



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

EDGAR WOOD ACADEMY

Contents

The application form explained	3
Application checklist	5
Declaration	7
The application form	8
Section A – Applicant details and outline of school (use Excel spreadsheet)	11
Section B – Evidence of need for a new school in the area	12
B1 – Evidence of basic need	12
B2 – Need for good school places	19
Section C – Vision	22
Section D – Engagement with parents and the local community	28
Section E – Education plan: part 1	31
Section E – Education plan: part 2	32
E1 – Curriculum plan	32
E2 – Measuring pupil performance effectively and setting challenging expectations	60
E3 – Staffing	70
E4 – Community cohesion and integration	80
Section F – Capacity and capability	86
F1 – A strong track record	86
F2 – The necessary experience and credentials to deliver the school to opening	88
F3 – An effective governance structure	103
Section G – Financial viability	108
Section H – The proposed site (use Excel spreadsheet)	115
Annexes	116
CVs	167

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?	<input checked="" type="checkbox"/>
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)	<input checked="" type="checkbox"/>
Section B – evidence of need for a new school in the area	<input checked="" type="checkbox"/>
Section C – vision	<input checked="" type="checkbox"/>
Section D – engagement with parents and the local community	<input checked="" type="checkbox"/>
Section E – education plan	<input checked="" type="checkbox"/>
Section F – capacity and capability	<input checked="" type="checkbox"/>
Section G – financial viability (including the financial template where appropriate)	<input checked="" type="checkbox"/>
Section H – the proposed site (Excel, do convert this file into a PDF)	<input checked="" type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input checked="" type="checkbox"/>
4. Have you fully completed the appropriate financial template where necessary?	<input checked="" type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>
6. Re-applications only: Have you changed your application in response to the written feedback you received?	<input checked="" type="checkbox"/>

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>	<input type="checkbox"/>
<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>	<input type="checkbox"/>

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? 	<input type="checkbox"/>

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that 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 / Member of company

Print name:

Date:

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)

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

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.

The Rochdale borough has seen above national average increases in students attending its primary schools in recent years. These children are now in, or approaching, key stage 2 years (year 2 and above) and will need secondary school places very shortly. The local authority has calculated that by 2021/22 a six form entry school in Middleton is required (*Figure B1*). The Middleton area is an identified area in the published map “estimated secondary places needed” provided with the Wave 13 application guidance documentation.

FORECAST YEAR	Middleton	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Housing Units		282	282	282	282	282	205	205	205	205	205
YEAR 7 PAN		630	630	630	630	630	630	630	630	630	630
Year 7 Forecast		696	720	815	827	814	782	808	778	789	858
Year 7 Forecast + Housing		714	749	856	880	873	842	869	826	826	883
Pupil Place Deficit (-)	No Housing	-66	-90	-185	-197	-184	-152	-178	-148	-159	-228
Pupil Place Deficit (-)	Housing Included	-84	-119	-226	-250	-243	-212	-239	-196	-196	-253

Figure B1 Y - Year 7 Forecast Middleton Township 2019-2028 from May 2018 Census

Most Rochdale secondary schools have already expanded and will have provided a total of 330 additional permanent year 7 places (1650 total places) since 2013.

The SCAP data (DFE SFR07 2018 – Additional tables – table B6 incl. surpluses): www.gov.uk/government/statistics/school-capacity-academic-year-2016-to-2017 identifies the Rochdale planning area of Middleton as requiring 402 additional secondary school places from 2020/2021 and 1044 places by 2023/2024. The local authority is very clear that there is the need for a new secondary school:

“Support be given to the application of the Altus Education Partnership, in collaboration with Rochdale Sixth Form College, for a new Free School in Middleton Township for 2020, noting that DfE now require that any bid submitted by a trust include a named site”. Rochdale Cabinet Reports - Item number 86

This statement was confirmed in a letter of support to The Altus Education Partnership, 31st January 2018, see *Annex B1.1*. Based on a clearly evidenced need, this bid is for a six form entry school from 2021.

For several years the local authority has known there was a need for extra secondary places in the area, 8 schools have built permanent extensions and 3 have accepted repeated bulge classes (following a consultation with all secondary schools in 2014). Since then the authority has seen an unprecedented 15.1% increase in the primary pupil numbers since October 2012. There are no further local authority secondary

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.

expansions or other academies and voluntary aided schools or free schools planned to open in the borough.

On the 11th May 2018 the DfE published the guidance on Wave 13. It included a map indicating the number of places needed and identified targeted local authority districts (Annex G). Rochdale borough is identified as one of the targeted district based on the definition of “lowest standards and lowest capacity to improve” as defined in the Achieving Excellence Areas and needing extra capacity.



Figure B2 shows the current distribution of secondary school places across the authority, indicating the type of school and the PAN. Also marked on the map is the planned site for the Edgar Wood Academy in Middleton (green star) which will provide 900 places, 180 from 2021/22.

The asterisks denote the schools which have recently expanded.

The local authority Pupil Place Manager provided data which demonstrates the level of need and its geographical location.

The growth in need is based on three key factors:

- the increase in the birth rate and numbers of children moving through primary schools
- the increase in new arrivals in the borough recently
- the house building programme (though the bid does not rely on projected population growth from new housing developments)

Rochdale borough’s current 5 year housing plan is in-line with the need outlined in the Greater Manchester Spatial Framework (yet to be adopted: <https://www.greatermanchester-ca.gov.uk/GMSF>). The pupil forecast outlined in this application does not include the additional housing developments in the GMSF. However we are aware that one large development in the GMSF on the Heywood/Middleton border has just been approved by the Secretary of State. This development will be within 1 mile of the proposed school and includes 1000 new houses which are not included in current pupil forecasts. Consequently, additional pupil place pressures due to extra housing associated with this large development are not reflected in published SCAP data. It is therefore expected that pupil forecast numbers will increase as a consequence of planned new housing.

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.

Current Pupil Cohort

The pupil forecast has identified a significant increase in the number of places required in the secondary sector as a consequence of an increase in births with more children entering reception since 2005, see *Figure B3*. The growth in numbers in the primary sector has been augmented by over 130 new in-year arrivals in each of 2014, 2015 and 2016, into the primary schools in the authority. The additional children are arriving in all year groups at key stage 1 and 2, and the authority has had to create bulge classes in all year groups. The Middleton Township planning area has seen the largest proportion of these. The need for primary places has been met by expanding existing primary schools; however, there will be a shortfall in places as these children reach secondary school age.

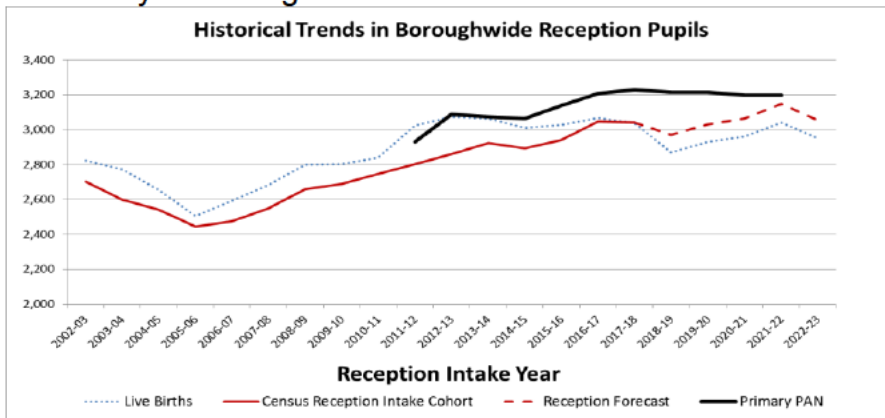


Figure B3 Growth in the number of reception age children on roll is given in the red line and the forecast is the red dashed line as of January 2018 Census. Dotted line is the birth rate and thick black line is the reception PAN.

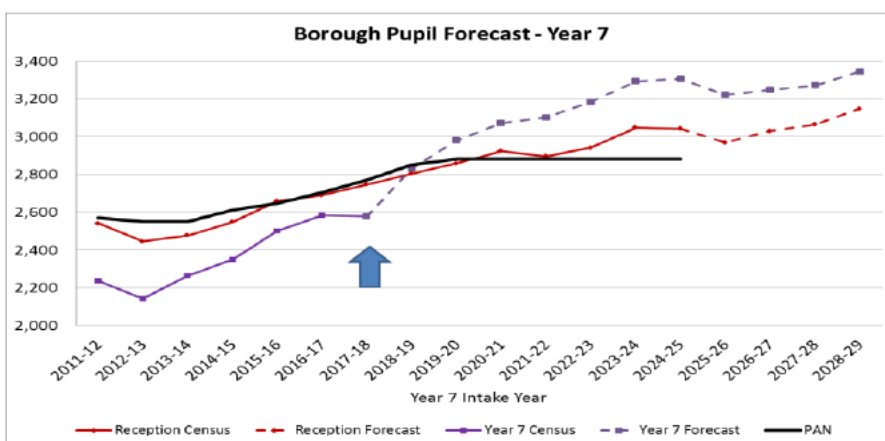


Figure B4 Secondary school forecast, 2017-2028 as of January 2018 Census shows the reception pupil numbers, as *figure B3*, (red line) and year 7 census numbers (purple line) and forecast (purple dashed line) with the thick black line as the year 7 PAN.

The deficit in Middleton year 7 secondary places will be 185 pupil places (without housing yields) by 2021 rising to 228 places (without housing yields) by 2028, see

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.

Figure B1.

Housing

The borough's 5-year housing plan currently has 895 houses per year in its planning pipeline.



Figure B5 shows current housing developments either under construction or with detailed permission (squares) and sites identified for housing in the GMSF (Draft document p77) and not yet in pupil forecast data (Orange), Greenbelt (Green). These include houses under construction, housing with detailed planning permission and housing with outline permission. Further GMSF sites are not yet included in the forecast figures of extra students in *B1* and *B7*. The figure also shows the

proposed housing in relation to the proposed site for Edgar Wood Academy.

Area	Housing Completions per year 2016/17	Houses Under construction 2017 data (0-5 years)	Houses With Permission 2017 data (0-5 years)	Houses (6-10 years)
Heywood	82	237*	290	1129**
Middleton	66	260	1299	1057

Figure B6 Housing data for houses under construction, and with planning permission.

A housing yield of 0.25 primary students per house and 0.1 secondary students per house is used and these additional children are shown in *table B1* and *table B7* as "housing included". * 87% of houses under construction are 3 and 4 bedroomed. ** additional housing, just published, showing the additional 1000 houses from the South Heywood development in the Strategic Housing Land Availability Assessment in years 6-10 which **are not** included in the shown pupil yields currently.

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.

Local authority action to provide additional school places

In anticipation of the growth in the school population the local authority has since 2011/12 has negotiated with a number of secondary schools to increase their Pupil Admission Number (PAN). As shown in the *figure B4*, Secondary Pupil Admission Number (PAN), and as outlined in *Figure B7*, this has added 330 extra places per year group leading to a maximum of 2880 year 7 places per year by 2019 in the current secondary schools. Despite this measure the projected growth in the borough-wide school population will lead to an overall deficit of 136 places in year 7 (without housing yields) by 2020. With the current housing either under construction or with planning permission in the area the deficit by 2020 will be 217 places. As a minimum, this equates to 4-5 additional forms of entry and at its maximum 7 additional forms of entry across the Borough in 2020 rising to a possible 14 forms of entry in 2023 (*Figure B7*). The current census data in figure B7 (row 4) shows that in the short term the forecast predicts less children than are in borough primary schools. The most recent birth data from ONS for 2016/17 has led to the marked rise in the forecast for 2028.

FORECAST YEAR	<u>Rochdale Borough</u>	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Housing Units		877	877	877	877	803	803	803	803	803	803
YEAR 7 PAN		2880	2880	2880	2880	2880	2880	2880	2880	2880	2880
Current Census (Year group)		2997 (Yr5)	3042 (Yr4)	3004 (Yr3)	3017 (Yr2)	3079 (Yr1)	3045 (Rec)				
Year 7 Forecast		2964	3016	3024	3061	3143	3137	3061	3110	3159	3275
Year 7 Forecast + Housing		3013	3097	3137	3206	3308	3312	3246	3271	3296	3383
Pupil Place Deficit	No Housing	-84	-136	-144	-181	-263	-257	-181	-230	-279	-395
Pupil Place Deficit	Housing Included	-133	-217	-257	-326	-428	-432	-366	-391	-416	-503
Classes Needed	No Housing	3	5	5	6	9	9	6	8	9	13
Classes Needed	Housing Included	4	7	9	11	14	14	12	13	14	17

Figure B7 Rochdale Forecast Year 7 Student Numbers from May 2018 Census

Middleton Township Planning Area

The data for Middleton township indicates that even with the already created additional 120 year 7 (600 total) places being offered at Middleton Technology (+60), Holy Family RC and CE (+30) and Cardinal Langley RC (+30) there will be a further 185 new places required for 2021– the planned opening date for the new school on the Bowlee site. This equates to 6 forms of entry required in 2021 and 7-8 forms of entry by 2022. This evidence confirms that a new 6 form entry school in Middleton is required.

Pupil numbers in Middleton have been rising sharply in all primary cohorts and are expected to continue to rise. It is noted that planned housing developments not yet under current construction cannot be included in the pupil need data. Figure B1 shows, with current housing plans, a deficit of 250 places will occur by 2022. This is within 2 years of the opening date of 2021. For this reason we are requesting that consideration be given to the design of the school so that it may be easily expanded to 8 form entry in the short term.

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.

Impact of Cross Border Movement

Rochdale authority is in close contact with the neighbouring authorities which see the largest cross border movement of children to attend school. Bury authority has a large number of voluntary aided (VA) schools that recruit on faith criteria. According to the 2016/17 SCAP return, Bury had 5 secondary schools with over PAN numbers on roll, 3 schools which had close to PAN numbers on roll, and 2 schools with no faith criteria with spaces. Bury also has one boys only Jewish school with 250 spare places. According to the 2016/17 SCAP return, other than the 250 “spaces” (not available to most children) in the Jewish Boys School, Bury will need 37 extra places in 2020. Oldham authority had no places to offer 60 secondary children on offer day in 2017. The authority has created capacity but will still have a forecast deficit of 108 places by September 2019.

According to data from the Cross Border Migration LA tables SFR28 (Jan 2017: <https://www.gov.uk/government/statistics/schools-students-and-their-characteristics-january-2017>) Rochdale exports 1309 students and imports 606 students overall in its secondary years. This averages out at 261 students per year travelling out of borough for their secondary education and 121 commuting in. The high numbers travelling out has been attributed to parents choosing VA schools with Ofsted ratings of ‘Good’ or ‘Outstanding’ in neighbouring boroughs which recruit from a wide area. As pressures in other authorities increase, as discussed above, less of these out of borough places will be available for Rochdale children. This has not been included in the forecast model.

In the Middleton and neighbouring Heywood planning area there are 360 year 7 places per year in ‘Good’ secondary schools, and 390 year 7 places in ‘Requires Improvement’ schools. (Middleton Technology School whose Ofsted in 2006 prior to academy conversion was ‘Outstanding’ and reported in 2016/17 an average Progress 8 score of 0.02). It is considered that a new high performing academy will mitigate against parents choosing to send their children out of the local authority area. Of the children travelling into Rochdale the largest numbers are travelling over the border from Manchester to Middleton Technology School.

The data in *Figure B9* confirms that two schools in Middleton are particularly popular with parents from outside Rochdale. Year 7 places are being allocated to students at the Middleton Technology Academy and at Cardinal Langley RC to children out of borough. The implication is that even more pressure will be placed on school places in this part of the borough, with increased local demand (natural increased and new housing) and from demand from neighbouring boroughs.

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.

	Year 7	Year 8	Year 9	Year 10	Year 11	TOTAL
Cardinal Langley RC High School	19	15	25	23	14	96
Falinge Park High School			2		2	4
Hollingworth Academy	11	8	25	13	15	72
Holy Family RC & CofE College	2	2	2	2		8
Kingsway Park High School	1	1	3	1	3	9
Matthew Moss High School			1		1	2
Middleton Technology School	65	46	33	23	26	193
Oulder Hill Community School	3	3	5	9	3	23
Siddal Moor Sports College	2	6	2	7	5	22
St. Anne's Academy	5	5	4	8	3	25
St. Cuthbert's RC High School	16	19	16	11	14	76
Wardle Academy	4	2	6	12	9	33
Total	128	107	124	109	95	563

Figure B8 Children commuting into Rochdale Schools (2012-2016) SFR 2016

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.

As outlined in the ‘Achieving Excellence Areas’ methodology Rochdale is defined as an Upper Tier Local Authority Group 5. Of the 11 indicators Rochdale is weak in the following areas: Key Stage 4 progress, Key Stage 2 attainment, access to quality secondary leadership, initial teacher training recruits and academy sponsor coverage. Two of the indicators fall within the educational performance category and three fall within the capacity to improve category.

Capacity to Improve

The Rochdale Sixth Form College (RSFC) in the AEP has, since opening in 2010, been the most consistent sixth form college in terms of A Level progress. In 2014 - 2017 the college topped the DFE’s performance tables in A Level progress and in 2018 it came second. As the A Level provider of choice for Rochdale students the borough has seen the export of 16-18 A level students halted. It is our ambition to replicate this in the secondary sector.

The AEP has partnered with Hollingworth Academy, an outstanding academy trust which is led by a National Leader of Education (NLE), Darren Randle. Consequently, two of the ‘Capacity to Improve’ indicators will be addressed by the opening of a new school. The AEP will augment its “exceptional governance and leadership” (RSFC Ofsted report 2013) through its partnership with Hollingworth Academy. As a current member of Rochdale Pioneers Trust, an AEP secondary school will become a member of the Pioneers Partnership SCITT. This SCITT trained 20 teachers in Rochdale in 2017 15 of whom were secondary teachers, all achieving QTS in local teaching posts. The AEP, with its partners, has the capacity to recruit and retain teachers.

Educational Attainment

There is a clear need to increase the attainment of secondary school students in Rochdale. The table below, *Figure B9*, provides an overview of the key measure for secondary school students in Rochdale for 2017. In all five key performance measures, Rochdale schools are below national averages and in the lowest quartile nationally. The percentage of KS4 students sustaining their post-16 education i.e. still in their chosen post 16 destination in January of the following year, is below the national average at 7%. AEP schools’ targets will be aspirational and will challenge students to perform above national averages. AEP will expand its outstanding “highly individualised and focused support” and its “culture of high expectations” (RSFC Ofsted 2013) to close the gap and achieve these targets. Equally, the trust’s clear focus on exceptional Careers Education, Information, Advice and Guidance (CEIAG) and post-16 progression planning will minimise the number of students not continuing into post-16 education or employment.

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.

	% achieving 5-9 in English and Maths	% achieving 4-9 in English and Maths	Av. Attainment 8 Score	Progress 8	% EBacc Attainment (including 9-4 in English and maths)	%KS4 not staying in education or employment (Destination not sustained) 2016
England (State-funded) sector	42.6	63.9	46.3	-0.03	23.7	5
North West England	40.3	62.7	45.6	-0.14	21.7	6
Rochdale	37.27	56.4	42.5	-0.17	12.4	7
Rochdale LA Ranking /151	140 ↓	136	142 ↓	121 ↓	147 ↓	114
Quartile Band	D	D	D	D	D	D
EWA Targets	70	90	55	+0.5	70	0

Figure B9 Table with Rochdale, England, North-West and EWA targets for key stage 4 attainment and progress.

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.

Middleton and Heywood (proposed catchment area for EWA)

Secondary Schools	Cohort	Ofsted Rating	Ofsted Date	Nearest Neighbour Ranking 2017	Average PI Score on entry (2017)	Attainment 8	Progress 8 Average Score	Progress English (LA data)	Progress Maths (LA data)	Progress Science, computer sc Humanities & languages	Grade 4 in Eng and Maths	Grade 5 in Eng and Maths	Ebac Attainment at grade 4 or above	Science Ebacc (LA data)	Entering for biology, chemistry & physics	% Absence 2016	% Persistent Absence 2016	Staying in Education or entering employment (2016)
England (state funded schools)						46.3	-0.03	-0.04	-0.02	-0.02	63.9%	43%	24%	63%	25.1%	5.4	13.5	94%
NW England						45.2	-0.14	-0.16	-0.19	N/A	62%	40%	22%	61%	N/A	5.3	13.4	93%
Rochdale (state funded)	2315					42.2	-0.17	-0.21	-0.18	-0.13	59%	34%	12%	58%	10.5%	5.4	13.4	92%
Rochdale Quintile						D	D				D	D	D			C	C	D
% Rochdale schools below National figures						67%	25%	67%	75%	67%	75%	83%	83%	50%	92%	58%	58%	50%
*Cardinal Langley Roman Catholic High School	179	2	2017	31/55	27.9	45.2	-0.11	0.11	-0.94	-0.10	52%	20%	20%	67.1%	16%	5.4	13.2	95%
*Holy Family Roman Catholic and Church of England College	111	2	2017	07/55	27.4	49.5	0.26	0.28	0.25	0.22	77%	52%	25%	91%	0%	4.6	9.6	91%
Matthew Moss High School	165	3	2016	26/55	26.7	44.4	-0.01	0.43	-0.16	-0.11	59%	38%	10%	48%	0%	5.9	13.5	94%
*Middleton Technology School	187	1	2006	29/55	27	47.5	0.06	-0.18	-0.06	0.03	67%	36%	9%	65%	31%	4.3	7.9	93%
*Siddal Moor Sports College	201	3	2017	53/55	26.3	35.4	-0.07	-0.73	-0.59	-0.75	42%	21%	6%	37%	13%	5.6	17.4	87%
*St Anne's Church of England Academy	90	3	2017	42/55	26.8	43.6	-0.22	-0.81	-0.59	-0.37	48%	26%	8%	50%	0%	5.8	19	83%
Falings Park High School	231	2	2013	28/55	26.4	41.5	-0.14	0.06	0.03	-0.14	54%	36%	9%	49%	0%	5.9	12.9	94%
Hollingsworth Academy (Partner school, curriculum)	234	1	2008	4/55	28.1	50.6	0.38	0.21	0.61	0.43	70%	53%	15%	60%	24%	5.8	13.6	94%
Kingsway Park High School (Partner school attendance)	178	2	2017	42/55	24.8	32.7	-0.36	-0.6	-0.27	-0.30	35%	15%	4%	30%	12%	4.5	8.8	89%
Older Hill Community School and Language College	250	3	2017	27/55	28.1	46.6	0	-0.43	-0.14	0.27	60%	40%	28%	65%	0%	5.4	13.5	93%
St Cuthbert's RC High School	239	2	2014	49/55	27.6	40.6	-0.41	-0.13	-0.21	-0.51	58%	35%	10%	70%	0%	5.6	16.7	96%
Wardle Academy	209	2	2016	30/55	27.5	43.3	0.06	-0.06	-0.16	-0.07	58%	32%	8%	59%	24%	5.7	16.2	94%

The highlighted results (*) in *Figure B10* show that of the six secondary schools located in Middleton and Heywood, three have been judged to ‘require improvement’ by Ofsted. Students’ performance in four of the schools is much lower than for students in schools with similar intakes across England, as indicated by the Nearest Neighbour Ranking for 2017. The highlighted results show that not only are results for two schools well below national averages, they are also well below the average for Rochdale as a whole. Key stage 4 progress is also below national average in three out of six local schools. In terms of progression into suitable post-16 destinations, four of the six schools fall well below the national average, while in two of the five schools, 13% and 17% of students do not stay in education or enter employment after leaving school at age 16.

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



Section C – Vision

C1 – Vision

The Edgar Wood Academy

The Edgar Wood Academy (EWA) will be an 11-16 academy based at Bowlee in Middleton area of Rochdale. It will be non-denominational and co-educational with 6 forms of entry to meet the local need for new school places. The academy, with a desired opening date of September 2021 will provide the 180 additional year 7 places required from 2021. When full, it will accommodate 900 students and support the local authority to meet its statutory duty to provide a school place for every child. There will be the capacity to expand to 8 form entry should this be required.

The Edgar Wood Academy (EWA) is being promoted by The Altus Education Partnership (AEP), a multi academy trust based in Rochdale formed by the founding governors of Rochdale Sixth Form College (RSFC), the highly successful provider of post-16 education serving young people of the Borough of Rochdale and neighbouring local authorities. As a leading provider of academic education, RSFC opened in 2010 and is respected both locally and nationally as the most consistent post 16 provider for academic progress ever. It is known for its strong collaboration with schools, FE and HE providers and the business community. The Ofsted rating of 'outstanding' and the top performing sixth form college (in terms of A-Level progress in the Department for Education's Performance Tables) for four consecutive years 2014-2017 and second in 2018, are unprecedented and attest to the strengths of the college.

The AEP currently contains one 16-19 academy, RSFC. The growth strategy over the next 10 years is to open the Edgar Wood Academy in 2021 along with a further 11-16 free school in the Pennine township of Rochdale where an estimated 6 form entry school is required from 2023 to satisfy the local authority's statutory duty. The application for the second free school will be submitted in Wave 14 when new housing has been constructed and the need may be accurately assessed. Over a 10 year period there are plans for two convertor academy schools in Rochdale to join the AEP although priority for management resource will be allocated to the free schools with the convertor academies joining after the free schools are well established and running effectively. It is likely given the current profile of schools one convertor would be a good school and one would be a requires improvement school i.e. a sponsor academy.

The AEP is drawing on the knowledge and support of two schools in Rochdale during the application and pre-opening phases to ensure the model for the academy is successful and meets the needs of the local community. The first is the Hollingworth Academy, an 11-16 outstanding academy and teaching school in Rochdale. The majority of students upon leaving the Hollingworth Academy progress to RSFC to study level three programmes and as such RSFC is closely involved in delivering transition support and providing master classes for their more able students. Hollingworth Academy is also providing management support for Siddall Moor Sports College, an underperforming 11-16 school in Middleton, in a neighbouring catchment area to the proposed catchment for the EWA. We have drawn on their current knowledge of the area of Middleton and success at raising achievement of boys and disadvantaged students to inform aspects of our education plan; specifically literacy and numeracy, SEND, curriculum flightpaths and adapting RSFC policies for a secondary school setting. The second school is Bowlee Park Community School, (BPCPS), a primary

C1 – Vision

school with a nursery attached, and as the closest primary school to the proposed site of EWA it is estimated that 70% of the students will progress to EWA. To provide certainty moving forward with our partners we have drawn up a memorandum of understanding with Hollingworth School and key leaders are trustees. These partners have a strong track record: excellent outcomes in closing the gap and with prior low attainers, in the core academic subjects (see Section F1); transition; community engagement; staff recruitment, retention and professional development (through the Teaching School Alliance); and leadership (through Darren Randle who is a National Leader of Excellence, NLE) and governance. By identifying 'what works' within the partnership group and providing an 'outstanding' education we aim to unlock opportunity and create a step change in local student outcomes.

The AEP works closely with the Rochdale Pioneers Trust: the local group of secondary headteachers. This work includes providing peer reviews, support for schools and colleges and brokering school to school support. Additionally, the forum allows regular and meaningful discussion of the pre and post-16 curriculum, enabling students' smoother transition between the key stages. The trust board has links with both the Middleton Technology Teaching School and the Kingsway Park Trust. These include: regular school liaison events, providing mock college/job interviews, an interschool maths challenge and gifted and talented subject specific sessions at RSFC. Additionally, the trust has links at governor, trustee and senior staff level with both partner schools.

Vision for the school

It is our intention that ALL our young people achieve their best and have the best possible start in life.

Our Vision for excellence is one in which our young people:

- Make outstanding progress in their learning, regardless of social background, ability, gender, ethnic origin, or sexual orientation
- Are engaged in an inclusive curriculum which delivers breadth and depth of learning for each individual
- Progress to a career, life and employment path which is aspirational. We anticipate that there will be no NEET and 60% of our students will progress to RSFC with 40% joining local colleges and apprenticeship/work programmes
- Learn in a co-operative and inclusive environment which promotes respect and accelerates progress for all groups
- Develop a personal sense of respect, responsibility and the rights of others both in school and the wider community
- Develop the essential skills and attitudes required to thrive in this complex and fast changing world.

C1 – Vision

We will achieve this by:

Building Aspirations

We shall set the right culture for learners from the outset. This means making sure students are aware of our high expectations of behaviour and conduct and we shall embed the learning habits that support deep learning leading to academic success.

We shall create a curriculum which is inspiring, rich and responsive providing challenge and instils a sense of ambition. The development of literacy, skills to progress in the future world of work and education in addition to and EQ (emotional intelligence) as well as IQ be key to our curriculum and co-curricular offer.

We shall set high standards of teaching and high expectations of learning, coupled with effective assessment and timely intervention to ensure effective progress.

EWA will implement the successful model of support currently in place at RSFC where the focus will be on the individual student across all aspects and stages of the student journey. This will include: effective transition year 6-7, year 8-9 and year 11 to post 16 destinations, rigorous academic monitoring and accountability structures, additional support, extensive enrichment activities and exceptional pastoral support. Our view is that with individual support and timely intervention all students will make good progress.

Gains in progress made at primary school are often impeded by 'the lost years' in key stage 3. To counter this identified trend in Rochdale, we shall build on the innovative and effective practice at Bowlee Park Community Primary School (BPCPS) particularly in the teaching of English and mathematics to ensure that young people make a flying start when they join EWA. It is estimated that the majority of students at EWA will have attended BPCPS where outcomes are strong. It is proposed to work closely with BPCPS on teaching methods which have an impact in years 5 and 6 with their children and further develop these strategies to be appropriate within a key stage 3 curriculum, for example The Singapore Bar method for teaching mathematics is available at key stage 3.

Our aim will be for attendance to be well above average (97%+) as our students will want to come to the academy and they will be on track to make or exceed expected progress by the end of year 8 and student progress will be in line with FFT (Top 20%) by the end of year 11. See Section E2 for details.

Building Futures

Our culture will be one where our young people have high standards and expectations of themselves, others and their academy.

Strong pastoral and academic leadership will ensure each student and each year group will have equal value. Measures will be taken to guarantee each and every year group progresses at an accelerated rate.

There will be a compulsory social development programme (The Altus Pathways Programme) based on the successful RSFC Pathways programme. The planned activities include a range CEIAG events, project and extension activities as well as

C1 – Vision

personal challenges such as residential experiences, Duke of Edinburgh or National Citizenship Service. These activities will support our young people to become well-rounded confident individuals with employability skills, abilities, resilience, tolerance and the personal discipline to access future opportunities whilst understanding their role within the academy and local community. The development of these skills will be essential if we are to counter the high trend of youth unemployment in Middleton and Heywood township. See Section E1 for details of the programme.

Our aim will be for ALL students to have regular opportunities to publicly celebrate their achievement and to progress on their post 16 destination of choice.

Building Communities

EWA will be a hub for learning and recreation for its community.

We shall utilise the expertise within the AEP, our partner schools and teaching school to make sure we recruit, retain and develop excellent teachers and support staff. All staff will have an active career development plan. Our experiences can then be used more widely to support other schools in Rochdale.

Our young people will be proud of their personal success, the success of their academy and their community. The Altus Pathways Programme will provide students with the opportunity to be actively involved in community and fund raising as well as social enterprise activities. Students will have access to leadership roles – in sport and the arts, as prefects, form leaders and academy councillors. Students will experience a range of different cultures and traditions to build on from the work undertaken in the primary schools to develop tolerant individual and communities, an area that Rochdale has been successful with in the past.

The EWA will be developed with, and for, the whole community through forging strong relationships with our parents, local community groups and business leaders. We have begun this process as outlined Section D1. We will ensure that the school's facilities are accessible - and used – not only by students but also the wider community.

The AEP's purpose is to ensure that each academy within our trust raises aspirations, closes the 'gap' and achieves outstanding outcomes and high standards for ALL students. We believe that this will break the cycle of disadvantage in the area and provide students with the key qualifications to allow them rewarding careers. It is our unceasing focus on improving standards of achievement that will better the lives of our students. This will be achieved through:

Excellence in teaching quality, with teaching that challenges and inspires, with extensive enrichment opportunities and with tailored support for individual students and their families.

Openness in the way we build trust and bring purpose to our work as a multi academy trust working in partnership and collaboration with community stakeholders and education partners in all phases.

Accountability through the forensic analysis of key performance metrics; focusing on high expectations and standards, and building on the strong foundation laid by BPCPS and our work at RSFC.

C1 – Vision

The Rationale see Section B for details

Demand for school places

As identified by Rochdale LA and DFE School Capacity data, there is a need to increase secondary school places in Middleton Township. This is the result of two factors –natural increase and new housing development (see Section B). The opening of EWA would satisfy this demand for additional places in the Township.

Rochdale is defined as an Upper Tier Local Authority Group 5 (Achieving Excellence Areas). Borough wide secondary school performance falls well below National Standards across a number of key measures. Of significance is the poor performance of disadvantaged students in Rochdale, with four schools' performance rated Well Below Average and one Below Average.

The local secondary schools reflect a variation in quality of educational experience and performance: two of the four schools are categorised as Requiring Improvement by Ofsted. The results for Middleton schools against key measures show that student performance is poor in English, Maths and EBacc, where none of the schools meet the national average pass rates (42.7% with grade 5 in English and Maths, or 21.3% with EBacc passes). Key themes identified in these schools include: poor performance of disadvantaged students, the performance of boys and literacy.

Examination of Rochdale Careers Service data, March 2017, also highlights the disproportionate percentage of NEETs in the Wards of West Middleton (8.4%) and West Heywood (7.1%) compared to Rochdale's statistical neighbours (2.9%).

We are committed to countering these trends in performance for our students and those in Rochdale borough as a whole.

EWA Intake

Based on the census and KS2 revised data of the potential partner primary schools we expect a lower than average number of students with EHC plans (2.0%), a higher percentage with SEN support (14%) and a lower percentage of EAL students (7.5%) joining the EWA. It is likely that the proportion of disadvantaged students will be much higher than national average; with the number of students in receipt of pupil premium likely to be 40% or above. The estimated number of looked after children when full will be approximately 12 based on present local data. See Section E for details of the education plan in relation to specific groups of students.

Based on the 2017 primary school performance data, with particular reference to BPCPS (where we estimate that 70% of their students will attend EWA), we anticipate that the school's intake will be mixed in terms of prior attainment, with a higher than average number of high attaining students (7-10%) requiring higher prior attainment stretch and challenge and 20% of students will need early intervention in the area of reading, writing or mathematics. Given the nature of the potential intake, it will be important for us to build on the best practice developed at BPCPS to maintain the high standards achieved by ALL their students, especially disadvantaged and draw on the school's strong family and community links. Effective transitional arrangements will be key to maintaining these high standards.

C1 – Vision

Census data shows that the Heywood and Middleton township is predominately white at 97% compared to 89% for Rochdale and 86% for England and Wales. The remaining 3% of residents have an ethnicity of Black African/Caribbean/Black British or Asian/Asian British or mixed. The proportion of household in poverty is higher than the national average of 21% in 5 of the 7 wards in the township with two wards having 30% and 31%. Often a good indicator of the education aspiration of an area is to compare the proportion of households with at least one resident with a level 4 qualification. In all 5 wards of the township, the proportion is lower than the national average of 30%, with 4 out of 5 wards having levels lower than 20% and the two lowest ward being 14%, less than half of the national average. It is evident that the area has significant challenges and the local demographic, social and economic context drives our vision for the EWA community and our ambitions for our students through a clearly articulated education plan outlined in Section E.

Section D – Engagement with parents and the local community

D1 – Successful engagement with parents and the local community

Meaningful and regular parental engagement is key to a school's success. The AEP has engaged with the primary headteachers in the Middleton and Heywood township and obtained a letter of support from this group in 2017. Further engagement with primary headteachers is planned through the CEO regular meetings with headteachers and the creation of a transition group made up of members of the trust's core team and the headteachers of the primary schools closest to the planned location of the EWA. Visits have been made to all the schools in the last three months. All primary schools were given the offer of a talk/parents stand at home time in the school grounds. Schools who took up this offer are listed at Annex 1.6. Significant engagement has been undertaken with BPCPS. This is listed in more detail within this section in addition to this, the headteacher is in the process of becoming a trustee of the AEP. There is a plan for regular engagement with schools during the pre-opening stage.

Letters of support for the creation of the EWA by the AEP have been received from Primary headteachers in the Middleton area and the Rochdale Pioneers Trust (the local Secondary School Leaders association). The leader and chief executive of the local authority have also pledged support from the local authority. Letters of support are contained at *Annex B1.1* and *Annex D1.1*.

Community Engagement

We anticipate our students will be coming from the following postcodes: [REDACTED]
[REDACTED] These postcodes have been obtained from the local authority and are based on current students attending the closest primary schools. In this context, AEP began engaging with the nominated local community in March 2018. All primary schools in Middleton and neighbouring Heywood were invited to distribute a leaflet to all students explaining the plan and need to build a new secondary school in the area and the proposed site. Of the 26 primary schools in the area, 24 schools agreed to distribute the leaflet. A list of primary schools and the distance from the proposed site is contained in *Annex D1.2*. The leaflet (*Annex D1.3*) was also distributed to the four Children's Centre to engage with disadvantaged families and the local library. To reach a wider range of stakeholders an advertisement for the engagement event was placed in the main local newspaper; The Middleton Guardian, *Annex D1.4*. *Annex D1.5* lists the community groups and stakeholders invited to the event.

The event was held on 5 March at the David Lloyd Gym function room. The primary purpose of the event was to provide information to prospective parents and carers of students and to invite comments/support for the school. Trustees and staff of AEP were in attendance throughout the event to speak with parents/carers and other stakeholders. The plan was to incorporate the school within a [REDACTED] locally known as [REDACTED]

[REDACTED] A separate consultation, led by the local authority on the [REDACTED] was planned for a future date. Officers from Rochdale Borough Council attended the AEP consultation event and provided information on the schools place planning process and the data to evidence the need for a school. In addition the Assistant Director of Development and the Assistant Director of Planning along with staff from the Highways department were in attendance to answer

D1 – Successful engagement with parents and the local community

queries from local residents and locals of [REDACTED] around the potential changes to the area.

The stakeholders who attended the meeting included: [REDACTED] Residents Group, Birch Residents Group, Friends of [REDACTED] Golf Range, [REDACTED], Middleton Colts football team and Middleton Athletic Boys football team. 270 stakeholders attended including parents/carers living in the local area who had children in year 3 or below (proposed year 7 for 2021). All stakeholders who attended the meeting, including potential parents, overwhelmingly supported the plans to build a new school in Middleton. As anticipated concerns were expressed about the perceived changes to [REDACTED]. The [REDACTED]

[REDACTED] Although the building of a new school and the [REDACTED] were two separate projects, local residents expressed concerns to both projects and lobbied councillors. As a result the [REDACTED]

AEP has already engaged with disadvantaged families by holding staffed information stands at the four Children's Centres, which currently serve the local area. In addition, after-school sessions at local primary schools have been held in order to engage further with parents who may not have been in a position to attend the event at the David Lloyd Gym. We obtained 119 signatures of support and overwhelmingly positive comments. Very strong support for the academy has been indicated both by parents and staff at the nearby primary schools, see *Annex D1.6*. We also attended two summer fayres, one of which was at the neighbouring BPCPS site where strong parental engagement is evident.

A website ([REDACTED]) has been created featuring information about the plans, the curriculum and community engagement. The website invites stakeholders to comment about the plans. To date 78 comments have been received, 60 are positive and 18 were negative about the proposed site [REDACTED] which have now been addressed through the identification of [REDACTED] site.

A governor of BPCPS, who attended the event, enquired about the development of the land adjoining the primary school and proposed EWA site which is currently redundant. It has been suggested that this land could be developed to provision additional pitches and sporting facilities for shared use. This is an opportunity the AEP wishes to explore further as another positive means of extending community facilities for the local community.

The AEP has developed links with the Edgar Wood Society. Edgar Wood was a nationally recognised architect and resident of Middleton during the Arts and Crafts period. The Edgar Wood Society is keen to work with EWA students and staff and a number of discussions regarding potential engagement have taken place, in particular linking the arts and crafts heritage to education. This would become part of the enrichment programme on offer to our students. This would be supported by the Edgar Wood Society Archivist who is also a young Museums Professional.

D1 – Successful engagement with parents and the local community

We plan to continue engagement with the local community through the establishment of a Parents' Group comprising volunteers who are likely to choose the EWA for their children. Their input will be sought about the curriculum and enrichment offer and also the transition model to be adopted during years 5 – 7. This group will be created when the application is approved and will run through the first year of opening. It is likely that candidates for the two parent members of the Local Academy Council will also be members of the Parents' Group.

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 students 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.

Table E(a)							
	Year of opening	+1	+2	+3	+4	+5	+6
Year 7	180	180	180	180	180	180	180
Year 8		180	180	180	180	180	180
Year 9			180	180	180	180	180
Year 10				180	180	180	180
Year 11					180	180	180
Year 12							
Year 13							
Totals	180	360	540	720	900	900	900

Table E(A) 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

Section E – Education plan: part 2

E1 – Curriculum plan

Table E1			
Table E1 – Phase 1 Years 7-9	Hours per week	Compulsory/voluntary	Comments
Subject/activity	Hours per week	Compulsory/voluntary	Comments
English	Y7 4 Y8 4 Y9 3	Compulsory	Extra 1 or 2 hours in Y7 for those with RA <10; time taken from MFL based on SATs and academy information A Mastery Support Programme for max of 10 students taught by one teacher for 7 lessons including MFL, Humanities, literacy and PHSE
Maths	Y7 3 Y8 3 Y9 4	Compulsory	
Science	3	Compulsory	
Technology	2	Compulsory	Rotation of the subjects below in year 7 and 8 and the year 9 Preference Curriculum allows students to study 2 subjects in depth from Food, Graphics, STEM, Materials Technology and Business and Enterprise or a double option of Food
Computer Science & IT	Y7 & 8 1 Y9 2	Compulsory	
RE	1	Compulsory	
MFL	2	Compulsory	Spanish in years 7&8. year 9 Preference Curriculum enables students to study a second language in the Humanities option

Humanities (Geography and History)	Y7&8 2 Y9 3	Compulsory	Some separate disciplines, some humanities projects year 9 Preference Curriculum allows students to study a range of additional projects in either History or Geography
Creative and performing arts (Art, Music, Drama)	Y7&8 3 Y9 2	Compulsory	Some separate disciplines, some projects in years 7 and 8 and the year 9 Preference Curriculum allows students to study Performance and Production and Health and Social Care
PE	2	Compulsory	
PSHE	Y7&8 2 Y9 1	Compulsory	Tutor time contribution to PSHE
Altus Pathways Programme	3	Compulsory	Enrichment programme
Phase 2 – years 10 and 11			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
English	4	Compulsory	
Maths	4	Compulsory	
Science	4	Compulsory	
PE	1	Compulsory	
Computing	1	Compulsory	Not compulsory for students studying GCSE Computing
PSHE/RS	1	Compulsory	
Altus Pathways Programme	3	Compulsory	
Option 1	3	Compulsory	Students study one subject in each option from: •Art/Photography, Performance and Production, Food Technology, Music, Product Design/ Textiles, French or Spanish (other languages are available as part of the Altus Pathways Programme), Computing, Further mathematics, Business and Enterprise, Physical

			Education, Religious Studies, Health and Social Care
Option 2	3	Compulsory	
Option 3	3	Compulsory	This includes a Support Option for students who may find the demands of 8 GCSEs challenging. The support option will include numeracy and literacy intervention and general support with subjects and revision

There will be a number of days per year when the timetable is suspended to allow students to learn and develop skills in different ways for instance off site, with external providers and students from other schools. These will take place at RSFC, local universities and schools. They will cover British values, CEIAG topics, employability skills, staying safe and cultural enrichment, see Altus Pathways and PHSE programmes for details.

There will be a daily 20 minutes tutorial programme/assembly, in addition to the 5 teaching hours per day. The planned tutor programme will include a reading programme as well as time for discussion and debate based on topical and cultural issues.

In years 10/11 the number of qualifications to be taken by a small number of low attaining students remains at 8 (English, mathematics, two sciences, IT plus 2 option subjects). High Attaining students will take 10 subjects including a language.

Lessons will start each day at 08.40	<p>Lessons will start each day at 08.40.</p> <p>The official finish time for lessons will be 14.50. Our staff will use the early completion of the timetabled day effectively so that students will use the academy's facilities to extend their study and participate in enrichment opportunities.</p> <p>25 hours per week allocated to the subject based curriculum 3-5 hours a week devoted to enrichment and targeted support per week. 1 hour lessons within a one week timetable</p> <p>See Annex E1.1 for sample of school day</p>
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E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Our strategic vision for the Edgar Wood Academy (EWA) is based upon three overlapping principles:

- building aspirations
- building futures
- building communities

(These principles are fully outlined in section C)

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

Starting from our belief that **'getting every day right'** our students will benefit from a highly structured, and adaptive, learning environment. We will implement and maintain a culture of mutual respect, positive behaviour and high standards. Our curriculum model is designed to inspire and engage **all** students regardless of prior attainment or social background and provide them with the knowledge and skills to be a success in their careers and lives. In practice this means:

Building Aspirations

- A strong focus on the core subjects of English, mathematics and science
- An inclusive curriculum, meeting the aspirational needs of all students and providing students with appropriate progression opportunities
- High standards of teaching, learning and assessment
- High, and fully realised, expectations of full attendance, punctuality, exemplary behaviour and learning, see E2 for specific targets.

Building Futures

- An extensive and effective enrichment programme (based on the RSFC Pathways Programme) which will develop students' cultural capital, academic fluency, and foster wider community cohesion
- Excellent careers information, advice and guidance which will enable students to make positive, informed choices about their future paths at 16+
- A PHSE programme and pastoral team which effectively supports student academic performance, personal development, behaviour, attendance, wellbeing and mental health
- Clear transition and progression routes from year 6 through to university, apprenticeships and employment
- The development of a robust skill set so each student is fully prepared for the challenges of education and employment.

Building Communities

- Actively engaging parents in supporting their children's education, and in making informed choices about their future education and training
- Regular opportunities for students to participate in active citizenship. These will include building on existing initiatives at RSFC and partner schools, such as the Duke of Edinburgh's Award, National Citizenship Service (NCS), as well as community based social enterprise, charity and community activities
- Family learning days and events which support the local community
- Opportunities for students to become involved in community cohesion projects and to further develop the identity of the surrounding locality
- Create an aspirational workplace for staff.

EWA intake and tackling the outcomes for disadvantaged students

Student Intake

EWA will be located in an area:

- Where 97% of the community are white (local census and neighbouring schools' data) compared to levels of 89% for Rochdale and 86% for England and Wales

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

- With high levels of household poverty (5 of the 7 wards have above national average poverty levels) with two of these wards having 30% and 31% of households in poverty Table E1 shows secondary schools close to the proposed site. The data indicates
- There may be a lower than average number of students with statements or EHC plans joining EWA
- The number of EAL students would be in line with national averages although lower than found in Rochdale LA
- The number of disadvantaged students in the academy is likely to be around 40%, higher than national average.

Secondary schools nearest to the proposed free school location	Number on Roll	% of SEN students with a statement or EHC plan	% of eligible students with SEN support	% of students with English not as a first language	% of students eligible for free school meals	% of students eligible for FSM Ever
Edgar Wood (proposed)	900	2.5	10	10	20	40
Hollingworth Academy Partner Secondary School	1245	3.0	8.8	10.8	15.7	27.6
St Anne's Academy Church of England	692	2.3	15.6	6.9	34.1	64.6
Siddal Moor Sport College	855	3	5	3.9	24.2	46.8
Matthew Moss High School	778	3.6	22.1	38.3	24.9	48.7
Middleton Technology College	1171	1.8	6.1	4.9	15.7	36.9
Cardinal Langley RC College	1069	2.8	6.7	6.3	13.8	31.5
Holy Family RC and CE College	614	3.3	2.8	4.1	8.3	22.1
Rochdale LA (Secondary)	12132	4.9	9.5	25.3	20.5	40.1
National (Secondary)		4.3	10.5	16.1	14.4	29.1

Table E1 Census Data for Rochdale and Neighbouring Schools

The primary school data based on DFE 2017 Performance Tables, Table E2, indicates that 37% of the potential partner schools did not meet or exceed national averages for student achievement in the key measures of reading, writing and, mathematics. Based on the data we anticipate:

- between 7-10% of students to be defined as 'high prior attainers'

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

- 20% of students needing early intervention in the area of reading, writing or mathematics

Schools nearest to the proposed free school location	Distance from proposed location of free school in miles	Most recent Ofsted Rating	PAN 2015	PAN 2016	% of pupils with an EHC Plan	% of pupils EAL	% of pupils eligible for Free School Meals	% of pupils eligible for Free School Meals Ever	Progress Score Reading	Progress Score Writing	Progress Score Maths	% All Pupils Achieving or Exceeding Expected Standard	% Disadvantaged Reaching Expected Standard	% Pupils achieving at a Higher Standard
Alkington Primary School	1.92	2	58	60	3.1	11.8	11.6	25.7	1.1	2.2	-0.7	60%	45%	7%
All Souls Church of England Primary School	3.17	1	30	30	0	2.8	5.9	13.8	1.4	-0.9	-2.3	70%	SUPP	7%
Boarshaw Community Primary School	2.1	2	28	60	0.7	15.9	29.9	46.4	-1.2	3.5	2.8	79%	72%	7%
Bowlee Park Community Primary School	0.62	1	61	120	1.3	6.1	29.7	50.3	2.8	3.4	1.4	70%	65%	8%
Elm Wood Primary School	2.46	2	49	60	1.1	2.6	16.6	30.6	1.5	0.8	0.0	54%	35%	5%
Harwood Park Primary School	2.58	2	36	60	1.4	19.5	38.3	61.5	-0.5	-2.3	0.1	43%	43%	2%
Hollin Primary School	1.84	1	30	60	3.2	14.2	30.1	46.6	-2.1	-0.8	0.7	60%	47%	10%
Hopwood Community Primary School	2.23	1	45	60	1.1	1.6	11.5	18.1	-1.6	2.3	1.7	73%	33%	2%
Little Heaton Church of England Primary School	0.74	2	29	30	1.5	4.7	19.8	28.7	0.1	-3.3	-2.8	36%	18%	0%
Middleton Parish CoE Primary School	1.45	2	30	60	2.6	8	21.9	37.1	-1.7	-2.6	0.1	61%	14%	4%
Parkfield Primary School	1.2	2	33	30	0.9	1.1	23.5	34.6	-2.1	-0.7	-0.1	68%	45%	3%
St Gabriel's Roman Catholic Primary School, Rochdale	2.58	3	30	30	0.8	6.1	17.4	30.6	3.4	0.7	3.4	70%	54%	7%
Catholic Primary School, Rochdale	2.14	2	29	30	2.9	12.9	11.2	38	-1.8	-0.2	-3.3	37%	0%	3%
St Luke's Church of England Primary School	3.07	2	30	60	1.4	3.3	24.4	33.2	2.7	2.3	4.6	73%	50%	13%
St Margaret's Church of England Primary School	2.41	2	30	30	4.2	3.9	27.4	46.2	-2.5	-1.0	-1.8	37%	32%	0%
St Mary's Roman Catholic Primary School, Middleton	0.98	2	54	60	1.1	21.1	20.5	32.5	1.4	2.9	2.2	36%	39%	7%
St Michael's Church of England Primary School, Alkington	2.14	2	27	30	1.4	2.2	1.4	3.3	0.5	1.2	1.0	72%	SUPP	14%
St Michael's Church of England Primary School, Bamford	2.25	1	30	30	0	3.4	2.9	5.8	4.4	2.1	6.7	82%	SUPP	21%
Woodland Community Primary School	2.45	2	53	60	1.5	50	37.4	54.5	0.6	-0.9	-0.1	64%	56%	3%
Total Number			712	960										
Average Figures that apply to Edgar Wood School					1.78	7.4	20.074	35.3						
Rochdale average					0.0	27.1	19.2	31.5	-0.4	0.4	0.4	56.0%		6%
National Average					2.6	20.0	15.4	25.4	0.0	0.0	0.0	61.0%		9%

Table E2 Primaries within the catchment area: school data 2016/17

Building Aspirations – Closing the gap

We intend to fully implement a curriculum which will address students' underachievement and close gaps in attainment over the course of the 5 years the students study with us.

Key groups

Disadvantaged students

The AEP vision aligns with the ambitions expressed in the DFE paper 'Unlocking Talent, Fulfilling Potential', December 2017 and identifies this as one of our challenges, given the levels of multiple deprivation in Heywood Township.

It is our belief that the difference between students' success and failure is not to do with where a student comes from, but with how a school engenders students with a passion and thirst for knowledge, dedication and commitment to learning, confidence, optimism and self-belief.

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

A senior leader will work closely with the primary schools, external services and LA to identify the known or potential future barriers to learning for students with disadvantaged backgrounds. This will mean we can plan ahead when resourcing and planning the curriculum and put in place appropriate support for students and their families.

Our main priority will be to provide strong classroom teaching in every subject as this has been identified as the key to unlocking potential of every student (Education Endowment Foundation).

Research by the Sutton Trust has identified **reading ability** as a barrier to learning for disadvantaged students. The trust has therefore identified literacy as a key feature of the EWA curriculum. We shall promote literacy through the dedicated English curriculum and subjects of the wider curriculum, its SEND provision and the Accelerated Reader Programme. As outlined in the curriculum, the development of communication skills, particularly oracy, will be promoted in lessons and enhanced through the PHSE and Altus Pathways Programme.

Research confirms that the development of essential **life skills** beyond the core curriculum is a lever for change in the fortunes of disadvantaged students, The Mobility Manifesto 2017 (Sutton Trust). The acquisition of 'soft skills' will therefore be a cornerstone of the EWA curriculum and enrichment programme (The Altus Pathways Programme) with an emphasis on **Knowledge, Exploration and Communication**.

Parents will be involved in the life of the academy through open days, community activities, and trips and visits. There will also be specific targeted activities that include adult learning and specific sessions that will enable parents/carers to support their children at home, see E2 for details.

The relentless focus at RSFC on ensuring excellent outcomes for all means that there are no significant differences in the progress made between students from disadvantaged and non-disadvantaged backgrounds as measured in ALPS scores. This has given us a clear and practical understanding of the type of culture and expectations which drive whole academy and individual student improvement. This has led to in depth and continuous professional development for staff on key areas such as metacognition, literacy, assessment for learning and a focus on knowing our students allowing us to set SMART target, track student progress and put in place timely intervention and removing barriers to learning. Professional standards are embedded in the trust culture. Our curriculum model and pedagogy at EWA will therefore reflect the needs of the local community and provide our students with the best opportunities for closing the achievement gaps present.

This culture of "achievement for all" will be driven from the very top and a commitment made by leadership at all levels to instil the values and moral purpose of education throughout its staff body. Getting everyday classroom practice right, coupled with targeted intervention and support, will be the cornerstones to develop the students' academic and personal development. See Annex E1.2 for details of proposed pupil premium expenditure.

High Prior Attaining Students

We believe that all students should make progress from their individual starting points, but not be defined by them. We shall therefore offer every student a wide range of activities,

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

opportunities and experiences which build on their interests, enthusiasms and talents. Importantly we will expect students to read widely and take up opportunities to extend their learning as part of the mainstream curriculum, see English curriculum for details.

These students will also be invited to join the **Scholars Pathway of the Altus Pathway Programme**, which includes the undertaking of the Higher Project Qualification (HPQ), attending activities at RSFC and the planned Oxbridge activities.

Looked-After Children and Children in Care

The responsibility for this group of children will rest with the Assistant Principal Inclusion who will work closely with the Deputy Principal, Phase Leaders and SENDCo to assess their individual need, put in place appropriate actions and regularly monitor and evaluate the progress of these students. The AH will make sure every child has Personal Education Plan. The AH will liaise with carers and external agencies to maximise the educational outcomes for these students.

We shall make sure that our policy and practice aligns with DFE statutory guidance including:

- 'Promoting the education of looked-after and previously looked-after children', February 2018
- 'Keeping children safe in Education', September 2016
- 'The designated teacher for looked-after and previously looked-after children', February 2018.

Provision for students with English as an Additional Language

Based on local demographic data we estimate that there will be a small percentage of students who will have English as an Additional Language (between 5 and 10%). These students will take diagnostic tests on entry (where possible, prior to entry) to assess language and literacy levels and support needs.

We will then use this diagnostic information to provide effective support for these students. We will closely monitor these students, and provide effective and timely interventions so that they acquire the language skills necessary to successfully access the mainstream curriculum. (see E2 for clarification of monitoring system).

We shall provide training for all staff on the needs of EAL learners as part of the CPD programme.

Building Aspiration - The Curriculum Curriculum Intent

The EWA curriculum will capture students' interests, provoke serious thinking, intellectual curiosity and make sure students have the ability and confidence to acquire and apply knowledge in and out of school.

Drawing on the work of *Martin Robinson*, author of *Trivium 21stC*, the extensive knowledge and experience of best practice at Hollingworth Academy and BPCPS, our partner secondary and primary schools and the well-established *Aspire Enrichment Programme offered at RSFC*, The AEP will provide a curriculum and enrichment programme that supports deep learning and develops EQ (emotional intelligence) as well as IQ – character as well as intellect.

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

The underlying concepts in the curriculum and enrichment schemes of learning and lesson planning will be:

- **Knowledge**

The direct transmission of knowledge, skills and values through engaging teaching and learning

Retention and recall: teaching for memory; learning by heart; testing; knowledge for its own sake; repetition and practice, development of expertise

Inspirational teaching to build cultural capital; explicit teaching of subject-specific terminology and the skill of reading different texts.

- **Exploration**

Opportunity for debate, question and challenge

Opportunity for hands-on authentic experiences and experimentation

Opportunities for enquiry, analysis, critical evaluation and problem solving.

- **Communication**

The development of effective written and oral communication for a wide range of audience types

A strong emphasis on public speaking and debating

Opportunities to perform, to be creative and showcase the products of learning

Opportunities to contribute to discussions about the values shared in the school and the wider community.

All subjects will weave the key elements into the curriculum and there will be explicit opportunities to embed these concepts through all aspects of the curriculum and enrichment programme.

We especially appreciate the importance of reading and oracy as key skills for learning and as a means of building confidence and enhancing life chances in employment and life as an adult; hence, reading and opportunities for students to develop and hone their speaking and listening skills will be a leitmotif across the academy – in the curriculum, tutor time, role modelling, performance management targets, the very fabric of the school.

We are currently working with our partner primary school, BCPS, to build an education plan which supports excellent transition and progress from KS2-KS3 thereby minimising curriculum overlap and the widening of gaps in learning. BCPS have committed to share their learning through a transition partnership and joint training activities.

There will be a clear focus on accelerating student progress over 5 years, specifically in English and mathematics, so that students have the skills to access and enjoy the wider curriculum. Details of which can be found in the English and mathematics curriculum sections, see pages 43 and 44. There will be an emphasis on depth of learning over breadth and putting in place targeted and timely support and challenge so that ALL students make or exceed national rates of progress.

Our curriculum will be supported by a structured **behaviour for learning policy** based on rights, responsibilities and routines. Our **learning and teaching policies** and practices will

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

be rooted in personalised learning so that that every student becomes the best possible version of themselves. Lessons will be planned and delivered to inspire and engage all students. Lessons will have clear and differentiated objectives which students understand and effectively meet their needs. We will support this through the use of formative assessments to inform teachers' planning and dialogue with students and their parents. Further details can be found in in Section E2.

There will be:

- a positive learning environment with respect shown to all
- well planned, varied and fast paced learning activities
- effective questioning techniques which challenge students to make good progress
- clear targets which students and teachers use effectively to monitor and improve progress at pace
- high expectations with regard to learning and behaviour.
- clear boundaries and a secure learning environment which reinforce our standards and expectations
- clear rewards and praise for learning and positive behaviour.

Teaching and Learning in the curriculum

Given that the biggest single factor in improving the educational attainment of students is their classroom teachers, our teachers will possess the right attitudes, mind-set, expectations and teaching strategies to ensure that every student is valued and makes good progress. Teachers will understand the context of the students they are working with and be relentless in their beliefs and actions so that the young people in their care achieve at the very best level they can.

Using our philosophy of '**getting everyday right**', teachers will implement and execute simple and effective strategies for learning. As at RSFC, we will ensure that the AEP recruits and retains teachers who share our philosophy. Senior leaders will effectively use performance management to ensure that this culture is maintained and that any staff underperformance is immediately identified and eliminated.

Flightpaths

In all subjects we shall employ a 5 year flightpaths model which leads to subject mastery. EWA will adapt and deploy the support programmes of RSFC and our partner secondary, Hollingworth Academy. Support programmes will target vulnerable groups and white boys in particular whilst also providing for individual needs. Both RSFC and Hollingworth Academy have proven success in raising standards amongst these groups. At RSFC there are no significant differences between the achievement of different social groups or between males and females. All groups make at least excellent progress.

Student Entitlement

Through the curriculum and enrichment activities, students will:

- achieve at or above nationally-benchmarked targets for individual academic achievement
- achieve at least 97% attendance
- have access to the very best classroom learning opportunities
- take part in a range of cultural enrichment activities

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

- attend one block of work experience and the employability programme
- attend university open days or residentials
- attend national sporting and cultural events including projects relating to Edgar Wood and the arts and crafts movement
- achieve the ALTUS Award
- carry out HPQ research or Social Enterprise Project
- become a highly capable and responsible user of IT
- take part in a formal presentation to an audience
- participate in a personal challenge programme such as Duke of Edinburgh or National Citizenship Service involving residential experience or those organised through Step Up to Serve
- have the opportunity to lead – in sport, as a prefect and as a academy councillor
- be actively involved in community and fundraising events
- be actively involved in an international experience
- become articulate in public speaking
- participate in a varied art, drama, music and sports programme.

Academy Day and Structure

Our students will be expected to be on site by 8.30 am at the latest, ready for when the bell goes at 8.40 am. Punctuality is key - students will be expected to move promptly to their next lesson between bells, visiting their lockers at break and lunchtime only. Staff will be proactive in moving students quietly and efficiently between lessons. We will support students to understand the vital importance of being punctual and always ready to learn, as this helps them prepare for the world of work and higher education.

Curriculum Implementation

We will work with our partner secondary school to customise key aspects of the Hollingworth curriculum model to create a curriculum which will serve the EWA student population. Elements include: the literacy and numeracy strategies, year 9 preference curriculum and flightpaths.

Why we are using this model?

The elements of Hollingworth Academy curriculum we shall adapt have been refined over a number of years and have proved successful as confirmed in comments made by Ofsted and evidenced in the outcomes for students:

Ofsted commented 'Imaginative, flexible and responsive design and planning provide students with an outstanding curriculum. It is very well matched to their individual needs and instrumental in raising their aspirations.'

The report also states that 'Vulnerable year 7 students learn in a small 'nurture' group that supports their transition from primary education and provides them with the extra help they need. The curriculum is enhanced by a good range of activities, many of which focus on business and enterprise. These, together with well above average standards and the many opportunities for collaborative learning in all subjects, ensure that students' preparation for the world of work is outstanding.'

The curriculum at Hollingworth Academy has led to sustained exceptional outcomes at KS4: In 2017 76% (81%) achieving grade 4 or above in English and maths and 53% (62%) at grade 5 or above. Of significance 70% of boys achieved grade 4 or above in English and maths compared to 55% nationally.

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

The overall Progress 8 Score was +0.38 (0.38) with a strong progress in mathematics (+0.61) and science (+0.43) and disadvantaged students made good progress +0.25 (0.3) in English and mathematics.

In 2018 the Progress of groups based on attainment were in line, with low attaining students achieving a Progress 8 score of 0.25, middle attaining students 0.47 and high attaining students 0.32.

In 2018 there was 1 NEET.

() indicates Unvalidated 2018 data

Building Aspirations – Phase 1 curriculum

During years 7 and 8, students will follow a broad and balanced curriculum following the national curriculum. In year 9 students will be given the opportunity to study in depth, or explore, new subjects in humanities, creative arts and technology. This will allow them to develop expertise in specific curriculum areas and to explore new subjects they 'see themselves' excelling in and pursuing once they have left the EWA.

Our teachers will have a clear and firm emphasis on securing students' confidence and competency in **literacy**. Consequently, we have allocated 4 periods per week to English and literacy and a reading programme during tutor time.

The Phase 1 curriculum aims to build the '**Foundations for Success**':

- the vast majority of students to at least reach age-related expectations in English, mathematics and science by the end of year 8
- an opportunity to explore some subjects in depth and some new subjects in year 9 based on the **Hollingworth year 9 Preference Curriculum** model which allows students to study subjects in technology, creative arts and humanities in depth or to study new subjects for part of their curriculum – see notes in the table below and subject details for further information
- the knowledge, skills, self-confidence and self-awareness that enable each student to make a well-informed choice of subjects in Phase 2.
- competence in IT sufficient to enable the student to be a confident, independent learner and researcher

Mastery Support Programme

Some students who join us with additional learning needs will follow the Mastery Support Programme. This cohort will be identified via a combination of KS2 data and reading ages data as well as information from our partner primary schools.

Students on this pathway will be taught in a separate group by one English/literacy specialist for 7 periods a week (humanities, MFL, PHSE and 1 English lesson) when they will focus on developing all aspects of their literacy. The curriculum will be designed to support a small group of students to make progress in English, enabling them to access the wider curriculum more successfully. As students become able to access the curriculum they will begin to attend timetabled classes and reduce their time in the support pathway class.

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

The purpose of this programme will be to improve literacy skills and also to provide students with a learning environment that will develop their confidence, resilience and emotional development.

Year 9 Preference Curriculum

The Preference Curriculum allows students some element of choice of subjects they study in year 9. In some cases, this is a taster of GCSE subjects which students have not studied in Phase 1 whilst in subjects they have already studied they will have the opportunity to widen their understanding and develop new skills. There will be three preference blocks in Humanities, Creative and Technology. Some courses will be followed for one period a week, some for two periods a week.

In the **Humanities block** in addition to a period of History and Geography, students will be able to study either a Geography or History project with a focus on oral history or geopolitics for one period a week. In this block students may also opt to study a second language for one period a week.

In the **Creative block** students will be able to follow two courses for one period a week. The subjects include: Art, Textiles, Drama, Music, Performance Production and Health and Social Care.

In the **Technology block** students can follow a combination of Graphic Design, Food Technology or Materials Technology or study Business Studies or STEM for two periods a week.

Building Aspirations - Phase 2: Years 10 and 11

Students will sit a minimum of eight GCSEs or equivalent qualifications across the two years. It is anticipated that 70% of students will study English Baccalaureate subjects and that all students will follow a range of qualifications leading to successful pathways to further education including A and T Levels, training (apprenticeships) or employment.

EWA will consider the curriculum offer of Hopwood Hall and RSFC when finalising the options to ensure students have an appropriate range of progression routes.

The proposed Phase 2 curriculum aims to:

- maintain a broad, balanced curriculum which maximises students' options post-16
- give subjects as much time as possible, to acknowledge the demand of GCSE exams
- maintain budgetary control
- develop and provide students with a high level of intellectual challenge, which means that students are well prepared for future learning
- inspire students to develop expertise in their chosen pathways to benefit progression to further education or employment
- fully prepare students for academic and vocational study Post 16

Students on the English Baccalaureate pathway will study a language plus their core subjects. They will then choose History or Geography plus two other subjects.

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

All students will follow the Altus Pathways Programme, as well as PHSE, PE and RE (non examined). This programme will help them develop the more of the key skills required for further study and employment.

*'In an increasingly competitive employment market, employers are looking beyond simple academic achievement when considering applicants for a job or internship'.
CBI, 2015*

Year 10 and 11 Options

At EWA, where appropriate, we will expect our students to choose at least one humanities subject and one language. These subjects will be combined with two or three additional option choices. Students will be advised to take a creative subject alongside academic subjects to ensure their curriculum pathway is not too narrow and limited.

Creative Subjects include:

- Art/Photography
- Performance and Production
- Food Technology
- Music
- Product Design/Textiles

Further Optional Subjects:

- French or Spanish (other languages are available as part of the Altus Pathways Programme including Mandarin, Arabic and Latin)
- Computing
- Further mathematics
- Business and Enterprise
- Physical Education
- Religious Studies
- Health and Social Care

Common features of the curriculum

The development of literacy and numeracy throughout the curriculum will be the responsibility of all teachers as outlined in the school's Literacy and Numeracy Policies. See examples under English and mathematics.

Planning the curriculum and pedagogy will involve key staff (curriculum, teaching and learning and assessment leads) from RSFC and our partner academy Hollingworth. Each subject will build in explicit reference to EWA curriculum intent: knowledge, exploration and communication. We shall also ensure that appropriate elements of British values and SMSC are made explicit in subject teaching. **See Section E4.**

Additional enrichment will be embedded into the curriculum plans including trips to museums, art galleries, culturally diverse locations and activities, sporting events, residential (local and abroad); and taking part in local and national competitions. We shall work with Hollingworth Academy during the pre-opening phase, to coordinate subject enrichment opportunities. This will provide our students with access to a wider range of cost-effective enrichment opportunities and importantly foster and support structured cross- academy collaborative learning for staff and students.

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

Our curriculum will encourage **collaborative learning and research**. We will provide students with opportunities to work with staff and students from the university sector including Manchester Metropolitan University (MMU), as mentors, visiting speakers and subject experts. See Annex E1.2 for letter of support from MMU.

Working closely with our partners at Hollingworth Academy, we will **establish a comprehensive, interactive, and well used virtual learning environment**. Our teachers will use this technology to enhance students' learning by structuring the VLE to incorporate in-class course materials, appropriate videos, tailored quizzes, and links to relevant and accessible websites.

Curriculum subjects

English and literacy

Subject specialists will teach English in banded ability sets. We have intentionally allocated an hour in English lessons to reading in years 7 and 8 to provide time to instil good habits of regular reading.

We will provide regular and effective opportunities for students to develop their reading, speaking and listening skills. For example: in the English and wider curriculum, during tutor time, through teachers' role modelling, opportunities to perform and showcase learning, public speaking and debating.

Students will:

- Read in tutor time for at least 2 x 20 minutes per week – 'drop everything and read'
- Read for an hour per week in literacy time in English lessons
- 'Books in bag' philosophy i.e. be expected to select and carry a challenging text with them at all times
- Subject specific reading strategies and lists
- Read for at least 100 minutes per week at home

We will also enrol all students onto the **Accelerated Reader Programme** in order to nurture a passion for, and enjoyment of reading. This programme will be led by English/literacy specialists but delivered by all teachers. This strategy will be embedded into subject schemes of learning and competitions and fully accessed through the learning resource centre.

At Hollingworth Academy, the impact of the literacy strategy has had tangible impact:

- improvements in students' reading age at a rate faster than chronological age
- improved GCSE English results
- positive student voice
- library loans increased by 25% between 16/17 and 17/18

With support from the Hollingworth Academy we will implement a staff 'Supporting Reading' and Writing CPD programme'.

The following literacy elements will be reinforced by teachers across the curriculum through the EWA Literacy Policy:

Writing

Written accuracy will be the focus of teachers' marking. Students will be expected to check every piece of work for basic errors, sentence construction, use of technical vocabulary and

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fluency. Students will develop further literacy and feedback skills through the use of mutual peer marking.

We will uphold relentlessly the value of accurate spelling and grammar, the impact it has on students' writing and the clarity of their expression and communication.

Reading

As a key skill for life students will be expected to access increasingly complex texts as a means of achieving qualifications in all curriculum subjects.

In years 7 and 8 our students will have a dedicated one hour of reading per week built in to their timetables (literacy). It will be a daily practise for all teachers to facilitate students' reading aloud in class, individually, and in a group. We will maximise all available opportunities for reading including use of the Accelerated Reader Programme. Research in the USA and trials by the EEF in this country suggest that this can add 5 months plus of progress for FSM students. BCPS attests to this programme's impact on developing its students reading skills.

Reading Intervention

According to need, students will be selected on a termly basis for a 1:1 reading intervention programme whereby students will read aloud to an adult for half an hour every day of the week.

Students in years 7 and 8, who have a lower than expected reading age, will be assigned extra reading intervention lessons to support them to narrow the reading age gap.

English enrichment opportunities may include:

- Public speaking club and competitions including ESU Churchill Public Speaking Competition and battle of the Books
- International Literacy Day and World Book day
- Drama and theatre productions and theatre visits
- Various author visits
- Poetry and writing workshops
- Reading Clubs – Battle of the Books, The Centurion Award and Carnegie Readathon
- Master classes at RSFC

Mathematics and numeracy

Mathematics will be taught in banded ability sets. Our academy will work initially with Hollingworth Academy, RSFC and BCPS to develop the mathematics curriculum. This will provide teachers and students with access to resources, workshops and training courses. We see our role as leading mathematics teaching through our Subject Leaders in Education (SLEs). We shall be able to offer school-to-school support to local primary and secondary schools. We shall work with our partner schools to make sure that teachers are aware and build on the methods used in KS1 and 2. This will minimise lost learning time in 'relearning' KS2. We will incorporate the Singapore Bar Method for mathematics into our teaching methods. This is used successfully at BPCPS, our partner primary school.

More able mathematicians will be invited to RSFC as part of the Scholars Pathway to provide challenge for students working at level 8/9 and beyond. RSFC mathematics students who are planning a career in teaching will mentor the EWA Scholar Pathway students on this element of their pathway. These students will also have the opportunity to study GCSE Further Mathematics as part of the Altus Pathway Programme, which provides an excellent foundation for A level study

Mathematics teachers will also be trained to gain an appreciation of the more challenging mathematics concepts which are developed through the A Level programme in year 12. The SLE's with a mathematics specialism at RSFC will provide this training and support.

Numeracy

We believe strongly that numeracy and the ability to think mathematically are essential skills for all of our students. This is so that they can become effective and economically productive members of society. All curriculum areas will be responsible for the development of students' mathematical skills.

We will:

- promote the importance of numeracy at academy and subject level
- ensure that students experience a consistent approach to numeracy across all subject areas
- improve students' mathematical skills so that they are able to adapt them to different subjects and courses

We will do this by:

- providing case studies of a variety of local and national jobs which use mathematics
- drawing on the model at RSFC to ensure consistency of teaching numeracy. The Assistant Principal Maths/Numeracy will have responsibility to ensure that mathematical skills are taught consistently across curriculum areas
- identifying numeracy related topics and opportunities in all schemes of work
- providing training and ongoing support for teachers to effectively embed numeracy in their subjects
- drawing on the action research currently being conducted by our mathematics department for the EEF into motivating students to succeed in mathematics

Mathematics enrichment opportunities may include:

- UKMT Junior, Intermediate and Senior Maths Challenges
- Number week/Finance Days
- Royal Institution Mathematical Masterclasses

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- Maths Inspiration Lectures
- FMSP Maths Feast Competitions and Multiplication Bee
- Cypher Challenge and Alan Turing Cryptography Challenge
- Master sessions in RSFC.

Science

Science will be taught in sets. We believe that it is crucial for all young people, regardless of their future career pathway, to have the scientific knowledge and skills they need to become informed citizens in a society which increasingly values scientific and technological knowledge.

Integrated into our science programme of study will be opportunities for students to explore and deepen their learning in context. This will be through a number of challenge projects covering areas including transport, biotechnology, energy, the built environment, water and waste management and electronics and cyber technology.

The science curriculum will also enable students to apply science in cross-curricular learning – for example: sport, technology, music, geography – so that they can see the links between disciplines and curriculum areas.

Crucial to the success of science at EWA will be strong and innovative subject teaching: Science subjects will be taught through the individual disciplines by subject specialists augmented by a range of cross-discipline experiences and activities. We anticipate that 60% of students will study the separate sciences at GCSE. We will also offer Computing and Product Design courses in Phase 2 with a progression route onto Level 3 A Level and T Level courses at RSFC or Hopwood Hall College.

The science team will make effective use of the Kerboodle package to support independent learning and our curriculum will make use of the extensive range of STEM activities run by RSFC, Hopwood Hall College, the Universities of Manchester and Salford through their widening participation teams. Our students will benefit from working with professional scientists and engineers to enrich their career pathway choices and curriculum development.

Science enrichment activities may include:

- British Science week
- Real world projects working with engineers
- Faraday Challenge
- Student Ambassador Programme
- Arkwright Engineer Scholarship Programme
- STEAM Clubs – see enrichment programme
- STEM Lecture Programme for parents and students
- The Higher Project Qualification
- Visits to universities and local industries - liaising with experts in the field of STEM.

Humanities – History, Geography and RS

Humanities students will be taught in mixed ability groups. Subjects will be taught separately although the curriculum plans will be mapped out to coordinate the learning of specific

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topics/themes. Humanities at EWA will prepare students to successfully live in and engage with the world around them. The RS curriculum will follow the local SACRE agreement. As part of the **Year 9 Preference Curriculum** students can opt to study additional projects in either History or Geography. According to their choices these may include: Voices, a local oral history project, Memoirs Box, World War 2, Poverty and Wealth, Middle East, Development and Disease.

Humanities enrichment opportunities may include:

- Visits to local centres of worship
- Visits to museums
- Field trips and international visits
- Amnesty International Group.

Languages

In years 7, 8 and 9 our students will be taught Spanish in sets by ability. Students will experience a variety of teaching and learning styles all aimed to increase their confidence in speaking, reading and listening in another language. In addition to varied and interesting lessons, students are encouraged to involve themselves in activities that will be designed to enrich their experiences of languages at EWA through the Pathways Programme. Year 9 students will have the option to study a second language as part of the Preference Curriculum which would be French. We shall ensure that language teachers can offer two languages to GCSE level.

Languages enrichment opportunities may include:

- Language Ambassadors (aimed at promoting students own languages to help others)
- Primary school liaison (students plan and make resources, which they take to local primary schools and teach younger students)
- Speaking opportunities with students of RSFC
- Student Exchanges
- Foreign trips.

Creative and Performing Arts Subjects

Art and Design, Design Technology, Music and Performing Arts will be taught in mixed ability groups.

All of our students will be encouraged to learn a musical instrument. BPCPS students will enter the academy with a background in a range of musical instruments, whereas students from other schools may have less familiarity. Consequently, there will be a range of enrichment options on offer from beginners, to more advanced groups, ensembles and groups for more experienced musicians.

Building Futures - The Altus Pathways Programme

All students will follow the Altus Pathways Programme as part of the timetable. Based on the RSFC Pathways Programme, the programme will support students in recording and reflecting upon the skills they are developing in their academic studies, enrichment activities and PHSE Programme (including planned CEIAG). Through this programme students will be exposed to a wealth of learning opportunities which will develop their character - confidence, resilience, determination and emotional intelligence. This programme will be especially important for

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

disadvantaged students who may not otherwise have the opportunity to take part in such a range of enrichment activities and challenged to develop employability skills.

Completing the Programme will:

- enable students to recognise, develop and articulate the skills required by universities and employers.
- help students prepare for the next step in their careers and speak confidently about their achievements.

The Altus Pathways Programme will contain two key elements:

- an extensive range of *enrichment opportunities*
- a planned *careers advice and guidance* and *work-related learning* programme.

The Programme will be divided into three pathways:

- **The Scholars Pathway** - for students who aspire to attend competitive entry universities
- **The Honours Pathway** - for students whose ambition is to attend university or apply for Higher Level Apprenticeships,
- **The Aspire Pathway** for students whose ambition is to follow an Apprenticeship Pathway.

The Programme will lead seamlessly into the Scholars, Honours and Aspire Pathways developed at RSFC. This programme focuses on personal qualities and the development of skills and attributes as identified below:

Knowledge

- Reading skills
- Independent research skills
- Intellectual skills – such as metacognition
- Self-reflection.

Communication

- Presentation Skills – including public speaking
- Debating, listening, discussion skills
- Effective writing skills.

Exploration through hands-on authentic experiences and experimentation

- Lateral and critical thinking and problem solving
- Resilience and resourcefulness – tenacity and determination
- Curiosity and enterprise
- Understanding of the world of work
- Team working, collaboration, co-operation.

Emotional intelligence

- Humility, respect and good manners. Sensitivity to and understanding of the needs of different individuals and communities
- Confidence, optimism, enthusiasm, ambition, empathy and creativity.

The Altus Pathway Programme will begin with an induction at the beginning of each year. This will include a skill assessment in each of the above areas and students, with the support of their tutors, will draw up a long-term action plan which will be reviewed three times a year.

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

Students will elect/be guided to follow the range of enrichment courses that will develop skill in each area and, in year 9, guided to follow a specific pathway although this will be subject to reviewed. Some courses will be offered as a yearlong course, some on a carousel (3 per year). Students will keep a short log of activities and reflections, verified by teachers and tutors throughout the year.

Progress will be tracked via an online portfolio which students will take through their academy career and beyond. Should students join RSFC, these portfolios will be used as the basis of the Scholars and Honours Programmes.

Pupil Premium funding will be allocated to ensure that disadvantaged students have access to the whole range of pathway activities.

The Enrichment Programme

The programme will run every afternoon at the end of the academy day and all students will be **expected to attend for at least 3 hours a week**.

Most of the course will be taught by subject staff but may make use of specialist facilities outside the academy and work with professional across a range of disciplines and organisations including staff and students (graduates and post graduates) from trust partner organisations (universities, colleges and the business community. For example, Manchester Metropolitan University's teacher training course will mentor students who wish to apply in the future to university.

Enrichment activities will vary by year group, although some short courses/activities may be mixed age.

Examples of courses:

Innovation

- *Faraday Challenge*
- Animation Club/Digital Makers
- *Robotics Club*
- Cryptography Club
- *HASA – Explore Science*
- Design Engineers
- CAD
- STEM Entrepreneurs – working with staff from the Manchester Science Park.

Academic courses

- TEFL – Learning English for students new to the country*
- *English Mastery Support*
- Debating/Reading club *
- Public Speaking - Model United Nations
- **Philosophy Club**
- Maths G&T – UKMT, Maths Challenge and Team Challenge*
- **Higher Project Qualification Level 2**
- Chess*
- Further mathematics

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

- Languages may include **Arabic for beginners, Latin, Mandarin and British Sign Language.**

Physical and mental well-being courses

- Sporting activities – individual and team, e.g. cycling, rowing, hockey, football
- *Preparation for Duke of Edinburgh*
- **Duke of Edinburgh Award to Silver**
- **Mindfulness .**

Social and community courses

- Charity and fund-raising*
- **Social enterprise projects**
- Schools Amnesty International*
- **Young Enterprise.**

Performing arts courses

- *Putting on musical/theatrical production*
- **Stage production and management**
- **Music performance**
- **Academy bands**
- *Year 7 and 8 Choir.*

Note:

Phase 1 activities in italics

Phase 2 activities in bold

*indicates Cross Phase activities

Building Futures - Preparing for the World of Work

Planned Careers Education, Advice & Guidance (CEIAG) and Work-Related Activities:

As a trust which contains a successful Sixth Form College we are acutely aware that a well-planned and delivered careers guidance is an essential component of the curriculum. The CEIAG element of the curriculum will support students in making informed choices and decisions about their post-16 destinations. This is reflected in our KPIs as it is our intention that all of our Y11 students will be placed and remain in appropriate post-16 placements in their first year after graduating from EWA i.e. no students become NEETs.

We will work back from the well-honed **RSFC Pathways Programme**, and **the highly respected Hollingworth Academy Model** to develop a CEIAG programme for EWA. We shall use the Gatsby Benchmarks to monitor and evaluate our programme and subject our programme to external scrutiny through the Inspiring IAG Award.

CEIAG will be delivered through our PHSE programme. There will be planned off timetable days and events and extended opportunities when students will work alongside members of the business community, including:

- all students attending an annual employability fair
- all students attending 1:1 mock interviews with local employers in years 10 and 11
- subject departments developing purposeful and productive relationships with employers and curriculum links with departments in FE and HE so that students will be able to attend a range of subject-related workshops, gain access to student and academic mentors and undertake visits

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

- an independent careers advisor visiting weekly to conduct careers interviews and offer advice and guidance to students. Students will therefore receive impartial careers advice and will be able to map their options and futures

Students will also have access to:

- Young Enterprise and social enterprise projects
- Global employability talks
- University talks and widening participation activities through the trust's extensive links with over 40 universities
- Business activities including talks/workshops, mock interviews and placements
- Work experience placement

The programme will include work on planning for the future, preparation for part-time and full-time work, completing applications, interview techniques, applying for work experience. Students will also be advised on workplace behaviours and standards, health and safety in the workplace, economic education and financial planning, opportunities post-16, opportunities post-18 and the local labour market. Students aspiring to attend competitive universities and courses will be ensured access to individual/group advice and support as part of the Scholars' Pathway.

SEND (Special Educational Needs and Disability)

We shall have a dedicated team of professionals to support our SEND students in achieving their full potential. Structured assessment during the induction process, and throughout years 7 and 8, will ensure that early identification of students with SEND and consequent intervention measures are put in place. Information will be gathered from partner schools, including academic data and teacher insights, as well as carrying out diagnostic testing. We will develop a transition model with partner primary schools and parents to ensure all needs including SEND are identified and met.

Support for all SEND students will be overseen by a highly qualified SENDCo. They will work with a range of staff from within the school, the LA on place planning and annual reviews and external agencies. Significantly, the EWA and other agencies will work in partnership with parents and carers to make sure that each child's support plan is bespoke, providing a holistic approach to maximising potential, enhances learning and maintains health and wellbeing. Events specifically for parents will be a feature. These will include transition events, parent workshops, parental consultation evenings, SEN review meetings and other meetings as appropriate.

Support for students with special educational needs

1. Accessibility

The EWA will be built to accommodate students with physical/mobility needs. There will be hearing loop systems in classrooms for students using hearing aids and the building's design will enable easy navigation.

2. Support provided by academy staff

When a student joins the EWA the academy will collate information on their specific needs. This will be made available to key staff and the individuals interacting with those students so they can plan appropriate provision and support.

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

The SENDCo will liaise with parents during the transition process in addition to the regular transition contact to develop the most effective support package. Staff will receive targeted SEND and other specialist training, and, through the tutor system SEND students will be provided with a secure daily 'check in' system. A base for SEND and vulnerable students will be made available for use as required.

3. Support with curriculum

Teachers at EWA will be expected to deliver excellent learning and outcomes that are appropriately differentiated to students' needs and targets. The Mastery Support Pathway in years 7 and 8 will allow teachers to reinforce knowledge and students will work through the 'steps' until they feel confident and ready to move on. Where necessary, the SEND team will provide additional help with classroom support, one-to-one intervention, small group work or alternative support pathways.

4. Support for student wellbeing

Students may also be assigned mentors or keyworkers who act as a single point of contact for students and parents and provide feedback to the SENDCo.

5. Support of students with medical needs

The designated Medical Welfare Officer will work with parents and other agencies to ensure that any medical needs that contribute to a student's educational needs are met. This will include administration of medicine/care needs (with the appropriate consent forms) and support when needs change.

6. Targeted (Literacy and numeracy) intervention

Where students have gaps in knowledge and skills which appear during Phase 1, they will be addressed through targeted intervention. These gaps will be identified in 3 ways:

- individual teacher analysis and formative assessment (from book work, discussions, class tests, homework)
- summative assessment data (regular evaluation of a student's progress and skills development over time)
- subject teacher reports (that indicate that a student would benefit from targeted intervention). The heads of year will be responsible for assessing the intervention package and its impact for the individual student. This follows the RSFC model where each student is constantly monitored against all subject to ensure progress gaps do not develop. Using this method and treating each student as an individual has been instrumental at the college in delivering the same high levels of progress throughout all groups of students.

The targeted intervention team will be highly skilled in providing small group support to address misconceptions and misunderstanding. Students will be selected on a dynamic basis throughout the years and may be temporarily withdrawn from some other lessons to address and focus on core skills. Once students have developed understanding and confidence, they will then re-join their usual lessons.

The targeted learning model, a short-term intervention, will build students' confidence and ensures that they experience consistently a series of 'small wins' in every lesson. Each Target lesson follows the same format:

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

- Equip – group work
- Step – paired work
- Leap – independent work
- The View – responding to feedback
- Target – independent written and numeracy work
- Race to the Top – independent revision

From a literacy perspective, the main priority will be to ensure students understand how to construct sentences and use capital letters and full stops accurately. Only when the students feel secure with these aspects of their writing will other skills become a focus.

In numeracy, the priority is to ensure that students have a proper understanding of basic number topics. The aim is to equip them with the skills they need to access the secondary curriculum confidently.

7. Students moving to or from a new setting

The year 6-7 Induction process will include a number of events for parents and students prior to joining the academy. Our SENDCo will arrange additional visits for students with special educational needs to help them to adjust to the change.

If a child has an Education Health and Care Plan or Statement of Special Educational Needs, the SENDCo and/or Phase Leader will attend meetings with previous schools to gather information.

We will send staff to attend EHC Planning or Annual Review meetings to ensure a smooth transition and arrange suitable provisions. Prior to leaving all relevant documentation and information regarding their needs will be transferred to their destination. If required, staff may accompany students on new setting visits and meet with appropriate staff.

8. Services available or that will be accessed by the academy

We will ensure students' needs are met by liaising effectively with local agencies. For example: CAMHS, Hearing Impairment Service, Speech and Language Therapy Team, School Nursing Team and specialist inclusion teams will be part of the academy's wider team. The SEND team will work with Rochdale SEN Team to review students with Statements of Special Educational Needs or Educational Health and Care plans.

The Pastoral Structure

Support for the pastoral needs of students will be a significant focus for us. We will provide students with effective support and a nurturing atmosphere, so they will be able to develop the confidence and strength of character to aspire to achieve her/his very best.

The EWA will adopt a key stage system. This system will foster community identity and leadership development through the roles established within the key stage. We shall also foster political literacy in action through the polling, voting and lobbying activities as a part of whole academy activities.

Tutor time will support students to:

- work as a team-member
- compete and perform
- make new friends
- have additional opportunities for learning through enrichment activities

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

- have high expectations and standards of the behaviour of themselves and other
- develop their leadership skills
- actively engage in EWA's positive ethos and community

A Head of Year will lead each year group. This will be a non-teaching member of staff who will work closely with the form tutors who meet with the students on a daily basis. Using non-teaching Heads of Year will allow these staff to concentrate on well-being of each child and liaise with families. It will also support our staff to concentrate on delivery of outstanding teaching, learning and assessment as their priority. The Heads of Year will be outstanding role models for all students, as well as possessing the pastoral expertise necessary to perform their roles. Their expertise will lie in: safeguarding, looked after children, the Prevent strategy, emotional support, sexual exploitation, sexuality and transgender issues, British values and mental health.

Heads of Year will have time to engage fully and effectively with parents and the wider community. By building strong relationships between home, academy and community we will be able to support students to be the best they can be. They will map out each student's achievements and be responsible for tracking attendance, behaviour (see Section E2) and The Altus Pathways Programme for each student. These key members of staff will also draw on expertise from within the trust and across the authority to provide relevant support to students and their families.

The form tutor will be the first port of call for all things: academic, pastoral and behavioural. Effective communications with the Heads of Year will be vital. This will be supported by the electronic MIS system and portal and regular in-house training. The tutor groups will be year based.

Year group activities:

We shall promote healthy competition, giving students responsibility and respect for others through wide range of activities take place across the year.

Sample activities include:

- Individual points awarded for progress and attainment
- Debating
- Quizzes
- Charity events
- Local community activities
- International links
- Sports competitions
- Participation in an annual Community Festival day
- Music and talent shows

Individual students will be recognised for winning the most form points, and the form with most points will win the academy trophy. There will also be a trophy for the form that wins sports day and sporting events throughout the year.

Building Futures/Building Communities - Progression

Educational research undertaken by NFER, 'The Impact of Primary - Secondary Transition on Student Wellbeing' June 2015 identified the importance of: well planned activities which balance continuity and discontinuity, a focus on social aspects of integration and ongoing support for vulnerable students as key features of effective transition. We have therefore considered best practice and worked with our partners, BCPS and Hollingworth Academy in addition to RSFC, to devise transition programmes to remove any obstacles which will mean our most vulnerable students and, indeed, all students are well supported at each stage in their education. This also includes students who join the school at any point during the year as these students can often be disadvantaged if their arrival is not well planned and informed.

Year 6 - 7

Transition will be very important to year 6 students transferring to EWA. We will work with the Transition Group (primary heads in the areas), to make sure we have systems, staff and the practices in place for students and their parents from the time they apply to join the academy through to the end of year 7 and if required into years 8 and 9. The Assistant Principal, Inclusion, will be responsible for year 6-7 transition. In the pre-opening and first year this role will be undertaken by the Principal. They will work with the SEND team and curriculum leaders to plan the transition and induction programme. Our aim will be to maintain the momentum of progress of all students regardless of background and ensure additional support and intervention is accessed in a timely manner. A protocol will be agreed with the primary schools to access support, advice and strategies and the trust will work with Pioneers Trust (local secondary schools) in planning transition across the city.

There will be a range of events including transition clubs, a year 6 support event, a year 6 information evening and induction days during which all students and their parents have an opportunity to meet staff. Activities will include:

- visits to partner schools by the SLT member of staff responsible for transition and/or SEND Manager including extra one to one visits for vulnerable/SEND learners to speak with primary staff and conduct observations
- tours and visits to meet the SEND team for year 6 SEND learners
- provision of a piece of work from each primary school to be placed in the front of each book. This will be the minimum standard expected from each student at the start of year 7.
- summer workshops for identified vulnerable students
- summer catch up sessions for students identified as performing well below age related expectations
- summer activities for EWA students and their families
- welcome breakfast for year 7 parents/carers and students
- first day of term will be for year 7 only in subsequent years after 2020
- parents' events – how to support your child(ren) focusing on reading, literacy, enrichment, homework and the English and maths curriculum
- Foundations for Success curriculum in place including the staged intervention programmes

Year 8 - 9

During year 8 students and their parents will be introduced to the Preference Curriculum. There will not be a transition to Phase 2 in terms of teaching, learning and expectations given our flightpath approach to curriculum planning.

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

In year 9 the Phase 2 curriculum will be introduced through an Options Information Evening for students and parents followed by individual interviews, CEIAG activities and opportunities to talk with subject staff. This will enable students to make informed choices prior to embarking on the second phase of their secondary school career.

Post 16 Choices

As indicated in the CEIAG section, we shall utilise AEP's extensive links with education and business communities and the Hollingworth Academy programme to expose students to a range of experiences and individuals from FE, HE and workplace settings. For example, RSFC has close working links with over 60 local employers. Students benefit from these links in a wide variety of ways, including work experience, mock interviews, presentations and research projects. The curriculum will be designed to support students in the transition to academic or vocational courses at Level 3 either at RSFC, Hopwood Hall College or other local providers of post 16 education and training.

Once students have left, an Alumni Association will ensure that contact remains with leavers and EWA. This network can be used to track students' destinations and also to draw upon former students to give talks, provide expertise or act as mentors to inspire and motivate EWA students

E2 – Measuring pupil performance effectively and setting challenging expectations

E2 – Measuring pupil performance effectively and setting challenging expectations

To ensure a culture of high standards and ambition, Key Student Performance Indicators will be compared with the aspirational targets set against FFT top 10%.

From an early stage, students will be trained to monitoring their own performance in each subject as well as working with their teachers to set targets and developing strategies for achieving them. This will increase their self-awareness, encourage self-reflection, allow them to build confidence and take responsibility for their own learning whilst being fully supported by their teachers. Furthermore, parents will be engaged in this process through a series of parents' evenings, subject evenings and 1:1 meetings.

Baseline Assessment

We will make use of a range of baseline data, including Key Stage 2 test results, primary school information, reading tests, teacher reports, exemplar year 6 work and subject tests. In addition to academic data we secure information relating to student wellbeing and personal development so that we can assess the current and potential barriers to learning for vulnerable students including SEND, disadvantage and EAL students – see full list on page 64 of KPIs. These will inform curriculum planning, staff training, resources allocation.

STAR Reading Tests

Reading Tests will identify a child's reading age and all students will follow the Accelerated Reader Programme. Tests will be sat annually so that we always have an up-to-date reading age for students and will be used to put in place appropriate and timely interventions.

At the end of year 8 all students will sit externally moderated (with partner schools) assessments in mathematics, English and Science. This will lead to accurate identification of areas for development from the individual student level, to whole cohort and teaching groups.

Assessment and tracking of student performance

Studies undertaken by The Sutton Trust, Dylan Williams and John Hattie identify effective and timely feedback (oral and written) as having the greatest impact on learning - when done correctly. All teachers at EWA will make use of accurate, intelligent and informed assessment undertaken as per the assessment plan to inform the planning of class and students personalised learning plans. This will take the form of written and oral assessments. Each teacher will use this data to identify patterns in student underperformance at group level. This will inform their planning and interventions.

Work scrutiny will be undertaken on the quality and use of feedback. Scrutiny across teacher/ academy themes will be identified, such as numeracy and literacy. This will lead to direct support at students, teacher, subject and academy level. Impact of our strategies will be measured at the quality assurance point. For significant areas of development, impact will be measured within a shorter window.

E2 – Measuring pupil performance effectively and setting challenging expectations

In the academy, teachers' marking or oral feedback will be rooted in making sure students are equipped with the knowledge, understanding and skills needed for them to take the next step in their learning. Regular feedback will lead to 'small wins' in every lesson and long term progress. This will be made explicit in the Assessment Policy and shared with students. The following forms of assessment will be used at EWA for students from Y7-11.

- Formative: To identify future targets for individual students and to inform teacher planning at class and student level
- Diagnostic: To identify students' strengths and weaknesses and inform future teaching or identify necessary intervention
- Summative: To examine student performance and progress over time and report to parents, SLT, Governors and DfE about students, subjects, groups of students and whole academy performance.

Assessment Policy key elements will be:

- Clear success criteria – written or verbal - will be evident in planning, visible on learning walls and made explicit through teaching dialogue and interaction.
- Consistent effective feedback and marking strategies that focuses on what a student can and cannot do with clear direction for improvement.
- Students will engage in formal feedback through group and plenary sessions. It will include self-marking, peer assessment, discussion and feedback from teachers. Students will be taught how develop independent learning skills and respond to feedback (written and oral) in a manner that supports their progress and learning.
- Effective questioning: students will be encouraged to ask the right questions, reflect upon responses and to retain knowledge in conjunction with their teachers and peers.

The Assessment Policy will include marking for literacy against a set of standard conventions for spelling, punctuation, sentence structure and grammar.

Data collection

There will be 5 assessment windows (AW) across the year taking place in the final week of each half term (Terms 1-4) and in the penultimate week of half term 5 before the new timetable begins in June. Teachers will make judgement about the progress students are making. These will be based on a range of information including summative assessments and work found in students' portfolios and exercise books.

AW1	AW2	AW3	AW4	AW5
End of Term 1 (Oct)	End of Term 2 (Dec)	End of Term 3 (Feb)	End of Term 4 (April)	Mid T6 (June)
Y7-11	Y7-11	Y7-11	Y7-11	Y7-10

See Annex E2.1 for details of the information which will be recorded and reported.

We will keep parents fully updated. Formal reports will be posted home twice a year followed by parental consultation sessions. An online system will be developed to capture real time attendance and positive reward points and sanctions. The portal will display assessment window grades, progress and comments, homework/in class

E2 – Measuring pupil performance effectively and setting challenging expectations

assessment and dialogue between teachers, form tutors, Heads of Year, Phase Leaders and SLT. We aim to be transparent in our support for students and engagement with parents. We are aware that the demographics of the area indicate that parental engagement may be comparatively low compared to areas with less deprivation however all opportunities will be taken to engage parents to use the portal in the same way that RSFC has seen an effective take up of the system. Hard to Reach parents will be provided with 1:1 support by Heads of Year and Family Liaison Officer through home visits, targeted parent training and support evenings/day events and, if required, devices to access information.

Teacher

The class teacher will be responsible for regular valid assessment of students' work, reporting the data and accurately entering it into their electronic mark books. Teachers will be held to account for performance and progress of each students and the entirety of their classes.

Subject leaders will discuss individual student achievement with teachers in their teams prior to grades being discussed with students. Targets will be set and agreed with students and recorded electronically. The targets set will be challenging and achievable in equal measure.

Subject Leaders

Subject leaders will have responsibility for the progress of students within a subject area. They will also be responsible for ensuring external moderation, in conjunction with colleagues across the trust and local subject networks.

Following data entry points, the subject leaders will utilise SISRA Analytics and ALPS (value added performance indicator) to analyse results for each student, teacher, class and specific groups including: Disadvantaged students, SEN, CLA, EAL, prior attainment bands, gender groups, in year entrants. We believe that it is crucial to monitor the attainment and progress of students at academy, group level of students, i.e. disadvantaged and as individuals so that we meet provide challenge and support to all students. RSFC has developed and utilised this approach since opening in 2010 and does not have gaps in achievement and progress at group level. Interventions will be organised as dictated by the needs of individual students, groups or classes. Interventions will be monitored by Subject Leaders.

The **Phase Leader** will be responsible for the grade profile of each student and will have an overview on the targets set and any intervention required.

SLT and Subject Leader Achievement and Improvement Review Meetings:

These meetings will be to challenge and support Subject Leaders. They will be held 6 times a year. The meeting will include the Principal, Deputy Principal, Subject Leader and the Phase Leader.

The data meeting will cover the following key aspects:

- Headline progress of students broken down into Expected Progress
- Headline progress of students in relation to their ranked Progress 8 prediction
- Progress of students by class teacher

E2 – Measuring pupil performance effectively and setting challenging expectations

- A review of all students focussing on students where progress is causing concern regardless of sub-group
- Progress of all students and students with specific reference to the following sub-groups as identified above
- Proposed intervention for individual and groups of students, including SLT support.

Heads of Year, Phase Leaders and SLT

Accountability meetings will also take place after each assessment window with all Heads of Year and the relevant Phase Leader. The focus will be on behaviour, attendance and student wellbeing. Minutes of these meetings will be made and shared with the SLT and MLT.

SLT Data Review – see Quality Assurance Section

EWA will use the **SIMS** Management Information System (MIS), SISRA Analytics and ALPS to create termly data packs for analysis purposes. Leaders and teachers will have open access to performance information across all subjects.

Termly Data packs will include the following information:

- individual students
- headline data
- breakdown for attainment bands in subject areas
- breakdown for disadvantaged students within subjects
- breakdown for specific groups (see Key Performance Indicators for groups)
- subject and class predicted progress 8 scores.

Attendance Monitoring

Strong attendance is fundamental to achieving success at the academy given the clear evidence of the link between poor attendance and underachievement. EWA target will be an absence rate of 3%. We shall be drawing on effective practice developed at **Kingsway Park High School** which has brought about a significant and sustained improvement in attendance, particularly of its disadvantaged students. See below for an outline of strategies employed. Over a three year period this has improved from 92.5% to 94.7%. The attendance for the school overall has improved by 2% over the previous 3 years to 95.7%. Based on current trends, it is estimated attendance will increase by a further 1.5% points by 2020.

EWA will be committed to ensuring that parents/carers and students understand the importance of regular and punctual attendance. Parents/carers play a vital role and therefore we shall establish strong home- academy links and communication systems that can be utilised whenever there are concerns about attendance. The Heads of Year and Assistant Principal Inclusion will be responsible for all liaison with home and work with the attendance Officer, Family Liaison Officer and Children's Services

All students will be registered twice a day. Attendance of 100% will be rewarded through the Heads of Year, in assemblies, letters home to parents and prizes. Attendance and other achievements including showcasing the new skills and

E2 – Measuring pupil performance effectively and setting challenging expectations

enrichment activities undertaken during the year will be celebrated twice during the year during a special event which parents and relatives will also attend.

In the case of absence we will take a proactive approach through identifying emerging trends and deploying effective strategies for each individual situation. The approach to be taken will be:

First day calls and home visits by the Attendance Officer and a member of the SLT (as per Kingsway Park High School)

Form tutor discussions on return from absence and log any concerns on the portal which will be read daily by the Attendance Officer. Regular pastoral team meetings to identify students who may cause concern. Where attendance does not improve and falls below 97% the student will be requested to attend an attendance panel meeting.

Outcomes of this meeting could be:

- issue a parent contract
- issue a penalty notice
- collate evidence and begin to prepare a case for prosecution
- work with other outside agencies to develop personalised intervention via the Family Liaison Officer.

Behaviour Monitoring

High standards of behaviour and personal conduct will be expected from every teacher in every classroom given that teachers act as role models for students. Subject leaders will monitor their areas closely and hold teachers to account for maintaining high standards.

Responsibility for behaviour throughout the academy will lie with every member of staff and they will be expected to log positive and negative behaviour points including follow-up actions on SIMS.

Form tutors will be expected to deal with day-to-day issues of behaviour and Heads of Year will have overall responsibility and oversight of the behaviour of their students. They will monitor trends in behaviour, work with appropriate colleagues to agree, monitor and evaluate interventions and intervene when necessary. Heads of Year will report to SLT on a half termly basis coinciding with each assessment window and hold weekly meetings with the Assistant Head responsible for behaviour and safety.

For clarity and consistency, the academy will have a clear Behaviour Policy that will be adhered to by all age groups and overseen by Assistant Head, Inclusion. The policy covers both rewards and sanctions.

All stakeholders--staff, students and parents--will be introduced to all behaviour policies as part of the induction programme. It will be vital that parents and staff at EWA work together to bring out the very best qualities in the young people in our care. See below for examples of rewards and sanctions.

Positive behaviour will be rewarded with:

- Verbal Praise
- Tutor Group points
- Tutor Group Awards - Bronze, Silver, Gold, Platinum

E2 – Measuring pupil performance effectively and setting challenging expectations

- Postcards and Special Certificates - Attendance
- Positive contact home
- Celebration assemblies and end of year celebrations with parents
- Coffee mornings and afternoon tea parent celebration
- Service to School Awards
- Reward trips and events.

Sanctions

The academy will adopt a graduating response to using sanctions in response to unacceptable behaviour:

- Warnings (Level One)
- Detention (Level Two)
- sending a student outside of class/moving them into a different seat/time out
- referring the student to their Phase Leader or a member of the Senior Leadership Team
- letters or phone calls to parents
- Isolation System
- agreeing a behaviour contract
- SLT report
- academy based community work
- loss of privilege
- Pre- exclusion warning
- Fixed Period Exclusions
- arranged fixed period attendance at an alternative school in Rochdale (agreement in place through the Pioneers Trust).

Building Aspirations - _Key Performance Indicators (KPIs) will measure from the outset:

Quality of Provision and Teaching and Learning

- 100% of lessons to be judged good or outstanding, with at least 50% being outstanding as evidenced in developmental lesson observations, learning walks, scrutiny of students' work and feedback from students. This will be subject to external moderation
- 100% of parents/carers attend parent consultation evenings. Those unable to attend will be given an alternative time/date or contacted by telephone by the form tutor/Head of Year
- 95% of parents rating the academy as good or better against Ofsted criteria (annual survey)
- 95% of students rating the academy as good or better against key criteria. This survey will be undertaken in February of each year
- 95% of staff rating the academy as good or better as a place of learning for all members of the community. This survey will be undertaken in March of each year post interim performance management review (February)
- All teaching staff having an active career development plan
- Full inspection within 3 years of opening with an expected outcome of 'Outstanding.'

Student Achievement

- All students on track to make or exceed expected progress in line with FFT (Top 10%)
- 100% of students (excluding those with a Statement of Educational Need) who joined the academy with below age-related expectations at or above these expectations by the end of year 8
- Attendance 97% or above
- 100% of students involved in public speaking/debating activities in all year groups
- 100% of students take part in competitive sport, outward-bound pursuits or performance opportunity.

By Year 11

- School Progress 8 score to be a minimum of +0.25 and aiming for +0.7
- At least 80% achieving an Attainment 8 score of 6+
- Pupil Premium students performing in line with non-Pupil Premium peers
- English: 85% achieving Level 5 or above
- Mathematics: 80% achieving Level 5 or above
- 60% of students achieving the EBacc
- At least 75% of students achieving 6+ GCSE passes at Level 5+, including English and maths
- 60% achieving Triple Science
- 100% of students achieving the Altus Award at the end of year 11
- 0% NEETS.

Quality Assurance Methodology

The EWA will adopt the rigorous and successful **Achievement and Improvement (Quality) cycle and methodology developed at RSFC** as outlined below. This will include Achievement and Improvement Review Meetings as described above.

Subject Area Reviews

The Headteacher will hold a Subject Area Review with each Curriculum Area after 3 months in the first year of opening. There will be an annual review at the beginning of the second year and in subsequent years. The Subject Leader, the SLT Link and the Headteacher will be present.

Subject Leaders will be required to produce a report using a standard review template which includes school KPIs and subject specific targets including those based on FFT/ALPS. The purpose of the review will be to identify and discuss the key areas of strength and areas for development leading to an action plan which will be monitored in bi annual review meetings.

Mid-year review

Mid-way through the year the Headteacher will hold an interim review which at which we shall look at progress towards targets and acts to challenge and support. The Deputy Head, subject leader and appropriate Phase Leader lead will be present. This review will encourage an open dialogue with a 'no surprises' approach regarding any issues within each subject area. It will also act to inform any revisions to the academy improvement plan.

Progress Review

E2 – Measuring pupil performance effectively and setting challenging expectations

In the second week of each term the SLT will meet to review the outcomes of the assessment window in relation to academy targets. Each member of the SLT will be required to report back to the group on key points to note on the positive steps their Subject Leaders are making as well as any key concerns and relevant actions.

Simultaneously, the Principal and Assistant Principal responsible for behaviour and safety, will meet with Heads of Year and the SENDCo to discuss the overall achievement and progress of each student so that appropriate and proactive personalised intervention strategies are in place.

Self-Assessment and Improvement Planning

Each year targets for the academy will be set by the trust board on recommendation by the CEO. The academy will conduct a review against its initial academy plan after each assessment window and at the end of each academic year. Revisions will be made to the improvement plan which will be presented to the Local Academy Council (LAC) for comment and review (6 meeting per year) The chairs of each LAC will meet as a group with the chair of the trust prior to a review of current performance by the trust board. Any revisions will then be submitted to trust board. This process will be externally validated at trust level.

KPIs will be confirmed at the start of each academic year. The Principal will present a report on the progress towards meeting the stretch targets on a termly basis to the LAC. This will allow for timely interventions to be put in place. The Education Standards Committee will scrutinise key information on student performance and in detail the performance of disadvantaged students across schools academies and the CEO will report to the trust board three times a year identifying key areas of success and improvement.

Lesson Observations

‘Getting every day right’ lies at the heart of the each academy. As such, the monitoring, review and improvement of teaching and learning will be an essential feature of the quality assurance programme.

Lesson observations will be developmental, not punitive, and carried out by:

- staff internal to the academy (middle and senior leaders)
- through peer review by members of the trust and with colleagues from other trusts as part of cross trust validation.

Every teacher will experience a formal lesson observation twice a year. The first lesson will not be graded but feedback and an action plan will be developed and monitored by the subject leader. Staff new to the EWA will be observed within the first month of joining. All staff will be provided with the opportunity to observe teachers and SLEs as required. The EWA will have an open door culture where teachers are welcomed to attend colleagues lessons. This model is in operation at RSFC and is effective in enabling staff to achieve performance management targets. Returners and teachers new to the profession will experience more frequent developmental lesson observations as part of their training programme. See Staff Recruitment and Retention on page 66.

E2 – Measuring pupil performance effectively and setting challenging expectations

All observations will be part of an annual cycle of observations as outlined below. Whole staff training will provide transparency and openness to the process. This training will occur twice over an academic year; one at the start of the year and one in January. Observers will receive additional training at timely intervals by the Deputy Principal to ensure consistency, accuracy and judgement.

The following are the main types of lesson observations:

- Developmental Lesson Observations (October and February)
- Themed Learning Walks (November, March and May)
- Personalised Learning Walks (On- Going)
- Peer Observations
- Subject Area Review Observations
- Re-Observations.

Professional Learning/Performance Management Reviews

A continuing professional development programme for each member of staff will ensure standards of learning and teaching are raised and poor/mediocre performance is challenged. These programmes recognise that every member of teaching staff will be on their own learning journey as a teacher and leader.

Performance management reviews in September and March will focus on areas for improvement and professional learning. Where a member of staff is under performing a support plan with targets will be agreed with a period of 6-8 weeks to demonstrate improvement. Should the targets not be met then the informal stage of the capability procedure would be invoked as outlined in the Capability Procedure.

SLT Analysis and Target Setting

The key processes and monitoring of student achievements will be based on FFT and ALPS data, internally moderated and analysed rigorously by SLT on a regular basis. SLT will also analyse other measures, as appropriate, in order to benchmark with other schools locally and nationally, including statistical neighbours.

In addition will be the monitoring and review of key aspects of behaviour and safety, including safeguarding, bullying and incident based on race, disability, gender and sexual orientation.

Student and parent feedback

To ensure stakeholder feedback, surveys/focus groups will be held throughout the year:

- November: Student teaching and learning survey
- April: Student experience survey and focus groups. A survey to gain insight into how students feel about the overall experience at EWA, including support, guidance, facilities and enrichment. Followed by focus groups, where necessary. Actions/follow up by appropriate members of SLT
- Teaching and learning focus groups - to 'dig deeper' into the results/findings and assess in year progress. Groups led by the SLT, with appropriate follow-up and action planning

E2 – Measuring pupil performance effectively and setting challenging expectations

- Parental feedback to gain insight into parents' views of the academy, particularly parental engagement and learning/ teaching. This will take place at Parents' Evenings and via questionnaires. Those hard to reach will be supported by the Heads of Year, Family Liaison Officer and Parent Advocates, including Parent Governors, to give the school feedback. Actions/follow up will be undertaken by appropriate members of SLT and disseminated via assemblies, newsletters and social media.

Further daily monitoring, review and improvement of achievement and standards

In addition to the key processes outlined above, the monitoring, review and improvement of achievement and standards will include, but are not confined, to:

- Subject team meetings, as part of the academy calendar
- Subject Leader monitoring of subject areas, including learning walks and student work scrutiny
- Middle leadership/senior leadership monitoring of subject areas and checks on the physical learning environment
- Monitoring behaviour and safety through behaviour logs
- On-going monitoring, review and improvement of non-teaching areas, led by the business manager
- Prompt response and action following any feedback from students, staff, parents and other stakeholders
- Half termly reports to the trust boards education standards committee and the LAC each term.

Half termly meeting between the chair of the LAC and the Principal covering data and progress against the academy plan.

E3 – Staffing

E3 – Staffing

Building Communities – Staff Recruitment and Retention

As a trust, we are conversant with the issues relating to teacher retention and recruitment as outlined in the DFE 'Analysis of Teacher Supply, Retention and Mobility' May 2017. The challenges locally mirror the national situation: the low numbers of NQTs entering the profession particularly in subjects such as business, maths, computing, science, languages, high erosion rates of NQTs and teachers in the first 3-5 years of their teaching, particular high rates of wastage occur in physics, computing and mathematics. There are also low rates of returners to the profession.

Locally, Rochdale secondary schools have a pupil/teacher ratio of 17.9:1 (which is the England average) and the borough has a below average number of primary and secondary schools with teacher vacancies or temporary filled post (Rochdale 11.4%; England 11.9%) (*School Workforce Census 2017*, <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2017>). The school workforce census 2017 shows Rochdale borough has 752 teachers in its secondary schools with 1 vacancy and 11 temporarily filled posts. The two new schools opened by AEP will be partner organisations to the Pioneers Partnership SCITT and aim for their new schools to improve ITT access in Rochdale.

As outlined in the trust's vision for **excellence** we shall building a learning community of teachers and support staff at EWA who will not only provide the very best education for our young people but also serve to support schools across Rochdale. We are a learning community which is outward looking, creative and leading research and innovative practice. All teaching in the AEP is undertaken by subject specialists and recruitment is positive with at least 8 applicants per vacancy.

We currently work as part of **The Pioneers Partnership SCITT** which works on a 'grow your own' principle. **The Partnership offers ITT training, career stage CPD programme including a Leaders of Tomorrow programme and subject specialist training.** The AEP is involved in training secondary school subject teachers to teach higher attaining students as well as training 3 SLEs. It has also developed a comprehensive continuing professional development (CPD) programme which nurtures young teachers, creates opportunities for talented leaders and creates a culture of research and professional learning which stimulates and challenges staff who wish to remain in the classroom. Over the last two years 26 members of staff have achieved a Level 5 coaching certificated and participate in a trust wide coaching programme.

As a MAT we shall be in a position to offer posts across our academies within the trust and CPD development on a trust-wide basis. We have in-built capacity to achieve this in our expanded senior leadership team and subject teachers (who have timetabled teaching which is on average 4/5 of the sector average). Additionally, within the existing management structure of RSFC there are a number of highly able middle managers, who with appropriate training and support will be able to work across the AEP.

For example, we will provide:

- Peer to peer liaison and support
- Mentoring

E3 – Staffing

- Secondments of key teaching staff – for example, outstanding practitioners of English and mathematics.

The AEP works with Manchester Metropolitan University PGCE programme in the delivery of the placements for 5 students. RSFC recruited 7 teachers from this programme in the last 3 years. As a member of the SCITT, the EWA will have access to 15 teachers through their ITT scheme. RSFC has been successful with staff employed as NQT's in terms of outcomes, retention and progression for the individual teachers.

Key trust policies and practice which will support us in recruiting and retaining good staff will be the staff recruitment policy, the staff induction process and the performance management policy and procedure which incorporates performance management and CPD. Our practice will mean that staff are well supported from the outset, well managed, set themselves priorities which align with the academy's priorities and their professional development needs and ensure that we establish good work-life balance practice and career progression. Most importantly through these policies and procedures all staff will understand the culture, the high expectations and model the behaviours and values. We recognise the importance of job security and therefore once staff have successfully completed their induction period we confirm appointments.

The AEP has taken the key themes outlined in the DFE publication 'Education Excellence Everywhere', March 2016, as a basis for its Staff Retention and Recruitment Policy. These activities are already in place at RSFC.

Key elements include:

- Talent spotting amongst students – offering internships for RSFC students and a graduate programme for university students – particularly in shortage subjects (maths, physics and computing)
- Strong ITT Training through the teaching school alliance
- A bespoke and tailored induction programme for new starters
- Subject retraining and Returners Programme
- Flexible family working
- Opportunities for Mentoring and coaching programmes
- Research project working with Manchester Metropolitan University
- Cross trust CPD programme – e learning, on line and networking
- Teaching A Level Programme for all staff at 11-16 schools
- Leadership development programmes for curriculum leaders and aspiring, middle and senior leaders and LAC members and trustees.

Getting Every Day Right – The Classroom

We recognise that the quality of teaching has the biggest impact on raising standards of achievement especially for disadvantaged students. The Sutton Trust report 'What makes great teaching?' identified the following as components of great teaching:

E3 – Staffing

- Pedagogical content knowledge – how well teachers know the subject they teach and how well they understand how students learn
- Quality of instruction – practices such as effective questioning and use of assessment, reviewing previous learning, and providing model responses
- Classroom climate – the quality of interactions between teachers and students, and teacher expectations.

By focusing our whole academy CPD on fine tuning the skills of our teachers through the promotion of a first class experience for all students, and especially the disadvantaged are able to thrive in the academy and develop the lifelong skills for continuing their learning.

Staffing structure of the academy – See Table E3.1 below for details of roles and responsibilities

Note: It is not possible to define exact titles, responsibilities and numbers: for example, the teaching subjects of SLT members are unknown - it may be that the so-called part-time teachers of maths may in fact be an Assistant Principal. The Subject Leader Humanities may be the RE specialist. The teaching subjects of the two Phase Leaders are also unknown. What follows in Table D3.1 is therefore an outline of a staffing structure at full capacity.

Post title	No	TPW *	Group	Responsibilities	Line manages
Principal	1	-	SLT	Accountable to CEO and Local Academy Council for student performance, staffing, delivery of the academy plan and budget	DP, APs Inclusion and Teaching and Learning APs English and maths, Business Manager
Deputy Principal	1	10**	SLT	Curriculum and Altus Pathways Programme Assessment **	Languages, Humanities Creative Arts
Assistant Principal	1	10**	SLT	Inclusion and Pupil Premium lead**	SENDCo, Phase Leaders & Pupil Premium staff
Assistant Principal	1	10**	SLT	Teaching Learning and CPD **	Subject Leader of Maths, Science, Technology
	4		SLT	plus Business Manager	
Assistant Principal	1	18	Extended SLT	English & Literacy	Teachers of English & Librarian
Assistant Principal	1	18	Extended SLT	Maths & Numeracy	Teachers of Maths
Subject Leader Science	1	18	Extended SLT	Science & Technology & IT/Computing	Teachers of Science Senior Lab Technician

E3 – Staffing						
Phase 1 Leader	1	17**	Extended SLT	Progress of students in Y7,8 & 9; not included in teacher total **	Heads of Year (3) (non-teaching)	
Phase 2 Leader	1	17**	Extended SLT	Progress of students in Y10 & 11, not included in teacher total **	Heads of Year (2) (non-teaching)	
SENDCo	1	10	Extended SLT	Progress of target students (Teaching small intervention groups)	SEND team	
	6		ESLT + 5 SLT	ESLT excludes Business Manager		
Subject leaders			Middle Leaders			
MFL	1	20	ML	Languages	Teachers of MFL	
Creative Arts	1	20	ML	Art, Music, Drama, PE, Performance Production	Teachers of Art, Music, Drama, PE	
Humanities	1	20	ML	Geography, History, RE,	Teachers of RS, Geography, History	
Technology/ Business	1	20	ML	Product Design (RM, Textiles, Food), Graphics, Business & Enterprise	Teachers of Product Design, Graphics, Business/Enterprise	
Computer Science/IT	1	20	ML	IT and Computing	Teachers of IT and Computing	
	5		Middle Leaders			
Teachers						
English	7.5	21		Includes 0.5 specialist literacy support and English		
Maths	6.5	21				
Science	7	21				
Humanities	4.5	21		Includes 1 specialist RE		
MFL	2.5	21				
Technology/ Business	3	21				
Creative Arts/PE	8	21				
Computer Science/ IT	2	21		May work within Science or Technology		
Assistant SENDCo	1	10				
PHSE/Altus Pathways Programme teaching to be covered through surplus staffing						
	42					

E3 – Staffing

Total	57				
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* periods taught per week

** SLT members and Phase 1 and 2 Leaders not included in teacher totals because their teaching subjects are unknown. We plan to reduce the teaching commitment of Principal and Deputy Principal in year 5

Table E3.1 Teaching Staff Structure in 2026

Staffing the Curriculum

The assumptions:

Contact ratios

Overall, around	0.82	20 periods(hours) per week (ppw)
Main scale teachers	0.85	21
Subject Leaders (large teams)	0.75	18
Phase Leader	0.70	17
Leadership group	0.40	10
SENDCo	0.40	10

These time allocation enable staff to plan and deliver the Altus Pathways Programme in addition to their subject commitments.

Class sizes

Year groups of 180 are assumed throughout.

In Phase 1, the curriculum will be staffed in 7 groups (average group size of 26). It will be possible (or expedient for timetabling purposes) to give 8 groups in some places. This is in place for in years 7 and 8 for additional literacy support.

In Phase 2, the core curriculum will be staffed in 7 groups, with the same proviso about the possibility of 8. Option blocks will provide 8 groups with an average group size of 21.

Note: number of groups could be reduced should finances dictate.

Teaching Staff Requirements:

Appendix E3.1 outlines the curriculum staffing required by the school when at capacity. The total staffing equates to 53 teachers and leaders. Each subject team is allocated sufficient staff to cover the lesson demand as outlined in the curriculum model. The model's total teaching staff contains enough flexibility to deliver the full curriculum, including the PHSE/Pathways programme. Between them, the 4 principal members of SLT and two Phase Leaders have the capacity to deliver 65 teacher periods, the equivalent of 3 fte teachers. The PHSE/Pathways programme will be covered by senior leaders and or appointments made as a result of reduced staffing need in core subjects covered by specialists in the leadership team. The contact ratio for main grade teachers is slightly generous and has a small capacity for reduction.

The school's **academic structure** is traditional and is based on a broadly departmental structure, with faculties (science, humanities, arts) where the alternative would be single-person 'departments' in, for example, RS, music and drama.

E3 – Staffing

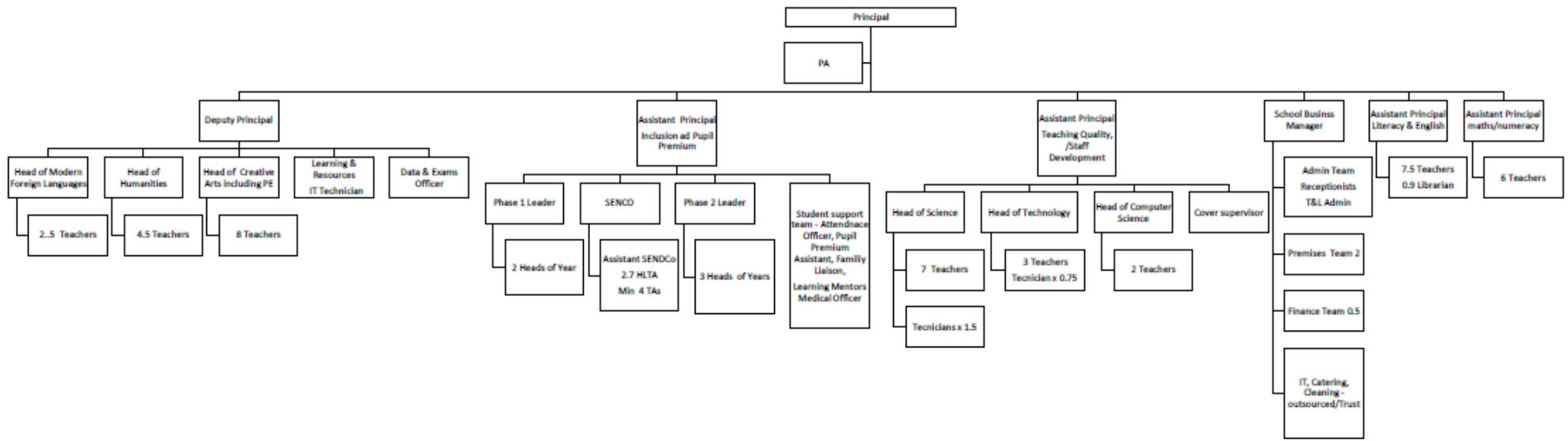
The **pastoral structure** is headed by the Assistant Principal, Inclusion. The Phase Leaders are members of the teaching staff with oversight of the academic progress and welfare of the students in their stage. They are supported by a team of Heads of Year who are line managed by the Phase 1 and 2 Progress Leaders. The Heads of Year role is the day-to-day management of students - their attendance, behaviour and work habits - and liaison with parents. The fact that they are non-teachers means that they can be recruited with the right skills, and that their work is not repeatedly interrupted by the need to teach. The Phase Leaders are accountable for the work of the Heads of Years.

Staffing growth from opening

We will deliver a staffing structure which is affordable, protected from low student numbers and yet still able to deliver the curriculum to a high standard. Strategic leadership for support services will take place at trust level including estates, finance, HR, marketing and IT. Catering and cleaning will be out sourced. We have developed a shadow staffing structure in line with the trust growth model to build capacity. All key support staff and school improvement/subject lead posts are advertised as trust appointments. This will build capacity in the trust and mean that the quality of staff will not be compromised by some posts being part time in the academy. For instance, we have already developed a core trust structure with additional staff in finance as well as creating additional senior leader roles focused on teaching and learning.

Table E3.3 shows how the academy will employ staff over time as the number on roll grows. As needs and finance allows, changes may become necessary to this plan. In the first year of opening we will seek staff to take charge of subject areas either by grouping subjects into faculties or by senior staff leading specialist subjects. We shall also make use of second subject specialisms so that teachers are flexible to teach a range of subjects. The model shows that school will be slightly over staffed. This could be reduced once senior staff have been appointed and subject specialisms of senior post holders has been confirmed.

The table below shows how the salary scales for some subject leader posts increment as student number grow and GCSE courses are introduced. It has been designed in this way so that capacity can be utilised from the year of opening.



E3 - Staffing						
Job title	2021-22	2021-22 70% model	2022-23	2023-24	2024-25	2025-26
Senior Leadership						
Principal	1 L32	1 L32	1 L33	1 L34	1 L35	1 L35
Deputy Principal				1 L20	1 L21	1 L22
Assistant Principal (Inclusion)	1 L15	1 L15	1 L16	1 L17	1 L18	1 L18
Assistant Principal (Teaching, Learning & CPD)			1 L15	1 L16	1 L17	1 L18
Extended Leadership						
Assistant Principal English/Literacy	1 L7	1 L7	1 L7	1 L8	1 L9	1 L10
Assistant Principal Maths/Numeracy	1 TLR2b	1 TLR2a	1 L7	1 L8	1 L9	1 L10
Phase 1 Progress Leader	1 TLR2a		1 TLR2b	1 TLR2c	1 TLR2c	1 TLR2c
Phase 2 Progress Leader				1 TLR2b	1 TLR2c	1 TLR2c
SENDCo	0.5	0.5	1 TLR2b	1 TLR2b	1 TLR2c	1 TLR2c
Subject Leader Science	1 TLR2b	1 TLR2a	1 TLR2b	1 TLR2c	1 L7	1 L8
Subject Leaders						
Modern Foreign Languages	1	0.5	1TLR2a	1 TLR2b	1 TLR2c	1TLR2c
Creative Arts and PE	1	1	1 TLR2a	1 TLR2b	1 TLR2c	1 TLR2c
Humanities	1	1	1 TLR2a	1 TLR2b	1 TLR2c	1 TLR2c
Technology and Business	1	1	1 TLR2	1 TLR2b	1 TLR2c	1 TLR2c
Computer Science and IT			1	1 TLR2a	1 TLR2b	1 TLR2b
Additional TLRs for subjects and leadership			1 TLR 2a post	2 TLR 2a posts	4 TLR 2a posts	4 TLR 2a posts
Teachers						
English	1		2.5	3.5	6	7.5
Mathematics			1	2.5	4	6.5
Science			2	3	5	7
Humanities including RE			2	3	4	4.5
Languages			0.5	1.5	2	2.5

Technology and Business			1	1.5	2	3	
Creative Arts including PE	1 (PE)		2	4.5	6	8	
Computer Science				1	2	2	
Assistant SENDCo				0.5	0.5	0.5	
Student Teacher Ratios	14.4:1	21:1	15:1	15:1	15.3:1	15.3:1	
Educational Support Staff							
Heads of Year	0.9	0.7	1.8	2.7	3.6	4.5	
HLTA	0.9	0.7	0.9	2.7	2.7	2.7	
Teaching Assistants	Linked to EHCP	Linked to EHCP	2 + Linked to EHCP	3 + Linked to EHCP	4+ Linked to EHCP	4 + Linked to EHCP	
Cover Supervisor			0.4	0.6	0.8	0.8	
IT Technician	0.5	0.3 or centrally provided	0.5	0.75	0.75	0.75	
Librarian (Reading Programme)	0.25	0.2	0.45	0.9	0.9	0.9	
Science Technicians	0.4	0.2	0.4	0.75	1.5	1.5	
Technology Technician			0.4	0.4	0.75	0.75	
Medical Officer (Nurse trained)	0.2		0.2	0.4	0.4	0.4	
Lunch time supervisors (10 hrs a week posts)	1	1	2	3	3	3	
Core Support Staff							
Business Manager	1	0.7	1	1	1	1	
PA to the Principal	1	0.7	1	1	1	1	
Administrative team			1	2	3	3	
Attendance Officer*			0.8	0.8	0.8	0.8	
Pupil Premium Admin Officer*				0.3	1	1	
Family Liaison Officer*	0.8		0.8	0.8	0.8	1	
Teaching Assistants**	0.9		2.7	3.6	4.5	5.4	
Learning Mentors*				0.9	1.8	2.7	
Estates	1	1	2	2	2	2	
Cleaners	1	1	2	3	4	6	

Finance	Bus. manager role	Bus. manager role	Bus. manager role	0.5	0.5	0.5
Exams and data	Trust	Trust	Trust	0.5	0.5	0.5

Table E3.3 Five year staffing plan

*Funded by pupil premium funding

**1.8 funding by pupil premium

70% staffing model as outlined in column 3 in Table E3.3 for year 1 and detailed in Section G.

Staffing

We would reduce educational staffing in line with a curriculum model based on 5 teaching groups per year. This will reduce the number of full time equivalent teachers and senior staff as outlined in the table. We would also increase the teaching load of senior staff to ensure all teaching is covered. If the academy finds it difficult to employ part time staff, the AEP will support the academy either through secondments from RSFC or working with local partner schools to ensure the academy is staffed with the required teachers. The AEP will also provide a number of part time support staff centrally as well as services that cannot be covered in the EWA. We would reduce the number of senior leaders

Staffing associated with Pupil Premium as outlined in Annex E1.2 income will be adjusted according to the number of students in receipt of funding.

Non pay expenditure

This will be reduced to 70% where possible including educational resources, professional services, trust levy and contingency. We would modify the premises budget, where possible, although we are aware that many of these would be fixed costs and difficult to scale down to 70.

E4 – Integration and community cohesion

E4 – Integration and community cohesion

Building Communities, Enhancing Community Cohesion

We fully subscribe to the government's integrated communities strategy green paper which states that 'communities (are) where people, whatever their background, live, work, learn and socialise together, based on shared rights, responsibilities and opportunities. Communities where many religions, cultures and opinions are celebrated, underpinned by a shared set of British values that champion tolerance, freedom and equality of opportunity. A society in which everyone is a potential friend.' (p10).

We will build a sense of pride in the academy, in the community and in Britain. We firmly believe that effective involvement with the wider community will have a positive impact on existing and future students at EWA. Such sustained links will also have a transformative impact on the local area, building aspirations, futures and communities for all. We will do this by ensuring:

- that the academy's admission policy means that the academy is representative of the local community
- that any class setting does not lead to unintended segregation of different social or ethnic groups
- students have the opportunity to mix, and meaningfully mix, with students who are not from their own social background. This will be through joint trips and visits with Hollingworth Academy and mentoring from students from RSFC and partner universities
- that students are taught in a safe environment
- that the academy's ethos is underpinned by and reinforces the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Each subject will identify in schemes of learning opportunities to reinforce the academy's ethos. For instance, in humanities subjects we shall teach students about diasporas throughout history and through debate in all subjects
- the Altus Pathways Programme is used effectively to support British values and community cohesion.

We shall also engage with the local area to become a community hub for the area through:

- involvement with the local community from a very early stage in the development of EWA as outlined in Section D and F
- regular engagement with the local community throughout the build and once established. This will be done with meetings, publicity and newsletters in the pre-opening phase as outlined in Section D
- connect students' learning with the local community's history and current issues, for example, the Edgar Wood Society
- working with local and national businesses and organisations (RSFC currently works with over 80 businesses, including Foot Asylum, Barclays Bank, the NHS, and Jackson & Jackson construction)
- our students working with local schools with students from different social and ethnic backgrounds, including: Scholars' students employed as Learning Coaches at Matthew Moss High School; every year around 40 students on the

E4 – Integration and community cohesion

college's Pre-Teaching enrichment complete work experience in local primary schools; 8 students each year participate in the Community Cohesion project with 2 local primary schools

- project based research which will involve students exploring curriculum topics as they relate to the local community
- use of the academy's sports pitches and other facilities by the local community, for example the Middleton Colts
- family Learning opportunities, including intergenerational activities
- use of the academy's site for adult education classes, such as return to work or basic skills classes.

EWA Ethos

The EWA community will be welcoming of and nurture all staff and students of all backgrounds and beliefs. The academy will accept students regardless of faith or world view but with an understanding that students will be expected to contribute positively and compassionately to global and local debates and gain an appreciation of major world faiths. We shall achieve this through assemblies, Religious studies and the PHSE and Altus programme. Students will be expected to work together and learn from each other in all aspects of academy life. Through assemblies students will have regular and meaningful opportunities to explore and understand both Christianity and other faiths. Students will also consider those less fortunate than themselves and there will be opportunities for reflection on these issues during assemblies and tutor time.

Religious Studies and Acceptance of Faiths

Religious studies will provide our students with the knowledge to enable them to live in a society that is accepting of all faiths and beliefs. Time will be given within the curriculum to study all the major faiths, as well as atheism and agnostics. Students within certain faiths will be encouraged to sensitively share their beliefs with classmates and the academy community. This will help to break down barriers between communities and those of differing belief systems. Both the PHSE curriculum and religious education curriculum will include a programme of visiting speakers from the local and national community in order to widen students' understanding of different religions.

Should students have particular needs regarding their faith, the academy will make every effort to satisfy their needs, e.g. a multi-faith room, allowances for Ramadan and other religious observances.

British Values

Democracy

We will ensure that our students have a strong understanding of the importance of democracy, and how our democratic system means that they enjoy many freedoms not available in other parts of the world. We will bring democracy to life for students. For example, students will nominate and elect candidates for the student council and student leadership positions. The student council will meet regularly and provide feedback to senior leaders about life at the academy. This will be augmented by a weekly 'Principal's breakfast', where selected students speak directly to staff about academy life and suggest ideas for improvement.

E4 – Integration and community cohesion

Our tutor system will foster community identity and leadership through the roles established within the tutor groups. We shall place a strong emphasis on political literacy - ensuring that students value the power that their vote offers, and how this is a liberty denied to some in other areas of the world.

Parents will be encouraged to communicate with the academy to share views, including through a parent forum which will offer both face-to-face and electronic feedback opportunities, and our regular parent survey. Senior leaders will ensure that they regularly review feedback from parents and students and use this information to drive improvements at the academy. Senior leaders will also ensure that they communicate to parents and students on how their feedback has been used.

Rules and the law

EWA will have high aspirations for all students, based on a positive discipline and mutual respect. Students will understand what is expected of them, and how rules will help them to succeed – in areas such as good manners, uniform, punctuality and being equipped and prepared for learning. The student code of conduct will be displayed in every classroom and around the school and regularly referenced by teachers. Students who consistently meet expectations will be acknowledged. We shall highlight how adherence to these values will mean that they will be well prepared for future employment.

Individual liberty, mutual respect and tolerance

Students will be supported to understand the importance of choice, and how we all have the right to respectfully share our views. This will be embedded in the culture of the school and throughout the curriculum. Our PHSE programme will encourage students to exercise their freedoms responsibly. For example, our focus on online safety and behaviour will not only focus on online potential risks to themselves, but also how their online behaviour may impact upon others.

Prevent Strategy

We shall draw on the experience of Hollingworth Academy to confirm that The Altus Trust Safeguarding and Prevent Policies are compliant with and ready for use in a secondary school setting. These policies will be used across the AEP community and for onsite contractors. The Designated Safeguarding Lead, Assistant Head - Inclusion, will ensure that the EWA follows and adheres to national guidance and strategies such as the Contest, Protect, Prevent and Channel. All members of the community will undertake training as part of tutorial programmes (students) and regular in house training (staff and parents) including safeguarding as well as access to the Home Office training on Prevent and Working Together to Safeguard Children national guidelines. All trust members will be trained to recognise risk and vulnerabilities indicators and how to make an appropriate referral. Details are outlined in the AEP Prevent Policy.

The PHSE Programme

This programme will prepare students to meet and make the most of the challenges, responsibilities and opportunities they will encounter in their lives at the academy and beyond. Phase Leaders, working closely with Heads of Year, will oversee the delivery of the curriculum, programme of external speakers and use of specialist providers. As

E4 – Integration and community cohesion

a result, there will be a single coherent programme encompassing PHSE, tutor time and assemblies.

Students will develop their skills so that they can critically discuss values-based issues in a safe, secure environment. All curriculum subjects will reinforce and contextualise key aspects of British life. For example, in English lessons students will explore democracy in class debates. They will also explore the power of language, the rule of law, empathy, safe and healthy relationships, and British Values. In other lessons, students will consider moral dilemmas and develop the analytical skills to critically evaluate from first hand investigations, secondary sources and to propose reasoned arguments based on evidence.

In both Phases, PSHE will be broken down into eight topics, delivered by teams of staff who specialise in specific areas. Students will receive each of the eight topics in five-week blocks. Topics comprise:

1. CEIAG and finance

As outlined in detail in E1 we shall be following the Hollingworth CEIAG curriculum. Finance topics will include: risk and reward with money, budgeting, how borrowing works, banking and about the value of money, both personally and in the national and international economy.

2. Citizenship

Our citizenship curriculum will focus on the relationship between politics and the individual. Exploration of key political issues will help our students become politically literate, active citizens with a keen sense of rights and responsibility. Year 7 will explore communities, tolerance and diversity. Year 8 will focus on different forms of government, and developing understanding of what constitutes a representative democracy and how individuals function within it. Year 9 will explore concepts such as extremism and radicalisation, discrimination, religious freedom and homelessness and how these affect individuals, communities and government policies. Year 10 students will embark on their own active citizenship project involving local organisations. Students in Year 11 will explore legal rights and responsibilities as well as the justice and welfare systems, including taxation.

3. Health and wellbeing

The EWA will place strong importance on its students developing their critical thinking capacity, emotional literacy and communication skills. This topic encompasses both physical and emotional wellbeing, with different emphasis and level of depth placed on each element depending on the year group. Year 7 will learn about personal health, the importance of taking responsibility for exercise and sleep. Year 8 will look at how they can make healthy choices and body image and Year 9 will focus on mental health. Year 10 students will learn about managing stress and first aid, whilst in Year 11 the unit covers self-esteem and mental health. The aim is to dispel myths surrounding

mental health as well as to provide opportunities for discussion and secure knowledge of steps to take if a student or someone they know need help.

4. Drug, alcohol and tobacco education

This topic will provide clear and normative legal, health and social information in relation to drugs, alcohol and tobacco, as well as the opportunity to practice resisting peer pressure and manage risk. Subject content will begin with smoking in year 7, then alcohol in year 8 and finally illegal substances in year 9, always focusing on giving objective information and allowing discussion. In year 10 content will include the issues surrounding cannabis and shisha, before broadening in year 11 to consider other drugs, the law and the consequences of substance misuses.

5. Identity, society and equality

This topic will give our students a safe space in which to consider the societal pressures they may face, or help to reinforce. It will provide the opportunity for our students to explore issues such as homophobia, racism and sexism in the framework of equality and rights. We will consolidate students' understanding by connecting their individual experiences, expectations and rights with wider societal attitudes and expectations. There will be fluidity in the teaching of core issues across the year groups. Year 7 students will focus on transition, friendship groups and touch on diversity. Year 8 will study a range of issues surrounding prejudice, including homophobia and disablism. Year 9 students will explore racism and assertiveness. Year 10 students will discuss gender stereotyping, victim-blaming and harassment. Year 11 students will look at society and parenthood, as well as coping with relationship conflict such as separation, bereavement and divorce.

6. Safety and risk

This topic will explore age-appropriate safety education. It will provide our students with an understanding of the risks and potential consequences they may face in their lives. They will develop their knowledge of support services and have the opportunity to practice resisting negative peer pressure and decision-making under pressure. A key part of this topic is to raise students' awareness of what is acceptable in relationships, with regard to the law and personal boundaries. Topics will progress from the unequivocal to those involving increasingly complex value judgements: In year 7 - FGM, safety in the home and road safety, progressing to cyber safety in year 8, personal safety when alone; and gang involvement in year 9. In year 10 students will revisit and extend their learning about online safety and homelessness and year 11 students will explore joint enterprise, gangs, and stop-and-search laws.

7. Discussion and debate (including philosophy for children)

This topic will develop students' critical thinking, communication and group work skills by using P4C, thinkers' games and debate. The focus for discussion will be linked broadly to the content and issues covered in the citizenship and identity, society and equality units, as well as to topics raised in religious studies. Students will make cross-curricular connections and see how their general knowledge is applicable in different situations. They will reflect on their values and attitudes, learn to accept the opinions of those who disagree with them and engage constructively and critically with new ideas. We aim to see students gradually developing their discussion skills over the years. This will begin with highly controlled, teacher-led activities that encourage turn-taking, imagination, active listening and cooperation, and lead to more sophisticated, meaningful, student-driven dialogues.

E4 – Integration and community cohesion

8. Sex and relationship education

The emphasis in SRE will be on equipping students with the skills and knowledge to make sensible decisions regarding their interactions with others.

It is imperative to teach students the importance of honest communication and the need to create and recognise healthy, positive relationships and to recognise that not all relationships involve members of the opposite sex, or those who identify themselves as the opposite sex: In year 7 students will learn about changes during puberty and the implications for family relationships. In year 8 students will focus on emotions and communication, including consent and will include an introduction to contraception. In year 9 students will learn about negotiation, positive relationships and risks associated with sexual activity. In year 10 students will revisit issues of consent and negotiation, as well as extending understanding of internet-related issues. In year 11 students will explore adult relationships and values, issues surrounding the law and finally, HIV/AIDS.

Section F – Capacity and capability

F1 – A strong track record

The Altus Education Partnership is a multi-academy trust currently comprising of one academy, a 16-19 academy, Rochdale Sixth Form College (RSFC) which converted from designated sixth form status to academy status on 1 April 2017. The trust is led by a board of trustees who have the skills and experience required in respect of: education, strategic planning, risk management, finance and audit.

RSFC resulted from need identified as a result of local area review in 2004. Previously, young people were travelling out of the local authority area to access A Level provision in the local authority areas of Bury and Oldham. An interest group consisting of stakeholders founded the college in 2008 and appointed the Principal in April 2009. Four founding governors of RSFC remain trustees in 2018 including the founding chair who is also the founding and current chair of the trust and a member.

Outcomes at RSFC have remained consistently high since the first set of A Level results were analysed in the performance tables in 2013. In March 2013, RSFC was awarded outstanding status by Ofsted. RSFC is consistently one of the highest performing colleges as outlined in Section B. The August 2018 performance data for A Level progress is 0.45. This would mean that in the last 6 years RSFC has been placed 1st in the performance tables 5 years out of 6. This consistently high performance is exceptional, unprecedented and has earned RSFC a national reputation. The assessment and tracking systems in place ensure that all students make outstanding progress, this includes disadvantaged students who as a group not only exceed national and local averages but also make progress in line with the outstanding progress of all students. In the 2016/17 data disadvantaged students achieved a progress score of 0.35. In the 2017/18 data the progress of disadvantaged students was 0.49 which is higher than the college score 0.45. Assessment and tracking of student performance is detailed in section E2.

The prior attainment of students at RSFC is 5.85 and below the sixth form sector average of 6.2 however achievement, retention and pass rates are consistently outstanding, above both national averages for the 16-19 age group and the historically higher than the sixth form college national average. The trust has inclusive entry criteria to ensure the A Level provision is accessible to Rochdale students where the local authority performs below national average. As such the minimum entry criteria is 5 grade 4's at GCSE or equivalent including Mathematics or English Language. The entry criteria reflects the performance of the local authority and the demographic composition of the area where English is not the spoken language in every household.

Two schools are providing additional capacity to the trust during the application and pre-opening stages. They are:

Hollingworth Academy - an 11-16 academy in Rochdale with a consistently strong track record and the highest achieving secondary school in Rochdale. Attainment and progress at school level and for disadvantaged students is above local authority and national averages. The proportion of disadvantaged students is above the national average at 28%. The headteacher is a member of the pre-opening team providing support on the curriculum plan, literacy strategy and achievement strategies for disadvantaged students

F1 – A strong track record

and quality assuring the plans and implementation, a trustee and a member. As a result, disadvantaged students at Hollingworth have a progress score of 0.17, compared to a national average of -0.4. A memorandum of understanding is in place between the AEP and Hollingworth Academy signed by the principals. The academy is rated outstanding by Ofsted. A memorandum of understanding has been signed by the principal/CEO of the AEP and Hollingworth Academy outlining the support and partnership agreement between the two institutions. This can be found at *Annex F1.1*. The headteacher will continue to have continuity with the project through the support offered by his academy and his acceptance as a member of the AEP Board. Members ensure the strategic objectives of the trust are being achieved by the trustees, a key objective of the trust is the successful opening and management of the EWA.

Bowlee Primary School – is the largest primary school in Rochdale and the closest to the proposed site for the Edgar Wood Academy at half a mile away. The school is anticipated to be the largest partner school feeding to the Edgar Wood Academy. The proportion of students from disadvantaged families is well above average at 60%. Pupil progress both at school level and for disadvantaged students is above local authority and national average for England state schools. The headteacher will be a member of the local academy council for the Edgar Wood Academy, a trustee of the AEP, a member of the pre-opening core team and a lead member of the Transition Group, which will devise the transition plan from key stage 2-3. The school is rated outstanding by Ofsted.

Table F1.1 illustrates the strong track record of the Altus Education Partnership, Hollingworth Academy and Bowlee Primary School.

Rochdale Sixth Form College

	Achievement	Pass Rate	Retention	Value Added (Alps)	Disadvantaged Students (value added)	Non Disadvantaged student (value added)
2017-18 (2 year programme)	93.4%	98.6%	94.8%	2 (top 10%)	3 (top 25%)	2 (top 25%)
2016-17 (2 year programme)	92.4%	98.6%	93.7%	3	3	3
2015-16 (1 year programme)	98.2%	99%	99.1%	2	3	2

Hollingworth Academy

F1 – A strong track record

	GCSE Pass Rate 4-9	Maths and English	Disadvantaged students pass rate	None disadvantaged student pass rate	Progress 8	Attainment 8
2017-18	79%	81%	60%	84%	0.17	52.4
2016-17	74%	76%	59%	82%	0.38	50.8
2015-16	71%	73%	46%	84%	0.1	53.3

Bowlee Park Primary

	Reading	Writing	Maths
2017-18			
School * based on 2016-17 averages	3.7 (well above average*)	3.1 (well above average*)	4.5 (well above average*)
Disadvantaged * based on 2016-17 averages	4.0 (well above average*)	2.7 (above average*)	4.4 (well above average*)
2016-17			
School	2.8 (above average)	3.4 (well above average)	1.4 (above average)
Disadvantaged (England state funded other students)	3.1 (above average) (0.3)	3.4 (well above average) (0.2)	1.6 (above average) (0.3)
2015-16			
School	2.4 (above average)	3.7 (well above average)	3.1
Disadvantaged	n/a	n/a	n/a

Table F1.1

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

			<p>Pre-opening team</p> <p>Free School Working group</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>the principal designate commences</p> <p>Employed</p>
Joy Bell		y	<p><u>Core team</u></p> <p><u>Pre-opening team</u></p> <p><u>Project lead</u></p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10

Erica Draisey	[REDACTED]	Y	<p><u>Core team</u></p> <p>Pre-opening team.</p> <p>Education lead.</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>10 days per month</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
Darren Randle	[REDACTED]	y	<p>Trustee</p> <p><u>Core team</u></p> <p>Pre-opening team and application support</p> <p>Quality assure the work of the education lead</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>5 hours</p> <p>Voluntary</p>
Shaheen Shariff		y	<p><u>Core team</u></p> <p><u>Pre-opening team</u></p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>10</p>

Role to be appointed					
EWA principal designate (from 12 months prior to opening)		y	<u>Core team</u> <u>Pre-opening team</u>	██ ██ ██ ██	
In addition to the core team, the following staff will be involved in the pre-opening team					
Deborah Ball	██████████		Pre-opening team	██ ██ ██ ██ ██	2 hours Voluntary
Stephen Beckwith	██████████		Trustee Pre-opening team Free school working group	██ ██ ██ ██ ██ ██ ██ ██	3 hours Voluntary

Kirk Charlesworth-Cairns	[REDACTED]		Pre-opening team	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	4 hours Employed
Heather Ellison	[REDACTED]		Pre-opening team	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	7 hours Employed
Simone Fay	[REDACTED]		Pre-opening team HR/recruitment	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	21 hours Employed
Amy Harrison	[REDACTED]		Pre-opening team Marketing lead	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	5 hours Employed
Aleks Hartshorne	[REDACTED]		Trustee TO BE APPOINTED will be	[REDACTED] [REDACTED]	2 hours

				[REDACTED]	
Jo Wiggans	[REDACTED]		Trustee Free school working group Pre-opening team	[REDACTED]	4 hours Voluntary
Chris Wilkinson	[REDACTED]		Pre-opening team	[REDACTED]	4 hours Employed.
Kitsa Ethymiadis	[REDACTED]		Trustee	[REDACTED]	2 hours Voluntary
Ian James	[REDACTED]		Member	[REDACTED]	2 hours Voluntary

Browne Jacobson	[REDACTED]		Pre-opening team	[REDACTED] [REDACTED] -	As required
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[REDACTED]

F2(a) – Skills and experience of your team

Table F2a below lists the individuals involved in the creation of the free school and a summary of their skills and areas of accountability. The is listed in order of the core team and then the pre-opening team. The amount of resource required to successfully open a new institution is recognised through the significant hours allocated from both the project lead, the head of standards and school improvement and the director of finance & resources along with the principal designate (full time) to concentrate on the successful opening of the academy. This is based on previous experience of opening RSFC. The current work undertaken by these posts at RSFC will be back filled according to the MAT strategic plan which is currently in place. Key trust roles are in place to accommodate expansion.

The trust will recruit the Principal Designate by April 2020 who will have a strong track record in secondary education. This early appointment will add secondary capacity to the team and is also in recognition of the amount of resource required to open a new institution, build relationships with stakeholders and recruit students. This is based on first-hand experience of opening RSFC in 2010.

The trust board, and previously the governing body of Rochdale Sixth Form College, has significant experience of delivering an outstanding mainstream educational establishment from inception to a mature, high performing academy. Through this previous experience the trust is fully aware of the capacity required to deliver a successful free school and has in anticipation developed and implemented infrastructure to provide a core support function for each future academy in the trust. The current academy, Rochdale Sixth Form College currently operates within the trust in this way. The restructuring of the core support functions was implemented in 2017 when the college converted to an academy and the joined the trust created at the same time by the governing body. The following functions operate as a core support functions and any new academy joining the trust will utilise the services provided:

- Finance ordering, invoicing, banking
- Payroll processing
- Health and safety framework
- Catering
- Energy
- Governance
- Audit and risk management
- IT infrastructure, strategy, second line and third line support
- Data systems will be a core function but currently not implemented due to the different specification for post 16 compared to 11-16.

Whilst restructuring these functions was resource intensive the trust determined it was essential that the opportunity was taken to manage and govern the trust as a MAT with more than one academy rather than deploy a sixth form college infrastructure. This

F2(a) – Skills and experience of your team

key systems and procedures for the academy. The trust is aware of through experience of the significant demand on time for an SLT when a new academy is opening and operating during the first 2 years. These demands include; successfully operating an academy in year one, planning for year 8, continuing to develop and implement the transition model with partner primary schools, recruiting and developing new staff and establishing links within the community. The trustees will approve expenditure within the budget to staff the SLT at full school capacity from year one to support these demands through the reserves of the trust.

Over the eight years since opening the trust has spent £ [REDACTED] on capital projects and ICT development/capital replacement. This has been [REDACTED] funded by reserves and [REDACTED] by the devolved capital formula. Due to the good condition of the current buildings the trust has understandably not been awarded any building conditions grant. The trust has no loans or PFI contracts. The trust aims to ensure the estates and infrastructure are fit for purpose and can support the progress of all students. The trust has developed an ICT infrastructure where students can access software and resources from home using a relatively low specification PC, or a loaned laptop for any students who does not have access to a PC at home. This strategy was specifically deployed given the relatively high levels of deprivation in Rochdale area and the acceptance that students from disadvantaged backgrounds do not have the same access to ICT as non-disadvantaged students. Similarly, the trust aims to break down all barriers to progress and understands that not all home environments are conducive to good quality learning. In response to this the trust applies extended opening hours for students wishing to continue learning after core college hours and currently opens from 8am to 6pm for any student wishing to use the learning resources. This approach will be deployed in each of the trusts academies.

The trust has a strong track record in student recruitment and marketing. All recruitment targets have been met since opening the college opened in 2010 and an established marketing team and strategy is in place. The trust operates the Children's University scheme for Rochdale and have started building links with Bowlee Park Primary School through running a successful experience day for year 5 and 6 children. Children experienced a day of learning and developing new skills in the sixth form college. The aim of the day was for children to understand the range of options available for their learning opportunities moving on from primary school in a variety of new subjects. The experience day will be an event that the trust would replicate again at the college and within other partner schools to broaden children's expectations and opportunities for the future. The programme for the experience day is at *Annex F1.2*.

A key element of the success of the trust is the smooth transition from one key stage to the next. A senior leader has responsibility for the smooth transition of all students at the Rochdale Sixth Form College linking with the pastoral and achievement monitoring team to ensure the smooth transition continues. The trust believes this is one of many processes that underpin the success and progression of students at the college. A

F2(a) – Skills and experience of your team

Transition Group will be created at the commencement of the pre-opening phase reporting to the free school working group of the trust board. This group will comprise of representatives from the partner primary schools and will start to meet at the start of the pre-opening stage. The transition model is explained in detail in section See section E1 Progression – year 6 - 7, year 8 - 9 and year 11 into post 16 education for more detail. In addition to the Transition Group a Parents Group will be formed during the pre-opening stage. This group will ensure that any specific needs the local area has are identified and met whilst establishing the basis for close links desired from parents. Items for discussion will include the enrichment curriculum, parent volunteers, transition, communication and community involvement.

At a meeting on 12 September 2018, the trustees recommended the creation of the Free School Working Group which will report directly to the trust board. The purpose of the group will be to ensure the free school project is delivered and milestones are achieved against the project plan, i.e. curriculum development, recruitment, marketing, finance, infrastructure development, i.e. to ensure the pre-opening criteria is implemented for a successful Ofsted visit, to recruit a Principal Designate to review the risk register for the project and monitor the effectiveness of controls and engage with stakeholders. The Free School Working Group will consist of the chair of the trust, the chair of the Standards Committee, the chair of Finance and Resources Committee and the trustee who will take up the position of chair of the EWA LAC. In addition, the project lead and CEO will report to the group. . The Free School Working Group will meet half termly moving to monthly during the final term of opening. The pre-opening team will meet monthly with the project lead determining the agenda and required attendance.

F2(b) – Skills gap analysis

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?
Trustee with current secondary experience i.e. headteacher.	Trust Board	The board has recruited the Headteacher of Hollingworth School to join the board.
Legal	Pre-opening	Employ the services of Browne Jacobson as legal advisors on areas relating to due diligence on land. Advice on trust terms and conditions. Walker Morris will support the trust with contracts and consultant appointment of the capital build.
Stakeholder groups	Pre-opening	Transition group consisting of primary heads and a parents group to be developed in pre-opening. Groups to feedback to the free school working group of the trust board.
Recruitment of local academy council members	Pre-opening	Advertise and use local networks.

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

The identification and recruitment of a high quality principal with previous senior leadership experience as a principal or deputy in a school with a proven track record is crucial to the success of the academy. We aim to employ an outstanding leader who shares our vision and can translate the vision into a thriving successful academy. The Principal will need to have the ability to take the existing plans and develop and shape them to ensure that the new academy will deliver high-quality education. The Principal will take overall responsibility for the academy as a whole and be accountable to the CEO with monitoring being undertaken by the LAC.

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

The trust has recognised the benefit of appointing a high calibre principal well in advance of the opening and would fund the cost from the trust reserves. This would ensure the principal can build relationships with stakeholders in the local community and develop transition links in the 15 months prior to the academy opening. The trust is willing to appoint to the post to the timescale below and the cost any residual risk relating to the academy project not going ahead after the appointment is made and prior to the DFE underwriting the risk will be carried by the trust. There are no plans to appoint an executive principal until the MAT has more than 5 academies.

The timeline for recruitment will be as follows:

September 2019 Advertisement in TES newspaper and online. All information ready on website to be accessed by candidates.

September 2019 Closing date for applicant. Long-listing process for references.

September 2019 Short-list candidates for interview.

October 2019 Interviews culminating with selection of candidates for day 2

October 2019 Final candidates' interviews and presentation

April 2020 Principal takes up post.

The interview process will test the breadth and depth of candidates' values, experience, skills and personal characteristics. Trustees, the CEO, educational consultant and the principal of the partner secondary academy, Hollingworth will be involved in the recruitment process demonstrating a team with significant experience of recruiting senior leadership and principal posts in schools and academies.

Day 1

- Introduction to the trust/free school and meet key people
- Tour of existing sites/meet students
- Data task
- Personality and behaviour profile completed
- Group task/problem-solving
- Teaching/lesson observation
- Interview panels e.g. leadership, post-16, raising standards, engaging stakeholders and working with external agencies.

Day 2

- Presentation with question-and-answer
- Final interview to cover all aspects of the role.

Use this time to ensure the principal designate is fully up to speed with the plans and then use her/him in any decision-making and appointments during this time and be ready to make an effective start on 1 April 2020. The principal designate will be heavily involved in the recruitment of students pre-opening working with partner primary schools and engaging parents during the first two terms of employment

F3 – An effective governance structure

F3 – An effective governance structure

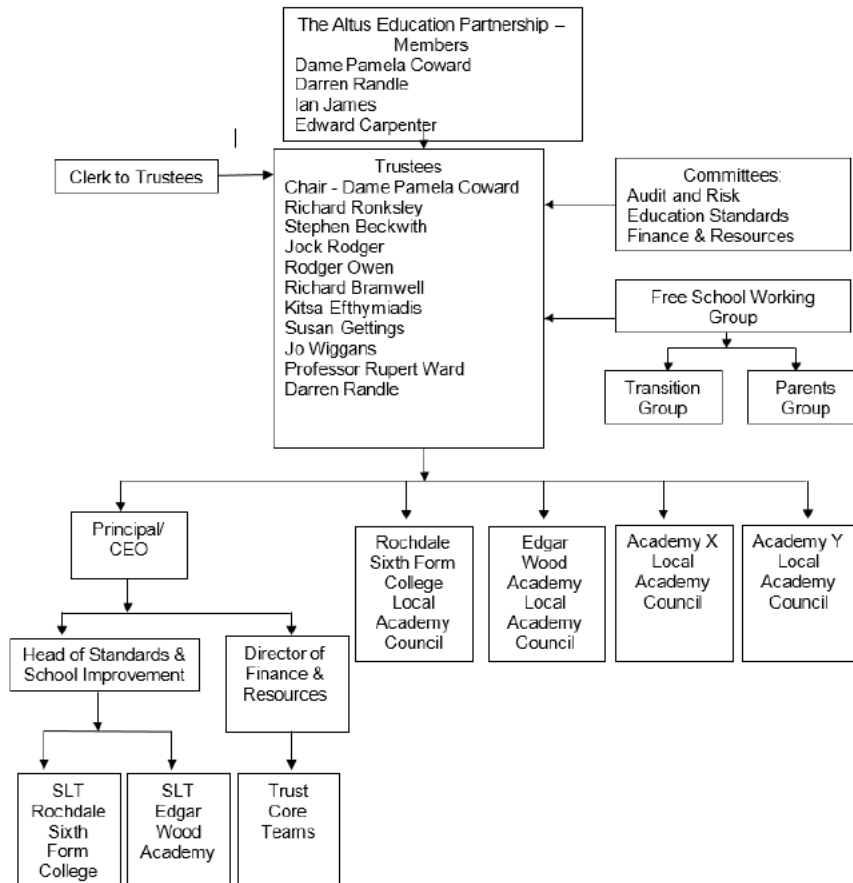
The trust is governed by an established board of trustees with the range of skills and experience required to set the strategic direction for the AEP. In 2015, the governing body of Rochdale Sixth Form College committed to supporting local educational provision through applying and being awarded sponsor status. During the application stage for sponsor status the governors reviewed the options for an effective governance structure through both working with a national leader of governance (John Boyle OBE) and utilising information collected by the project lead (free school) during visits to four high performing multi academy trusts – OGAT, The Gorse Academies Trust, ARK Academies Trust and STAR Academies. The information collected was compared to underperforming MATs prior to the governors discussing the mission, ethos and values of the Altus Education Partnership and the operation of the governance model. The scheme of delegation illustrates how the decision making and monitoring of performance and compliance is undertaken throughout the trust. A relatively high level of monitoring and accountability will be undertaken by the trustees and CEO, and the LAC will review and monitor performance, identify exceptions, communicate progress against the academy plans and recommend academy budgets. In developing consistency, the key adjustment made from the previous governance model of RSFC was to ensure the CEO was accountable for the performance of each academy principal rather than the principal be held accountable to the LAC. High levels of consistency will be put in place around monitoring the performance of each academy. Standard data sets around educational and financial performance will be developed to enable the trust board, LAC's, the CEO and Principals to monitor current performance and be held to account.

As a MAT, the AEP trust board is the legally accountable body and follows the guidance set out in the Academies Governance Handbook. The governance model is standard DFE academy model. with the following levels:

- Members (currently 3 to be increased to 5 by 31 December 2018)
Members control the trust in terms of ensuring that the trust objectives are met. They have the powers to appoint and remove trustees and can approve amendments to the articles of association. Members are invited to be in attendance at the trust strategic seminar and receive a half termly update from the company secretary in addition to receiving copies of trust board minutes to enable them to carry out their duties effectively. Although a background in education is not essential to carrying out the role effectively, the founding members were invited to express an interest because of their wide range of skills and experience around: corporate governance and educational management and their corresponding understanding of a MAT's company objectives. The skills set of the four current member's covers education leadership and

F3 – An effective governance structure

governance, members will be increased to 5 by 31 December through the current business links established by RSFC. The governance structure and the lines of communications are illustrated below:



Trustees

Trustees are appointed by the members. The role of the trustees is primarily to set the strategic objectives for the trust in addition to insuring compliance with the legal and charity framework the trust must operate within. The Trust Board is accountable for governance, trust strategy and policy, financial performance probity, appoint of CEO, senior trust staff and pay awards and HR issues for senior trust staff and academy principals. The trust board's accountability also covers operational decisions relating to approving and monitoring trust and academy budgets, establishing financial limits and procedures, asset management, capital investment and reserves. The trust board is fully compliant with all trust policies in place including financial regulations. There is an extensive risk management framework in place for the trust and its academies. The trustees are accountable for the adherence to the funding agreement through

F3 – An effective governance structure

the chair signing the annual report. Trustees undertake an annual skills audit which is compared against the skills areas required for the strategic direction the trust is adopting. Following the most recent skills audit and the strategic objective to open the Edgar Wood Academy a gap was identified in knowledge of 5-16 SEN a trustee will be appointed in November 2018.

Committees

Below the trust board is a committee level. Their remit is defined in the standing orders which are reviewed at least every two years by trustees. Committees report to each half-termly cycle of the trust board and consider business prior to any approvals at trust board. The committees receive updates against relevant plans and assess the risk associated with the plan not being achieved. Additional committees may be formed or working groups as determined by the trust board. Currently the following committees are in place:

- Educational Standards
- Finance and Resources
- Audit and Risk
- Local academy council at each academy. The purpose of the LAC is to monitor the performance of the academy against the agreed plans and report through the chair and minutes of any exceptions. Through regular visits to the academy by academy council members and engagement with the community, members will be best placed to be the critical friend of the principal ensuring all relevant questions are answered

Working groups and additional committees

Trustees may consider the addition of additional committees and working groups. Additional committees will require approval through an amendment to the standing orders. Working groups will be developed as required and will meet each half term at least but more frequently if required. The trust board has one working group in place currently – the Free School Working Group. This working group is focusing on the delivery of the free school project and members include:

- Chair of the trust
- Chair of Finance and Resources committee
- Chair of the Education Standards committee
- Trustee who will chair the Edgar Wood LAC who is also member of the Education Standards committee and has previous membership of the Audit and Risk committee.)
- CEO
- Free School Project lead - in attendance
- Premises lead – in attendance
- Additional trustees and employees to join the group when required.

F3 – An effective governance structure

The standing orders for the committees are contained within Annex F3.1

In addition to the Free School Working Group as described above a transition group and a parents group will be formed at the commencement of the pre-opening stage. The parents group will be a key body to ensure the needs of the local community are considered and accommodated. The Parents Group and Transition Group will report to the Free School Working Group. The diagram above illustrates the governance structure.

The Free School Working Group will dissolve when the EWA is successfully open. The advisory groups which feed in to this working group, the Transition Group and the Parents Group will also dissolve after the first year of opening.

Communication

To ensure governance communication channels are two way between the trust and each academy, each half term the chair of the trust will meet with the chair of the LAC to discuss performance of the academy against plan and to receive feedback. The chair's meeting will follow a formal agenda with data provided by the trust including previous performance and predicted outcomes. Action points will be reported back to the trust board. The chairs of the LAC may attend Trust Board meetings as an observer.

Each half term the chairs of each trust committee will meet with the relevant trust leader (CEO, Director of Finance and Resources etc.) to monitor and review performance against the relevant plan and update the risk register. Each LAC chair will meet with the academy Principal half termly to review current academy performance prior to each LAC meeting and update the academy plan. This combined communication approach will ensure communications between the Trust Board and CEO, Principals and LAC's are effective, transparent and triangulate information at all levels. This will be the key to facilitating the correct level of questioning throughout the governance structure and individuals may be held to account.

Conflicts of interest

It is key that any conflicts of interest are declared and avoided wherever possible and measures are put in place to insure openness and transparency. To date there are no specific conflicts of interest to report. The trustees have approved the following policies which managed conflicts of interest. The register of interests is updated at least annually or whenever a new interest is declared. This register of interests is available for public view on the website www.altusep.com. Since 2009 when the original college received EFA funding there has been no related party transactions to report. There are no plans to enter into any related party transactions in the future with any specific member, trustee or LAC member. All financial statements and annual reports have been awarded an unqualified opinion by the external auditors. In addition, the trust commissions a full internal audit review of a breadth determined by external drivers and the risk register that enables the internal auditors (RSM) to award a full opinion. Since the first audit in 2010, internal audit annual reports have awarded the college/trust full assurance noting strong controls are in place and operating effectively.

F3 – An effective governance structure

Internal audit is undertaken by RSM which provides the trust with a full assurance programme. The trust has received strong control/substantial assurance in all aspects of control in the internal audit undertaken in 2017, the highest available. This review included governance and financial probity. The systems, policies and governance model have been established and tested for the first academy – Rochdale Sixth Form College. These have been in place since April 2017 and will be replicated for EWA.

For a detailed breakdown of the trust's Scheme of Delegation see *Annex F3.2*.

Section G – Financial viability

G1 – Additional commentary on financial viability

The financial plan has been drawn up by the Finance Director of the Altus Education Partnership, drawing on consultation with other schools and academies in Rochdale. The plan has been benchmarked against data from a group of 26 neighbouring secondary schools and secondary schools in the region of a similar size. Our analysis of the neighbouring school data assured us that the anticipated income from deprivation and other pupil-led factors were accurate, so we did not make changes to the pre-16 ready reckoner. The detailed non-pay costs were based on data from a more defined group of six secondary schools located closest to the proposed free school.

Inflationary factors have been included in staffing costs to reflect cost of living rises. The pay spine points used from the opening year of the school (2021/22) have been inflated from the 2017/18 scale. An increase in grant income has also been factored into the figures to compensate in part for the pay inflation. This, however, has only been included after the first year of operation of the school. Therefore, a timing difference exists which adversely affects the forecast annual surpluses.

Key points from the benchmarking data are shown in the table below.

	Edgar Wood Academy	Average of benchmarking group defined by schools financial benchmarking service
GAG income/pupil	£5,946	£6,014
Pupil/teacher ratio	14.4:1 stabilising at 15.8:1 in year 4	15.8:1
Proportion of total expenditure on SLT and teaching staff pay	51%* (see note below)	55%
Proportion of total expenditure on staff pay	72% in year 5, increasing thereafter due to pay rises	73%
Proportion of total expenditure on non-pay costs (Premises and Resources)	28%	27%

Table G1 key indicators

*our proportion of total expenditure and teaching staff pay is lower than the schools we benchmarked against as we shall make use of non-teaching heads of year and have a smaller than average SLT due to the academy being part of a trust with some leadership roles at the centre. Note: most local secondary schools are single academy trusts or grant maintained schools.

G1 – Additional commentary on financial viability

Financial explanation

Steady growth

As outlined in Section B the demand for school places in Middleton and Heywood townships would indicate that the academy will grow at a steady state until capacity is reached. The reputation of Rochdale Sixth Form College and its secondary partner school, Hollingworth Academy, both classified as 'outstanding' by Ofsted and oversubscribed, would indicate that Edgar Wood Academy would also reach its capacity.

Pupil premium income

We have identified pupil premium expenditure, staffing and educational resources, and included these as separate lines in the budget under 'total staff salaries, other' and 'educational resources, pupil premium'. This will enable the pupil premium lead to monitor and report to SLT, LAC and trust board on pupil premium expenditure against the pupil premium plan.

Other income

We have included in 'other income' income from trips and visits which is matched by expenditure. Catering will be a bought-in service and therefore there is no direct income. A small subsidy has been recorded in other costs.

We have been prudent in estimating the income from lettings. This has been based on the experience of the Finance Director of lettings income that was generated by an academy in the North West with similar facilities. Should this increase there will be associated costs which will need to be factored into the financial plan, including additional staffing, building and equipment repairs and maintenance.

Staffing

The staffing structure is outlined in detail in Section E3.

Teaching staff

We have used the leadership grant funding to ensure we have effective leadership within the academy from year 1. This will include the principal and Assistant Principal (inclusion). The Assistant Principal English/literacy and Assistant Principal Maths/Numeracy will play pivotal roles in the education plan. We have budgeted a leadership scale for these posts to attract strong candidates given that these are key drivers in the EWA educational model. We have budgeted for senior leadership and extended leadership pay progression, these costs are shown in "other staff costs – pay increments".

G1 – Additional commentary on financial viability

In the first two years we shall make use of 'bought-in' PE coaches to ensure students access experts in a range of sports. This is shown in "other staff costs". Additional PE teachers are recruited as the EWA grows to capacity enabling these sports to be offered by our own staff.

It is anticipated that the Principal and Assistant Principal will teach 10 hours a week and the extended leadership team will teach 17 or 18 hours a week. As the EWA grows it is planned that the senior staff will reduce their teaching commitment to 5 hours (Principal) and 9 hours (Deputy Principals and Assistant Principals) a week.

The staffing model is based on average group sizes of 26 in years 7-9 and 22 in years 10 and 11. The rationale for this group size is to create an additional teaching group in Phase 1 with a bespoke curriculum focused on English and Mathematics which will accelerate the progress of students who join the academy well below age related expectations. We shall plan for teaching groups of 22 in years 10 and 11 to enable students to have a range of options. This could be reduced should finances dictate.

Support staff

We shall employ non-teaching Heads of Year who will work with key stage leaders who will be teachers.

We shall employ four teaching assistants by year 5 and three higher level teaching assistants. In addition to this, extra teaching assistants will be recruited for students with statements of SEN; the cost of these is not included in the spreadsheet as it will be financed by high needs top-up funding.

Pension rates and NI rates

Pension rates and NI rates are based on current figures and will be adjusted as rates change. We assume all staff will either be in the Teachers' Pension Scheme or Local Government Pension Scheme.

Pay progression above inflation

All staff will undergo rigorous performance management which may lead to pay progression should they meet agreed targets.

Non-pay costs

The DfE's *schools financial benchmarking* site was used for the collection of data for the six secondary schools within the closest proximity to the proposed site. The data was analysed for each non-pay category, and a weighted average per pupil was calculated and applied to the

G1 – Additional commentary on financial viability

proposed free school. These figures were then assessed against our experience of successfully managing the budgets of sixth form colleges and schools. The forecast costs were adjusted accordingly, also taking account of the proposed provision of central MAT services.

Premises

Maintenance - we anticipate the premises and grounds maintenance costs to be low in the early years, as the school will be a new build. The on-going premises costs are based on benchmarking data from six similar-sized local schools. The trust will draw up a 10-year repairs and maintenance plan so that the school's buildings and grounds are maintained to a high standard.

Cleaning and caretaking - the cleaning service will be undertaken in-house with the major expenditure included in staff costs. This expenditure relates to consumables and equipment maintenance.

Water and sewage - water costs are based on benchmarking against the six local schools.
Energy - the EWA will be housed in new build premises and therefore the energy costs have been benchmarked both against the six local schools but also with reference to Rochdale Sixth Form College which is in a recent building. Costs are assumed to rise in the initial years as occupancy increases.

Rates - Due to the large variances in rates costs between the six closest schools, we have benchmarked against Rochdale Sixth Form College. The cost of rates is reclaimed, with the equal amount being shown in income.

Other occupation costs - these are other premises costs not included in buildings maintenance, including refuse, minor service contracts and health and safety expenditure. The costs are determined from the benchmarking of the six local schools.

Insurance

In common with many academies and free schools we would take advantage of the RPA scheme, and therefore only the additional required insurance premium is included. However, this figure will be reviewed in light of a full risk analysis of the proposed buildings.

Educational resources

Learning resources

The learning resources costs are based on benchmarking against the six local schools. Included in this heading are textbooks, exercise books, curriculum equipment and consumables,

G1 – Additional commentary on financial viability

and printing and reprographics. Additionally, the expenditure will include start up and on-going costs associated with the Reading Scheme, including resourcing of reading books (fiction and non-fiction) and the Accelerated Reader programme which is a core element of the education plan in Section D.

ICT learning resources

The initial IT infrastructure and equipment will be financed by the start-up grant. These costs include on-going IT expenditure, the majority being replacement desktops and laptops, internet connections and licence fees.

Exam fees

The exam costs are estimated on the basis of 180 students each sitting 10 GCSE exams.

Administrative supplies

Administrative costs are based on the data from the six local schools.

Pupil premium expenditure

Pupil premium funding will be 'ring fenced', with the majority funding staffing costs. See Section E for details of the pupil premium plan.

Academy improvement

In year 1 this will be undertaken by the CEO, secondary partner headteacher, and moderation will be undertaken with Hollingworth staff. In years 2 and 3 we shall commission specific targeted support from the Teaching School Alliance. In year 4 the EWA will also draw on the trust's central team.

Professional services

Legal

The legal fees are relatively low, because routine legal matters will be dealt with by the trust.

Audit

Audit fees will be incurred centrally by the trust.

Marketing

This is based on the nature and level of publicity and marketing costs incurred by Rochdale Sixth Form College. Staffing costs will be incurred centrally by the trust. The expenditure is not expected to increase with student numbers.

Management costs

Expenditure includes the cost of membership of professional bodies and attendance at conferences and seminars.

Student support services

These include educational welfare, education psychology service, and speech and language therapy, provided by the trust or third party via a service level agreement.

Other

Contingency

G1 – Additional commentary on financial viability

The contingency is set at 2% of the core funding to finance any unforeseen expenditure.

Catering

The catering service will be outsourced. The commissioned catering company will provide a meal for our students who are entitled to a free academy meal. The income for this provision is included in the GAG income. A small subsidy of the service has been included.

Central Services

By 2021 Altus Education Partnership will consist of Rochdale Sixth Form College and Edgar Wood Academy. It is anticipated that both academies will contribute 5% of their core funding for central services.

The central services will be:

- Academy improvement (carried out by the CEO who is Ofsted trained in year 1 and as a bought in service in year 2 onwards through the trust SLEs and Teaching School)
- Governance (undertaken by the trust board, supported by the senior management of the trust)
- Compliance (undertaken by the senior leadership of the trust and overseen by the trust board)
- Data analysis (managed by the Director of Student and Curriculum Administration and Operations)
- Finance, including procurement (managed by the Finance Director)
- Human Resources (managed by the Senior Vice Principal, assisted by the Business Support Officer)
- Audit (managed by the Finance Director)
- Marketing and communications (undertaken by the Assistant Principal with responsibility in the trust for this area)
- Estates strategic oversight and management of servicing/maintenance (undertaken by the Senior Vice Principal)
- ICT strategic lead (undertaken by the trust's Network Manager)

Outsourcing

The following services will be out-sourced in years 1-4 given that the trust's size mitigates against employing a support service team. Once the trust has grown it will provide the services for the schools on a 'bought-in' basis

- Education Welfare
- Educational Psychologist
- Speech and Language Therapy

ICT infrastructure, specialist equipment and outdoor sports pitches

The ICT infrastructure, installation of specialist equipment (science/technology/creative arts) and the purchase of sports pitches and equipment will be included in the capital build allocation. In year 5 a refresh of the ICT infrastructure will be required at an estimated cost of [REDACTED]. A further allowance of [REDACTED] per annum for year 5 and subsequent years will be made for the

G1 – Additional commentary on financial viability

replacement of specialist equipment relating to art, design technology and sport. This forecast expenditure has been shown as a transfer from the revenue reserves to the fixed asset fund.

Surplus

The income exceeds the forecast expenditure in each year. The surpluses in the early years are lower due to the inherent financial inefficiencies of a start-up academy. In year 5, when the academy has become established, the surpluses remain below the expected level of 3-5%, due to the inclusion of staff pay rises in excess of the level anticipated to be reflected in future funding.

The operating position falls into deficit when other income is excluded. This is not because the academy will be reliant on other income streams, but due to the assumed 1% increase in grant funding to contribute to the overall cost of projected staff pay rises. This income will form part of the academy's core funding. In addition, the receipts from parents for trips and visits is included in other income. This is matched by an equal amount of expenditure and therefore does not contribute net additional funding. Only the lettings income represents an additional source of external finance.

Section H – The proposed site (use Excel spreadsheet)