

BECKET KEYS FREE SCHOOL APPLICATION

Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee

Name: Anglican Primary School Trust _____

Company address:

_____,

Brentwood

Essex,

Company registration number: 7648741

Main contact

Name: _____ (_____) and _____ (_____) _____

Address:

As above

Email address: _____

Telephone numbers:

_____ Work: _____ Mobile: _____

_____ Work: _____ Mobile: _____

Members and Directors

Please confirm the total number of (a) Company Directors 2 and (b) any other members of the Governing Body appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.

Name: _____

Position: _____

Name: _____

Position: _____

Name: _____

Position: _____

Name: _____

Position: _____

Name:

Position: _____

Name:

Position: _____

Name:

Position: _____

Name:

Position: _____

Related organisations _____

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y _____

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

Russell Education Trust - company number 7452885 - planned to be part of a joint trust to govern Becket Keys;

Diocese of Chelmsford - the other partner in the planned joint Trust _____

If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name: 

Date: 31st May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

Proposed school name: Becket Keys Church School

Age range: 11 to 18

Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.

If your application includes nursery provision, please add additional rows as appropriate.

	2012	2013	2014	2015	2016	2017	2018
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	150	150	150	150	150	150	150
Year 8		150	150	150	150	150	150
Year 9			150	150	150	150	150
Year 10				150	150	150	150
Year 11					150	150	150
Year 12						150	150
Year 13							150

If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.

Will your school have a religious character (i.e. be a faith school)?

If Y, please specify which faith. Please see notes below (at the end of this

table).

Y: Church of England

Is this an application for a single-sex school? If so, please tick the relevant box.	N.
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Essex County Council, close to the border of the London Borough of Havering

Section 3: Educational vision

3.1 WHY WE ARE ESTABLISHING OUR FREE SCHOOL

Background to Trust - A new provider

The initial proposers (the Anglican Primary Trust) are the headteachers of two Church of England (CofE) primary schools in Brentwood, St Peter's and St Thomas', both of which were regarded as 'outstanding' in their last OfSTED inspections. They are working closely with an approved academy sponsor, the Russell Education Trust (RET) and the Diocese of Chelmsford and these parties will form a joint academy trust if this application is approved.

Why this age range and type of school?- extending parental choice

We are establishing the Free School because it is clear that there is little choice for parents in Brentwood (both at our schools and other church and community primaries) who want their children to attend a secondary school that delivers the distinctive CofE ethos present in St Thomas', St Peter's and other local Anglican primary schools. The closest C of E secondary school is in Romford (Havering LA) and parents in Brentwood stand no chance of gaining admission. We know, from discussions with parents and our initial consultation, that many parents of other or no faith are attracted to the distinctive ethos and values found in a successful CofE school. Our online surveys show Year 7 and Year 8 already oversubscribed for five years after 2012.

Driving up quality of provision and standards

We are also aware that many parents want an 'outstanding' comprehensive school available locally (as a real alternative for those who would otherwise take up a place at an Essex County Council (ECC) selective school). Brentwood's four community schools are all large (7 or 8 FE), all with average or below average CVA. Only the Girls' Catholic school is rated good by OfSTED and has high CVA. We believe that the introduction of another high performing, smaller school in the Brentwood area with many fewer selective admissions than the other faith schools will have a positive impact on the progress and attainment in other local schools.

Using our admissions to prioritise pupils entitled to FSM and SEN

Becket Keys will be a faith school but it will be an inclusive school, serving its local community, and will be an 11 -18 school, to match other provision within the area. It will play a full part in the local and LA wide family of schools. It will have an intake of 150 pupils into Year 7 each year and will ensure that the community primary school near to its proposed site (at which there are high numbers of children on FSM and well above average pupils with SEN) is prioritised in our admissions policy.

Pedagogy and curriculum and enhanced primary to secondary transition

- Becket Keys will be distinctive because it will systematically plot the transition from good local feeder primary schools into Year 7 to prevent progress slowing in Year 7. It will provide opportunities for teachers to teach in Becket Keys and the four feeder primary schools - to accelerate pupil progress. Becket Keys' selling point will be the quality and range of pupil outcomes, from an expertly delivered, but unashamedly traditional curriculum, drawing on tried and tested (independent

and state school) best practice.

- The curriculum for KS3 will be broad and balanced and will allow some time for additional literacy and numeracy support for those below national average - and the facility for very able linguists to start a third language in Year 8. The KS4 curriculum will place an emphasis on ensuring that the maximum number of students gain the English Baccalaureate. So options will be directed for all those capable of getting a C or above (or very near to that target level) into a core of English, maths, science, one MfL and one humanities subject (at this stage history or geography, but perhaps later amended to include RS GCSE).
- Our aim is to equip every pupil by age 16 for continuing education and a balanced, healthy adult life and to support our pupils to move on to either Becket Keys' sixth form, or whatever post-16 provision is appropriate for them locally. We will therefore offer a range of qualifications to help every student gain a sense of self-worth and achievement. These will include, using current qualification titles, GCSE, GCSE short courses, ELC (Entry Level Certificates) and BTEC courses.

We expect to work with Brentwood secondary heads to extend the range of options available to our students and theirs in the 14-19 age range through the formation of a Brentwood-wide consortium.

Location of proposed school

- The preferred location for Becket Keys is [REDACTED]. This is an [REDACTED], having been unpopular with [REDACTED], and frequently in an [REDACTED] category for over 10 years. It is on a 25 acre site and has had considerable capital investment in the last 10 years. Its location is ideal for Becket Keys as it remains the closest [REDACTED] for four Brentwood Primary schools, including ours.

3.2 WHAT WILL MAKE OUR SCHOOL DISTINCTIVE IN ITS VISION AND ETHOS

- Becket Keys will be distinctive and different from other local schools in several ways and will add to the diversity and range of choices offered to parents in their selection of a secondary school in the Brentwood area.
- The Becket Keys Academy Trust and its working mechanisms are planned to be distinctive in themselves. The Trust is designed to bring together primary and secondary expertise from the Anglican Primary School Trust (initial proposers); Russell Education Trust (academy sponsor) and Diocesan Board of Education, so that progress is seamless between primary and secondary and the well documented slowing in Year 7 and Year 8 is avoided.

It will be a CofE secondary school with a distinctive ethos and vision, drawing on the tenets and values of the Church, carried through strongly from St Thomas' and St Peter's and other local primary schools.

Becket Keys will aim to be an outstanding school from the outset, with a clear focus on high performance, especially in the core subjects, and good

behaviour and attitudes to others as the basis for excellent student performance in all areas of school life at all stages.

- Our admissions policy will ensure that a disproportionately high number of students on FSM and with SEN gain entry to Becket Keys - a much larger percentage than other Brentwood schools (or in fact the Essex wide average), so that RET's successful approach (through their sponsor EL) to SEN intervention and monitoring, and to raising achievement among students on FSM can be put to good use.
- With an intake of 150 it will be substantially smaller than most other secondary schools locally which generally have intakes between 210 and 250 and this is a priority for many local parents.
- As a Free School, parental involvement in the Trust will be significant, with a larger than normal number of parent governors/directors on the governing body/Trust.

The school will serve its local community and be part of that local community; we will expect our students and our staff to be involved in the full range of community based activities as an integral part of their education at Becket Keys.

We also intend that our school uses its subject expertise to provide activities for primary age pupils, which are not normally available to them, in particular additional opportunities in science and languages.

Section 4: Educational plan

4.1 ADMISSIONS AND ADMISSIONS POLICY

Becket Keys Church of England School - Draft Admissions Policy 2012/2013

The agreed admissions number for Year 7 of the school will be **150**. That number of places will be offered in Year 7 annually.

Admissions policy 2012/2013

1. All children with a statement of Special Educational Need that identifies the BKS will be offered a place at the school.

Where the number of applications for admission is greater than the number of places available for any given intake, the following over- subscription criteria will apply, in the order set out below:

2. Children who are looked after by a local authority in accordance with Section 22 of the Children Act 1989 at the date the relevant application for admission is made, and who the local authority has confirmed will continue to be looked after by it in accordance with the said section at the time they are admitted to the school.

3. Children for whom it is essential to be admitted to this school because of special circumstances to do with significant medical or social needs evidenced by written professional advice, explaining why these needs can realistically only be met by BKS. The definition of what constitutes medical or social needs for this purpose will be set out in the school's prospectus.

4. Children who, on the date of admission, will have a sibling on the roll of the school. Sibling means a full, step, half, adopted or fostered brother or sister, but not cousin, who will be living permanently with them at the same address at the date of their entry to the school; the school may require proof of relationship.

This is a Church of England School and if oversubscribed, up to 50% of the places available after the application of 1, 2, 3 and 4 above, can be based on a "faith" criterion. The following over - subscription criteria will be applied - in order:

5. Becket Keys will have 4 designated primary feeder schools; the four were chosen because Sawyers Hall College, the school currently on the preferred site, was their closest secondary school. The number of places offered in each school reflects the different size of the schools. The four schools are:-

St Thomas' (2.5 FE) - St Peter's (1.5 FE) - St Paul's (1.0 FE) - Larchwood (1.0 FE)

If the number of applications in any of the four schools exceeds the allocated number, then 47 places will be allocated to the four feeder schools, subject to an Anglican Church/Priest's reference; there will be:

- a. 19 places at St Thomas'
- b. 12 places at St. Peter's

- c. 8 places at St. Paul's
- d. 8 places at Larchwood

If fewer than the designated number of places are taken up in any one of the above schools, then these will be allocated proportionally amongst the other schools listed.

If more applications meeting the faith criterion are received in any of the four schools than are allocated, then they will be offered in order of distance from the home address to the school, distance being measured in a straight line from the middle of the front door of the pupil's accommodation to the centre of the main front gate of the school. For this purpose, the ground floor is considered closer than the first and so on. Should there be a 'tie' between two or more applicants for a place in any category then lots will be drawn. Again, if fewer than the designated number places are taken up in any one of the above schools then these will be allocated proportionally amongst the other schools.

6. A further 28 places will be allocated to pupils who apply who are in attendance at a primary school other than the four designated primary schools subject to an Anglican Church/Priest's reference

- If fewer than 28 pupils apply for places in this category, then these will be distributed proportionally amongst the 4 designated schools listed in 5) above.
- Thus if over-subscribed, the school will be limited to a maximum of 75 students (50% of the intake) gaining places on faith grounds.

7. The remaining places, after applying 1, 2, 3, 4, 5 and 6 above, will be distributed between the four designated feeder schools, in proportion to their size. If the maximum of 75 places is available, they would be distributed as follows:-

- 31 places at St. Thomas' C of E
- 20 places at St. Peter's C of E
- 12 places at St. Paul's C of E
- 12 places at Larchwood Primary School

If the number of places available in this category is reduced by the allocation of places under 1, 2, 3 and/or 4, then the number available will be distributed on the same basis as described above.

Again distance, as defined in 5), will be used to determine entry if demand exceeds the number of places on offer in any of the feeder schools.

If fewer than the designated number of places are taken up in any one of the above schools, then these will be allocated proportionally amongst the other schools listed.

8. If any places remain after applying the above criteria, they will be offered to any other applicants - again distance, as defined in 5) will be used to determine entry if demand exceeds the number of places on offer.

Notes

Operation of waiting lists

Where in any year the school receives more applications for places than there are places available, a waiting list will operate. This will be maintained by the School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list following an unsuccessful application. A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria set (as applicable). Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

The parents of pupils on the waiting list will be contacted twice a year to ensure that they wish to remain on the waiting list.

Home Address

The home address is where the child spends the majority of time and is living with the person who has parental responsibility and is the parent as defined in Section 576 of the Education Act 1996 (we may require documentary evidence). If a child regularly lives at more than one address the Governing Body will have to reach a conclusion about which should be counted as the main address when allocating places. This will normally be the address where Child Benefit is paid and where the child is registered with a doctor.

4.2 CURRICULUM AND ORGANISATION OF LEARNING

4.2.1 Length of the school day, term and year

It is envisaged that there will be 25 taught hours per week, arranged as 30 x 50 minute lessons. However, we intend to offer an extensive range of extra-curricular provision and we will expect all pupils to participate in at least 3 such sessions a week. Activities will include sporting and cultural activities, such as music and drama, as well as some enrichment activities, for example the opportunity to learn an additional language.

We intend to be part of the local family of schools and we will therefore stay broadly with the agreed ECC term dates.

Our starting and finishing times will be negotiated with the other four schools located in the same road.

4.2.2 Our Curriculum

Our curriculum will be broad and balanced; it will meet the needs of the full range of our students. We have chosen a range of qualifications for KS4 which is based on the current range of qualifications available. Therefore, this is indicative; we are aware that vocational qualifications and pathways are changing again and so what will be available to our students in four years time is not clear. We intend to offer a broad curriculum for all students in KS3, although those students whose English Language skills are well below national average will be given intensive support, including reading recovery, at the start of Year 7 and then throughout the year.

The KS4 curriculum will place an emphasis on ensuring that the maximum number of students gain the English Baccalaureate. So, options will be directed for all those capable of getting a C or above (or very near to that target level) into a core of English, maths, science, one MfL and one humanities subject (at this stage history or geography, but perhaps later amended to include RS GCSE).

We will offer a range of qualifications to help every student gain a sense of self-worth and achievement; and courses and qualifications to equip him or her for Post 16 Education, training and/or employment. We will therefore offer (using current qualification titles) GCSE, GCSE short courses, ELC (Entry Level Certificates) and BTEC courses. We plan to offer an academic A level based sixth form, yet with a Level 2 pathways and 2 BTECs or their future equivalents.

Our Key Stage 3 Curriculum is planned as follows:

Key Stage 3 Curriculum

Art

Design & Technology

Drama

English

Geography

History

ICT

Mathematics

Modern Foreign Languages (some optional choice in Yr 8 & 9)

Music

Physical Education

Religious Studies

Science

Our Key Stage 4 Curriculum is slightly more speculative at this stage, because options are developing and we will be influenced in our *option* choices to some extent by the flair and experience of the teachers we recruit.

Core subjects

English Language and English Literature GCSE

Maths GCSE

Science GCSE

Information & Communication Technology GCSE

English & Maths Entry Level Certificates

Science Entry Level Certificate

ICT Entry Level Certificate(?)

Religious Studies

Physical Education and PSHCE

Options

2 BTEC courses (2 of Travel & Tourism, Hospitality or Health & Social Care from current set)

Art & Design GCSE

Business Studies GCSE

Design & Technology GCSEs

Drama GCSE
Economics GCSE
Food Technology GCSE
Geography GCSE
History GCSE & ELC
Humanities GCSE
Modern Foreign Languages GCSEs and ELC
Latin GCSE
Music GCSE
Physical Education
Triple Science GCSE

Post 16

Level 2 courses and 1 Level 2 pathway

2 BTECs

A levels in: Art; Business Studies (or Economics); Biology; Chemistry; Classics; Drama; English Literature; French; Geography; German; Government & Politics; History; Latin; Mathematics; Music; Psychology or Philosophy; Physics; Religious Studies

4.2.3 Meeting the needs of all pupils

Learning will be organised so that pupils are fully supported in the classroom by teachers and support staff. For those pupils with specific learning difficulties or disabilities (LDD) and for those for whom English is an additional language (EAL), a comprehensive structure of support will be offered both in and outside the classroom to ensure that all children have equal opportunities to reach their maximum potential. We are aware that one of our feeder schools has a high proportion of pupils with SEN, including those with statements.

4.2.4 Our Overall Curriculum Principles

Our curriculum will support an outstanding judgement from OfSTED after two years and subsequently.

1. *Expectations:* with very few exceptions, we see no reason why any pupil should end Year 11 without GCSE or equivalent accreditation in 5 or more subjects. For those with below average attainment on entry, we expect to pursue a slightly modified curriculum in KS4, so that priority is given to proficiency in English and maths (see below). We expect progress for students entitled to FSM and some SEN to be outstanding. For those arriving with attainment in line with national expectations in English, maths and science, our effective curriculum and teaching will ensure the great majority get at least 5 or more good passes, including English and maths (5+A*-C, inc E&M). We expect and will direct a high proportion to achieve a C grade or better in English, maths, science, RE, humanities and one language. Our key aim of outstanding KS 2-4 progress will mean a high proportion of those below national expectations will also get 5+A*-C, including English and maths. For those with prior attainment significantly above national expectations, attainment will include a good proportion of passes at A and A* in at least eight subjects.

2. *Core skills:* we will work to ensure every pupil is competent and confident in the core skills of English/literacy, maths/numeracy, and ICT; those requiring intervention to achieve this will be quickly identified and supported. Every pupil should be accredited in core subjects by age 16 or earlier.
3. *Breadth* is important and all courses offered will be well-taught. Extra-curricular provision will be a mix of learning support (to secure the highest possible outcomes in examined courses) and learning for pleasure activities.
4. *Planning and delivery structures* from Year 7 onwards will be informed by the ultimate requirements of GCSE or equivalent syllabuses and prior learning. Whilst cross-curricular links and skills are embedded in schemes of work, most learning will be delivered through traditional subject disciplines, as: this is the current basis on which exit qualifications are awarded; subject leaders can thereby track the vertical development of the skills and knowledge to be externally assessed at age 16; teachers' ongoing professional development typically equips them for this approach. Pupils with SEN will enjoy the full curriculum which will be appropriately differentiated at subject level. Some reduction of the curriculum may be necessary for a few pupils according to their identified needs - and in consultation with parents and other professionals.
5. *Groupings for teaching.* Attainment groups setting will often be used to narrow the range of attainment with which the teacher is working, thus increasing opportunities for personalisation; setting will be the norm in core subjects. But we will ensure that some areas of the curriculum will be taught in tutor groups in all key stages to protect friendships and the cohesion of the year group.
6. *Vocational Education.* The Government's response to the Woolf report fits in very much with our own thinking on vocational courses in KS 4 and beyond. We believe they add to the richness and diversity of options for pupils aged 14-19; that the courses need to be of high quality; and that pupils can still pursue the core subjects of English and mathematics which are fundamental to success in life. From initial approval in September 2011, we look forward to working with the other local secondary schools, to establish an area wide, co-ordinated programme of vocational courses of high quality and variety. Currently, our preferred option to achieve this would be to have a co-ordinated approach with different courses being offered in different schools, an option that has worked very successfully in a number of areas across the country. We and our partners in RET would be very willing to discuss with ECC and local secondary heads just how such a plan might be structured.
7. *Becket Keys on the [REDACTED] site* would be in a strong position to be part of any scheme to offer a broad range of vocational courses in the Brentwood area, even before its own students reach KS 4 (in 2015), because of the high quality facilities already on site. There has to date been very little demand from parents in Brentwood for vocational courses and few students in existing Brentwood secondary schools attend other centres; but a town-wide scheme that is properly developed to extend the range of academic and high quality vocational courses, with each school offering contributing courses on their site, would be our preference.

4.2.5 Our curriculum model showing what proportion of learning is given over to each subject or area of learning for each year group in Key Stages.

KS3 Curriculum model - periods per week / %					
English	4	13.2%	Geography	2	6.6%
Maths	4	13.2%	History	2	6.6%
Science	4	13.2%	RS	1	3.3%
ICT	1	3.3%	Language	3	10%
Technology	3	10%	PE	2	6.6%
KS4 Curriculum model - periods per week / %					
English	5	16.5%	PSHCE	1	3.3%
Maths	5	16.5%	RS	1	3.3%
Science	6	20%	PE	2	6.6%
ICT	1	3.3%			
			Option 1	3	10%
			Option 2	3	10%
			Option 3	3	10%

Option subjects include: Art & Design, Business Studies, Food Technology, Graphic Products, Resistant Materials, Textiles, Drama, Economics, Geography, History, Humanities, Modern foreign languages, Latin, Music, PE, Triple Science. Double option subjects may include BTECs in Travel & Tourism, Health and Social Care, Hospitality.

Post 16 Curriculum model

All students would have a core consisting of PSHCE, RS, PE, Project / General Studies within 5/6 periods per week (3hrs) and half termly special days. A Level as well as Level 2 and Level 3 vocational courses will be taught within the remaining week in 5/6 period blocks.

4.2.6 Our approach to disabled pupils and pupils with Special Educational Needs.

We will have regard to the SEN code of practice and of the expectations arising from our Christian faith.

Early identification of need and allocation of resources will be essential starting points. The experience and skill of teachers from our feeder primary schools, and the significant knowledge they have of individual pupil needs on transfer, will play a fundamental part in decisions about provision in the school. But our policy is that every subject department takes responsibility for differentiating the curriculum and teaching to meet the identified range of SEN. Key features of our approach will be:

- Regular evaluations of progress and, where necessary, small group or individual work supported by expert practitioners
- Annual Reviews for SEN pupils integrated into whole-school reviews and the target setting cycle
- Judgements not made solely on category of need, but also on pupils' ages and starting points (baseline), alongside the time pupils with SEND have been receiving specialist support/been at the school to analyse progress
 - The ability to staff smaller groups of pupils as detailed in the curriculum

model above - but the needs of pupils will be met in mainstream lessons wherever possible

- Specialist teaching assistants and teachers will rarely be designated to individual pupils, but rather to subject departments (this model has been implemented in a number of schools and evaluated very positively by OfSTED)
- Clear focus on literacy, numeracy and ICT skills development for all pupils, but especially for those identified with SEN
- Monitoring of the progress of micro-populations of pupils to examine outcomes for pupils with a wide range of needs, leading to decisions about next stages of appropriate support
- Involving parents and the identified pupils in the process.

In terms of pupils with disabilities, we will ensure that;

- Every aspect of the curriculum is accessible to pupils, irrespective of disability
- School buildings and facilities are designed or adapted to meet varied needs
- We plan to meet disability Equality Act requirements and are proactive and above all **welcoming** ensuring that disabled pupils are not discriminated against or treated less favourably
- We will involve disabled pupils and adults in our planning and seek out good practice in other secondary schools
- We are aware that children with disabilities are subject to disproportionate levels of bullying and we will seek to prevent this through our behaviour management and anti-bullying approaches.

4.2.7 Organisation of pupils

- The 150 pupils will be divided into 6 tutor groups of 25; these tutor groups will be the basic unit for pastoral activity, Personal, Social, Health Education and Citizenship (PSHCE), PE, Art & Technology (in KS3) and registration. Each half year block will be timetabled separately to facilitate setting (this will be particularly important in the first two years of the school's life in view of specialist teacher numbers). But as the school moves to full capacity, year groups will be block time-tabled for English, maths and science in KS3 and KS4 to facilitate at least 6 ability sets.
- In the long term, we envisage upper sets being larger than those at the lower end of the ability range as a general rule.
- Groups in KS4 will vary in size but on current funding 15 will be the minimum size.
- A house system will be set up to provide a focus for competition in sport and other activities between pupils. This house system would run across all year groups and provide the basis for links between older and younger students.

4.2.8 Pupil development and achievement

How we will define, measure and hold people to account for the success of the whole school and individual pupils.

We will use the OfSTED inspection framework to define the success of our school and our pupils. In everything we do we will be conscious of the criteria for good and outstanding schools. In the context of the OfSTED framework and our vision for Becket Keys.

Whole School success will be measured by:

- The progress and attainment of pupils annually
- Pupil recruitment
- Attendance and punctuality
- Breadth of curriculum
- Student involvement and success in extra- curricular activities
- Levels of local community service among our students
- Charitable activity
- The feedback received through student voice and parents' questionnaires and interviews (with particular reference to happiness and freedom from bullying).
- Our relationships and cooperative activity with other Brentwood schools.

The success of the whole school can only be measured by having a secure way of measuring the success of each individual student. The success and effectiveness of every teaching professional and many support staff must be fundamentally measured against the attainment, progress, behaviour and attendance of each group of students. This is the method by which the governing body will hold the headteacher to account and the headteacher will hold teachers and other staff to account. The governing body of the Trust will establish a cycle of performance review, including corporate compliance and finance, as well as the fundamental delivery of good and outstanding teaching and learning. The performance review cycle will be designed to support the school so that it can be judged outstanding by OfSTED. This process will hold the headteacher and his/her staff to account, to achieve and maintain that goal. We will use the experience and expertise available through our partners in the Russell Education Trust (RET) and their sponsors Education London (EL) for departmental and whole school reviews, to ensure that we remain on track. However, although using an OfSTED style approach and, indeed, using HMI and OfSTED inspectors to carry out such reviews, the reviews will be diagnostic and focus on how things can be further improved or existing outstanding practice secured, rather than just reporting on performance and progress.

Success of individual students. All pupils will have targets (referenced against levels in the National Curriculum/GCSE and A Level) for their performance in all subjects, which they will have discussed with their parents and their teachers. These targets will be based on prior attainment. Reviews of performance against these targets will also involve parents, pupils and teachers as part of a cyclical process. We will have a formal examination period, in the summer term, for all year groups, to test progress against targets. We will use a Management and Information System (MIS) to track and predict pupil performance, providing information to teachers, and

in turn to senior managers, about subject level and individual progress.

Headteacher Performance Management. The Headteacher will be held to account in relation to the quality of teaching; the performance of students (including behaviour and attendance); recruitment of students; levels of community service; and other measureable targets set annually by the governing body.

Teacher Performance Management. This will be based on the quality of teaching judged against OfSTED criteria and the progress made by students against targets.

Subject Leader Performance Management. This will be based on the quality of teaching and progress made by students in every subject teacher's classes.

4.2.9 Behaviour and Attendance

Our policies and approach

High expectations are fundamental to Becket Keys and this goes far beyond academic/examination performance and into all areas of school life. We will promote gospel values of kindness, tolerance, justice, and forgiveness through our policies and procedures. In planning our approach, we are mindful in this school (as our initial proposers have successfully been in their schools) of the OfSTED criteria for outstanding behaviour and pupil wellbeing:

Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well.

Pupils are known as individuals and have high levels of confidence in the school's ability to advise them effectively. The school's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils facing challenging circumstances is deeply embedded at all levels.

- When parents choose to send their child to our school, they will know that we have a distinctive ethos and that we demand high standards of behaviour and attendance, with substantial parental involvement in all aspects of school life being seen as an important part of achieving the high standards we desire.
- We aim to explore every avenue as an alternative to exclusion, both permanent and temporary, in the unlikely event that behaviour is unacceptable.
- We intend to open dialogue with all feeder primary schools to give us an early insight into any behavioural and attendance problems that have been faced. This will enable us to plan accordingly and have discussions with other agencies who may be involved such as the Education and Welfare Service (EWS). For pupils who have emotional and behavioural difficulties, we will work with Educational Psychologists so that every teacher is aware of advised strategies and the child's behaviour is closely managed.

Behaviour

Within the context of a faith school which values each child as a unique individual created in the image of Jesus Christ and which strives to be an inclusive community, Becket Keys School is likely to implement the latest advice from the DfE on behaviour and discipline (April 2011). Therefore, our policy will:

- Promote good behaviour, self-discipline and respect in the context of our beliefs about the value of every individual
- Seek to prevent bullying
- Ensure that pupils complete assigned work and take responsibility for completion
- Foster exceptionally good conduct of pupils

We anticipate it will cover:

- Rights and responsibilities of pupils and school staff
- Clear expectations of pupil and staff behaviour and our need to care for one another
- Recognition of good behaviour and of logical consequences of inappropriate behaviour
- Work with parents to ensure the good behaviour of their children in school and in the surrounding community
- Arrangements for regular monitoring and evaluation of the policy at school and governing body level.

Attendance

The school's attendance (and punctuality - to be understood in all cases below to be part of attendance policy) policy will create effective systems and procedures for encouraging regular school attendance, investigating and resolving the underlying causes of poor attendance, and for early identification of persistently absent pupils and prevention of their absence.

It will include sections on:

- Procedures to record attendance
- Role of staff at all levels in implementing procedures and monitoring attendance
- Procedures for effective follow-up where attendance issues are identified
- Work with parents to ensure the good attendance of their children in school
- Arrangements for the regular monitoring and evaluation of the policy at school and governing body level.

Effective implementation of these policies, together with the more general work of the school in ensuring that every student has the best possible learning experience, should ensure that student absence and exclusions of any sort are minimised.

4.2.10 Community Engagement

- Becket Keys intends to play a full part in the Brentwood and wider Essex families of schools. There has been some discussion amongst local

secondary headteachers and the Diocesan board about the need for some students, drawn from across the area's schools, to pursue a more vocational course from the onset of KS 4. We would be very keen to become involved in these discussions at the earliest possible stage and certainly before our own students reach Year 10 and it would seem sensible to use some of the [REDACTED] existing facilities for this.

- Our proposed site, [REDACTED], already has a number of community organisations, [REDACTED] and [REDACTED], working from it. We would want to develop this further, with the school becoming a community hub so that facilities like the astroturf pitch and sports hall can be used by the community and good VFM achieved.
- We intend to engage with the community through pupil participation in the community, for example through the Duke of Edinburgh's Award scheme so that we develop well-organised and fruitful relationships with elderly people locally, either at home or in nursing homes. We will expect every pupil to be engaged in at least one community service area in each year at Becket Keys.
- Working in and with the local community will be an integral part of our school; we intend to serve and be a real part of our community. Becket Keys will take every opportunity to work with local and national organisations and businesses, seeing this engagement as fundamental to our aim of producing strong independent learners, with strong moral values fit for the 21st century.
- Becket Keys pupils would expect to engage with the school's own faith community. This would include involving local clergy in assemblies and other celebrations and working constructively with other faiths to broaden pupils' understanding of our multicultural society.

Section 5: Evidence of demand and marketing

5.1 Evidence of parental demand

We have significantly exceeded the minimum evaluation criteria in this section

Initially, the two proposing headteachers had discussions with their staff, governors and their parent groups. Then they entered into wider discussions with other schools, the diocese and LA. It was soon evident that there was a considerable demand for local a Church of England secondary school, and the location of the Sawyers Hall College site as its location was clear on our website. So a website was set up with the following survey form on it to be completed.

Questions we asked in our survey:

1. Do you support the idea of a Church of England Secondary School in Brentwood? Yes, No or Maybe
2. Would you be interested in sending your child to a Church of England Secondary School?
Yes, Maybe - but I need more information or No
3. How many children do you have? And what are their ages?
4. What is your postcode?
5. What is your e-mail address?

The results of our online survey regarding YES to the crucial question about sending their child to the school are as follows:-

For September 2012 - **155**

2013 - **187**

2014 - **190** Several hundred others have registered general

2015 - **186** support and many with younger children have

2016 - **174** also registered.

2017 - **186**

Many of the parents in the current Year 5, are now corresponding with the proposers through the website, to find out when 2012 opening might be confirmed/approved.

5.2 We have made the proposal known and attractive to parents from disadvantaged families by:

- Making it clear that our admissions relate to a community school with a Christian ethos around the Sawyers Hall College site (rather than a school exclusively serving Anglican primary schools.)
- Holding parent forums, running a high street stall and talking face-to-face with children, parents and grandparents. Information on the website and published in the media makes it clear that although this is a CofE school, with a distinctive ethos, it is an inclusive school that will serve everyone in its community.
- Including Larchwood as a feeder school is our biggest contribution to making the school attractive to parents from disadvantaged families. Larchwood has FSM much higher than Brentwood and even County average and well above average SEN, including statements (15%). The proposers attended a parents' meeting at Larchwood specifically to explain their vision for the school and to also explain that Larchwood children would be given priority because they were the nearest to the [REDACTED] site. Parents are delighted and started registering interest in places when they became aware of the draft admissions proposal.
- Sending information about the proposal to all local primary schools.
- Ensuring wide coverage in the local press on numerous occasions. All press releases and press comment make clear how parents/carers can find out more about the proposal and take part in the survey, either online or by using a paper copy.
- Enabling parents and others to communicate and express their views via social networking sites such as Twitter and Facebook.

5.3 We have actively engaged with parents of other faiths and none.

- All of Brentwood's primary schools have been approached and through them their parents. Many of these are not CofE schools or faith schools. All press releases and media comment make it clear that Becket Keys will be an inclusive school, welcoming all members of its local community, irrespective of faith.
- Meetings have been held at Larchwood School, as well as CofE schools; Larchwood is a large primary school that serves a more socially deprived part of Brentwood and has no faith designation; given its proximity to [REDACTED], it is one of the four designated feeder schools for Becket Keys (see above). Larchwood parents have been very supportive and keen to get their children into Becket Keys if it goes ahead.
- We know from the experience of our initial proposers, as head teachers of primary CofE schools, that many parents from different faith communities and those with no faith are attracted to our schools by the high standards and distinctive ethos they offer. St Thomas of Canterbury Junior School admissions policy favours families of other faiths above siblings. It is very popular with other faiths as it values the common principles of all religions. We have about 15% from ethnic minorities as a result which is comparatively high in the Brentwood area. Some of the strongest supporters from the school are the families of other faiths.

- In addition to one of the four designated primaries, Larchwood, being a secular school, 50% of Becket Keys' intake will be from other local schools and only half will be determined on a faith basis. (This, of course, assumes that Becket Keys is over-subscribed.) We are confident, based on our own experience with our own schools, that many families from other faith communities and from those with no faith will be attracted by the distinctive ethos of the school.
- The [REDACTED], [REDACTED], has made a very positive statement in the local press about the establishment of Becket Keys and the Roman Catholic community's support.

5.4 Local need arising from our surveys

We are aware that many parents want an 'outstanding' comprehensive school available locally as a real alternative for those who would otherwise take up a place at an Essex County Council (ECC) selective school or at one of the neighbouring, large secondary schools. Brentwood's four community schools are all large (7 or 8 FE), all with average or below average CVA. Only the Girls' Catholic school is rated good by OfSTED *and* has high CVA. We believe that the introduction of another high performing, smaller school in the Brentwood area with many fewer selective admissions than the other faith schools will have a positive impact on the progress and attainment in other local schools. We understand that until the growth in primary numbers comes through, there might be an impact caused by Becket Keys on: secondary numbers in selective schools in Essex might drop (by 37 at most - see our Admissions policy) and in the four neighbouring secondary schools in Brentwood. But it should be considered that:

Numbers in these four schools rose in the last ten years response to the decline in [REDACTED]; even if each school reduced again by one form of entry, each would remain viable and be much larger than Becket Keys. A reduction in the size of these schools would also accord with parental preference in this area - this is evident from our wider consultation.

5.5 Consultation and equality of opportunity

We have considered our wider responsibilities under equalities legislation as well the Academy Act 2010 in relation to statutory consultation.

Planned Statutory Consultation (End of September 2011 after approval)

According to the Academy Act 2010, any free school proposer must consult with whomsoever they feel is appropriate; the actual wording of the Act is:-

"Before entering into Academy arrangements with the Secretary of State in relation to an additional school, a person must consult such persons as the person thinks appropriate".

The consultation must be on the question of whether the arrangements should be

entered into or not. Essentially, this means consulting on whether we should enter into a formal agreement with the Secretary of State (SoS) by signing a Funding Agreement. In other words, do people want the school or not? Nonetheless, we will use this opportunity to consult on our curriculum, organisation, length of school day and term and our proposed admissions policy (much of this has already been the subject of informal early consultation, in particular it would have been impossible to establish demand without doing so). We will also consult parents and others about our range of extra-curricular activities, type of school uniform, frequency of parental contact and many other aspects of the new school.

Who will we consult and how?

We are mindful of equalities legislation and will therefore consult:

- Parents
- Primary and secondary headteachers and governors
- Headteachers of special schools
- Local groups who make provision for children with significant special needs
- Local and County elected representatives
- Church and faith groups
- Community groups.

Clearly, the exercise already undertaken by us via the Becket Keys website is an important part of that consultation process, as are the meetings that have taken place in our own and other schools. We have also already consulted both the whole Diocesan Board and the Local Authority on the details of the proposal - but we would consult again as part of the statutory consultation.

In addition, we propose holding a small number of open meetings to give members of the local community an opportunity to express their views on the new school and its organisation (taking place between 6th and 13th October 2011). These events will need to be advertised through the local press and media in good time for people to make child care and other arrangements. Brentwood Learning Partnership has a mobile creche facility which we plan to use. Besides notifications on their own websites and those of other schools potentially affected, letters should go home via primary pupils. Versions of this letter need to be produced in any local community languages and advice on how this may be best done will be sought from ECC, through the Diocesan Director's team.

Although we would not preclude written responses to our consultation, we will encourage respondents to use the web-based document that we will set up after approval. This will enable us to quantify and summarise responses and give us the contact details of those taking part so that we can provide feedback (by 1st November 2011). This will also add to our contacts data base for the dissemination of news about the school.

We will respond to the statutory consultation by:

- Producing a formal written response document, which will appear on our website ,and be advertised locally
- Making any changes to our plans which we think appropriate as a result of

- comment
- Providing individual responses when appropriate
- Giving feedback using 'Frequently Asked Questions' on website as part of the response to the Statutory consultation and as part of our marketing strategy.

5.6 Marketing strategy

Prospective Parents We have exceeded the evaluation criteria in this section

The marketing process began in 2010; the level of interest generated and the numbers expressing an interest in taking up places in the future show it to be successful:

- Already more than 100% take up for the 150 available places in every Year 7 for the next five years beginning in September 2012 and some subsequent years already at 50%
- All of these have indicated that Becket Keys would be their first choice.

We realise that all contact with the media, the communities their schools serve and the broader public represents a marketing opportunity as is the statutory consultation process (see above section).

Marketing and the Admissions Round for 2012 entry

Our marketing strategy is to ensure that we could be full in September 2012, if we are approved by the Secretary of State

- We will not know if we have approval until the end of September 2011, so we are asking the LA to make clear, by an insert into their 2012/13 Admissions booklet, that Becket Keys may be open in 2012, subject to approval at the end of September 2011. We will advise parents who are interested in BK that they should still make an application to an existing secondary school, even if they intend to apply to Becket Keys, should it be approved. This ensures that if BK is not approved, then parents will be safely in the admissions process for other schools.
- At the end of the consultation period (which might well coincide with the secondary school applications deadline at the end of October 2011), we will confirm our admissions policy and set up an on-line application process and helpline (run by RET, as in the Bristol Free School) .We will give advice from Becket Keys and the LA about how the process will work in relation to their two (BK and ECC) applications.

In general:

- We realise the importance of keeping everyone involved informed of what is happening throughout the next 15 months to opening and maintaining a regular flow of stories to the media and local primary schools
- [REDACTED] has a [REDACTED] and he will work closely with the [REDACTED] to advise on local relationships with the press and wider community
 - We intend to make full use of the website and social networking sites. A

registered contacts list (*over 700 email addresses*) from the website has been kept and this is already being used to pass on regular updates; this will continue. The website already enables people to email questions and receive answers to them; there is also a Frequently Asked Questions section that is regularly updated. A clear timeline, showing significant events in the year up to opening, will be produced to give parents and other stakeholders a clear view of actions and timelines. These other stakeholders include: local schools (primary and secondary); ECC officials and councillors; local churches and other places of worship; local community groups; Members of Parliament and the local and national media.

- We will send out a regular monthly newsletter and are currently issuing a weekly email update to all who have registered [700+] and all other stakeholders, giving further information. Ensuring that the school gets regular exposure in the press and on local radio and television.
- A group of parents from one of the proposers' schools, with a strong PR background, have indicated a willingness to become involved in the publicity and marketing of the new school; their suggestions include a promotional video and early visits to the proposed school site by prospective parents and their children. RET had positive experience of using local parent experts in two other projects.
- We consider it important to appoint the headteacher as soon as possible, not only to play a major role in shaping the school's curriculum and organisation, but also to build links and relationships amongst the stakeholders. We see the involvement of the new headteacher as a vital part of our marketing and the building of trust with parents, students and the wider community.
- We also want to establish close links with the other Free School that our partners, RET, are opening in September 2011. This school, the Bristol Free School, will be the largest free school to open this September and establishing close links, including visits for Directors/Trustees, staff and possibly groups of prospective parents, will be invaluable.
- We would seek to establish a 'Free School Office' on the proposed site, to coincide with the appointment of the new headteacher - ideally, from January 2012. With its own telephone and ICT facilities, it can provide a place from which the new headteacher and any other staff appointed early can work. It will also provide a place to meet prospective parents, pupils and others involved with the school. It will also establish an early Free School presence in the locality - a vital part of marketing.

5.7 Discussions with the local authority to admit pupils

ECC have been aware of our intention to make a Free School bid for some time, through our discussions with both councillors and officers. They have been helpful and supportive, whilst acknowledging that this is but one of several proposals for the educational use of the site.

We have kept the LA informed at all stages, for example of our decision to work with RET and the Diocese, in the formation of a joint trust. They are well aware of the level of parental interest in Becket Keys and of the Diocese's involvement, and have explicitly said that they will work with us if this application gains the Secretary of State's approval, and make the site available. It should be clear that the LA would

similarly work with either of the other proposals for the [REDACTED] site if either of these is approved.

Naturally, we would prefer to be sole user of the site. This is a very large (25 acre) site, which has an existing high quality vocational centre. We would like to work closely with other local secondary schools to develop vocational courses using existing facilities on [REDACTED]. These courses would be available on an area wide basis, as options in KS 4 and 5 for all Brentwood schools, as part of a 14-9 consortium. Students would remain on the role of their current schools, including BK.

But we would not rule out sharing the site with another provider if that was thought best for the town as a whole, and approved.

Section 6: Organisational capacity and capability

6.1 Capacity and Capability to set up a school

A Company Limited by Guarantee has been established by the initial proposers (the Anglican Primary School Trust). The two directors both lead outstanding schools. Their opinions are trusted by local parents. However, they recognise their experience is solely in the primary phase and with relatively small schools.

If this proposal is approved, it is the intention of the original proposers, RET and the Chelmsford Diocese to form a Joint Academy Trust. The legal

preparation for this is well advanced and the draft Trust document will be available for the Department on request (lawyers advised strongly against actually forming this joint trust before the decision on approval had been made) The initial proposers will represent local primary schools and primary expertise as well as the parents who have campaigned for this school. Whilst RET, which is an approved academy sponsor (and co- sponsor of the Bristol Free School) will provide the bulk of the secondary educational, organisational and financial expertise and capacity to set up and maintain Becket Keys; the Diocese will support the development of the school's RE curriculum (and wider cross curricular links) and the school's role within the Church's broader mission under the authority of the Bishop of Chelmsford.

- By forming a joint trust with RET and the Diocese and with the involvement of the diocese and its education board, the new Free School has an enormous breadth of skills, experience and expertise. Most capacity within our newly formed trust will come from RET which will provide: Project Management between approval and opening (subject to detailed Project Management proposal approval from Department). This includes use of their expertise in effective recruitment; legal and financial set up and compliance; HR, marketing and consultation support; and the whole range of school improvement services, including ICT. They also have a specialist school design and buildings team which can work with PfS and the LA if this is thought appropriate by the Department. All of these services will be used to support Becket Keys when it is open under a permanent Trust arrangement (see below).

6.2 We have the resources, people and skills and educational and financial expertise on our long-term team through the formation of a joint trust.

The initial proposers asked RET to form a trust because:

- RET is an approved academy sponsor, and is setting up the largest of the Free Schools opening in September 2011 in a joint trust with the original parent proposers. RET has an understanding of the power of Free Schools as parent and community led academies and share our vision for Becket Keys
- RET has the capacity permanently to support the school through its corporate and educational services (finance, legal services, procurement, governance support, HR, insurances, H&S, corporate monitoring and quality assurance as well as educational and standards support)

- RET's sponsor is Education London (EL) EL is one of the country's leading school improvement organisations. The company's specialism in raising standards among those from disadvantaged backgrounds was demonstrated by its success in working for the DfE (2007 - 2011) as the sole contractor for the London Challenge programme to improve the performance of London's lowest performing schools. They are also well known for their work with schools and academies working towards outstanding from good, and for their long term relationship with schools that have moved from challenging circumstances to outstanding
- We are confident about RET's project management because their team contains project managers with experience of setting up new academies and because their sponsor, EL, project managed the opening of a brand new secondary school in the London Borough of Haringey, which opened in September 2010. EL also led the educational and specialist ICT advice for the [REDACTED] project, across 10 schools, in the same borough between 2007-2010. This approach was held up as a model of good practice by Partnerships for Schools.

6.3 Skills and capacity within our planned joint trust

We wish to use the skills, and capacity from within our planned joint trust if our application is approved. The initial proposers will represent local primary schools and primary expertise and a representative group of local parents will assist with marketing. RET will provide the bulk of the secondary educational, organisational and financial expertise and capacity to set up and maintain Becket Keys. The Diocese will support the development of the school's RE curriculum (and wider cross curricular links) and the school's role within the Church's broader mission under the authority of the Bishop of Chelmsford.

6.4 Plans for recruiting a headteacher designate.

We wish to appoint a Christian headteacher, who shares our vision, as soon as possible in the run up to opening. There are several reasons for doing this. We want our headteacher in post from January 2012 to:

- Play a full part in establishing Becket Keys as a real choice for parents in Brentwood who are attracted to our distinctive ethos, commitment to high standards and our wish to involve parents actively in every aspect of the school
- Be involved in the detailed shaping of our curriculum
- Be involved in establishing the initial organisation of staffing and in all staff appointments. We intend to appoint our staff quite early in the New Year, to get the best available and so they become involved at the earliest possible time in the detailed planning for the new school
- Firmly establish Becket Keys as a member of the Brentwood and Essex families of schools by talking and listening to all stakeholders
- Be involved with all aspects of the planning necessary to open the school in September 2012
- Work with us to ensure that the school starts off with our declared distinctive ethos right from the outset.

We have discussed the process used by RET in selecting the Bristol Free School headteacher and we would seek to replicate it in a number of crucial aspects, but also combine it with the effective processes used by the Diocesan Education Board. This process would enable all three parties, including the initial proposers to play a role in the selection, yet it has professional rigour. The whole process used by RET, including all materials used as part of the selection process, were shared with and approved by DfE officials and advisers. We would welcome DfE involvement in the actual appointment interviews, as was the case with Bristol. Below is an outline of our planned process, based on the process used to appoint the headteacher at the Bristol Free School. We would hope to begin the process soon after approval.

1. Advert, job profile, person specification and information pack for applicants drafted by RET (with approval from their HR adviser) and then discussed and approved by the Governing Body. Appointments panel identified. Offers of informal discussion made in the advert. All papers circulated to the DfE Project Lead (PL).
2. Advert placed in both the Times Educational Supplement (on line and hard copy) and the local paper, and on the school website. Appointment timetable drafted and approved. Whole application pack to be downloaded from the school's website and the application form and other requested items submitted to the school's administration area on-line.
3. Generated responses collected (over 100 packs were downloaded with a return rate of close to 50% for the BFS).
4. Long-listing (to 12 if good field like BFS) by RET and then shortlisted to 6, by the appointments panel. The panel would be supported by advisers from RET and the Diocese.
5. The interview process over two days, after an initial site visit if appropriate.
 - a. **Day 1** at an outstanding partner school of RET in a neighbouring LA. Candidates will all be observed teaching a Year 7 class followed by three panel interviews and a data or management paper exercise. The panels will be made up of Trust directors, RET advisers and perhaps the head of the partner school. The lesson observations will be carried out by RET personnel who are OfSTED inspectors.
 - b. **Day 2.** Final applicants will be given two exercises including a formal presentation and a long interview (90 to 120 minutes). Questions will be agreed and a scoring system defined. The panel will consist of directors of the Becket Keys Trust advisers from RET and the Diocese and a DfE adviser if possible.

6.5 Governing Body

- The Joint Academy Trust will establish a Governing Body which is the Board of the Trust. The initial proposers will both sit on the Governing Body, as will representative director/governors from RET and the Diocese. The headteacher designate will join the Board, as will parent representatives when the school is open.
- In the pre-opening phase the Governing Body will delegate responsibility for the leadership of the project to an agreed, smaller, Project Steering Group (which will, after January, include the headteacher designate). This will meet

and communicate very regularly and inform the work of the RET Project Manager. This group will monitor the Project Plan's implementation and be advised by the RET project management team. Once the headteacher designate is appointed, s/he and the rest of the PSG will also have delegated authority to make key decisions on behalf of the shadow Governing Body. The PSG will report to the shadow Governing Body regularly and have some members in common.

6.6 Financial expertise to oversee the financial management of the school.

- [REDACTED]. [REDACTED].
- [REDACTED].

6.7 Plans for the leadership and staffing of Becket Keys.

Initially, we would appoint a headteacher, an assistant headteacher and subject leaders for core subjects, including RE. The assistant headteacher would lead a core subject for the first and maybe the second year. With an initial teaching staff of 10 (including the headteacher), the remaining posts would be on the Main Professional Scale (MPS). At year 5, with a full complement of 11-16 pupils, we would envisage having 1 deputy headteacher, 3 assistant headteachers, 7 heads of faculty, 2 key stage coordinators, 7 2i/c subject and 24 MPS; 45 teaching staff in all, having built up gradually from the initial 10 teaching staff. There will be a similar increase in the non-teaching, administrative and support staff.

In the seventh year of operation, with Year 12 and Year 13, there will be an extra deputy headteacher and a further 20 teaching staff, with a quarter of them likely to have a TLR allowance.

The gradual increase in staff (teaching and non-teaching) over the first years of the school until it is full is shown in the payroll section of the funding spreadsheet.

We envisage filling responsibility posts as the school develops from a combination of internal and external appointments to ensure both a continuity of experience and school development, as well as taking advantage of a continued influx of new talent and experience.

Specific responsibilities of the senior and wider leadership team will develop over the first seven years as the school grows and will be determined by matching the school's needs to the skill set of the staff in post and the opportunities of new appointments. Where possible we will aim to allow members of senior leadership to rotate and /or share areas of responsibility to ensure their continuing professional development.

Section 7: Premises

7.1 Preferred site.

Our preferred site is currently an [REDACTED] planned to close in July 2012. Although it currently has only 300+ students on roll, at its peak 7 or 8 years ago, it had 1500+ on roll. Considerable investment has already been made on the site and much of the estate is in very good condition, with upgraded windows on most buildings. There are also plans to upgrade the existing fairly large sports hall, so that it will be a regional centre for basketball and volleyball and in addition there is a large floodlit AstroTurf, with extensive community use outside the school day. The address is:-

[REDACTED]
Brentwood
Essex
[REDACTED]

The site area is reported as being 25 acres = approx. 10 hectares = 100,000 m²

This is on the opposite side of the road to one of the proposing primary schools.

The site is owned by ECC and we would propose leasing it for a peppercorn rent. We are aware of at least two other potential bids for the educational use of this site, a bid for a UTC and another for a Vocational Studio School.

The existing school building is used by a number of community groups as a base, mainly child focussed, and we would look to find ways of continuing to support and work with these groups.

A substantial building on the site is in use by a number of local colleges, led by Havering College, as a vocational centre, specialising in Beauty, Hairdressing and Construction courses. Although located in the oldest ([REDACTED]) part of the site, the building has been refurbished to an exceptionally high standard and is a superbly equipped facility. ECC have said that they would contemplate buying the [REDACTED] out of its remaining lease.

Given the nature of this site, the capital investment required to create the new Free School will be modest.

7.2 Capital investment

[REDACTED]

Section 8: Initial costs and financial viability

8.1 Commentary and Assumptions to accompany the attached financial spreadsheet models

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

8.1 Continued

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

8.1 Continued

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

8.1 Continued

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

8.1 Continued

[REDACTED]

[REDACTED]

[REDACTED]

Financial Resilience

[REDACTED]

[REDACTED]

[REDACTED]