

## Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	<u>Yes</u>	
2. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	<u>Yes</u>	
<b>Section B:</b> Outline of the school	<u>Yes</u>	
<b>Section C:</b> Education vision	<u>Yes</u>	
<b>Section D:</b> Education plan	<u>Yes</u>	
<b>Section E:</b> Evidence of need	<u>Yes</u>	
<b>Section F:</b> Capacity and capability	<u>Yes</u>	
<b>Section G:</b> Budget planning and affordability	<u>Yes</u>	
<b>Section H:</b> Premises	<u>Yes</u>	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<u>Yes</u>	
4. Have you fully completed the budget plans?	<u>Yes</u>	
8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> ? (See guidance for dates and deadlines).	<u>Yes</u>	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	<u>Yes</u>	

<b>Section I of your application</b>		
10. Have you sent: <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</li> </ul>	<u>Yes</u>	

## Declaration

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

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

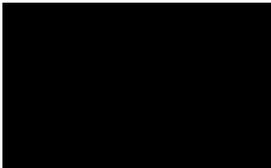
- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation)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

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

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

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

**Signed:**



**Position:**



**Print name:**



**Date: 6 October 2015**

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

Please tick to confirm that you have included all the items in the checklist. ✓

# Contents

Section A	Applicant Details	1
Section B	Outline of the School	1
Section C	Vision and Ethos	2
Section D	Education Plan	10
Section E	Evidence of Need	41
Section F	Capacity and Capability	47
Section G	Budget Planning and Affordability	65
Section H	Location and Premises	77
Section I	CVs of Key Individuals	78

Annex 1	Financial Spreadsheets	103
Annex 2	Consultation brochure	104
Annex 3	Letters of Support	105

# Section C: Education vision

## Section C1

### Introduction

This Free School - 'Chiltern Academy' - will be for 1200 pupils, when at capacity, with eight forms of entry (240 Pupil Admission Number for each year group).

Of course, we would seek to make this an 'outstanding' school for the Luton community. The school, although being a 'Free School', would follow the National Curriculum, and with specialist areas of Sport and Engineering, and with a much greater emphasis on business and enterprise links – we will be in the heart of Luton business area and next to Luton Airport. We have chosen these areas as they are the specialist areas of the Chiltern Learning Trust, and also, the traditional strengths and underpinning ethos of the Luton community.

Currently, the Chiltern Learning Trust runs two 'Outstanding' secondary schools in Luton – Challney High School for Boys and Denbigh High School. These schools have been outstanding for many years and have a long tradition of pupils achieving the very highest standards in Luton, and are the two highest performing schools in 2015 for GCSEs, at both attainment and progress.

We have already spoken and met with several key businesses and companies and our new school will look to make very strong links with Luton businesses, with reference to employment possibilities for our leavers, to apprenticeships, to mentoring from business and to working on a modern work-related curriculum for our pupils.

Our focus on standards will be relentless, in the same way that the current secondaries within the Chiltern Learning Trust are.

### Rationale

By September 2018, Luton will be short of nineteen forms of entry for their secondary schools. These pupils are already in Luton primary schools. Luton secondary schools are already being asked to extend their admission number to help cope with this increase of pupils. However, this will still leave Luton Borough very short of secondary school places.

The most logical – and exciting - method of creating school places is through the Government 'Free School' process. That is, Chiltern Learning Trust are seeking to address this problem within Luton by bidding to open a mixed-sex, 11-16 secondary Free School for central Luton. The Chiltern Learning Trust already runs the two most successful secondary schools in Luton – they are both Ofsted 'outstanding' (no other secondary school in Luton is graded better than 'Good'). Our two secondaries are by far the most oversubscribed in Luton. Our two secondaries were the two highest performing secondaries in Luton in 2015 by some margin, in terms of GCSE results. Our two secondaries are consistently in the top 100 schools in the country for progress, and we expect the picture to be even more positive for the 2015 results. It appears perfect sense that The Chiltern Trust provide these extra places and provision in Luton, as an expansion of our current outstanding practice. The Directors took a long-term strategy and view in Spring 2015, to place considerable capacity and leadership into the senior team within the Trust, to oversee expansion. Also, the Trust is in an extremely healthy and powerful financial position.

Luton Borough Council are fully supportive of this bid, and are pleased to be working with us fully on this proposal. They are comfortable in publicly supporting us, and the following are the named contacts for this bid;

[REDACTED]

### **A summary of why are you proposing this school?**

1. The Headteachers and the newly appointed CEO have many years of running outstanding and massively oversubscribed schools. We can give as close a thing as a guarantee of outstanding education for the Luton community as it is possible to give.
2. Each year, many parents and pupils apply for a 'Chiltern' secondary education and are disappointed as they do not gain a place – this will address this issue too, and provide 240 more pupils per year with a Chiltern education, comprising high standards and improving life chances for our youngsters. For the last published admissions figures, almost 1200 pupils requested a place at one of our two secondary schools for entry in Year 7, when only 385 places were available across the two schools.
3. We are committed to working alongside the Luton local authority, and they are working with us, as we make this bid – including help us identify the appropriate site for the new school. Also, and although we will be a Free School, we wish to work alongside all local schools, including other secondaries, in a spirit of collaboration. We are not 'competing' over existing pupils, we see our purpose as providing much needed school places, alongside our existing Luton secondary schools. Also, we believe we can address the underperformance issues within the town – the nearest mixed sex school to our proposed site achieved 32% 5 A\*-C GCSEs in 2015 (Barnfield South) and the town centre girls school, Challney High School for Girls, achieved 41% 5 A\*-C GCSEs in 2015. The nearest town centre boys' school is Challney High School for Boys – part of the Chiltern Learning Trust, and this school achieved 66% 5 A\*-C in 2015.
4. Chiltern Learning Trust have a dedicated central team, with considerable expertise in running schools, including school improvement and standards, finance, buildings, technology, marketing and personnel management. These skills are vital in running a highly successful school.
5. Finally, and most importantly, we have the drive, determination and passion to provide Luton with a world class school that the whole community can be proud of.

### **Shortage of Pupil Places in Luton**

In Luton, there are nineteen extra forms of entry to secondary school required for Sept 2018. The Chiltern Academy will provide eight of the nineteen forms, and will contribute to the solution

by providing an extra two forms of entry in one of our secondary academies – Challney High School for Boys.

Currently, there are 2860 places available within Luton secondary schools for Year 7 intake. By 2019, there will be a need for 3317 places within Luton for Year 7 intake – a shortfall of 457 places on entry, let alone in-year admissions and growth. The Year 7 demand will exceed 3,000 pupils in 2017.

### **Oversubscribed**

For the last published figures, the two secondaries within the Chiltern Learning Trust were hugely oversubscribed;

Denbigh High School - 780 applications for 225 places

Challney High School for Boys 370 applications for 165 places

### **Lack of Quality Provision in Choice, Underperforming Local Schools**

In 2015, and although this data is unvalidated, the nearest Luton secondaries were below national average in their GCSE results, for 5 A\* - C including English and Maths.

The following shows the GCSE results for schools, starting with the closest to the proposed site of Chiltern Academy...

<b>Name of School</b>	<b>2015 GCSE outcomes, % pupils achieving 5 A* - C</b>
Barnfield South (The South Academy)	32% (below floor targets)
Ashcroft High School	52% (below national average)
Stopsley High School	50% (below national average)
Putteridge High School	47% (below national average)
<b>DENBIGH HIGH SCHOOL – CHILTERN LEARNING TRUST</b>	<b>69%</b>
<b>CHALLNEY HIGH SCHOOL FOR BOYS – CHILTERN L.T.</b>	<b>66%</b>
Challney High School for Girls	41% (below national average)
Icknield High School	58%
Cardinal Newman	58%
Barnfield West (The West Academy)	64%
Lea Manor High School	52%
Lealands High School	55%

We wish to put in a high achieving outstanding school that Luton is proud of – offering outstanding life chances to all youngsters of any background – regardless of race, sex or religious belief. We want the school to be high performing, but with a focus on sport, engineering and links to business. The Chiltern team have the track record and desire to deliver this – in a once in a generation opportunity. We believe this is an opportunity for pupils to receive an outstanding ‘Chiltern Learning Trust’ experience.

The profile of the feeder Primary schools close to the proposed location of the Chiltern Academy suggests a slightly different pupil intake – full analysis is in Section D. This shows our new school will have pupils of greatly different abilities on intake and intervention will be required, just as it is in our current secondary provision.

## Leadership and staffing

The named Headteacher of our Free School will be our [REDACTED] has a highly impressive track record of leading a three times outstanding school, and having large impact upon the schools he has supported as a [REDACTED]. Of course, Chiltern Academy will receive its first inspection with only pupils in Year 7 and 8 within the school – [REDACTED] is a leading expert in running Key Stage 3 schools and their curriculum. Soon after opening, we will appoint a Headteacher with a proven track record of excellence in leading school success. Our expectation is that they will be recruited from one of the secondary schools in the Trust and will be supported by our CEO. They will draw on the excellence and expertise that already exists within our existing secondary schools. *It is worth noting that the Chiltern Learning Trust created the extra post of CEO for this summer to put in a large increase in capacity to oversee both the growth of the Trust and the maintenance of its high standards. The previous post-holder was also Headteacher at Denbigh, this is now a separate position.*

The Trust has a strong growth plan, with costed and analysed structural changes as we grow to 6-8 schools, including new roles and capacity in facilities management, strategic planning, HR, finance and curriculum infrastructure.

Equally important will be the recruitment of high quality middle leaders and new staff. Our Trust is establishing some excellent succession planning, and talent identification. We are doing this with the support and leadership from the Chiltern Teaching School Alliance (CTSA) and our Ofsted 'Outstanding' initial teacher training (Chiltern Training Group – CTG). We are in the perfect position to plan two years ahead and grow and appoint middle leaders and new staff, using these vehicles, and using our excellent 'brand' and reputation.

## Curriculum and Assessment

Within the framework of the National Curriculum, we will develop a personalised and inclusive curriculum. This curriculum will be fairly traditional at Key Stage 3 and Key Stage 4, and will follow the existing model that works so successfully in our two outstanding secondaries – particularly at KS4. This wealth of experience and expertise will be shared within our new Free School. We will use our existing strengths in science and engineering, and introduce more focus on business links – with the focus on the reduction and elimination of NEETS and the creation of apprenticeships. The traditional curriculum will be tweaked to incorporate slightly more innovative and exciting pathways within our specialist areas of sport, engineering and business. This will be for around 15% of curriculum time, and will inspire pupils in area where they can excel and achieve, in Years 8 and 9 (the years where current research is suggesting are the most 'wasted'). The areas served by the new school have high numbers unemployed, therefore, our curriculum must be tweaked to reflect this and ensure high aspirations and high opportunities for employability.

The curriculum will improve attainment by:

- Allowing pupils to achieve and fulfil their potential by following the most appropriate pathways, as the pupils do in our existing secondaries.
- Set challenging and appropriate targets.
- Use state of the art technology to develop the personalised curriculum (this year, Denbigh, one of our outstanding secondaries, received a national award for this)
- High quality monitoring and evaluation of learning, teaching and data.

## **Special Educational Needs**

From the outset, the school will commit to providing the highest quality special needs provision, and will use well-established cross-Trust leadership in SEN. Similarly, and importantly for Luton, we have strong expertise in EAL (English as an additional language), and will be able to share this highly specialised expertise, as we do already. Indeed, one of our schools is over 90% EAL, and we have strong mechanisms to cope with this.

## **Behaviour**

Our school will follow the lead of our existing secondaries and set the highest standards and expectations for behaviour for adults and young people within Chiltern Academy and across our Trust.

*“The children were delightful and a superb ethos is clearly established”* – Ofsted inspector, after visiting the Trust, September 2015.

Chiltern Academy will develop strong pupil attitudes to learning and uniform will be worn with pride, as it is in our other schools. All staff will work tirelessly to help our young people become well-rounded, positive and responsible members of society.

## **Personal and Social Development, Pastoral Care, Pupil Premium**

There will be a continuous programme of Personal, Social and Health Education throughout the children’s time at Chiltern Academy. Our vision clearly demonstrates the key qualities we want our young people to possess. Similarly, we have well developed procedures and sensitivities about the promotion of British Values and anti-radicalisation – these are essential in the Luton community, and we have considerable expertise in this area within our Trust.

## **Enrichment**

The school will offer an exciting and broad range of enrichment opportunities across all areas of study and school life. This will include residential visits, trips, before, after and lunch time clubs. We will employ staff where the expectation is that they will want to run and organise such trips and clubs. The enrichment will focus around our three specialist areas, and we will use enrichment in sport, engineering and business to increase student motivation and improve pupil outcomes – creating a strong engagement and attachment to Chiltern Academy.

## **Parents and Wider Community**

The Trust already has strong links with the communities in Luton. We have already engaged thoroughly with the business community during our consultation. We know that a successful school must build partnerships and trust from the local families and local communities. We will have Governor representatives that know our area and know our specialisms, so that we immediately engage with the history and traditions of the central Luton area.

## **Admissions**

We aim to be the school of choice within Luton, without creating unrest with other secondary providers. We will be fully comprehensive, non-selective and non-denominational. Admissions will be based on Luton Borough Council and existing Chiltern Learning Trust criteria. All

admissions will be managed by Luton Borough Council under their own policies and procedures.

### **Our proposed outcomes**

- The school ranks amongst the highest in Luton, and matches the performance of our existing secondaries for both attainment and progress. It becomes the highest performing school within Luton within five to eight years of opening, ie within the first three years of pupils doing GCSEs.
- The school ranks as amongst the top 100 secondaries for progress – just like our two existing secondary schools.
- No students will be excluded from school and attendance will be above the national average.
- All students will leave the school with a set pathway into continuing education or training or employment.
- Parents demonstrate a high degree of satisfaction with the school, and it is oversubscribed after Year 1. This will be measured through parental satisfaction surveys, as carried out within our existing schools.
- The school will be rated 'outstanding', or at the very least, 'good', at the time of its first inspection.
- The school will have a positive impact upon its community, with high levels of community use, high parental engagement, and high engagement with local businesses.
- The school has a balanced budget and provides good value for money.
- The school is fully staffed, with high quality employees and leaders.

### **The Education Vision for Chiltern Academy**

Chiltern Academy will be characterised by its passionate and unrelenting drive to ensure that every one of its students makes extraordinary progress, achieves exceptional standards and realises his or her huge potential within an academy where best practice is commonplace, which prides itself at being at the cutting edge of innovation and next practice.

Chiltern Academy is committed to developing the whole person so that young people will know what they care about in life and what drives them; will know their strengths and aspirations; will know how to remain optimistic and bounce back from setbacks; will know how to deal with their emotions; will know what makes them happy and how to stay that way; will know the importance of humour; will know how to look after themselves and live healthy fulfilling lives and will know how to support others and how they can contribute to making society a better place for themselves, others and future generations.

Chiltern Academy will do this by offering them a first class education, and by offering outstanding enrichment opportunities which will offer them unique experiences and see them truly stand apart from others.

### **Our students**

We passionately believe that all children and young people, however challenging their circumstances and whatever their background, can achieve within the Chiltern Learning Trust, and Chiltern Academy will be an integral part of our Trust, giving wider access to the

outstanding Trust practices, to the families and communities in the rest of Luton. Our students will practise integrity, compassion, understanding and tolerance.

**Integrity:** We are honest, trustworthy and true to our word

**Compassion:** We are kind, humane, gracious and empathetic

**Understanding:** We are considerate, generous, sympathetic and forgiving

**Tolerance:** We are open-minded, receptive and patient. Yet we are strong and resilient

They will be self-disciplined, resilient and creative. They will be confident, able to express themselves eloquently and importantly, have the ability to think. They will be given the power, responsibility and chance to control their lives which see them acquiring the knowledge, skills, qualities and attributes necessary to succeed in life in the 21<sup>st</sup> century.

**Vitality:** I have flair, sparkle and an enquiring mind

**Competence:** I have deep knowledge and understanding. Through continuous practice, I am able, proficient and have good judgement

**Professionalism:** I am civil, reliable, dedicated and willing. I am open-minded and ready to learn

**Resilience:** I am flexible yet strong, quick to recover and eager to bounce back. I am irrepressible

**Articulacy:** I speak fluently, persuasively and with confidence both in private and in public

**Artistry:** I have great skill in creative endeavours. I draft, redraft and continuously practise until I show mastery and finesse

We believe that the core values which we wish to instil in all our students will help them not only to be successful in their own right, but will enable them to become **sensible, sensitive, responsible and decent young people who will make a significant, meaningful and far reaching contribution to their families, communities, and society as a whole.**

### **Our staff**

We are passionate about our staff, as we are about our students. We want to employ and create outstanding teachers and leaders, who genuinely aspire to excellence, are truly excited by challenge, love to take risks, and have a passion to co-develop and co-construct next practice with their students and fellow practitioners.

We believe that every teacher has the right to be outstanding, and we will invest in our workforce and to give them more responsibility for their professional development and more time and flexibility for them to effect this. The CLT Academy will make the following commitment to our staff.

### ***Career Progression and Well-being***

We will ensure the career progression and well-being of staff are a priority for the school. All staff will have a career coach, access to high quality development within our Teaching School Alliance and we will support the well-being of our staff through the practical help and reward and celebrate their successes.

## Our Community

We will be valued by the community and play an integral part in all of our communities. Chiltern Academy will be the school of choice for that local area. Parents and the community will understand and appreciate the values we will instil into our students, and support us with this. Parents will be fully aware of our vision and our offer to students. Local members of the community will be involved in the Governing Body prior to set-up. Local members of the business community have already been consulted on widely, and we have their support.

### Our Non-Negotiables for Chiltern Academy

1. Total commitment to improving the life chances of pupils – high expectations and a total focus on pupil performance.

*Commitment to the very highest pupil outcomes for our children, at all Key-Stages. The Headteacher and senior team will focus on pupils and their outcomes, with everything else as peripheral. This is not at odds with broad and balanced curriculums or enrichment, but it is establishing a success culture in all. “We must be judged by standards. Governors must focus on this and nothing else”*

2. High quality and outstanding leadership that is visible, has impact and action, and travels in the same direction. Leaders that ‘see it and sort it’. No excuses.

*Leadership at The Chiltern Academy will set the tone for the organisation, and our leaders will inspire, be visible, act as role models for other leaders and for pupils, and will be proactive and build high performing, unified teams.*

3. Positive relations, especially between all staff and all students, and between all stakeholders. Students and pupils then feel part of our Chiltern Academy community.

*Relationships – as well as leadership – will set the tone for The Chiltern Academy. All relations will be positive, we will seek to inspire our pupils and our community in a way that outstanding organisations can and should do.*

4. High quality staff, especially the standard of teaching delivered, with totally committed teachers. No acceptance of requires improvement teaching.

*Highly effective teachers, in the classroom, through proactive and high quality recruitment and supported by excellent CPD. A highly proactive approach to any Requires Improvement teaching and leadership.*

5. Always strive to improve and do things better. No complacency.

*The Chiltern Academy will always strive to be outstanding for the community it serves, there will be no excuses for underperformance.*

## Section D:

### Section D1

#### Rationale for the Curriculum

Our curriculum will be designed to build on the intents as set out in our vision. This will include helping every student to become someone who:

- enjoys learning, now and in the future and is well-prepared for life after school ,always striving to achieve the very best in everything they do (vitality, competence, professionalism and resilience, articulacy and artistry)
- thinks carefully about the consequences of their actions on other people and has the knowledge, understanding and skills to be a responsible citizen and lead a successful and happy life regardless of where they live (integrity, compassion, understanding and tolerance)

Chiltern Academy will consciously promote a tolerant, equal, democratic, British community. This is specifically addressed in the taught curriculum through the ideas of Britain as a democratic society, students as members of that society and through the ideas of tolerance and equality, (RE National Curriculum – Luton Agreed Syllabus - and Citizenship). The ethos and values of the school promoted through PSHE and SMSC strengthen and support this view.

Chiltern Academy will follow the outstanding practices of our two outstanding secondary schools. However, we will refine and slightly alter our curriculum offer, to suit the specialisms we know work so well in this area; sport, engineering and business. Sport and engineering will provide inspiration, motivation and employability in the Academy and in the Luton area. Similarly, the strong business links and vocational element is entirely appropriate as the school will be in the business centre of Luton. We will prevent NEETs and provide high levels of employability in the travel and tourism and hospitality industries in Luton, through modern apprenticeships and close business links.

However, we will continue to be relentless in our high educational standards, just as we are with our two secondary schools at the moment. A strong focus on pupil performance, knowing the children, having very structured teaching and learning environments and high quality leadership characterizes why the pupils within the Chiltern Learning Trust make progress at a far better rate than other schools in the area – this will be replicated and enhanced at Chiltern Academy.

*Our logo reflects our hopes and ambitions for the new school. We want Chiltern Academy, in its curriculum and in its ethos to encapsulate all that is positive within the town – that is, its sporting background, its commercial background, and its strong links with engineering and transport, through both the motor vehicle trade and the airport. Our vision is for an outstanding Academy that reflects the positive virtues of the town and the Chiltern Learning Trust, and the curriculum will reflect this. We will embrace excellence in sport, engineering and business and provide high standards, outstanding opportunities and high levels of employability for our pupils.*

#### A Curriculum to suit the Community

The evidence from Luton Borough Council shows that the profile of student attainment likely to attend The Chiltern Academy will be similar to that found in the other Trust Schools and those across Luton. This is especially in terms of literacy and numeracy needs and the development of key skills needed as identified by local employers – with particular reference to ‘soft skills’(ref. Luton Business Survey 2013).

Chiltern Academy intake will be characterised by achievement on intake much below national averages for attainment and progress in English and maths. There will be slightly different ethnic profiles within the Chiltern Academy compared to our other two secondary schools, but there will be similar EAL issues and the similar need for intervention strategies at Key Stage 3.

For 2015 in Luton, it is expected that the combined percentage for pupils achieving Level 4 in Reading, Writing and Maths will be 73%, and it is anticipated this will be one of the ten lowest performing Boroughs in the country.

We do not have data for the individual primary schools located closest to Chiltern Academy for 2015, but the 2012-2014 data for the four Primary Schools nearest to the proposed site (Surrey Street, Wenlock, Tennyson and St Matthews) show a very mixed picture, with two high performing primaries, and two very low performing primary schools. All these are within one mile of the proposed site. The 2012-2014 KS2 data is below national averages, but above floor for the four schools, and at Luton Borough average performance. There are extremities of pupil performance masked within this overall picture, and there will be many gifted and talented pupils, as well as SEND pupils attending Chiltern Academy. The chart below shows that there are significantly less EAL pupils than in our current secondary schools, but similar FSM figures.

Intake from schools within one mile of proposed Chiltern Academy site;

School	No. on Roll	% EAL	%FSM (ever 6)	% SEN
St Matthews	780	60	42	6
Surrey Street	350	48	47	5
Tennyson	250	33	35	8
Wenlock	330	33	36	9

The data suggests that our intention to mirror our CLT Pathways Curriculum model will be well matched to the needs of the students, including strong provision for early intervention, as in our current secondary schools. By building on our existing specialisms in Sport and STEM and with the added dimension of Business and Enterprise, we will use our proven expertise of how to maximise progress for all students in order that they reach their own, their families and their communities' academic and social aspirations. Sport and Engineering both increase pupil motivation considerably, particularly sport. We have received strong support from the local sporting bodies that have seen how we have used sport to improve attainment and motivation. The economic landscape of Luton, in terms of transport, motor vehicle industry and the airport, mean engineering has real relevance to our families, our pupils and our community, as well as providing employment in the area. Our strong business links with several groups, including Whitbread plc and EMA (Energy Managers Association), and their national leads on education – Sandra Kelly and Jana Skodlova – to work towards quality 'trailblazer' apprenticeship provision. There will be strong work experience within the local area for those pupils not going on to sixth form and university. These links with Whitbread in particular are already strong and they are even providing a Governor for Chiltern Academy. There is a strong demand for hospitality skills and this would create employment in Luton for our leavers.

We will follow the Luton admissions policy, but we hope to attract sports pupils with a strong desire to participate, coach, teach and volunteer involvement in the sporting life of the town. The sporting community have written in and strongly supported our bid, as we have a leadership track record and a Denbigh track record of using sport to inspire our pupils, in terms of both mass participation and at an elite level. Our sports pathway will enable young people to coach and teach sport, train and participate in sport, and look to sports related careers.

Engineering pathways at both design and hard engineering will be taught alongside ICT led activities in app design and graphics. These skills are the bedrock of recent commercial success in Luton, and skills our community value. At both KS3 and KS4 our pathways will reflect these specialist areas.

*Please note, we do not consider Chiltern Academy large enough to have a viable sixth form. However, we do intend to consider a Free School 16-19 bid in Wave 11, as we have a large amount of land within the Trust and we hope to have other secondary provision within the Trust to add capacity. This would then create a sixth form serving three to five secondary schools. Also, Chiltern Academy will have limited school land, and we prefer a larger intake and no sixth form than a considerably smaller intake and a sixth form. Luton Borough share this view. This secondary bulge will reach the sixth form college in 2020, where there is currently outstanding provision.*

### **Community Cohesion**

The school will actively promote community cohesion and seek to eliminate the perceived socio-economic issues within Luton of racial intolerance, radicalisation and other aspects of social injustice. The linking together of the existing CLT schools with our new academy and its intake, will enable our students to have a greater understanding of true multi-culturalism and help to reduce the polarisation of certain groups within the community.

We recognise that 'Community' has a number of dimensions in this context:

- the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services.
- the community within which the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to Luton and our local authority area within which we are located.
- the UK community – all schools are by definition part of this community
- the global community – formed by EU and international links

We support the Luton wide curriculum statement that seeks to ensure that Luton will work together to deliver a range of learning and curriculum pathways that will enable every learner to develop the skills, knowledge and understanding they will need for a fulfilling life in the 21<sup>st</sup> century.

Through the curriculum our school will help students to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. This will be achieved through programmes where students are leaders in teaching and learning, in sport and in PSHCE as well as in many other areas of school life.

Our school will ensure equal opportunities to enable students to succeed at the highest level possible and remove barriers to access and participation in learning and wider activities and work to eliminate variations in outcomes for different groups. This is reflected in our core value statement of 'High achievement for **all** is our shared responsibility'.

The provision of extended services and opportunities for students, families and the wider community will encourage them to take part in activities and receive services which build positive interaction and achievement for all groups.

This will be achieved through:

- The use of the school premises for community purposes e.g. the many sport, music and community groups.
- The study of Religious Education and PSHCE which is compulsory for all students at KS3
- Participation in ITT (CTG) which provides the opportunity for local university graduates to train to teach in their own community.
- A dedicated support team that provides support to new arrivals to the country, including asylum seekers.
- Charity events and fundraising run by the School Council , Year Teams and Houses
- Students leadership work with local primary schools in delivering festivals and lessons(e.g. sports, ICT and music and STEM)

Luton is a multi-cultural town, and we will embrace this diversity, whilst promoting British Values – in a way that we have been so successful in doing in our other schools. This will be delivered through an excellent PSHE and RE programme that will promote tolerance, understanding and respect.

Admissions to the school will be managed through the Local Authority, and we will be a mixed-sex fully comprehensive school. Our specialisms are those of 'Luton', and our consultation has shown these will be warmly received.

Religious Education will be taught for one hour per week, using our current syllabus within the Chiltern Learning Trust, and following National Curriculum guidance. Parents will be allowed to withdraw their child from religious education, and will be notified of this annually. However, we will not encourage this withdrawal, and indeed, we have very few problems with this within our Trust at the moment.

Our Trust has schools in the Asian sector of Luton, and whilst we do envisage The Chiltern Academy being much more mixed in terms of ethnicity, we anticipate having to cater for a substantial Asian and Muslim school population. Our Trust are experienced, and respected in the community for our tolerance and understanding of, and working with other cultures – in terms of relationships, dietary requirements, appropriate curriculum delivery and religious education decisions.

Similarly, our schools in the Chiltern Learning Trust have strong and established programmes for teaching British Values and anti-radicalisation. Other new providers would struggle to adapt in Luton, but we have a lot of excellent practice in these areas, and we have a national reputation for those practices.

### **Parents and Carers, Governors, the Business Community**

Parents: parental support will be a strong feature of the school.

All families will sign a Home School agreement at the beginning of each year. This will feature in the Students Planner. This book will also be used for written communication between the

school and home. There will be regular contact between the school and parents by telephone, email, text and letter. The reasons for contact will range from praise to informing parents of concerns. All parents in year 7 to year 11 will be invited to two parent consultation evenings per year where reports are provided. There will also be Parental Engagement/Intervention evenings for targeted students – those at risk of underachievement and those in receipt of Pupil Premium. Parents will also have access to online schemes of learning which explain what their child is learning throughout the year and suggest enrichment activities that parents can engage in with their child to support their learning in school. We will also provide support for Parents to enhance their key skills in order to do this.

Parents and Carers will also be invited to complete surveys detailing their perception of the school and will be encouraged to critically evaluate the school's performance through open meetings with members of SLT.

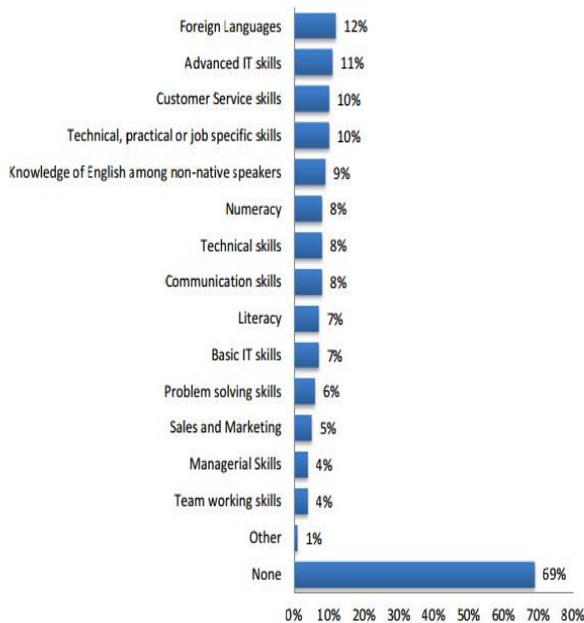
Governors: the Governing body make up will reflect the local community and be appointed in order to actively contribute to policies and practice. They will be kept informed of the progress and achievements of the school through analysis of data and detailed reports from the Headteacher and senior leaders and at local governing body meetings. Governors will be encouraged to regularly visit the school during the day to see progress and achievement for themselves. The Chair of Governors will visit the school and Headteacher every fortnight.

The Business Community: We will sustain our already strong links with national and local businesses in the area in order to help us deliver parts of our curriculum and ensure that our provision is meeting the skill needs of the local employment market. By designing a curriculum that will meet future employment needs in the local area we will increase the employability of the students we teach and also encourage businesses to work with us. The concept of 'growing our own', whether it be teachers in training or students going into employment, is a strong feature of existing CLT practice.

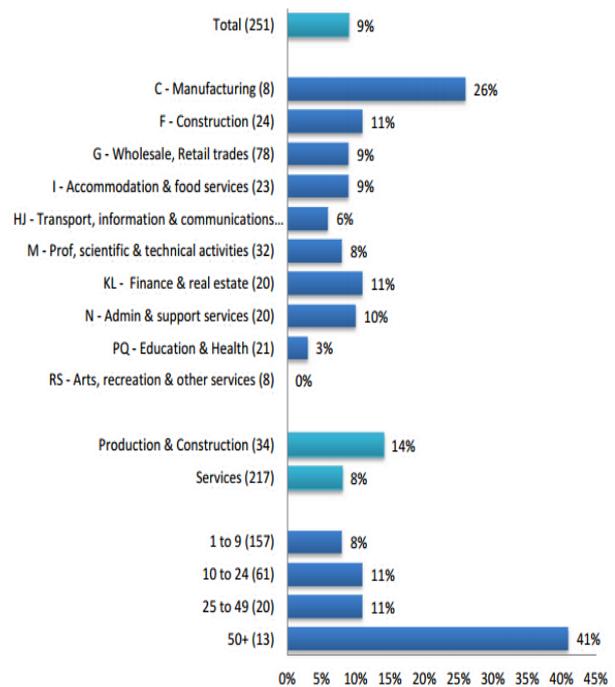
We will capitalise on the growing infrastructure in Luton to seek out new partnerships. The location of the Chiltern Academy will facilitate links with many larger businesses including London Luton Airport, the Vauxhall Manufacturing Plant, and the enterprises within Capability Green. We have made contact with and spoken to representatives from Whitbread plc, and their CEO is aware of this proposal, and their national education manager will sit on our LGB (Sandra Kelly). We have been in regular contact with the Energy Managers Association and are meeting Lord Redesdale for his advice and support with the bid on October 12<sup>th</sup> at the Houses of Parliament – with particular reference to apprenticeships. We have met, discussed or exchanged emails with Monarch (Luton), Tui Group (Luton), Thomas Cook and the local public services (police and fire). The willingness to contribute to the vocational aspects of our curriculum have been generous, and impressive, particularly with apprenticeship advice and careers support.

Below are tables taken from the Luton Business Survey 2013, showing the perceived skill shortages for local businesses and hard to fill vacancies:

**Figure 7: Skills which businesses have found difficult to obtain – prompted (all respondents) (QB5)**



**Figure 3: Proportion of businesses which have had vacancies in the last 12 months that were hard to fill (all respondents) (QB2)**



The Chiltern Learning Academy curriculum will seek to address some of these issues by delivering some of the key skills employers are seeking.

## The Curriculum

The tables below set out the details of our proposed curriculum at Key Stage 3 (Years 7, 8 and 9) and Key Stage 4 (Years 9, 10, 11). The curriculum is designed so that Key Stage 4 in Core subjects will start in Year 9.

We ensure high quality learning for all our students through the taught curriculum. The broad and balanced curriculum inspires students to learn. The range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

Key features include:

- Options from Year 7 to enable student access to learning experiences which engage and inspire and learning Pathways at Key Stage 4, for our specialist areas.
- Stretch and challenge through appropriate banding and setting in both key stages.
- The opportunity for 90% of students to take English Baccalaureate subjects
- A range of vocational courses
- The range of opportunities the existing specialisms within the CLT offer our students
- Working with local businesses in partnership to ensure skill deficits in the local area are addressed, this will be different to our current schools.
- Expert CIAG
- A structured PSHCE and tutor time programme
- Parental engagement evenings for targeted groups
- Outstanding teaching and learning - 90% of lessons are judged good or outstanding
- Curriculum innovations for targeted groups of students at KS4, such as the Sports, Business and Engineering pathways

- Intervention strategies in literacy and numeracy for groups and individuals
- leadership opportunities within pastoral and academic areas such as Teaching
- Partners - where students are trained to observe teaching and understand learning.
- A range of memorable extra- curricular opportunities in the fields of academia, the arts and sports
- Setting in all core subjects

### Key Stage 3

<b>SUBJECTS</b>	<b>Year 7</b>
English	4
Mathematics	3
Science	3
Physical Education (PE)	2
Computer Science	1
History	1
Geography	1
RE	1
PSHCE	1
Modern Foreign Language (French, Spanish)	2
Design Technology (Food, Graphics, RM)	2
Art	1
Music or Drama	1
Options ( 2 <sup>nd</sup> language, Debating, App development, Sport Leadership, Enterprise, Astrology, Forensic Science, Photography	2

### Key Stage 3 into Key Stage 4

<b>SUBJECTS</b>	<b>Year 8</b>	<b>Year 9</b>
English	4	4
Mathematics	3	3
Science	3	3
Languages	2	2
History	2	2
Geography	2	2
Physical Education (PE)	2	2
PSHCE	1	1
RE	1	1
Option 1 (Specialism Pathway) 3 Hours – one from below...		
Engineering	Business Studies	Sport Studies
Cad Cam	App Design	Health related fitness
Graphic Design (Computing)	Enterprise	Sport Leaders (coaching)
Computer Science	Economics	Dance
Mechanical Engineering	Accounting	
Option 2 (Creative Pathway) 2 Hours – one from below...		
Music Performance	Resistant Materials	
Music Technology	Food and Hospitality	
Musical theatre	Art	
Drama	Graphic Design	

## Key Stage 4

SUBJECTS	Year 10 and 11	
	PW1 (50%)	PW2 (50%)
English	5	5
Mathematics	4	4
Science (Double or Triple Option)	5	5
Languages	3	ICT (3)
History/Geography	3	3
Physical Education (PE) (OCR CN)	2	2
	22	22
Option (3 hours)		
History, Geography, Language, RE, Business Studies, Business and Enterprise, Economics, Dance, Drama, Music, Electronics, Engineering and Computer Controlled Technologies, System Controlled Engineering, Computer Science, Graphic Design, Art, Food and Hospitality, Resistant Materials, Construction and the Built Environment, Tourism, Health and Social Care – as we are within a Trust, the staffing and affordability becomes easier and viable		

### Schemes for Learning

All departments have schemes of work that outline how the knowledge, understanding and skills to be taught will be delivered and specifically include SMSC, literacy and numeracy. They are used by teachers planning lessons and other staff such as teaching assistants who contribute to students' learning.

### The use of ICT as a tool and E Safety

The ICT department will be central to developing the basic skills in the use of ICT. However all staff will have a responsibility to ensure that students are aware of opportunities and benefits that ICT can have in all areas of their current and future life.

Whole-school approaches will ensure that:

- all students develop a set of coherent ICT skills which will allow them to be creative and innovative in their learning
- all students are aware of e-safety when using ICT to access wider resources and communicating with others, through lessons provided in PSHCE and through assembly presentations
- all teachers use the Chiltern Academy Learning Environment (RealSmart) to communicate with students and other staff and ensure their Schemes of Learning can be virtually accessed by students and parents
- all students can use the Chiltern Academy Learning Environment (RealSmart) to communicate and access their learning when not on site.
- 
- many students will develop leadership skills as Digital Leaders and involve themselves in the enrichment activities provided such as Apps for Good, a national project linking education and business through the use of ICT

## **Spiritual, Moral, Social and Cultural Development**

Across the Trust, spiritual, moral and cultural education is embodied in its aims and vision. This is underlined by the dictum 'High achievement for all is our shared responsibility'. This will be mirrored in Chiltern Academy.

It will be promoted in a variety of ways including

- The subject and pastoral curriculum
- Excellent support and guidance
- Carefully planned and delivered assemblies
- Our programme for PSHCE
- Our careers education, enterprise and work experience programme

Through this overarching aspect of the curriculum all students are aware of different forms of bullying, including cyber-bullying and prejudice-based bullying (including transphobic, homophobic, sexist, racist and disability based) and what the school's policy is concerning this. Parents will also be kept aware of these issues and have access to all school policies on the school website.

The new Chiltern Academy will also widen the opportunities for existing students within the CLT to gain greater understanding and appreciation of other communities that exist within Luton. Currently, our secondary schools are 90% Asian – the new school will have a much broader ethnic mix, including Black, White British, and East European pupils.

## **The Enrichment Curriculum**

The wider curriculum also offers learning opportunities beyond the classroom that ensure our students leave Chiltern Academy with valuable and memorable experiences that enhance their learning and their understanding of the world and their role in a global society. This also includes clear career guidance from year 7, culminating in work experience in year 10 and targeted workshops with local employers

Every Chiltern Academy students will have participated in a range of creative, sporting and academic activities by the time they leave school in year 11. We will ensure that every student has the opportunity to:

1. To go on a residential trip
2. Take part in play a musical instrument, sing in a choir, or be involved in a dramatic/musical production or concert
3. To listen to inspirational speakers
4. To have attended an artistic cultural or sporting event in or beyond school
5. To help others through voluntary activities
6. To meet and work with students from other CLT schools
7. Attend sports clubs before and after school and at lunchtime
8. Attend engineering clubs at lunchtime and after school

The school will financially aid students who are eligible to receive pupil premium support so that they do not miss out on these valuable developmental opportunities

SEN/D students will also have specifically designed activities tailored to the needs of the individual

## **Homework**

We see homework as an essential element of the wider curriculum. It provides challenge, deepens understanding and prepares students for future learning. It is an extension of the timetabled curriculum and contains a strong element of independent study. It allows students to explore, develop their knowledge and thinking, reflect, and apply and practise skills they have learnt in the classroom.

Students will follow the published timetable and write homework in their student planner. This will be monitored by teachers, tutors and parents.

## **Monitoring the impact of the curriculum**

We do this through examining:

- The use of Challenge Partners for external validation and evaluation annually of the effectiveness of our practices, using HMI and Ofsted inspection teams
- the attitudes students display towards learning which we see in lesson observations, learning walks and in the comments visitors' make about them
- the achievement of our students
- the wider contribution our students make to the community e.g. through Young Sports Ambassadors, student leadership activities with primary schools, fund-raising for charity, past students returning to coach students in mathematics, coaching in sport and being the guest speaker at the end of year awards assembly.
- behaviour for learning
- attendance figures
- the percentage of students who go on to further education
- student and parental questionnaires and subject surveys including Ofsted's Parent View

The curriculum is reviewed each year in light of examination syllabus changes, national indicator changes and local 16+ providers' entrance requirements as well as the results of questionnaires and parental

## **Ensuring that Curriculum changes and subject knowledge are kept up-to-date**

All staff are encouraged to belong to their subject specific professional body or local networks and examine for the national examination bodies. All team leaders will receive curriculum updates through membership of online groups and registering with the examination boards. They also keep abreast of current good practice through reading, attending courses, evaluating materials, resources and ideas and networking with other schools, in addition to the guidance in and sharing of good practice during meetings and department time.

## **Transition and Progression between Key Stages 2-3, 4-5**

Cross phase working will be a continual process throughout the year

KS2 to KS3:

- The school will have effective administrative arrangements to support transition, for example the transfer of students records including performance data, administrative meetings between key school staff and common procedures.
- We will ensure that KS2 students are familiar with the school and have visited at least once before arriving in Year 7. During Year 6 we liaise with all of our feeder schools in order to ensure we are aware of individual students and families who may need extra support pastorally and with SEN/D needs.

- Parents will be welcome to visit the school and are invited to the 'Open Evening' in the Autumn term.
- There will be liaison in individual subjects with the primary schools, such as PE, Science, MFL, Music and English.
- There will be an effective 'Induction programme' for year 7 students that quickly introduces students to the systems and expectations of the school and supports their learning through PSHCE activities.
- Students will be monitored to ensure they settle in to their new environment. Students are always placed in tutor group with some of their peers and the 'Buddy/House' system will ensure all students settle in quickly.
- We will review and develop our transition arrangements with our primary partners as joint practice.

KS4 to KS5:

- All local KS5 providers will be invited to the school to provide assemblies and workshops. Taster days are a feature of the preparation to move to a new educational setting.
- Advice and guidance will be a priority and all students will have access to IAG and the school's careers manager.

We will develop our understanding of transition needs with our local sixth form and other further education settings as joint practice.

### **High quality learning specifically for children with a range of needs**

We have a range of strategies that allow us to plan for students with a range of needs. Chiltern Academy will plan for, monitor, intervene and improve the academic performance and increase the life chances of pupils in the following groups;

Looked After Children

Pupil Premium

Those not achieving Level 4 in Reading, Writing and Maths on entry

SEND

Gifted & Talented (High Attainers)

This strategy includes:

- Effective pupil tracking, targeting and intervention.
- Effective base-line testing, to ensure full analysis of the KS2 data on intake too.
- Timetable and scheduling of small class sizes in areas of greatest need.
- Identification of the needs of particular students, completing Education Plans and ensuring all staff have access to this information on the school system so that they can plan for their needs within a lesson
- early identification of literacy and numeracy needs and engagement with parents to support them and their children in raising levels of literacy and numeracy
- identifying groups of learners that may be disadvantaged in a particular way and tracking their progress, making interventions if necessary
- ensuring the most able are provided for both within lessons and in enrichment activities
- ensuring students with SEN/D are fully supported, both in lessons and outside of classroom teaching time, through before school, break, lunch and after school clubs, library time and escorting to and from class where

- ensuring that all vulnerable and looked after students are carefully monitored and extra provision made for their welfare

### **Intervention strategies for literacy and numeracy:**

The successful intervention strategies for literacy and numeracy we currently use across the CLT will be replicated in the Chiltern Academy.

On entry, Year 7 curriculum and the KS3 pathways will identify and support those pupils most in need of 'catch-up' and intervention. Our current schools also run a highly effective summer school for catch-up, this will be extended to our new school, Chiltern Academy, even pre-opening.

Our SEND department will put in place a full register with suggested interventions and teaching strategies for all new pupils identified within the range of requiring individual needs.

All staff will teach literacy and numeracy skills as part of their lessons, in addition to highly effective teaching within the English and mathematics departments.

Staff training and development in this area is ongoing and specifically targeted professional development activities in literacy and numeracy ensure a sustained focus on these aspects.

Reading is developed through a number of different activities including:

- ERR programme and the Lexia reading scheme,
- reading partnerships and accelerated reader
- book club and book boxes
- 'The Day' - KS4 online newspaper
- Story teller and visiting authors
- 'Book Buzz' – ensuring every students has a new reading book
- Key Stage 3 cross curricular Reading Project

The focus on writing includes:

- Talk for writing and reciprocal teaching strategies
- Writing descriptors across the curriculum
- Literacy Toolkit on Realsmart
- Literacy placemats in every classroom – including subject specific terms
- 'Outspoken' a blog on current issues to encourage academic discussion
- All pupils are familiar with a whole school marking policy which includes specific terminology and symbols.

The focus on numeracy includes:

- Numeracy catch up groups at KS3
- Whole school strategy on BPC (Brain, Pen, Calculator)
- Numeracy champions – teachers driving numeracy teaching and learning in subject areas
- Numeracy learning leaders – students leading numeracy sessions in tutor time for year 7 and 8.

Parental engagement sessions led by Maths and English specialists enable parents to understand what and how their child is taught and strategies/resources they can use at home.

## **SEN and Disability**

Chiltern Academy will share the DfE vision that every child with SEN reaches their full potential in school and can make a successful transition to adulthood and the world of further and higher, training or work.

We will adopt the wider definition of Special Educational Needs contained within the Code of Practice and the guidance given by the DfE. The School will acknowledge that students have Special Educational needs if they have a learning difficulty which calls for Special Educational provision to be made for them. Thus, children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local community

SEN at Chiltern Academy may include Cognition and Learning difficulties, Autistic Spectrum, Sensory (Visual/Hearing Impairment), Physical Disabilities and Behaviour, Emotional and Social Difficulties (BESD) and Mental Health issues.

The Special Educational Needs policy will complement and support the Trust's curriculum policy and other proposed policies, especially in relation to equality of opportunity.

The school will acknowledge that any student may experience difficulties and require support at some stage. All students have the same right to a broad, balanced and appropriate curriculum, which must be differentiated to ensure that progress is maximised. Full curriculum access and integration will be priorities. On occasions students may require modified curriculum provision or withdrawal from specific lessons for precision teaching. Reasonable adjustments will be made to ensure that every student is able to succeed.

As per our mission statement, students with Special Educational Needs will be the shared responsibility of all and we will attempt to meet the requirements of each and every student. Teachers will work closely with all Support for Learning staff to meticulously plan all lessons and adapt activities in order to meet individual needs. All rooms will be fitted with sound fields for hearing impaired students and special ICT will be in place for visually impaired students. Any needs for students on the Autistic Spectrum or with physical disabilities will also be incorporated into the site build.

Crucially, parents will be involved as partners in the education of their children. If external agency support is required, Chiltern Academy staff will seek advice and co-ordinate support from the appropriate services.

The aims of SEN provision will be to raise levels of achievement and enjoyment by enabling all students to access an appropriate curriculum, fulfil their potential and make exceptional progress.

The first key objective will be to target and support SEN students by establishing a clear process of early identification, using internal and external assessment. Colleagues will then use the Schools SEN Policy, the Code of Practice stages and expert guidance to implement and evaluate effective support strategies.

## **Education Health Care Plans (EHC Plans)**

Students who hold a statement will have an EHC plan and any other student identified as having a special educational need will be placed on the SEN register. An individual plan (pupil passport) will be created in partnership with the student, parents or carers and any

external agencies involved. The plan will include targets from any specific area which has been identified. We believe in a student centred approach therefore the student will be engaged in the writing of the plan along with their parent/carer targets will be set with success criteria explicit so that everyone working with the child understands their needs. We will use the expertise of outside agencies to advise and input into the plan providing both students and teachers with strategies to support progress.

Once the plan is complete, this will be shared with all staff and a 'pen portrait' created by the Learning Support Team, will briefly describe the individual needs and suggest to teachers as to how they should best support the leaning and enable them to progress.

## **Provision**

If a student is identified as School Action or School Action Plus on the SEN register then the class teacher supported by Learning Support Assistants will track their progress and will differentiate their lessons in order to meet the needs of the individuals in their class. In order to track a student's intervention and progress we will implement a provision map which will ensure that we are providing all the intervention which is required for individuals and groups. Students will be targeted under one of the main headings of speaking and listening, reading or writing. To support in the delivery of all the withdrawal groups we will use Learning Support Assistants, Behaviour support Assistants and any outside agencies necessary to advise on specific teaching strategies.

## **SENCO**

We believe the SENCO is a key strategic member of staff in school in helping to promote inclusion and achievement. They will hold the national SENCO training award and will ensure 2014 legislation relating to special educational needs/disabilities is fully embedded into school practice. Chiltern Learning Trust has a cross-site SEN senior leader to support this.

The SENCO will be a qualified teacher at the school, with overall responsibility for ensuring children and young people with special educational needs and/or disabilities are identified and assessed, the appropriate support and approaches are in place and progress is tracked. The SENCO will advise other staff about SEN issues and procedures, and has a strategic and training role, working with the school's senior management team and governing body.

## **Teaching ,Learning and Assessment strategies**

We believe that effective teaching promotes high levels of learning, progress, enjoyment and well-being for all students and it uses marking and assessment as an integral mechanism for meeting the needs of all pupils. In order to reach these high levels of learning and achieving pupil attainment targets, teaching must be outstanding and never less than consistently good.

All our staff must be able to:

- demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand

more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.

- check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Be determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Ensure that students love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Ensure that students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Provide parents with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

In order to ensure community cohesion our staff will be quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

(Grade Descriptors for outstanding teaching 2015)

All staff will follow the detailed guidelines in the CLT Teaching and Learning Policy for planning and delivering and assessing in lessons. This includes:

- Planning all lessons within the context of the appropriate scheme of work;
- long, medium, short-term subject plans and exam syllabuses
- Planning lessons for classes, groups and individuals in the context of prior attainment data and individual targets for attainment, ensuring an acute awareness of pupils' capabilities and their prior learning and understanding.
- Planning to ensure that all lessons are appropriately challenging for pupils, establishing high expectations of what can be learnt and achieved relative to their prior learning and abilities.
- Using pupil planners regularly and habitually to record homework, to record praise, to record targets and to communicate with parents.
- Ensuring that pupils' work is marked up to date, following the detailed guidance contained in the school's marking policy

- Ensuring that all pupils know how well they are doing in the subject and are clear about their next steps for improvement following the detailed guidance contained in the school's assessment policy

## **Behaviour for Learning**

We believe that in order to enable effective teaching and learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life and that these standards of behaviour are clearly understood and valued by all members of the school community. Such a community will have consideration and respect for individuals and property and will share values which are just, fair and humane and enable all pupils to develop a sense of responsibility for their own behaviour and towards others and the community. Our approach, emanating from our mission statement 'High achievement for all is our shared responsibility', is a positive one which emphasizes the benefits for the whole school offered by shared values and responsibilities and an appropriate standard of behaviour. Furthermore, we acknowledge that society expects good behaviour as an important outcome of the educational process.

We will seek to create a caring, learning environment in the school by:

- promoting good behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect, with adults at the school showing students unconditional positive regard.

The school will start and continue with a behaviour policy that has a philosophy of rewarding positive behaviour. This positive behaviour will be consistently reinforced and the staff will model appropriate behaviour in their interactions with each other and with the pupils. The school will teach aspects of the citizenship, curriculum, where pupils are learning the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Assemblies will celebrate these skills. Pupils will be provided with consistent positive encouragement and specific recognition when they demonstrate positive behaviour. The use of Tutor Time in the morning five days a week in addition to time spent delivering citizenship will reinforce opportunities to practice skills needed to develop positive relationships. Through the citizenship curriculum the fundamental rights of all those in school will also be reinforced. Teachers and other adults will adopt a positive and empathetic manner when responding to pupils and to each other. Rewards will be given consistently, with at least five times as many rewards given out each week when compared to sanctions.

Chiltern Academy will work in partnership with parents in all aspects of their child's learning. Form teachers will offer support to parents and parents and will always be involved when their

child is at School Action, School Action Plus of the SEN Code of Practice or has a statement of Special Educational Needs. The school will give high priority to clear internal communication and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it is important that all those working with that pupil in school are aware of those concerns, and of the steps, which are being taken in response. The key person in this process is the form tutor who has the initial responsibility for the pupil's welfare.

### **The School Day**

The following times will be scheduled for the school day (please note, when at capacity, the lunch time will be different for Key Stage 3 and Key Stage 4);

- 08:30 Registration and Tutor Time
- 08.40 Period 1
- 09.40 Period 2
- 10.40 Break & Breakfast
- 11.00 Period 3
- 12.00 Period 4
- 13.00 Lunch (Period 5)
- 14.00 Period 6
- 15.00 Tutor Time / Assembly / Intervention
- 15.20 Close and Enrichment

All pupils will have five x one hour lessons. When the school is at capacity, Years 7 and 8 will do 3 lessons in the morning, have lunch, then have Periods 5 and 6 in the afternoon. This will allow the dining space and specialist rooms to be used more effectively, and not have specialist rooms unused for an hour per day. Similarly, this arrangement works well in outstanding schools as it brings quiet and calm to the lunch period, by halving numbers. The early finish will allow focussed intervention, enrichment and sport. Note, the enrichment activities will be highly encouraged from 3.20 p.m. until 4.20 p.m. Enrichment activities will be based around our specialisms.

### **D2 Setting and achieving targets**

Schools within Chiltern Academy achieve outstanding GCSE results, and in 2014, both our secondary schools were in the Top 100 schools in the country for value-added. Our 2015 figures are much better than 2014, so we anticipate a repeat of this, and a higher ranking. We will set the same aspiring targets and look to achieve the same outstanding results. Our first year target is to be within the top 100 schools in the country for progress, with the first cohort we have go through Chiltern Academy, and we aim for an outstanding first inspection result. The setting of targets will follow the same process we currently have.

Our drive for standards will be of the same relentless nature as to within our existing Academies. Our baseline testing will then be analysed to ensure the same value-added as in our existing secondary schools. Also, the cohort, whilst a little different, will have many similarities to the intake in our current secondary schools – high EAL, low KS2 performance, reasonable parental ambitions. The Trust is used to working hard with these children and their families to secure good outcomes and increased life chances.

We will regularly benchmark ourselves using Raise Online and FFT (Fisher Family Trust) analysis tools to ensure we are in the Top 100 schools for value-added, using either new or old school performance measurements.

Our vision and our non-negotiable expectations will guide the ambitious setting of targets and pupil performance, and indeed the ambitious targets for staff performance. The targets will be based around our vision for Chiltern Academy, based on pupil performance, quality of teaching and learning, quality of leadership, relationships and behaviour.

In terms of ethos, Chiltern Academy prides itself in being a 'learning focused community where happiness is derived from achievement and positive self-esteem'. We believe this will be accomplished through close partnership with parents, students taking responsibility for their own learning and highly motivated, highly skilled staff who have a clear understanding of how assessment improves teaching and learning. Assessment will support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons.

- For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
- For other staff and governors, assessment information will inform an understanding of the current and potential student outcomes.
- For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

## **Our Principles of Assessment**

Assessment should:

- recognise and celebrate individual successes in order to encourage and motivate all students;
- be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students;
- allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
- help shape targets for improvement;
- allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
- underpin teaching and learning in order to ensure progress for every child.
- be accessible for parents and enable them to take an active and informed part in their child's education;

## **Responsibilities for Assessment**

All staff will be responsible for assessing and monitoring pupil progress and should use the student progress cards as the starting point for discussions about achievement and attainment with individual students.

## **The Leadership and Management of Assessment**

- The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:
- ensuring that all teachers know what is expected of them in assessing students;
- helping teachers make well-founded judgements about students' attainment and progress;
- monitoring that assessment for learning is a key factor in planning for teaching and learning;
- monitoring the accuracy of the information provided to parents about their child's attainment and progress;
- tracking the attainment and progress of individual students and groups of students over time;
- monitoring practice in assessment and take appropriate actions arising from Learning Quality Assurance information;
- using assessment information when planning training and CPD;
- comparing the progress made by different groups of students to ensure that no group is disadvantaged;
- ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
- ensuring students are supported in making informed curriculum choices;
- using assessment and monitoring to ensure that the curriculum meets the needs of students;
- monitoring the role of Subject Leaders and Zone Directors in ensuring good practice in assessment is consistent across all lessons;
- ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

## **The role of Subject Leaders**

With the support of the Senior Leadership Team and Line managers, Subject Leaders will:

- ensure that their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress;
- periodically monitor the assessment of students' work in their subject through work scrutiny, lesson observation or otherwise;
- ensure assessment informs knowledge of student progress and raise any concerns with the Senior Leadership Team as appropriate;
- ensure that all schemes of work allow for assessment for learning to become an integral part of teaching and learning;
- ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment;
- ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised;
- use assessment information, in liaison with SLT where appropriate, to plan for or arrange intervention strategies.

## **The role of Teachers**

All Teachers will:

- adopt a range of methods to ensure that they can assess the progress of all students accurately;
- encourage students to actively engage in assessment for learning and know their learning objectives;
- ensure that assessment builds students' motivation, confidence and self-esteem;
- identify through assessment, and intervene with as necessary, those students at risk of underachievement;
- use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process;
- ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced;
- ensure books are monitored and returned to students at least every two weeks in line with the school's marking policy and ensure all students receive feedback on their current attainment

## **The role of the Form Tutor**

Form Tutors, with the support of Heads of House are expected to engage in appropriate conversations with students, teachers and parents following assessment information available from the data collections. They have a responsibility to help students and parents embrace the principles of assessment.

## **The role of Students**

All students should:

- participate actively in assessment opportunities in lessons;
- take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
- ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
- support other students constructively when asked to be involved in peer assessment.
- Engage in meaningful conversations about their achievement and attainment supported by the data on their progress cards.

## **The role of Parents/Carers**

All parents/carers should:

- discuss with their child the assessment report sent to them each half term which includes a summary of current and predicted grades for each subject;
- liaise with the subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment.

## **The assessment and data tracking system**

There will be a rigorous and forensic tracking of data. However the data tracking will be of no use unless we monitor the reliability of subject assessments.

All data will be entered on the SIMs regularly and therefore can be accessed and monitored easily by those who need to.

To ensure the reliability of assessments there will be calendared subject department moderation sessions. Raw exam percentages will be added for all students at 3 points in the year in all subjects.

The assessment regime is shown in D2A

### **The layers of monitoring (see figure D2A)**

We will monitor and evaluate the standards of teaching through

- A continuing programme of observation and structured feedback by team leaders.
- A structured programme of work scrutiny and feedback conducted by team leaders and quality assured by senior leaders
- Appraisal observations
- An annual Quality Assurance Review (QAR) across the school conducted through the Challenge Partnership
- A whole-school programme of internal and external audit of teaching
- A programme of learning walks with the team leader and a member of the leadership team.
- Analysing the quality of teaching and learning as indicated by the audits to ensure we have met our quality of teaching targets and to establish trends.
- Reporting on trends for the quality of teaching to governors.

In order to improve even further the quality of teaching and assessment we will work at whole-school, team level and individual level through:

- Providing an effective induction programme for new staff to ensure they are familiar with expectations for the quality of teaching in the school.
- Providing effective training and induction for Newly Qualified Teachers to ensure they enter the profession with clear expectations for the quality of their teaching and they are supported to develop outstanding practice.
- The school's Appraisal procedures, ensuring that all staff have clear, individualised objectives for improving the quality of their teaching and that they are supported within the school's line management and appraisal structures to review progress towards and meet their objectives
- A programme of targeted interventions for individual teachers whose teaching needs to improve to move them to consistently good teaching as defined by Ofsted descriptors
- The implementation of the Outstanding Teacher Programme and the Improving Teacher Programme targeted at groups of teachers.
- Developing the capacity of middle leaders to be effective leaders of teaching and learning through the Middle Leadership Development Programme, Teaching Leaders on Demand and other professional development opportunities
- Targeted interventions with subject and/or year teams where audit outcomes identify whole-team issues.
- A programme of professional development which has the improvement in the quality of teaching at its heart.
- A programme of Research and Development aimed at developing outstanding practice and informing professional development.
- Working with partners in the Chiltern Teaching School Alliance and the Challenge Partnership to develop initiatives to review and improve the quality of teaching in all our schools

## **Layers of monitoring**

Departmental: Calendared Moderation meeting post assessment to enable the Subject teams to have an agreed standard for each assessment. It will also enable the Team Leader to monitor closely the work and performance of student in every class set

Following data entry in SIMS, Team Leaders will analyse their outcomes and put interventions in place for students not making the expected progress for each stage of the year. The SISRA Analytics software package will be used for accurate analysis. They will write a report for Line Managers /Year Progress Leader/ SLT / Governors 3 times in the year which outline the progress being made across each year group and what intervention strategies they are putting in place for individuals. A rag rated 'tracker' showing each boy's progress towards his end target in all his subjects will be produced for each year group as a snapshot of that assessment point (example Figure D2 B)

Progress Cards: These will be issued to all students in all years and are a rag rated, visual measure of their current progress against National and School Targets. These will be seen to be a part of each student's uniform and will be kept in blazer pockets so that at any time, any member of staff can have a meaningful conversation about the student's current progress

SLT Review: SLT will be kept informed by the reports written by Team Leaders and any subject issues that are seen as a concern will be discussed by them with the Subject Team Leader. For Years 10 and 11 there will be a High Achievement Team (HAT) meeting scheduled every week to work with the Head of Maths and English, the Assistant Head responsible for achievement, the Head teacher and the year progress Leaders. The role of the HAT is to both monitor progress of Key Stage 4 and initiate the traditional interventions used to raise achievement (eg revision sessions / parental engagement / motivational sessions / residential intensive weekends/ changing of curriculum for individual students / mentoring) and to be innovative when a specific need arises.

Figure D2A

Attainment Data	Baseline and Start of flight path	Year 8	Year 9	Year 10	Year 11
Entry point data	Year 7 KS2 Fine Grade APS CATs Tests Reading Ages Accelerated Reading Tests	June Year 7 exam data + prior data	June Year 8 exam data + prior data	June Year 9 exam data + prior data	June Year 10 exam data + prior data
Targets set (school/national /subject) based on Entry point data	Upper Band – 5 LOP Middle Band – 4 LOP Lower Band – 3 LOP	School and subject level targets reviewed.	School and subject level targets reviewed.	School and subject level targets reviewed. Predictions made.	School and subject level targets and predictions reviewed.
Assessment Points and Type	Sept: Subject Baseline Oct: Teacher Assessment Dec: Formal Test Feb: Teacher Assessment April: Formal Test May: Teacher Assessment June: End of Year exam	Sept: Subject Baseline Oct: Teacher Assessment Dec: Formal Test Feb: Teacher Assessment April: Formal Test May: Teacher Assessment June: End of Year exam	Sept: Subject Baseline Oct: Teacher Assessment Dec: Formal Test Feb: Teacher Assessment April: Formal Test May: Teacher Assessment June: End of Year exam	Sept: Subject Baseline Oct: Teacher Assessment Dec: Formal Test Feb: Teacher Assessment April: Formal Test May: Teacher Assessment June: End of Year exam	Oct: Teacher Assessment Dec: Forecast Exams Feb: Pre-public exams April: Formal Test May/June: Public Exams
Monitoring	Team moderation prior to data entry. Review at subject level. Data entry in SIMs in line with above assessment points. Review by Year Progress Leader. Progress cards issued to students every data point entry Review at SLT level. Interventions e.g. targeted evenings, referral to pastoral, academic mentoring	Team moderation prior to data entry. Review at subject level. Data entry in SIMs in line with above assessment points. Review by Year Progress Leader. Progress cards issued to students every data point entry Review at SLT level. Interventions e.g. targeted parent's evenings, referral to pastoral, academic mentoring	Team moderation prior to data entry. Review at subject level. Data entry in SIMs in line with above assessment points. Review by Year Progress Leader. Progress cards issued to students every data point entry Review at SLT level. High Achievement Team (HAT) interventions e.g. targeted parent's evenings, referral to pastoral, academic mentoring	Team moderation prior to data entry. Review at subject level. Data entry in SIMs in line with above assessment points. Review by Year Progress Leader. Progress cards issued to students every data point entry Review at SLT level. High Achievement Team (HAT) interventions (English/maths) interventions e.g. targeted parent's evenings, referral to pastoral, academic mentoring	Team moderation prior to data entry. Review at subject level. Data entry in SIMs in line with above assessment points. Review by Year Progress Leader. Progress cards issued to students every data point entry Review at SLT level. Public Exam results, analysis of outcomes against targets and predictions
Exit point data	June exam data, review of progress against expected LOP (flight path)	June exam data, review of progress against expected LOP (flight path)	June exam data, review of progress against expected LOP (flight path)	June exam data, review of progress against expected LOP (flight path)	Public Exam results, analysis of outcomes against targets and predictions
Notes	CATs – Induction Year 6 Reading Ages – September Baseline – informs subject targets linked to school derived target	Reading Age tests retaken	Reading Age tests retaken	Reading Age tests retaken	Reading Age tests retaken



## Target Setting

### Academic target setting

We will use the KS2 data as the basis for our target setting, taking into account FFT predictions and where performance is exceeding this target we will give each student a National Expected target and also a School target (aspirational).

We will baseline test so that we can work more accurately towards Progress 8, and its measurement, and using it to raise aspirations. The Director for Data and Assessment will control the target-setting process with the CEO, to ensure aspirations are high and there are no false ceilings or acceptance of underachievement. In relation to current measures, we would look to 80% + of pupils making three levels of progress in both English and Maths, and 40% of pupils making four levels of progress in English and 50% making four levels progress in Maths.

We will call their expected progress a 'Flight Path'. This will explained to them on entry. For example, a student with prior data indicating they should achieve an 8 or 9 (new grades) will be on FP 89.

The table below demonstrates the expected progress target setting:

APS	KS2 Sub Level	Three Levels	Four Levels	Five Levels
37	6c	A	A*	A*
35	5a	B	A	A*
33	5b	B	A	A*
31	5c	B	A	
29	4a	C	B	
27	4b	C	B	
25	4c	C	B	
23	3a	D	C	
21	3b	D	C	
19	3c	D	C	
17	2a	E	D	
15	2b	E	D	
13	2c	E	D	
11	B	F	E	

## **Behaviour and Attendance target setting**

It is proven that to maximise the outcomes for pupils at Key Stage 4, pupils need to have an attendance record of over 95%. Therefore our attendance target will be 97% which we believe is a realistic, yet challenging target for student attendance.

This will be achieved by rigorous monitoring and early contact with families, combined with pupils' positive attitudes to learning. Punctuality to school and lessons will be excellent for these reasons and also because the high quality of teaching will ensure children want to learn.

Chiltern Academy will take a firm line with any requests for in term holidays and employ an Educational Welfare Officer to keep in close contact and advise any families that seem to have difficulties in ensuring their child attends regularly and on time. They will also be responsible for monitoring whole school attendance and reporting issues to the appropriate SLT member if there becomes a danger of not achieving the target.

The target for behaviour will be to fulfil the criteria for outstanding as described in the Ofsted guidance.

This will include students:

- being confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- being able to discuss and debate issues in a considered way, showing respect for others' ideas and points of view..
- understanding how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- valuing their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance.
- displaying impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. They are also self-disciplined and incidences of low-level disruption are extremely rare.
- having sustained improvement in behaviour for individuals or groups with particular needs.
- working hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying..
- being able to explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- having an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

It is our intention that the school's open culture will actively promote all aspects of pupils' welfare. Pupils will safe and feel safe at all times and they will understand how to keep themselves and others safe in different situations and settings. They will trust leaders to take rapid and appropriate action to resolve any concerns they have.

We will be able to monitor our success with these ambitious targets by surveys conducted with students and parents, behaviour monitoring on SIMS and perceptions gained from visiting adults/students.

We will know we are successful in meeting the target when all pupils meet or exceed their academic targets.

## **Support to ensure the quality of teaching and subject leadership**

As an established Teaching School Alliance (Chiltern Teaching School Alliance) we are well poised to provide high quality training and support for all staff and to assure the highest levels of engagement in professional practice. We will aim for 95% + of teaching to be good or outstanding, and this will be based upon termly observations, general monitoring to ensure typicality and also, looking at pupil progress data, as evidence for teacher grades and performance. The key aim within the Trust is the reduction of Requires Improvement teaching, and we will be relentless with this within Chiltern Academy.

We have a strong foundation of excellence in;

- Initial Teacher Education (ITE) (Chiltern Training Group SCITT) and
- Professional Development
  - Delivery of Specialist Leader in Education Training
  - Delivery of Improving and Outstanding Teacher Programmes
  - Licensed assessor for NQT induction
  - A collaborative partner in the delivery of NPQML and NPQSL
- School-to-school support

This is underpinned by a cycle of robust Appraisal and Performance Management, tracked through BlueSky, which supports the development of Teaching and Learning and informs professional development. All of this is driven by school improvement priorities derived from thorough self-evaluation and audit involving all staff but led by middle and senior leaders. The systems and processes in place are transferable and replicable.

### D3 Staffing Structure – efficient, well planned and within budget

Details of our staffing structure are set out below, showing how it will build over time as the school moves to full capacity. The financial model in Section G demonstrates that this structure is affordable.

Chiltern Academy staffing structure – building the model 2018 to 2022					
	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Leadership</b>					
Headteacher	1.0	1.0	1.0	1.0	1.0
Deputy Headteacher/curriculum		1.0	1.0	1.0	1.0
Assistant Headteacher Welfare/Child Protection SENCO	1.0	1.0	1.0	1.0	1.0
Assistant Headteachers	1.0	1.0	2.0	3.0	5.0
<b>Teaching Staff</b>					
Head of Subject – inc TLR	6.5	8.5	8.5	11.0	11.0
Teachers	7.0	16.0	29.5	44.0	56.0
Separate TLRs – year leaders/ Assistant head of subjects. Teaching and learning lead.	1.0	4.0	13.5	15.0	18.0
<b>Educational Support (fte)</b>					
HLTA	2.4	2.4	4.0	4.0	4.0
Student support (TAs)	2.3	4.1	7.6	9.2	10.6
Attendance & Welfare			0.8	0.8	0.8
Librarian		0.5	0.8	0.8	0.8
Cover Supervisor		0.5	0.8	0.8	0.8
IAG Manager			0.8	0.8	0.8
Technicians	0.5	0.5	2.4	4.8	4.8
SMDS	0.5	1.0	2.0	2.0	3.0
<b>Administration</b>					
Office Manager	1.0	1.0	1.0	1.0	1.0
Finance officer	1.0	1.0	1.0	1.0	1.0
HR officer				1.0	1.0
General Admin (including receptionists)	0.8	0.8	2.4	3.2	3.2
ICT /Network Manager	0.5	0.8	0.5	0.5	0.5
Data Processor	0.5	0.8	0.5	0.5	0.5
Exams Manager			0.8	0.8	0.8
ICT Technician				0.8	0.8
<b>Premises</b>					
Site Agent	1.0	1.0	1.0	1.0	1.0
Caretaker/cleaner		2.4	3.2	3.2	3.2

### Value for money

Chiltern Academy proposal will provide value for money. For the last published Performance Table results, there was no school in Luton with a higher 5A\*-C pass rate with a lower per pupil spend than our two existing secondary schools. Denbigh High School and Challney High School for Boys has continued since this time to continue to work to an in-year surplus whilst results have continued to rise.

Chiltern Academy will have a successful, sustainable and efficient model of staffing and which has been created to ensure that the same high levels of education are delivered at a good value for money. There is a similar make up of staffing ratios in terms of both costs and experience at proven outstanding schools within the Chiltern Learning Trust.

When the CEO is no longer the Headteacher Designate, the responsibility for overall school performance falls to the Headteacher, with the Headteacher responsible and accountable to the CEO. Please note, the CEO was appointed as an 'extra' appointment in Summer 2015, to acknowledge the need for growth and capacity within the Chiltern Learning Trust.

Chiltern Learning Trust is building capacity and will have capacity to deliver this pre-opening. This term, we will be appointing the following, to provide capacity within a growing trust, and the CEO was appointed for September 2015 to build this capacity;

### **Head of Operations, facilities, planning,**

This person will lead the expansion of the Trust, its estate, and its day-to-day operations with the Head of Finance and the CEO. This person will, in effect, liaise with the EFA and project manage the new school alongside the CEO.

### **The appointment of six Specialist Leaders in Education**

These will support the school-to-school support of the Trust, and create our capacity. These staff will teach four days per week within the Trust, with current vacancies allowing us to do this, and then deliver both school-to-school support for our Teaching School alliance, or focus on the set-up of the Free School. If we appoint correctly, this will provide the potential and infrastructure and capacity for our new leadership team in Chiltern Academy. We will appoint SLEs for;

Maths, Science, Humanities, English, Teaching and Learning and Pastoral.

The SLEs will provide us with the increased teaching capacity the Trust would require, and the central team already has this capacity, once a Head of Operations is appointed. This would provide the capacity for a 6 or 7 school MAT, and allow us to focus on results at our existing schools, growth, and the development of the Free School. These SLEs will be able to focus on the Free School in 2017, and also, provide us with stability and capacity if appointed now.

### Building the model over time

During the opening years of the school, all appointed staff will be required to be flexible in their tasks and duties. The Headteacher will not have a Deputy Headteacher until year two, although he/she will be supported by two Assistant Headteachers to cover quality of teaching, student welfare and child protection. Additional support will be given to the Headteacher through the additional capacity available through the appointment of our Chief Executive.

As the school expands, the leadership team roles will become more defined, allowing staff to excel in their specialist areas. The Head of English, Mathematics, Science, PE, Humanities and Engineering will be in place from year one. It is expected that transition teachers will lead and support the teaching of the other subjects in year one and two.

Chiltern Academy will be part of the Chiltern Learning Trust enabling the sharing of expertise across the Trust. As the Chiltern Academy will be part of the Chiltern Teaching School there is extra capacity in place through our core SLEs to develop, support and train staff. The CLT will also support the appointment of less experienced teachers through its Teaching School Alliance although it is intended that there is a balance of experienced subject leaders and newly qualified teachers.

### The Senior Leadership Team

- Headteacher: overall responsibility for leadership and management of the school and quality of education; curriculum, standards, achievement and community engagement supported and challenged by the Trust's Chief Executive.
- Other SLT: whole school leadership, curriculum, timetable and management responsibilities. SENCO
- The operational and business element, i.e. governance, finance, HR, facilities compliance, ICT, marketing etc. will be conducted by the CLT's central services team with support within the school through a finance and HR officer, site agent and office manager as per the current structure in the other three schools already in the Trust.

### Teaching staff

Within the teaching staff, depending on their experience and expertise, there will be a range of additional responsibilities awarded to enhance their classroom duties. These would cover for example numeracy and literacy specialism; teaching and learning lead in specific subjects; student leadership coordinator etc. For these roles there is a Teaching and Learning Responsibility (TLR) budget provided.

### Educational support staff

Educational support staff help pupils in and outside the classroom with additional pupil engagement where required and assist the teacher to provide specific specialism expertise. It is intended that the support staff will provide the attendance and welfare service to students during the first two years of the opening of the school.

### Admin, Finance, HR, staff

These administrative staff will oversee the running of the school office, reception area and support the SLT. The finance and HR office, based in the school, will report directly to the central finance team and the other admin staff to the office manager.

### SMDS

The school will employ a small number of midday supervisors for the supervision of the canteen. It is the CLTs practice across the Trust that teachers supervise during lunchtimes on an additional contract. The educational support staff assist with lunchtime clubs and activities.

### Catering

It is intended to outsource the catering provision in line with the other three schools in the CLT. Income for pupils with FSM comes through the GAG. The school will pay for all FSM pupils to the outsourced company. The school do not receive any income for the other pupils who pay direct to the catering company.

### Cleaners

It is intended that the cleaning will be out-sourced although the role of the caretakers will include elements of cleaning on a daily basis.

## SECTION E

### Section E1 – Provide valid evidence that there is a need for this school in the area.

Luton Borough Council has identified a need for a new co-education secondary school in the south/central area of the town. Luton's biggest challenge, in terms of school capacity, is in the secondary sector. The Council's pupil projections show that secondary numbers are forecast to increase by 24% between January 2015 and January 2020. Therefore, there is a compelling narrative, based on pupil numbers alone, that a Free School is absolutely essential in Luton – these pupils are already in Years 2, 3 and 4.

#### **Background:**

Between 2007 and 2014 21.5 permanent forms of entry will have been created in Luton's primary sector; this will eventually translate into 4,515 additional school places. The expansion of school places in the primary sector will need to be replicated in the secondary sector.

The pressure on school places is not spread evenly, with some areas showing an adequate supply of places and other areas requiring significant expansion. The shortage of primary school places has been most acute in central and southern Luton and the growth in pupil numbers is now moving into the secondary sector. In the next four years, there will be a need for over 500 more secondary places at Year 7 intake.

#### **Current Position:**

Even with plans to rebuild Stopsley High School, with an increased capacity, under the Priority Schools Building Programme, the Council will still need to create 570 new Year 7 places (19 forms of entry) between September 2015 and September 2021. This level of demand will require at least one new co-educational secondary school to be built in the southern/central area of the town.

The proposed school site is well situated to cater for the increased pupil numbers in both the south and central areas of the town.

**South** - Luton's South Ward had the highest population growth between the 2001 and 2011 Census. The population rose from 10,364 in 2001 to 13,987 in 2011, a rise of 35.0%. The birth rate increased by 16.2% between 2004/05 (Sept 2016 Year 7 cohort) and 2011/12 (September 2023 Year 7 cohort).

The south of the town has seen significant pressure on school places. The birth rate in the south has risen in recent years and this is allied with the development of additional housing. The demand for places in the south has been increasing for some time and all primary schools in the area have already undergone expansion. There continues to be pressure on primary school places in this area and Moorlands Primary Free School will be relocating to the south in September 2016 to provide additional capacity.

Barnfield South Academy is the only school in the south of Luton. The Council's projections show a 78.6% increase in demand for places, in this area, between January 2014 and January 2021. The capacity problem is further compounded as this Academy has reduced its Published

Admissions Number (PAN) from 270 to 240 places from September 2016 Year 7 intakes to reflects its 1200 place, 11-16 capacity.

***In 2015, the GCSE figures for Barnfield South were below floor targets – with only 32% of pupils achieving 5 A\* - C including English and Maths.***

**Central** - This area is also experiencing significant pressure on school places. A number of primary schools, in the central area, have already undergone expansion to accommodate rising pupil numbers. River Bank Primary School opened September 2013, under the free school programme, to provide additional capacity in central Luton and better match supply with demand.

The birth rate, in the central area, has increased by 16.9% between September 2004/05 (Year 7 cohort in September 2016) and September 2011/12 (Year 7 cohort in September 2023). Multi-occupancy of housing is a known factor associated with the population increase in this area of town.

Even with River Bank Primary School the level of surplus is less than 2% for Year R intakes in 2015/16, 2016/17 and 2019/20.

The secondary sector in central Luton is served by Denbigh, Icknield and the Challney High Schools (Denbigh and Challney Boys are within our Trust and Icknield have expressed a strong interest in closer partnership working and are on the working group for the Free School); all schools are oversubscribed with lengthy waiting lists. They are unable to accommodate the growth in pupil numbers in the secondary sector. A number of pupils are currently being transported to schools on the periphery of town as they cannot be accommodated in local schools; this problem will increase year on year as larger Year 7 cohorts enter the secondary sector.

### **Luton Borough Council's Pupil Projections**

The table at the end of this section outlines the total need for additional places in Luton's secondary sector. This takes into account the additional places being provided under the PSBP. Two academies have taken an additional form of entry for the past few years but from 2016 this will become unsustainable as their sixth form numbers have increased and the accommodation that has previously been utilized for statutory aged pupils will no longer be available; this has also been accounted for in the table. As well as the places needed based on projections for the Year 7 intake point, the table at the end of this section takes into account the in-year growth that is forecast to ensure that the number of places available in Year 7 will see the cohort through until it reaches Year 11. **An additional 19 forms of entry is a significant number of places, as such the Council fully supports the Trust's application for a new co-educational secondary free school.**

The table showing demand illustrates that there are currently very limited surplus places in the town (these are always concentrated in one or two schools on the periphery of the town).

The recent announcement that Saint Anne's Secondary School for Girls (free school) has been approved will not wholly address the shortage of school places. There remains a strong need for a new co-educational secondary school in the south/central Luton.

There is strong demand for a place within the Chiltern Learning Trust secondary schools, with the last published figure for preferences into Denbigh High being 780 for 225 places, and Challney High School for Boys receiving 400 requests for 165 places.

## E2 Parental Engagement and engagement with the local community

We have set up a website to capture parental interest, and allow them to register their interest. Similarly, we have engaged with the local parents at the main primary schools in the area. We have distributed 3,000 high quality leaflets to five primary schools within the area, and we will continue to consult throughout the Autumn Term 2015. In the last four weeks, a great deal of consultation has been achieved, and a lot more will be achieved by the end of December. The feedback from all parties is positive.

Flyer/leaflet is included at the end of this application.

The table below shows the number of parents and residents we have engaged with so far, and includes their postcodes, we started the formal consultation on Friday 2<sup>nd</sup> October and it will run until 31<sup>st</sup> December 2015. Before we have used our marketing strategy, we have already received 112 expressions of interest within two working days. We have received 31 emails of support and asking for further details and we have received 81 1<sup>st</sup> choice expressions of interest.

Postcode analysis	Number of responses
LU1	11
LU2	15
LU3	20
LU4	04
LU5	03
LU6	04
Other	24

We have full postcodes for all of the above and we are confident of having the full quota once our marketing consultation ends in December 2015.

We have produced accurate information for the local community and will be implementing a full marketing plan between September 21<sup>st</sup> and December 31<sup>st</sup>.

We have consulted and met with a number of stakeholders;

- Local Businesses – including Whitbread plc, local public services, engineering firms, local travel companies from Luton airport Tui and Thomas Cook, the Energy Management Association and the Energy Management Trailblazer, Fair Trade World in Luton,
- All the secondary Heads in Luton
- All the primary Heads in Luton
- The Luton Borough education department and lead
- The two local MPs
- Local Sports bodies for football, netball, rugby and athletics

Also, we have recruited a Governing Body with considerable local expertise, as well as strengths in finance, law, education, independent sector education, leadership and management.

The key areas for activity for engagement and consultation will include and have included;

1. All of the Community. A website that provides full information about the areas of need, our proposal and the credentials of those behind the new Free School development. The website allows us to collect support, engage with the public and receive feedback. [www.chiltern-academy.co.uk](http://www.chiltern-academy.co.uk), this is now up and running and visited regularly.
2. Target at appropriate parents and carers. A four page leaflet to parents of pupils in Years 2, 3 and 4. This will be distributed through primary schools, and has started, with five large primaries targeted for the first leaflet drop, last week. Full parent evenings will be planned for November for all primary schools, and we hope to place an article in all primary newsletters home. We will have stands at primary school events, e.g. productions, sport competitions.
3. Public Relations activity. Keeping the public up-to-date and well-informed through local newspapers, radio stations, Luton on Sunday, Luton News, Herald and Post, Three Counties Radio, Heart, Diverse FM, Inspire FM. Interviews already conducted with half of the above.
4. Personal contact has already been made with key individuals within the Black, Asian and Polish communities, and distributed translated information.
5. Attendance at local community events, twitter, facebook, adverts and articles, to help support the public. Twitter is set up, the rest will follow in November.
6. An information and networking evening for key local businesses, looking for support and added value to our offer. Information distributed through the Chamber of Commerce. December.
7. Local opinion formers. Our CEO has already met with local MPs, Chair of the Borough Council and Director of Children's Services – and has their support.
8. We have met or been supported by;
  - Local Businesses: Whitbread, Tui, Monarch, Thomas Cook, Energy Management Association, Fair Trade World.
  - All secondary heads in Luton
  - All local Primary Heads
  - Luton Borough Council senior officials and elected members
  - Two local MPs
  - Local Sports Bodies

The following amendments and changes to our proposals have been made after the extensive public consultation;

- Our focus on Sport and Engineering, as both the local specialist areas, and the two specialist areas of our two secondary schools, was added to and amended. We will be based in the business sector of Luton, yet our consultation showed disengagement between local businesses and the secondary schools. To this end, we have made a firm commitment to include business and enterprise links as part of our unique selling point and specialist nature.
- An evaluation of our intake and catchment meant we are aware there will need to be some flexibility in our KS3 curriculum, as more intensive literacy and numeracy support will be required.

## **PRE-MARKETING ACTION PLAN – INITIAL ACTIONS**

1. Contact individual primary heads to:
  - a. Make them aware of our intentions/bid
  - b. Invite them to an information evening here at Denbigh (for primary heads only)
  - c. Request that we can engage in consultation with their parents through:
    - i. their newsletter (we will supply an entry)
    - ii. attendance at any parental events in the next few weeks
    - iii. manning a stand by the entrance at pupil collection times
    - iv. a letter to parents (supplied by us) sent to all their parents by pupil post
  - d. Inform them that CLT will be in touch
2. Contact community leaders and other key stakeholders to:
  - a. Make them aware of our intentions/bid
  - b. Invite them to an information evening here at Denbigh (not the same one as primary heads)
  - c. Request that they support our bid by enabling us to share information about the new opportunity with their stakeholders through their existing communications channels
  - d. Inform them that CLT will be in touch
3. Contact business leaders of credible local businesses to:
  - a. Make them aware of our intentions/bid
  - b. Invite them to an information evening / networking event at a local hotel or venue where we will share our plans and our need for support whilst also identifying their needs as local employers
  - c. Gain their interest in supporting our bid

## Section E Grid to display demand

### Shortage of School Places in Luton - Secondary Sector

### Section E Annex 1

#### Year 7 Intake Point - total requirement for additional places:

Year 7 Intake year	Projected Pupils on Roll at Year 7	Total number of places	Surplus	No. of additional places required	Total No. of places (with expansion)	Places remaining (with expansion)	% Surplus	Year 9 Projections	Surplus at Year 9	Year 9 Surplus %	Capacity at Year 10 (with Studio School)	Year 11 Projections	Surplus at Year 11	Year 11 Surplus %
Sep-15	2783	2860	77	0	2860	77	2.7%	2849	11	0.4%	2935	2934	1	0.0%
Sep-16	2841	2872	31	120	2992	151	5.0%	2909	83	2.8%	3067	2998	69	2.2%
Sep-17	2895	2992	97	90	3082	187	6.1%	2973	109	3.5%	3157	3060	97	3.1%
Sep-18	3045	3082	37	180	3262	217	6.7%	3126	136	4.2%	3337	3224	113	3.4%
Sep-19	3317	3262	-55	180	3442	125	3.6%	3402	40	1.2%	3517	3506	11	0.3%
Sep-20	3163	3322	159	0	3322	159	4.8%	3253	69	2.1%	3397	3351	46	1.4%
Sep-21	3123	3322	199	0	3322	199	6.0%	3209	113	3.4%	3397	3303	94	2.8%
			<b>Total:</b>	<b>570</b>										
			<b>Total FE:</b>	<b>19</b>										

Sept 15: Cardinal Newman (+22)

Sept 16: Stopsley at 270 (+72) removal of 1FE at both BWA and BSA (-60)

September 19: 180 = 60 permanent and 120 temporary (i.e. 4 bulge classes)

## Section F: Capacity and capability

### F1 (a) Pre-opening skills and experience

The Chiltern Learning Trust is a multi-academy Trust currently comprising of Denbigh High School, Challney High School for Boys and Dallow Primary School. It seeks to promote and celebrate the individual and collective achievements of all the schools within the Trust by providing the very best education and qualifications for our learners in a pleasant, happy and caring academic environment.

The Trust is led by a Board of Directors which consists of representatives from all three schools with [REDACTED]. The directors have extensive experience of education and corporate governance and a shared desire for high standards and excellence in all that we do. Each school also has its own local governing body.

Although each school has retained its individual identity and history, the desire for excellence and high achievement for all learners, regardless of their background or ability, is the common underpinning feature of the Trust. We systematically work together, using our very best teachers and leaders to raise the outcomes and opportunities for every child, sharing best practice and expertise amongst staff to raise participation and narrow gaps in achievement. Developing excellent attitudes to learning in its widest sense and fostering respect, courtesy, consideration and friendship are also central to the ethos of our Trust. We also work extensively with other schools locally and nationally through the Chiltern Teaching School Alliance and Challenge Partners, a national school improvement network.

The practicalities of the Trust government and leadership arrangements, particularly with the appointment of a full time Chief Executive, enable us to provide a strong team of specialists for growth with expertise in governance, school improvement, finance, marketing, facilities management, staff training and development, technology for learning and human resources, helping to ensure that the outstanding quality of teaching and learning is mirrored in the day-to-day running of all the schools.

If the bid for the free school is successful, the Trust will prepare for the challenges posed by the setting up the school by creating a realistic and effective time plan of tasks and scheduling weekly meetings. The named personnel below have the experience and expertise in their area and have committed to the time stated for pre-opening obligations. It is envisaged that the full team will meet fortnightly and the core group meet weekly. It is also proposed that the meetings are schedule to allow the core team to be sub-divided if necessary to concentrate on specific areas of pre-opening.

The CLT Board of Directors appointed a CEO in September 2015 with the aim of creating additional capacity for its growth strategy. The newly appointed CEO will act as the project manager, working closely with a new appointment to be made imminently to cover land, premises and operations at a very senior level across the Trust. Please note this additional post has been identified as vital to our expansion strategy of the Trust. We are confident that these two appointments will have enough time to manage the free school project and oversee the performance for the school in its formative terms because the Headteachers in the other two secondary schools are well established and the systems and processes in place for challenge, support and intervention, particularly for Dallow our sponsor school, has been firmly embedded across the Trust. Our CEO has assisted with the set-up of two other free schools, particularly

with curriculum, assessment and staffing. Similarly he has recently managed the large expansion of two schools and worked with the Local Authority on the closure of two schools.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████ ██████████	Y	Bedford	██████████ ██████████, Curriculum,	KS3 Curriculum, Staffing structures, educational vision, leadership, planning and monitoring, Free School experiences	10
██████████	Y	Luton	Chief Finance ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	Finances in schools and Trusts, best value in curriculum and staffing.  Setting up the multi academy trust. Converting two schools to academy status. Assisting with the governance, legal and finance of a school sponsorship	10
██████████ ██████████	Y	Woburn	██████████ ██████████ ██████████, consultation, website,	Has set up consultation and marketing for a Free School already	8
██████████	Y	n/a	██████████ ██████████ ██████████ ██████████	Land, surveys, project management, LA work and liaison	18
██████████	N	Luton	Land and premises	Land, surveys, project management, LA work and liaison	4

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	Amphill	██████████ ██████████	Has worked for ██████████ across schools and in new schools	4
██████████	Y	Luton	██████████ ██████████	Has worked for ██████████ across schools and in new schools	4
██████ ██████	Y	Bedford	██████████ ██████████ ██████	KS4 Curriculum, Staffing structures, educational vision	3
██████ ██████	N	Bedford	██████████	██████████ ██████████ ██████ ██████	3
██████████	Y	Amphill	██████████ ██████	CPD for new schools	3
██████████ ██████	Y	St Albans	██████████ ██████████ ██████████ ██████ rated good for 6 years	KS4 Curriculum, Staffing structures, educational vision, HR, ██████████ ██████████	3
██████ ██████████	Y	Luton	██████████ ██████████	KS4 Curriculum, Staffing structures, school devpt,	3

Curriculum Vitae for each member of the group is included in the Annexe to our application, demonstrating their abilities in more detail. We believe the Core Applicant Group has a proven track record of outstanding education at all levels, with a broad range of leadership skills and success – including elements of Free School set-up, working with Local Authorities (our CEO conducted the three-tier organisational review in our neighbouring Authority, so we have knowledge of planning and pupil placement too). The CLT’s Director of Finance and Operations, has been with Denbigh High School for over 11 years and has been instrumental in converting the two secondary schools in the CLT to academy status, sponsoring the primary school and setting up the multi academy trust (Chiltern Learning Trust) in 2013. The Core Applicant Group benefits from the experience of the three most successful secondary Heads in Luton Borough.

The CEO post in the Chiltern Learning Trust is extra capacity for the Trust as it grows to six to eight schools in the next couple of years and the appointment of a Head of Operations across the Trust will add another 18 hours/week of capacity to support the management of this project if successful.

## F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Buildings and project management skills	The new appointment of a Head of Operations across the Trust.  Consultancy support and work with the EFA
Land Management	Use the Local Authority expertise. [REDACTED] [REDACTED] has committed his full support and at least half a day/week to this project if successful

## Section F2

### Members:

- Establishes the Trust and appoints the Board of Trustees. The members are not employees of the Trust. It is proposed to increase the membership of the CLT members to at least six when the Trust grows to more than three schools. The two new members will not be directors of the Trust. This will ensure the members can hold directors to account.

CHILTERN LEARNING TRUST (CLT) MEMBERS				
Member – currently representative of Denbigh High School	Member – currently representative of Denbigh High School	Member – currently Representative of Challney High School for Boys	Member – currently Representative of Challney High School for Boys	
		Two additional members	Member	Member



### The Board of Directors/Trustees:

- has overall responsibility for strategic planning and the setting of policies. It is managed through business planning, monitoring of budgets, performance management, the setting of

standards and the implementation of quality management processes. The Directors have the power to direct change where required. The only trustee/director who is an employee of the Trust is the Chief Executive.

- In order to discharge these responsibilities, the Directors appoint people who are more locally based to serve on a board called the “Local Governing Body” which is established to ensure the good governance of the academy.
- The Trustees will delegate various agreed functions to the Chiltern Academy’s Local Governing Body which will include:
  - a monitoring role in connection with all aspects of the school
  - considering budget monitoring information and making recommendations to the Head teacher in relation to the annual budget and any potential overspending;
  - governing exclusions in accordance with appropriate regulations
  - monitoring and being accountable for standards and reporting half termly to the Board
  - acting as a critical friend to the Head teacher including advice in relation to annual budget proposals;
  - representing the views of the community in discussions on budget issues that relate to community engagement and activity and make recommendations to the Head teacher;
- The Board meets once every half term following the schools’ LGB meetings. This gives it the capacity to receive timely information make speedy and effective decisions. The Chief Executive and Chief Finance Office also meet with the members of the Board fortnightly to summarise the information gathered from their presence at each school’s LGB meetings and meetings with the Headteachers of the schools
- The skills and expertise the directors will include Education, finance, business, legal, HR, facilities management
- The majority of Directors will be appointed by the CLT’s members to enable the members to fulfil their role of holding the directors to account.
- **Appendix 1** outlines the annual compliance schedule for reporting to the Board of Directors.

<b>CLT BOARD OF TRUSTEES (Also known as Directors/Governors)</b>						
<b>Master CLT Funding Agreement</b>						
Chair of Challney High School	Chair of Denbigh High School	Chair of Dallow Primary School	Director appointed by Members	Director appointed by Members	Director appointed by Members	Chief Executive
Education	HR/Charity Law	Inclusion / Community	Finance/ Business	Business	Curriculum Community	Education
<b>Two additional directors to be appointed by the members</b>					<b>Director appointed by Members</b>	<b>Director appointed by Members</b>



## The Local Governing Body:

- meets once every half term
- implements and administers the Trust's policies at local level and reports termly to the Board of Directors
- monitors and is accountable for the performance and standards of the school to Ofsted
- governs exclusions in accordance with appropriate regulations
- considers budget monitoring information and proposals
- act as a critical friend to the Headteacher
- represents the views of the community
- **Appendix 2** outlines the reporting structure for the Trust's LGBs.

LOCAL GOVERNING BODY							
CLT Supplemental Funding Agreement							
Chair from Board of Directors	Headteacher	Community Governor	Community Governor	Staff Governor	Co-opted Governor (no maximum)	Parent Governor	Parent Governor
<b>Skills and expertise required by LGB:</b> <b>Education, Business, ICT, Finance, HR, Legal, facilities management, community links</b>							

## Scheme of Delegation to Chiltern Academy

The CLT Scheme of Delegation explains the ways in which the Trustees will fulfil their responsibilities for the leadership and management of the Chiltern Academy. The respective roles and responsibilities of the Trustees and the members of the Local Governing Body and the commitments to each other will ensure the success of an Academy.

Our CLT Scheme of Delegation has been put in place by the Trustees in accordance with the provisions of the Company's Articles of Association.

The Chiltern Learning Trust is governed by a Board of Trustees who is responsible for, and oversee, the management and administration of the Trust and the academies run by the Trust. This will be the same for the Chiltern Academy.

The Trustees have a robust systems in place through which assure themselves of quality, safety and good practice.

The Trustees will appoint people who are more locally based with specific expertise in areas such as education, finance, legal, business, ICT to serve on the local governing body. This will be established to ensure effective governance of each academy.

In the exercise of its delegated powers and functions, the governors of the LGB will:

The Trustees will have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the Chiltern Academy in the Trust. This is largely exercised through strategic planning and the setting of policy. It is currently managed through business planning, monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. The Trustees

will have the power to direct change where required.

The constitution, membership and proceedings of the Chiltern Academy's Local Governing Body will be determined by the Trustees and our Scheme of Delegation will express such matters, as well as acknowledging, the authority delegated to the Local Governing Body in order to enable the Local Governing Body to run the academy and fulfil the Academy's mission.

The number of people who will sit on the Chiltern Academy Local Governing Body will be up to nine, but will not be subject to any maximum.

The Local Governing Body will have the following members:

- up to 3 community members appointed by the Directors
- no less than one staff member, elected;
- no less than two parent member elected
- co-opted governors appointed by Directors (no maximum) to ensure all skills and expertise are covered
- the Headteacher

The Trustees will also be entitled to serve on the Local Governing Body and attend any meetings of the Chiltern Academy Local Governing Body. Any Trustee attending a meeting will count towards the quorum for the purposes of the meeting and will be entitled to vote on any resolution being considered by the Local Governing Body.

The Trustees will appoint 3 to 5 persons to serve on the Local Governing Body initially to ensure that the people serving on the Local Governing Body between them have an appropriate range of skills and experience and due attention will be given to succession planning.

The term of office for any person serving on the Chiltern Academy Local Governing Body apart from the head teacher will be 4 years.

In general terms, the responsibility of the Trustees in so far as the business of the Chiltern Academy is concerned is:

- to determine the policy and procedures of the Chiltern Academy and to consider and respond to strategic issues.
- to ensure compliance with the Trust's duties under Company Law and Charity Law and agreements made with the Department for Education
- the determination of the educational character, and mission of the Chiltern Academy and the Trust;
- to ensure the solvency of the Academy, safeguarding its assets and delivering its charitable outcomes;
- to ensure the continued charitable status of the Trust;
- to determine the establishment, constitution, membership, proceedings and delegated powers and functions of the local governing body and any committee and their annual review and revision
- the approval of the Trust's policies;
- to receive reports from the Local Governing Body and make recommendations to the Local Governing Body;

## **Ethos and Values**

At all times, the Trustees and the Chiltern Academy Local Governing Body members will ensure that the Academy is conducted in accordance with the object of the Trust.

## **Finance**

The Trustees will delegate to the Local Governing Body the responsibility to manage and expend all monies received on account of the school less 3% of its GAG for central services.

The financial accounts and statements of the Trust is the responsibility of the Board but the Chiltern Academy Local Governing Body will provide the information about the finances of its school every half term.

The Local Governing Body will ensure that proper procedures are put in place for the safeguarding of funds and that the requirements of the Academies Financial Handbook are observed at all times as well as any requirements and recommendations of the Directors and the Secretary of State.

## **Premise**

The maintenance of the buildings and facilities used in respect of the Academy is the responsibility of the Local Governing Body.

The Local Governing Body must develop a 5 year estate management strategy that will identify the suitability of building and facilities in light of long term curriculum needs and the need for and availability of capital investment to ensure the buildings and facilities are maintained to a good standard.

## **Employees**

The Board will set the pay framework for the academy and the Local Governing Body is responsible for the appointment and management of all staff except the Headteacher.

The Board of Directors shall set the pay framework for the Academy.

The Local Governing Body will ensure that the performance management of all staff process is carried out in accordance with the Trust's appraisal policy. The Head teacher's appraisal will be conducted by the Chief Executive and endorsed by the Local Governing Body. The Board will put in place procedures for the proper professional and personal development of staff.

## **Curriculum and Standards**

The Local Governing Body will be responsible for the setting and review of the curriculum, curriculum planning, specialisms, attendance, behaviour and other aspects of its school.

The Local Governing Body will also be responsible for the standards achieved by its school and the pupils attending together with the quality of teaching and learning.

## **Conflicts of interest**

The Chiltern Learning Trust strives to avoid any conflict of interest between the interests of the Trust on the one hand, and personal, professional, and business interests on the other. This includes avoiding actual conflicts of interest as well as the perception of conflicts of interest.

Upon appointment each Trustee makes a full, written disclosure of interests, such as relationships, and posts held that could potentially result in a conflict of interest. This written disclosure is kept on file and uploaded onto the Trust's website and is updated annually or as appropriate and reported to the Board.

All governor meeting agendas include an item to give Trustees the opportunity to disclose any interests in a transaction or decision where there may be a conflict between the Trust's' best interests and the Trustee's best interests or a conflict between the best interests of two

organisations that the Trustee is involved with. If in doubt the potential conflict must be declared anyway and clarification sought.

In the case of a conflict of interests arising for a Trustee or a governor on the Academy's Local Governing Body because of a duty of loyalty owed to another organisation or person and the conflict is not authorised by virtue of any other provision in the Memorandum of Articles, the unconflicted Trustees or Governors may authorise such a conflict of interests where the following conditions apply:

1. The EFA's permission is sought before a benefit for a trustee/governor may be authorised that isn't otherwise authorised in the Memorandum of Articles or already authorised in writing from the DfE.
2. The Trustee/governor who has declared the conflict of interest withdraws from the part of the meeting at which there is discussion of any arrangement or transaction affecting that other organisation or person;
3. The Trustee/governor who has the conflict of interest does not vote on any such matter and is not to be counted when considering whether a quorum of Trustees/governors is present at the meeting;
4. The other Trustees/governors who have no conflict of interest in this matter consider it is in the interests of the charity to authorise the conflict of interest in the circumstances applying.

Any such disclosure and the subsequent actions taken are noted in the minutes and reported to the Board in their half termly meetings.

The one conflict of interest registered with the CLT currently is that one Trustee is providing a consultancy service to the Chiltern Training Group (CTG). This Trustee declares her interest at every meeting and takes no part in any discussion or decision in relation to the CTG.



**BOARD OF DIRECTORS' ANNUAL COMPLIANCE SCHEDULE** SECTION F2, Appendix 1

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Governance</b>	Review of Terms of Reference for Board, Audit, LGB and pay committees					
						Review of Scheme of Delegation: Financial Personnel Core functions
	Review of Funding Agreement and Articles of Association					
	Constitutional and membership matters	Constitutional and membership matters	Constitutional and membership matters	Constitutional and membership matters	Constitutional and membership matters	Constitutional and membership matters
<b>Strategic</b>	Review of Strategic Intent					
	Future developments and succession planning	Future developments and succession planning	Future developments and succession planning	Future developments and succession planning	Future developments and succession planning	Future developments and succession planning
	Strategic opportunities and risks	Strategic opportunities and risks	Strategic opportunities and risks	Strategic opportunities and risks	Strategic opportunities and risks	Strategic opportunities and risks
<b>Compliance</b>						
<b>Admissions</b>		Admissions criteria for 201x				
<b>Risk Management</b>		Risk register and review				
<b>Finance</b>	Review External Auditors/Reviews etc Findings	Appointment of Auditors for next financial year		Admission numbers for next September		
	Approve Financial Accounts to 31 August 201x			Finance manual	3 year budgets	
		Review Responsible Officer(s) reports		Review Responsible Officer(s) reports		Review Responsible Officer(s) reports
	Schools' KPIs and Report on finance	Schools' KPIs and Report on finance	Schools' KPIs and Report on finance	Schools' KPIs and Report on finance	Schools' KPIs and Report on finance	Schools' KPIs and Report on finance
		CLT's subsidiary trading company financial report		CLT contracts and procurement for next FY		Principal accounting policies Investment policy Reserves policy Fraud policy



**BOARD OF DIRECTORS' ANNUAL COMPLIANCE SCHEDULE**    **SECTION F2, Appendix 1**

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Health and Safety / Facilities Management</b>	Schools' KPIs and report on FM and Health and Safety		Schools' KPIs and report on FM and Health and Safety	Insurance	Schools' KPIs and report on FM	5 year estate management strategy Disposal/acquisition of land
<b>Personnel</b>		Schools' KPIs and report on Personnel	3-year staffing structure	Schools' KPIs and report on Personnel	Central Record and vetting checks report	Schools' KPIs and report on Personnel
<b>Statutory policies</b>	Pay Policy - Annually	SEN Policy – Annually	Behaviour Policy (includes Home/School Agreement) – every 2 years	Curriculum Policy (includes Sex Education Policy) - Annually	Health & Safety Policy	Charging and Remission Policy - Annually
	Appraisal and operational handbook – Annually	Safeguarding Policy (includes Child Protection Policy) - Annually	Risk Management	Child protection policy	Single Equality Scheme and Action plan – includes accessibility policy  Conflict of Interest Policy	Staff code of conduct and personnel handbook- Annually
	Safeguarding Policy/ Child Protection Policy	Freedom of Information publication – every 2 years				Financial Handbook/Manual - Annually
	Data Protection Policy	Complaints procedure – every 2 years  Conflict of Interest policy				Pay Policy review - Annually
<b>School Improvement</b>	Schools' KPIs for Achievement and Teaching	Schools' KPIs for Behaviour and Safety	Schools' KPIs for Achievement and Teaching	Schools' KPIs for Behaviour and Safety	Schools' KPIs for Achievement and Teaching	Schools' KPIs for Behaviour and Safety
		Leadership and Management Reports		Leadership and Management Reports		Leadership and Management Reports
	Ofsted inspections/ external reviews	Ofsted inspections/ external reviews	Ofsted inspections/ external reviews	Ofsted inspections/ external reviews	Ofsted inspections/ external reviews	Ofsted inspections/ external reviews
				Curriculum plans		
			CTSA Report	Performance management report		

## LOCAL GOVERNING BODY ANNUAL AGENDA ITEMS

## Section F2, appendix 2

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Achievement &amp; Teaching</b>			
<b>Core special items</b>	<ul style="list-style-type: none"> <li><b>(SIP item) Achievement – overall groups, PP, combined M/E, specific groups</b></li> </ul>	<ul style="list-style-type: none"> <li><b>(SIP item) Assessment, - Marking and data</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Impact on attainment of different groups of pupils</b></li> </ul>
	<ul style="list-style-type: none"> <li><b>Target setting</b></li> </ul>	<ul style="list-style-type: none"> <li><b>(SIP item)Curriculum – changes and implications</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Learning through technology</b></li> </ul>
		<ul style="list-style-type: none"> <li><b>RAISEonline</b></li> </ul>	
<b>School specific special items</b>			
<b>Governance</b>	Governor training update and/or feedback from governor(s) visit	Governor training update and/or feedback from governor(s) visit	Governor training update and/or feedback from governor(s) visit
<b>Summary and detailed report</b>	Pupil achievement - (table of KS3/4) based over 3 years + evaluation	Pupil predictions v targets (table KS3/4)	Pupil prediction v target (table KS3/4)
	Pupil achievement by subject - KS4 + evaluation	Pupil predictions by subject - KS4 + evaluation	Pupil predictions by subject - KS4 + evaluation
	Pupil achievement at KS4 by pupil characteristics + evaluation	RAISEonline analysis	
	Pupil progress value added over last 3 years + evaluation		Data Dashboard
	Subject target setting	Progress for year groups	Progress for year groups
		Monitoring of progress for PP pupils	Monitoring of progress for PP pupils
	Narrowing the Gap by pupil premium and prior attainment	Narrowing the Gap by pupil premium and prior attainment	Narrowing the Gap by pupil premium and prior attainment
	Achievement of different groups of pupils (narrative only - off site provision, low attainment pupils etc)	Learning and progress of different groups of pupils (narrative only - off site provision, low attainment pupils etc)	Learning and progress of different groups of pupils (narrative only - off site provision, low attainment pupils etc)
	Subject Reports	Subject reports Curriculum report Report on literacy Report on ICT to support learning	Subject Reports Audit Reports
	Teaching grades and monitoring of teaching quality	Teaching grades and monitoring of teaching quality	Teaching grades over time
<b>Policy Review</b>	Teaching policy Assessment, Marking and Homework	Curriculum plan and booklet KS3 & KS4	Sex Education Policy
<b>Behaviour &amp; Attendance and Safety</b>			
<b>Core special items</b>	<ul style="list-style-type: none"> <li><b>Impact of interventions on achievement</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Literacy, numeracy and SMSC across the curriculum</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Stakeholder views</b></li> <li><b>Pupils' view presented by pupils</b></li> </ul>
<b>School specific special items</b>		<ul style="list-style-type: none"> <li><b>Pupil presentation to governors on technology for learning</b></li> </ul>	
<b>Governance</b>	Governor training update and/or feedback from governor(s) visit	Governor training update and/or feedback from governor(s) visit	Governor training update and/or feedback from governor(s) visit
<b>Summary and detailed report</b>	Parent, staff and pupils views of behaviour and safety (charts and evaluation)	Exclusion report (autumn term) - Chart	
	Attendance at parents evenings for previous academic year (last 3 years)	Behaviour of pupils educated off-site -free text	
	Exclusion report for summer term (last 3 years) - Chart	Pupils behaviour in lessons - free text	Exclusion report (autumn/spring term) - Chart
	Behaviour of pupils educated off-site - free text	Pupils attitude to learning - free text	Behaviour of pupils educated off-site -free text
	Pupils behaviour in lessons - free text	Routes taken by learners - post 16	Pupils behaviour in lessons - free text
	Pupils attitude to learning - free text	Safety and mutual support - free test	Pupils attitude to learning - free text
	Pupil respect and courtesy to each other and school facilities - free text	Pupil respect and courtesy to each other and school facilities update - free text	Pupil respect and courtesy to each other and school facilities update - free text
	School systems - impact of the school's strategies to improve behaviour - free text	School systems - impact of the school's strategies to improve behaviour - free text	School systems - impact of the school's strategies to improve behaviour - free text

	Support school provides for its most behaviourally challenging pupils	Support school provides for its most behaviourally challenging pupils	Support school provides for its most behaviourally challenging pupils
	Bullying - types, rates and pattern - chart and evaluation	Bullying - types, rates and pattern - chart and evaluation	Bullying - types, rates and pattern - chart and evaluation
	Attendance - punctuality - table and evaluation	Attendance - punctuality - table and evaluation	Attendance - punctuality - table and evaluation
	Extended holidays - chart	Extended holidays - chart	Extended holidays - chart
	No. of pupils taken off roll in the previous year as a result of behaviour, safety and attendance - free text	Learner mobility	Learner mobility
	Attendance of pupils educated off-site - free text	Attendance of pupils educated off-site - free text	Attendance of pupils educated off-site - free text
	Punctuality to school over time	Punctuality to school over time	Punctuality to school over time
	Year group reports	Year group reports	Year group reports
<b>Policy Review</b>	Behaviour Policy Home School Agreement Safeguarding Policy	Child protection	
<b>Finance</b>			
<b>Core special items</b>			• <b>3 year budget</b>
<b>School Specific special items</b>			
<b>Summary and detailed report</b>	Financial Information for the previous year budget v actual report (Table and text)		3 year budget (table and evaluation)
		Budget monitoring	Budget monitoring
	Responsible Officers Report	Responsible Officers Report	Responsible Officers Report
<b>Policy Review</b>			Finance manual
<b>Personnel</b>			
<b>Core special items</b>			• <b>Whole school staffing structure</b>
<b>School specific special items</b>			
<b>Summary and detailed report</b>	Current teaching and support staff	Safeguarding report	Staffing structure for next academic year
	Staff turnover	Staff turnover	Staff turnover
	Staff vacancies	Staff vacancies	Staff vacancies
	Staff absences (table and trend)	Staff absences (table and trend)	Staff absence (table and trend)
	Safeguarding	Safeguarding	Safeguarding
<b>Policy Review</b>	Personnel policies		
<b>Facilities</b>			
<b>Core special items</b>		• <b>Site Development plan</b>	
<b>School specific special items</b>	• <b>Governors tour of school</b>	• <b>Letting charges</b>	
<b>Summary and detailed Report</b>	Maintenance of premises	Maintenance of premises	Maintenance of premises
	Capital/Significant Projects	Capital/Significant Projects	Capital/Significant Projects
	Significant contracts Review	Significant contracts Review	Significant contracts Review
	Site Development update	Site Development update	Site Development update
	ICT Development plan		
	Health and safety report - Accessibility improvements - Security - safeguarding	Health and safety report - Accessibility improvements - Security - safeguarding	Health and safety report - Accessibility improvements - Security - safeguarding
	Lettings/community developments	Lettings/community developments	Lettings/community development
<b>Policy Review</b>	Premises management		Health and Safety Policy
<b>Leadership &amp; Management</b>			
<b>CORE SPECIAL ITEMS</b>	• <b>Self-evaluation following results</b> • <b>School Improvement Plan</b>	• <b>Appraisal analysis</b> • <b>CTSA or CTG report</b>	• <b>Quality of Teaching</b>
<b>School specific special items</b>			
<b>Summary and detailed report</b>	Success and highlights for the term - free text	Success and highlights for the term - free text	Success and highlights for the term - free text
	School self evaluation following results	Evaluate the quality of teaching and progress of all groups of pupils, including those for those for whom the pupil premium provides support, relative to other	Evaluate the quality of teaching and progress of all groups of pupils, including those for those for whom the pupil premium

		schools nationally	provides support, relative to other schools nationally
		Evaluate the progress of all groups of pupils in Years 7-11 including D&SEN and those supported by pupil and year 7 catch up premium	Evaluate the progress of all groups of pupils in Years 7-11 including D&SEN and those supported by pupil and year 7 catch up premium
	Evaluate overall stakeholder views from previous year and the satisfaction of pupils and parents	Subject audit reports	
	Other parental engagement activities		
	School Improvement priorities	School Improvement priorities RAG rated as a chart	School Improvement priorities RAG rated as a chart
	Evaluate the quality of teaching - snapshot with current levels of underperformance and how these are being tackled.	Evaluate the quality of teaching - snapshot with current levels of underperformance and how these are being tackled.	Evaluate the quality of teaching - snapshot with current levels of underperformance and how these are being tackled.
	Governor training for previous AY	Evaluate the quality of teaching over time (Performance Management)	
		Evaluate the effectiveness of the curriculum Literacy ICT to support learning	Analysis of audit reports
		Evaluation and monitoring of external agencies and the effectiveness on pupil's learning.  Evaluation and monitoring of business partnerships, colleges and other organisations and the effectiveness on pupil's learning and careers.	Evaluation and monitoring of partnership activities and the effectiveness on pupils' learning
	CTSA report CTG report /CPD update	CTSA report CTG report /CPD update	CTSA report CTG report /CPD update
			Evaluation and monitoring of single central record  Child protection procedures  How rigorously absence is followed up  How pupils are taken off roll  How the school ensures that children on alternative provision are safe at all times  How the school promotes safe practices and a culture of safety including e-safety.
	Financial overview	Financial overview	Financial overview
	Deployment of resources	Deployment of resources	Deployment of resources
<b>LGB contribution</b>	<b>How well do governors support and strengthen school leadership, provide challenge and hold the HT and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety?</b>		
	<b>Governors' self review</b>		

### F3 (a) Proposed trustees

The following trustees are members of the Chiltern Learning Trust Board of Trustees. If the application for the Chiltern Academy is successful it is proposed that the membership is increased. Currently the Board meet every half term and consider any other issues relating to the Trust at fortnightly TAG (Trustee Advisory Group) meetings.

Name	Where live (town/city)	Role on Board of Trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████ ██████████	Ampthill, Bedfordshire	██████████ ██████████ ██████████ ██████████ (not employed)	Meet with Core Applicant Group in initial stages	Leadership, Governance, KS4-KS5 transition	4
██████████ ██████████	Bedford	██████████	██████████ ██████████ ██████████	Curriculum, Planning, Admissions, Leadership,	10
██████████	Luton	██████████ (not employed)		Human Resources Charity law	4
██████████	Luton	██████████ ██████████ ██████████ (not employed)		SEND KS2 – KS3 transition	6
██████████ ██████████	Bedfordshire	██████████ (not employed)		Business Finance	4
██████████ ██████████	Bedfordshire	██████████ – not on LGB (not employed)		Business	4
██████████ ██████████	Bedford	██████████ – not on LGB (not employed)		Curriculum Community	4
A N Other		Two directors to be appointed by members not on LGB (not employed)			
A N Other					

It is proposed that the following personnel will be members of the Chiltern Academy Local Governing Body:

Name	Where live (town/city)	Role on Local Governing Body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████ ██████████	Amphill	██████████ ██████████ ██████████	██████████ ██████████	Governance, Education	4
██████████	Bedford	██████████	██████████ ██████████ ██████████	Education and leadership	10
██████████	Luton	██████████ ██████████	Finance and operations in Core Applicant Group	Finance, Compliance, Operations,	10
██████████	Bedford	██████████ ██████████	Advice to Core Applicant Group	Law, Community, Governance	3
██████████	Rushden	██████████ ██████████	Advice to Core Applicant Group	Finance	3
██████████	Luton	██████████ ██████████	Advice to Core Applicant Group	Education leadership, community, specialist status,	3
██████████	Shefford	██████████ ██████████	Advice to Core Applicant Group	Education, business, 16-19, apprenticeships,	3
+ 3 elected		2 Parent governors and 1 staff governor			

### F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Estates	LA advice and support. New appointment of Head of Operations across the Trust
Legal	Buy-in from our legal team
Community	Parental consultation, local governance,

## Section F4

### Recruiting a high quality headteacher

The core purpose of the Headteacher of the Chiltern Academy is to provide professional leadership and management for the academy. This will promote a secure foundation from which to achieve high standards in all areas of the academy's work.

The Headteacher will:-

- work actively to promote and achieve the aspirations and ambitions of the Trust
- secure and sustain outstanding teaching and learning
- promote excellence, equality and high expectations for all students
- provide vision, leadership and direction
- promote the social and cultural development of all students
- evaluate academy performance and identify priorities for continuous improvement
- be accountable for deploying resources to achieve the academy's aims
- value the diversity of the community it serves
- carry out day-to-day management, organisation and administration
- secure the commitment of the wider community
- create a safe and productive learning environment which is engaging and fulfilling for all students
- work effectively with the Chief Executive and academy's local governing body and fulfil necessary ex officio duties.

### Main Duties

1. Working with the local governing body and Chief Executive to develop staff who have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people. Also to recognise the role parents, carers and families play in helping children and young people to succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
2. Working with the Chief Executive, trustees, local governing body and others to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the academy community and to develop the ethos of the academy linked to its core aims and values.
3. Responsible for raising the quality of teaching and learning and for students' achievements within a successful learning culture.
4. Develop effective relationships and communication which underpin a professional learning community that enables everyone in the academy to achieve.
5. Provide effective organisation and management of the academy and identify ways of improving organisational structures and functions based on rigorous self-evaluation.
6. Ensure that the academy and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. This includes adhering to safe employment procedures which place the safety of children and young people at the heart of all practices. The Headteacher, working with the trustees, and the

7. local governing body, will provide a safe environment for students, staff and members of the school community.
8. Maintain and develop a successful organisation through effective collaboration with others
9. Be legally and contractually accountable for the academy, its environment and all its work to the trustees and local governing body through the Chief Executive. The Headteacher also must fulfil the wider accountabilities in relation to students, parents, carers, the DfE, local authority and other relevant groups.
10. Engage with the internal and external school community to secure equity and entitlement. This includes collaborating with other schools and academies and with parents and carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.

The Headteacher will have the following skill set to achieve and carry out his/her main duties;

### **Education and qualifications**

- A first degree or equivalent
- Qualified Teacher Status (QTS)
- Good honours graduate and Higher Education qualification
- NPQH
- Evidence of recent and relevant training and development at headship level and/or in preparation for headship.

### **Professional experience and knowledge**

- Substantial experience of teaching.
- Successful strategic leadership experience likely to have been gained as a Headteacher or Deputy Headteacher/Assistant Headteacher in a secondary school or other educational organisation
- In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of an academy
- Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change
- Successful experience of raising standards for all with measurable outcomes as a result of one's contribution in a school in the pursuit of excellence

## **Securing accountability**

- Proven successful experience of school self-evaluation and accountability and the school improvement process

## **Leading teaching and learning**

- An outstanding classroom teacher practitioner with the ability to monitor and evaluate performance, celebrate excellence and challenge poor performance.
- Successful experience of positive behaviour management and developing a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding.

## **Leading and managing**

- Evidence of highly developed skills in team building, performance management, recognising high performance and tackling underperformance through to resolution
- Successful experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money
- In depth knowledge and experience of Child Protection, Safer Recruitment and Safe Guarding procedures
- Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems
- Committed to sustain a safe, secure and healthy school environment.
- A commitment to and evidence of promoting diversity and equal opportunities within the academy, curriculum and in employment practice

## **Shaping the future**

- Experience of and commitment to, working within a Trust and with a Chief Executive, Trustees and the school's local governing body to develop collaboratively a school vision which embraces excellence, high standards and inclusion.
- To lead agreed developments across the Trust

## **Strengthening community**

- Successful experience of developing effective partnerships and involvement in wider networks at a local, national or international level in order to raise standards
- Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and/ or internationally.

## **Personal quality and skills**

- Proven ability to plan strategically with the ability to deliver the academy's vision and targets whilst empowering others to take them forward.

## **Developing self and working with others**

- To be a high profile role model with a professional approach that demands excellence, confidence, trust and respect of the entire college and wider community
- To show a commitment to developing a staff who have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people
- To demonstrate the importance of a work life balance

## **Improving the life chances of children and young people**

- Recognition of the role parents, carers and families play in helping children and young people thrive and succeed in their learning

Our [REDACTED], will be the named Headteacher in the formative terms and then will continue to oversee the performance of the school. This will enable high quality leadership through pre-opening and into the first Ofsted inspection. [REDACTED] has a strong Key Stage Three background, as [REDACTED] of the three times outstanding [REDACTED] – a school of 950 pupils, and exactly the same year group size as Chiltern Academy. [REDACTED] took the school to outstanding from a Local Authority category and has been a [REDACTED] [REDACTED] over several other schools for the last thirteen years.

The CV for our [REDACTED] is in the annexe; he is a [REDACTED] and has led a large Teaching School for over three years too.

The Trust will look to appoint a Headteacher from within the organisation initially, and continue to be supported by our CEO and possibly by then, an Executive Headteacher. The new Headteacher will have experience within an outstanding secondary school and will be able to demonstrate high impact within that role.

The CEO and a new Headteacher will need to have all the skills as outlined in the Headteacher Standards.

Any Headteacher within the Chiltern learning Trust must buy-in to our vision, mission, and most importantly – our non-negotiables. The Headteacher will;

- Have a relentless focus on standards and pupil outcomes
- Realise the importance of high quality leadership, and will 'see it and sort it' and accept no excuses
- Believe in positive relations at all times within Chiltern Academy
- Ensure teaching is good or outstanding and will not tolerate Requires Improvement teaching
- Always strive to improve

As stated, the Trust will look to an internal appointment, but if not, will recruit nationally and openly, using our usual recruitment mechanisms and TES Prime.

**Section F5** (existing providers and any new applicants seeking to open more than one free school)

### **Educational Track Record**

School improvement will be provided through our Chiltern Teaching School Alliance, as it currently is within all of our Trust Schools. The Teaching School is led by the CEO, and therefore there are excellent examples of our school improvers providing impact upon results and Ofsted inspections within Luton and Central Bedfordshire. Similarly, a lot of Teaching School / School Improvement work has improved results within our own Trust. The attached CVs go into detail of the track record of the Headteachers involved.

School to school support carried out by the CEO and the CTSA demonstrate impact and high achievement (Brewers Hill in Dunstable and Dallow Primary were the two main primaries supported, and both experienced significant gains in 2015 compared to 2014). Secondary support within Challney Boys and Denbigh saw a large rise from the depressed 2014 figures.

Challney High School for Boys gained 66% 5A\* - C including English and Maths (with a five year average of 64%) and Denbigh High School gained 69% A\* - C including English and Maths (with a five year average of 63%).

Both of our secondary schools are Ofsted graded 'outstanding' and have been for a number of years, even with the lower results than usual in 2014, both schools were in the Top 100 in the country for value-added / progress – this will be even better in 2015.

The sponsored Academy, Dallow Primary, has improved significantly, and the progress has improved by between 16 and 19% in the three KS2 areas. However, there is more work to do, but it is a very upward trajectory. If the June 2015 inspection had been four weeks later, once results were published, the grade may well have been a Good one. Dallow is over 95% EAL and attainment is not high, but we are working on this. The nearest school to the proposed site for the Chiltern Academy is the South Academy which got 32% A\*-C this year including English and Mathematics.

The link to the DfE Performance table entry for each school:

Challney High School for Boys

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136651>

Denbigh High School

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136319>

Dallow Primary

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=139705>

The individual CVs of our four Headteacher members of the Core Applicant Group are highly impressive and show excellent Ofsted ratings and high pupil standards. The Headteacher

designate received Outstanding in 2008, 2009 and 2014 for his Academy, and can demonstrate Year 8 results using end of KS3 (Year 9) tests, of over 50% of pupils achieving Level 7 in Maths in each of the last four years, and over 90% of pupils achieving a Level 5 in Maths, and over 90% achieving a Level 5 in English in each of the last four years.

In 2009, Denbigh was awarded the coveted title of 'Secondary School of the Year' in the TES awards. The Trust has a national reputation for achieving high results in difficult circumstances for its pupils. [REDACTED] created a high success culture within the Trust and we are building on this.

## Section G: Budget planning and affordability

- Our financial plans are set out in the annex to this application. They have been drawn up by the existing [REDACTED] of the Chiltern Learning Trust, taking into account the existing financial models successfully implemented across the two secondary schools already involved in the Trust, particularly Denbigh High School which has the same PAN. The plans reflect the localised costs and nature of running a secondary school in Luton. Our benchmarking data draws on local experience and the active participation of the two school finance managers. Our analysis of the data gives us confidence in the robustness of our estimates costs and anticipated income as the school grows to full capacity in 2022-23. Key points from the Bishop Fleming Academies Benchmarking Report 2015 analysis are shown in the table below.

	Chiltern Academy (full capacity)	Academies average
	£	£
GAG income/pupil	[REDACTED]	[REDACTED]
Pupil/teacher ratio	[REDACTED]	[REDACTED]
No. of teaching staff	[REDACTED]	[REDACTED]
No. non-teaching staff	[REDACTED]	[REDACTED]

The low number of non-teaching staff is due to the outsourcing of cleaners and catering staff

### Financial Explanation

#### Steady Growth

- It is anticipated that there will be steady growth in student numbers until capacity is reached.
- Challney High School for Boys and Denbigh High School, both in the central of Luton, are oversubscribed and have been for the last five years and we expect that Chiltern Academy will reach capacity as its location is within close proximity.

#### Other Income third Party Income

- We have not projected there will be any 'other income' in year 1 as the building may not be ready for lettings etc.
- From year 2 onwards we would anticipate a small [REDACTED] income from lettings, this would be dependent upon final building and we expect this estimate to be conservative.

## **ICT/Engineering**

- We anticipate that the ICT infrastructure will be included in the capital building fund, therefore the figure for expenditure is lower than in following years. We would not anticipate refreshing equipment in the first year of opening.
- We have demonstrated at our other schools an ability to procure cost effective ICT/Engineering equipment within the framework set out by the EFA. We will continue with the process of attaining competitive quotes before purchasing such goods. We have shown that through forward planning the capital grants for opening can be used to ensure there is adequate provision for ICT for the opening years with a lower amount needing to be spent during the opening years before steady state is reached.

## **Insurance/Rates**

- As with all Academies and Free Schools we have assumed that insurance is a straight 'in and out' as insurance is funded by the EFA. We will have a more accurate figure once a complete risk assessment is conducted on the proposed premises.
- The Rates figure is based on a similar sized school in Luton. [REDACTED] with an 80% reduction for charitable status.
- Neither insurance costs nor rates should not impact on the balance of the budget, they will impact on cash flow but the school will manage these costs through its monthly budget projections.

## **Unusual items of income and expenditure**

- As a conventional school there are no unusual items of income and expenditure and the financial forecast is based on Denbigh High School, an existing academy of 1200 pupils.
- We have forecast a variety of miscellaneous costs which we could not individually itemise for the purposes of this forecast and have accounted for them within the finance plan.

## **Staffing**

- The structure is explained in further detail in other sections of the application.
- We have used the full Leadership Grant Funding as we believe that it is important to our school to have a strong SLT who will lead the school.
- It is anticipated that members of the SLT will have a teaching commitment up to 12 hours/week.
- The staffing model is based on Denbigh High School's staffing structure, a school within the CLT with a POR of 1200.
- The forecast model uses national pay scales for Teaching Staff.
- All main scale teachers are budgeted on the maximum scale of the STPCD 2015.
- The TLR structure is based on Denbigh High School's TLR structure using the national pay scales

- The model uses pay scales for non-teaching staff based on those at Denbigh High School which was based on the current market values.

### **Central Services**

- The Chiltern Learning Trust, by 2018, will consist of at least four secondary schools and 1 primary school. It is anticipated that the schools will contribute 3% of its GAG funding (excluding Pupil Premium) for central services. The central services will be:
  - School improvement
  - Governance
  - Compliance
  - Data analysis
  - Finance
  - Human Resources
  - Audit
  - Marketing and communications

### **Pension Rates /NI Rates**

- Pension Rates and NI rates are based on current figures and will need to be adjusted as rates change. A number of our staff do opt out of their pension scheme, but we have assumed all staff will be in the TPS and LGPS.

### **Pay Progression above inflation**

- As a Free School all employees will adopt the CLT's own terms and conditions which has regard to but not bound by those of Local Authority maintained schools . We will therefore have control over Performance Management in line with the Chiltern Learning Trust who has adopted the guidance of the DfE for Teaching Standards.
- We will, for support staff, follow the Chiltern Learning Trust's Performance Management guidelines.
- Decisions regarding promotions would be made on a case by case basis dependent upon the needs of the Free School. The planned surplus would be used for recruitment and retention payments and school improvement initiatives.

### **Premises/Maintenance and Improvements**

- We expect the premises/maintenance and improvement costs in year 1 to be lower than following years due as it may be possible some areas are still in construction and it is not anticipated that newly renovated areas would need funding for improvements.

### **Catering**

- We anticipate that the catering provision for Chiltern Academy will be outsourced. The school will commission a catering company to provide a meal for our pupils who are entitled to a free school meal. The income for this provision is included in our GAG income.

### **Other Costs**

- Other costs are based on those of Denbigh High School.

### **Income exceeds expenditure**

- In every year of the forecast the School has an annual surplus showing income exceeds expenditure for the 100% capacity plan.

### **Minimised need for the Post Opening Grant funding- Leadership Grant**

- The Free School would be in 'in-year' deficit for the first year of its opening without its POG. However in year 2 onwards the school would be 'in- year' surplus without the POG.
- As outlined earlier in this section and in other sections of the application , we believe that Leadership is important in the school and will therefore use the diseconomies grant to fund Leadership staffing in initial years of opening.

### **Out-sourced provision**

The Free School will outsource the following in line with the other schools within the Trust

- Catering
- Cleaning
- ICT managed service
- Grounds maintenance
- Education Welfare

### **Unforeseen Contingency**

- A contingency fund would be generated from the planned surplus for each year.
- We have shown that there is a planned surplus in lines with EFA recommendations in each year forecast. This surplus would be used firstly to create a contingency and secondly any remaining funds would be used to increase the funding for the following year whether that be for staffing or for other costs.

### **No surplus exceeding 12%**

- The accumulative surplus remains below 12% in line with DfE guidance . As the school reaches steady state the expectation is that the surplus will 'level out' as funding becomes more constant and there is no longer a reliance on the Post Opening Grant. However any cumulative surplus which may have been accumulated minus a contingency would be expected to be spent as explained above on staffing or other costs .

### Requirements of Academies per Financial Handbook, Funding Agreement and Other Relevant Documents

1. Financial oversight- the Academy's governors and managers have the skills ,
2. knowledge and experience and bring these to bear.
3. Financial planning -financial planning secures the Academy 's short and long term financial health.
4. Internal control- the Academy has in place sound internal I control and risk management over its operations
5. Financial monitoring - governors and managers are kept well informed of the

Academy's current and forecast financial position.

6. Proper and regular use of public funds - the Academy can demonstrate that funds granted by Parliament have been used as intended.

### Key Elements of Financial Management and Governance

1. Governors' oversight
2. Management oversight
3. Long term financial planning
4. Short term financial planning
5. Internal Control - Risk Management
6. Proper and regular use of public funds: the Academy can demonstrate that funds granted by Parliament have been used as intended.

## **G2 – The school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity**

- Our financial plans show that the school is viable within the expected levels of funding available both while it builds and when it reaches full capacity. The estimates presented in the accompanying spreadsheets indicate a year 1 surplus of [REDACTED] and annual surpluses thereafter, taking into account the POG. By 2022-23 it is anticipated that the school will have an annual operating surplus of [REDACTED] and an accumulated surplus of [REDACTED]

## **Section G: Budget planning and affordability**

- Our financial plans are set out in the annex to this application. They have been drawn up by the existing Chief Finance Officer of the Chiltern Learning Trust, taking into account the existing financial models successfully implemented across the two secondary schools already involved in the Trust, particularly Denbigh High School which has the same PAN. The plans reflect the localised costs and nature of running a secondary school in Luton. Our benchmarking data draws on local experience and the active participation of the two school finance managers. Our analysis of the data gives us confidence in the robustness of our estimates costs and anticipated income as the school grows to full capacity in 2022-23. Key points from the Bishop Fleming Academies Benchmarking Report 2015 analysis are shown in the table below.

	Chiltern Academy (full capacity)	Academies average
	£	£
GAG income/pupil	██████	██████
Pupil/teacher ratio	██	██████
No.of teaching staff	██	██████
No. non-teaching staff	██████	██████

The low number of non-teaching staff is due to the outsourcing of cleaners and catering staff

### **Financial Explanation**

#### **Steady Growth**

- It is anticipated that there will be steady growth in student numbers until capacity is reached.
- Challney High School for Boys and Denbigh High School, both in the central of Luton, are oversubscribed and have been for the last five years and we expect that Chiltern Academy will reach capacity as its location is within close proximity.

#### **Other Income third Party Income**

- We have not projected there will be any 'other income' in year 1 as the building may not be ready for lettings etc.
- From year 2 onwards we would anticipate a small ██████ income from lettings, this would be dependent upon final building and we expect this estimate to be conservative.

#### **ICT/Engineering**

- We anticipate that the ICT infrastructure will be included in the capital building fund, therefore the figure for expenditure is lower than in following years. We would not anticipate refreshing equipment in the first year of opening.
- We have demonstrated at our other schools an ability to procure cost effective ICT/Engineering equipment within the framework set out by the EFA. We will continue with the process of attaining competitive quotes before purchasing such goods. We have shown that through forward planning the capital grants for opening can be used to ensure there is adequate provision for ICT for the opening years with a lower amount needing to be spent during the opening years before steady state is reached.

## **Insurance/Rates**

- As with all Academies and Free Schools we have assumed that insurance is a straight 'in and out' as insurance is funded by the EFA. We will have a more accurate figure once a complete risk assessment is conducted on the proposed premises.
- The Rates figure is based on a similar sized school in Luton. [REDACTED] with an 80% reduction for charitable status.
- Neither insurance costs nor rates should not impact on the balance of the budget, they will impact on cash flow but the school will manage these costs through its monthly budget projections.

## **Unusual items of income and expenditure**

- As a conventional school there are no unusual items of income and expenditure and the financial forecast is based on Denbigh High School, an existing academy of 1200 pupils.
- We have forecast a variety of miscellaneous costs which we could not individually itemise for the purposes of this forecast and have accounted for them within the finance plan.

## **Staffing**

- The structure is explained in further detail in other sections of the application.
- We have used the full Leadership Grant Funding as we believe that it is important to our school to have a strong SLT who will lead the school.
- It is anticipated that members of the SLT will have a teaching commitment up to 12 hours/week except the Headteacher who will be expected to teach up to 6 hours only in the first two years if required.
- The staffing model is based on Denbigh High School's staffing structure, a school within the CLT with a POR of 1200.
- The forecast model uses national pay scales for Teaching Staff.
- All main scale teachers are budgeted on the maximum scale of the STPCD 2015.
- The TLR structure is based on Denbigh High School's TLR structure using the national pay scales
- The model uses pay scales for non-teaching staff based on those at Denbigh High School which was based on the current market values.

## **Central Services**

- The Chiltern Learning Trust, by 2018, will consist of at least four secondary schools and 1 primary school. It is anticipated that the schools will contribute 3% of its GAG funding (excluding Pupil Premium) for central services. The central services will be:
  - School improvement
  - Governance

- Compliance
- Data analysis
- Finance
- Human Resources
- Audit
- Marketing and communications

### **Pension Rates /NI Rates**

- Pension Rates and NI rates are based on current figures and will need to be adjusted as rates change. A number of our staff do opt out of their pension scheme, but we have assumed all staff will be in the TPS and LGPS.

### **Pay Progression above inflation**

- As a Free School all employees will adopt the CLT's own terms and conditions which has regard to but not bound by those of Local Authority maintained schools . We will therefore have control over Performance Management in line with the Chiltern Learning Trust who has adopted the guidance of the DfE for Teaching Standards.
- We will, for support staff, follow the Chiltern Learning Trust's Performance Management guidelines.
- Decisions regarding promotions would be made on a case by case basis dependent upon the needs of the Free School. The planned surplus would be used for recruitment and retention payments and school improvement initiatives.

### **Premises/Maintenance and Improvements**

- We expect the premises/maintenance and improvement costs in year 1 to be lower than following years due as it may be possible some areas are still in construction and it is not anticipated that newly renovated areas would need funding for improvements.

### **Catering**

- We anticipate that the catering provision for Chiltern Academy will be outsourced. The school will commission a catering company to provide a meal for our pupils who are entitled to a free school meal which the school will reimburse it for (The income for this provision is included in our GAG income). The other pupils will pay the catering company direct.

### **Other Costs**

- Other costs are based on those of Denbigh High School.

### **Income exceeds expenditure**

- In every year of the forecast the School has an annual surplus showing income exceeds expenditure for the 100% capacity plan.

### **Minimised need for the Post Opening Grant funding- Leadership Grant**

- The Free School would be in 'in-year' deficit for the first year of its opening without its POG. However in year 2 onwards the school would be 'in- year' surplus without the POG.

- As outlined earlier in this section and in other sections of the application , we believe that Leadership is important in the school and will therefore use the diseconomies grant to fund Leadership staffing in initial years of opening.

### **Out-sourced provision**

The Free School will outsource the following in line with the other schools within the Trust

- Catering
- Cleaning
- ICT managed service
- Grounds maintenance
- Education Welfare

### **Unforeseen Contingency**

- A contingency fund would be generated from the planned surplus for each year.
- We have shown that there is a planned surplus in lines with EFA recommendations in each year forecast. This surplus would be used firstly to create a contingency and secondly any remaining funds would be used to increase the funding for the following year whether that be for staffing or for other costs.

### **No surplus exceeding 12%**

- The accumulative surplus remains below 12% in line with DfE guidance . As the school reaches steady state the expectation is that the surplus will 'level out' as funding becomes more constant and there is no longer a reliance on the Post Opening Grant. However any cumulative surplus which may have been accumulated minus a contingency would be expected to be spent as explained above on staffing or other costs .

### Requirements of Academies per Financial Handbook, Funding Agreement and Other Relevant Documents

1. Financial oversight - the Academy's governors and managers have the skills , knowledge and experience and bring these to bear.
2. Financial planning - financial planning secures the Academy's short and long term financial health.
3. Internal control - the Academy has in place sound internal I control and risk management over its operations
4. Financial monitoring - governors and managers are kept well informed of the Academy's current and forecast financial position.
5. Proper and regular use of public funds - the Academy can demonstrate that funds granted by Parliament have been used as intended.

## Key Elements of Financial Management and Governance

1. Governors' oversight
2. Management oversight
3. Long term financial planning
4. Short term financial planning
5. Internal Control - Risk Management
6. Proper and regular use of public funds: the Academy can demonstrate that funds granted by Parliament have been used as intended.

## Section H – Premises:

### Details of preferred location:

[REDACTED] (see attached plans)

### Full address and Postcode:

[REDACTED]

### Details of how you found the site:

The site was identified by Luton Borough Council following an option appraisal of brown and green field sites across the town. The Council is in the process of [REDACTED] to secure a new co-educational secondary school in this area of the town. The Council are supportive of the Trust's application for a new co-educational secondary free school on this site.

### The tenure and ownership plus purchase/lease cost if known:

The [REDACTED] and is in the [REDACTED] by Luton Borough Council for the provision of a new co-educational secondary school.

Anticipated purchase cost: [REDACTED]

### Confirmation of LA support for use of a site, if applicable:

Luton Borough Council is supportive of CLT's proposed new co-educational secondary free school; if the application is successful; the Council have indicated that they would [REDACTED]

The site is [REDACTED]. Feasibility plans have been shared with planners, highways engineers and public health who are supportive, in principle, of this proposal for a new school.

### Confirmation of availability:

[REDACTED]

### An outline of its current use:

The site was formally used as a [REDACTED] (it has not been used for this purpose for many years) and is not built upon.

### Your reasons for choosing it and its suitability:

There are very few sites in Luton, appropriate for a new secondary school. This site is located in an area where there is a significant shortage of school places. Pressure on school places will increase further as there are a number of housing developments planned for the local area.

[REDACTED]

### Size and site of building, if known:

Size of site: [REDACTED]

No buildings currently on site.

**Comments on the condition of the building:**

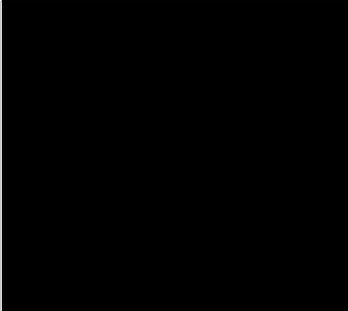
No buildings currently on site.

**Additionally, please provide any site plans, agent's particulars, photos catchment/location maps or other associated technical information as annexes.**

See attached plans and site information.

## Annex 3

# WHITBREAD



Tuesday 16<sup>th</sup> September 2015

Dear 

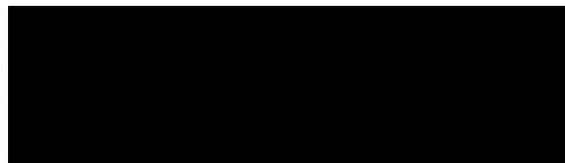
Further to our meeting on 2nd September, I would like to confirm our intention to support yourself and the Chiltern Learning Trust with the development of a new free school in Luton.

Whitbread would be very interested to be involved by sharing advice about our specific requirements regarding how we can develop a talent pipeline through talent banking principles from good quality career conversations to structured and inspiring work experience programmes.

We are keen to show how progression through work based Apprenticeships is enabling our Apprentices to increase their earnings and raise their ambitions aligned to the opportunities we are creating as we grow our business.

We work collaboratively with a number of service sector employers and we recognize that we would all benefit from a closer working relationship with schools. We believe your Trust is ideally placed to explore a supply and demand model for those students who wish to leave education at 16, 17 or 18 years old to transition directly into paid full time employment whilst continuing their education. We are an alternative to going to University for students who wish to join the Hospitality Sector and start an Advanced and Higher Apprenticeship.

Whitbread was delighted to support the MATCO pilot course run by the Department of Education, and having spent time with yourself to hear your plans, we are confident that the new school development will be hugely successful.



Whitbread has created a WISE programme, which stands for 'Whitbread Investing in Skills and Employment', we have worked for the last three years to close the gap between education and employment, to work with the unemployment agencies and to establish leading Apprenticeship programmes in our sector, we have supported thousands of people into meaningful employment.

We welcome this opportunity to work with you more closely to set up and share best practice models.

Yours sincerely



# Bedfordshire Cricket Ltd

*driving and inspiring cricket*

Dear [REDACTED]

Thank you for contacting us. Bedfordshire Cricket Ltd is fully committed to promoting sport and particularly cricket in Bedfordshire, and we are delighted to hear of your plans to open a new school that would have a sports specialism. We believe there is a strong link between sporting participation and academic success and indeed, motivation to learn.

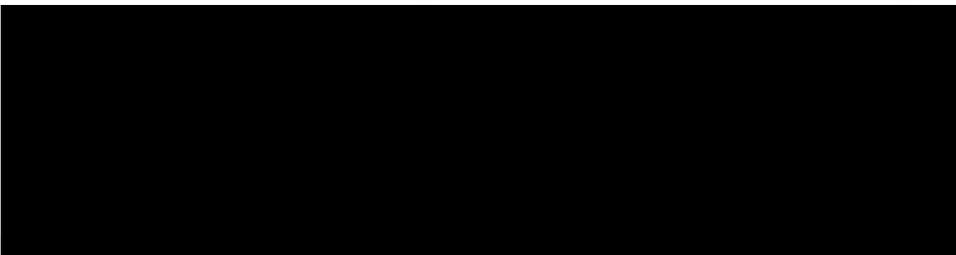
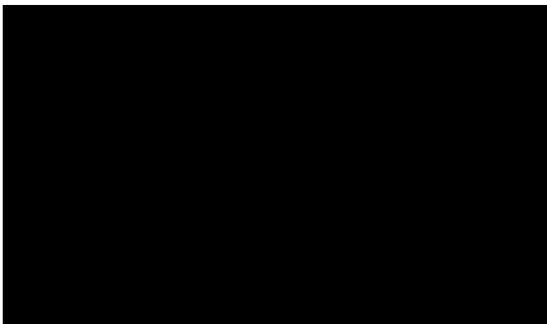
We know that Denbigh is a specialist sports school and is also the highest achieving school in Luton. We were delighted to hear you achieved 69% of your pupils gaining five A-C including English and Maths this year. We also know how committed you personally have been in promoting sport in Bedfordshire in your previous role across Central Bedfordshire.

As the local governing body for cricket in Bedfordshire, working extensively in the schools in Luton and running a number of community projects for young people in the town, we would be delighted to support the development of students through cricket in any new school.

Luton is a large and growing town with a richly diverse demographic which needs the very best facilities if its young people to grow and develop. We are well aware from our work in the town of the pressure on limited sporting facilities which restricts opportunities for participation. A new school with first class amenities, committed teachers and the involvement of community partners like ourselves can only enhance the development of rounded people and enable them to reach their potentials.

We wish you luck with this exciting project and look forward to hearing about your developments.

Kindest regards



working in partnership with





27<sup>th</sup> September 2015

Dear [REDACTED]

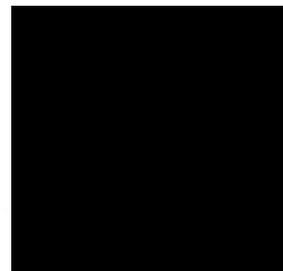
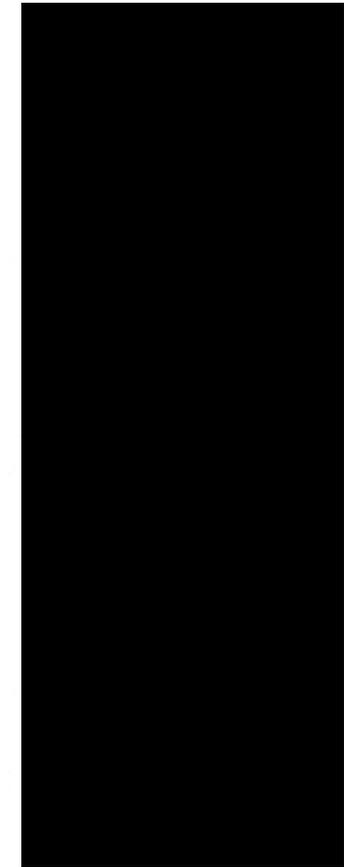
Thank you for contacting us. The Youth Sport Trust is fully committed to promoting sport in Bedfordshire, and we are delighted to hear of your plans to open a new school that would have a sports specialism. We believe there is a strong link between sporting participation and academic success and indeed, motivation to learn.

We know that Denbigh is a specialist sports school and is also the highest achieving school in Luton. We were delighted to hear you achieved 69% of your pupils gaining five A-C including English and Maths this year. We also know how committed you personally have been in promoting sport in Bedfordshire in your previous role across Central Bedfordshire.

We are extremely pleased to hear of the planned facility development work which will enhance opportunities for both schools and members of the community to lead active and healthy lives. We are firm believers that sport does change lives and this is only possible through innovative practice as demonstrated in this project.

Through my personal involvement in the Luton Strategic Group which oversees sports development across the area I am fully aware of the unique pressures on facilities within Luton and this project will certainly help to address a critical local need.

Yours sincerely,



**Youth Sport Trust:** Wellbeing. Leadership. Achievement.





25<sup>th</sup> September 2015

Dear Sir/Madam

Thank you for the phone conversation advising me of your plans for the new Secondary school in Luton.

England Hockey would be pleased to see the establishment of a new specialist sports school. This would be a positive addition to the mix of Secondary school offers in the town as increasing sports participation in Luton is a very relevant challenge.

The proposed facilities plan is one that we would welcome and encourage should the outlined AGP go ahead with a full size, Sand Filled or Sand Dressed multisport pitch as opposed to a 3G Football "long pile" pitch upon which hockey cannot be played.

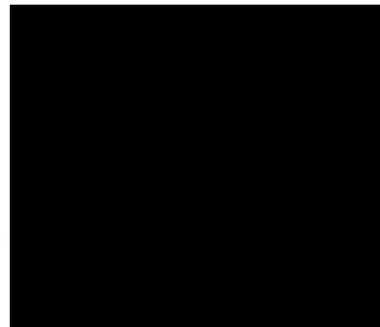
There is a noticeable lack of AGP's suitable for hockey with the demise of two pitches in the last calendar year at Venue 360 and at Lea Manor, one of which has been converted to a 3G Football pitch and one which has been "condemned" by the regional Hockey Umpires Association as "not meeting minimum safety standards"

A further AGP would enhance the hockey infrastructure and allow the sport to grow; this lack has been outlined in the recent PPS conducted by Luton Council and is supported by Team Beds and Luton.

On a further note England Hockey is concerned about the financial viability of Pitches and would like to bring to your attention the possibility of pitch sharing with Venue 360 thus creating a facility with usage throughout the academic day and the evenings to school and commercial, community bookings alike.

This of course would bring a considerable cost saving to the school and avoid difficult planning issues with new floodlights as they already exist at Venue 360.

Regards



Dear [REDACTED]

Thank you for contacting us. Luton Basketball Development League in conjunction with the Beds Basketball Association is fully committed to promoting sport in Bedfordshire, and we are delighted to hear of your plans to open a new school that would have a sports specialism. We believe there is a strong link between sporting participation and academic success and indeed, motivation to learn.

We know that Denbigh is a specialist sports school and is also the highest achieving school in Luton. We were delighted to hear you achieved 69% of your pupils gaining five A-C including English and Maths this year. We also know how committed you personally have been in promoting sport in Bedfordshire in your previous role across Central Bedfordshire.

Currently there is only one facility in Luton that is a 'two court' basketball ready facility, and even that is slightly less the NGB regulations. If this could be discussed and considered during the planning and consultation phase that would be great and could be of huge benefit to the community as well as a unique selling point of the Chiltern Learning Trust.

Our basketball development work would be enhanced further by community links in Luton and any new school. We wish you luck with the project and look forward to hearing about your developments.

Yours sincerely

[REDACTED]



From: [REDACTED]

Date: 5 October 2015 at 19:38

Subject: new secondary application

To: [REDACTED]

[REDACTED],

I am writing to you on behalf of Vauxhall Hockey Club in Luton. I am the [REDACTED] for the Club and [REDACTED]. [REDACTED] from England Hockey mentioned that you were co-ordinating the application for a new secondary school in Luton. I wanted to write to offer our support. There is much need for a new school like this in Luton that will specialise in Sports. We work closely with the ethnic minority community in Luton and understand the need for such access to learning and sporting facilities.

We are keen to get involved where we can to help and are happy to have a conversation to discuss further. Let me know if you are keen to discuss further and we can set a time to discuss further.

Regards,

[REDACTED]  
[REDACTED]

--  
[REDACTED]  
[REDACTED]

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

**High achievement for all is our shared responsibility**

**From:** [REDACTED]  
**Date:** 1 October 2015 09:04:35 BST  
**To:** [REDACTED]  
**Subject:** Free School Application - Chiltern Learning Trust

Dear [REDACTED]

Thank you for contacting us. The FA and Bedfordshire FA is fully committed to developing football and health wellbeing in Bedfordshire. The FA has a long standing relationship with the Chiltern Learning Trust and we have provided investment into the 3G Football Turf Pitch at Denbigh High School which has helped a number of asian based Luton teams to develop their club structures and participation numbers.

I am delighted to hear about your plans to open a new school that would have a sports specialism because there is a strong link between sporting success and learning success particularly amongst boys who often need it as a motivational tool to engage with learning. I am also delighted to hear you achieved 69% of your pupils gaining five A-C including English and Maths this year across the trust and I also how committed you are personally to promoting sport in Bedfordshire through your previous role in Central Bedfordshire.

Naturally if you were to develop any sports facilities then we would like you to consider a Floodlit 3G Football Turf Pitch designed to FA standards which are predominantly used by Football and Rugby rather than the sand filled surfaces which are used for Hockey and Tennis. We have our own OJEU procured framework which the trust would be able to access to build the pitch to a high standard with 7 year warranties. This Framework is used by Sport England, The FA and RFU to now deliver all of the 3G pitches we are building.

We would also want the Trust to be committed to community use of its facilities like at Denbigh and develop a suitable management structure so that it is affordable to book and access for the general public and local football clubs to access.

Best wishes and good luck with your application.

[REDACTED]

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