



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

MICHAELA COMMUNITY SCHOOL STEVENAGE

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The application form explained

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

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

Submitting Sections A to H

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

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

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

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

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

Electronic files must:

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

Application forms should:

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

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

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

Submitting Section I

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

Data protection

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

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

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

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

Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	<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:

██

██

Date: 1st November 2018

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)

Completed in the Excel spreadsheet included in our submission

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.

B1 Contents

■ Summary of Key Evidence

■ Need for More School Places

- Population data and projections
- Proposed new housing developments
- Department for Education SCAP analysis – published March 2018
- Analysis of need and forecasts originating via Hertfordshire Local Authority
- Focus on case for 16-19 years provision

■ Summary of Key Evidence

There is a clear rationale for establishing a new secondary school and sixth form in Stevenage. The data for the wider Hertfordshire local authority indicates a county that is growing quickly economically, as it has in the past. This is largely due to the proximity to London.

The population projections given for Stevenage by the ONS show a large increase in the number of children aged 11-16 living in the area will increase by 1,014 between 2018 and 2028.

There will also be a further increase in population from new housing being built around Stevenage. The Stevenage Borough Council, which is responsible for local planning and development, outlined in its local plan (draft published 2016) titled “*Stevenage Borough Local Plan 2011-2031*” that by the end of the development cycle in 2031, there are confirmed plans additional 7,600 new homes built in the Borough. These extra houses will require additional school places and supporting infrastructure to sustain the in-borough population increase that they will generate.

Analysis of the latest versions of the DfE’s SCAP and NEED surveys for the state of education provision in Hertfordshire further accentuates the need for additional school places. 1 in 4 secondary schools in Hertfordshire are at or over capacity, and there is projected to be an increase of 5,186 secondary school pupils in Hertfordshire between 2019/20 and 2021/22. This is a significant number of pupils to accommodate in a relatively short space of time.

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.

Analysis originating with the Local Authority in Hertfordshire’s “*Meeting the Demand for School Places 2016/17*” document specific to the Stevenage area also highlights the current strain on the secondary education provision in the area. The document states that “***The current forecast indicates a shortage of places from 2019/20, peaking at 8.2 f.e. in 2023/24.***” This is equivalent to a deficit of 17.9% of the required places in 2023/24 for Stevenage.

As this application also includes Sixth Form Provision, there has been an analysis of the education provision for 16-19 year-olds within commutable distance of the proposed Michaela Community School site. 16-19 A-level provision in Stevenage is predominantly Sixth Form based, with the Hertfordshire North College in Stevenage providing almost exclusively vocational qualifications and apprenticeships. The analysis found that five of the six A-level providers with published results had grades below the average for Hertfordshire.

We know that in September 2017, Croxley Danes School Secondary school opened in South West Hertfordshire and Katherine Warrington Secondary opened in Harpenden in 2018. In addition to this, Hertfordshire have expressed the need for a new primary and secondary school to address the additional need created by the new housing development at Bishop Stratford.

However, we still consider that both our (a) community engagement (see Section D) and (b) the evidence of further basic need presented here in the B1 section demonstrates a case for even more new secondary provision, specifically for the Stevenage locality in forthcoming years.

■ **Need for More School Places – Population data and projections**

Table B1: Projections for population(s) of 11-16-year olds (source ONS 2016)

LA area: Stevenage	2018 Population	2021 Population	% change by 2021	2028 Population	% change by 2028 (from 2018)
11-16 years	6,068	6,563	+8.15%	7,082	+16.71%

Table B1 indicates that in volume terms, the **number of 11-16-year olds resident in the Stevenage locality is projected to increase by 1014 pupils** between the years 2018 and 2028. This will have an impact on secondary school capacities in the local authority area.

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.

■ Need for More School Places – Proposed new housing developments

A number of new, local housing developments are set to take place within a reasonable commutable distance to the proposed school site in Stevenage. These will increase the local population of young families and children significantly. According to the draft document “*Stevenage Borough Local Plan 2011-2031*” published in 2016, the Council will “provide at least 7,600 new homes within the Stevenage Borough between 2011 and 2031.”

Of these new homes, 2,950 will be built in the town centre, 1,350 will be in a new neighbourhood to the west of the town, another 1,350 homes will be built in new neighbourhoods to the north and the south-east on land removed from the green belt, and 1,950 homes will be built elsewhere within the borough. Table B2 summarises the potential number of new secondary school pupils (across Years 7-11) that a selection of the proposed new housing developments listed could yield.

Hertfordshire County Council (the overseeing local authority for Stevenage) uses a pupil yield formula of “*1 Form per 500 new dwellings*” when assessing need for additional school capacity. This equates to “*42 new children per 100 new dwellings*”. Using this formula, a provisional estimate of the number of new students generated by the selected housing developments is provided in Table B2. The HCC pupil yield formula is generic for all schools. It uses a range of 1fe per 500 dwellings to 1fe per 800 dwellings. The 1fe per 500 gives a 97.5% confidence of not underestimating pupil yield from developments.

*Table B2 - potential number of new secondary pupils (across Years 7-11) that a selection of proposed new housing developments within commutable distance of Michaela Community School could **theoretically** yield*

Name of Housing Development within commutable distance	Expected number of resulting new dwellings	Potential secondary pupils’ numbers (yield) assuming 42 new pupils per 100 dwellings	Distance from proposed location of the Michaela Community School (miles)
Park Place	202	85 new secondary pupils	0.34 miles
Archer Road	30	13 new secondary pupils	0.56 miles
Gresley Park	600	252 new secondary pupils	1.59 miles

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.

Matalan Development	526	221 new secondary pupils	0.48 miles
Six Hills House	143	60 new secondary pupils	0.74 miles
Brickdale House	204	86 new secondary pupils	0.39 miles
Totals	1,705	717 new secondary pupils	

All houses in the table will be built by 2031, all are listed in the Local Plan as areas for development that the Council will be pursuing.

■ Need for More School Places – Department for Education SCAP analysis

Hertfordshire currently already has a high level of demand for additional secondary pupil places. Analysis of the Department for Education’s annual school capacity survey, published in March 2018, indicated that approximately 1 in 4 of the Hertfordshire’s secondary schools were full or had one or more pupils in excess of capacity.

Table B3: Number of secondary schools that were in excess of capacity in 2016 – 2017 (source: DfE spring 2018)

Name	Number of secondary schools	Number of schools that are full or had one or more pupils in excess of capacity in 2017
Hertfordshire	84	23

Additionally, the Department for Education’s annual school capacity survey forecasted increasing secondary school pupil numbers until 2022 in the Hertfordshire local authority.

Table B4: Projected increase(s) in pupil numbers at secondary level up to 2021-2022 school year for the Hertfordshire Local Authority area (source: DfE spring 2018)

LA area:	2019-2020 Pupil forecast	2020-2021 Pupil forecast	% change by end 2021	2021-2022 Pupil forecast	% change by end 2022
Hertfordshire	88,842	91,286	0.26%	93,948	6.25%

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

Table B4 indicates that the volume of secondary school pupils in the Hertfordshire local authority area is projected to increase in number by 5,186 between the school years 2019-2020 to 2021-2022.

Table B5 indicates the estimated number of new/additional primary places needed in the Hertfordshire local authority area available (as reported to the DfE in May 2017) as the period 2018-2019 to 2021-2022 progresses. The data shows that there is to be an increasing demand for school places across Hertfordshire in the next four years, with a total demand of an additional 5,089 places between 2018-2019 and 2021-22.

Table B5: Forecast number of new/additional secondary places needed up to the 2021-2022 school year for the Hertfordshire LA (source: DfE spring 2018)

LA area: Hertfordshire	2018-2019 Additional places required	2019-2020 Additional places required	2020-2021 Additional places required	2021-2022 Additional places required
(Additional) Places	565	944	1,427	2,153

Finally, DfE local authority Scorecard data (published in May 2018) relevant to the Hertfordshire locality reported that an estimated 940 new secondary places would be required to meet demand for the school year 2019 – 2020.

■ Need for More Secondary School Places – Analysis of need and forecasts originating via Hertfordshire local authority

Hertfordshire has produced a forecasting plan to deal with school admissions and school places titled “Meeting the Demand for School Places 2016/17”. This is the most recent local forecast. It analyses the need for school places across the Local Authority by individual Boroughs.

Regarding the state of secondary school place provision in Stevenage, the report states “*The current forecast indicates a shortage of places from 2019/20, peaking at 8.2 f.e. in 2023/24.*” This represents a significant shortage of school places, equivalent to a “*deficit of 17.9% of required places*” by the school year 2023/24. This forecasting was carried out before the adoption of the Stevenage Borough Council Local Plan, which included plans for sustained housing development in Stevenage. As such it is likely that the school place deficit by 2023/24 will be even greater than the report indicates.

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.

■ **Focus on need for a 16-19 years provision**

Table B6: Performance of localised 16-19 years provision within 3 miles in order of distance away from the proposed site of the Michaela Community School

16-19 years provision: mainstream establishment name	Number of students at A level study in 2016-2017	A-level results in 2017 in terms of average grade Local Authority Average = C+	Most recent Ofsted outcome for 16-19 years provision
Barclay School	67	C	16-19 Good (Apr 2018)
North Hertfordshire College	2	SUPP	Good (Oct 2017)
The Thomas Alleyne School	30	C	16-19 Good (Jun 2015)
Lonsdale School	N/A	N/A	16-19 Good (Jan 2016)
Marriotts School	48	C-	16-19 Good (Oct 2016)
The John Newman Catholic School	182	B-	16-19 Good (May 2018)
The Noble School	119	C	16-19 Good (Feb 2018)
Barnwell School	85 students	C-	16- 19 Good (Jan 2018)

Lonsdale School is a SEND education institution for pupils aged 2-19. North Hertfordshire College (NHC) is a Further Education and Higher Education college operating in Stevenage, Hitchin, and Letchworth Garden City. NHC was established on 1 April 1991, through the amalgamation of Stevenage College, Hitchin College and Letchworth Technical College, and is graded 'Good with Outstanding features' by Ofsted. It has approximately 10,500 students. However, with very few exceptions, the remit that they have developed only covers vocational qualifications and apprenticeships for their 16-19 cohort (shown by the low number of A-level entries in 2017, for a 10,500 student population).

Students wishing to study A levels generally do so via Sixth Form Provision. Table B6 indicates that five of the six 16-19 educational establishments with published A-level results within commutable distance of the proposed site of the Michaela Community

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.

School had a grade average which was below the Local Authority average in summer 2017.

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.

Our proposed school **is** located within one of the districts listed in Annex G of the DfE’s application guidance/criteria.

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

Section C – Vision

C1 – Vision

Introduction

Michaela Community School Stevenage (Michaela Stevenage) will bring a new dimension to education in the area. It will be established by the Michaela Multi-Academy Trust, and is scheduled to open in 2023 subject to DfE approval. Stevenage is one of the DfE priority districts for Wave 13 free school applications, reference [REDACTED]

Michaela Stevenage will be an inclusive, non-selective 11-18 6FE secondary school, with 900 11-16 places and a 360 place 6th Form. We will welcome pupils of all abilities and from all backgrounds. Local Governors will adopt an admissions policy which meets all requirements of the national Schools Admissions Code, Appeals Code and related admissions legislation. Michaela Multi-Academy Trust is flexible with regard to the opening date of 2022/23 (see Section B). A 2023 opening is in keeping with demand (see below) and satisfies capacity considerations as the Trust's current school in the London Borough of Brent will be at steady state from 2020. 6FE provides the school with a margin for change in demand, and if the forecasts for demand produced via Stevenage/Hertfordshire and the DfE are too high the school can mitigate this. This also allows for the possibility of existing schools in Stevenage to expand to meet demand in the interim before Michaela is built.

The new school will be established using a model provided by the Michaela Community School in the London Borough of Brent, and in keeping with the anticipated pupil intake profile for Stevenage (please see Section E1 and E3). The anticipated intake profile for MCS Stevenage (1% EHCP within 15% SEND, 10% EAL 20% FSM), has been based on a sample of Stevenage secondary schools (Barclay, Thomas Alleyne, John Henry Newman, Nobel)

<https://reports.ofsted.gov.uk/provider/files/2699471/urn/140862.pdf>

Michaela Community School Ofsted Report: “Leaders and governors have established and maintained a consistently ambitious culture at the school. Leaders have been highly successful in engaging the commitment and loyalty of staff and in motivating pupils to be ambitious for their future lives. In the survey, all teachers who responded were constantly positive about all aspects of the school’s work. In discussions with inspectors, pupils spoke very proudly of their school.”

Everyone associated with our work, whether trustees, local governors, teachers, support staff and pupils will share the same high ambitions for success which led to Michaela Brent being judged ‘Outstanding’ by Ofsted.

C1 – Vision

Michaela Stevenage will provide excellent pastoral care so that all pupils will develop the self-assurance to achieve whatever goals they set for themselves. Our unswerving aim is to produce young men and women who have the confidence, the ambition, the self-discipline, and the creativity to change their stars for the better. Michaela Brent is renowned for academic rigour, performance excellence, and the extraordinary ambition in all its pupils, no matter what their background. We will not accept anything less for the young men and women of Stevenage.

Michaela

Michaela was an extraordinary teacher whose old-school Caribbean values ensured huge success for her pupils. She died of cancer in early 2011. The Michaela Community School in Brent is named after this outstanding teacher because she lived an exemplary life – precisely the kind of life we want for all of our pupils in Brent and in Stevenage.

Our very high level of expectation includes 98% Grades 9-4 at GCSE. Our expectations also include a sixth-form hub which generates applications to Oxbridge and top Russell Group universities, leading to entry rates well above the national average for maintained schools (Section E has more details).

Executive Summary

- An inclusive 6FE co-educational secondary school in Stevenage scheduled to open in 2023, which will admit pupils of all backgrounds and all abilities
- Growing organically from the opening year, Michaela Stevenage will admit 180 pupils to Y7 in 2023 and 180 pupils into the sixth-form in 2028
- When full in 2029, there will be 1260 pupils on roll including 360 in the sixth-form, which we will grow organically
- Modelled on the Ofsted ‘Outstanding’ Michaela Community School in the London Borough of Brent
- New provision in Stevenage which will carry forward the Michaela imprimatur of excellence. It will help to meet demand for secondary places in a DfE priority district, increase diversity in the secondary phase, improve choice for parents and carers, and contribute to raising standards locally
- MMAT is dedicated to establishing a school which will overcome barriers to learning, supporting every pupil to succeed and thus become a well-rounded individual capable of achieving great things in their life for themselves and for others
- A broad and balanced curriculum with delivery that engages pupils and meets the needs of all learners

C1 – Vision

- A diverse range of extra-curricular activities that support both academic and personal development, made available during breaks and over lunch
- Learning support provided by additional teachers (teaching fellows) rather than teaching assistants
- Pastoral care of the highest quality which supports pupil self-esteem and well-being and maximises progress for all, assures the highest aspirations in all pupils in all things, while optimising peer relations and pupil-staff relations and sustaining exemplary levels of pupil engagement and conduct
- We will safeguard pupils' presents and futures both rigorously and effectively
- Family-friendly provision which we confidently expect to be over-subscribed
- A school in the community for the community which will promote community cohesion and collaborate within the local family of schools
- Financially viable provision, with the flexibility needed to navigate the growth phase and beyond (please see the financial planning spreadsheet and budget commentary)
- Talented proposers with guaranteed capacity for pre-opening to ensure that the school opens on the correct trajectory (see Section F)

Vision, Ethos and Aims

At Michaela Stevenage our vision is to ensure that all pupils, whatever their background and prior attainment, have access the best that has been said and thought, achieve at the highest level possible, and graduate as rounded, responsible citizens who are ready to enter the next stage of their education and training. They will understand what it is to be kind and be equipped with the potential to make remarkable contributions in their lives. Our curriculum and pedagogy will combine to ensure that pupils are knowledgeable enough about the world around them to transform for the better it in the future.

The education we will provide at Michaela Stevenage will be balanced and broadly based, stimulating, traditional, and academically rigorous. We will expect our pupils to be polite and act responsibly in a mature manner. The new school will encourage healthy competition and support our pupils to win and lose – learning valuable lessons in the process. We believe that knowledge about the world is central to our pupils' success and emergence as transformational individuals. Only when they have acquired this knowledge, will they be ready to lead and participate as citizens who are the architects of the society of the future we will ensure they are ready to build. The school's ethos will be based on high expectations, self-directed hard work, a disciplined learning environment and support to ensure learners achieve at the highest levels. Pupils at Michaela Stevenage will experience every day the meaning of uniqueness and excellence.

C1 – Vision

Rationale and Local Context

Stevenage is a DfE priority district for Wave 13 free school applications, reference [REDACTED].

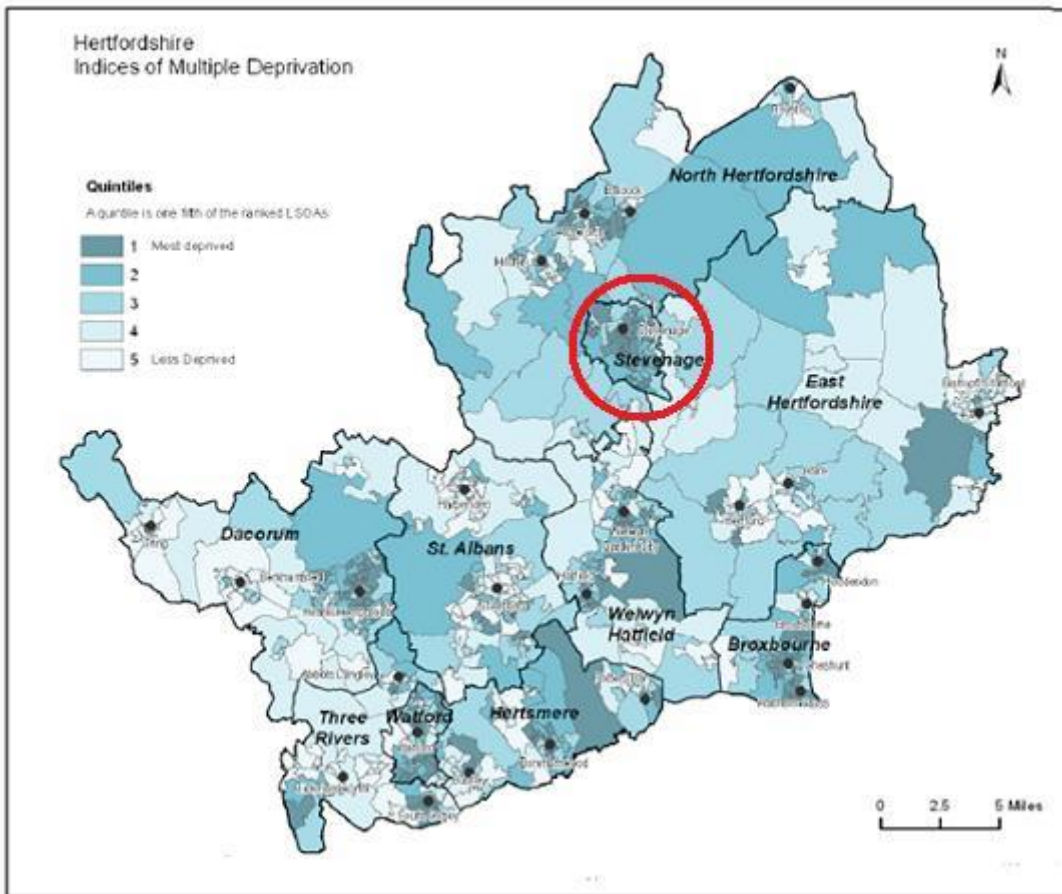
As can be seen from the IMD map below, Stevenage is home to several pockets of deprivation. It ranks third in Hertfordshire according to the 'Hertfordshire Community Solutions' document. The presence of Michaela will increase choice for parents and pupils, while ensuring that FSM pupils, like their peers, make rapid progress – an assertion that is borne out by Michaela Brent's Ofsted report:

“Disadvantaged pupils make substantial progress and achieve as well as other pupils. Leaders and teachers have equally high expectations of all pupils. They make sure that the pupil premium funding is used effectively and that disadvantaged pupils who need additional support are helped and make rapid progress.”

Michaela Stevenage will provide a means for pupils from all backgrounds to achieve at school and beyond, with the excellent work done by Michaela Brent forming a pathway to success. The school will be closely supported by colleagues from Michaela Brent who have very strong knowledge and a proven track record for improving standards in a deprived area. They will develop high expectations of themselves in school and for their future careers. This is reinforced by our team of teachers and support staff at every opportunity. As part of our confident outward facing stance, we will take pride in being one of the only schools in the country that is open to the public at any time and encourages guests to dine with pupils.

Please see Section E for more details.

C1 – Vision



The Trust and Future Planning

The focus of the Trust's attention, if this application is successful, will be to open Michaela Community School Stevenage on-time, on budget and with adherence to the above Vision and Ethos in order to implement the associated curriculum model. If approved into pre-opening, we will consider further opportunities to establish new schools within the trust via discussions with the Regional Schools Commissioner. This application has the support of the LA and the RSC.

Our plans for the future are mindful of maintaining an appropriate span of control throughout leading to organic growth within our family that maintains standards. This application reflects our strong desire to establish a second hub in Stevenage which we will grow in parallel with the Brent hub to include additional schools. This will include secondary schools facing challenging circumstances via sponsorship, as well as primary schools via both free school applications and academy conversions. The Trust will be happy to play a part in the wider work of MATs in terms of the National Schools Commissioner's core priorities in supporting other local schools. Currently Michaela has no conversions or a sponsorship application in the pipeline, however, this is an area that the board is constantly reviewing. We are always looking for appropriate opportunities where Michaela will have a positive and lasting impact on education in an

C1 – Vision

area. Each hub will be viable with just the one school in it, however, optimum levels for the trust would be 1 secondary and between 1 and 3 feeder primaries in each hub.

Section D – Engagement with parents and the local community

D1 – Successful engagement with parents and the local community

■ Introduction to the Community Engagement Phase

We carried out demand gathering activities online and in the Stevenage locality in autumn 2018 and discovered significant support for the new school. The team, which comprised members of Michaela Community School Wembley, received a briefing at the outset of the engagement process which reinforced and emphasised the ethos and vision of the proposed new secondary school. The team was briefed on how to explain the key features of the proposed school to the parents and to other local stakeholders – including those from the existing Stevenage educational sector.

■ Marketing Strategy

Our marketing and promotional strategy was targeted at all sections, faiths and ethnicities of the Stevenage community. We initially researched and developed an Applications Stage Stakeholders Database, a specific section of which contained the names and contact details of organisations, forums and groups that represented or advocated for parents and families from disadvantaged backgrounds. We clearly explained the ethos, character and distinctive educational philosophy that Michaela Community School Stevenage will have. We were also always transparent about the likely impact of Michaela Community School Stevenage on existing local secondary schools, including through the Q&A section of our website (see below). In terms of our practical marketing and promotional efforts, the Michaela Community School Stevenage community engagement team:

1. Distributed c1,000 information flyers which concisely explained the ethos of Michaela Community School Stevenage and which promoted the schools' website, including within relatively disadvantaged areas of the Stevenage community such as Bandle Hill. The information flyer was always handed to any prospective parents and members of the local community during face to face engagement.
2. Distributed, by global email, details about the proposed Michaela Community School Stevenage to the organisations that were populated on our Application Stage Stakeholders Database. These stakeholders were encouraged to further promote the application via their Facebook pages, twitter feeds, newsletters and other communication channels that would have reached the local community.

D1 – Successful engagement with parents and the local community

3. Created a Michaela Community School Stevenage website, which can be viewed at: <https://www.mcsstevenage.co.uk/> and a Facebook page, which can be viewed at: <https://www.facebook.com/MCSstevenage/> - and which at the time of this submission has 135 Likes. The website hosted a parental registration of interest page during the period leading up to the application's submission. The link to this page was also widely distributed including via direct email and social media. The website address was also published on the information flyer (see 1. above). In addition, the website incorporated a prominent 'Q&A' section, which describes key features of the school. Regular posts have been made on the school's Facebook page, some of which can be viewed in the annexe section.
4. Held an information event about our plans to establish Michaela Community School Stevenage at [REDACTED] on Monday 22nd October. There were 25 attendees who raised issues including about a potential location for the school.
5. Through all our marketing and promotional work, we attained a number of firm registrations of interests from parents/carers in their child(ren) attending Michaela Community School Stevenage – see below. We were clear and honest that there was a window of time when the school would expect to open and that this was a key factor that would be confirmed as soon as possible during a pre-opening phase. Those parents who were keen to learn more about Michaela Community School Stevenage were encouraged to research and/or contact Michaela Community School Wembley to attain an understanding of how we operate, our approach to education and our ethos. We are confident that the key messages of our marketing strategy have enabled parents and other community groups in the local area to make an informed choice about the curriculum and decide whether they wish to support the school.

■ Outcomes of the Community Engagement

We believe that we are already achieving viable support from the Stevenage community, which we believe helps to assure that our school will be full to capacity.

A paper copy or electronic copy registration of interest form (which was accessible at <https://www.mcsstevenage.co.uk/have-your-say/>) invited supportive parents to provide the following details: Name; Number and date(s) of birth of child(ren); (critically) Postcode of residence; Contact e-mail and telephone number.

Section E – Education plan: part 1

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

Table E(a)							
	2023	2024	2025	2026	2027	2028	2029
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						180	180
Year 13							180
Totals	180	360	540	720	900	1080	1260

Section E – Education plan: part 2

E1 – Curriculum plan

Table E1			
Subject/activity	Hours per week	Compulsory/ Voluntary	Comments
KS3			
English	6	C	Core
Mathematics	5	C	Core
Science	5	C	Core includes applied science
Humanities	5	C	Includes RE (RE has an opt-out)
French	3	C	
Art	2	C	
Music	2	C	
PE	1	C	
Extra-curricular	5	V	See below for extra-curricular
	29ppw	C	
KS4			
English	6	C	Core
Maths	5	C	Core
Science	6	C	Core (see below for triple option)
History	3	C	See EBacc below in this Section
Geography	3	C	See EBacc below in this section
PE	2	C	
RE	1	C	
Option 1	3	C	French or Spanish
Option 2	3	C	Art or Music
Extra-curricular	5	V	See below for extra-curricular

	29ppw	C	
KS5			
A-level 1	5	C	See below for KS5 curriculum
A-level 2	5	C	
A-level 3	5	C	
A-level 4	5	C	
PE	2	c	
RE	1	C	
Extra-curricular	5	V	See below for extra-curricular
Independent Study:	6 or 11		Depending on 3 or 4 A-levels
	29 ppw	C	

Length of school day , including any enrichment time.	School Day
	<p>Our school day is longer than most secondary schools with extra-curricular activities after school to broaden pupils' horizons and offer additional stretch and challenge.</p> <p>7.30am Pupils arrive 7.55am - 8.15am Form time inc. personal dev or Assembly 8.15am - 9.15am Period 1 9.15am - 10.15am Period 2 10.15am - 10.30am Break 10.30am - 11.30am Period 3 11.30am - 12.30pm Period 4 12.30pm - 1.30pm Lunch including family lunch and playtime 1.30pm - 2.30pm Period 5 2.30pm - 3.30pm Period 6 (except Fridays with no p6) 3.30pm - 4pm Form time (2.30pm-3.00pm Fridays) End of day and start after school clubs which end 5pm (start 3pm Fridays end 4pm)</p>

[Add more lines as appropriate]

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

Curriculum Overview

Our curriculum offer is balanced and broadly based, including National Curriculum subjects as listed in the above schedule. The curriculum plan as set out below is capable of meeting the needs of the anticipated intake profile for MCS Stevenage (1% EHCP within 15% SEND, 10% EAL 20% FSM), based on an analysis of nearby Stevenage secondary schools ([REDACTED]) and is eminently deliverable. It will ensure that all pupils, regardless of their background and prior attainment, disabilities, stage of English language acquisition, or level of social deprivation, will have their learning needs met. We will prepare our pupils well for the next stage of their education, including employment and higher education.

The curriculum planned for Michaela Community School Stevenage is based on the outstanding curriculum available to pupils at Michaela Community School in Brent (Michaela, MCS Brent).

Michaela Ofsted report: "From their starting points, all groups of pupils make rapid progress in a wide range of subjects, including English, mathematics, science, humanities, French, art and music."

At MCS Brent the current proportions of FSM pupils (38%), EAL pupils (58%) and pupils with an EHCP (1.4% within 24% SEND) differ significantly in key aspects from the expected intake profile for Stevenage - see above - therefore we have set out below in detail how curriculum delivery/staffing structure will meet the learning needs of all pupils at the new school. In addition to describing the established benefits of our rigorous, evidence-based approach, we also set out how we can be relied upon to meet statutory requirements.

Pupil Type	MCS Brent (% of population)	Anticipated for MCS Stevenage (% of population)
FSM	38%	20%
EAL	58%	10%
EHCP	1.4%	1%
SEND	24%	15%

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

Curriculum Vision

Our over-arching aim is to implement a curriculum offer, based on that operating in our existing school, which will nurture pupils to become engaged learners and informed citizens. We will prioritise rigorous, traditional academic subjects and pedagogy. Michaela Community School graduates will benefit from an education that will rival that which many of their counterparts receive in the private sector.

Pupils will be taught the background and context of what they are learning so that they can understand and make connections easily. For example, history will be taught chronologically so that pupils are able to grasp the key facts, and have a strong understanding of the subject and how to manage evidence within it. Pupils will sit biannual exams, in January and in June, and enjoy weekly quizzes in all subjects. Assessment at MCS Stevenage will be open and meaningful drawing from the best formative and summative assessment practice. See below for more details.

Through our curriculum offer, learners will appreciate the beauty of maths and its practical uses, and know the joys of learning different languages. Pupils will develop leading edge Computing and ICT skills through a cross-curricular delivery mode. They will be equipped better to explore the world in which they live. In essence, they will develop a love of learning and a sense of creativity that will stay with them throughout their lives.

Michaela Community School Stevenage will challenge every pupil, stretching the most able while providing additional support for those who need it. Teaching will meet the needs of learners. All pupils will experience appropriate pace and challenge in lessons; classes will be streamed from Y7. Modern Foreign Languages will be introduced in Year 7, with scope for pupils to study up to two at GCSE level. Pupils will be encouraged to stay on in the Sixth Form and progress to a good university. We will offer a range of support for university applications, including applications to Oxford and Cambridge.

KS3 Curriculum

<https://www.gov.uk/national-curriculum/key-stage-3-and-4>

At KS3 we will teach the NC subjects English, Maths, Science, History, Humanities, Religious Education, French, Art, Music and Physical Education. Computing and ICT will be taught across the curriculum.

While we do not offer Mandarin, Latin or Greek, the breadth of our curriculum is important. Music has tremendous inherent worth and it also adds value. Music

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education and participation in musical performances have great potential for improving pupil self-esteem and self-confidence: Kennedy noted the positive effects of musical performance on the self-esteem of pupils in Arts Education Partnership, 2002, p119-120.

KS4 Curriculum

We believe that the EBacc subjects offer a balanced coverage of the main areas of human endeavour and are an excellent preparation for further study in a wide range of other subjects. The DfE announced an intention that 90% of pupils would take the EBacc subjects in 2020; this was delayed in 2017 with a new target date of 2025. In the context of our scheduled opening date and first GCSE cohort we are aiming for 100% entry (see E2 below). In Brent, only 55% of pupils are entered for EBacc. MCS Brent is entering 90% and expects the vast majority to pass.

EBacc subjects include the following (Michaela will offer history at KS4):

- English
- mathematics
- history or geography
- the sciences
- a language

Option blocks will include art or music, and French or Spanish. Pupils opting for triple science choose from one option block rather than both blocks shown in Table E1. Computer Science will be embedded across the curriculum to give students practical application of the skills this subject generates.

KS5 Curriculum

While we expect the majority of our pupils to continue into the sixth-form, not every pupil will remain with us. Admissions criteria will be the same for Michaela pupils and external applicants and we will actively market our Post-16 offer to ensure that all places are taken up. To achieve this, we will use both the experience gained in marketing the opening of Michaela Brent and our recent experience of marketing the opening of our sixth form.

A-levels available will focus on what the Russell Group of universities describe as 'facilitating subjects' which maximise pupils' access to a wide range of degree courses. Subjects available will be:

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

English, Mathematics, Further Maths, Biology, Chemistry, Physics, Music, History, Geography, French, Spanish, Art.

Due to the increased breadth and depth of the reformed A-level courses we expect the majority of pupils to study 3 A-level subjects but a fourth subject may be taken by the most able pupils and our budgeting takes this into account.

Lessons in GCSE maths and English will be attended where any sixth-form pupil lacks a qualification in one or both subjects.

If the numbers of pupils wishing to take a subject from the above list are particularly low, we will aim to run courses wherever possible but may inevitably have to make adjustments. This could mean that we may run a subject for Y12 alongside Y13 pupils where this is feasible and subject to operational considerations of viability.

In addition to homework set by their teachers, sixth-form pupils will have opportunities in-school for Independent Study when they do not have a timetabled lesson in one of their A-level choices.

Entry requirements for the 3 A-level pathway will be met by a minimum of 5 GCSE subjects at grade 5 or better including English and Maths, with a minimum of Grade 6 in each chosen A-level subject. The exceptions to this are mathematics, where Grade 7 will be required, and further maths, where again the minimum will be Grade 7 at GCSE with 8/9 preferable. Pupils considering a 4 A-level pathway will require a minimum of 6 GCSEs at grade 6 or better, including English and Mathematics. The same requirements for Mathematics and Further Maths will also apply to the 4 A-level pathway.

Enrichment

Michaela Ofsted Report: "Extra-curricular clubs, including chess, reading, multiplication tables, art and creative writing, are popular and well attended. Most-able pupils in the 'rhetoric' persuasive speaking club are challenged to develop and deepen their interests."

As the school grows an increasing range of extra-curricular activities will be available to pupils including the following examples.

Art club
Book club
Choir
Ensembles

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Orchestra
Rhetoric persuasive speaking club
Film club
Chess club
Spanish club
Scientific society
Mathematical society
Computer club
Cookery club
Fitness club
Competitive and participative sport
Educational visits
Visiting speakers

Homework

Pupils will be set a range of challenging and interesting assignments as they progress through the school. Over every term and half-term break, pupils will receive holiday homework. Before all holidays, a letter and email will be sent to parents and carers detailing the holiday homework expectations for their child. Full details of homework timetables will be posted on the school website to facilitate consultation by parents, carers and pupils from home.

Y7-8	Homework across KS3 subjects will total 60 minutes per day in Y7, with a total of 2 hours on Fridays in Y8. consisting of a range of activity types to consolidate and extend
Y9-11	Wide range of homework activities including independent learning and research assignments to total 90 minutes per day will be set in Y9 (2 hours 15 minutes Fridays) with up to 2 hrs 30 mins in Y10/11
Y12-13	In addition to independent study at school, pupils will be set home totalling 3 hours per day across their range of A-level subjects for the 3 A-level pathway and 3.5 hours for the 4 A-level pathway

Michaela Ofsted Report: "Teachers set very regular homework tasks that help pupils to master what they learn in class."

Transitions

Staff will manage transitions into Y7 so that pupils settle quickly and feel safe. Teachers will be assisted in the induction phase prior to opening in order to prepare for the first term, which will place the school on a trajectory towards Ofsted

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

'Outstanding' status. Michaela represents a very particular kind of school in which teachers and pupils enjoy unique benefits.

Michaela Headmistress Katharine Birbalsingh speaking with visitors [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

As happens successfully in Brent, on the pupil side, there will a 'behaviour boot camp' in the first seven days of Y7. Here we teach the safe and orderly Michaela way, so that from the beginning of their time in school, pupils are aware how to engage and respond positively in order to enjoy their lessons in a calm learning environment, and succeed. Pupils will learn to move purposefully and silently around the school and remain focused on their lessons.

Michaela Ofsted Report: "The behaviour of pupils is outstanding. Pupils are polite, well-mannered and very respectful. They conduct themselves exceedingly sensibly around the school. In class, they are reliably composed and attentive to teaching staff". "Pupils conduct themselves exceptionally well in lessons and around the school. They are polite, respectful and caring young people. Pupils know what steps to take to keep themselves safe from harm in a variety of contexts."

Initial assessments by our skilled teachers will quickly identify any pupils in need of support for core skills so that personalised early interventions can be arranged.

Michaela Ofsted Report: "Support tailored to pupils' needs ensures that pupils who struggle with reading, writing and mathematics when they join the school catch up quickly."

Our transitions policy will ensure that entry to the school, progression from Y7 to Y11 and from there to HE or training in employment are managed so that pupils continue to enjoy their learning and make excellent progress. To make the transition to secondary education as smooth as possible we will:

- Make full use of pupil data and information made available by our partner primary schools in Stevenage
- Benefit from taster visits that primary children will make to our school towards the end of the summer term in Y6
- Use book shares across Y6-Y7 wherever feasible
- Ensure that the curriculum at the start of Y7 includes thematic learning activities including humanities

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Planning for continuity and progression are particularly important for a newly established school. Good transition between the Key Stages will be achieved by:

- Sharing information about pupils' learning needs between staff in the school and pass on detailed records on each child from year to year.
- Providing easy-to-understand information, advice and guidance (IAG) to pupils and parents throughout KS3 to facilitate optimal options decisions
- Ensuring that all pupils and parents meet their Y10 teachers in advance of them starting KS4 to discuss all relevant issues including EBacc

Before pupils graduate from Michaela and move into HE or training in employment we will:

- Continue to provide appropriate IAG through to the end of KS5
- Offer work experience to pupils matching their career aims closely wherever possible
- Set out options including local sixth-forms, FE colleges and employers
- Support and facilitate attendance at Open Events and Open Evenings
- Arrange visits from apprenticeship providers
- Make clear what the applicable entry requirements are at various destinations for courses including T-levels and BTEC programmes
- Work with pupils and next-stage institutions to achieve zero NEETs in Y13

All teachers as well as the support staff team will maintain very close liaison with parents and carers to ensure that pupils are not stressed at all times. This will include times of transition out of the school, which may be to other schools at the end of Y11, to employment, or higher education at the end of Y13. There will be a dedicated, secure area of the school website for parents and carers to use.

Transition into the sixth form from outside of the school will be a key issue for the school. Inducting new pupils into a new school and the value system of Michaela while also adjusting to the step up from KS4 to KS5 could be a source of concern for some students. Staff will work hard to monitor and intervene with students early in Y12, while the school will set out distinct expectations of new students before the school year commences, creating the conditions for students to seamlessly fit into the working routines of the school.

Meeting the Needs of All Learners

We are committed to providing an excellent education to all, regardless of need. We will work hard and smart to overcome barriers to learning in order to support every

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

child to succeed academically and to become a well-rounded individual. In what follows we set out how we will meet the learning needs of our pupils.

Pupils with SEND

Michaela Ofsted Report: "Pupils who have special educational needs and/or disabilities are encouraged and supported effectively. They make similar exceptional progress from their starting points at a similar rate to all pupils."

The new school will meet the requirements of all SEND legislation, including equality legislation, and the current Code of Practice at all times. In terms of any pupil admitted with an EHCP, we will work with them and their parents or carers and appropriate external agencies to ensure that appropriate provision and support are available in our graduated response approach. We will maintain exceptionally high aims for SEND pupils as we will for all pupils in our learning community, including making and exceeding expected progress.

Pupils with an EHCP are expected to make up approximately 1% of the school population. Pupils without an EHCP but with special educational needs are expected to take the total of SEND pupils up to approximately 15% of those admitted.

We take our definition of SEN within SEND as follows from Section 20 of the Children and Families Act 2014: "A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or
- b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

Pupils learn at an uneven pace at times and we will take care to examine all available evidence and undertake careful diagnostic analysis in order to identify and support those pupils with SEN.

SEND pupils will have full access to the whole curriculum. Data and allied information received on relevant pupils will be taken into account in terms of how our personalised approach in KS3 and beyond is tailored to meet the learning needs of these pupils. This ranges from increased differentiation to working with multi-agency support. Provision for SEND pupils will be one of many strengths of the new school.

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Where appropriate we will review reading ages and spelling ages to tailor interventions so that full access to the wider curriculum is available to all pupils by ensuring that their reading age is at least equal to their chronological age. As evidenced above (by Ofsted) our approach is extremely successful, and in keeping with the current SEND Code and best practice, we will take a graduated approach to meeting the needs of SEND pupils.

ICT and computing (including coding by pupils) has a major role to play in supporting mainstream SEND pupils and we will ensure that all relevant adaptations, hardware and software applications will be made available to SEND pupils, for example Clicker7 for use in early KS3.

SENDCo

We will appoint an experienced teacher as the SENDCo for Michaela Community School Stevenage. The person appointed will have QTS as required, and will either possess on appointment, or start/continue working towards the national qualification for SENDCos. They will liaise with other teachers and teaching fellows, as well as working with pupils directly, ensuring that the individual learning needs of each pupil are identified early and met.

The SENDCo will ensure clear plans with appropriate, trackable targets are in place for all pupils on the SEND register. They will also undertake the organisational and statutory duties required of them in order for the school to meet requirements and best practice as set out in legislation and in the current Code. This list offers a comprehensive but not exhaustive list of the role and responsibilities of the school's SENDCo.

- Responsibility, on a day-to-day basis reporting to the headteacher, or the SLT member deputising in their absence, for all aspects of SEND provision in the school, including meeting the requirements of legislation and the SEND Code of Practice.
- Working collaboratively with the class teachers in the process of identifying and supporting children with Special Educational Needs and Disabilities
- Maintaining the Special Educational Needs and Disabilities (SEND) register
- Supporting, facilitating and managing as required the annual review for EHCP pupils
- Together with teachers, assessing pupils who are causing concern academically, physically or with their responses
- Assisting and advising class teachers in planning appropriate programmes of work for children with Special Educational Needs and Disabilities

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- Making sure all staff understand their responsibilities to children with SEND
- Disseminating information about specific children with SEND to relevant teaching and support staff
- Monitoring SEND pupil progress and setting up 1:1 interventions and group interventions based on consultations with class teachers, parents and taking into account children's views
- Deploying and directing non-teaching support for children with Special Educational Needs and Disabilities
- Communicating with the parents/carers of children with SEND ensuring that the parents/carers are closely involved throughout
- On-going organisation of assessment in line with the current SEND Code of Practice
- Identifying and organising resources for pupils with individual needs
- Liaison with outside agencies including the LA SEND team and other external professionals in relationship to the needs of the identified children, in order to seek appropriate advice and support where required
- Organising and attending annual consultation meetings
- Contributing to the professional development of other teachers in terms of SEND

SEND: The Key Role of Governors

Governors will operate as critical friends in holding the school to account. They will meet all duties placed on them, particularly Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001 and the Equality Act 2010. This includes in terms of developing and revising an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Children & Families Act 2014. All aspects of SEND provision and associated processes at the school will meet the requirements of SEND legislation as illustrated below:

- The publication of information including website provision (SEND Information Report)
- Statutory assessment of special educational needs
- EHCPs
- Annual reviews/transition plans
- Phase transfers of pupils with statements/EHCPs
- Transfer of statements
- Communications with parents, agencies and external professionals
- Liaison with local authority staff
- Implementing tribunal orders
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)

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- The Safeguarding Vulnerable Groups Act (2006)
- The Equality Act (2010)
- Parent Partnership Service/Disagreement Resolution Service
- SENDA (2001)
- Children & Families Act (2014)

E6FSM Pupils

Michaela Ofsted Report: "Disadvantaged pupils make substantial progress and achieve as well as other pupils. Leaders and teachers have equally high expectations of all pupils. They make sure that the pupil premium funding is used effectively and that disadvantaged pupils who need additional support are helped and make rapid progress."

The barriers and challenges disadvantaged pupils face are complex and varied. There is no single difficulty faced by all. Our strategy will involve an individualised approach which overcomes barriers to learning for each pupil. The aim of the Pupil Premium is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils nationally.

At MCS Brent our cohorts contain approximately 50% FSM pupils and as confirmed by Ofsted the nature of our provision ensures that these pupils make rapid progress. At the new school we anticipate 20% of FSM pupil in our intake profile which will allow tailoring of the learning support position compared to MCS Brent, where additional teachers rather than teaching assistants are appointed to work with departments and the leadership team; in Stevenage we will deploy the same successful strategy which allows for smaller class sizes through use of 'teaching fellows', see E3 for details. We are confident that we will be able to deliver this in Stevenage, despite the lower available extra funding for disadvantaged children, through a combination of excellent budget management and efficiencies throughout the school.

We will place a strong emphasis on securing foundations in literacy and numeracy as we have noted that disadvantaged pupils require support in these key areas. Furthermore, we believe that strong literacy and numeracy are crucial for preparing children for life beyond school.

Our intention is always to build capacity and maximise our impact.

We will ensure that Pupil Premium funding has the maximum benefit for those with disadvantage by means of carefully planned and implemented pupil support strategies in keeping with recommendations in the Ofsted review "*The Pupil Premium: how schools are spending the funding successfully to maximise*

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

achievement” and the helpful PP toolkit developed by the Sutton Trust and the Education Endowment Foundation.

Most Able Pupils

Michaela Ofsted Report: “The most able pupils, including most-able disadvantaged pupils, make exceedingly strong progress over time. They are challenged by demanding work that motivates them to meet their teachers’ expectations.”

Our provision will enable every pupil to reach his or her full potential. Individual strengths, as well as remaining areas for development, will be identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any pupil’s emerging strengths are not missed, and that those who may join the school mid-year can be accommodated smoothly.

The timely identification of our most able and most talented pupils will make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level in one or more disciplines.

EAL Pupils

The intake profile that we anticipate is likely to include approximately 10% EAL pupils which is significantly smaller than the same pupil proportion at MCS Brent (58%). This does not mean that we will trim or otherwise modify the outstanding approach to meeting the needs of EAL pupils that we have developed and honed, in the context of Outer London. It does mean, for example, that we can tailor the deployment of teaching fellows (please see E3) who provide support to learners.

The needs of EAL pupils will be met as part of our overall approach to meeting individual needs, facilitated by our curriculum model, teaching excellence, and highly effective pastoral framework.

We recognise that there will be a particular requirement to put specific support for EAL pupils in place, remaining mindful of the important tenet not to confuse EAL with SEND. ICT has a role to play with specific applications designed to support EAL pupils including Inspiration, which is an application that assists in the process of planning for writing.

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

For those who have recently entered the UK we will follow the 'New Arrivals Excellence Programme' guidance originally published by National Strategies, which also recognises that such pupils are particularly vulnerable given the likelihood of admission outside the standard routine and the possibility of little or no English proficiency at the outset.

For pupils who have a basic command of spoken English we will adopt a teaching strategy which reflects the 'Dual Iceberg' approach in which common features of the pupil's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English, both as a language and as a vehicle for learning in other areas. In this way, pupils are able to make the transition from basic language skills to academic language proficiency quickly and smoothly. There is significant research evidence supporting the efficacy of this strategy. Publications supporting this approach involving use of common underlying cognitive-linguistic proficiency include Yumoto 2004, Geva et al 2006. Milton Keynes Ethnic Minority Achievement Support Service has produced a useful implementation guidance for schools which will help to assure optimal outcomes.

LAC and Formerly LAC

The new school will provide support for any looked-after children and adopted children once in care, including by working closely with relevant LA personnel. We recognise the issue that LAC are often at the bottom of progress and attainment measures. Typically, LAC pupils:

- spend too much time out of school
- do not have sufficient help with their education if they fall behind
- have primary carers who are not well-equipped to provide support for learning
- have unmet emotional, mental and physical health needs that impact on their education

Our work with LAC pupils will take place mindful of the above barriers to learning, and our strategy will focus on providing the necessary interventions at an individual level. This includes via access to external agencies where required, ensuring that LAC pupils make good progress and meet the high expectations we have for them as we have for all pupils.

In keeping with guidelines available to schools, this support will:

- be a comprehensive and enduring record of the pupil's experience, progress and achievement, academic and otherwise

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

- be linked to information in other education plans, including a statement of special educational needs and individual plans/targets
- identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- set long term plans and educational targets and aspirations e.g. in relation to public examinations, higher education, work experience and career plans and aspirations
- document identified actions for each individual to support the achievement of agreed progress and associated targets
- highlight access to one-to-one tuition and how this will be implemented if needed
- work closely with the Herts Virtual School team and LA personnel working with LAC

Any *looked after children* will have a personalised education plan as part of their overall *Care Plan* which will be overseen by the Designated Teacher for LAC who will be a member of SLT and be responsible for the Looked After Children Annual Return.

Pupils with SEMH Needs

██████████ *“At primary school, I was shy. I was scared to ask questions when I was stuck. Michaela has made me more confident.”*

Any pupils with emotional needs and challenges will be supported by the SENDCo, class teachers, teaching fellows, fellow pupils and (where applicable and appropriate) external agencies. External professional support will be sought where required including CAMHS, and we will work closely with parents and carers of pupils presenting with SEMH needs.

Boundaries

Our ethos will ensure than pupils work hard and are kind to each other. We expect our pupils to be compassionate, considerate and kind, always looking after each other when in need of support, including those who have not been given the same opportunities.

Within our caring and supportive pastoral environment where expectations are high and positivity is the norm, and given that it is natural for young people to explore

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

boundaries at times, detentions may take place during break and after school on each day. We nevertheless expect no exclusions as pupils' behaviour will be exemplary in and out of the classroom, allowing them to enjoy their time at school and excel in their work.

Pastoral Framework

Our pastoral framework will meet the personal developmental needs of pupils and will:

- Provide personal development and academic support appropriate to the needs of each pupil including 1:1 time with their tutor every week
- Provide mentoring support for pupils' progress and attainment, specific to the needs of every pupil, including via liaison with subject teachers/leaders
- Provide support (IAG) to assist every pupil to make the transition from school to university or employment or enterprise options, including support with careers education
- Support the school's positive and distinctive ethos, including aims, rules, values, attendance (supported by first day calling/texting, publication of data in school, meetings with parents where needed), punctuality and homework, behaviour, safeguarding, and health and safety issues
- Support the staff body, ensuring they feel supported in their work so that team morale remains high
- Involve and include support provision for parents, families and the community
- Include significant teacher presence at lesson changeovers so that pupils are aware of teacher visibility for them and remain well-guided at all times

Pupil Voice and Pupil Leadership

Proposers of Michaela Community School Stevenage believe wholeheartedly in building lasting relationships with our pupils, and we hope when they have left us after the Sixth Form; that they will return to visit; to give assemblies; and to discuss ideas about how we can further improve education at the school. 'Pupil perspective' is vital and we will embrace it. Pupil voice will play an important role at Michaela Community School Stevenage.

We will establish a Future Leaders team that leads the pupil body in many areas. Future Leaders will hold various positions of responsibility, helping to organise the dining hall, the library and their fellow pupils. Future Leaders will lead conversations at lunch and give assemblies. Future Leader positions are decided through a rigorous application and interview process. Our parallel aim to establish guides as a

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

position of leadership will allow pupils to give guided tours of the new school to our prospective parents and carers, visitors and guest speakers.

Safeguarding

The Trust is acutely aware of the responsibility to safeguard and promote the welfare and well-being of all pupils. Trustees, local governors and staff will receive annual training and updates at a level commensurate with their role.

We will be following guidance closely to ensure that our approach remains fully compliant including around our Prevent and FGM duties, including the documents and approaches listed below:

- Revised Prevent Duty Guidance (HM Government)
- Safeguarding Vulnerable Groups Act 2006
- Safeguarding Children and Safer Recruitment in Education
- Safeguarding Children in a Digital World (Becta Keeping Children Safe in Education)
- SCR compilation and regular maintenance
- Proactive elimination of any discrimination and bullying of any sort including ethnicity, beliefs and world views, sexual orientation, family type and gender/transgender issues.
- HCC LADO liaison
- Mandatory Reporting of Female Genital Mutilation

Michaela Ofsted Report: “The arrangements for safeguarding are effective.” “The leadership team has ensured that safeguarding arrangements are fit for purpose and records are detailed and of high quality. Training is effective in making sure that staff recognise possible signs that a pupil may be at risk of harm, including from extreme views about right and wrong, female genital mutilation or child sexual exploitation.”

“The school works in partnership with a range of safeguarding agencies and follows up any concerns rapidly.”

“Pupils have an extensive understanding of possible risks to their safety. They are in no doubt that leaders and staff will deal quickly and effectively with any problems that may occur. Pupils are consistently clear that any instances of bullying are exceptionally rare.”

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

Consistency in Excellence

Tailored consistency with the Ofsted Outstanding practice in place at Michaela Community School in Brent will be assured in the following ways:

- Use of Trust policy framework to assist LGB policy formulation
- Secure availability of pupil level data across institutions via a high level of MIS interoperability for benchmarking and monitoring, evaluation and intervention purposes including gap analysis for narrowing and eliminating gaps. Ultimate responsibility for this will lie with the CEO of the Trust.
- Joint moderation activities from KS3 to KS5 using online work sample sharing
- Joint collaborative professional development activities allowing staff to observe Outstanding teaching and learning both through the use of technology such as Iris Connect, and regular opportunities to teach at each school. CPD will be strengthened through 'twilight' sessions at both schools and the use of joint teacher training days
- Specific support for new staff (as required) from targeted PM activities. This will be based on a well-developed teacher induction programme that has operated in Brent since opening in 2014
- Staff from Michaela Community School in Brent timetable to help support opening, the growth phase and beyond, [REDACTED]

E2 – Measuring pupil performance effectively and setting challenging expectations

E2 – Measuring pupil performance effectively and setting challenging expectations

Tracking

As with our curriculum, our tracking and monitoring processes at the new school will be consistent with the high-quality processes and systems which have been established at MCS Brent. Our Headteachers will be accountable to, and performance-managed by the CEO, who will take overall responsibility for the academic performance of all schools in the Trust.

We will use the broad range of available information to ensure best practice for tracking progress. This will allow us to evaluate progress effectively against the ambitious targets we have set. This will include via MIS, and will be consistent with the following Ofsted publications: *‘Tracking and Monitoring the Progress Made by Work-Based Learners’*, also *‘Ofsted Inspections, Clarification for Schools’* together with *‘Management Information Systems (MIS) and Student Tracking, User Guidance: Using MIS to Support Student Attainment Tracking’*.

The progress in pupils’ learning will be measured using termly milestone targets in order to operate an early intervention strategy (EIS) so that if an annual target is judged to be at risk, we will not wait for it to be missed before acting. Where the monitoring procedure suggests an annual target is at risk, leaders and teachers will diagnose the situation using all data and information available and devise the best EIS for the situation in hand.

We will also increase the frequency of monitoring to look for green shoots, and also to decide if the early intervention strategy requires refinement in any way due to a possible lack of anticipated impact. While appreciating that learning takes place at uneven rates from time to time, the EIS approach will provide a safety net and prevent both procrastination and complacency.

Pupil level data will inform revisions to the 3-year school improvement plan, which will be constructed during pre-opening if this application is successful. Thereafter the plan will undergo termly updates alongside the SEF, with appropriate coordination/cross-referencing between these two documents.

Quality of Teaching

Michaela Ofsted Report: “Teaching is reliably lively and engaging. It captures and holds pupils’ attention. Teachers routinely set demanding tasks that motivate pupils

E2 – Measuring pupil performance effectively and setting challenging expectations

and encourage them to think hard. Pupils' exemplary social skills are developed through the activities teachers select."

Quality of teaching will be assured from the beginning via a rigorous recruitment process (see below), followed by use of lesson observations by MLT and SLT, and allied to peer review, coaching, and independent external evaluation. An Ofsted-experienced education specialist will assist with these evaluations, with the current Ofsted Framework used to make judgements.

In keeping with best practice, a longitudinal perspective will be gained and examined using work samples and pupil interviews. CPD within performance management, based on the DfE model policy for performance management will use quality of teaching criteria as one of the targets set with teachers, together with pupil progress.

Less experienced teachers will be able to enter teaching areas freely to observe more experienced colleagues. This open-door policy is one method MLT will employ to promote high-quality teaching. We will also offer colleagues from the new school opportunities to observe and shadow established staff at MCS Brent. This will support professional development, and also embed the Michaela ethos into the new school. Governors will be kept informed of the quality of teaching measures via Head of School reports at each main meeting.

Pupil Quote: "The teachers are fantastic at Michaela. They are kind and always happy doing their job."

Teachers will be assessed twice yearly by heads of department and SLT on various aspects of their work, including teaching and overall conscientiousness. Outcomes from these assessments will feed into the target setting process. Any staff who are underperforming will be set mandatory targets working with their line manager. They will also have weekly meetings with their line managers in addition to daily observations and discussions in order to raise the standard of their teaching to the high level we expect. Given that our rigorous recruitment process involves a day's interview with the Head of Department and Headteacher, an observed lesson (after which candidates receive feedback on which they are required to comment), a meal with pupils and, in Brent, undertake a tour of the school, we do not anticipate this happening.

Michaela Ofsted Report: "Across years and subject areas, teachers use approaches that support pupils' learning very effectively over time, as the striking progress seen in pupils' subject books shows."

E2 – Measuring pupil performance effectively and setting challenging expectations

Assessment

We believe in curriculum coherence – that every aspect of the curriculum should be aiming for the same goal. Thus, the design of our own assessment processes and the selection of external assessments will be important factors in our curriculum design and delivery.

In terms of formative assessment, teachers will work within the principles of Assessment for Learning (AfL), maximising the benefit of assessment for sustaining pupil progress using the school's own systems for accurate assessment and moderation. Teachers will be supported in adopting and practising the principles of AfL, which include giving oral and written feedback to pupils on the strengths of their work alongside clear and supportive information on what they need to do to improve and raise their grade.

Data and related information on pupils will be available from lesson observation, pupil work marking and scrutiny, as well as test results, and will be analysed by SLT against local and national benchmarks. Michaela Community School Stevenage teachers will be able to access pupils' information and data via a secure area of the school's website accessible only to authorised staff.

Pupils will participate in self-assessment and peer-assessment activities and teachers will make sure they are aware of and understand grading criteria. This will also contribute to helping refine their evaluation skills, in a supportive context where feedback is readily given and genuinely welcomed.

High Expectation Targets

Target setting by SLT for discussion and ratification by local governors will take place in keeping with the trust's high expectations, the trust board will take an indirect role in targeting. Michaela values responsibility amongst staff, and a key part of this is local autonomy. Unless there is the unlikely event of the school falling below the high expected standards, the Trust board will not interfere with the daily running of the schools. The following list sets out our indicative targets which will be revised in the light of pupil intake data and changing national benchmarks.

- 100% expected progress or better at the end of KS3 based on KS2 data
- 98% achieving 5 or more grades 4 - 9 at GCSE
- 85% achieving 5 or more grades 4 - 9 including En and Ma at GCSE
- 100% English Baccalaureate entry in Y11 (national 38%)
- 80% achieving the EBacc (national 24%)
- Progress 8 positive for all pupils and for the school

E2 – Measuring pupil performance effectively and setting challenging expectations

- 100% achieving A*-E at A-level (national 98%)
- 95% achieving A*-C at A-level (national 78%)
- 15% achieving 3 A*/A grades in A-level subjects
- 20% Y13 with a Russell Group university place (national 13%)
- Zero NEETs in Y13
- 98% or more of pupils with regular participation in enrichment activities
- 98% or more of parents/carers satisfied or very satisfied with Michaela Community School Stevenage in surveys
- An Ofsted inspection grade of 'Outstanding' at the first inspection which is likely to take place in our 3rd year post-opening as achieved by Michaela Brent
- 100% quality of teaching judged, at least, as 'Good' (verified externally)
- Attendance rate over 98%
- No exclusions

E3 – Staffing

Teaching Staff	Support Staff
2023 Headteacher x1 SENDCo x1 Teachers x11.5 (including MLT) Teaching Fellows x3	2023 Technician [REDACTED] x1 Finance Manager x1 HT PA x 0.5 f/t Reception/admin (TTO) x1 Site Manager x1 f/t Cleaners [REDACTED] x2 Catering Manager [REDACTED] x1 Asst Catering [REDACTED] x2
2024 Headteacher x1 Assistant Headteacher x1 SENDCo x1 Teachers x 22 including MLT Teaching Fellows x5	2024 Technician [REDACTED] Finance Manager x1 PA to HT x1 Reception/admin [REDACTED] Site Manager x1 Cleaners [REDACTED] x4 Catering Manager [REDACTED] x1 Asst Catering (TTO@0.22) x2
2025 Headteacher x1 Assistant Headteacher x1 SENDCo x1 Teachers x 33 including MLT Teaching Fellows x6	2025 Technician [REDACTED] x3 Finance Manager x1 PA to HT x1 Reception/admin [REDACTED] x2 Admin/office [REDACTED] x1 Site Manager x1 Cleaners [REDACTED] x4 Catering Manager [REDACTED] x1 Asst Catering [REDACTED] x3
2026 Headteacher x1 Deputy Headteacher x1 Assistant Headteacher x2 SENDCo x1 Teachers x 44.5 including MLT Teaching Fellows x7	2026 Technician [REDACTED] x3 and [REDACTED] Finance Manager x1 PA to HT x1 Reception/admin [REDACTED] x2 Admin/office [REDACTED] x2 Site Manager x1 Asst Site Manager [REDACTED] x1 Cleaners [REDACTED] x6 Catering Manager [REDACTED] x1 Asst Catering [REDACTED] x3
2027 Headteacher x1	2027 Technician [REDACTED] x4 and 1x [REDACTED]

E3 – Staffing

Deputy Headteacher x1 Assistant Headteacher x3 SENDCo x1 Teachers x 59 including MLT Teaching Fellows x8	Finance Manager x1 PA to HT x1 Reception/admin [REDACTED] x2 Admin/office [REDACTED] x2 Finance Assistant [REDACTED] x1 Site Manager x1 Asst Site Manager [REDACTED] x1 Cleaners [REDACTED] x6 Catering Manager [REDACTED] x1 Asst Catering [REDACTED] x3
2028 Headteacher x1 Deputy Headteacher x1 Assistant Headteacher x3 SENDCo x1 Teachers x 67.5 including MLT Teaching Fellows x9	2028 Technician [REDACTED] x4 [REDACTED] Finance Manager x1 PA to HT x1 Reception/admin [REDACTED] x3 Admin/office [REDACTED] x2 Finance Assistant [REDACTED] x1 Site Manager x1 Asst Site Manager [REDACTED] x2 Cleaners [REDACTED] x6 Catering Manager [REDACTED] x1 Asst Catering [REDACTED] x4
2029 Headteacher x1 Deputy Headteacher x1 Assistant Headteacher x3 SENDCo x1 Teachers x 81.5 including MLT Teaching Fellows x10	2029 Technician [REDACTED] x4 and 1x [REDACTED] Finance Manager x1 PA to HT x1 Reception/admin [REDACTED] x3 Admin/office [REDACTED] x2 Finance Assistant [REDACTED]) x1 Site Manager x1 Asst Site Manager [REDACTED] x2 Cleaners [REDACTED] x6 Catering Manager [REDACTED] x1 Asst Catering [REDACTED] x5

Notes:

MLT complement present from the opening year to support opening/trajectory

[REDACTED]

[REDACTED]

[REDACTED]

Site Manager is full-time from the opening year

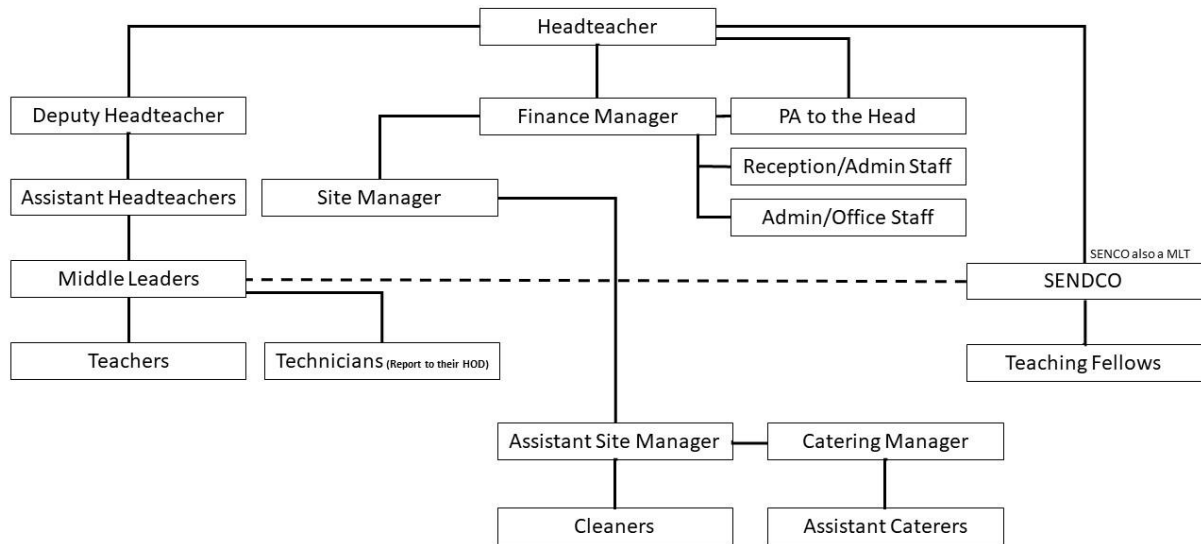
SENDCo and the Finance Manager will attend SLT meetings

The budget has sufficient flexibility for leaders' and governors' decision-making

E3 – Staffing

Organogram

An organogram with lines of reporting/accountability is shown below.



[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

$$1044 / 1283 = 0.81 \text{ (~}0.8\text{)}$$

E3 – Staffing

With a utilisation ratio < 1 (~0.8) the curriculum is shown to be deliverable and without excessive timetabling constraints.

This is supported by the pupil-teacher ratio.

Basic subject-specific supply and demand calculations will be used to ensure that in all years there will be sufficient teachers available per subject area. As SLT will have subject specialisms that are unknown until these school leaders are appointed, the exact sequence of subject appointments cannot be known in advance.

Integrated curriculum and financial planning metrics will be reviewed at regular intervals throughout the growth phase and beyond. This will include average class size, average teacher cost, and teacher contact ratio. Through this, we will ensure that staffing and timetabling lead to the most effective and efficient delivery of our high-quality curriculum.

Senior Leadership Team (SLT)

The Senior Leadership Team will consist of the Headteacher, a Deputy Head and three Assistant Headteachers (AHTs). At all times during the growth phase there will be an SLT member available to deputise for the Headteacher in their absence. The Headteacher Designate, a serving Deputy Headteacher at Michaela Community School in Brent, has excellent credentials as a school leader and an impressive track record (please see Section F). They are eminently capable of implementing the vision for Michaela Community School Stevenage and taking the school forward to Ofsted 'Outstanding' status. Trust staff will regularly visit and support the school to drive forward the vision of excellence and provide additional support or expertise as needed by the SLT.

SLT will share key responsibilities at whole-school level as identified above in this Section including for Prevent, FGM Reporting, LAC and Safeguarding duties.

Middle Leadership Team (MLT)

Reporting to SLT, middle Leaders will manage the teaching staff teams in their areas as well as the learning support team (technicians, for the HoSc) in order to realise the maximum gains in learning for pupils. We would expect the type of ambitious teacher recruited to MLT roles to be aspiring to a SLT position in due course, and TLR payments will reflect distributed leadership of whole-school areas of responsibility suited to the experience and expertise of MLT members. The SENDCo will attend SLT meetings where appropriate.

E3 – Staffing

Teaching Team

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Given that a senior teacher recruited for one particular subject may also be well qualified and suitably experienced in a second area, this will have an impact on the recruitment of class teachers. From the first year of opening onwards, teaching will involve subject specialists and there are sufficient teachers at all times to deliver the curriculum.

Teaching fellows provide learning support for pupils in lessons. Our experience at MCS Brent is that teachers provide excellent learning support and we will recruit appropriate teachers to these key roles.

We will take staff from Michaela in Brent to Stevenage and back-fill the vacancies in Brent. A number of teachers have already shown interest, all because they value the Michaela ethos and some because they were already planning to move out of London at some point. This will help to establish the Michaela ethos. We are confident that this will not lead to a dip in performance in Brent as we have developed a highly-effective induction system for teachers which allows them to hit the ground running very early in their career with us.

[REDACTED]
[REDACTED]
[REDACTED]

Support Staff

The support staff team will be overseen by the Finance Manager who will be responsible for financial management, site matters including FM and health & safety, sustainability, school administration and the local implementation of marketing and HR (these latter two being strategically managed at Trust level). They will work with SLT to ensure that the resources of the school are appropriately directed towards its development priorities and will undertake income generation activities in keeping with the aims of the school. Technicians will report to the Head of Department e.g. Head of Science.

The site management team will grow from a f/t Site Manager initially to a team of three, with two part-time to posts assisting the Site Manager and operating with them

E3 – Staffing

under the direction of the Finance Manager. The team of Catering Assistants will assist the Catering Manager with the smooth running of the lunch break. It should be noted that teachers and support staff will dine with pupils as a matter of routine. In addition, we view lunch as the perfect time to teach pupils how to be kind and helpful towards each other. Instead of a canteen culture where pupils will sometimes leave their trays behind and expect an anonymous adult to clean up after them, within the Michaela ethos, pupils will not only clean up after themselves, but also clean up after each other. They thus demonstrate kindness and a willing sense of collective responsibility.

Trust Level Staffing

The new school will benefit from the Executive Team being largely funded by top slice from the existing MCS Brent, which will be at or near to capacity by the time the new school opens and will therefore provide significant funding through this mechanism.

Initially, the Executive Team will consist in a CEO, an Operations Manager and an Administrator. The CEO will be responsible for:

- Performance management of the Headteachers
- Overall strategic leadership of the Trust, including development and growth
- Leading school improvement activities across all schools
- Regular reporting to the Board.

The Operations Manager will be responsible for:

- Supporting the school Business Managers, who will be performance managed by the individual Headteachers, to produce, implement and monitor budgets
- Working with the CEO to set an overall budget for the Trust
- Procurement and joint purchasing decisions to enable the Trust to maximise value for money
- Managing Trust contracts including HR and ICT to ensure that schools are able to access the resources they need.

The administrator will provide administrative support to the rest of the Executive Team to enable them to focus on their core work of supporting our schools.

Contingency Planning

In the unlikely event of lower than expected pupil numbers, we will still be able to confidently deliver our vision in spite of the reduction in funding that may bring.

E3 – Staffing

We have carefully examined the effects of a potential 30% funding decrease resulting from only 70% of places filled. The response to this situation is outlined below. The school will still be capable of delivering the trust's vision via our curriculum model. We will preserve the essential contributory factors for success relating to pro-rata resourcing and in terms of teaching and support staff rephasing and revision:

- With fewer pupils, fewer teachers will be needed to deliver the curriculum - it would be possible and feasible for example to use 5 groups of ~25 pupils / year in KS3 and KS4
- MLT, as the engine room of the school, would be unaffected in the first year of opening to preserve quality of lesson planning and delivery and to maintain the ability to plan ahead for the population of future years with KS4 and KS5 populated
- SLT can be restructured on the second tier with one fewer AHT, but without loss of leadership capacity in a smaller school
- Reduced pupil numbers will permit the school to operate with rephased support staff and fewer technical support and administration posts. This will reduce salaries and on-costs
- Costs of variable elements such as resourcing (learning resources, ICT resources and admin resources) will also be reduced with lower pupil and staff numbers

Although we expect to be over-subscribed from opening to steady state, we are fully prepared to deliver the vision under reduced income conditions.

E4 – Integration and community cohesion

E4 – Integration and community cohesion

An Inclusive School

Pupils and parents of all world views will be warmly welcomed by the staff, the governors and the trust. We are committed to providing a broad and balanced education and personalised learning which meets the needs, and maximises progress for everyone.

Local Governors and school leaders will ensure wider community groups are involved and supported within the school's role as a community learning hub. We will facilitate and support consultation with the local community including the statutory Section 10 process if our application moves forward into pre-opening. Part of the school's ethos is shared use of relevant facilities, and we will remain mindful of meeting our obligations under equality legislation in all work within the community.

The requirements of the Equality Act 2010 will be met in community engagement activities as part of our work supporting community cohesion. This will include actively promoting equality of opportunity, eliminating discrimination, harassment and victimisation, together with the fostering of good relations and removal of prejudice through mutual understanding and tolerance.

RE and Collective Worship are subject to the right of withdrawal. Parents and Post-16 will be well-informed of their right to withdraw from any part of these activities without the need to justify their decision. For pupils who have opted out, age-appropriate and supervised alternative provision will be devised by the SLT, conforming to the requirements of Section 71 of the School Standards and Framework Act 1998.

Michaela accepts wearing of discrete religious symbols from all faiths provided that the health and safety of the wearer and of other pupils is not compromised, in science lessons for example. The uniform will be smart, durable and affordable. Our curriculum ensures pupils will be prepared for life after school in modern Britain, whether they move on to the next stage of their education, training or employment. As required by DfE, we will promote British values.

Spiritual, Moral, Social and Cultural Education

SMSC education provision will be a feature of our curriculum with all planning activities focusing on delivery opportunities within subject areas as per the work already done by Michaela in Brent.

E4 – Integration and community cohesion

Pupils' spiritual development will be evident by their increasingly informed perspective on life, and their interest in and respect for different faiths, feelings and values. This will also be evident in pupils' sense of enjoyment and fascination in learning about themselves, others, and the world around them.

The moral compass of our pupils will be developed following the successful Michaela model used in Brent. The pupils' ability to recognise the difference between right and wrong, and to apply this understanding to their own lives, is strongly supported by the school. Pupils will learn to recognising legal boundaries and, in so doing, respect the law of the land. Within this framework, pupils will gain an understanding of the consequences of their behaviour and actions.

A key element will involve the acquisition of a range of social skills which re applicable to different situations such as working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds, and tolerance of those with various faiths and beliefs.

Pupils' cultural development will be evident by their appreciation of the wide range of influences that have moulded their own heritage and the local community. They will develop an understanding of the range of different cultures within their school, local community and beyond. This will be an essential part of preparing them for life in modern Britain.

Pupils will be able to demonstrate the following:

- A knowledge of Britain's democratic parliamentary system and the central role it plays in shaping our history and values, and in continuing development of Britain
- A readiness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities
- An interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity. The extent to which they understand, accept, respect and celebrate diversity will be demonstrated by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Promoting Community Cohesion

The school's planned enrichment offer currently includes personal financial / enterprise workshops, computer club, and Web Design club, and we anticipate that business professionals will work alongside teachers to help our pupils gain

E4 – Integration and community cohesion

employability skills. In addition to general meeting space as afforded by the school's Hall and classrooms, our computing, ICT facilities and sporting facilities including fitness equipment will also be available for use by the local community.

The school will provide a base for multi-agency working, providing families with access to a broad range of service such as family support, social workers, education psychology, police/ PCSO, attendance officer, and NHS professionals.

Our work within in the community with the local schools, industry and commerce, charities, and other agencies will reflect the inclusivity and openness central to our ethos. As a result, we will contribute positively to community cohesion. We will measure our work in this regard against the Community Cohesion national standards. Michaela Community School Stevenage will collaborate with local primary and secondary schools to share best practice and participate in activities including sporting events and joint productions, establishing close working relationships to drive cultural inclusion in the area. Quite possibly unique to the area, will be our whole-school open door policy which welcomes visits by members of the local community at any time.

Section F – Capacity and capability

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

F1 – A strong track record

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

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

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

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

Please:

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

F1 – A strong track record

Currently, we have one other school: Michaela Community School (referred to for ease as Michaela Brent). The school has not been open long enough to have GCSE data, but we have robust internal and forecast data which demonstrates our strong track record. In May 2017, Michaela Community School was judged by Ofsted as “Outstanding” in all categories. Michaela Brent is located in a challenging area with a diverse population of populations. We have an intake of 24% SEND, 58% EAL and 38% Ever 6 FSM.

F1 – A strong track record

We will admit all pupils of all backgrounds and abilities and help to contribute to raise standards locally in the DfE priority district of Stevenage. We will provide pastoral care of the highest quality so that pupils develop the self-assurance to achieve whatever goals they set for themselves and ensure we support pupil self-esteem and well-being to maximise progress for all. It will be our upmost ambition that disadvantaged pupils can fill any gaps in their learning, whilst developing as a person and achieving great things in their life for themselves and others. Our leaders are “ambitious for the outcome of the pupils,” and “ensure that pupils are encouraged to aim high for their future lives and aspire to reach their full potential.”

The school will be renowned for its academic rigour, excellence in performance and the extraordinary ambition we will have for pupils, as is the case at Michaela Brent.

By providing broad and balanced curriculum with delivery that engages pupils, we will overcome barriers to learning, meet an array of needs and contribute to raising standards locally. Our teachers will have “high expectations of pupils’ reading, writing and numeracy, and support pupils’ strengths in literacy and numeracy. Through very regular reading, the curriculum ensures that pupils enjoy books and develop strong preferences for the authors and types of books they appreciate the most.” Ofsted recognised that from their starting points, all groups of pupils make rapid progress in a wide range of subjects including English, mathematics, science, humanities, French, art and music. We will carry the same curriculum and pedagogy to the school in Stevenage.

A diverse range of extra-curricular activities that support both academic and personal development are made available during breaks and over lunch. The extra-curricular activities we offer at MCS Brent were recognised by Ofsted: “extra-curricular clubs, including chess, reading, multiplication tables, art and creative writing, are popular and well attended. Most-able pupils in the ‘rhetoric’ persuasive speaking club are challenged to develop and deepen their interests.”

Our strong track record extends to the impact our Governors and Leaders have had on the school, as in our Ofsted report:

- Leaders and governors have ensured that teaching, learning and assessment are consistently effective and secure pupils’ outstanding outcomes. Teachers’ expectations of pupils’ academic achievement are demanding and ambitious.
- The school’s leaders and governors are successful in their aim to encourage pupils’ strong personal, social and emotional development. Pupils have very positive attitudes to learning and show powerful determination to achieve as well as they can. They hold high aspirations for their future lives.

F1 – A strong track record

- Since the school opened, leaders and governors have worked very effectively together with staff, pupils, parents and carers to establish a strong sense of community at the school. Pupils typically commented that they feel part of a close-knit family.

The new provision will carry forward the Michaela imprimatur of excellence and everyone associated with the new school will share the same high ambitions for success.

Achievement compared with Local and National averages

Michaela Community School Brent has not been opened long enough to have GCSE data yet. However, our internal data highlights our strong track record and the forecasted data we have calculated shows the results which we can expect to see. In addition, we were judged by Ofsted in the outcomes for pupils category, as “Outstanding.”

- Across Brent schools, only [REDACTED], we are entering 90% and we expect the vast majority of our pupils to pass.
- The average Attainment 8 score for all pupils in the London Borough of Brent is 49 points. We are projecting an average Attainment 8 score of 65 points.

Progress

As aforementioned, we have not been open long enough to have GCSE data but Ofsted noted that “across years and subject areas, teachers use approaches that support pupils’ learning very effectively over time, as the striking progress seen in pupils’ subject books shows.”

Every year since Michaela Brent opened, both the non-disadvantaged and disadvantaged pupils have made significant progress in reading. On average, we have added 9 standardised age score points in one year – a statistically significant difference.

Disadvantaged Pupils

As noted in our Ofsted report, “disadvantaged pupils make substantial progress and achieve as well as other pupils. Leaders and teachers have equally high expectations of all pupils. They make sure that the pupil premium funding is used effectively and that disadvantaged pupils who need additional support are helped and make rapid progress.”

F1 – A strong track record

- The average Attainment 8 score for disadvantaged pupils in the borough is 52.1. We are projecting an average Attainment 8 score of 60 for disadvantaged pupils.

Attendance

Overall absence and persistent absence are consistently below national averages e.g.: overall absence at Michaela Brent was 3.9% in 2017 compared with 5.4% nationally. Persistent absence was 9.3%, compared with 13.5% nationally.

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

F2(a) – Skills and experience of your team

Table F2(a) – Skills and experience of your team

Name	Where they live (town/city)	Member of core group? (yes/no)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria to check what details you need to give	Available time (hours per week available to this project, over and above existing trust commitments)
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F2(a) – Skills and experience of your team

As highlighted in the table above, our team is well equipped to manage the pre-opening period of MCS Stevenage. The team is well equipped and a number of members of the team have first-hand experience of opening new schools, most notably Michaela Community School Brent.

With the predicted opening date of 2023, we have ample time to organise the structures and resources required to open the school. Whilst we are confident that we have sufficient internal capacity to deliver a successful pre-opening phase we will look to procure additional support as identified in the skills gap table below, in both legal and marketing areas. This procurement of marketing and legal capacity will be carried out in line with full regard for the principle of value for money. It will be the task of PSG will to conduct the procurement process and they will establish a process for monitoring the performance of the external company. This robust procurement process limits the risk of underperformance but the contract will ensure termination in its agreement if necessary.

The pre-opening phase of MCS Stevenage will be managed via a Project Steering Group (PSG). The key workstreams in pre-opening will be:

- All aspects of Governance
- Financial management
- Curriculum design
- Project management
- Risk management
- Marketing
- Recruitment of all levels (pupil, staff etc.)
- Capital experience of free schools programme – managing all capital aspects of the project including ICT
- Procurement up to and beyond OJEU threshold.
- Preparing for and passing the pre-opening Ofsted inspections
-

A Project Steering Group (PSG) will be established and the team will have the responsibility for the preopening. The team will be accountable to the Board of Trustees for the efficient and effective management of the preopening period.

As can be seen in the table above, we have the required skills in our preopening team to undertake this work.

F2(b) – Skills gap analysis

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

Please:

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

Table F2(b) – Skills gap analysis		
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
Marketing	Pre-Opening Team	We intend to procure the services of an education marketing agency during the pre-opening phase. We will ensure that the education marketing agency we procure, will have relevant experience of marketing other schools in the pre-opening phase. By procuring a skilled marketing agency, our wider outreach work will also be improved using their skills.
Project Management	Pre-Opening Team	We may look to procure external capacity to assist with the opening of the school depending on the capacity and expertise of the team at the outset of pre-opening, to add to the existing experience within the board.

F2(b) – Plans for recruiting a principal designate and executive head
<p>We intend to open MCS Stevenage in 2023 and we currently have a principal designate in place. [REDACTED] is our Principal Designate. [REDACTED] CV is included as an Annex to this application. However, we recognise that there is a considerable length of time between the date of the submission of this application and the opening date of the school.</p> <p>In case of a change in circumstance, we have devised a recruitment process for a principal designate should it be necessary. If necessary, we would look to start the recruitment process of the principal designate from the Spring Term 2021/22, with the intention of the principal designate taking up their post from January 2023. Assuming the predicted 2023 opening of MCS Stevenage, the recruitment process will follow this timetable:</p> <ul style="list-style-type: none"> • Spring Term 2021/2022 – Approach to recruitment and candidate assessment confirmed; existing networks are used to ensure breadth of candidates is reached • Summer Term 2021/2022 – Adverts are live in TES and similar publications; applications are accepted

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

- September 2022 – shortlisting of candidates / re-advertisement if required
- September 2022 – shortlisted candidates are interviewed and undergo the assessment process. The following process will be used to select the best candidate:
 - Application form
 - References including a structured request for a reference against selection criteria
 - Structured panel interview
 - Psychometric test online
 - In-tray exercise
 - Presentation
 - Assessment of candidate's evaluation of a lesson.
- September 2022 – Candidate informed they have been successful and will resign from their current position. Potential day release from January 2023 discussed
- January 2022 – Principal Designate candidate takes up post

We will implement the timeline which will enable us to go out for a second round of advertising or interviewing should this be necessary, without impacting the ultimate opening date of the school. Should there be any other delays to the process, we would put interim leadership arrangements in place.

F3 – An effective governance structure

F3 – An effective governance structure

Objectives

Our overall approach to governance currently makes a critical contribution to our existing school as identified by Ofsted and will also make a critical contribution to the new school, the Trust and all of our pupils.

The term `governance` covers values, objectives, structures and arrangements for the strategic direction and management of the trust and its schools. The aim of the policy is to ensure that the Trust clearly defines its expectations in terms of governance and strategic direction.

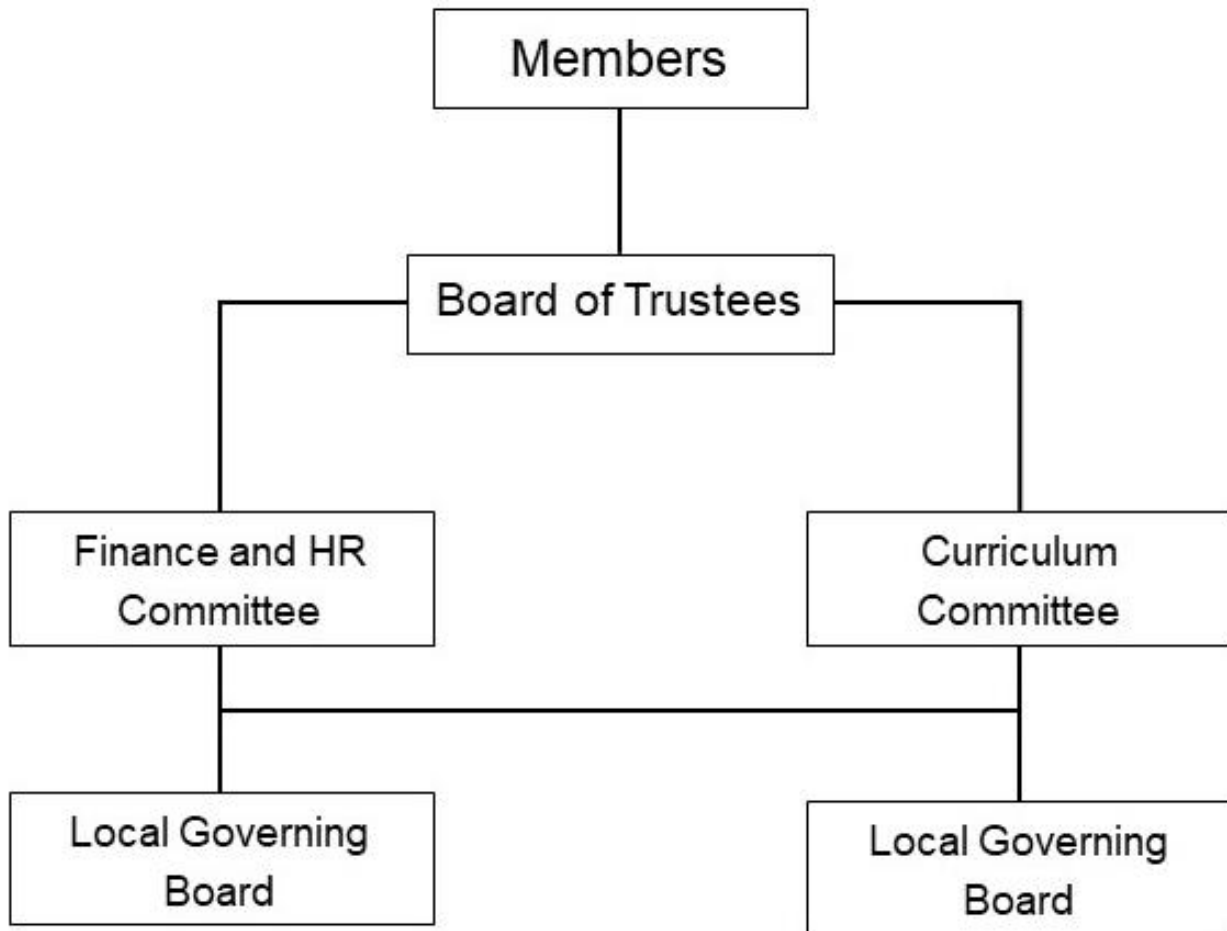
The objectives of the Governance Policy and its related procedures are to:

- Set out the trust's mission and to articulate its core values and vision
- Clarify board and committee reporting lines
- Clarify financial management arrangements
- Set out the trust's objectives and targets, within a defined timescale and with clear indications of review and revision timescales
- Clarify the business planning and decision-making processes within the trust
- Clarify the nature and responsibilities of the board of trustees, committees, and local governing boards (LGBs)
- Set out key expectations about communication to pupils, stakeholders, employees, and others
- Ensure that all documents and materials are produced in a format which is standardised and consistent and that all revisions and versions are controlled and recorded
- Maintain regular oversight of all policies and procedures and to ensure that their content remains current and appropriate to the needs of the trust and its schools
- Clarify the ways in which pupil data will be collected, analysed and used in the strategic management of the trust and its school.

Governance Structure

If the application is successful, the Michaela schools will form a MAT. We are therefore confident that the structure below is not only fit for purpose, but compliant with the most up to date governance guidance for schools, including that within the current version of the Academies Financial Handbook.

F3 – An effective governance structure



There are current 5 members as shown in the table above and There will also be 9 trustees (the Board). There will be the 2 committees as detailed above which will meet termly. The Finance, Audit and Risk Committee will have responsibility for overseeing and agreeing the budgets, trust and schools' audits, risk register, and resources.

The Curriculum Committee will have responsibility for the strategic direction of the curriculum, the quality of teaching and learning, and standards. Beneath the board and the committees, each school will operate an LGB. Each LGB will include two parent governors (elected), one staff governor (elected) and the Head of School (ex officio), as well as five governors appointed by the board to represent the Trust at a local level. The LGBs will run the local management and implementation of the directions set out by the Curriculum Committee.

The exact composition of each LGB will be determined by skills and knowledge needed to fulfil their responsibilities. These skills and knowledge will cover the following areas:

- Strategic leadership
- Human resources
- Finance
- Education

F3 – An effective governance structure

- Safeguarding
- Use of data
- Premises.

Alongside the governance structure explained in this section will be an operational structure. In the first instance, our executive team will consist of the CEO, Operations Manager and an administrator. The role of the executive team is laid out below. Its structure is designed to complement the governance structure by providing support and challenge to school leaders. As the CEO will sit on the board, she/he will provide a clear line of accountability between the operational and governance structures. Each head of school of each will sit on the LGB ex officio so again providing a clear line of accountability between the operational and governance structures.

Roles and Responsibilities

Members:

- Ultimate responsibility for safeguarding the vision for both the school and the trust
- Ensure that the trust is compliant with the relevant legislation and statutory guidance
- The school is fulfilling its role as an educator
- Challenging and driving the trust and the school
- Removing trustees from their post should it be required
- Hold the trust's annual, audited accounts

Trustees:

There will be up to nine Trustees at any one time. Whenever there are less than nine members, the board will recruit members via a rigorous nomination and selection process to find candidates who match the value system of the trust. When selecting new members, priority will be given to fill the gaps in skills (if any exist) on the board.

The trustees will meet at least once a term, and up to as many times as necessary to perform their functions in the management of the trust.

- The board will be the key vehicle for outstanding governance across the trust
- Oversight over all educational aspects of the trust
- Oversight of all financial aspects of the trust
- Oversight all of operational aspects of the trust
- Set KPI's for schools related to both pupil outcomes and financial management

We will establish our Scheme of Delegation. This document will lay out the exact responsibilities which will be retained by the Board, and those which will be delegated to each LGB. A significant proportion of these responsibilities will be retained by the board in

F3 – An effective governance structure

so far as they relate to the new schools, to ensure that the schools benefit from experienced governors as they grow; for example, all financial control will remain with the board with the LBG taking an advisory role on the individual school budget. As soon as we are confident that the new schools have the governance capacity and capability to ensure high quality provision, we will delegate the following responsibilities to each LGB:

- Curriculum
- Pupil Data and Progress
- Staff Performance
- Site Issues
- Local Budget.

The board of trustees will intervene quickly in a school should that be deemed necessary. In order to do this, we will establish systems which will enable the board of trustees to collect key data related to the performance of each school. This data will include pupils' performance data, including data over time in order to identify trends, and financial management data. If and when intervention is deemed necessary, the board of trustees will take all the required steps. These could include actions such as: providing extra leadership and governance capacity, closer monitoring of the performance of key members of staff, and more rigorous monitoring of financial transactions, and their associated impact on the school's financial situation.

Local Governing Boards

As explained above, the exact role of the LGB will depend on how the school performs against a variety of educational, financial and operational success measures, taking account of the governance capacity and capability. Upon opening, there will be a natural period of oversight from the trust board, while the school sets up and tests its formal management systems. Each LGB will understand the opportunities and limits of their role. They will be required to produce a termly report for the board summarising the school's performance in areas including outcomes, progress, safeguarding SEND, pupil premium and finances. The head of the school will sit on the LGB and will contribute to this report, as well as reporting directly to the CEO. More generally, the CEO will line manage the head of school.

We will begin to recruit an LGB for each school as soon as we enter the preopening period. This period will offer an ideal opportunity to engage with the local communities and our pre-existing networks to recruit further individuals. In the first instance, we will leverage our local networks to identify individuals.

Following this, if there is further need, we will utilise services such as Academy Ambassadors and SGOSS to finish the recruitment process. Throughout, we will ensure that there is the required mix of skills and knowledge within the LGB.

F3 – An effective governance structure

The Executive Team

The role of the executive team, initially comprising the CEO, Operations Manager and an administrator, will be to provide leadership and support to all schools. It will provide operational support, especially day to day leadership. This will include such functions as: providing services related to school improvement and development, guaranteeing consistent standards and progress across all schools within the trust, and providing professional development for all staff. See section E3 for more detail on individual roles.

As our Trust grows, we will expand the executive team to ensure that we provide the best possible support for our schools.

The Head of Michaela Stevenage

We will use the Headteacher Standards to set out clearly what the roles and responsibilities of the Head of Michaela Stevenage will be. Therefore, these will focus on:

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

F3 – An effective governance structure

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the LGB and Board of Trustees to understand their role and deliver its functions effectively – in particular its functions to set school strategy and hold the Head of School to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

F3 – An effective governance structure

The selection process for each Head of School will focus on standards.

Independent Challenge

Good governance is dependent on two things: strong structures which build independence and resilience into the system of governance, and committed, experienced people who take seriously their role in support and challenge. As can be seen from the structure above, we have built independent challenge into every layer of governance, whilst also ensuring that there are clear lines of communication at each level.

Conflicts of Interest

We are not aware of any existing conflicts of interest which would arise should we be approved to open a new school in the DfE priority area of Stevenage. We are fully committed to proper handling of any future conflicts which may arise once the school is open and will abide by the following procedure. We will set this out in a well-developed policy.

We understand that “interests” should be considered broadly to include personal, professional, financial and other interests. At all times, we will:

- Recruit and retain governors who do not have any interests which may conflict with those of the Trust or the schools
- Produce and maintain a declaration of interests which covers all Members, Trustees, local governors, and senior members of staff to be added to whenever an individual joins any of these bodies or if their interests change. This register will be held centrally by the Trust as well as by individual schools
- Manage any conflicts of interest which do arise in a proportional and appropriate way. This will include through methods such as excluding the relevant individual from discussion, voting or the room itself during the agenda item to which the conflict pertains.

More generally, all involved in leading and managing the school, including trustees and governors, will abide by the Seven Principles of Public Life often known as the ‘Nolan Principals’.

Related Party Transactions

We do not intend that Michaela Stevenage will be party to any related party transactions. If these do occur, we will comply fully with the requirements as set out in the Academies Financial Handbook. For example, we will seek the ESFA’s prior approval for transactions with connected parties that are novel, contentious and/or repercussive.

G1 – Additional commentary on financial viability

The spreadsheet which we have submitted with this application demonstrates:

- the capability to deliver our vision for Michaela Community School Stevenage
- financial viability embodying the required flexibility
- good value for money
- sufficient total resourcing to deliver our curriculum
- the means to achieve our ambitious targets
- flexibility to manage the growth phase and steady state operations

We fully understand the need to adhere to the ‘Seven Principles of Public Life’, also known as the ‘Nolan Principles’. We will adhere to these principles throughout the pre-opening phase if our application is approved by DfE, and post-opening through the growth phase to steady state and beyond.

Particular Features

The benchmarking we used was mostly derived from DfE data, with any variation explained in the assumptions columns particularly where efficient operation is detailed. In all cases the position presented is realistic and viable.

Financial viability is not dependent on funding that is at-risk, as there is no ‘other income’ beyond PoG and paid-for school meals income, and as such we are not reliant on other income in the form of donations or income generation to achieve balance when delivering our vision. Nevertheless, we expect to make good use of additional funds from income generation when the school is open (if this application is approved) by undertaking activities and hiring of facilities which are in keeping with the school’s nature and aims.

Given that diseconomy funding from Post-opening Grant tapers off as the school grows towards steady state, we set cost levels in keeping with this situation so that the school is self-sufficient with adequate funding at all times.

The spreadsheet Summary tab reveals a small number of cost centres and indicators that are red-flagged by the spreadsheet programming. These are rationalised in the assumptions column as required in keeping with our vision, and our financial position in all respects is affordable. Trust central costs rise to 4% during the growth phase and cover e.g. school improvement support, independent review, marketing and HR support.

Staffing

The financial plan uses standard national pay scales for teachers, with TPS at the current rate, and LGPS employer contributions for the LA included for the support staff team. We have avoided allocating all salaries towards the bottom of teacher pay

G1 – Additional commentary on financial viability

scales, which makes for a robust budget as some teachers will be inevitably appointed on lower salaries. This will also allow for incremental drift over time and will permit us to recruit staff including teaching fellows of the highest quality for the opening year (and beyond) [REDACTED]
[REDACTED]
[REDACTED]

Michaela Community School Stevenage intends to recruit an appropriate mix of staff with regard to experience in terms of both teaching staff and the support team. Such a blend of staff will help us to combine the breadth of perspective and wisdom of experienced staff with new ideas from those members of the teaching team who will have qualified more recently. Based on Trust experience in the competitive environment of Outer London we do not anticipate any issues with recruitment and retention.

Staffing growth matches pupil numbers and is geared to setting the right trajectory to take Michaela Community School Stevenage to Ofsted 'Outstanding' in the first full Ofsted inspection which now typically falls due in the third year of operations. This will be achieved partly by having a complement of middle leaders and pastoral staff present from the first year post-opening, with sufficient levels at all times thereafter, who have the time and material resources to plan ahead while ensuring teachers are delivering excellent learning experiences.

The support team membership will be multi-skilled wherever possible, and therefore very flexible in terms of the tasks they undertake to support vfm.

Summary

The Trust is confident that the financial planning undertaken has no material errors, is consistent with the other parts of our application, and that it carries sufficient flexibility in terms of the annual surplus, cumulative surplus and contingency position to enable the school to cope with unforeseen challenges as well as foreseeable issues such as the ability to raise a salary (e.g. SLT, MLT, T) to secure the best people.

Our over-arching aim involves securing the best possible education for our pupils and the highest possible levels of curriculum excellence, scholastic achievement and personal development.

Section H – The proposed site (use Excel spreadsheet)

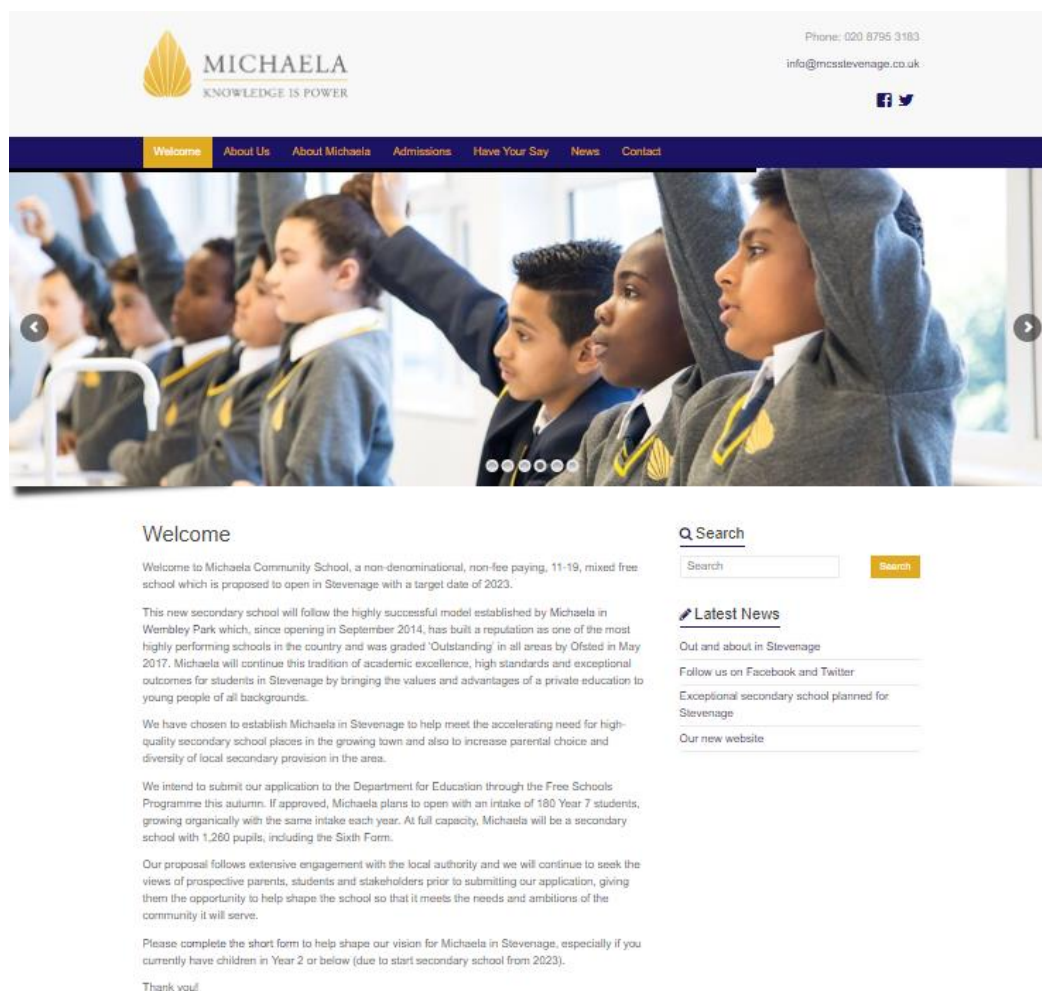
This is included in the separate Excel spreadsheet

Annexes

Community engagement and marketing

WEBSITE www.mcsstevenage.co.uk

A 14-page website details our proposal. The Engagement Event held on 22nd October was publicised on the Events calendar and an online feedback form collects stakeholders' views on the proposal.



The screenshot shows the homepage of the Michaela Community School website. At the top left is the Michaela logo, a stylized leaf, with the text "MICHAELA KNOWLEDGE IS POWER". To the right, contact information is provided: "Phone: 020 8795 3183" and "info@mcsstevenage.co.uk". Below this is a navigation menu with links: "Welcome", "About Us", "About Michaela", "Admissions", "Have Your Say", "News", and "Contact". The main content area features a large image of students in a classroom, with some raising their hands. Below the image is a "Welcome" section with a heading and several paragraphs of text. To the right of the "Welcome" section is a "Q Search" box with a search input field and a "Search" button. Below the search box is a "Latest News" section with a heading and three news items: "Out and about in Stevenage", "Follow us on Facebook and Twitter", "Exceptional secondary school planned for Stevenage", and "Our new website".

Welcome

Welcome to Michaela Community School, a non-denominational, non-fee paying, 11-19, mixed free school which is proposed to open in Stevenage with a target date of 2023.

This new secondary school will follow the highly successful model established by Michaela in Wembley Park which, since opening in September 2014, has built a reputation as one of the most highly performing schools in the country and was graded 'Outstanding' in all areas by Ofsted in May 2017. Michaela will continue this tradition of academic excellence, high standards and exceptional outcomes for students in Stevenage by bringing the values and advantages of a private education to young people of all backgrounds.

We have chosen to establish Michaela in Stevenage to help meet the accelerating need for high-quality secondary school places in the growing town and also to increase parental choice and diversity of local secondary provision in the area.

We intend to submit our application to the Department for Education through the Free Schools Programme this autumn. If approved, Michaela plans to open with an intake of 180 Year 7 students, growing organically with the same intake each year. At full capacity, Michaela will be a secondary school with 1,260 pupils, including the Sixth Form.

Our proposal follows extensive engagement with the local authority and we will continue to seek the views of prospective parents, students and stakeholders prior to submitting our application, giving them the opportunity to help shape the school so that it meets the needs and ambitions of the community it will serve.

Please complete the short form to help shape our vision for Michaela in Stevenage, especially if you currently have children in Year 2 or below (due to start secondary school from 2023).

Thank you!

Q Search

Search

Latest News


Out and about in Stevenage

Follow us on Facebook and Twitter

Exceptional secondary school planned for Stevenage

Our new website

Welcome About Us About Michaela Admissions Have Your Say News Contact



Engagement Event 22nd October

Team Michaela

October 22, 2018

Date/Time
Date(s) - 22/10/2018
12:30 pm - 6:30 pm

Location
The Shephall Centre

Categories No Categories

Map Unavailable

Q Search
Search

Latest News
Out and about in Stevenage
Follow us on Facebook and Twitter
Exceptional secondary school planned for Stevenage
Our new website

We are holding a community drop-in event to share information and collect views on our proposal to open a new 11-19 secondary school in Stevenage ahead of submitting our application to the Department for Education through the Free Schools Programme this autumn.

The event is being held at The Shephall Centre on Monday 22nd October from 12.30pm – 6.30pm. Whilst it is an informal session, in order to maximise the time we can speak with attendees and to ensure that numbers do not exceed the capacity of the venue, please click here to select a time slot to register for the event.


We look forward to seeing you!

You can also help shape our vision for Michaela in Stevenage by completing the short form at <http://www.mcsstevenage.co.uk/have-your-say>.

FACEBOOK

The Facebook page was published on 8th October 2018.

Page Inbox Notifications 7 Insights Publishing To... Promotions Settings Help



Michaela Stevenage @MCSstevenage

Home Posts

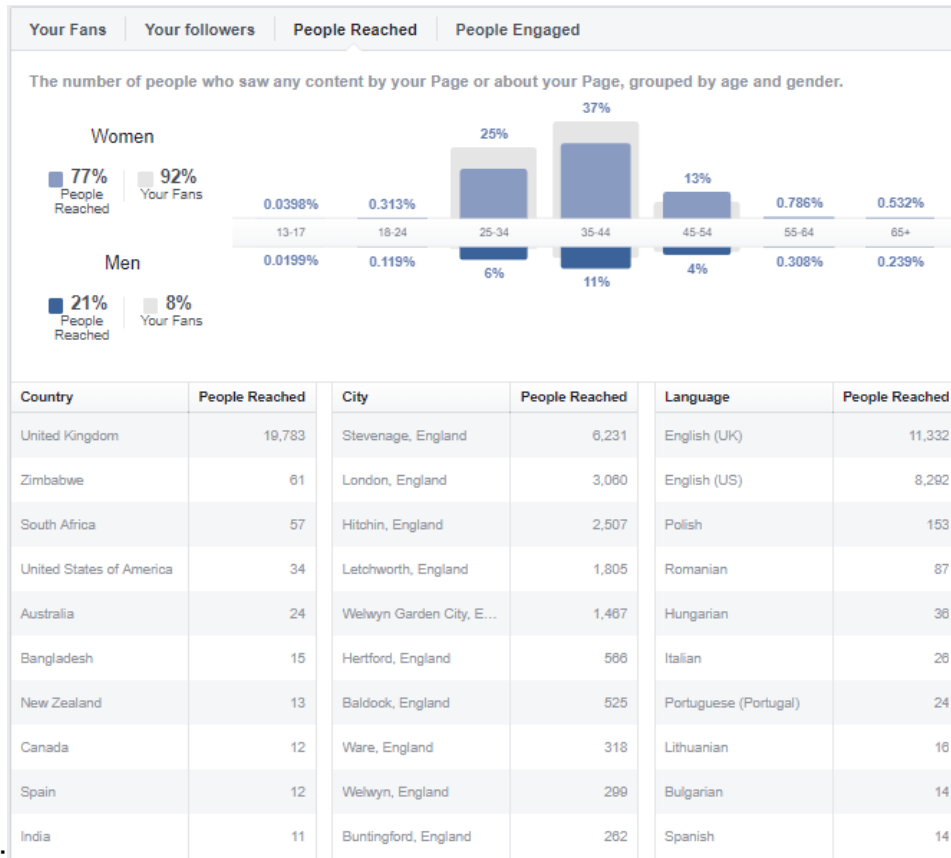
Like Following Share ...

Learn More

Total number of page Likes	135
Total number of followers	144
Total page views 1 st – 28 th Oct	924
Reach (the number of people who had posts from the Page enter their screen) 1 st – 28 th Oct	16,694
Post engagements (number of times that people have engaged with our posts through likes, comments, shares, etc.) 1 st – 28 th Oct	2,478

Data recorded on 29th October 2018.

The number of people who saw any content by the Page or about the Page, grouped by



age and gender:

Posts

12 posts were published during the period 8th – 29th October. The posts with highest reach linked to the feedback form and the Engagement Event page on the website:

Michaela Stevenage

****Please LIKE and SHARE****

We would like to thank everyone who has liked this page.

If you haven't already done so, please take a minute to complete the short form to help shape our vision for Michaela in Stevenage to the needs and ambitions of the community it will serve:



MCSSTEVENAGE.CO.UK

Have Your Say - MCS Stevenage [Learn More](#)

Please complete the short form below to help shape our...

Performance for your post

1,337 People Reached

30 Likes, Comments & Shares

15 Likes	13 On Post	2 On Shares
2 Comments	1 On Post	1 On Shares
13 Shares	13 On Post	0 On Shares

98 Post Clicks

0 Photo views	45 Link clicks	53 Other Clicks
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NEGATIVE FEEDBACK

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Insights activity is reported in the Pacific time zone. Ad activity is reported in the time zone of your ad account.

Michaela Stevenage

We are holding a community drop-in event on Monday 22nd October. This is to share information and collect views on our proposal to open a new secondary school in Stevenage ahead of submitting an application to the Department for Education through the Free Schools Programme this autumn.

Visit our website for more details:
www.mcsstevenage.co.uk/events/engagement-event-22nd-october



MCSSTEVENAGE.CO.UK

Engagement Event 22nd October - MCS Stevenage

We are holding a community drop-in event to share information and colle...

Performance for your post

1,005 People Reached

22 Likes, Comments & Shares

8 Likes	4 On Post	4 On Shares
9 Comments	7 On Post	2 On Shares
5 Shares	5 On Post	0 On Shares

156 Post Clicks

0 Photo views	65 Link clicks	91 Other Clicks
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NEGATIVE FEEDBACK

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Reported stats may be delayed from what appears on posts

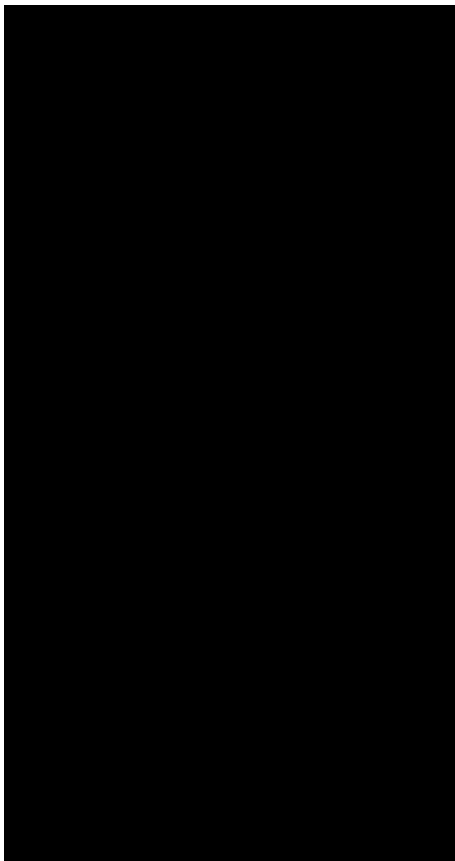
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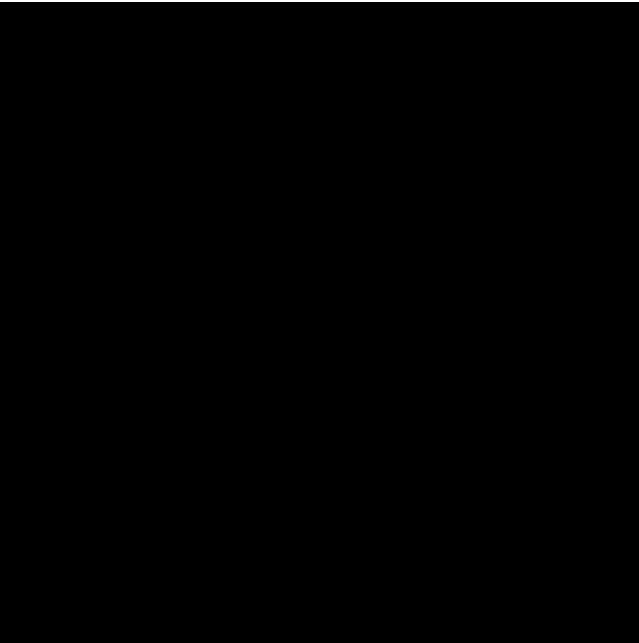
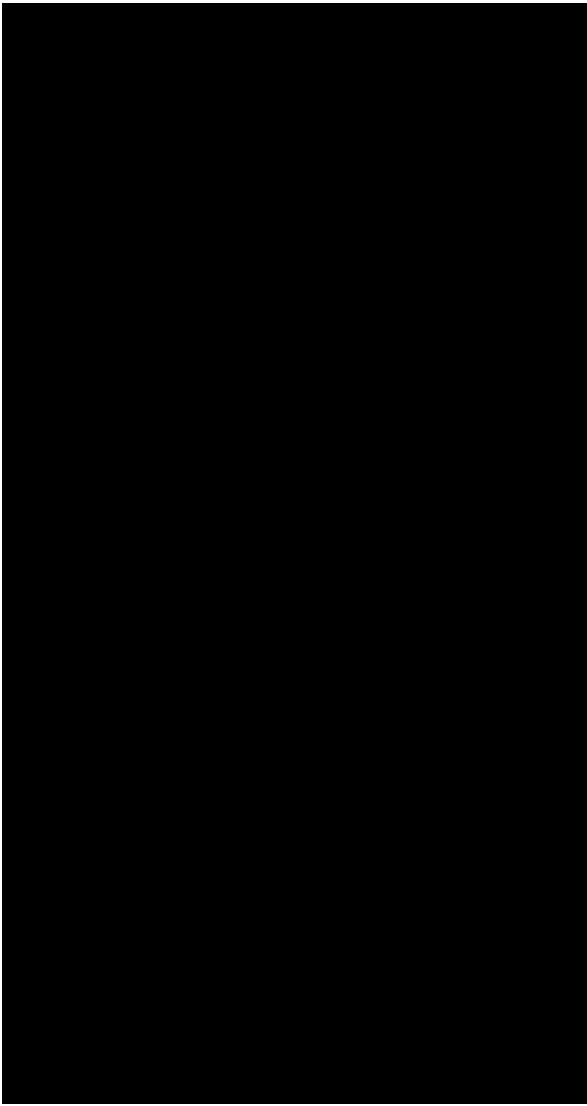
[REDACTED]

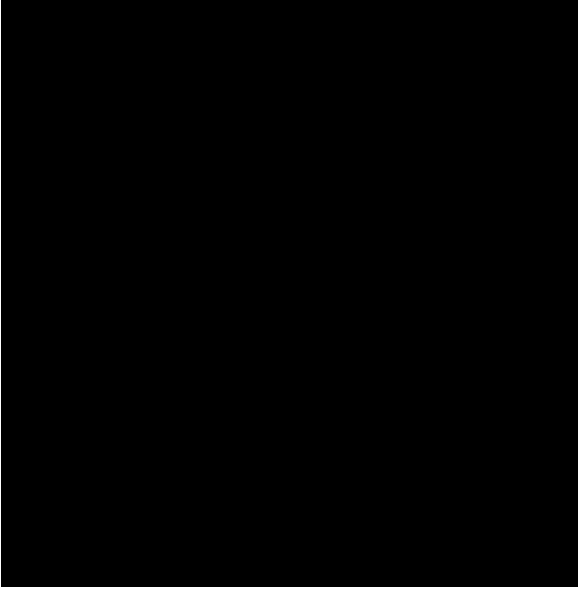
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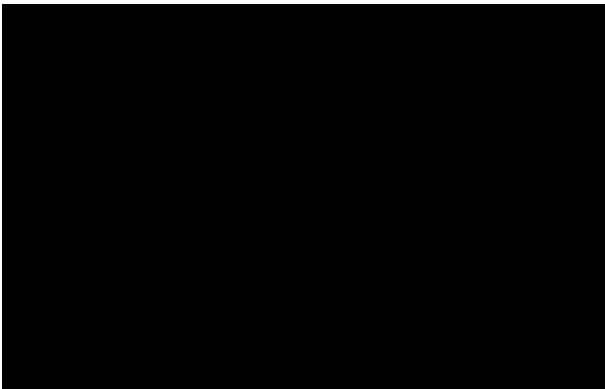
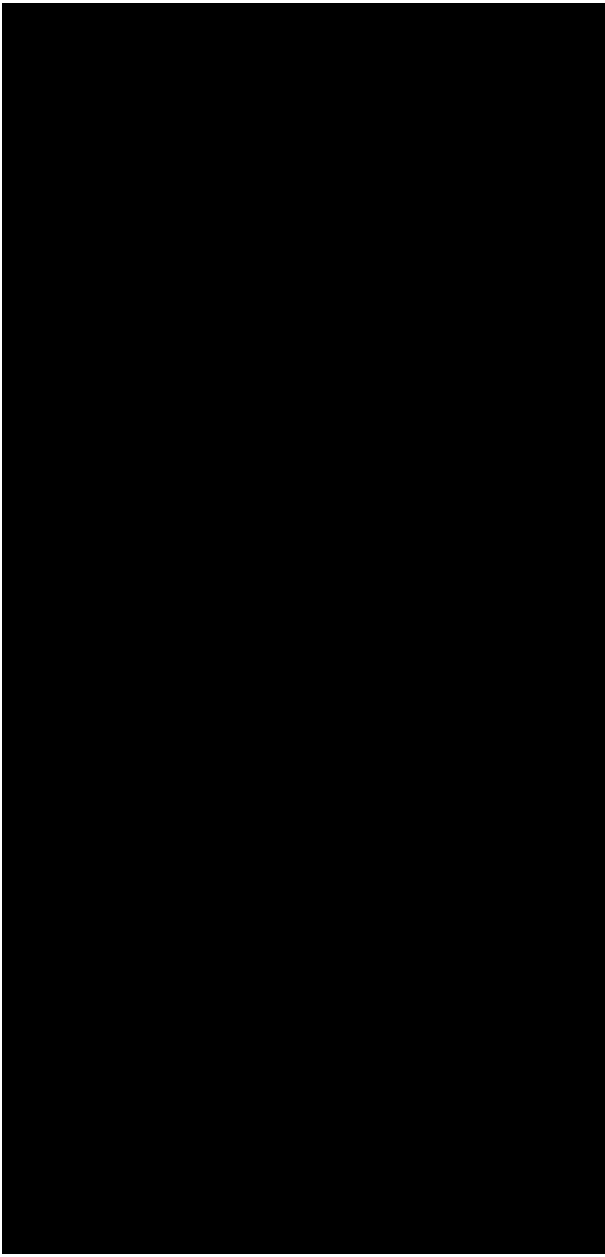
[REDACTED]

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Facebook campaign

A Facebook advertising campaign produced the following results:

Campaign	Results	Reach	Cost per action	Amount spent
Page likes campaign	97 page likes	7,338	████ per like	████
Web clicks campaign, directing to: https://www.mcs.stevenage.co.uk/have-your-say/	839 link clicks	14,672	████ per link click	████

Boosted post (Directing to https://www.mcass Stevenage.co.uk/ha ve-your-say/)	17 link clicks	119	██████ per link click	██████
Total				██████

Suggested Page

 **Michaela Stevenage**
Sponsored

Exceptional new secondary school proposed for Stevenage from Sept 2023. LIKE our page!



Michaela Stevenage School
133 people like this

 **Michaela Stevenage**
Sponsored ·  ...

We're planning a new 11-19 school with a focus on academic excellence. Help shape our vision!



mcass Stevenage.co.uk
A new choice of secondary school for Stevenage [LEARN MORE](#)

 6 2 comments

 Like  Comment  Share

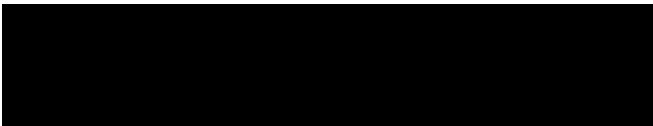
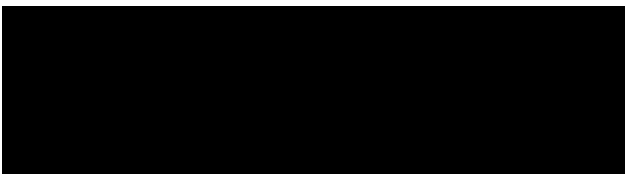
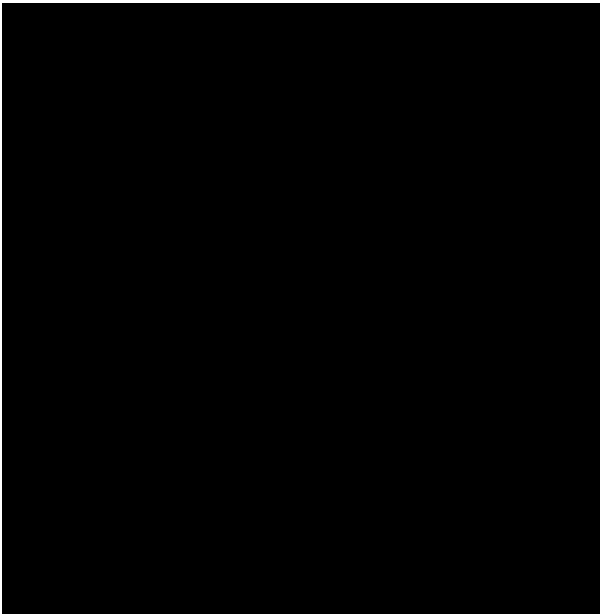
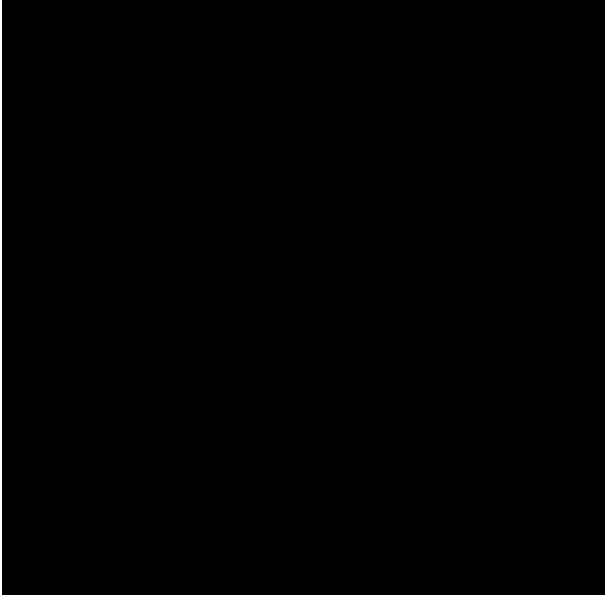
TWITTER

On 29th October, there were 167 followers on the school's Twitter page:



 **Michaela Stevenage**
@MCSstevenage

Tweets	Following	Followers
14	63	167





LEAFLET

3,000 A5 leaflets were produced and distributed locally and at the Engagement Event on 22nd October:

MICHAELA
KNOWLEDGE IS POWER

HELP SHAPE OUR VISION!

Exceptional new 11-19 secondary school planned for Stevenage

TARGET OPENING DATE
SEPTEMBER 2023

INITIAL INTAKE
180 YEAR 7 STUDENTS

Help shape our vision for Michaela in Stevenage to the needs and ambitions of the community it will serve.

Please complete the short form on the 'Have Your Say' page at www.mcsstevenage.co.uk

- Private school ethos, no fees
- Emphasis on traditional subjects
- High expectations of behaviour
- Sixth Form
- Oxbridge preparation
- Following the model of the highly successful, 'Outstanding' Michaela Community School in Wembley Park

[f](#) [t](#) @MCSstevenage

www.mcsstevenage.co.uk info@mcsstevenage.co.uk 020 8795 3183

PRESS RELEASE

A press release was sent to local media outlets on 10th October:

New secondary school proposed for Stevenage

An application to establish a new non-denominational, non-fee paying, 11-19, mixed free school in Stevenage, will be submitted to the Department for Education this November. The proposed school, Michaela Community School, has a target opening date of 2023.

If the application is approved, the new school will follow the highly successful model established by Michaela in Wembley Park which, since opening in September 2014, has built a reputation as one of the most highly performing schools in the country and was graded 'Outstanding' in all areas by Ofsted in May 2017. Michaela will continue this tradition of academic excellence, high standards and exceptional outcomes for students in Stevenage by bringing the values and advantages of a private education to young people of all backgrounds.

The establishment of this new school will help meet the accelerating need for high-quality secondary school places in the growing town and will also increase parental choice and diversity of local secondary provision in the area.

Michaela plans to open with an intake of 180 Year 7 students, growing organically with the same intake each year. At full capacity, Michaela will be a secondary school with 1,260 pupils, including the Sixth Form.

Katharine Birbalsingh, Headmistress at Michaela in Wembley Park, said: *"Our proposal follows extensive engagement with the local authority and we will continue to seek the views of prospective parents, students and stakeholders prior to submitting our application, giving them the opportunity to help shape the school so that it meets the needs and ambitions of the community it will serve."*

Parents and members of the wider community are currently being asked to help shape the vision for Michaela in Stevenage, especially if they currently have children in Year 2 or below (due to start secondary school from 2023). They can do this via a short form on the Have Your Say page of the school's website: www.mcsstevenage.co.uk.

Michaela is also holding a community drop-in event to share information and collect views on this proposal to open a new secondary school in Stevenage. The event is being held at [REDACTED] on Monday 22nd October from 12.30pm – 6.30pm. Please visit the Events page of the school's website, www.mcsstevenage.co.uk, and select a time slot to register for the event.

Please visit www.mcsstevenage.co.uk for further information on the proposed school. You can also find the school on Facebook and Twitter @MCSstevenage.

ENDS

Notes to editors:

Please visit www.mcsstevenage.co.uk for more information about the school.

The Comet published an article on 16th October detailing our proposal and Engagement Event:

The Comet

HOME NEWS STEVENAGE FC SPORT WHAT'S ON BUY AND SELL COMET LIFE MO
Latest News Biggleswade Stevenage Hitchin Letchworth & Baldock Business Education
HOT TOPICS: SIGN UP TO IN BRIEF | FACEBOOK | TWITTER | HERTS MOST WANTED |
Comet InBrief THIS WEEK'S LOCAL NEWS HI

Plans for new secondary school in Stevenage to be submitted to Department for Education

PUBLISHED: 12:47 16 October 2018 | UPDATED: 12:47 16 October 2018 | Louise McEvoy



A new secondary school will be built in Stevenage if plans are approved. Picture courtesy of Kinetic Marketing.

If approved, the proposed Michaela Community School will form a not-for-profit multi-academy trust with a target opening date of 2023, although a site for the school has yet to be determined.

It will be a non-denominational, non-fee paying mixed free school for 11 to 19 year olds.

Michaela plans to open with an intake of 180 Year 7 students, growing with the same intake each year. At full capacity, the school will have 1,260 pupils.

A new school would help meet the accelerating need for secondary school places in the growing town.

If the application is approved by the Department for Education, one of the first tasks of the Education and Skills Funding Agency will be to secure a suitable site.

The new school will follow the model established by the Michaela Community School in Wembley Park, which opened in September 2014 and was graded outstanding in all areas by Ofsted in May 2017.

Katharine Birbalsingh, headteacher at Michaela in Wembley Park, said: "Our proposal follows extensive engagement with the local authority and we will continue to seek the views of prospective parents, students and stakeholders prior to submitting our application, giving them the opportunity to help shape the school so that it meets the needs and ambitions of the community it will serve."

Parents and members of the wider community are currently being asked to have their say, especially if they currently have children in Year 2 or below, who will be due to start secondary school from 2023.

They can do this via a short form on the Have Your Say page of the school's website mcsstevenage.co.uk.

Michaela is also holding a drop-in event to share information and collect views.

The event is being held at [REDACTED] on Monday, from 12.30pm to 6.30pm. Visit the events page of the school's website and select a time slot to register.

For more about the proposal, visit mcsstevenage.co.uk. You can also find the school on Facebook and Twitter @MCSstevenage.

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Department
for Education

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