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Application checklist

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

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>	✓
<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>	✓

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? 	✓

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

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

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

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

Signed:

Position: Chair of company



Date: 2 November 2018

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

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

Please see spreadsheets.

The application form

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

B1 – Evidence of basic need

B1 – Evidence of basic need
[Redacted]

B1 – Evidence of basic need

[REDACTED]

[REDACTED]

Star Leadership Academy, Middleton

Proposal

A new 11-16 secondary school is proposed for the Middleton area of Rochdale. It would open as a 5 form entry school.

Basic need

Rochdale Council's school place planning projections indicate the need for a further 8 forms entry of secondary school capacity for Middleton by 2022, growing to 10 forms of entry by 2028. These projections factor in significant housing developments in the locality. The need for more places is acute. An additional 6 forms of entry will be required by 2021 and the Council has identified the need to put in place interim capacity prior to a new Free School opening. These projections and the need for new provision are set out in reports to the Council's meetings of 24 October 2017 and 26 June 2018. Both reports were approved.

Our research and our extensive experience of establishing new schools from scratch indicates that they begin to thrive more quickly if they take the more personalised approach that a smaller school offers. Therefore, we are proposing to establish a 5FE secondary school. Nevertheless, Star would be happy to continue discussions with the Council and RSC once the school is established.

Furthermore, Star would be willing to discuss opening the school in 2020-21 to help with the urgent need for more places. Whilst this would be a challenging timetable, we are confident that, given our extensive experience of opening new free schools, we would be able to open the school on time. We would also be willing to discuss options for adding some preliminary capacity in 2019-20.

Impact on existing provision

Star recognises that it is often the case that new provision – particularly from a high-quality provider – can have an impact on existing schools. However, we consider it unlikely that, in this case, the viability of any of the current schools will be undermined. The local authority is confident that the impact of a new free school can be managed due to the scale of demand for places

The local authority is keen, however, that the new school should not be located too close to existing secondary schools, and in particular to the one outstanding school in Middleton, Middleton Technology School. At its meeting on 19 December 2017, and following an option appraisal, the Council's Cabinet approved the allocation [REDACTED]

B1 – Evidence of basic need

████████████████████ a new secondary school. This site is the preferred location for the Star Leadership Academy, Middleton.

Star Academies' free schools have an outstanding track record in terms of school performance. Star is strongly committed to partnership working and school-to-school support. We would hope to be able to forge a strong partnership with the Technology school. The individual and collective capacity of the two academies, would add significant capacity to the local school system and it would not be unreasonable to expect that standards in the area will rise as a result of the establishment of the Star Leadership Academy.

Admissions

The academy's admissions arrangements will be community-based and will be aligned with Rochdale Council's determined scheme for co-ordinated admissions to secondary schools.

Star Leadership Academy, Salford

Proposal

A new 11-16 non-faith secondary school is proposed to serve the Worsley, Walkden, Ellenbrook and Boothstown areas of Salford. This would open as a 5-form entry school.

Basic need

In terms of Salford City Council's pupil place planning processes, the proposed location and catchment area for the Star Leadership Academy – Worsley / Walkden / Ellenbrook / Boothstown – lies within School Planning Area 101. Scrutiny of school place demand projections shows that an additional 4 forms of entry will be required by 2021-22, rising to 5 forms of entry by 2023-24. Additional pressure on school capacity is likely to come from a number of new high volume housing developments in the areas of Little Hulton and Walkden, Boothstown and Worsley, North Swinton and Swinton South.

Analysis of pupil yield for School Planning Area 101 indicates that a potential additional 4 forms of entry would be required in the primary phase, some of which would flow begin to flow through to the secondary phase in 2026-27. In overall terms, about 12% of Year 7 pupils resident in Salford attend schools in neighbouring local authorities. It is likely that this trend would reduce if new and additional high quality provision was introduced to the city, thus creating more potential demand.

Impact on existing 11–16 provision

There is a clear need for additional school capacity in SPA 101. If the proposed new school were not established, the schools that currently serve the area would be over-subscribed and parents would be compelled to apply for places in neighbouring local

B1 – Evidence of basic need

authorities such as Bolton and Manchester. This would compound the trend for parents to seek places outside the City.

We recognise that it is often the case that new provision – particularly from a high-quality provider – can have an impact on existing schools. Whilst we accept that there might be some impact on those schools that are currently underperforming, we do not believe that this will undermine their viability.

In terms of performance, none of the secondary schools that draw pupils from the SPA 101 catchment area currently has a Progress 8 score that is above average. Star Academies’ free schools have an outstanding track in terms of school performance, not least Progress 8. Furthermore, with Star’s commitment to partnership working and school-to-school support, it is reasonable to expect that standards in the area will actually rise as a result of the establishment of the proposed new school.

Admissions

The academy’s admissions arrangements will be community-based and will be aligned with Salford City Council’s determined scheme for co-ordinated admissions to secondary schools.

[Redacted content]

B1 – Evidence of basic need

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

B1 – Evidence of basic need

[Redacted text block]

[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

[Redacted text block]

B1 – Evidence of basic need

[Redacted text block]

B2 – Need for good school places

B2 – Need for good school places.

██████ proposed schools are in districts having the lowest standards and lowest capacity to improve (as set out in Annex G of the “How to apply” guide).

Section C – Vision

C1 – Vision

Star believes that communities can be transformed through education. We are a values-based organisation, committed to enhancing social mobility in all communities – regardless of faith, race or history.

Star’s vision is – *Nurturing today’s young people, inspiring tomorrow’s leaders.*

Our vision is wide-ranging. It encompasses aspiration, educational excellence, system leadership and social mobility. Star aims to:

- Transform the educational achievement of the nation’s young people, schools and academies
- Elevate the life chances of young people in areas of social and economic deprivation – from all backgrounds – to help them succeed at the highest levels of education, employment and the professions
- Lead a national drive based on rigour and high expectations designed to improve school standards
- Provide more choice for parents by offering them the chance to send their children to an inspirational school
- Ensure ambition and high aspirations are rewarded through all our schools
- Make a demonstrable impact on social mobility and equality in communities that have called out for change for so long
- Create a diverse network of schools, ensuring every child has access to a first-rate education that embodies opportunity for all

There are four key features to our approach to making a reality of our vision:

- **Collaboration:** We work collaboratively with key stakeholders including local authorities and the Regional Schools Commissioners, bringing forward innovative proposals that address educational underperformance or lack of pupil places, particularly in socio-economically deprived communities.
- **Competition:** Our experience to date demonstrates that the development of a free school in a locality encourages other schools to raise their game, becoming more proactive in attracting and retaining pupils and broadening their provision and overall offer.
- **Capacity building:** We work with other MATs and Teaching Schools whose overall approach aligns with ours to identify opportunities for building system capacity through joint programme development, such as curriculum and specialism development or peer review arrangements.

- **Contribution:** We have developed a clear strategy to ensure that Star's people make a contribution towards the development of national, regional and local education policy, practice and debate.

Our STAR values

Our STAR values underpin everything we do as a Trust.

- **Service:** Being a responsible citizen in our community
- **Teamwork:** Working together for excellence
- **Ambition:** Aspiring to be our best
- **Respect:** Treating others as we wish to be treated

Our business areas

We focus on three key business areas:

Educational excellence

Our intention is to build a network of schools where every school is high performing or on a clear trajectory to becoming high performing. We aim for quality, consistency and lateral transfer across our schools, with consistent application of our proven

Careful recruitment and sustained investment in the development of our training and development arm - Star Institute - and in the continuing professional development of all our staff ensures we attract and retain the best talent and provide an aspirational career path for those who choose to follow it.

Operational excellence

We know that whilst leadership, teaching, pastoral support and enrichment activities are the most important factors in developing high performing schools, the tasks of managing and administering the school's finances, resources and infrastructure are also vital.

A strong Star community

Our aim is to create a cohesive Star "family", where our schools and our central team are driven by a sense of moral purpose and a clear, shared vision and are united under a common brand with a well-embedded set of shared values. Clear lines of accountability between our Board of Trustees and Local Governing Bodies, the Trust Central Team and School Executives, complemented by a common planning and performance framework, ensures coherence across the organisation and help direct all our efforts towards the achievement of our shared vision.

An aspirational culture

At Star, our whole culture is one of aspiration and high expectations. The Star Institute supports our aspiration to build a world class education workforce. We want the whole of the Star community – pupils, parents, staff, Trustees, governors and partners - to be proud of the Star brand and its unapologetic commitment to the highest of expectations.

We are building a vibrant, diverse network of schools and developing programmes of sport, arts and other leadership activities to bring together young people from different backgrounds in practical, purposeful ways that develop them as individuals and build shared understanding.

Star pledges of excellence

Our Star pledges will apply in each of the four proposed schools.

Pledge to Pupils and Parents

The Trust makes a pledge to every parent or carer who chooses to send their child to a Star school. We pledge:

- High expectations
- A high-powered, knowledge-based academic curriculum
- Carefully focused traditional teaching, rigorous tracking and personalised intervention
- Highly qualified staff that are motivated, well-trained and using cutting edge research
- A rich and diverse leadership programme that grows character and inspires charitable and social action

Pledge to Staff

The Trust makes a pledge to every Star employee. We pledge:

- An inspirational career, with opportunities to put the needs of others first, drive social mobility and celebrate diversity for the richness it brings
- An inspirational working environment where hard work is recognised and where there are opportunities to give something back and bring out the STAR qualities in each and every student
- A commitment to transformational leadership, with leaders passionate about nurturing the next generation of leaders and a culture of collaboration, sharing and support.
- A learning organisation, committed to growing its own, encouraging fast track career progression and supporting the transformational development of its people
- A sense of belonging to one Star family, bound together by a shared moral purpose and passion for our STAR values
- An unswerving commitment to our one Star family, filling it with Star talent, celebrating successes and pursuing excellence in all we do

Pledge to the Community

The Trust makes a pledge to every community in which a Star school is located, irrespective of so-called social standing, that their aspirations deserve to be met and that there will be no settling for second best. We will deliver only to the highest standards and will strive to enhance social mobility for the whole school community.

We pledge:

- Schools of premier standard, with pupils recruited from local neighbourhoods and committed to volunteering, charitable fundraising and social action to make social mobility a reality and not an aspiration
- Schools that empower the communities they serve, with practical assistance to raise the quality of life in neighbourhoods and across social and ethnic divisions
- Schools that are committed to raising students' aspirations as the leaders of tomorrow and to meeting those aspirations in everything they do
- School buildings and facilities at the centre of local neighbourhoods where they can enhance the local environment and help create community and social cohesion
- Schools that forge strong relationships with universities and with local and national businesses so that students gain first-hand experience and that the right doors are open for them into rewarding further study, high quality apprenticeships and fulfilling and successful careers

Pledge to Schools

The Trust makes a pledge to every school that chooses to become a Star academy.

We pledge:

- A universal vision of nurturing today's young people and inspiring tomorrow's leaders
- A skilled team in Star Central that works alongside schools to deliver educational excellence, operational excellence and a strong Star community
- High quality school improvement support
- A collaborative approach to policy and systems development
- An investment in staff wellbeing and continuous development
- A strong and vibrant Star community
- An opportunity to make a social impact

Our track record

Star has an extremely strong track record of establishing highly successful free schools in areas of social and economic disadvantage. Each of our free schools that has undergone an Ofsted inspection has been judged "outstanding". Each of the Star secondary free schools that have had cohorts sitting GCSE examinations to date have achieved exceptional results that place them in the highest percentiles.

We are firmly committed to bringing Star's proven model of educational excellence to other disadvantaged areas and to playing our part in enhancing social mobility. We believe that the most successful schools are embedded in and reflective of the

communities they serve. It is a key feature of our model that our schools should be outwardly focused.

Service is one of Star's values. All our schools are active in their local communities and the proposed new schools will be no exception. Service is one of our core values and all our schools have a strong focus on giving something back, volunteering and charitable giving. Star schools have raised over £1m for charity over the past seven years.

We also prioritise building strong relationships with local businesses. Many of our Trustees and governors are successful business people in their own right. Our schools work with local and national employers to source inspirational speakers and mentors, develop meaningful work experience programmes and engender a culture of entrepreneurialism and a commitment to hard work in our students.

Star is also strongly committed to bringing innovation and excellence into the wider school-system. Our central team and schools participate actively in local, regional and national networks and partnerships. The Star Institute, our training and development arm, was established to ensure that Star plays its part in developing the next generation of teachers, managers and leaders in our own schools and throughout the school system.

Each of the schools in this proposal will adopt the proven Star model of academic rigour, character development and community and partnership focus.

[REDACTED]

- [REDACTED]
- Star Leadership Academy, Middleton
- Star Leadership Academy, Salford
- [REDACTED]

It is worth noting that all the proposed schools in Greater Manchester are in easy travelling distance of each other. They are also in travelling distance of the Eden Girls' and Eden Boys' Leadership Academies in the Cheetham Hill area of Manchester and the Eden Boys' School in Bolton.

Furthermore, there are strong synergies between Greater Manchester and East Lancashire, where Star Central, TIGHS and TIBHS are located. There has been a long history of co-operative working with the Greater Manchester authorities. Indeed, Blackburn with Darwen Council used to be a member of the former Association of Greater Manchester Authorities (AGMA) – the forerunner to the current Greater Manchester Combined Authority.

The map at the end of this section clearly demonstrates the exciting opportunities for creating a powerful cluster for shared learning, school-to-school support and system

improvement. It also offers real opportunities to strengthen integration and cohesion and to demonstrate that there is indeed more that unites us than divides us.

Our vision for the proposed schools

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

belief and raise aspirations. Our leadership framework is designed to develop well-rounded, ethical and accomplished leaders of tomorrow.

The Place Plan developed by Rochdale's multi-agency Transformational Leaders Group identified the need to increase educational attainment as one of the key elements of improving the Borough's economic prosperity. The "People" priority in the Borough Council's own corporate plan sets specific targets for raising GCSE and A-level attainment and for raising the proportion of young people progressing from school to sixth form. The need to give young people the best start in life, to enable them to achieve their full potential and to narrow the gap for the most vulnerable are identified as key priorities for Children's Services.

We believe that Star's value-driven approach, its commitment to partnership working and its track record in raising educational attainment through its proven educational model would have a lot to offer in Rochdale. We were pleased to note that the Manchester Metrolink is likely to be extended to include Middleton. We welcome the opportunities this would bring to our Middleton students to take advantage of the economic growth across the conurbation.

Working closely with Rochdale Council and utilising the extensive professional networks of our staff and Trustees, Star Academies will lever in the capacity of a range of potential partners to support the development and success of the new school. We will engage positively and proactively with Rochdale's family of schools through the Pioneer Trust. We will use the resources and expertise of our teaching and leadership college, the Star Institute, to support the developing school and add value to the wider school system.

We will work with the following key partners (and others) to take the school forward and to ensure that we play our part in a self-improving school system in Rochdale.

- Greater Manchester Local Enterprise Partnership
- Rochdale Sixth Form College
- Hopwood Hall College
- Greater Manchester Chamber of Commerce
- Universities serving the Rochdale area, including the Universities of Manchester, Salford, Bolton and Huddersfield and Manchester Metropolitan University

Star Leadership Academy, Salford

Star Leadership Academy, Salford would be a five-form entry, 750 place 11-16 school. Upon opening, the school would have an intake of 150 pupils in Year 7. It would continue to recruit a new intake of 150 Year 7 students in successive years until it reached its full capacity of 750. It would pursue the Star curriculum set out in E1 below.

Like all Star schools, it would have a leadership specialism. Traditionally, young people from socially and economically deprived backgrounds do not perceive

themselves as the leaders of tomorrow. We want to change this self-limiting belief and raise aspirations. Our leadership framework is designed to develop well-rounded, ethical and accomplished leaders of tomorrow.

We believe there is a compelling case for a new secondary free school to be established in Salford based on both basic need and raising standards and capacity to improve. We have focused on the “white working class” areas of Walkden, Worsley, Ellenbrook and Boothstown as areas that could particularly benefit from Star’s educational model.

The City Council’s strategy for school improvement sits at the heart of its plans to create a prosperous city. The Council believes that improved educational outcomes are the key to unlocking the city’s potential – and so do we at Star. We believe that education changes lives, both at an individual level and at a community level.

The Council’s overall aim is that all schools should be judged to be good or outstanding and that no school should fall into a category of concern. We believe that, based on Star’s performance to date, the proposed Star Leadership Academy, Salford could make a genuine contribution to that aim, both directly by its own performance and by the opportunities to play its part in the wider school system. Partnership working is a hallmark of Star’s approach and we would work with the Council and other local and sub-regional partners to bring about the best possible educational outcomes for local children and young people.

Working closely with Salford City Council and utilising the extensive professional networks of our staff, Trustees, Star Academies will lever in the capacity of a range of potential partners to support the development and success of the new school. We will engage positively and proactively with Salford’s family of schools and other partners. We will use the resources and expertise of our teaching and leadership college, the Star Institute, to support the developing school and add value to the wider school system.

We will work with the following key partners (and others) to take the school forward and to ensure that we play our part in the self-improving school system in Salford.

- The University of Salford
- Greater Manchester Local Enterprise Partnership
- Media City
- The BBC
- ITV Granada
- The Landing
- UTC@MediaCityUK
- Peel Holdings
- Pendleton Sixth Form College
- City of Salford College

We would use arts and media as the facilitating area for the school’s leadership specialism, given the growing creative and media cluster in the City.

[Redacted text block]

Our strategy for expansion

Star has welcomed the Government's commitment to expanding the number of free schools and academies. It has participated with enthusiasm in the free schools programme and now has 15 open free schools and two further schools approved, one of which is due to open in September 2019 and one in September 2020.

Star's current schools and academies are as follows:

Primary schools

Free schools

- The Olive School, Birmingham
- The Olive School, Blackburn
- The Olive School, Bolton
- The Olive School, Hackney
- The Olive School, Preston
- The Olive School, Manchester (*approved, provisionally scheduled to open in 2020*)

Sponsored academies

- Barkerend Primary Leadership Academy
- High Craggs Primary Leadership Academy
- Thornbury Primary Leadership Academy
- Al-Hijrah Primary School, Birmingham (*currently in due diligence*)

Secondary schools

Convertor academy

- Tauheedul Islam Girls' High School and Sixth Form College

Free Schools

- Tauheedul Islam Boys' High School
- Eden Boys' Leadership Academy, Birmingham East
- Eden Boys' School, Birmingham
- Eden Boys' School, Bolton
- Eden Girls' School, Coventry
- Eden Boys' School, Manchester
- Eden Girls' School, Manchester
- Eden Boys' School, Preston
- Eden Girls' School, Slough
- Eden Girls' School, Waltham Forest
- Eden Boys' School, Bradford (*due to open September 2019*)

Sponsored Academies

- Bay Leadership Academy
- Highfield Leadership Academy
- Laisterdyke Leadership Academy
- Small Heath Leadership Academy
- Tong Leadership Academy
- Fearn School (*currently in due diligence*)
- Skipton Academy (*currently in due diligence*)

The Trust's aim is to establish a cluster-based chain of 40-60 schools by 2022. These will be in five geographic clusters known as Star Partnerships (SP) in Greater Manchester, Lancashire, the Midlands, London and West Yorkshire.

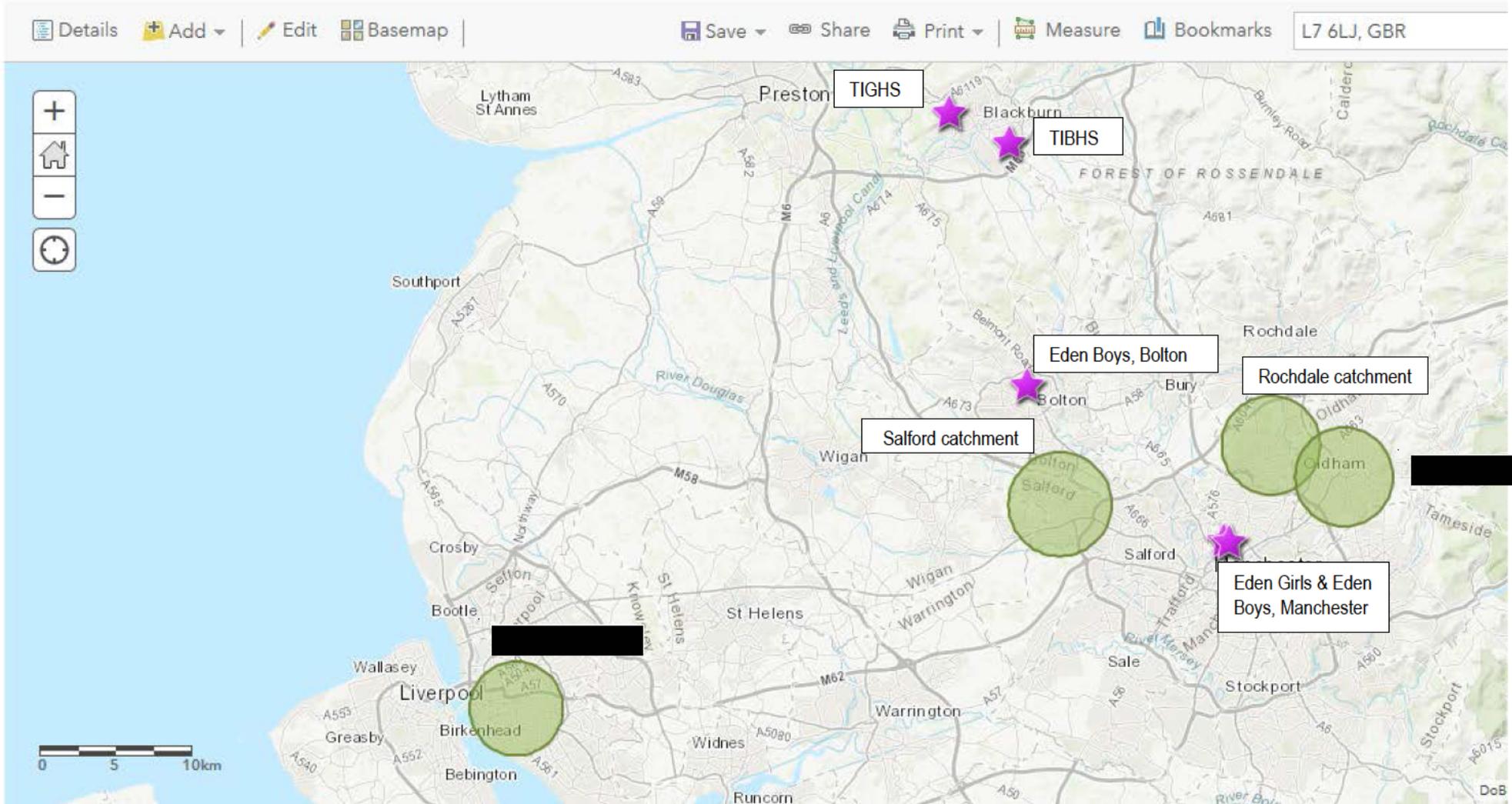
By adopting this cluster-based approach and establishing the Star Partnerships, the Trust will still be compact enough to be manageable and locally responsive and to maintain the commitment to personalisation that is one of the hallmarks of a Star education. At the same time, it will be large enough to become a self-improving system in its own right and to make a tangible impact on the development of the self-improving education system more generally.

All the proposed new schools are within 50 minutes travelling distance of other Star schools.

Wave 13: Secondary School cluster

ArcGIS Wave13

New Map



Section D – Engagement with parents and the local community

D1 – Successful engagement with parents and the local community

Star is committed to carrying out rigorous and ongoing consultation to secure community and stakeholder engagement with all our schools. This continues once our schools are open. We believe that meaningful engagement with the local community is an important of keeping schools popular and thriving. The need to engage with the local community is one of the key responsibilities of our local governing bodies. Indeed, this was the topic of one of the interactive regional LGB workshops that Star holds every year. Several LGBs went on to arrange special planning sessions for themselves when they could examine their existing engagement arrangements and consider opportunities for enhancing these important relationships still further.

It is essential to us that these Greater Manchester and Liverpool communities welcome the new schools and view them as their own.

Star adopts a five stage “Engage” framework for early community engagement for all our emerging schools as follows:

- **Determine:** The first step is an early desktop feasibility exercise. It seeks to identify communities who might benefit from the provision of a Star education within our cluster. Star has always looked for communities that present as many as possible of the following opportunities – addressing basic need, tackling local educational performance, responding to demand, adding choice to local education provision and enhancing the local school system.

Our search in Wave 13 has fully taken account of the requirement to target districts with the lowest standards and lowest capacity to improve where there is also demonstrable basic need for the places created.

- **Mobilise:** The next step is to begin to mobilise the local community through existing networks and by developing contacts with local voluntary and community groups and other stakeholders.
- **Develop:** We then develop our formal engagement plan – how many events should we hold and when; where would be the best locations for leaflet drops, events, drop-ins etc; who are the local opinion formers; how best to work with the local media?
- **Engage:** This involves putting the plan into action, holding events, meeting local stakeholders and so on.

D1 – Successful engagement with parents and the local community

- **Action and review:** We monitor the effectiveness of our early engagement activities and use it to inform the next stages of our plan.

It is important to see engagement as a “living” part of the process of developing a free school. The wait for a new school can seem like a long time to an enthusiastic parent and it is important to keep them engaged right from the outset until the point when the school opens. We draw up multi-faceted stakeholder engagement and marketing plans that start at early proposal stage and extend until the school is open and beyond. All of Star’s schools are located in disadvantaged areas. We have considerable experience of engaging with “hard to reach” communities and have used this experience to engage with the communities that are the subject of these bids. We have already initiated dialogue with a number of business and voluntary groups in the local areas. The Regional Schools Commissioner is aware of the proposals.

Greater Manchester Star Leadership Academies

Star Leadership Academy, Middleton; Star Leadership Academy, Salford

We already have an established presence in Greater Manchester and have used our networks and contacts to raise awareness of the proposed bids and to begin to gauge public opinion and to garner support. Our Greater Manchester based students, parents, staff and governors are enthusiastic ambassadors who can attest to the value of a Star education.

We have used a number of mechanisms to engage with parents and the local communities. These have included leafleting targeted areas, drop-in sessions and meetings with key stakeholders.

In all cases, parents were attracted to the Star model. They were impatient for high quality, state funded education that would maximise their children’s life chances. Many welcomed our academic curriculum and emphasis on the subjects leading to the English Baccalaureate as they felt this would prepare their children well for further and higher education or for high quality apprenticeships. Star’s commitment to high standards, including high standards of attendance, were welcomed. Many parents felt that their children’s’ peers could exercise a negative influence in this area and wanted their children to develop persistence and resilience.

They welcomed Star’s emphasis on partnership with local employers as they felt this could open doors to employment for their sons and daughters in the future.

Partnerships with universities and Star’s careers education programme also appealed. Many local children had no family history of university attendance and

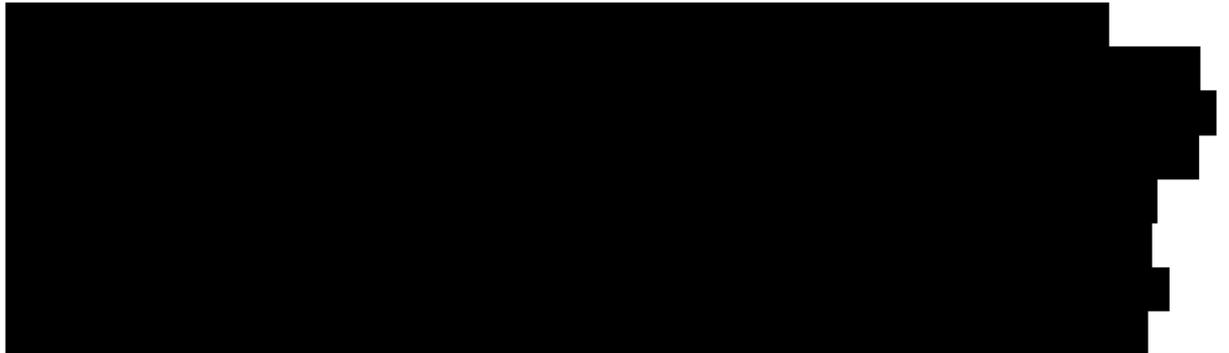
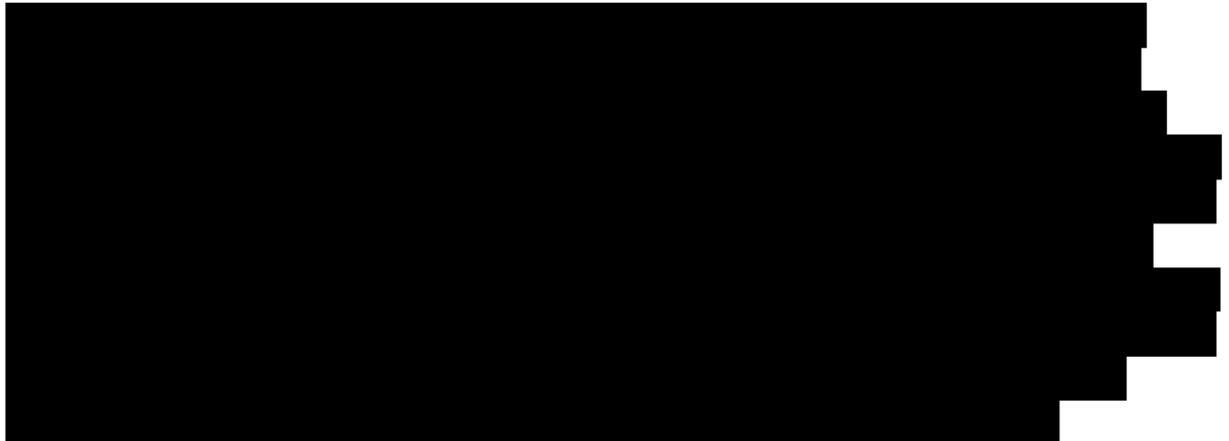
D1 – Successful engagement with parents and the local community

often perceived it as “not for them”. Parents were keen to dispel those perceptions, particularly given the cluster of excellent universities on their doorstep. Parents thought that their children would be interested in meeting students from Star’s existing Greater Manchester schools so that they could hear at first-hand about life as a Star student.

They also felt that the Star model offered something different, with its multi-faceted curriculum offer with an emphasis not only on educational excellence, but also on character development and service to communities. They wanted their children to become rounded individuals, eager to give something back and to make a difference.

Parents also welcomed the Trust’s leadership specialism and the opportunities this would present for their children to stretch themselves in ways that traditionally had not been available in their communities.

Parents raised questions about the extra-curricular activities the schools would develop. There was strong support for sport-related activities and parents of girls’ were excited to hear about Star’s appointment as an FA girls’ football hub. Many parents were keen that their children were encouraged to participate in Manchester’s thriving cultural and heritage offer.

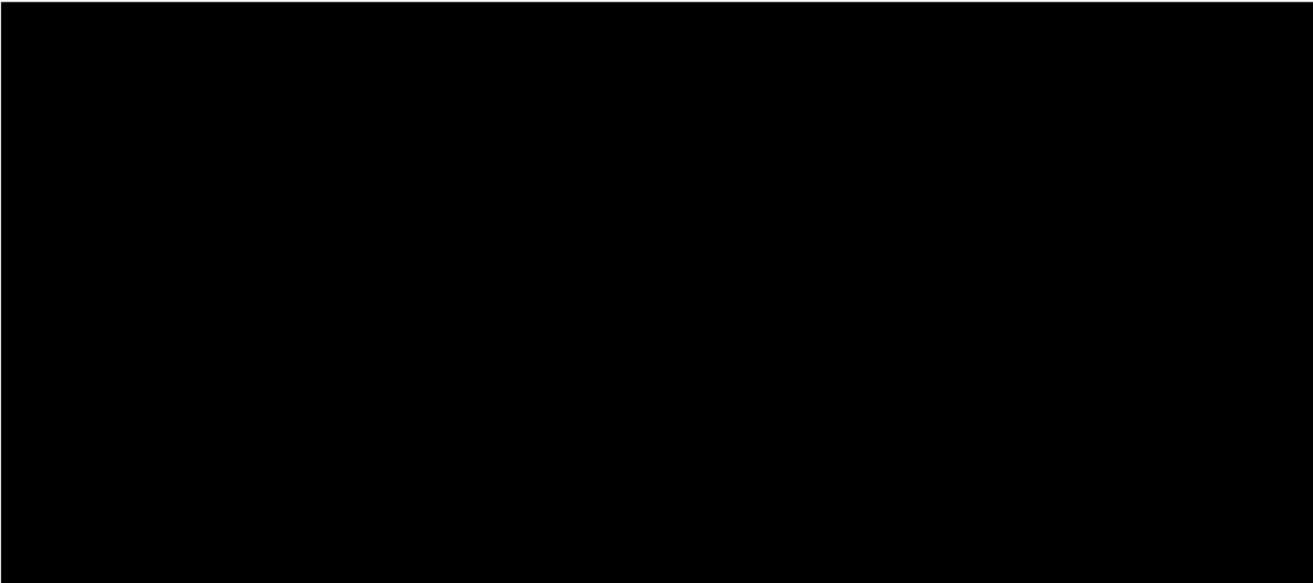


D1 – Successful engagement with parents and the local community

[Redacted text block]

Section E – Education plan: part 1

Star Leadership Academy, Middleton							
	Year of opening	+1	+2	+3	+4	+5	+6
Year 7	150	150	150	150	150	N/A	N/A
Year 8		150	150	150	150	N/A	N/A
Year 9			150	150	150	N/A	N/A
Year 10				150	150	N/A	N/A
Year 11					150	N/A	N/A
Totals	150	300	450	600	750	N/A	N/A
Star Leadership Academy, Salford							
	Year of opening	+1	+2	+3	+4	+5	+6
Year 7	150	150	150	150	150	N/A	N/A
Year 8		150	150	150	150	N/A	N/A
Year 9			150	150	150	N/A	N/A
Year 10				150	150	N/A	N/A
Year 11					150	N/A	N/A
Totals	150	300	450	600	750	N/A	N/A



Section E – Education plan: part 2

E1 – Curriculum plan

* **NB:** The figures quoted are for lessons, not hours. A Star lesson is 50 or 55 minutes. We operate a 26 lesson per week model.

Year 7			
Subject/activity	Lessons* per week	Compulsory/ voluntary	Comments
English	4	Part of the E Bacc – 90% of students must study the full E-Bacc	
Mathematics	4		
Science	4		
History	1		
Geography	1		
Modern Foreign Language 1	2		
Modern Foreign Language 2	2		
Computing & Technical Learning	2	Not part of the E Bacc – but reflective of our rich and deep curriculum. Includes technical and creative arts.	
P.E.	2		
Religious Education	1		
PSHCE	1		
Performing Arts	1		
Creative Arts	1		
Year 8			
Subject/activity	Lessons* per week	Compulsory/ voluntary	Comments
English	4	Part of the E Bacc – 90% of students must study the full E-Bacc	
Mathematics	4		
Science	4		
History	2		
Geography	2		
Modern Foreign Language 1 or 2	2		
Computing & Technical Learning	2	Not part of the E Bacc – but reflective of our rich and deep curriculum. Includes technical and creative arts.	
P.E.	2		
Religious Education	1		
PSHCE	1		
Performing Arts	1		
Creative Arts	1		

Year 9			
Subject/activity	Lessons* per week	Compulsory/ voluntary	Comments
English Language and Literature	5	Part of the E Bacc – 90% of students must study the full E Bacc	
Mathematics	5		
Science	5		
History/Geography	2		
Modern Foreign Language 1 or 2	2		
Computing/Technical Learning/BTEC	2	Not part of the E Bacc – but reflective of our rich and deep curriculum. Includes technical and creative arts.	
P.E.	1		
Religious Education	2		
Citizenship/Creative Arts/Performing Arts	2		
Year 10			
Subject/activity	Lessons* per week	Compulsory/ voluntary	Comments
English Language and Literature	5	Part of the E Bacc – 90% of students must study the full E Bacc	
Mathematics	5		
Science	5		
History/Geography	2		
Modern Foreign Language 1 or 2	2		
Computing/Technical Learning/BTEC	2	Not part of the E Bacc – but reflective of our rich and deep curriculum. Includes technical and creative arts	
P.E.	1		
Religious Education	2		
Citizenship/Creative Arts/Performing Arts	2		

Year 11			
Subject/activity	Lessons* per week	Compulsory/ voluntary	Comments
English Language and Literature	6	Part of the E Bacc – 90% of students must study the full E Bacc	
Mathematics	5		
Science	5		
History/Geography	3		
P.E.	1	Not part of the E Bacc – but reflective of our rich and deep curriculum. Includes technical and creative arts	
Citizenship/Creative Arts/Performing Arts	2		
Options curriculum	4		

Eden Girls' Leadership Academy, Liverpool (only)

Year 12			
Subject/activity	Lessons* per week	Compulsory/ voluntary	Comments
A Level English Language	5	Students choose 4 A Levels	
A Level English Literature	5		
A Level Mathematics	5		
A Level Biology	5		
A Level Chemistry	5		
A Level Physics	5		
A Level History	5		
A Level Geography	5		
A Level MFL 1	5		
A Level MFL 2	5		
A Level Psychology	5		
A Level Sociology	5		
A Level Computer Science	5		
A Level Politics	5		
A Level Religious Studies	5		
VQ1 (Level 3 Programme)	Full time	Students choose 1 Level 3 programme	
VQ2 (Level 3 Programme)	Full time		
Star Mini MBA		Optional	

Year 13			
Subject/activity	Lessons* per week	Compulsory/ voluntary	Comments
A Level English Language	5	Students choose 4 A Levels	
A Level English Literature	5		
A Level Mathematics	5		
A Level Biology	5		
A Level Chemistry	5		
A Level Physics	5		
A Level History	5		
A Level Geography	5		
A Level MFL 1	5		
A Level MFL 2	5		
A Level Psychology	5		
A Level Sociology	5		
A Level Computer Science	5		
A Level Politics	5		
A Level Religious Studies	5		
VQ1 (Level 3 Programme)	Full time	Students choose 1 Level 3 programme	
VQ2 (Level 3 Programme)	Full time		
Star Mini MBA		Optional	

Length of school day , including any enrichment time.	<p>Faith schools, typically: Monday to Thursday: 8.00am – 3.00pm + 45 mins intervention Friday: 8.00am – 12.15pm + 45 mins intervention</p> <p>Non faith school, typically: Monday to Friday: 8.15am – 2.45pm + 1 hour intervention</p>
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E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Profile of existing Trust schools compared with proposed schools

Star schools serve areas of relative disadvantage. This is reflected in a range of data characteristics.

Across the Trust, prior attainment bands (low, middle, high) are broadly in the proportions 20% low (14% nationally), 50% middle (44% nationally) and 30% high (42% nationally). The average KS2 prior attainment is 28.3 and across Star schools it is significantly lower at 27.3

In addition, the proportion of pupils with EAL in Star schools (43%) is significantly higher overall than that nationally (14%). For instance, our two highest performing schools TIGHS and TIBHS have 98% and 91% EAL respectively yet both consistently achieve Progress 8 scores in the top 1% nationally. However, we also serve communities in Blackpool and Morecambe where the levels of EAL are very low (at around 2%).

The proportion of pupils deemed disadvantaged in the Trust overall is 43% (compared to 27% nationally), although in some of our schools it is as high as 60%. The IDACI (Income Deprivation Affecting Children Index) average for all Star secondary schools is 3.19 overall and 3.68 for our Free schools. That is, we are already serving schools communities in the lowest 30% of socio-economic disadvantage nationally. For the [REDACTED] schools we are bidding for the context is broadly similar to the areas we currently serve as outlined below

Therefore, we are confident that our model will work well. We do not intend to make extensive alterations to our policies and procedures around curriculum, teaching, learning and assessment as they are designed and proven to achieve top 1% outcomes nationally in terms of progress and attainment in schools contexts serving areas of considerable socio-economic disadvantage. However, we would tailor our structures and scale of provision to meet the specific needs of the intake should it require it. For instance, if the intake had a significantly above average proportion of pupils with reading age well below their chronological age we would ensure our screening, programmes and teaching capacity was refined to meet that need to ensure the needs of pupils were met as soon as they arrive in the school. Our

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

intention would be to enable these students to access and achieve in a broad and balanced secondary curriculum model as outlined in our Trust curriculum policy.

Star Quality Standards

Star Academies has a well-articulated set of Star Quality Standards, which across 18 areas define the Star school model when it is implemented. This includes our approach to teaching and learning.

The *Star Teaching and Learning Policy* outlines our Trust approach to teaching and learning. This is further detailed in our Star Teaching Framework which outlines how school put the policy into practice. This includes Trust wide expectations around teaching, how schools monitor the quality of teaching and how teachers are supported in a structured way to improve their practice through three stages – foundations, basics and extended repertoire. This is a well proven model that has been implemented with great success in all our Free schools. All these schools have had teaching, learning and assessment rated as ‘outstanding’ at inspection.

Curriculum Policy

We have a well-defined Trust curriculum model that our schools implement. A large proportion of the curriculum model is mandatory, but we allow schools to make adaptations to the non E-Bacc element based on local context and employment needs. However, our curriculum model is defined to ensure students excel academically to given them the strongest possible platform to have a breadth of choice for further education, training and employment.

Curriculum principles

- is primarily academic, broad and balanced in nature
- emphasises learning in literacy, numeracy, languages, humanities and science
- encourages high levels of participation in subjects that lead to the English Baccalaureate – at least 80% of the delivery time in each year is dedicated to E-Bacc subjects
- prioritises academic achievement in literacy and numeracy for least able learners
- provides highly positive, memorable experiences and rich opportunities for high quality learning
- has a positive impact on all pupils’ behaviour and safety
- contributes to pupils’ spiritual, moral, social and cultural development
- adopts an inclusive, values-driven approach in line with the Trust’s ethos
- fosters, in all, the fundamental British values of democracy, the rule of law, freedom of religion, freedom of choice, freedom of thought, freedom of speech, freedom of association, tolerance and respect, fairness, liberty, social responsibility and equality for all
- contributes to the Trust’s Leadership specialism

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

The curriculum offer

The curriculum will operate at three levels in order to address pupils' academic, personal and social development. The three individual elements of learning will each provide a different component to each pupil's education. Intellectual, personal and social maturity are the goal of these structured layers of learning.

Element 1 – educational excellence

At the core of the Star curriculum, is a specialist and obligatory menu at Key Stages 3 and 4 for all pupils of academic subjects leading to the English Baccalaureate and including English, mathematics, sciences, languages, humanities, arts and technology. We have developed a common curriculum and assessment framework used across Star secondary schools. Subject content is largely driven by the national Curriculum at Key Stage 3 and by the specifications of national examinations at Key Stages 4 and 5.

Star believes that every pupil can benefit from a broad and balanced academic curriculum. Therefore, GCSEs and A-levels are considered appropriate for all bar a very small number of pupils. For these pupils, schools design a bespoke vocational route tailored to the needs and interests of the pupils in the cohort. A personalised pathway for the pupils would be likely to include BTECs and other vocational and entry-level courses, but the Trust would still expect them to take GCSEs in English, mathematics and science, and to gain the full benefits of the Trust's leadership specialism.

The Trust also believes that all students should have opportunities for learning in performance and creative arts – including music, drama and art. Furthermore, students should also have teaching related to technical learning – including subjects such as computer science, food technology and textiles.

Element 1 is delivered mainly through the formal taught curriculum.

Element 2 – character development

Alongside the core academic curriculum, pupils participate in a programme of leadership development activities. These include sports, cultural, creative and other extra-mural activities. This is designed to help pupils develop key personal skills and aptitudes including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence. Through a focused and integrated approach to arts, culture and tradition, pupils benefit from deep learning through direct experiences, visual displays, handling artefacts, live performances, cultural exchanges and outside visits.

Element 2 is delivered mainly through extra-curricular activities and pupils' independent studies in their own time.

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

Element 3 – service to communities

The curriculum for this element is structured to help the development of citizenship, social enterprise and service to communities. Through a range of individualised programmes, pupils acquire insights into social education and experiential community learning, with “hands-on” and participative learning at the fore. For example, Key Stage 4 pupils may have the opportunity to undertake an extended placement working for a charity or other community organisation.

As this element is based on pupil voluntary work, there is limited taught time in school. All our students aim to undertake two hours of community service each week. This amounts to 500 hours over five years – a significant contribution to the community.

The Trust’s leadership specialism

Star believes that its leadership specialism can extend and enrich the central core of the curriculum. It enables pupils to deepen their knowledge and skills through application and enquiry. It creates opportunities for pupils to acquire “employability” and make contacts that will increase their chances of progressing to work or to further or higher education.

The leadership offer is designed to facilitate the delivery of the Trust’s R-18 Pupil Leadership Framework and instil the three interdependent Star Leadership Virtues of Performance Leadership, Moral Leadership and Civic Leadership – virtues that together ensure that our pupils not only “do their best”, but “do the right thing” and play a full role in society.

Curriculum time is allocated to the leadership specialism in a number of ways:

- through timetabled periods
- through a focus on a facilitating subject area ([REDACTED] Media and Arts for Salford and Sports for Middleton)
- discretely in half-termly leadership days
- through cross-curricular working
- through the careers education programme
- through the project-based learning involved in the service to communities element of schools’ offers

Every faculty and subject is expected to make a contribution to the achievement of the Star leadership virtues. In addition, leadership days offer pupils the opportunity to apply their developing leadership skills in real and simulated situations, expose them to new ways of considering leadership through guest speakers, develop their

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

skills in debating and public speaking and enable them to develop a leadership portfolio.

Enrichment through the curriculum

The Trust believes that learning in each curriculum area should not just be about delivering a scheme of work or programme of study to achieve outstanding examination results – important though that it. It should also be about pupils enjoying learning and developing creativity within that subject. Each curriculum area is expected to develop enrichment activities for learners and to signpost them.

Enrichment within curriculum areas should be aimed at:

- increasing enjoyment within that curriculum area
- providing challenge and developing independent learning in gifted and talented pupils in the curriculum area
- developing the profile of the curriculum area or particular skills and themes within that area
- linking the curriculum area to the Trust leadership specialism

Each curriculum area develops their enrichment activity for the academic year, including:

- development of clubs linked to one or more curriculum areas
- development of faculty-based trips and outdoor learning opportunities
- identifying external facilitators to engage pupils
- celebrating a particular “National Day” or “World Week” related to an issue of relevance to the curriculum area
- weekends and early mornings/evenings where appropriate

E2 – Measuring pupil performance effectively and setting challenging expectations

E2 – Measuring pupil performance effectively and setting challenging expectations

The schools we are proposing to open through this bid are broadly similar in socio economic context as our existing schools. We are therefore confident that our tried and tested policies, processes and procedures will be equally successful in these new settings with a broadly similar pupil profile. We do not intend to make extensive alterations to our policies and procedures around curriculum, teaching, learning and assessment as they are designed and proven to achieve top 1% outcomes nationally

E2 – Measuring pupil performance effectively and setting challenging expectations

in terms of progress and attainment in schools contexts serving areas of considerable socio-economic disadvantage.

Our model is based on expectations, systems and procedures that put pupils at the centre and that enable swift intervention whenever it is needed. They include:

- An expectation that a school will achieve 'outstanding' at its first section 5 inspection after opening (and for faith schools achieve 'outstanding' in its section 48 inspection).
- A regularly monitored Trust level and school level strategic plan (known as the *Annual Operating Statement*)
- A rigorous and searching set of *Star Quality Standards* that define the Star school model against 18 areas of a school's provision.
- A detailed *Star School Improvement Framework* that articulates how the Trust supports and holds each school to account through a regular and systematic quality assurance and monitoring programme.
- Each school and each subject categorised into one of five levels and a bespoke package of support and intervention developed to support each individual school on the journey to what is known as *Trust Excellence* – the full manifestation of the Star school model being embedded in the school.
- Centrally deployed resource to support excellent outcomes in English, mathematics, science, behaviour, attendance, SEND, safeguarding, data, curriculum and assessment.

The schools will adopt Star's proven model of measuring pupil performance and setting challenging expectations for attendance, behaviour and achievement.

Our ambition is that all schools perform in the top 5% of all schools nationally on three key measures of attainment (%9-5 in English and Maths and Attainment 8), progress 8 as well as attendance.

Education Directors sets targets with each school on an annual basis based on top 5% performance. Pupils are also set individual targets for attendance, behaviour and performance in each subject so that by the end of KS4, it is at least a grade higher than that achieved by a pupil of similar ability nationally. As such, the school should achieve a Progress 8 score of at least +1.0.

We have proved with all our free schools that our model, systems and procedures enable this to be achieved.

We have a single grading system from grade 9 to Grade 1 – based on the new GCSE grading system – which is used at Key Stage 3 and 4.

All Star schools have at least five formal assessment points each year that are reported at pupil level to the Trust for analysis. The outcomes of this analysis are

E2 – Measuring pupil performance effectively and setting challenging expectations

reported to each school, the local governing body and to trustees through a *School Performance Dashboard*.

The dashboard shows current and forecast outcomes for these key measures as well as by pupil groups (e.g. high/middle/low prior attainment, gender, PP/NPP, EAL, SEN).

Following each assessment point, each school identifies any pupils underachieving in relation to their Star target and puts in place an intervention package to get each student back on track by the following assessment point 8 weeks later. This approach, starting in year 7 and for all year groups, is central to our model and its success. We have well proven structures and models of catch-up in the early years of KS3 that ensure students with low attainment from primary, new to English or where English is not the first language are taught reading and writing.

In addition we scrutinise the performance of pupil groups (e.g. PP/NPP).

Our Trust ambition is to dismantle the link between background and outcomes. Our track record on Pupil Premium achievement is impressive.

At TIBHS, the Progress 8 score for disadvantaged pupils in 2017 was +1.3. At TIGHS, it was +1.66.

These are both comfortably in the top 1% of all school in the country and significantly buck the national trend of underperformance for this pupil group.

E3 – Staffing

E3 – Staffing

All Star schools follow the same broad staffing model. This is designed to ensure the efficient and effective delivery of the Star Curriculum and to ensure that all schools are staffed to support them on a trajectory to Trust excellence. The model has been used successfully in all Star secondary free schools. We know from experience that it works in delivering excellent outcomes in areas of social and economic disadvantage.

The structures are flexed to reflect local priorities and needs and, of course, affordability. All four schools that are included in this proposal will have the same broad staffing structure as has been used to such remarkable effect in the Trust's existing Star secondary schools.

Star has considerable experience of the challenges and opportunities presented by recruiting a new staff team to a newly-established free school and building the team as the school grows. Naturally, we are not immune to the current issues facing teacher recruitment, but we have a comprehensive recruitment and retention strategy

E3 – Staffing

in place in order to maximise our chances of recruiting and retaining top quality across the Trust. The key elements of our strategy are:

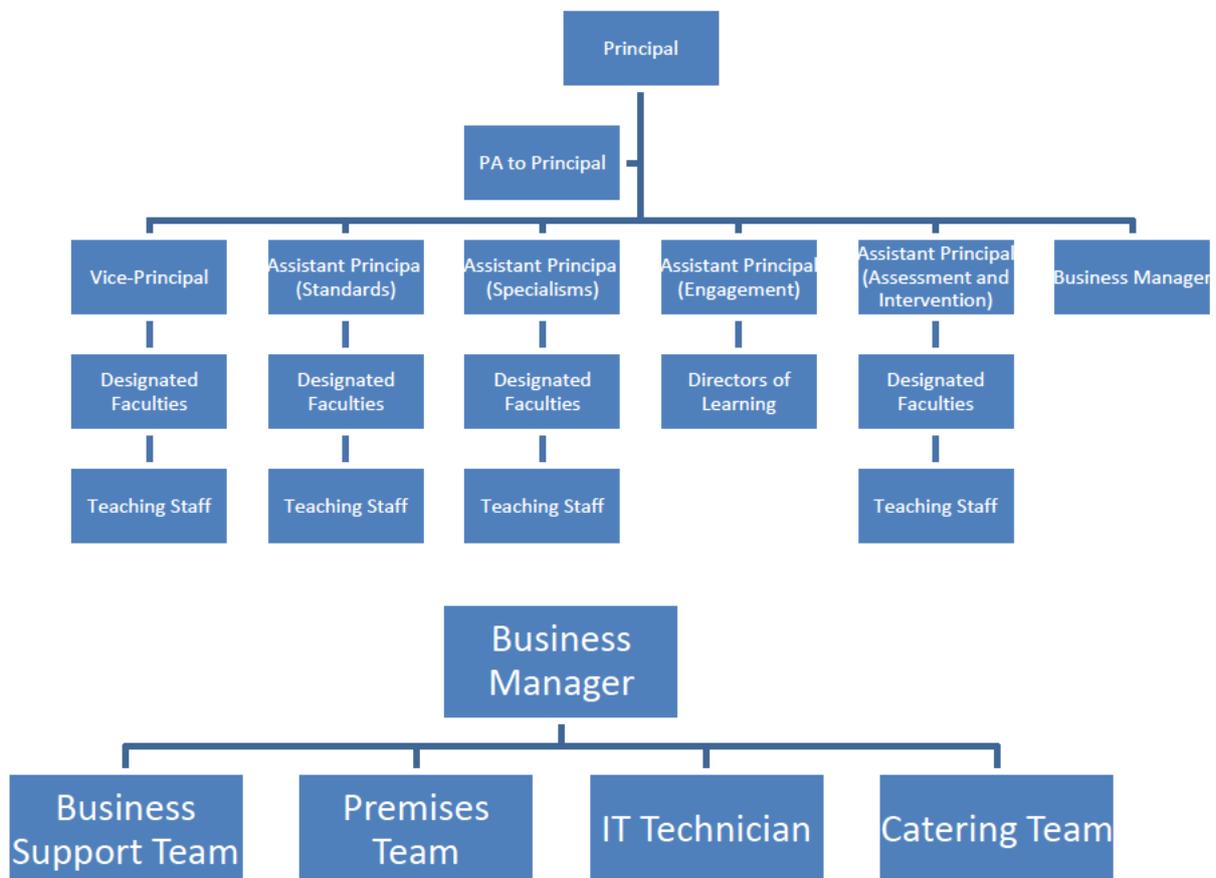
- *Getting the basics right:* evidence-based approaches ensure that we take all the simple steps we can to attract suitable candidates – where and when we recruit, for how long, how to word our adverts and recruitment packs and negotiating Trust-wide advertising deals to reduce costs.
- *Centralising recruitment processes:* The early stages of the recruitment process are handled centrally. Again, this streamlines the process, takes administrative burden away from schools, enhances the candidate experience and enables us to be more proactive in our recruitment practices.
- *Communicating a clear and consistent “employer value proposition”:* an expression of what we stand for as a Trust and the kind of employment experience we offer that will appeal to the people who will thrive and perform best in our culture. This includes the development of a carefully designed Star careers site and the development of a comprehensive suite of branded recruitment materials.
- *Being proactive:* we actively encourage applications rather than waiting passively for people to reply. Initiatives include an employee referral scheme, community advertising pack, recruitment open day pack and the development of strong University links.
- *Utilising technology:* The Trust has recently procured JobTrain – a market-leading Applicant Tracking System. This will significantly streamline the recruitment process, improve the candidate experience and give us better metrics continually to improve our recruitment processes.
- *Recruiting internally:* we are keen on “growing our own” and retaining and developing talent within the Trust. We have processes in place to make it easy for staff to look for promotions and/or sideways moves in other Trust schools. Out of the first cohort of Star’s SCITT trainees, 77% secured roles in Trust schools. We also use our NPQ provision to “talent spot”, both amongst Trust delegates and those from outside. We will be drawing from our pool of GM and Lancashire SCITT and NPQ trainees when recruiting for the proposed four schools.
- *Enhancing staff wellbeing:* The Trust’s goal is to become an employer of choice and it recognises the importance of staff wellbeing in achieving this goal. We offer a package of staff wellbeing benefits as part of the recruitment process and ensure these are followed through in order to encourage staff retention and motivation.

E3 – Staffing

We are also mindful of the need to reduce teacher workload. We have developed a common curriculum and assessment and moderation frameworks which mean that schools do not have to develop their own. Similarly, we have established a series of corporate working groups that bring together staff by role or discipline. The groups provide opportunities for peer support, joint planning and moderation and joint resource development. Ultimately, this will help eliminate duplication of effort and reduce workload.

- *High quality CPD and staff development:* The Trust has invested heavily in its training and development arm - the Star Institute. We firmly believe that once we have successfully recruited high quality staff, we must do all we can to retain and develop them. Not only will this ensure a committed and well-motivated workforce who are kept at the cutting edge of best practice, it will also support our succession planning and ensure that we have a steady pipeline of high quality senior leaders for our schools.

Star's standard staffing structures are set out in the organograms below.



E3 – Staffing

The phasing plans are set out below. The phasing of some appointments would vary according to local affordability

5 form entry 11-16 schools

- [REDACTED]
- Star Leadership Academy, Middleton
- Star Leadership Academy, Salford

	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	7 th year	8 th year
SENIOR LEADERSHIP TEAM (SLT)								
Principal	1	1	1	1	1	1	1	1
Vice-Principal	1	1	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1	1	1
Assistant Principal		1	1	1	1	1	1	1
Assistant Principal				1	1	1	1	1
Assistant Principal					1	1	1	1
TOTAL SLT	3	4	4	5	6	6	6	6

TEACHING STAFF								
DoL SENCO	1	1	1	1	1	1	1	1
DoL 1	1	1	1	1	1	1	1	1
DoL 2	1	1	1	1	1	1	1	1
DoL 3	1	1	1	1	1	1	1	1
DoL 4	1	1	1	1	1	1	1	1
DoL 5		1	1	1	1	1	1	1
Mainscale Teachers	4	10	17	24	31	31	31	31
TOTAL TEACHING STAFF	9	16	23	30	37	37	37	37

PUPIL SUPPORT								
Head of Year 7	1	1	1	1	1	1	1	1
Head of Year 8	1	1	1	1	1	1	1	1
Head of Year 9		1	1	1	1	1	1	1
Head of Year 10			1	1	1	1	1	1
Head of Year 11				1	1	1	1	1
Teaching Assistant	1	3	4	5	6	7	7	7
Science Technician		1	1	2	2	2	2	2
TOTAL PUPIL SUPPORT	3	7	9	12	13	14	14	14

ADMINISTRATIVE								
Business Manager	1	1	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1	1	1
PA to Principal				1	1	1	1	1
Business Support Officer	2	3	4	5	5	5	5	5
ICT Technician	1	1	2	2	2	2	2	2
TOTAL ADMINISTRATIVE	5	6	8	10	10	10	10	10

PREMISES STAFF								
Caretaker	2	2	2	2	2	2	2	2
Cleaner	2	3	4	5	6	7	7	7

E3 – Staffing

TOTAL PREMISES STAFF	4	5	6	7	8	9	9	9
<u>CATERING</u>								
Welfare Assistant	2	3	4	5	6	7	7	7
TOTAL CATERING STAFF	2	3	4	5	6	7	7	7
TOTAL STAFF	26	41	54	69	80	83	83	83

Contingency Planning

The Trust believes that the twin objectives of cost-efficiency and the delivery of a high-quality curriculum are best achieved through the operation of cohesive management processes. In order to deliver this, we have put in place our *Integrated Curriculum-led Financial Planning Model* across all Star Schools. The model ensures that staffing is precisely calibrated to the requirements of the curriculum, with regular reviews ensuring that this remains closely managed.

The model requires that schools should complete an annual curriculum audit. A number of set benchmarks assessing financial viability and teaching allocations are then applied; examples of the metrics utilised include: teacher contact ratio; average class size; average teacher costs and 10 further criteria. On completion of this exercise, staffing in the school is reviewed and a revised staffing plan is produced and implemented.

Our experience to date indicates that the Trust's *Integrated Curriculum-led Financial Planning Model* is a key and successful process in achieving both business and educational excellence.

Please see section G for our risk assessment and contingency plan if the full income was not materialised.

E4 – Integration and community cohesion

E4 – Integration and community cohesion

Star has always had a strong commitment to integration and community cohesion. It has been part of our vision since our earliest days that, through our schools, we should promote shared understanding between different faiths and between those of faith and no faith. We are a strongly values-based organisation. We want our students, regardless of faith, culture or community to live their lives according to the values of self-discipline, compassion and mutual respect and have always promoted the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Star became a mixed-faith MAT when it took on its first sponsored academy - Highfield Leadership Academy in Blackpool - in 2016. The Trust had long had a goal of taking its model of educational excellence into “white working class” communities with a history long-standing educational underattainment and was delighted to welcome Highfield to the Star family. Shortly afterwards, Highfield was joined by Tong Leadership Academy in Bradford, another school serving a predominantly white working class community. Should they be approved, the proposals in this bid (particularly for Middleton and Salford) would be our first free schools in “white working class” communities. We would be particularly excited to be able to bring our outstandingly successful free school model into these areas and are confident we could achieve great things for the students and local communities.

Star has always been welcoming to pupils of all faiths and none. The three pillars of our approach are educational excellence, character development and service to communities. These apply across all our schools, regardless of whether they are faith schools or community schools. Our Muslim schools make a specific “offer” to the parents of non-Muslim children setting out our inclusive approach and describing how we would make their children welcome in our schools. Similarly, we provide advice to our community schools on how to make children of faith comfortable in their schools.

The vast majority of our schools have community-based admissions policies. All the schools in this bid would adopt community-based policies. [REDACTED]

[REDACTED] We ensure our admissions policies are clear and transparent. Our marketing and communications for the new schools reflects our inclusive approach and is designed to create a welcoming environment for students of any faith or no faith in any of the schools.

Commitments to pupil safety, SMSC and fundamental British values are amongst the core principles of the Star curriculum (see E1 above) and we develop curriculum resources to support our schools in these areas. They also form part of the warp and weft of the suite of Star policies that apply across all our schools. We have a specific

citizenship curriculum and specific policies covering various aspects of integration and safety. We have an SMSC SEF that all schools must complete to demonstrate their compliance with the SMSC standards.

All staff undergo annually refreshed Prevent training, and we have extensive provision in place to support student learning. Schools work with the local police and community and voluntary service partners to deliver imaginative programmes aimed at promoting SMSC and preventing extremism. These include workshops, role plays, debates and dramas. We work with interfaith organisations committed to tackling intolerance.

We teach a modern R.E. GCSE curriculum, developed with the local SACRE. It includes two hours of RE per week and many students sit RE at GCSE. As part of the RE curriculum, our students are taught about the beliefs and practices of the major world faiths such as Christianity, Islam, Judaism, Buddhism and Hinduism, in line with local SACRE. The key dates in the different religious calendars are included in school calendars, as are key secular dates for celebration.

Community service is one of the key features of a Star education. Our schools (whether faith based or not) go out of their way to develop community service and volunteering programmes that give our students opportunities to serve people in need from all faiths, ages and backgrounds. Star students work with national and local charities supporting older people, such as Age Concern and local residential homes, with charities tackling homelessness, such as Shelter and local hostels, and with charities tackling food poverty, such as FareShare and local foodbanks.

We also use our leadership specialism to build integration between students and their families from different faiths and none. Parents engage in fundraisers and challenges such as Race for Life. Students come together for sporting and other competitions. The Trust is forging strong partnerships with the British Armed Forces, particularly the Army, and is establishing cadet detachments in a number of schools. These will be opened to students from other local schools. We have also developed a strategic partnership with the Scouts and a number of our schools operate thriving scout troops. The Trust working with the National Citizen Service (NCS) to develop a programme to ensure that pupils from across the Trust's schools participate in the NCS. The Trust is also one of the few MATs involved with its local NCS management and delivery organisation – Inspira – on a pilot mini NCS for Year 10.

We have mandatory twinning arrangements for all our schools. All schools must develop a meaningful and sustainable partnership with a contrasting school. The Trust has developed strategic partnerships with the Faith and Belief Forum (formerly Three Faiths Forum) and with other organisations promoting inter-faith understanding such as the Ann Frank Trust and Holocaust Day Memorial Trust. Our members and

Trustees include both Muslims and non-Muslims. The Local Governing Bodies of our faith schools include non-Muslim members.

None of our schools teach creationism as a valid scientific theory and evolution is taught thoroughly as part of the science curriculum.

There is no room for extremist beliefs in our Trust. We are based on principles of shared understanding and respect for all. We apply rigorous due diligence checks to our members, Trustees and governors, to all our staff and volunteers and to any external speakers who are invited to speak to our students. All our staff, volunteers and external speakers are required to sign a statement of their commitment to fundamental British values and a similar statement is built into the Code of Conduct for Governors and Trustees.

The information set out above applies to all the Star schools that are included in this bid, ie:

- [REDACTED]
- Star Leadership Academy, Middleton
- Star Leadership Academy, Salford
- [REDACTED]

In line with the requirements of the DfE's "How to apply ..." guidance, further information is provided below relating to the one faith-based free school contained in the bid, Eden Girls' Leadership Academy, Liverpool.

[REDACTED]

Section F – Capacity and capability

F1 – A strong track record

F1 – A strong track record

Star has an exceptionally strong track record of successfully establishing high performing free schools. We have established 15 free schools in the primary and secondary phases since 2012. Each of these has opened on time, almost without exception full to capacity and with a full staff team in place. Star free schools tend to be heavily oversubscribed, with waiting lists in operation at most schools.

Of these free schools, nine have undergone Section 5 Ofsted inspections to date. All achieved an “outstanding” judgement.

All the faith-based free schools that have received Section 48 inspections to date have also been judged to be outstanding.

Those schools that have had cohorts sitting GCSEs to date have performed equally impressively in terms of outcomes. Four of five Star converter academies/free schools are in the top 1% for Progress 8 and the fifth school is in the top 2%. On the key attainment measure of grades 9-5 in both English and mathematics, four of the five schools are in the top 1% nationally and the fifth school is in the top 5%.

Our founder school, Tauheedul Islam Girls' High School and Sixth Form College, has been the highest performing school in the country on Progress 8 for the past two years. In 2018, it achieved a Progress 8 of +1.91. The school also achieved an average grade of A- in its 2018 A-level performance.

Our schools are amongst the best schools in the country for results by students from disadvantaged backgrounds and with low prior achievement from primary school. At TIGHS 73% of students from disadvantaged backgrounds achieved a 'strong pass' in English and Maths. Nationally, around a quarter of students achieve this. 63% of students with low prior achievement achieved a 'standard pass' in English and Maths. Around one in ten such pupils achieve this nationally.

In the 2016-17 national rankings for attendance, seven of our founder and free schools were in the top 1% for overall absence and two were in the top 2%. Two of our free schools didn't open until September 2017 and didn't feature in the tables therefore.

F1 – A strong track record

We are never complacent however. Our rigorous approach to performance measurement and data tracking and our commitment to continuous improvement are designed to keep Star's schools at the top of the tables. But, even more important than staying at the top of the tables is Star's moral imperative to support every young person in exceeding their expectations and achieving their aspirations. We are encouraged to see a firm trajectory of improvement in our sponsored academies too.

Our track record is equally strong in other areas too. All our free schools are financially robust, as described in Section G below. We also have considerable experience of, and an excellent reputation for, teacher and leader development via the Star Institute.

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

F2 (a) – Skills and experience of your team

Star has taken a prudent approach to the expansion of its capacity. It has pursued a phased recruitment plan over a number of years, building its staff team progressively as the number of schools has grown.

The Trust now has a highly skilled team from all relevant disciplines to support our schools to deliver educational and operational excellence. Those members of our staff team whose roles are most relevant to the establishment and development of the proposed new schools are summarised below. CVs for key staff are included in the CVs annex.

Staff can be deployed flexibly according to need. Such capacity as would be needed to deliver the new free schools to successful opening and beyond would be made available as required. We are fully confident that the combined resources of our Star Central team would see the proposed new schools established on firm foundations and quickly beginning to thrive as part of the Star family.

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

Name	Where they live	Member of core group?	Role(s)	Summary of relevant expertise	Available time
Trust Senior Leadership Team					
[REDACTED]	North West	Y	Chief Executive <ul style="list-style-type: none"> ▪ Leadership of Trust's strategic planning and growth strategy ▪ Leadership and oversight of Trust's educational and operational development ▪ Leadership of overall free school and academy programmes ▪ Stakeholder Relationships ▪ Oversight of performance of projects in pre-opening 	[REDACTED]	[REDACTED]
[REDACTED]	North West	Y	Executive Director, Communications and Development <ul style="list-style-type: none"> ▪ In charge during pre-opening ▪ Project management ▪ Marketing and engagement ▪ Communications ▪ Pupil leadership specialism 		
[REDACTED]	North West	Y	Executive Director, Education		

			<ul style="list-style-type: none"> ▪ Management and oversight of schools within designated Star Partnership areas ▪ Inclusion ▪ SEND ▪ Safeguarding ▪ Vulnerable groups ▪ Pastoral ▪ Rapid Improvement Model ▪ Education support in pre-opening for Eden Liverpool
	North West	Y	<p>Executive Director, Education</p> <ul style="list-style-type: none"> ▪ Management and oversight of schools within designated Star Partnership areas ▪ Curriculum ▪ Assessment ▪ School improvement ▪ Data and performance ▪ Education support in pre-opening for GM schools
	North West	Y	<p>Executive Director, Quality Assurance</p> <ul style="list-style-type: none"> ▪ Quality Assurance

			<ul style="list-style-type: none"> ▪ Self-Evaluation Frameworks ▪ Star Quality Standards ▪ Education support in pre-opening for quality assurance
	North West	Y	<p>Executive Director, Finance and Operations</p> <ul style="list-style-type: none"> ▪ Chief Finance Officer ▪ Finance strategy and planning ▪ Financial management and control ▪ Estates ▪ Governance and regulatory ▪ HR ▪ ICT ▪ Business support in pre-opening for all school proposals
	West Midlands	Y	<p>Executive Director, Star Institute</p> <ul style="list-style-type: none"> ▪ Strategic oversight of Trust training and development provision ▪ Trust SCITT ▪ NPQ provision

			<ul style="list-style-type: none"> ▪ CPD ▪ School to school support ▪ NLE, SLEs, LLEs ▪ Staff recruitment, teaching and leadership development support for schools in pre-opening 		
	North West	Y	<p>Executive Director, Capital Programme</p> <ul style="list-style-type: none"> ▪ Free schools capital programme ▪ Capital self-delivery ▪ Temporary and permanent accommodation ▪ Management of capital estate for schools in pre-opening 		
Educational excellence					
	North West	Y	<p>Rapid Improvement Lead</p> <ul style="list-style-type: none"> ▪ School improvement support for designated schools ▪ Education support in pre-opening for designated schools 		

[Redacted]	West Yorkshire	Y	Rapid Improvement Lead <ul style="list-style-type: none"> ▪ School improvement support for designated schools ▪ Education support in pre-opening for designated schools 	[Redacted]
	West Yorkshire	Y	Rapid Improvement Lead <ul style="list-style-type: none"> ▪ School improvement support for designated schools ▪ Education support in pre-opening for designated schools 	
	London	Y	Rapid Improvement Lead (0.5) <ul style="list-style-type: none"> ▪ School improvement support for designated schools ▪ Education support in pre-opening for designated schools 	

			Secondary curriculum development (0.5) <ul style="list-style-type: none"> ▪ Development and continuous improvement of the secondary curriculum 		
	North West	Y	Director of Improvement (System Leadership) <ul style="list-style-type: none"> ▪ School improvement (primary phase) ▪ System leadership (primary phase) ▪ School to school support (primary phase) 		
	North West	Y	Primary Curriculum and Assessment lead <ul style="list-style-type: none"> ▪ Primary curriculum development model ▪ Primary assessment model 		
	North West	Y	Sixth Form Development Lead <ul style="list-style-type: none"> ▪ Sixth form policy and procedure development ▪ Sixth form curriculum development ▪ Sixth form school improvement 		

	North West	Y	School Improvement Adviser <ul style="list-style-type: none"> ▪ School improvement support ▪ Curriculum development ▪ Quality assurance and inspection preparation ▪ Support to teacher training and leadership development ▪ Education support in pre-opening for designated schools 	
	North West	Y	School Improvement Adviser <ul style="list-style-type: none"> ▪ School improvement support ▪ Curriculum development ▪ Quality assurance and inspection preparation ▪ Support to teacher training and leadership development 	
	West Midlands	Y	School Improvement Adviser <ul style="list-style-type: none"> ▪ School improvement support ▪ Curriculum development ▪ Quality assurance and inspection preparation 	

			<ul style="list-style-type: none"> Support to teacher training and leadership development 		
	North West	Y	<p>Director of School Partnerships</p> <ul style="list-style-type: none"> Partnership development with other schools and MATs Partnership development with local authorities, further and higher education and regional and sub-regional partnerships Partnership and stakeholder support for schools in pre-opening 		
	North West	Y	<p>Lead Practitioner for Pupil Leadership and Community Engagement</p> <ul style="list-style-type: none"> Pupil voice development at designated schools Transition planning Community engagement SMSC development 		
	North West	Y	<p>English Improvement Lead</p> <ul style="list-style-type: none"> English curriculum development 		

			<ul style="list-style-type: none"> ▪ English teaching and assessment framework development ▪ School improvement and intervention for English ▪ Curriculum support in pre-opening for designated schools
	West Midlands	Y	<p>English Improvement Lead</p> <ul style="list-style-type: none"> ▪ English improvement support and intervention ▪ English curriculum development ▪ Organisation of CPD for English teachers ▪ Co-ordination of English teacher networks ▪ Curriculum support in pre-opening for designated schools
	North West	Y	<p>English Improvement Lead</p> <ul style="list-style-type: none"> ▪ English improvement support and intervention ▪ Curriculum support in pre-opening for designated schools

West Midlands	Y	Mathematics Improvement Lead <ul style="list-style-type: none"> ▪ Maths improvement support and intervention ▪ Maths curriculum development ▪ Curriculum support in pre-opening for designated schools
North West	Y	Mathematics Improvement Lead <ul style="list-style-type: none"> ▪ Maths improvement support and intervention ▪ Organisation of CPD for Maths teachers ▪ Co-ordination of Maths teacher networks ▪ Curriculum support in pre-opening for designated schools
North West	Y	Science Improvement Lead <ul style="list-style-type: none"> ▪ Science improvement support and intervention ▪ Science curriculum development

			<ul style="list-style-type: none"> ▪ Curriculum support in pre-opening for designated schools
	North West	Y	<p>Science Improvement Lead</p> <ul style="list-style-type: none"> ▪ Science improvement support and intervention ▪ Organisation of CPD for Science teachers ▪ Co-ordination of Science teacher networks ▪ Curriculum support in pre-opening for designated schools
	North West	Y	<p>Head of Data and Intelligence</p> <ul style="list-style-type: none"> ▪ Strategic development of data and intelligence systems and reporting ▪ Data and assessment support to schools ▪ Corporate performance analysis ▪ Management and development of Star's MIS ▪ Data systems support for schools in pre-opening

North West	Y	Head of Inclusion (0.5) <ul style="list-style-type: none"> ▪ Strategic development of behaviour policies and procedures ▪ Strategic development of attendance policies and procedures ▪ Strategic development of SEND policies and schools ▪ Inclusion support and guidance to schools ▪ Inclusion support in pre-opening for designated schools
North West	Y	SEND Improvement Lead <ul style="list-style-type: none"> ▪ SEND policy and procedure development ▪ Advice and support to school SENCOs ▪ Inclusion support in pre-opening for designated schools
North West	Y	Inclusion Development Lead <ul style="list-style-type: none"> ▪ Behaviour policy and procedure development ▪ Attendance policy and procedure development

			<ul style="list-style-type: none"> ▪ Behaviour and attendance advice and support to schools ▪ Inclusion support in pre-opening for designated schools 		
	North West	Y	<p>Head of Safeguarding</p> <ul style="list-style-type: none"> ▪ Safeguarding policy and procedure development ▪ Policies and procedures for vulnerable groups ▪ Safeguarding advice and support and advice to schools ▪ Safeguarding support in pre-opening for designated schools 		
	North West	Y	<p>Safeguarding and Child Protection Lead (North)</p> <ul style="list-style-type: none"> ▪ Safeguarding support and advice to schools (Northern Star Partnerships) ▪ School safeguarding audits ▪ Safeguarding training ▪ Safeguarding support in pre-opening for designated schools 		

Operational excellence

North West	Y	<p>Head of Admissions</p> <ul style="list-style-type: none"> ▪ Development of admissions and associated policies and procedures for all Trust schools ▪ Admissions appeals guidance, procedures and advice ▪ Fair Access Panels guidance, procedures and advice ▪ Admissions related training for school admission leads ▪ Admission policy and support for schools in pre-opening
North West	Y	<p>Admissions Manager</p> <ul style="list-style-type: none"> ▪ Support and advice to schools on admissions, appeals and Fair Access Panels ▪ Admission policy and support for schools in pre-opening

North West	Y	Lead Advisor – Capital <ul style="list-style-type: none"> ▪ Management of temporary and permanent schemes in Northern Star Partnerships ▪ Capital programme support for schools in pre-opening
South	Y	Lead Advisor – Capital <ul style="list-style-type: none"> ▪ Management of temporary and permanent schemes in Midlands and South Star Partnerships ▪ Capital programme support for schools in pre-opening
North East	Y	Property Advisor <ul style="list-style-type: none"> ▪ Site searches ▪ Capital programme support for schools in pre-opening
North West	Y	Head of Estates and Facilities Management <ul style="list-style-type: none"> ▪ Estates and FM ▪ Health and Safety ▪ Catering ▪ Insurance

			<ul style="list-style-type: none"> ▪ Educational visits ▪ Business continuity ▪ Capital programme support for schools in pre-opening 		
	London	Y	Financial Controller <ul style="list-style-type: none"> ▪ Finance lead for free school applications ▪ Lead on long and short term financial planning ▪ Finance management support for schools in pre-opening 		
	North West	Y	Financial Accountant <ul style="list-style-type: none"> ▪ Annual accounts ▪ Financial regulatory reporting ▪ Capital accounting ▪ External audit ▪ Finance management support for schools in pre-opening 		
	North West	Y	Management Accountant <ul style="list-style-type: none"> ▪ Long term scenario planning and financial forecasting for Trust and schools 		

			<ul style="list-style-type: none"> ▪ School long term and annual financial plans ▪ Development of robust financial processes and procedures ▪ Corporate and school budget monitoring and reporting ▪ Finance due diligence ▪ Finance management support for schools in pre-opening
	North West	Y	<p>Head of Finance (GM Star Partnership)</p> <ul style="list-style-type: none"> ▪ Finance lead for a cluster of schools in Greater Manchester ▪ Budget preparation, monitoring, reporting and closure of school accounts ▪ Long term financial planning for assigned schools to ensure long term financial viability during phased development

			<ul style="list-style-type: none"> Finance management support for schools in pre-opening
	North West	Y	<p>Finance Manager</p> <ul style="list-style-type: none"> Finance lead for Star Institute Due diligence lead for new free schools and academy conversions
	North West	Y	<p>Head of Governance and Corporate Services</p> <ul style="list-style-type: none"> Governance including LGB support and due diligence Regulatory and compliance Risk management Internal audit Governance support for schools in pre-opening
	North West	Y	<p>Head of HR</p> <ul style="list-style-type: none"> Strategic HR lead HR advisory service

			<ul style="list-style-type: none"> ▪ Recruitment, selection and talent management ▪ Trade Union relationship management ▪ HR support for schools in pre-opening 		
	North West	Y	<p>Senior HR Adviser</p> <ul style="list-style-type: none"> ▪ Senior HR Manager ▪ Management of a team of Senior HR Advisors, based nationally in the Star Partnership areas ▪ Advice/guidance on a range of complex employee relations issues ▪ Design and delivery of HR training and development across the Trust ▪ HR support for schools in pre-opening 		
	North West	Y	<p>Senior HR Adviser (GM and Lancashire)</p> <ul style="list-style-type: none"> ▪ Supporting, advising and coaching senior leaders and managers in all aspects of HR ▪ Auditing HR practice 		

[Redacted]			<ul style="list-style-type: none"> ▪ Training development and delivery ▪ Policy review ▪ HR support for schools in pre-opening 	[Redacted]	
[Redacted]	North West	Y	<p>Recruitment and Talent Manager</p> <ul style="list-style-type: none"> ▪ Strategic lead on recruitment, selection and talent management ▪ Operational recruitment support and advisory role in workforce planning ▪ HR support for schools in pre-opening 	[Redacted]	
Communications and Development					
[Redacted]	North West	Y	<p>Head of Projects</p> <ul style="list-style-type: none"> ▪ Leads Projects Unit ▪ Develops and implements project plan that delivers free schools (and academies) to successful opening ▪ Develops and implements project management model to support schools during first term of opening 	[Redacted]	

[Redacted]	North West	Y	Projects Officer <ul style="list-style-type: none"> ▪ Project management support for schools in pre-opening 	[Redacted]	
	North West	Y	Head of Communications <ul style="list-style-type: none"> ▪ Trust communications strategy ▪ Internal and external communications ▪ Marketing and branding ▪ Crisis communications management ▪ Stakeholder management ▪ Communications support to schools ▪ Recruitment and marketing support for schools in pre-opening 		
	North West	Y	<ul style="list-style-type: none"> ▪ Pupil leadership framework development and implementation ▪ Pupil leadership project development ▪ Pupil leadership advice to schools ▪ Education support for schools in pre-opening 		

Star Institute

	North West	Y	<p>Head of Leadership Development</p> <ul style="list-style-type: none"> ▪ Development and commissioning of leadership programmes ▪ NPQ suite design and delivery ▪ Design of bespoke leadership development provision ▪ Succession planning ▪ Training development support for schools in pre-opening 		
	North West	Y	<p>Head of ITT and Teacher Development</p> <ul style="list-style-type: none"> ▪ Teacher development ▪ Leadership of Star SCITT ▪ Early Career Teachers Programme ▪ Training development support for schools in pre-opening 		

Board of Trustees	North West	Y	<p>Lead Trustee for GM will be involved in the GM schools</p> <p>Lead Trustee for Lancashire will be involved in the Eden Liverpool school.</p> <ul style="list-style-type: none"> ▪ Governance and oversight for schools in pre-opening 	<ul style="list-style-type: none"> ▪ Governance ▪ Strategic leadership ▪ Stakeholder engagement 	As and when required
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F2 (a) – Skills and experience of your team

The Projects Team, which is part of our Communications and Development Directorate, would project manage the successful opening of the proposed new schools. [REDACTED] will be the responsible person for all projects in pre-opening. The team can call on capacity from any of Star Central's teams as required.

Our comprehensive Year 0 project plan has delivered the 15 schools mentioned elsewhere in this bid to successful opening and ensured they are on a firm trajectory towards the highest of standards. We are not complacent, however. Our Year 0 plan is reviewed in the light of experience every year and revised as needed to take account of any new learning.

Similarly, we have a highly skilled, experienced and diverse Board of Trustees. The Board includes professionals from a range of disciplines including education, finance, legal, HR and ICT.

We carry out an annual skills audit with our Board and arrange any necessary training or development sessions.

F2 (b) – Skills gap analysis

Table F2(b) – Skills gap analysis		
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
N/A	N/A	Given the multi-disciplinary nature of the Star Central team, we do not believe we have any skills gaps that would need to be filled were we to be successful in any or all of the proposed bids. Similarly, all relevant disciplines are represented on our Board.
	Local governing body	We are using our local presence and contacts to begin to source steering group members, many of who will eventually join the Governing Body. We will use the Trust's established governor recruitment and selection processes in due course

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

The Trust has a good track record of recruiting strong Principals. This is evidenced by the quality of leadership and management judgements from Ofsted and DfE.

We have a proven process. We use national platforms to raise awareness and advertise nationally. We also have a pipeline of people in our schools as a result of our professional development programmes and succession planning. We deliver leadership programmes in Greater Manchester and Lancashire and will encourage strong candidates pursuing our programmes to apply.

We run termly assessment centres for leadership positions and will identify an appropriate centre for each post. Potential candidates will undergo a rigorous process, including assessment against competences, headteacher standards and appropriateness for the particular role. The Principal Designate of each of the [REDACTED] schools will benefit from a six month induction programme consisting training sessions delivered by Star Central staff and a placement at an existing, high performing, designated Star 'mentor' school ([REDACTED] Salford and Eden Bolton, Middleton and TIBHS, [REDACTED]).

F3 – An effective governance structure

F3 – An effective governance structure

Star's governance structure is set out in full in our Governance and Accountability Handbook that sets out the way in which the Trust is directed and controlled. It defines the distribution of rights and responsibilities amongst the different stakeholders and participants in the Trust. It determines the rules and procedures for making Trust decisions, including the processes through which our objectives are set. It also provides the means of attaining those objectives and monitoring performance. It has been developed to be compliance with the Trust's Articles that have been approved by Trust Members in consultation with the Department for Education.

The Trust's Financial Handbook is reviewed each year to ensure it fully reflects the requirements of the ESFA Academies Financial Handbook, including requirements applying to related party transactions. It takes into account any audit recommendations received during the year.

At all levels of the structure, there are clear reporting lines and explicit requirements for ensuring probity, good governance and effective performance management. This includes clear lines of escalation. The Trust's Code of Conduct applies to all Members, Trustees and Governors. Each individual is required to complete an annual Declaration of Business Interests and declare any pecuniary interests within meetings. These are drawn together into a composite Register of Interests.

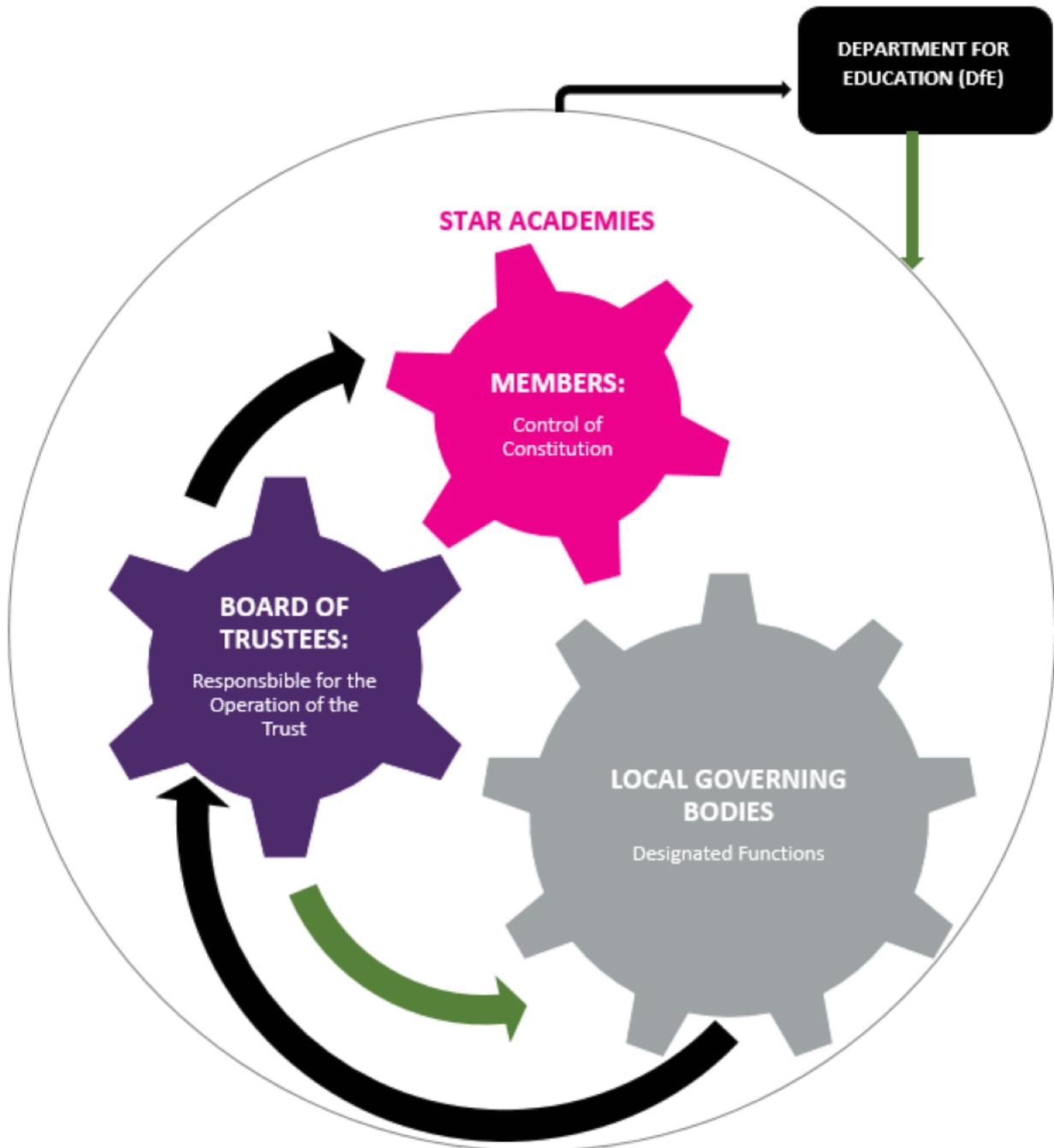
The key roles as described in our Governance and Accountability Handbook are set out below and summarised in the diagram.

- **Star Academies Members will:**
 - Approve the Articles of the Trust; which define the Trust's charitable objectives and governance structure
 - Appoint Trustees in accordance with the Articles
 - May by special resolution issue direction to the Trustees to take a specific action
 - Appoint the Trust's External Auditors and receive the Trust's annual audited accounts
- **Star Academies Trustees will:**
 - Approve a Scheme of Delegation for the Trust
 - Develop and secure the overall strategy and vision, ensuring consistency within its delivery
 - Direct the growth and business development of the Trust
 - Ensure there is effective performance management of the Trust/schools
 - Monitor the performance of each establishment and hold Heads of Establishments and LGBs to account.
 - Approve the Annual Accounts and Annual Report of the Trust.
 - Make Trustee appointments to Local Governing Bodies.
 - Approve key statutory and regulatory policies in line with the Trust's Policy Framework.
 - Approve budgets and be the overall employer for all schools.

F3 – An effective governance structure

- Ensure value for money and legal compliance across the Trust.
 - Ensure contractual, legal, financial and academic accountability across the Trust.
 - Maintain a Register of Business Interests and ensure probity in all of their dealings.
 - Ensure adherence to the policies of the Trust.
 - Have responsibility for teaching, the curriculum and standards within Trust establishments.
 - Have responsibility for Safeguarding within Trust establishments.
 - Have responsibility for SEN and inclusion within Trust establishments.
 - Challenge extremism and promote fundamental British values.
 - Put in place arrangements for public relations at a national level.
 - Ensure responsibilities for delivering Faith and Character Education are managed (Muslim faith schools only).
 - Ensure the development and implementation of a Corporate and Social Responsibility (CSR) Policy for all Trust schools.
 - Establish, for a time-limited period, a Task and Finish Group to allow more detailed consideration of specific issues which are within the Board of Trustees' Terms of Reference.
 - Conduct the performance management of the Chief Executive.
- ***The Local Governing Body (LGB) will:***
- Contribute to the strategic development of the Trust.
 - Serve as the key link between the school(s), parents/carers and the local community.
 - Champion the work of the school(s) within the local community.
 - Advise the Principal(s) and Senior Leadership Team(s) as they plan the development of the school(s) and represent the views of the school(s) and local community within decision making.
 - Assist in the delivery of Trust policies and procedures.
 - Work with the Trust Central Team to provide challenging but positive and proactive support on education and operations to the Principal(s) and Senior Leadership Team(s).
 - Work in collaboration with (and take direction from as necessary) the Trust Central Team on issues relating to strategic development, education and business operation.
 - Maintain a Register of Business Interests and ensure probity in all its dealings.
 - Challenge extremism and promote fundamental British values.
 - Approve school-level policies.
 - Discharge duties with regard to Safeguarding in line with Trust policy.
 - Discharge duties with regard to SEN and inclusion in line with Trust policy.
 - Ensure the delivery of Corporate and Social Responsibility (CSR) projects in the community in line with Trust policy.
 - Establish Lead Governors in the areas required by the Trust.
 - Establish, for a time-limited period, a Task and Finish Group to allow more detailed consideration of specific issues which are within the LGB's Terms of Reference.

F3 – An effective governance structure



Key



Changes to current governance structures

The proposed four schools are part of established Star Partnerships. Therefore, we do not envisage any governance changes being made as a result of the proposals. Local Governing Bodies will be established for each school. The Chairs of these LGBs will be supported by the Chair of their mentor Star school. It should be noted that the Board of

F3 – An effective governance structure

Trustees and its Nomination and Remuneration Committee undertake an annual review of the effectiveness of the governance model. As per the Trust's policies, a full review of the governance model is undertaken at each growth phase of the Trust (every 12 new schools).

Section G – Financial viability

G1 – Additional commentary on financial viability

The Trust has a proven track record of delivering financially viable free schools with robust long term finance plans developed and closely monitored. To date, the Trust has successfully opened and delivered 15 free schools over the last six years. All of these have produced in-year surpluses year-on-year as well as building up healthy reserves. This ensures the schools are setting aside funds for longer-term capital projects such as ICT refresh or priorities identified as a part of the asset management plan.

[REDACTED]

The Trust's approach to financial planning has been to align the long-term financial plans to curriculum planning and delivering high quality educational outcomes. A number of set benchmarks assessing financial viability and teaching allocations have been applied; examples of the metrics utilised include: teacher contact ratio; average class size; average class size; average teacher costs and 10 further criteria. Therefore, the staffing requirements and phasing have been budgeted accordingly.

The Trust's central finance team have robust financial monitoring and controls in place. All schools within the Trust use PS Financials and the central team has overview and access to all income and expenditure across the Trust. We have a Financial Management Handbook and Manual of Financial Procedures that are updated annually in line with the Academies Financial Handbook and any audit recommendations. This is signed off by the Policy & Resources Committee. The Financial Management Handbook is also reviewed annually by the Trust's internal auditors to ensure it is in line with the Academies Financial Handbook. Training is provided to all new schools through a robust induction programme. Existing schools are also provided with training through a number of avenues, including termly Finance Manager Meetings.

Monthly budget monitoring is completed at school level and consolidated at Trust level. This is then reported to the Trust SLT, CEO and Board of Trustees on a monthly basis. It is further challenged and scrutinised at the Policy & Resources Committee, Board of Trustees meetings (at a Trust level) as well as at LGB meetings (at a school level). In addition, the Audit Committee's annual internal audit plan includes a range of audits that are conducted throughout the year at school and Trust level to ensure effective financial controls are in place across the Trust. This is intended to mitigate financial and non-financial risks.

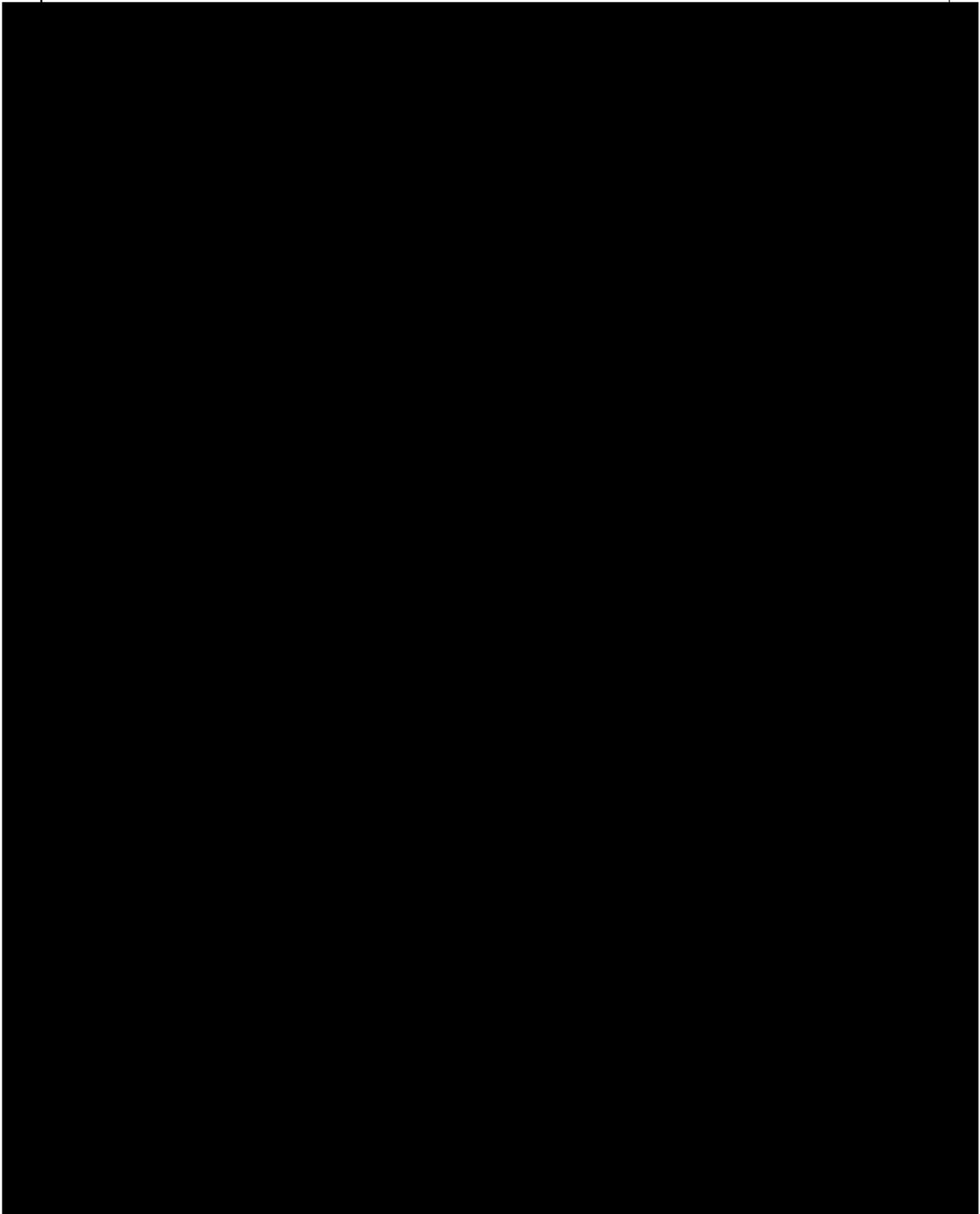
Long term Financial Planning

Due to the phased growth of the free schools over a number of years, taking on an additional year group each year, the Trust initially develops 8 year finance plans to ensure the schools are still financially viable once all year groups are full and the staffing establishment is operating at full capacity. The Trust's finance plans offer excellent value for money and the plans for the proposed [REDACTED] schools compare

G1 – Additional commentary on financial viability

extremely favourably when benchmarked with other schools of a similar size.

A top level income and expenditure projection, for each of the four schools is shown below:



G1 – Additional commentary on financial viability

Assumptions in the long-term financial plans

A number of assumptions have been made in the long-term financial planning for the above four schools. We have erred on the side of caution and prudence throughout and have based our assumptions on our successful experience of high-performing, cost-effective school management. Our assumptions for income are set out below:

- The primary assumption is that the school will recruit and retain the full number of students allocated. This is based on our experience in opening free schools and on preliminary discussions the Trust has had with the local authorities, parents and communities.
- Staffing cost as a percentage of total funding is within the Trust's benchmarked levels of 70-75%
- Non-staffing costs as a percentage of total funding is around 25%
- Annual incremental and inflationary increases have been factored in to staffing costs, as well as potential increases to the National Living Wage and Teacher Pension contributions.
- No external income has been assumed in the financial planning.
- We have not taken in to account any savings that may be generated from implementing shared staffing and operating model within the local Star Partnership.
- The pre-populated local authority average FSM and SEN assumptions on the ESFA 2018 Financial templates have been used in the preparation of the overall income projections.
- No looked after children are presumed in the plans for prudence.

[REDACTED]

The Trust will endeavour to ensure that the new free schools continue to be fit for purpose beyond the eight-year finance plan. The Trust believes that the physical environment and presentation of the school have an important influence on its overall culture and ethos. Therefore, the Trust will ensure that there is sufficient investment in the early years to meet the DfE guidelines.

[REDACTED]

Risk Planning - Cost Reduction Strategy

Although all 15 free schools opened by the Trust are heavily oversubscribed with waiting lists, the Trust understands the importance of planning for all eventualities. The Trust has robust financial plans in place that address challenging budget reductions. As it will not be acceptable to compromise on the vision or on students' educational attainment, the financial viability of the school depends on efficiency rather than compromises on standards.

G1 – Additional commentary on financial viability

The Trust has looked at several options and produced a range of budget plans based on different scenarios. [REDACTED]

[REDACTED] As these schools will be in the start-up phase, staffing models in the initial years will be adaptable and the recruitment of staff adjusted accordingly. Based on the 2018 ESFA Financial Template, a 70% financial model has been prepared. A 70% income model would require the following savings:

In terms of staffing reductions, the following reductions would be implemented to reflect the reduction in funding, but at the same time, ensure minimal impact on teaching standards:

- The final Assistant Principal would not be recruited.
- There would be a delay in recruitment of three of the Directors of Learning by one year each.
- Teaching staff would be reduced by a total of nine.
- Heads of Year roles would be combined for years 7 and 8 and years 9 and 10. The schools would also look at maximising the benefit of working with other schools within the Trust, as well as other agencies, to support the pastoral development of learners.
- There would be a delay in recruitment of one year for a number of support roles, Senior Business Support and PA posts.

G1 – Additional commentary on financial viability

- The final Business Support Officer would not be recruited.
- The Welfare Assistants would be reduced by two.
- The Cleaners would be reduced by two.

Due to the close proximity of the Star Leadership Academies in Middleton, [REDACTED] and Salford, the Trust would look at a collaborative approach, where management and support staff were shared across all three schools. The Trust already shares staff across clusters of schools eg. Shared Heads of Finance and Executive Principals. This would achieve synergy savings within the cluster.

Reductions in Non-Staffing budgets

The following budgets are fixed costs and would therefore remain unchanged:

- Insurance
- Rates
- Energy
- Water
- Audit
- SIMS and PS Financials fees
- Property Services
- Waste
- Legal Fees

The following budgets would automatically be reduced as they are based on staff numbers:

- Recruitment costs
- Staff Development and Training
- HR & Payroll Services
- Supply
- Travel expenses

The following budgets would be automatically reduced as they are based on pupil numbers:

- Enrichment
- Exam Fees
- Marketing and Stakeholder Engagement
- Office Expenditure
- Revision, Intervention and Exam prep – investment for first exams protected
- School and Year Groups
- Rewards
- School Meals
- Leadership Award

G1 – Additional commentary on financial viability

- ICT Managed Service
- SEN SLA
- Education Resources and Development
- ICT Equipment and Resources budget
- FF&E
- Cleaning Materials

Section H – The proposed sites

Please see Excel spreadsheets



Department
for Education

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