



Department
for Education

Application form to set up a mainstream free school

Published: June 2018

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

KING'S LEADERSHIP ACADEMY WIGAN

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The application form explained

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

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

Submitting Sections A to H

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

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

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

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

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

Electronic files must:

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

Application forms should:

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

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

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

Submitting Section I

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

Data protection

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

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

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

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

Application checklist

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

Task to complete	Yes
<p>7. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – School Name: King’s Leadership Academy Wigan with all relevant information relating to Sections A to H of your application to: FS.applications@education.gov.uk before the advertised deadline?</p> <p>Please send sections A, B and H as a separate attachment in Excel format.</p> <p>Your email should not exceed 9 megabytes in size; anything larger will not be delivered. If the application is larger than 9 megabytes, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	<input type="checkbox"/>
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as ‘Recorded Signed for’ to the address below?</p> <p>Free Schools Applications Team, Department for Education, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input type="checkbox"/>

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

Declaration

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

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

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

The application form

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

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

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

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

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

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

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

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

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

As a result, to be approvable all applications must:

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

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

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

B1 – Evidence of basic need

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

Data supplied by the New Schools Network and confirmed by the Local Authority shows that Wigan North and Wigan North West have significant primary pupil growth over the next four years.

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

Planning Area - Primary	2017/18	2018/19	2019/20	2020/21	2021/22
ALL PLANNING AREAS IN WIGAN	-942	-819	-973	-1,265	-1,596
Area 1: Atherton	-161	-104	-109	-126	-164
Area 10: Orrell Primary	-38	6	5	2	12
Area 11: Standish Primary	-17	21	20	0	-6
Area 12: Leigh Primary	-60	-49	-64	-71	-88
Area 13: Shevington Primary	-174	-189	-195	-192	-214
Area 14: Tyldesley	-51	-64	-65	-54	-48
Area 2: Lowton and Golborne	-24	-37	-98	-142	-198
Area 3: Wigan north and Wigan North West	120	112	143	165	193
Area 4: Aspull Primary	-97	-87	-91	-114	-132
Area 5: Ince and Abram	-104	-104	-122	-196	-287
Area 6: Hindley and Hindley Green	-79	-79	-126	-165	-194
Area 7: Wigan South Primary	-7	-26	-9	-16	-65
Area 8: Ashton Primary	-101	-115	-150	-210	-255
Area 9: Wigan West Primary	-149	-104	-112	-146	-150

This growth will create pressure for school places in the secondary sector as illustrated below:

Planning Area - Secondary	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
ALL PLANNING AREAS IN WIGAN	-2,874	-2,271	-1,813	-1,318	-929	-672	-531
Area 1: Ashton Secondary	-351	-280	-190	-137	-116	-97	-106
Area 2: Golborne, Lowton Secondary	-550	-493	-428	-414	-381	-365	-387
Area 3: Hindley, Ince Secondary	-117	-36	-110	-34	-3	20	49
Area 4: Shevington	-278	-219	-191	-148	-112	-109	-112

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

, Standish Secondary							
Area 5: Orrell, Wigan West Secondary	-369	-330	-236	-136	-28	28	77
Area 6:Wigan Secondary	-671	-565	-487	-456	-422	-362	-347
Area 7: Leigh, Atherton, Tyldesley Secondary	-538	-348	-171	7	133	213	295

There are presently two schools serving the area Atherton Community School, a Free School with 332 pupils in 2017, and Fred Longworth Community School with 1278 pupils in 2017. Atherton is in an Ofsted category and would seem to be struggling to attract sufficient pupils whilst Fred Longworth cannot accommodate the rising numbers of pupils in the area. There is a need for a Free School in this area.

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

B2 – Need for good school places

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

The following chart shows the relative socio-economic profiles of the local area compared to Woolston which is served by King’s Leadership Academy Warrington and has the nearest socio-economic profile compared to the other schools in the trust:

Category	Atherton	Woolston
Ethnicity (white)	96.5%	93.9%
Unemployed	26.4%	4.6%
Level 4 qualifications	19.5%	28.7%
Level 2 qualifications	17.1%	20.1%
No qualifications (16 and over)	27.3%	8.3%
Free School meals	22.8%	5.0%

There are obvious disparities that could relate to the difference in outcomes:

Overall performance at the end of key stage 4 in 2018 - all pupils ?

Showing 3 schools

School name	Type of school	Number of pupils at end of key stage 4	Progress 8 score & description	Entering EBacc	Staying in education or entering employment (2016 leavers)	Grade 5 or above in English & maths GCSEs	Attainment 8 score	EBacc average point score
King's Leadership Academy Warrington	Academy	97	Well above average 0.69	82%	=	65%	56.1	5.47
Remove								
Fred Longworth High School	Academy	250	Average -0.13	18%	93% (229 of 246 pupils)	36%	47.3	3.87
Remove								
Atherton Community School	Academy	57	Well below average -0.79	4%	=	21%	34.4	2.75
Remove								
England - state-funded schools		523757	-0.02	38.4%	94% (507855 of 541120 pupils)	43.0%	46.4	4.03

Looking at the performance of four primary schools in the Atherton area shows:

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

School name	Type of school	% of pupils meeting expected standard	Progress score & description			% of pupils achieving at a higher standard	Average score in reading	Average score in maths
			Reading	Writing	Maths			
Westleigh St Paul's CofE Primary School	Maintained School	68%	Well above average 4.1	Well above average 5.1	Well above average 3.8	4%	103	104
			?	?	?			
Remove								
St Philip's CofE Primary School, Atherton	Maintained School	81%	Average -0.9	Average -1.0	Average -0.1	11%	107	108
			?	?	?			
Remove								
Hindley Green Community Primary School	Academy	47%	Below average -2.2	Average 0.9	Below average -2.7	12%	101	101
			?	?	?			
Remove								

The table shows that underachievement starts in some of the primary schools which then feeds in to the secondary sector and results in low outcomes and enhanced unemployment in the labour market.

The 2018 outcomes for King’s Leadership Academy Warrington show that, with an almost all white population including a large number of white working class boys, it is the second highest performing Free School nationally and that:

- 90% of all students achieved English and mathematics passes at G4 or above
- 65.3% of pupils passed English and mathematics at G5 or above
- 63% of pupils achieved EBacc at G4 and above
- A progress scores for disadvantaged students of 0.67 placing it in the top third percentile nationally (progress score in English was 0.82 and mathematics 1.05)
- A progress score for low ability pupils of 0.84 placing it in the top percentile nationally
- Attainment scores for SEND pupils being higher than the national average for non- SEND pupils

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

There is an obvious need for a high quality secondary school in the area so as to enhance aspirations, increase outcomes and, long term, reduce unemployment in the area.

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



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

Section C – Vision

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

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

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

Please:

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

C1 – Vision

Moral Purpose

The Great Schools Trust is committed to improving the future social mobility of all young people who attend its academies. This moral obligation, our mission, does not end at the school gates. Each academy makes a moral commitment to work with all parents and external agencies – public and voluntary – in ensuring that, in terms of a successful education, no child is left behind. Wherever a Great Schools' academy opens it is morally bound to establish the trust's values and deliver its mission whilst fully engaging with its community in enhancing the social mobility of its young people.

Our Vision

To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits that are necessary to succeed at all levels and become successful leaders in tomorrow's world.

Why this vision is important

In their 2016 report 'Leading People' the Sutton Trust's research showed that the UK's top professions remain disproportionately populated by alumni of private schools despite educating only 7% of the population.

C1 – Vision

- In the military, 88% of the top officers in the country attended independent or grammar schools
- In medicine, 83% of top doctors were educated at independent or grammar schools
- In politics, nearly a third of MPs were privately educated
- In the senior civil service, 75% attended independent or grammar schools
- In law, 75% of the top judiciary were educated at independent or grammar schools

The ability of a young person's family to afford to pay for an independent education or buy a house within reasonable travelling distance of a grammar school is producing a glass ceiling which prevents many of our young people achieving parity in terms of enhanced social mobility. It is the mission of the Great Schools Trust that such advantages should be available to all young people whatever their educational starting points, personal circumstances, ethnicity or post code in order that we can close both the social mobility and attainment gap.

How we are achieving this vision

The trust's name is a statement of its intent. We need to produce great schools if our young people are to be enabled to compete with their more affluent peers on a level playing field. Our academies achieve this by:

- being values led
- focussing on developing the character of our young people so that they develop the determination, resilience and tenacity to succeed
- creating leadership experiences to develop their self-confidence and self-esteem
- Offering a rich and intellectually demanding curriculum

The values of each of our academies

There are seven core values that will permeate the daily life of a Great Schools academy. They are collectively recognised through the deliberately chosen acronym '**ASPIRE**'. This is the same values code that has made our founding academy, King's Leadership Academy Warrington, so popular and successful.

The values are:

A: Aspiration and achievement

S: Self-awareness

P: Professionalism

I: Integrity

R: Respect

E: Endeavour

These values are the lingua-franca of each of our academies. They permeate the daily life of both staff and students and guide their daily actions. We use these values to

C1 – Vision

encourage our students to turn their **aspirations** in to **achievements** by becoming more honest (**integrity**) with themselves in understanding their strengths and areas for development (**self-awareness**). We encourage them to act in a **professional** manner in terms of their attendance and sense of dress, whilst **respect** determines how they relate to others. A positive work ethic is encouraged through increased **endeavour**.

The motto of each academy

The motto of each academy in the trust is ‘credimus’ which is Latin for ‘we believe’. We firmly believe that all students can succeed if we work with them in enhancing their self-belief and self-esteem whilst tailoring our support to their individual needs.

Character through Leadership

The Great Schools Trust firmly believes that the national disparity in terms of social mobility can be addressed through a greater concentration on those aspects of education that are prevalent in the independent sector but rarely found in state schools, especially those in urban challenging areas. Each of our academies has a strong and continuous focus on the development of character through leadership. The trust has formed a strong partnership with the Brathay Trust in Cumbria and each pupil undertakes character and leadership building exercises through our well planned partnership programme in both years 7 and 8. By Year 9 each academy expects all students to successfully achieve bronze level in the Duke of Edinburgh Award. Character building activities will not be confined to outdoor pursuits. As early as year 7 all students will take lessons in public speaking with the intent of becoming proficient enough to gain external accreditation. Conversation skills will be encouraged through the introduction of family dining where each adult in the academy will be encouraged to eat with a group of students as an extended family whilst discussing local, national and world events.

From Year 8 students may choose between joining each academy’s Combined Cadet Force or registering as a community service volunteer.

Leadership is not only a taught subject within the academy’s curriculum but leadership activities permeate all aspects of the daily life of our academies.

A rich and intellectually demanding curriculum

The national climate is changing regarding how the curriculum is taught in schools. Ofsted are now asking schools to look at the relevance of their curriculum and how well it meets their pupils needs. It is the trust’s intention to play a leading part in developing a fresh approach to curriculum thinking. Our academies are working together to devise a curriculum

that has:

- Clear intent in what the curriculum is designed to achieve
- Clear implementation strategies for each stage in our young people’s education
- A strong sense of coherence throughout each young person’s compulsory education
- A specific focus on enhancing reading ages through directed reading activities at the start of each academy day
- Strong impact measures to check on learning and the quality of teaching
- The eradication of years 7 and 8 being seen as ‘wasted years’ (Ofsted – 2015)

C1 – Vision

To achieve this our academies are developing a ‘vocabulary led and knowledge rich’ common core curriculum which will be supported by a central bank of resources thus easing teacher workload. The new curriculum has the highest expectations of all students. Adequate support will be given to all students by ensuring individual support and coaching in order that they all achieve at the highest levels rather than teachers having diminished expectations of those who are sadly described as ‘low attaining pupils’. Our academies will accept no excuses for under achievement and offer extended support, where necessary, through our longer school day, Saturday School and Summer School. By following such a curriculum we advantage all of our young people especially those previously defined as disadvantaged. Our overall intent is that no child will ever be left behind.

Our unique curriculum delivery model

After many years of research the trust has developed a unique curriculum model to ensure each young person reaches, if not exceeds, his / her full potential. The curriculum is delivered through 5 Learning Cycles each year. Each cycle consists of 5 ‘taught’ weeks, followed by a week of assessment and a final week in which individual and collective lack of understanding, errors or misconceptions are corrected. The assessment week in each cycle is synoptic in that it includes questions on the learning in previous cycles so that knowledge is continually retrieved and revisited so as to firmly embed it in the long term memory.

The wider curriculum

Each of our academies devote one afternoon per week to enrichment activities beyond the National Curriculum so as to ensure we are helping our young people acquire a rich and broad intellectual and cultural education. Each year every young person will visit at least one university so as to enhance their aspirations and visit a museum, theatre and art gallery so as to further enrich their cultural capital. The academy will not only offer an intellectually demanding curriculum but it will enrich this curriculum with the breadth of opportunity offered in the independent sector. By following such a curriculum we will neutralise the advantages gained from a public school education and allow our young people to compete on a level playing field.

Enhancing social mobility

The trust has formed a strong partnership with the independent sector and is able to offer fully funded residential sixth form scholarships at selected institutions to those young people who would gain further advantage from such courses. In the first year of the programme the trust gained a place for one student. In the second year this rose to 4 students including one from Liverpool’s most socio-economically area gaining a full scholarship to Eton College. This has now risen to six students who, subject to GCSE outcomes will be accepted in 2019. This programme is known as the King’s Scholar Programme.

The wider school system

Each academy has an open door policy to neighbouring schools and freely offers insight in to our innovative practices in enhancing the future social mobility of our students.

Our present schools

C1 – Vision

The trust presently has 4 academies and an additional academy in the pre-opening stage. The academies are:

King’s Leadership Academy Warrington: This is the trust’s only start-up Free School which opened in September 2012. It is the trust’s only start up school and its 2018 outcomes show it to be one of the highest performing secondary schools in England with a Progress 8 score of 0.69.

King’s Leadership Academy Hawthornes: The trust was requested to rebroker this academy by the D.f.E. in 2015. It was formerly The Hawthorne’s Free School which opened in 2012. It was judged to have ‘serious weaknesses’ by Ofsted in 2013 and became Sefton’s lowest performing school in 2014. At the request of the D.f.E. joined the trust in November 2015. At its last inspection it was judged to be requiring improvement.

King’s Leadership Academy Liverpool: The trust was requested by the D.f.E. to re-broker this academy in 2015. It was formerly University Academy Liverpool under the sponsorship of the University of Chester. It was judged to have ‘serious weaknesses’ by Ofsted in 2014 and became Liverpool’s lowest performing school in 2014. It failed 4 monitoring visits and in 2015 the RSC asked GST to take over the sponsorship. By August 2017 it was recognised as the most improved school in Liverpool. At its last inspection it was judged to be ‘good’.

The ASPIRE Centre: A Free School opened as an Alternative Provision Unit in June 2018.

King’s Leadership Academy Bolton: This is a start up Free School which is presently in pre-opening with its opening scheduled for September 2019.

The growth plan

Since 2015 the trust has focussed much of its energies on the two schools that the D.f.E. requested it help stabilise in November 2015. However, this has not deterred it from opening the ASPIRE Centre – an alternative provision unit – in Liverpool and moving King’s Leadership Academy Bolton to pre-opening stage. Moving to 5 academies has generated sufficient finance for the trust to appoint a school improvement officer with the specific brief of moving the two re-brokered schools to a position of stability and a secure future. This will allow the trust to concentrate on bidding for additional start-up Free Schools in the North West. It is the trust’s intention to successfully bid to open at least 2 additional Free Schools each year until is managing 10 academies and an alternative provision unit by 2023.

The size of the proposed school

The proposed academy will have 900 pupils at full capacity.

Section D – Engagement with parents and the local community

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

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

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

D1 – Successful engagement with parents and the local community

The Great Schools Trust has been accredited as a ‘fast track’ provider by the RSC of Lancashire and West Yorkshire. The trust has consulted with Alan Lyndsey, the education lead for Wigan Local Authority regarding the need for the establishment of a Free School that mirrors the success of King’s Leadership Academy Warrington and has discussed the bid with the RSC. Information regarding capacity need has been supplied by the New Schools Network. All primary schools in the area have been contacted and support the need to establish an aspirationally centred secondary school in the area.

Section E – Education plan: part 1

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

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

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

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

In the Table E(a), please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time to full capacity. Please add additional rows/columns if appropriate.

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

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

Section E – Education plan: part 2

E1 – Curriculum plan

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

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

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

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

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

Table E1			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
Years 7 & 8			
Each morning commences with a 50 minute ‘Lesson Zero’ which focusses on reading so as to further enhance reading ages. 20 minutes of this session may be taken up by assembly or tutor time in reading groups.			
The curriculum set out below may be collapsed when additional English language acquisition is needed before the normal curriculum can be accessed.			
English	5	Compulsory	The trust has devised a common curriculum across all academies for EBacc subjects. It has 4 levels of implementation but the same expectation in terms of eventual knowledge and vocabulary acquired. This is achieved by differentiating the amount of support
Mathematics	5	Compulsory	
Science	3	Compulsory	
Computing	1	Compulsory	
Humanities (History / Geography)	3	Compulsory	

MFL	3	Compulsary	that individuals and the whole year group may require.
Creative (Art / drama / music)	3	Compulsary	In music all pupils will learn to play a musical instrument and sing in harmony allowing a full orchestra and choir to be in existence by the end of Y7
PSHRE (including ASPIRE values)	1	Compulsary	There will be as much concentration on individual sports such as fencing and rowing as conventional team games
PE	2	Compulsary	
Leadership	1	Compulsary	
Enrichment	2	Compulsary	One afternoon per week will offer pupils an enrichment programme based on a 'free choice' approach. Additional PE, cadets and public service is also offered on this afternoon.
Total Hours	29		
Senior School – Y9	PSHRE will drop from 2 hours per week to 1 hour per week and MFL will expand to 4 hours per week to allow 2 languages to be studied		
Senior School Y10 & 11			
Each morning commences with a 50 minute 'Lesson Zero' which focusses on reading so as to further enhance reading ages or pre-GCSE English and mathematics intervention. 20 minutes of this session may be taken up by assembly or tutor time in reading groups.			
The curriculum set out below may be collapsed when additional English language acquisition is needed for pupils who have entered the academy as non-English speakers after Y9.			
English	5	Compulsary	
Mathematics	5	Compulsary	
Science	3	Compulsary	Separate sciences will gain further time in the options

Humanities	3	Compulsary	
MFL	3	Compulsary	
Computing	1	Compulsary	
Option A	3	Compulsary	
Option B	3	Compulsary	
PSHRE	1	Compulsary	
Enrichment	2	Compulsary	One afternoon per week will offer pupils an enrichment programme based on a 'free choice' approach. Additional PE, cadets and public service is also offered on this afternoon.
Total Hours	29		
There will be a full programme of after school activities, including homework club, from 4 – 5pm Monday until Thursday			
All teachers will offer on-line homework support from 4 – 6pm each evening			

[Add more lines as appropriate]

Length of school day , including any enrichment time.	Monday – Thursday 8.15 am – 4pm Friday 8.15 am - 1pm (Friday afternoon is staff training) Each morning commences with Lesson Zero which is 30 minutes of literacy, oracy and mathematics reinforcement
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E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

The socio-economic profile of the Atherton area of Atherton compared to Woolston in Warrington is shown below:

Category	Atherton	Woolston
Ethnicity (white)	96.5%	93.9%
Unemployed	26.4%	4.6%
Level 4 qualifications	19.5%	28.7%
Level 2 qualifications	17.1%	20.1%
No qualifications (16 and over)	27.3%	8.3%
Free School meals	22.8%	5.0%

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

The profile of each of the academies in the MAT compared to the proposed academy is illustrated below:

Academy	Population	FSM	EAL
King's Leadership Academy Warrington (The trust's only start-up Free School)	649 (will rise to 720)	13.4%	1.4%
King's Leadership Academy Hawthornes (Joined trust at request of D.f.E. in 2015)	280	63%	8.5%
King's Leadership Academy Liverpool (Joined trust at request of D.f.E. in 2015)	415	67%	51%
Proposed Academy	900 (By 2024)	22%	2.6%

Although the profile of the proposed academy does not match any of the existing schools in the trust the trust has developed considerable expertise in facing the challenges of high numbers of pupils claiming free school meals and low aspirations in the community resulting in low outcomes.

Through its use of freedoms the proposed Free School will maximise pupil outcomes by recognising that schools in such areas as the one the trust is proposing to open are often challenged by lower attainment levels of pupils on entry, smaller numbers of high attaining pupils, lack of aspirational role models in families, a greater number of single parent families with younger children and the lack of cultural capital of the pupils caused by financial deprivation within their families.

In drawing up the financial plan for King's Leadership Academy Wigan the trust has allowed sufficient resources to apply the following additional strategies in if any of these challenges arise

Checking KS2 SAT Scores

To ensure the accuracy of baseline data all pupils will sit CAT tests on entry to validate KS2 SAT scores. Where a difference is detected the CAT score will replace the KS2 score

Possible low attainment levels on entry: The school day will start at 8.00am, which is earlier than other schools in Wigan, so that pupils can attend 'Lesson Zero' which will focus on enhancing the literacy, oracy and numeracy skills of pupils in order that they can readily access nationally orientated schemes of work

Reading ages: Reading and number ages will be regularly tested so as to measure the impact of the early morning intervention programme

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

High attaining pupils: The academy will introduce a King's Scholar programme for high attaining learners which will broaden their academic curriculum through links with local universities

Possible lack of aspirational role models: Each pupil will visit at least one university each academic year so as to raise their aspirations and challenge the poverty of ambition within the local community

Single parent families: The academy will provide crèche facilities for parent's evenings so as to encourage single parents to attend

Possible lack of cultural capital: The academy will plan a series of annual visits to theatres, museums, art galleries, etc. to increase each pupils cultural capital

Longer school day, week and year: The education plan effectively extends the school year by the equivalent of more than 20 school days to maximise pupil outcomes.

Using data to detect underperformance

Each of the trust's academies deliver the curriculum through 5 Learning Cycles lasting 7 weeks. Assessments take place in week 6 and remediation in week 7. The data from week 6 informs both individual remediation in week 7 and the delivery of the curriculum in the following Learning Cycle in terms of intervention and support of individual pupils.

Performance of differing groups

Each academy is challenged on the data that is produced at the end of each Learning Cycle by a trust representative. The academy principal will then challenge middle leaders as to the performance of their subject area.

Recognising different faiths, beliefs and customs

The trust will broaden the experiences of pupils facing a lack of diversity in the proposed academy by planning a rich and engaging PSHRE curriculum which will encourage a greater understanding of the richness of the multi-cultural society that the United Kingdom has become

Quality of teaching

Each of the trust's academies closes early on a Friday so that the quality of teaching observed during the week can be analysed and further improved upon.

Involving parents

Parents receive 5 reports each academic year and are offered the opportunity to attend 3 parent-teacher conferences. Parents are represented on the Local Governing Body.

All of the trusts academies are expected to make maximum use of their freedoms including having a longer school day, a longer school week, a longer school year and a remediation summer school in order that the academy may help pupils maximise their potential.

E2 – Measuring pupil performance effectively and setting challenging expectations

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

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

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

E2 – Measuring pupil performance effectively and setting challenging expectations

E2 – Measuring pupil performance effectively and setting challenging expectations

Consistency in meeting current expectations in our approach to assessment, target setting and behaviour

We have a trust-wide approach to assessment based on KS2 SAT scores, the trust's own pre-entry assessment scores and the outcomes at the end of each of the 24 Learning Cycles that deliver the curriculum.

The validity of SAT scores

Unfortunately each of the present academies within the trust has found discrepancies in some of the recorded KS 2 average prior attainment points scores and the actual levels of performance of pupils on entry to the academy. To ensure we have accurate information regarding prior attainment each academy organises a pre-entry assessment morning when prospective year 7 pupils undertake CAT and reading age assessments. This allows each academy to decide on an agreed prior attainment score against which future progress is measured.

Disadvantaged children

There is no one definition of who constitutes a 'disadvantaged' child. When Ofsted assesses schools, and reports on how they are improving the attainment of disadvantaged pupils, it refers to 'disadvantaged pupils' as those pupils for whom the pupil premium provides support. That is children who have been eligible for free school meals during the past six years, or who are or have been in care or were in care but now adopted. For statistical comparison purposes the trust accepts this definition but accepts that it is not a true indicator of the total number of children in our academies that may suffer social, emotional or economic disadvantage. Once each academy has agreed the prior attainment score against which future progress will be measured, additional data regarding disadvantaged children is also entered so that relative progress of differing groups of pupils may be continually compared, potential gaps identified and intervention strategies decided upon.

Team around the child

The trust insists that each academy has a nominated senior member of staff to act as 'champion' for disadvantaged pupils. The senior member of staff is responsible for creating a school team around each disadvantaged or vulnerable child (TAC). The purpose of TAC is to bring together different agencies into one meeting where there are concerns about a child or a family identified within the trust's Common Assessment Framework – but not enough for statutory intervention – to source support services and agree an Action Plan for implementation

Meeting individual learning needs

In each classroom, there will always be some pupils with behavioural, emotional, social or other challenges that may limit their learning abilities and overall progress. Each of our academies uses pre-entry data, information from the pupil's primary school and in-depth information from the pre-entry parental interview to identify these needs and apply appropriate support to overcome them. Early intervention will ensure that challenged learners will not feel left out or discriminated against. If the academy is to achieve its vision of all pupils succeeding then these early intervention strategies are essential.

E2 – Measuring pupil performance effectively and setting challenging expectations

Target setting

The agreed trust APS is used to predict future progress over five years using national data, the relative performance of schools similar to each academy and the trusts own bank of previous performance data. The predicted progress targets are not shared beyond the staff of our constituent academies and are used internally to detect underperformance and in-school variation at the end of each of the 24 Learning Cycles

Assessment at the end of each Learning Cycle

The educational vision of each of the trust's academies is that each of their pupils acquire the academic skills, intellectual habits, qualities of character and leadership traits that are necessary to succeed at all levels and become successful leaders in tomorrow's world. In order that this vision can be accomplished it is vital that all pupils not only follow the trust's intellectually demanding curriculum but the academy carefully monitors the progress of each pupil and applies effective intervention strategies when necessary.

Academies in the trust deliver their curriculum through 5 Learning Cycles each academic year. Each Learning Cycle lasts 7 weeks. The first five weeks are 'taught weeks', week 6 is assessment week and week 7 allows errors, misunderstandings and misconceptions detected during assessment to be rectified. The trust prepares subject assessment papers centrally so that teachers and pupils are blind to their content before commencing each assessment paper. The marking of assessment papers are moderated across the trust by a designated master teacher in that subject so as to ensure both consistency and accuracy in assessment. All marks are entered in to the trust's data management systems and pupil progress, comparative performance of differing groups of pupils, in-school subject variation and the overall performance of the academy compared to the trust's similar groups of schools and national averages are analysed centrally and returned to each academy for further analysis. At the end of each Learning Cycle the trust's academy improvement lead will hold a challenge meeting with each academy principal to examine pupil progress, progress of differing groups of pupils, in-school subject variation and overall academic performance.

After each challenge meeting principals are expected to hold their own challenge meetings with subject leads. Following this meeting subject leads will be expected inform colleagues within the subject area of any further measures that need to be implemented if overall progress is to be maintained.

Attendance

Each academy has annual challenging attendance targets. At its minimum this target will be the maximum attendance currently achieved from our list of similar schools. Attendance is a prime feature of the academy challenge meetings and is reported to the trust central team on a weekly basis.

Behaviour

The trust has a clear policy on behaviour expectations which each academy fully implements. The policy is aligned with the trust's ASPIRE Code and sets out the high

E2 – Measuring pupil performance effectively and setting challenging expectations

expectations we have of pupils in terms of academic performance and behaviour. The policy indicates how staff should respond to poor behaviour and defines the responsibilities of the academy leadership team, classroom teachers, parents and pupils themselves in maintaining high standards of professional behaviour. Restorative justice is a key part of this process.

Parents receive 5 reports per year and each reports on their child's attitude to learning ensuring that parents are aware of emerging patterns of behaviours that are causing concern.

Foundations Bacculaureate

In 2015 Ofsted published a report on the early years of secondary education entitled 'The wasted years'. In order that our academies prevent the early years of secondary education being seen as wasted years we have redefined years 7 and 8 as Foundations. On the completion of Foundations pupils formally graduate to senior school and are awarded their Foundations Bacculaureate. The award is based on each pupils attendance, punctuality, progress compared to agreed prior attainment score, improvement in reading age, character and leadership development, community service and contribution to the wider life of the academy. All pupils graduate at one of four levels of accreditation – bronze, silver, gold or platinum.

Improving teaching in the classroom

The trust recognises that great teaching has seven components. These are strong pedagogical knowledge, the quality of instruction, an effective knowledge of pupil starting points and present progress, the climate of the classroom, effective management of behaviour, time and resources, a strong sense of professionalism and, above all, a deeply held belief that all young people can succeed. Classroom observations are no longer used to judge lessons and grades are not recorded. Each academy uses classroom observations and self-reflection as a basis for a professional discussion which will lead to the agreement of a coaching plan to improve aspects of the seven identified components. Such a plan could include:

- Devising strategies to help improve subject knowledge
- Coaching by an accredited master teacher to further improve instructional performance
- Additional training in the use of data to inform teaching
- Coaching by a master teacher in developing a positive classroom climate
- Additional training in classroom management
- Advice from a senior member of staff on professional standards
- Realignment with the trusts beliefs and values.

The trust has moved away from the outmoded structure of 5 nominated training days. Each academy closes early on a Friday leaving the afternoon free for continued professional development and additional coaching. This development time is augmented by an additional hour after the academy day has finished one day per

E2 – Measuring pupil performance effectively and setting challenging expectations

week. It is trust policy that senior and middle leaders work with teachers in a supportive and developmental role rather than starting from a deficit judgemental model.

Keeping parents involved

Each academy sends 5 reports home each year and holds at least two parent conferences per year. In Y11 the trust involves parents in all aspects of their child's preparation for G.C.S.E's through the trust's agreed parent partnership model.

Reviewing academy performance against targets and benchmarks

Twice each year principals and chairs of Local Governing Bodies attend challenge meetings with the trust board to further analyse individual academy performance. At the end of each of these challenge meetings the board issues recommendations for further improvement.

E3 – Staffing

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

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

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

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

E3 – Staffing

Recruitment and Retention

A report, published in 2018, by the Education Policy Institute on teacher recruitment found that, despite pupil figures rising by 10% since 2010, teacher numbers have remained consistent, meaning pupil-to-teacher ratios have risen. Applications for teacher training have dipped by 5% and the numbers exiting teaching continues to rise, with many leaving the profession early in their careers. Just 60% of teachers continue to teach in state-funded schools five years after qualifying. For subjects like mathematics and physics, where the sharpest shortages are, this drops to 50%. The trust recognised this trend in 2016 and established the Institute of Character and Leadership as the internal training and development arm of the trust. The functions of the Institute are listed below:

- **To prepare a pipeline of teachers in at risk subjects**
The founding academy, King’s Warrington, established a Teaching Scholar programme based on Teach Direct to grow teachers for shortage subjects. Each year, from February to March, the academy advertises for graduates in shortage subjects to retrain as teachers on the Teaching Scholars programme. The programme is in two parts. Successful applicants are offered a 4 month contract commencing in May. They follow a training programme which includes induction to the trust’s philosophy, shadowing Master Teachers and professional development in classroom management. If they are deemed to be suitable for the complete the full Teaching Scholars programme they are offered a further year’s contract. Before the academic year commences in September they must join with other teachers joining the trust in a week long induction programme prior to existing staff returning after the summer break.
- **To grow our own middle leaders**
The Institute has developed its own Middle Leaders programme aligned to NPQML which builds upon nationally recognised programmes by including units on character and leadership
- **To develop middle leaders to Master Teacher status**

E3 – Staffing

The Institute has developed its own Master Teacher programme aligned to Chartered Teacher competencies which builds upon nationally recognised programmes by including units on character and leadership

- **To prepare master teachers for senior leadership**

The Institute has developed its own Senior Leaders programme aligned to NPQSL which builds upon nationally recognised programmes by including units on character and leadership

- **To prepare senior leaders for principalship**

The Institute has developed its own Senior Leaders programme aligned to NPQH which builds upon nationally recognised programmes by including units on character and leadership

- **To prepare principals to act as regional directors**

The Institute has developed its own Regional Director programme aligned to NPQEL which builds upon nationally recognised programmes by including units on character and leadership

All of these programmes have been running at King's Warrington for the last five years resulting in the academy having a 95% retention rate.

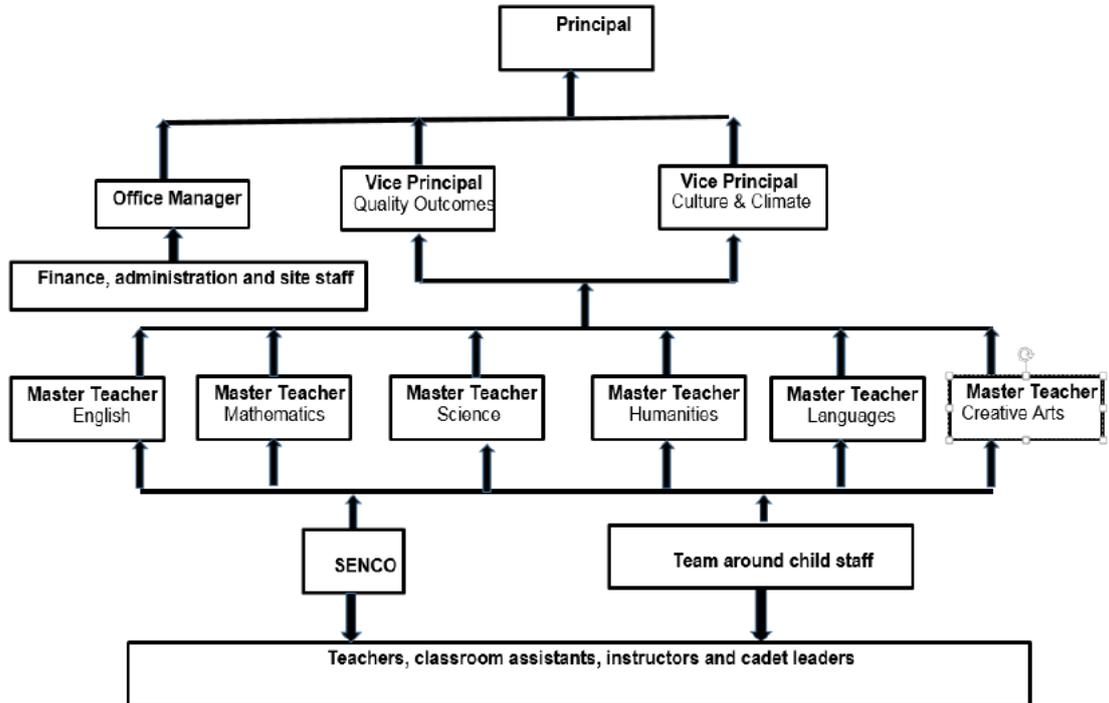
(All Institute programmes are accredited by the Chartered Institute of Management and Leadership)

Using existing trust staff

All vacancies are advertised within the trust in the first instance. Only if a vacancy cannot be filled is external advertising considered. The posts of principal, vice-principal and master teacher will be recruited from within the trust.

E3 – Staffing

Organogram



Staffing Growth

E3 – Staffing

Growth Chart – Full capacity	2020/21	2021/22	2022/23	2023/24	2024/25
Pupil numbers	180	360	540	720	900
Principal	1	1	1	1	1
Vice-principal	1	1	1	2	2
Assistant Principal		2	2	2	2
Master teacher	2	2	4	4	6
SENCO	1	1	1	1	1
Teacher	8	19	33	40	48
Teaching Assistant	1	2	3	5	4
EAL Assistant	1	1	1	1	1
House Leaders			4	5	5
Attendance Officer	1	1	1	1	1
Examinations Officer				1	1
Finance assistant	1	1	1	2	2
Office Manager			1	1	1
Office staff	1	2	3	3	3
IT	1	1	1	1	1
Science technician	1	1	2	2	2
Site Manager			1	1	1
Caretaker	1	1	1	2	2
Cleaners	1.5	3	3	4	4
Growth Chart – 70% Capacity	2020/21	2021/22	2022/23	2023/24	2024/25
Pupil numbers	126	252	378	504	630
Principal	1	1	1	1	1
Vice-principal	1	1	1	2	2
Assistant Principal		2	2	2	2
Master teacher	1	2	3	4	5
SENCO	1	1	1	1	1
Teacher	5	10	17	23	29
Teaching Assistant	1.5	1	2	3	3
EAL assistant	1	1	1	1	1
House Leaders			4	4	4
Attendance Officer	1	1	1	1	1
Examinations Officer				1	1
Finance assistant	1	1	1	1.5	1.5
Office Manager			1	1	1
Office staff	1	1.5	2	2	2
IT	1	1	1	1	1
Science technician	1	1	1	1.5	1.5
Site Manager			1	1	1
Caretaker	1	1	1	2	2
Cleaners	1	2	2	3	3

Key financial health and efficiency metrics

The trust has published the following guidance for principals and Chairs of Local Governing Bodies regarding key financial health and efficiency metrics

Structural and non-structural costs

- **Structural costs** are the costs that you commit to making year on year. They include staffing costs, curriculum plan, etc.
- **Non-structural costs** are one of investment costs such as refurbishing the library or a computer room, etc. All on-going structural costs must be benchmarked in April of each year before your annual budget proposal is presented to the trust board in June

Average cost of a lesson:

- This is calculated by dividing the total teaching salaries in the academy by the number of teachers and then by the total number of teaching periods

E3 – Staffing

each weekly cycle

- Nationally the average cost is somewhere between £18,000 and £2,000. If your average cost is above £2,000 you would be deemed to be not running the academy economically and efficiently
- Each academy's average lesson cost will be presented annually to the board in the CEO's September report

Contact ratio

- This is the average percentage of the academy week that your teachers are actually teaching
- All teachers, including those with zero teaching loads have to be included in this calculation
- It is calculated by dividing the total number of taught hours each week by the number of periods in a weekly cycle and then by the number of teaching staff
- An economical and efficient academy would be aiming at a contact ratio of 0.79. This would then mean that 79% of teaching time is in the classroom raising pupil outcomes
- Each academy's contact ratio will be presented annually to the board in The CEO's September report

Curriculum bonus

- This is a theoretical measure of the amount of curriculum time allocated in your academy compared to an academy that had 27 pupils in each class every lesson
- An academy which had a pupil population of 900 would need 33 classes each lesson thus in a 25 period week it would provide 825 lessons. This would be designated as having a curriculum bonus of 1.
- If it decides to offer 850 lessons then its curriculum bonus would be $850 / (33 \times 25) = 1.03\%$. This means that the academy would be offering 3% more lessons than are notionally needed
- Each academy's curriculum bonus calculations will be presented annually to the board in the CEO's September report

Staffing deployment

The following are the national averages for secondary schools based on a 25 period week if the school is to be run economically and efficiently. I would ask that you align with these statistics when planning your curriculum and timetabling schedules

- | | |
|-------------------|---------------|
| • Vice-principals | 9 lessons |
| • Assistant VPs | 17 lessons |
| • Master Teachers | 18-21 lessons |
| • Teachers | 22 lessons |

Accountability

E3 – Staffing

The trust reserves the right to take over the financial management of any constituent academy who fails to follow this guidance and issue a centrally monitored recovery plan.

This guidance will apply to the proposed academy.

Loss of funding

All staffing models are based on the trust's key financial health and efficiency metrics. If sufficient funding does not materialise the metrics will still apply.

E4 – Integration and community cohesion

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

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

E4 – Integration and community cohesion

Welcoming to pupils of all faiths and none

The proposed academy, as with other Great Schools' academies, is non-denominational and welcomes applications from all pupils irrespective of their educational starting points, economic disadvantage, postcode, ethnicity or faith.

Addressing the needs of pupils and parents

The proposed academy will always admit pupils with an Education Health and Care plan or a Statement of Special Educational Needs where the school is named as a priority. This will include looked after children and children who were previously looked after but, immediately after being looked after, have become subject to adoption and children who have exceptional medical or social needs or those of their parents.

How the admissions policy promotes community cohesion and integration

By encouraging all parents / carers, irrespective of their child's educational starting points, economic disadvantage, postcode, ethnicity or faith, to apply for a place the proposed academy demonstrates the academy's determination to promote community cohesion and inclusion in line with trust policy.

A broad and balanced curriculum preparing young people for life in modern Britain

(The broad and balanced curriculum in In King's Warrington, the trust's founding academy was recognised by Ofsted as outstanding practice as was the PSHCE/SMSC provision)

The proposed academy, in line with all Great Schools' academies, will strive to ensure that all of its young people will acquire, before the end of their compulsory education, the knowledge, skills and ambition to succeed in modern Britain and to compete in the global labour market. The academy will deliver the trust's new vocabulary led knowledge rich curriculum which will not only its young people a solid grounding in the basics but also challenge them and ensure they fulfil every ounce of their potential. In line with trust policy the academy will strive to eradicate illiteracy and innumeracy whilst promoting high standards of oracy. All young people will benefit from a greater emphasis on English and Mathematics through the academy's longer school day, week and year. In Key Stage 4 it will strive to maximise the number of young people following an EBacc programme whilst ensuring at all times that this curriculum is just one part of their broad, balanced and rich curriculum.

The teaching of spiritual, moral, social and cultural education and PSHE

At the heart of each Great Schools academy is the trust's ASPIRE code. The code encourages all students to use a moral compass to guide themselves through life. ASPIRE is an acronym for the values of aspirations and achievement, self-awareness, professionalism, integrity, respect and endeavour. It's embedded in every aspect of academy life and becomes the lingua-franca that guides and reinforces its intent and resulting actions.

Each academy delivers its curriculum through 5 Learning Cycles. Each Learning Cycle focuses on one of the ASPIRE values in depth. Students will be expected to

E4 – Integration and community cohesion

take part in linked assemblies and character development lessons which include both PSHE and Leadership. Additionally each Learning Cycle has a bespoke Super Learning Afternoon for each year group that links to the ASPIRE focus. World of Work workshops take place each learning cycle, ensuring that students are equipped for tomorrow's world.

The trust has created a bespoke character curriculum that allows students to understand PSHE topics and link them to our values. They are able to discuss a variety of important topics from British Values to Relationships and Sex Education. All trust character lessons allow students to reflect on their overall wellbeing and place in the world. Each academy invites guest speakers and local charities to help deliver workshops to promote the importance of personal and economic wellbeing. In years 7 & 8 students will spend 2 hours each week studying PSHE topics, leadership and the ASPIRE Code. They will link these lessons to the targeted value on the trust's PSHE learning plan. A good example of this is when focussing on the ASPIRE value of respect students will examine smoking and discuss how it shows a lack of respect not only for others but their own physical wellbeing; study of the trust's 'self-awareness' value will look at how to identify intolerance and extremism as well as respecting the faith of others and British values; visits to the places of worship and community centres of differing faiths as well as learning about their customs and beliefs will further enhance the self-awareness, respect and integrity – all ASPIRE values – of our young people.

As they progress into their senior years academy students will continue to discuss topics such as LGBT rights, careers and democracy in Britain. This will take place once a week. Relating these PSHE topics to the trust's values will encourage the academy's students to develop into well rounded young people, ready for living in the wider world.

The academy's duty to prevent

As with all other Great School's academies the proposed school will have a duty of care for the pupils and take note of any child who is at risk of radicalisation, regardless of their background. It will also take steps to help prevent young people being exposed to extremist ideas. It is trust policy that that all young people feel safe in school and that they are able to express tolerance towards all cultures and religions, even when personal views may be different. The academy will achieve this by:

- Giving very high priority to building relationships with young people
- Training staff to note any subtle changes in behaviour or attitude
- Giving, through our ASPIRE Code and leadership programmes, young people a sense of belonging and responsibility
- Delivering a Social, Moral, Spiritual and Cultural curriculum (SMSC) that provides opportunities for young people to explore feelings and opinions in a safe environment
- Ensuring that the academy's e-safety teaching shows young people how to stay safe on the internet
- Focusing on The ASPIRE Code, which encompasses British values, through every aspect of academy life

E4 – Integration and community cohesion

- Working closely with families, police and other agencies to detect any changes in young people’s behaviour or undue influences that to which they may be exposed

Promoting fundamental British values

The Great Schools Trust recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. Each academy understands the vital role it must play in ensuring that groups, or individuals, within the school are not subjected to intimidation or radicalisation by those wishing to pressurise or illegally influence them. The families of young people at GST academies come from many parts of our global community and it is the trust’s intent that British values such as the promotion of a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom are actively promoted through our ASPIRE Code and the bespoke SMSC and PHSRE schemes of work. British values infuse throughout the school curriculum and support the development of the whole child.

Section F – Capacity and capability

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

F1 – A strong track record

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

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

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

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

Please:

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

F1 – A strong track record

The trust's present track record has been discussed with the RSC.

King's Leadership Academy Warrington

As the trust's only operational start up Free School, KLAW is now rated as the highest performing secondary school in Warrington and second highest performing free nationally across many KPIs. Its EBacc progress score is ranked in the top percentile nationally, as is its mathematics progress score; PP progress 3rd percentile nationally, SEN attainment higher than the average attainment for Non-SEN

F1 – A strong track record

nationally. It was judged to be 'good' by Ofsted in 2014 with outstanding leadership and behaviour.

KS2 APS	29.2 (National average 28.7)
Progress 8	0.69 (National average 2017 - -0.03)
Progress 8 English Element	0.59 (National average 2017 - -0.04)
Progress 8 Mathematics Element	0.85 (National average 2017 - -0.02)
Progress 8 EBacc Element	1.16 (National average 2017 - -0.03)
Progress 8 Open Element	0.17 (National average 2017 - -0.04)
Attainment 8	56.3
Attainment 8 English Element	11.7 (National average 2017 – 9.9)
Attainment 8 Mathematics Element	11.3 (National average 2017 – 9.9)
Attainment 8 EBacc Element	17.7 (National average 2017 – 12.6)
Attainment 8 Open Element (GCSE)	15.4 (National average 2017 – 11.5)
Disadvantaged P8 (11 pupils)	0.67

King's Leadership Academy Liverpool

The trust was requested by the D.f.E. to re-broker this academy in 2015. It was formerly University Academy Liverpool under the sponsorship of the University of Chester. It was judged to have 'serious weaknesses' by Ofsted in 2014 and became Liverpool's lowest performing school in 2014. It failed 4 monitoring visits and in 2015 the RSC asked GST to take over the sponsorship. By August 2017 it was recognised as the most improved school in Liverpool. At its last inspection it was judged to be 'good'.

KS2 APS	21.6 (National average 28.7)
Progress 8	-0.84
(Dipped from -0.13 in 2017 when it was recognised as Liverpool's most improved school)	
Attainment 8	30
% Entered EBACC	65.2
Disadvantaged P8 (48 pupils)	-0.15

4 Y11 pupils gained fully paid sixth from scholarships to study A Levels at independent schools including one going to Eton College. 3 more have gained provisional places for September 2019 subject to individual outcomes.

F1 – A strong track record

Pupils recruited under the trust's philosophy will not be examined until 2021.

King's Leadership Academy Hawthornes

The trust was requested to rebroker this academy by the D.f.E. in 2015. It was formerly The Hawthorne's Free School which opened in 2012. It was judged to have 'serious weaknesses' by Ofsted in 2013 and became Sefton's lowest performing school in 2014. At the request of the D.f.E. joined the trust in November 2015. At its last inspection it was judged to be requiring improvement.

KS2 APS 25.6 (National average 28.7)

(The trust's pre-entry CAT tests indicate that the above figure could be erroneous and 22.2 may be a more accurate baseline)

Progress 8 -0.92 (Dipped from -0.77 in 2017)

- Attainment 8 30.1

% Entered EBACC 51.0

Disadvantaged P8 (23 pupils) -1.04

The academy joined the independent school scholarship scheme for the first time this academic year and three year 11 pupils have gained provisional places to study A Levels at independent schools commencing September 2019 subject to individual outcomes.

Pupils recruited under the trust's philosophy will not be examined until 2021

Summary

- The trust's only start-up Free School is amongst the top performing Free Schools on all KPIs.
- The trust has worked hard in improving the two re-brokered schools through targeted support. The headteacher was replaced in each school in 2016 and, since then, the gaps between differing groups of pupils is closing and their relative performance has improved compared to similar schools. The trust will continue the support throughout 2018/9 and early indications indicate much better outcomes in 2018/9. However, year groups 9,10 and 11 were all recruited by the previous failed sponsors and it will not be until 2021 that the first pupils recruited under the GST model sit their GCSEs
- The trust is confident that its educational model is successful, as demonstrated by the Warrington academy, and the green shoots that are appearing in terms of the independent school scholarships, more effective climates for learning, improving attendance, individual attitudes to learning and the introduction of a cadet force in the two re-brokered academies will turn these formerly poor performing schools into successful ones.

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

F2(a) – Skills and experience of your team

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

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

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

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

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

[Add lines as appropriate]

F2(a) – Skills and experience of your team

██████████ – 23 years experience of successful headship with strong school improvement record, 3 years experience of CEO role, previously brought 4 schools to opening, presently leading King's Leadership Bolton through pre-opening. Will lead projects

██████████ – formerly Flight Lieutenant in the RAF leading strategic review of training policy, programmes and performance, founding member of King's Leadership Academy Warrington, founder of trust's cadet force and 'character through leadership' specialism, Chief strategist for trust. Will lead on developing and implementing pre-opening strategies for all successful bids

██████████ – Experience of successfully managing finances of two MATs. Will lead on the effective, economic and efficient spending of public funds during, and after, pre-opening

██████████ – Experience in IT procurement strategies, dealing with third party IT suppliers and installers. Will lead on IT for all successful bids

██████████ – social media consultant to the trust, currently running the trust's outsourced social media attraction strategies with considerable success across all academies, will lead on generating parental interest in all successful bids

██████████ – website design and marketing consultant to the trust. Will lead on marketing strategies to promote trust

██████████ – corporate branding consultant to trust. Will lead on the corporate branding of all successful bids

██████████ – experience of chairing complex organisations, holding people to account and distributing accountability to Local Governing Bodies. Will work closely with CEO in ensuring correct governance and accountability structures of all successful bids

██████████ – academy ambassador, finance role within PWC. Will work closely with CFO in ensuring the effective, economic and efficient spending of public funds during, and after, pre-opening

F2(b) – Skills gap analysis

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

Please:

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

Table F2(b) – Skills gap analysis		
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
Building Consultant	Pre-opening team	The trust will fill this gap on a full or part time basis from September 2019 depending on how many Free School bids are successful
HR at trust level	Trustees	Chair of trust presently working with Academy Ambassadors in filling both of these posts
Growth management at trust level	Trustees	
Local Governing Body		Will be appointed within 2 months of successful bid being approved

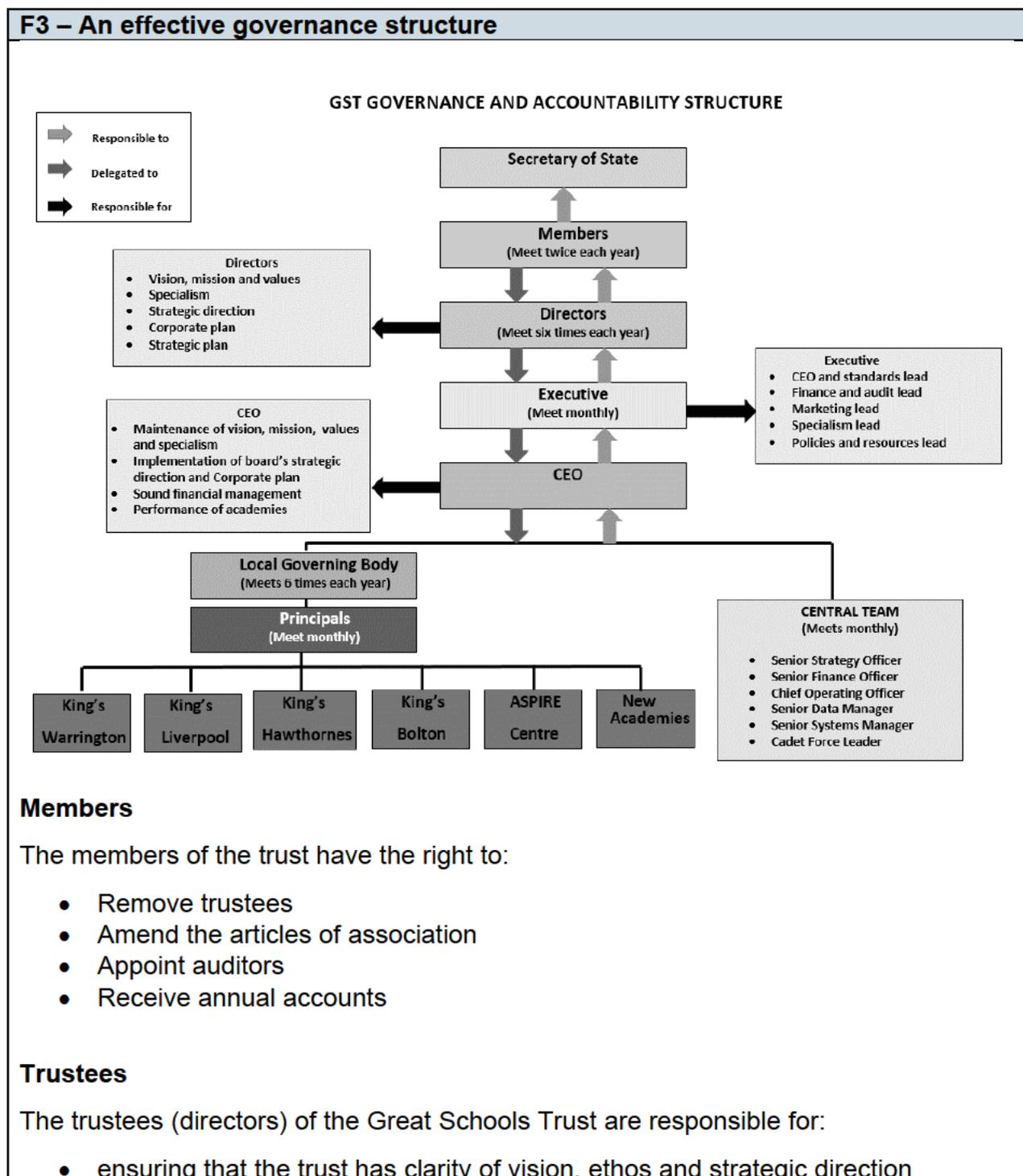
[Add more lines as appropriate]

F2(b) – Plans for recruiting a principal designate and executive head
The trust's Institute of Character and Leadership has fully trained four of the constituent academy's senior leadership to principal level in terms of successfully implementing the trust's vision and educational model. The trust board will interview each of these employees for principal designate for all of the successful bids before considering external applications. Existing principals of the constituent academies will be interviewed for the post of Executive Principal.

F3 – An effective governance structure

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

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



F3 – An effective governance structure

- holding the executive leaders of the trust to account for the performance of academies, the management and performance of academy staff and the outcome of the pupils
- ensuring that the finances are managed effectively, economically and efficiently

The Executive Committee

The executive committee consists of the chair of trustees, the lead trustees for finance and HR, the CEO and the Chief Strategy Officer. The committee meets monthly to ensure that the trust is on track to meet its annual targets

The C.E.O.

The CEO is responsible for maintaining the trust's vision and mission whilst ensuring that the overall strategic direction is being followed and the corporate plan implemented. He is also responsible for the overall performance of the academies and ensuring the effective, efficient and economic use of the trust's funds.

The Principal

The Principal is directly accountable to the board, through the CEO, for the smooth and effective running of the academy including its resources and the safeguarding of the pupils

Minimising conflict of interest

The Trust adopts the definition of the Charity Commission which states that a Conflict of Interest is any situation where a Trustee or Senior Employee's personal interests or loyalties could, or could be seen, to prevent the Trustee or Senior Employee from making a decision in the best interests of the Trust.

It is trust that members should not be trustees or sit on the board of a local governing body. Being independent of such minimises possible conflicts of interest and allows members to challenge trustees and local boards without conflict of interest. Members, Trustees, Governors and Senior Employees of the trust have an obligation to always act in the best interests of the Trust and in accordance with its Articles of Association in order to avoid situations where there may be a conflict of interest. On joining they are given appropriate training regarding what constitutes a conflict of interest and their responsibility in identify and declaring any possible conflicts that might arise. Every potential conflict of interest is identified, prevented and recorded, ensuring that the conflict does not affect the decision-making of the Trust. It is also trust policy that Members, Trustees, Governors, Senior Employees must not gain financially, either personally or through third party transactions. Purchasing through connected parties must be at proven cost as set out in the Academies Financial Handbook.

Examples include:

- Paying trustees for their trustee role
- The sale, loan or lease of trust assets to a trustee or senior employee
- Allowing a trustee or senior employee to acquire, borrow or lease assets from the trust
- Paying a trustee for carrying out a separate post within the trust
- Paying a trustee, or a person or company closely connected to a trustee or senior employee, for providing a service to the trust
- allowing a trustee or senior employee to influence service provision to their exclusive advantage

F3 – An effective governance structure

Present conflicts of interest

The way the trust is currently structured there are no conflicts of interest. Any trading through trustees, governors or their friends or families must be at proven cost and in line with the guidance set out in the Academies Financial Handbook.

Recruiting high calibre trustees

Members have defined the range of experiences they wish to see on the trust board. These include experience in governance, business, organisational development, legal, financial, asset management, H.R. and marketing. When a vacancy arises the trust uses Academy Ambassadors to lead the search process. Persons nominated by the organisation have their skills and experience checked against trustee requirements. If they are considered suitable then an informal meeting with the chair of trustees is organised. If the chair decides that the potential candidate is suitable a formal interview with two trustees is arranged. If this is successful full induction training takes place.

Section G – Financial viability

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

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

If you have not previously opened a free school, please:

- Complete the setting up a free school financial template Excel spreadsheet; and
- Refer to Section G of the [how to apply guide](#) for what should be included in this section.

G1 – Additional commentary on financial viability

The trust is working closely with the ESFA in ensuring that all public funds are spent effectively, economically and efficiently. A Central Finance Unit will open in November 2018. The unit will be responsible for driving down central costs through effective benchmarking and tendering, paying the utility, energy and payroll costs of each constituent academy, setting up a single procurement database to gain financial savings through bulk purchasing and monitoring the spending of each individual academy.

Section H – The proposed site (use Excel spreadsheet)

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

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

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

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

Annexes

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

- Provide CVs of key individuals named in Table F2(a) and any letters of support and maps; and
- Note that any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.

ANNEX 1: Evidence of need

Data supplied by the New Schools Network and confirmed by the Local Authority shows that Wigan North and Wigan North West (Leigh, Atherton and Tyldesley) have significant primary pupil growth over the next four years.

Planning Area - Primary	2017/18	2018/19	2019/20	2020/21	2021/22
ALL PLANNING AREAS IN WIGAN	-942	-819	-973	-1,265	-1,596
Area 1: Atherton	-161	-104	-109	-126	-164
Area 10: Orrell Primary	-38	6	5	2	12
Area 11: Standish Primary	-17	21	20	0	-6
Area 12: Leigh Primary	-60	-49	-64	-71	-88
Area 13: Shevington Primary	-174	-189	-195	-192	-214
Area 14: Tyldesley	-51	-64	-65	-54	-48
Area 2: Lowton and Golborne	-24	-37	-98	-142	-198
Area 3: Wigan north and Wigan North West	120	112	143	165	193
Area 4: Aspull Primary	-97	-87	-91	-114	-132
Area 5: Ince and Abram	-104	-104	-122	-196	-287
Area 6: Hindley and Hindley Green	-79	-79	-126	-165	-194
Area 7: Wigan South Primary	-7	-26	-9	-16	-65
Area 8: Ashton Primary	-101	-115	-150	-210	-255
Area 9: Wigan West Primary	-149	-104	-112	-146	-150

This growth will create pressure for school places in the secondary sector as illustrated below:

Planning Area - Secondary	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
ALL PLANNING AREAS IN WIGAN	-2,874	-2,271	-1,813	-1,318	-929	-672	-531
Area 1: Ashton Secondary	-351	-280	-190	-137	-116	-97	-106

Area 2: Golborne, Lowton Secondary	-550	-493	-428	-414	-381	-365	-387
Area 3: Hindley, Ince Secondary	-117	-36	-110	-34	-3	20	49
Area 4: Shevington, Standish Secondary	-278	-219	-191	-148	-112	-109	-112
Area 5: Orrell, Wigan West Secondary	-369	-330	-236	-136	-28	28	77
Area 6: Wigan Secondary	-671	-565	-487	-456	-422	-362	-347
Area 7: Leigh, Atherton, Tyldesley Secondary	-538	-348	-171	7	133	213	295

There are presently two schools serving the area Atherton Community School, a Free School with 332 pupils in 2017, and Fred Longworth Community School with 1278 pupils in 2017. Atherton is in an Ofsted category and would seem to be struggling to attract sufficient pupils whilst Fred Longworth cannot accommodate the rising numbers of pupils in the area. There is a need for a Free School in this area.

ANNEX 2:

Need for good school places

Overall performance at the end of key stage 4 in 2018 - all pupils

Showing 3 schools

School name 	Type of school 	Number of pupils at end of key stage 4 	Progress 8 score & description 	Entering EBacc 	Staying in education or entering employment (2016 leavers) 	Grade 5 or above in English & maths GCSEs 	Attainment 8 score 	EBacc average point score 
King's Leadership Academy Warrington	Academy 	97	Well above average 0.69 	82% 	= 	65% 	56.1 	5.47 
Remove								
Fred Longworth High School	Academy 	250	Average -0.13 	18% 	93% (229 of 246 pupils)	36% 	47.3 	3.87 
Remove								
Atherton Community School	Academy 	57	Well below average -0.79 	4% 	= 	21% 	34.4 	2.75 
Remove								
England - state-funded schools		523757	-0.02	38.4%	94% (507855 of 541120 pupils)	43.0%	46.4	4.03

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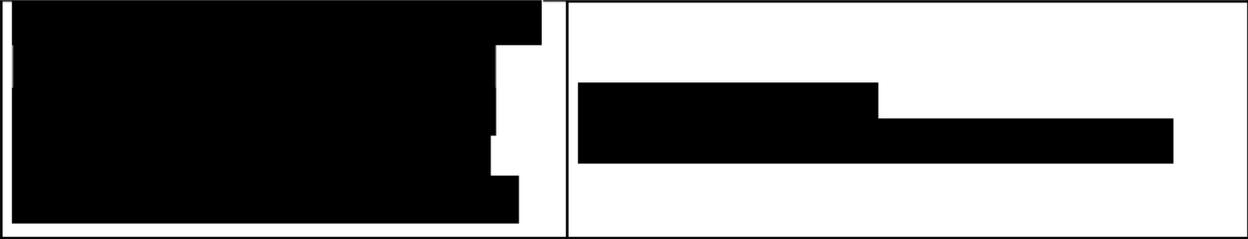
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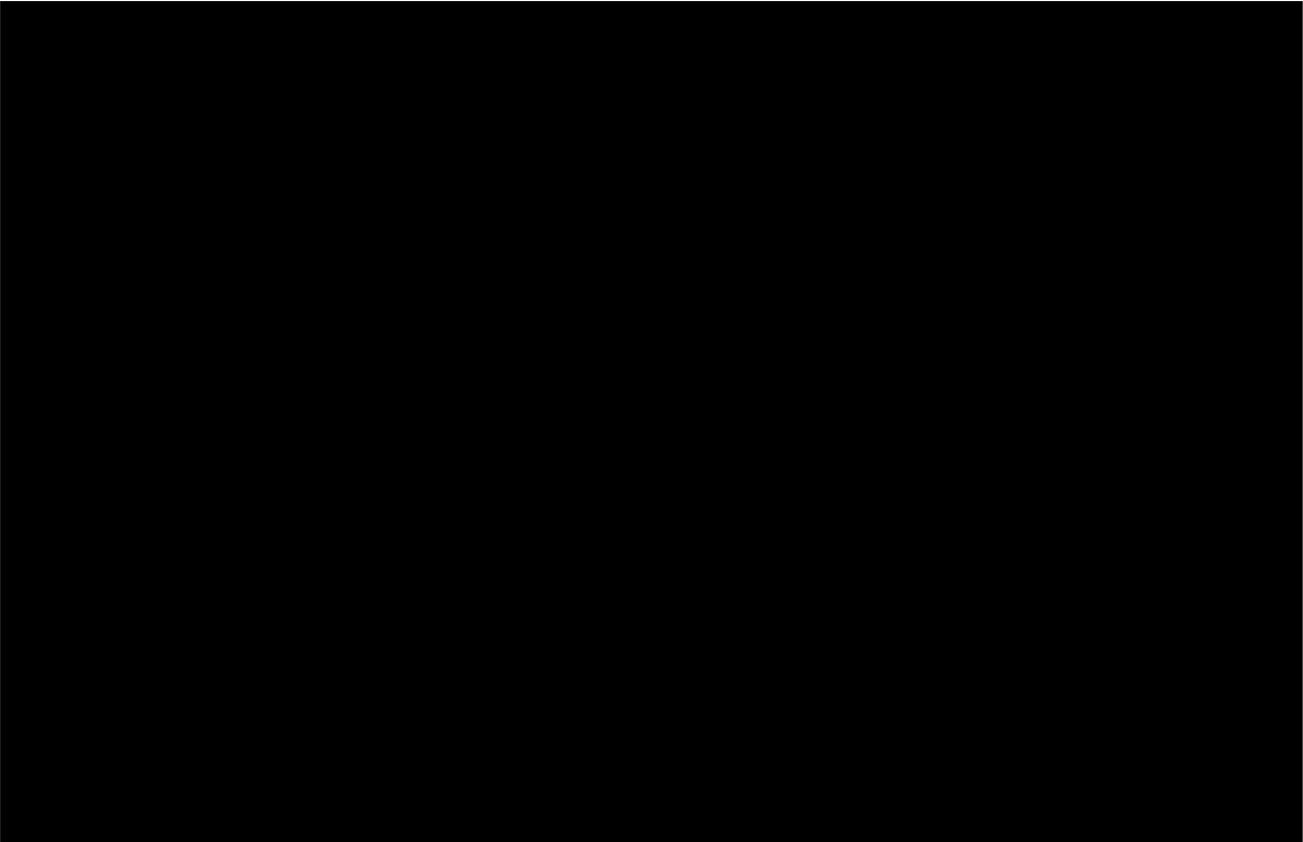
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Annex 4: Location map



CV template

CV template		
1	Name	
2	Area of expertise (e.g. education, finance, HR, etc.)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation and URN of school (if appropriate) position and responsibilities held length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	
5	Brief comments on why your previous experience is relevant to the new school	
6	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
7	Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.	



Department
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