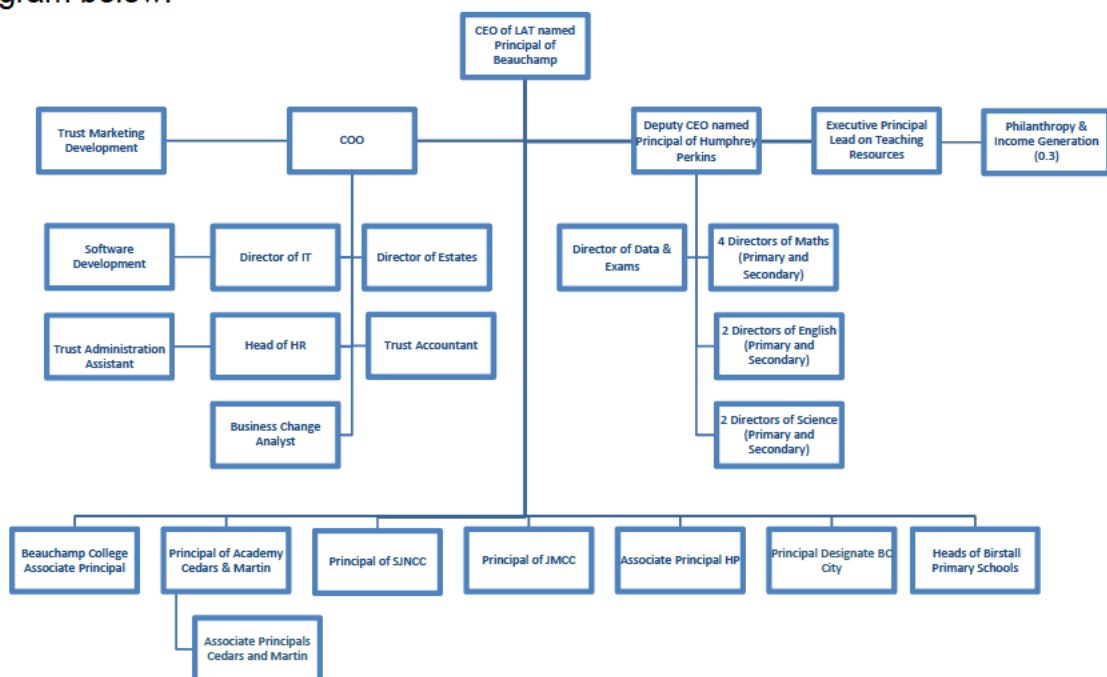
F2(a) – Skills and experience of your team

All applicants will need to complete this section, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Complete Table F2(a);
- Include CVs of individuals as appendices at the end of this application form (please note they do not count towards the page limit);
- Provide a short commentary on your plans in box F2(a); and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

F2(a) – Skills and experience of your team

The Lionheart Academies Trust currently has 8 schools (3 primary and 5 secondary) and we have developed a strong core executive team and governance structure with appropriate processes and systems. The Executive Team has been established for the last two years with weekly meetings and clear lines of both communication and accountability. Within our executive team we have back room services that include a COO (from a business and banking background), Directors of IT and Estates and a HR lead (recently joining the Trust from a university setting) who each lead a team of specialists across the schools. This means we have a core team who can focus on the wider aspects of school, so allowing the Principal Designate of the new school to focus on teaching and learning. Recent examples of projects this team have led include the opening of a presumption free school on time and up to capacity on PAN, a new build school at one of our primaries and a £350k IT upgrade at our most recent school (Humphrey Perkins) which was delivered in one week (half-term). See Central Trust Organogram below.



To support the educational aspects of the proposed free school we have Trust Directors of Learning. This academic year we have appointed 1 additional Director of English (2 in total), 2 additional Directors of Maths (4 in total), 2 Directors of Science (new role) and a Director of Computing (new role). We have future plans to also appoint Directors of Languages and Humanities. These appointments are in response to detailed analysis of what each school in the Trust needs to improve and so provide the capacity to bring about accelerated progress. See annex 3 for details of how these Directors support meeting our overall Trust targets. It also ensures that standards within the core curriculum have a sharp focus within the Trust and that quality assurance is regularly and robustly taking place. As a team we are driving forward a knowledge based approach and developing common schemes of work which are used at all schools within the Trust, and will form the bedrock of the curriculum at our proposed new Beauchamp City Free School, so ensuring a consistency of approach

F2(a) – Skills and experience of your team

and a quality of resources. We have plans to expand this team of Directors to include humanities and languages leads in the next few years. This year we have also appointed a Trust Disadvantaged Student Champion who is a senior leader across the Trust. They carry out pupil premium reviews in each school and ensure that our provision in this area is robust, driving up standards, has financial efficacy and pedagogically reflects the latest research in this area. This champion will work within the new school to establish and then monitor best practice.

Governance has also been developed to allow for expansion with the introduction of a Hub Structure from this academic year (please see section F3). This structure is mimicked at an Educational (school level) with a South and North Hub. The Chair of the Trust is an NLG who has established one new governing body for a free school and one for a sponsored school once the IEB withdrew. She will use proven methods to establish a governing body for this school which will initially be made up of community governors and will operate from January of the pre-opening year. Two parent governors and a staff governor will then join early in the first term of the school's opening. The trust has established systems and structures for governance which will support the new governing body in becoming effective, and the Chair of the trust will offer support and guidance, drawing on experienced governors from elsewhere in the trust as needed.

Having expanded to 8 schools this year with a further school joining us, SJNCC, in either December 18 or Jan 19, we are now intending to go through a period of consolidation to ensure that standards in our new schools improve. The joining of SJNCC adds capacity to our Trust as a successful City School (ofsted rated Outstanding) and a designated Teaching School. The Executive Principal (who is also an NLE) has joined our Executive Team in an educational capacity and is leading on primary standards, HR, well-being (physical and mental) and safeguarding. She also Chairs the North Hub Education Team. The Deputy CEO chairs the South and City Hub to which the new school would be part. This provides a clear structure, lines of accountability and shows capacity for additional growth and collaboration.

We are also currently in the pre-opening stage for a 1100 City Sixth Form Free School which is due to open in September 2020. We will use our experience of preparing for the opening of this school to develop a detailed timeline and action plan covering all areas of the work, with responsibilities and deadlines clearly identified for this proposed school. An experienced Principal Designate has already been appointed for the Sixth Form Free School and project management is strong with all key deadlines being met – showing our capacity and enthusiasm to deliver a successful project.

In 2018/2019 as mentioned previously we will be focussing all Trust resources on consolidating and improving standards in the new schools that have joined the Trust. This application for a Free School is aimed at a 21/22 opening by which time our existing schools should all be on a stable footing and achieving positive progress and at least a good standard of education. In all of our existing schools we have achieved this ofsted rated good standard within two years of a school joining the Trust so we have a proven track record in this area and are confident in our skills and abilities to support in this way. The two inadequate schools we have taken on both achieved the 'making effective progress' judgement in each HMI visit we have been responsible for

F2(a) – Skills and experience of your team

and reports have commented on our effective action planning, leadership vision and capacity to drive forward school improvement.

F2(b) – Skills gap analysis

This section needs to be completed by **all** applicants but you will need to provide different information depending on whether your group is currently a MAT or not. Please set out any skills gaps that you think exist within your group and how you intend to fill them.

Please:

- Complete Table F2(b) below; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

Table F2(b) – Skills gap analysis		
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?
Legal	Pre-opening team	We have some in-house skills and experience and will buy in higher level expertise as necessary through Browne Jacobson. We already have a solicitor as a trustee.
Local Governing Body of this academy	LGB governors	The Chair of the trust is an NLG who has established one new governing body for a free school and one for a sponsored school once the IEB withdrew. She will use proven methods to establish a governing body for this school which will initially be made up of community governors and will operate from January of the pre-opening year. Two parent governors and a staff governor will then join early in the first term of the school's opening. The trust has established systems and structures for governance which will support the new governing body in becoming effective, and the Chair of the trust will offer support and guidance, drawing on experienced governors from elsewhere in the trust as needed.

F2(b) – Plans for recruiting a principal designate and executive head
<p>Within our Trust we have a structure that allows for expansion through a Hub model. All schools are aligned to a Hub where joint collaboration, support and challenge are key. The new school will join the South and City Hub which currently consists of Beauchamp College, SJNCC, Judgemeadow and the new Beauchamp City Sixth Form. This group is chaired by the Deputy CEO.</p> <p>All schools also have an Trust Educational Lead attached in an Executive Head capacity. The CEO, Deputy CEO and Director of Teaching Resources currently</p>

F2(b) – Plans for recruiting a principal designate and executive head

perform this role in all schools so assuring a consistency of approach and high expectations. Schools are aligned according to need and capacity.

As a Trust we would be looking to appoint a Principal Designate early in the process, as we have done in the case of Beauchamp City Sixth Form. We believe that we have a strong pool of applicants from within our existing schools who are next step ready. As a Trust we invest significantly in people through early talent spotting and then providing opportunities to develop these future leaders through targeted coaching, secondments, Masters Degrees and NPQH/NPQSL funding. We would therefore look to advertise and appoint internally in the first instance. If a suitable candidate could not be identified then this would afford us the opportunity to look externally.

As the suitable candidate is likely to be an internal Trust appointment we can involve them from an early stage in the pre-opening planning through releasing time without needing to use the POG. This will allow the successful candidate to help shape the new school. From the year prior to opening we would be looking to fund 50% of their time from the POG so that they had the time and focus to ensure a smooth opening.

Timeline (assuming a September 2012 opening)

Early June 2019: Internal advertisement for role across the Trust.

Late June 2019: Short listing of candidates.

Early July 2019: Formal Interview Day and appointment of Principal Designate.

2019/2020: The Principal Designate would remain in their substantive post and join the pre-opening team, with release time granted as needed.

2020/2021: 50% of their time will be a continuation of their Trust role and 50% funded from the POG as Principal Designate (this could be adjusted as the year progresses and need for more time as Principal Designate is identified).

If a suitable candidate cannot be found within the Trust then an external recruitment campaign could be run in January 2020 for the suitable candidate to take up post from September 2020 (final pre-opening year).

F3 – An effective governance structure

All applicants will need to complete this section in full, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Use the space provided in box F3; and
- Refer to Section F of the [how to apply guide](#) for what should be included in this section.

F3 – An effective governance structure

Established governance in Lionheart Academies Trust

Lionheart has an established pattern of governance across its 8 schools and will draw on past experience to ensure that the governance of Beauchamp City Free School is robust.

The CEO and Chair of the trust met with [REDACTED] discuss the governance structure in depth in October 2018.

The trust has experience of:

- Establishing a new governing body from scratch for a sponsored school in special measures, once the IEB withdrew (Judgemeadow).
- Building a full governing body from a remnant of 3 governors in a sponsored school in special measures (Humphrey Perkins).
- Merging two governing bodies to create good governance for a merged secondary school (Cedars).
- Building a governing body from scratch in pre-opening of a free school primary (Hallam Fields).
- Guiding and supporting 8 governing bodies on an ongoing basis.

By 2021 the trust will also have opened Beauchamp City Sixth Form and will have additional experience of creating a new governing body.

Governance tiers

For new schools, such as Beauchamp City Free School, and in the early days of sponsored schools, we operate a 2 tier system:

- A Local Governing Body (LGB) – focusing on all areas of school life: teaching and learning, stakeholder engagement, safeguarding, community and business links, finance, premises, HR, health and safety, risk. The LGB works in partnership with the Trust Executive team who work intensively in new and sponsored schools to ensure rapid development and the embedding of best practice as quickly as possible.
- The Trust Board – focusing on overall strategy, risks and opportunities and all areas of teaching and learning and operations at a higher level.

In schools which are settled and where governance is already effective, we run a 3 tier governance structure. Once Beauchamp City Free School is established and secure, the school will join the South and City Hub.

- A Local Governing Body (LGB) in each school – focusing on teaching and learning, stakeholder engagement, safeguarding and community and business links

F3 – An effective governance structure

- A Hub Governing Body (North Hub and South & City Hub, each covering 4-6 schools) – focusing on operations: finance, premises, HR, health and safety, risk etc.
- The Trust Board – focusing on overall strategy, risks and opportunities and all areas of teaching and learning and operations at a higher level.

In this way governance will be more intensive in the pre-opening phase and in the early days of the school, drawing on the expertise of the Executive Team in the early stages of development, then moving to a sustainable model which draws on the expertise of governors with high level operational skills across the hub once the school is established and systems are embedded.

Beauchamp City Free School Governing Body from January 2021

It is anticipated that Beauchamp City Free School will open in September 2021, with a governing body in place to bring support, challenge and accountability from January 2021, and including:

- 7-9 community governors – recruited March – October 2020
- 2 parent governors – recruited June - November 2021
- 1 staff governor – recruited September – November 2021
- Principal
- Student Council representatives will be appointed by the student body and will attend LGB meetings, to report on Student Council work and to join in discussions.

Community governors will be recruited using proven methods including community networks, business networks, Inspiring Governance, Governors for Schools and LinkedIn. They governors will be appointed through interview based on their capacity, motivation, skills and emotional intelligence.

Parent and staff governor posts will be advertised with specific skill sets highlighted and all potential candidates will meet with the Chair of the Trust (who is an NLG) prior to appointment to ensure they understand the demands, commitment and competency needed to be an effective governor.

Meetings

- LGB: 6 per year, attended by all governors, trust senior lead overseeing the free school and Chair of the Trust in a supportive role as the school becomes established
- Finance & Premises: 4 per year, attended by Chair and finance governors and all other governors invited – along with CEO, COO, Business manager and Principal.
- Pay: 1 per year in the autumn term, attended by 3 governors
- Working groups as needed

LGB key skills

- Business – experience in managing large budgets, business acumen
- Finance – accountant or similar
- Education – we will look to appoint at least one existing senior leader from a Good / Outstanding secondary school
- Governance

F3 – An effective governance structure

- HR – with HR oversight in a company or education setting
- Premises and IT
- Safeguarding
- SEND and LAC

Governor roles

- Chair – appointed by the LGB, ratified by the Board
- Vice Chair
- British Values and SMSC
- Business links & Careers
- Community links
- Education
- Finance
- Parent voice
- Pay
- Pupil Premium
- Pupil Voice
- Safeguarding
- SEND and LAC
- Staff voice
- Wellbeing (staff and students)

Statutory and other duties

Scheme of Delegation

The Scheme of Delegation sets out the delegated responsibilities within the Trust.

Governor Code of Conduct

There is a Governor Code of Conduct, which is shared with all new governors on appointment, and with all governors across the trust in the summer term, minuted to this effect. All governors are expected to abide by the Code of Conduct.

Declarations of Business and Pecuniary Interest

Declaration of Interest forms will be completed prior to the first meeting. Governors are expected to be pro active in informing the Clerk whenever there is a change to their business interests. These will be collated and added to the college website. They will be renewed annually.

DBS

All governors will undertake a DBS check prior to appointment.

Policies

Each school in the Trust has a named Policies Manager who shares trust-wide policies with the LGB and works with the Clerk to ensure all local policies are approved where necessary.

GDPR

Each governor has an email address for the school and will be expected to use this for all communication relating to governance to support the principles of GDPR. It is anticipated that governors will check this email address at least once each week.

F3 – An effective governance structure

Governorhub will be used for storing and reading documents. All governors are expected to complete a GDPR Agreement form annually in the summer term.

Pay and Performance Management

Responsibility for the performance management of the principal lies with the CEO and the Chair of the LGB, or their representative, also attends, along with an external advisor.

The LGB Pay Committee of 3 governors meets at the end of October to receive pay recommendations from the principal and agree pay awards.

Where this committee agrees on an exceptional pay award (such as a double jump) or a decision is made which may bring reputational or other risks, the decision will be ratified by the Board Remuneration Committee / CEO and the outcome reported to the Board.

Communicating across the tiers

Chairs and Vice Chairs from Trust Schools meet each term to share information, suggestions and challenges.

Information is shared from the Trust Board at each LGB meeting, and LGBs report back to the board based on an agenda item discussion at each meeting. Risks, challenges and celebrations are shared in both directions.

Annual Governors' Vision Meeting

The Trust holds an annual meeting in the autumn term for governors from all the layers of governance to meet in one of the trust schools for a shared evening in which highlights from the previous year are shared, challenges and opportunities in the coming year are discussed, and there is an opportunity to reflect on, and learn from, governors' own experience within their schools.

Triangulating information

Governor first hand knowledge

Governors will join senior leader and trust reviews of the college, and will carry out learning walks linked to development plan priority areas, feeding back to the LGB.

External QA

Each autumn the Trust employs external consultants to visit each school and report back to the LGB and the Board. This is followed up by a trust review in the summer term, with the report again being shared with the LGB and Board. Where a new school is being established, additional QA will take place using experts from within the trust and beyond, and reviews will be shared with the LGB and Board.

Stakeholder Voice

Every autumn each Trust School uses a commercial questionnaire to gather the concerns and positive comments of staff, parents and pupils. This is then analysed by senior leaders in the school and fed back to the LGB and the Board, along with information on positive next steps to address valid concerns and details of how this will be shared with the stakeholder group concerned.

F3 – An effective governance structure

Governance Support

Governance in the trust is currently supported by the Chair of the Trust in a full-time voluntary capacity and by 2020 we will be appointing a paid Governance Lead who will work alongside the Chair to add capacity.

Training

Core training for all governors includes:

- Induction
- Data
- Safeguarding
- Prevent & Channel
- Finance

The Chair will be asked to complete the national Leadership Development Programme. Each governor will be asked to complete training and read briefing documents linked to their area of responsibility. The Chair will complete safer recruitment and allegations management training, and a robust safeguarding course.

Governor self reflection

Each year all governors will be asked to complete a self-reflection form in the autumn term, which reviews the governors' own contribution to governance in the previous year, describes any barriers or concerns, and highlights any additional training requests. These are collated by the chair of the governing body, who shares a summary with the relevant governing body and the Chair of the Trust.

Clerking

The Trust has a team of clerks who are supported by the Senior Clerk. Clerks are appointed through a service level agreement with the trust and are paid for by the school. Each clerk has responsibility for a particular school(s) but they are able to cover for each other, and where there are panel hearings the person with most experience in that area is likely to take the role.

Section G – Financial viability

Schools must be financially sustainable and ensure that every pound is used efficiently to have maximum impact for the pupils and the school. Although we appreciate that you will not know the exact amount of funding that your school will receive when open, we expect your financial plan to demonstrate that you are able to manage your school's budget efficiently. You need to set out your robust financial plan for how you will make the best use of resources. We will assess whether your financial plans support the delivery of your education vision within the funding provided. **All applications, including those with an innovative or new approach, must demonstrate that the school will be financially viable.**

If you have previously opened a free school, you do not need to complete the financial template at this stage unless you wish to. However, you may use box G1 below to tell us anything that will help us understand your financial health.

Section H – The proposed site (use Excel spreadsheet)

Finding a suitable site is an essential part of opening a free school. As part of preparing your application you should investigate potential sites for your school and tell us about them in your application. If you are successful, we will work with you and the local authority to secure a site for your school.

We will consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area. **We will give preference to those projects where we are likely to secure a value for money site in a timely manner with an acceptable level of risk**, in particular, those applications that come forward with a local authority or government owned site on a peppercorn rent.

This section will need to be completed by **all** applicants. If you are applying for more than one school, you must complete this section for each free school for which you are applying. Please:

- Complete the Section H tab in the Excel spreadsheet; and
- Refer to Section H of the [how to apply guide](#) 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 named in Table F2(a) and any letters of support and maps; and
- Note that any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.

Annex 1:

E-mail to Secondary Headteachers in Leicester City

Dear Colleagues

I write to inform you on behalf of the Lionheart Academies Trust Board of their decision to apply to open an 11-16 Free School in Leicester as part of wave 13 of the Free School programme. The decision is based on the Government information that Leicester has been designated a DfE Priority Area both in terms of standards and basic need.

The school we are proposing is based on the already successful model employed at Beauchamp College and will have the cornerstones of academic excellence and holistic development at its core, coupled with a firm commitment to social mobility and equity for all.

We are keen to complement the hard work being done by all schools in the area and would like to work with you to ensure the best possible standards of education for young people in Leicester City.

If you would like to discuss this bid, please do not hesitate to contact me.

Thank you for your time and I hope you have a productive half term.

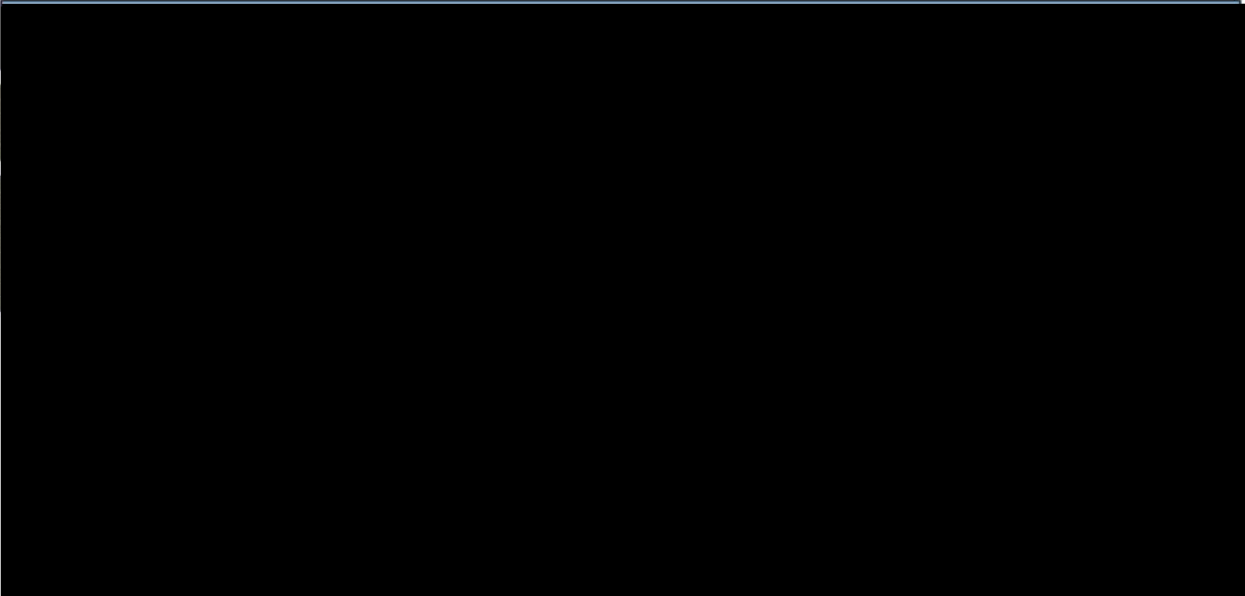
Kind regards

Jenny Piper-Gale
Deputy CEO

Lionheart Academies Trust

Annex 2:

Copy of Curriculum and Staff Deployment Financial Planning Website



Annex 3: Improvement Overview for Trust

Name of School	Leadership	Focus Areas (based on SDP and external reviews)	Predicted Outcomes 2018/2019	Ofsted
Cedars Academy	Trust Lead: Kath Kelly Executive Principal: Laura Sanchez* Associate Principal: Maher Rashid* * new to school 9/18	- Maths: Support from Director of Maths - Leadership of English: Support from Director of English - Progress of disadvantaged students: Trust PP Champion	Targets: P8: +0.2 Realistic expectation: P8: 0 Attendance: 96%	1/18 Rated good: Maintenance of good
Humphrey Perkins	Trust Lead and Executive Principal: Jenny Piper-Gale* Associate Principal: Della Bartram* * new to school 9/18	- Consistency of teaching and learning: support from Trust Directors - Strengthening leadership at all levels: New leadership team - Progress of disadvantaged students: Trust PP Champion	Targets: P8: 0 Realistic expectation: P8: -0.2 Attendance: 95.5%	Rated inadequate: 9/18 HMI visit: School making effective progress 2019/2020: School to achieve good
Judge - meadow	Trust Lead: Jenny Piper-Gale Principal: Jason Smith* * new to school 9/18	- Maths: Support from Director of Maths - Consistency of teaching and learning: support from Trust Directors - Progress of disadvantaged students: Trust PP Champion	Targets: P8 +0.25 Realistic expectation: P8: +0.2 Attendance: 96%	Rated inadequate: 1/18 HMI visit: School making effective progress 2018/2019: School to achieve good (Ofsted to be invited in)
Martins High School	Trust Lead: Kath Kelly Executive Principal: Laura Sanchez Associate Principal: Paul Wicken	- Maths: Support from Director of Maths - Computing: Support from Director of Computing	Targets: P8: +0.2 Realistic expectation: P8: +0.15 Attendance: 96%	Rated RI: 2018/2019: School to achieve good (Ofsted due)



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