

Free School Application 2013

Application for

**King's Church of England
School, Hove**

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years’ audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by ‘Recorded Signed For’ post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by ‘Recorded Signed For’ post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

KING’S SCHOOL, HOVE – FREE SCHOOL APPLICATION**Section A: Applicant details**

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], [REDACTED] Leatherhead, Surrey, [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
8.	<p>If Yes, please provide more details:</p> <p>St Andrew the Apostle Greek Orthodox School (Enfield / Barnet LA) 11-19 Secondary</p> <p>Twickenham New School (Richmond-upon-Thames LA) 11-19 Secondary</p>
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>A group of parents from Brighton and Hove Church of England primary schools and the Diocese of Chichester (through its Diocesan Education Board, worked with RET to develop this application. The vision for the school came from them, and they approached RET to turn the vision into precise plans. An RET subsidiary trust – RET King’s Church of England Free School Trust has been set up so that it reflects RET’s responsibility and that of the Church, as well as the vision and passion of its local parent group.</p> <p>RET will set up and run the school, appointing eight directors, at least</p>

	three of whom will be parents of children attending Brighton and Hove primary school. The Diocesan Board and the Bishop of Chichester will each appoint one director onto the Trust/Board of Governors and they will retain the authority of the Church in matters of Church of England faith teaching, .
Details of company limited by guarantee	
11.	Company name: RET King’s Church of England School Brighton Trust
12.	Company address: [REDACTED] [REDACTED] Leatherhead, Surrey, [REDACTED]
13.	Company registration number: 7959215
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Part of a joint trust running Bristol Free School with Bristol Parents’ Voice. BFS Trust 07474359. Opened September 2011 An RET Subsidiary (RET Becket Keys Church of England Trust) is established to run Becket Keys in Brentwood opening in September 2012.
Company members	
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company’s articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]

Company directors	
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>	
18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
19.	Please provide the name of the proposed chair of the governing body, if known:
Related organisations	
20.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation: their name; their Companies House and/or Charity Commission number, if appropriate; and the role that it is envisaged they will play in relation to the Free School.</p> <p>Through all its members and some directors RET King’s Trust is connected to its parent trust, the academy sponsor the Russell Education Trust (07452885).</p> <p>RET will set up and run the school: The members of the RET Subsidiary Trust are RET and two RET directors. RET members will appoint all directors to the RET King’s Trust. The Articles of the RET King’s Trust also require that at least three of the directors appointed by RET to the Trust (and subsequently governing body) must be parents from the original proposers’ group.</p> <p>The other company directorships and/or affiliations of individual directors are listed on the personal declaration forms – but none of these is relevant to this question.</p>

22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Church of England, through the Diocese of Chichester</p>
Existing providers	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p> <p>n/a</p>
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of students on roll and your capacity:</p> <p>n/a</p>
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>n/a</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>n/a</p>

30.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The Russell Education Trust (07452885) is an approved academy sponsor and is sponsored by Education London, a specialist school improvement and project management company. RET works in partnership with a number of outstanding primary and secondary schools to disseminate best practice and support the establishment of Free Schools. The RET prospectus says:</p> <ol style="list-style-type: none">1. Our approach is based on the practice in the very best schools in which each child’s needs and aspirations are met in a stimulating and safe environment. We understand that excellent discipline and the security of each student to both express individuality and take responsibility at school are fundamental to personal, social and academic success. We know that in the best schools and academies, students are not only taught exceptionally well, but are also trained and encouraged to progress to the jobs, training and higher education most suited to their talents and abilities, irrespective of their social or economic circumstances.2. The Russell Education Trust [RET] has found the experience of working with parent groups to envision, propose and then plan Free Schools, exceptionally rewarding. We are now working with parents, communities, and diocesan authorities to set up and run new Free Schools. These schools will be inclusive comprehensives with the highest possible academic standards, serving their locality and working as part of their local family of schools. Both we and the founding groups with whom we work are firmly resolved that our Free Schools will all be judged to be good or outstanding by Ofsted and their communities within two years of opening.3. RET is part of a joint trust running Bristol Free School with Bristol Parents’ Voice. An RET Subsidiary (RET Becket Keys Church of England Trust) is established to run Becket Keys (an 11-18 secondary school) in Brentwood opening in September 2012. RET aims to have between three and five secondary free schools open in 2013 and to complete its group with five secondary and two primary schools by 2014/15. Further detail is given in Section F.
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Please tick to confirm that you have included all the items in the checklist.



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the ‘How to Apply’ guidance and the funding agreement with the Secretary of State. 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.

Section B: Outline of the school

1.	Proposed school name:	King’s School, Hove
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other
4.	Date proposed school will reach expected capacity in all year groups:	September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the ‘How to Apply’ guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Church of England
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes Not applicable <input type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed	N/A

	school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Brighton and Hove
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	No
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>n/a</p>	

Section C: Education vision

Please refer to page 15 of the ‘How to Apply’ guidance for what should be included in this section.

Criterion C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

Key features of the proposed school:

King’s Church of England School, Brighton (already referred to locally as ‘King’s Hove’) is proposed by an RET subsidiary trust, RET King’s Church of England Free School Trust.

The proposal arose originally from a large number of parents in Brighton and Hove who do not have the choice of a Church of England secondary school for their children. A core group of primary school parents (who are delighted with the education their children receive in the 9 good or outstanding Church of England primary schools locally) approached the Diocese of Chichester and the RET for support in setting up the school. The Diocesan Board is supportive of the proposal and very much aware of local parental demand at secondary level.

This secondary school will serve students of all faiths and none in the 11-19 age range with 125 pupils in each year group; it will be located in Hove but will also serve families in Brighton and parts of West Sussex. It will be designated as a faith school and if oversubscribed admit 50% of its students on the basis of faith. The school’s preferred location is the King Alfred’s Leisure Centre site in Hove.

We are establishing the Free School because it is clear that there is little choice for parents in Brighton and Hove who want their children to attend a secondary school that delivers the distinctive Church of England (C of E) ethos present in local Anglican primary schools. The closest C of E secondary school is in West Sussex and parents in Brighton and Hove stand little or 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 C of E school. Our online surveys show Year 7 and Year 8 already oversubscribed in 2012 and 2013 respectively.

We are also aware that many parents want and need another good or outstanding comprehensive school available locally because average attainment at GCSE among Brighton and Hove pupils is below national average and in all 9 secondaries progress is between KS2 and KS4 is below national average. We believe that the introduction of an additional high performing school in the Brighton and Hove area (with many fewer faith selective admissions than the other faith schools) will have a positive impact on the average progress and attainment of Brighton LA.

King’s will systematically plot the transition from good local feeder primary schools into Year 7 to prevent progress slowing in Year 7. King’s selling point will be the quality and range of student 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. The KS4 curriculum will place an emphasis on ensuring that the maximum number of students gain the English Baccalaureate and that children across the ability range are adequately challenged.

Our aim is to equip every student by age 16 for continuing education and a balanced, healthy adult life and to support our students to move on to 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.

Location

Our preferred site for King’s Free School is [REDACTED] in Hove; total site area is close to 20,000 m², This site was earmarked for development into residential accommodation, consisting of substantial high rise, high cost apartments - a development known locally as [REDACTED]. This controversial plan was abandoned in 2009 due to the economic downturn and the site is now ideal for regeneration and shared use.

King’s School will be distinctive because

It will be the only Church of England Secondary School in the Brighton and Hove area and it will be considerably smaller than other secondary schools in the area. Consequently, it will add to diversity of schools available in the area.

The King’s Church of England Free School Trust and its working mechanisms are planned to be distinctive in themselves. The Trust has been designed by RET and its partners to bring together local primary and parent knowledge, and expertise of Russell Education Trust (academy sponsor) and the Diocesan Board of Education, so that the Trust is firmly grounded locally among those who originally conceived it.

King’s will be a CofE secondary school with a distinctive ethos and vision, drawing on the tenets and values of the Church, that is very closely linked to local CofE primary schools through the governing body.

King’s 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. We want this school to reflect the Christian beliefs on which it is founded and to provide an outstanding academic experience for the very able; but to also be an inclusive school in which children from disadvantaged backgrounds can also make exceptional progress.

It will also be distinctive in that it will be a faith school (giving 50% of its places to children attending CofE churches) but it will also serve the wider community in Brighton and Hove, serving students of all faiths or none, whose parents are attracted to the school by its distinctive ethos and academic foundations, high expectations and high standards.

With an intake of 125 it will be substantially smaller than most other secondary schools locally and this is a priority for many local parents.

Parental involvement in the Trust will be significant, with a larger than normal number of parent governors/directors on the governing body/Trust. The Articles of RET King’s state that in addition to elected parent governors, at least three of the other governors appointed by RET must be parents of children attending local Church of England schools in the Diocese.

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

Our aspirations for the school and the achievement of individual students

Our aspiration is that King’s will be judged outstanding by Ofsted at first and subsequent inspections – and that it be judged similarly by parents and the wider community around the school. That judgement will only be possible if each pupil makes outstanding progress against national standards. We will target a value added score of 1015 between KS2-4 which will only be achievable if all our pupils, irrespective of ability, need or social background make good or outstanding progress. To support this we will also target 95.5% attendance overall and allow early entry for maths GCSE in Year 9 and Year 10 to support upper sets in gaining additional maths in Year 10 and Year 11. This will be achieved through effective target setting, tracking and reporting of each pupil within the framework of our planned, differentiated curriculum.

Section D: Education plan – part 2

Criterion D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.

Our curriculum will be broad based and balanced and will meet the needs of the full range of our students. Students whose English Language skills are well below national average on arrival in the school will be given intensive support, including reading recovery, at the start of Year 7 and then throughout the year to enable them to fully access the whole curriculum from the outset.

We will deliver a condensed Key Stage 3 so that it will cover Year 7 and Year 8 only. The rationale behind this is to allow as much time as possible to enable high level attainment and progress by the end of Key Stage 4. This approach has been highly successful in a number of schools that RET has worked with in London and beyond.

We have chosen a range of qualifications for KS4 and Post 16 which is based on the current range of qualifications available. We are aware that vocational qualifications and pathways are under government review and that the range of such qualifications (and courses of study) that will be available to our students may be subject to change. However, at all times we will keep the curriculum offer under review to ensure that it meets the needs of all of our students and they are able to thrive and achieve their full potential.

Our key aim is for students to make outstanding progress between Key Stage 2 and Key Stage 4. We will ensure that a significant number of those who join King’s at below expectation will achieve 5 or more A*-C including English and maths. We expect all of those students joining us with attainment in line with expectation to achieve this standard and indeed expect many to achieve 8 passes at C or above in their core and option subjects. It is likely that we will have a number of students whose prior attainment is significantly above expectation; these students will be expected to achieve a high number of A* and A grades which is why we have decided upon a separate target for this important objective.

Our priority will be to deliver a curriculum that will build upon the excellent experience that our students have had in their primary schools. As already stated, more than half of Brighton and Hove’s CofE primary schools have been judged by Ofsted to be outstanding. It therefore makes sense to develop this outstanding experience even further and provide a largely academic curriculum for many students. By the end of Year 11 they will have attained GCSE high grades in two English subjects, two mathematics subjects, three science subjects, at least one modern foreign language, a humanities subject and an option of their choice.

We will make sure that the maximum number of students meet the requirements of the English Baccalaureate by directing option choices

which will dictate the core offer of English, maths, science, RE, one MfL and one humanities subject at GCSE. Option choices will also be guided so that those students who need additional literacy, numeracy or MFL support will be directed into that rather than an additional option. This strategy is designed to support those of below average prior attainment who will profit from doing fewer subjects well, and gaining good passes. The very academic demands of the English Baccalaureate may not suit all students. To address this situation we will offer a range of qualifications to enable every student to 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, and BTEC courses. We plan to offer an academic A level based sixth form, yet with a level 2 pathway and 2 BTECs or their future equivalents.

As a Church of England secondary school we would expect the great majority of students to sit a GCSE examination in Religious Studies. This could happen at any point throughout Key Stage 3 or Key Stage 4 depending on prior attainment and when they have met their end of Key Stage 4 target. The timing of this will be guided by the subject teacher and parental preference.

In all lessons there will be an underlying focus on developing students’ literacy and numeracy skills and also their critical thinking. The reason for focusing on literacy and numeracy is to fully equip our students to access all aspects of the curriculum and to prepare them for the world of work. The reason for including critical thinking as an aspect of curriculum delivery is to ensure that students are fully engaged in lessons and have the skill to reflect on and analyse their own learning. Teachers will be trained to make the most of every possible opportunity to ensure that students have the necessary literacy and numeracy background to support them in their studies and the wider analytical skills to prepare them for the world of work. They will also be trained to instigate discussion and debate among the students. Students' social, moral, spiritual and cultural development will be embedded throughout the curriculum.

Key Stage 3 Curriculum (Year 7 and Year 8)

Art
Design & Technology
Drama and Dance
English
History
Geography
Mathematics
Modern Foreign Languages.
Music
Physical Education
Religious Studies
Science
PSHCE

Our Key Stage 4 Curriculum is slightly more speculative at this stage, but makes the assumption that the current qualification system will remain.

Core subjects

English Language and English Literature GCSE
Maths GCSE(s)
Science GCSE, for many this will be three separate sciences
History or Geography GCSE
A choice of modern foreign language GCSE
Religious Studies GCSE
Physical Education, Citizenship & Personal Social and Health Education (PSHE). These subjects are not examined.

Options

Study support options (literacy and numeracy)
Art & Design GCSE
Business Studies or Economics GCSE
Design & Technology GCSEs
Drama GCSE
Dance or PE GCSE
Latin GCSE
Music GCSE
Information and Communication Technology GCSE

Post 16 (from 2017)

Level 2 courses and 1 Level 2 pathway
2 BTECs

A levels in Art; Biology; Business Studies, Chemistry; Drama; Dance; English Literature; French; Geography; German; Government & Politics; History; Mathematics; Music; Psychology; Physics; Religious Studies.

The proposed curriculum model is outlined below.

KS3 Curriculum model (Y7 and Year 8) – periods per week / %

English	4	13.2%
Maths	4	13.2%
Science	4	13.2%
Technology	3	10%

Humanities / Classics	4	10%/13.3%
RS	2	6.6%
Language	3	10%

Art	1	3.3%
Music	1	3.3%
Drama	1	3.3%
PSHCE	1	3.3%
PE	2	6.6%

KS4 (Y9, Y10 and Y11) Curriculum model – periods per week / %

English	5	16.5%
Maths	5	16.5%
Science	6	20%

PSHCE	1	3.3%
RS	2	6.6%
PE	2	6.6%

Humanities	3	10%
MFL	3	10%
Option	3	10%

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.

Please see Section G on initial costs and financial viability for budget details about how the curriculum will be introduced. But is likely that in the initial years some teachers may need to deliver some lessons in their second subject.

NB: RET have used this model with success at Bristol Free School, by giving subject specialist support to the scientist who is also teaching maths and the historian who is also teaching geography. Subjects for which a subject lead cannot be afforded in Year 7, will be supported by the RET expert teacher or inspector.

Criterion D2: Provide a coherent and feasible school timetable and calendar.

It is envisaged that there will be 25 ‘taught’ hours per week, arranged as 30 x 50 minute lessons. In addition there will also be an extra hour at the end of each day for enrichment activities, sports clubs or booster lessons in particular subjects if necessary.

We have an expectation that the staff we appoint will expect to play a full role in such a programme and students will be expected to participate in a minimum of two sessions a week. Indeed at interview prospective candidates will be asked what additional specialist activities they would be prepared to offer over and above their main subject. This will enable a very rich curriculum to be provided.

We intend to be part of the local family of schools and we will therefore comply broadly with the agreed local authority term dates. Our starting and finishing times will be negotiated with neighbouring schools and will take account of public transport. A travel plan will be formulated to ensure that students are able to travel safely, efficiently and with minimum impact on the environment. We recognise that the proposed site will need to have some minor adjustment so that buses or coaches can pull off Kingsway (A259 - [REDACTED]) to drop off or pick up students.

In time it would be our intention to offer some of our enhancement activities to students in other schools. Clearly this might be determined by the sports facilities available on the site but we would hope that in the longer term it will also include more academic subjects.

Student groupings: Attainment groups (setting) will be used in many subjects to focus the range of attainment with which the teacher is working. Tutor groups (which reflect the gender balance and full ability range) will be the basis for at least PE, Art, and Design and Technology to maintain and develop friendships and cooperative working. Groups in KS4 will vary in size but on current funding 15 is likely to be the minimum size.

The 125 students in each year group will be divided into 5 tutor groups of 25. These tutor groups will be the basic unit for pastoral activity such as Citizenship, PSHE, PE, Art & Technology (in KS3) and registration. Timetable organisation will be planned to facilitate setting, which will be particularly important in the first two years of the school’s life in view of subject specialist teacher numbers. However, 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 5 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.

Tutor groups will be year based and mixed ability throughout Key Stage 3 and 4 (and Post 16). Setting by ability will be introduced in maths and science from mid Year 7 and in all core subjects and languages in Year 8. The need for grouping by attainment has, in the early years, to be balanced against the even greater impact of subject expert teaching, within budget limits.

As a Church of England school the pastoral ethos will be embedded in everything that we do and will support the achievement of high attainment and outstanding progress. To this end King’s will engage with students and their parents to ensure that there is a strong pastoral and spiritual element to the curriculum, based on Christian principles. We will offer a vertical mentoring system and small group focus for those students who would benefit from it. Through a robust pupil and parent “voice” process we will regularly seek feedback to ensure that we are successful in this approach.

Criterion D3: Set out a clear strategy for ensuring that the needs of students with differing abilities are met.

Learning will be organised so that students are fully supported in the classroom by teachers and support staff. For those students with special educational needs or disabilities (SEND) 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 opportunity to reach their maximum potential as detailed below. This approach has been adopted and found to be highly successful at Bristol Free School and will be also be used at Beckett Keys when it opens in September 2012.

The responsibility for the achievement and performance of all students, but particularly those with SEND lies with the class teacher. This will be particularly true in the initial years when the school will not have the full complement of teaching assistants. The leadership and ongoing effectiveness of the special educational needs coordinator (SENCO) will be crucial in ensuring that students with SEND perform at their best. King’s School’s approach to supporting students with SEND is based on:

- Students’ individual needs, including SEND, is the business of all staff in the school within a whole school framework, and as a consequence every member of staff will be trained in SEND issues and will know how to draw on specialist support.
- Each student is entitled to equal access to the curriculum which in itself is a crucial aspect of inclusion.
- Including all students from the outset rather than adding children with SEND to a system and context that has been devised for children without SEND, including those who aren’t categorised as having SEND such as gifted and talented (G+T) and those with EAL.
- Diversity in all forms will be welcomed and valued at the school as would be expected in a school founded on Christian principles.

- The school will ensure that high calibre inclusion practice is embedded across the school and will remove barriers to learning whenever and for whomever they arise.

We will work to ensure every student is competent and confident in the core skills of English/literacy, maths/numeracy, and ICT. If intervention is required it will be quickly identified and acted on. It may well be that the enrichment period at the end of each day may be used for this purpose. Every student should be accredited in core subjects by age 16 or earlier in line with national targets. Our study support option in KS4 is also designed to support this aim.

ICT will be used to enhance learning in every lesson and securely embedded throughout every curriculum subject. Students’ ICT skills will be mapped across the curriculum to make sure that they are fully equipped to continue on to the next stage of their education or into the world of work. We have opted for this approach rather than delivering ICT as a discrete subject because we believe that ICT should be a common strand through every curriculum area. If following the tracking and mapping exercise there are concerns about the ICT development of an individual student there will be the opportunity for booster classes as part of the enrichment period.

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 (and often earlier) and 18. Students with SEND will enjoy the full curriculum which will be appropriately differentiated at subject level. Some further reduction of the curriculum options, to consolidate the core subjects, may be necessary for a few students according to their identified needs and in consultation with parents and other professionals.

A virtual learning environment (VLE) will be established to enable students to access the curriculum, homework and lesson content from outside the school environment using new technologies. This will support learning at the home and will ensure that students can perform at a high level even though they are not at that moment directly supported by a teacher. This approach has been used successfully in a number of schools that Education London and RET are associated with.

Early identification of need and allocation of resources for students with SEND and disability will be an essential starting point. The experience and skill of teachers from students’ primary schools and the significant knowledge they have of individual student needs on transfer will play a fundamental part in decisions about provision in the school. RET (and

their sponsor Education London) have experience of successful SEND strategies in secondary schools and academies and that experience had informed our planning. We understand that that every subject department takes responsibility for differentiating the curriculum and teaching to meet the identified range of SEND assessed as present. Key features of King’s School’s approach will therefore be:

- Regular evaluations of progress and, where necessary, small group or individual work supported by expert practitioners.
- Annual Reviews for SEND students which will be fully integrated into the whole-school review and the target setting cycle.
- Judgements not made solely on category of need, but also on students’ ages and starting points (baseline), alongside the time students with SEND have been receiving specialist support/been at the school to analyse progress.
- The ability to staff smaller groups of students as detailed in the curriculum model above - but the needs of students will be met in mainstream lessons wherever possible.
- Specialist teaching assistants and teachers will rarely be designated to individual students, 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 students, but especially for those identified with Special Educational Needs.
- Monitoring of the progress of micro-populations of students to examine outcomes for students with a wide range of needs, leading to decisions about next stages of appropriate support.
- Involving parents and the identified students in the process.

The SEND policy will be developed with reference to The Green Paper SEN (support and aspiration: a new approach to SEN and disability) and the SEN Code of Practice, relevant legislation and subsequent guidance. This will be based on the best practice in the other two RET Free Schools and in RET’s partner outstanding schools and academies.

Students on the Gifted and Talented register and other higher attaining students will be identified and nurtured to ensure that they are able to thrive and develop in line with their particular talents. All staff members will be familiar with who these students are and what the strategy is to meet their needs. We intend to make full use of local and national networks, such as the National Association for Gifted Children and to support those on the register to participate in residential and non-residential courses. There will be the opportunity for particularly able students to take mathematics, further mathematics and three sciences before the normally expected point in Year 11. The King’s Free School early entry policy will be consistent with current research and will be guided by advice from the Russell Education Trust/Education London education advisers. It is not expected that students will take English Language or English Literature early because of the requirements of current specifications., although this may in time be subject to change.

RET’s principle that early entry in all subjects is to support the most able to gain early A/A* rather than for students on the D/C borderline, will be adhered to.

To support students with disabilities, we will ensure that:

- every aspect of the curriculum is accessible to students irrespective of disability.
- school buildings and facilities are designed or adapted to meet varied need.
- we plan to meet Disability Equality Act requirements and will be proactive and above all welcoming in ensuring that disabled students are not discriminated against or treated less favourably.
- we will involve disabled students and adults in our planning and seek out good practice in other secondary schools.
- we will help students to learn and listen to their experiences and their parents/carers
- we are aware that national research suggests that children with disabilities are subject to disproportionate levels of bullying and we will actively prevent this through our Christian ethos, responsibility structures, behaviour management and anti-bullying approach.

Criterion D4: Tell us how your definitions and measures of success will deliver your aspirations for student achievement.

The secure and robust educational vision for King’s Free School, combined with a creative and appropriate curriculum and inspirational teaching, high calibre leadership of teaching and learning, and outstanding leadership and management will ensure that the school meets its targets. We also believe that our ethos and approach to pastoral aspects of the students’ development will have apposite impact on their attainment and progress.

As the obvious starting point we will measure ourselves against the Ofsted inspection framework for an outstanding school in terms of overall effectiveness as outlined in the 2012 inspection schedule:

The school’s practice consistently reflects the highest aspirations for students and the expectations of staff.

Teaching is likely to be outstanding.

There is a rich curriculum, which is highly relevant to students’ needs, and contributes to outstanding learning and achievement.

Other principal aspects of the school’s work are good or outstanding.

The school’s thoughtful promotion of the students’ spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

Students and groups of students have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or development.

As part of this national picture and within the context of our vision for King’s our success will be measured by:

- The progress and attainment of students annually (with reference to national norms and progress measures). (please see following page)
- Attendance and punctuality. (please see following page)
- The breadth of the curriculum and the success of the enrichment period.
- The faith and no-faith composition of our school and the extent to which it reflects the composition of the surrounding area.
- Student involvement and enjoyment in extra-curricular activities. As already stated it is expected that every student will attend at least one extra-curricular activity every week. The students’ feedback will be carefully monitored to gauge their enjoyment and progress.
- Significant involvement in local community service from our students
- The feedback received through student voice and parents’ questionnaires and interviews (with particular reference to happiness, enjoyment and freedom from bullying). We would expect a high degree of satisfaction from our surveys but will follow up any concerns quickly and robustly.
- School self-evaluation and external monitoring.

The proportion of Brighton and Hove Year 11 students attaining 5 or more A*-C grades including English and mathematics in 2011 was 52.8% which was below the national average of 58.2%. In terms of students’ progress between Key Stage 2 and Key Stage 4 all 9 Brighton and Hove secondary schools were below the national average.

The proposed 2018 performance targets for King’s School will be:

- In terms of attainment the proportion of pupils attaining five or more A*-C grades including English and mathematics will be significantly above (+5%) the national and LA averages, whichever is higher.
- The proportion of GCSE passes at A and A* grades will be 45%.
- In terms of progress the value-added score will be 1015. (Significantly above the national average).
- The proportion of students making three levels of progress in English and mathematics will be at least 5% above national and local authority averages, whichever is higher.
- From the cohort of students who can meet the requirements of the English Baccalaureate 85% will do so.
- The attendance target for 2017-18 will be 95.5%. In addition there will be a separate target for each year that the school is open leading up to 2018.

The proposed 2020 Year 13 performance targets for King’s School will be;

- The Key Stage 4 to Key Stage 5 value-added score will be at least 1015.

We expect almost every Year 11 student to continue in school to follow courses in Year 12 and 13.

However, it must be acknowledged that these targets are provisional and may be adjusted when 2013 pupils’ prior attainment has been received and analysed. It is difficult to be more specific about targets at this stage because government policy is having a positive impact on the quality of teaching and as a result standards are rising.

Our indicative targets for the end of our first year will be:

- 100% involvement in at least one club, team or society.
- Good or outstanding progress in all subjects (measured by RET Ofsted trained inspectors during a review scheduled for July 2014)
- 95.5% attendance.

The success of the whole school can only be measured by having a secure way of analysing the success of each individual student, which is particularly useful if rapid intervention is needed. The success and effectiveness of every teaching professional’s (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 meet each student’s and the school’s targets and support an outstanding Ofsted judgement. This process will hold the headteacher and his/her staff to account, to achieve and maintain that goal. We will use the experience of Russell Education Trust (RET) departmental and whole school reviews, to ensure that the school remains on track in every department. However, although using an Ofsted style approach and indeed, using RET Ofsted accredited 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. RET’s approach in terms of training, monitoring and challenging the headteacher, all senior staff and middle leaders is fundamental to ensuring that we not only set high targets for students, but our staff are trained and supported to ensure these targets are met through outstanding teaching.

All students 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, students and teachers as part of a cyclical process. We will have half-termly assessment tasks or tests in every subject and a formal examination

period, in summer, for all year groups, to test progress against targets. All staff will have access to and use the Management and Information System (MIS) to track and predict student performance, providing information to teachers and in turn to senior managers about subject level and individual progress. Student tracking information will be gathered every half term and will be used by teachers to inform their lesson planning and set targets for individual students. Students and their parents will also have access to their own tracking data. This tracking system is currently being used successfully at Bristol Free School. RET are acutely aware even the most apparently sophisticated attainment tracking system is only as good as the accuracy of teacher assessment against national standards; so RET subject leads have recently moderated the accuracy of marking and assessment data to ensure an alignment between internal and national standards. Their view is that marking is accurate and the system is highly effective and it therefore makes sense to adopt the same approach at King’s School.

Criterion D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Proposed Admissions policy 2012/2013

The admissions policy reinforces the educational vision upon which King’s Free School is being established. The school will be inclusive, will meet the individual needs of all learners and will be based on the principles of the Church of England.

The agreed admissions number for Year 7 of the school will be 125. That number of places will be offered in Year 7 annually.

Admissions policy 2013/2014

1. 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.
2. All children assessed as having a continuing sensory or physical impairment and where they have been in receipt of additional funding to support their needs, or are assessed as needing additional support to meet these needs within an educational setting. (This definition includes, but is not limited to, students with statements of Special Educational Needs)

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:

3. 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. Clearly, this cannot apply until 2014/2015 intake.
4. This is a Church of England School and if oversubscribed, up to 50% of the places available after the application of 1, 2 and 3 above, will be based on a “faith” criterion; this criterion is detailed in the notes at the end of this policy.

If more applications meeting the faith criterion are received than there are places available, then places will be offered in order of distance from the home address of the applicant to the school, distance being measured in a straight line from the middle of the front door of the student’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.

If fewer than the designated number places are taken up by those satisfying the faith criterion, then these remaining places will be added to those offered to „non-faith’ applicants.

5. The places remaining after the ‘faith’ places have been allocated will be offered to any other applicants. If there are more applicants than there are places available in this category then they will be offered in order of distance from the school – distance being defined as in 4)

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 students 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.

Faith Criterion

The faith criterion is based on regular Church attendance and active involvement in the work/worship of a Church, which is recognised by *Churches Together England and Wales*.

Appeals

Parents who fail to gain a place at King’s School for their child can appeal to an Independent Appeals Panel; this will be set up by the school’s Governing Body/Trust.

The first group of sixth form students will enter Year 12 in 2018. At this stage any admissions policy into post-16 education at King’s Free School will be provisional because of possible national changes, but it is likely that:

Any student wishing to pursue an AS and A level course of study will need to have attained 6 or more subjects at grade B or above (including English and mathematics) at GCSE level.

To be able to study a particular subject at AS or A level a student will be expected to have attained a B grade in that subject at GCSE.

Criterion D6: Describe how your approach to behaviour management, wellbeing and attendance will improve student outcomes.

High expectations are fundamental to King’s School 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 so that King’s ensures the safety and wellbeing of all its students. In planning our approach, we are mindful in this school of the 2012 Ofsted criteria for outstanding behaviour and students’ safety:

Parents, carers, staff and students are highly positive about behaviour and safety.

Students:

Make an exceptional contribution to a safe, positive learning environment.

Show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.

Are consistently punctual in arriving at school and in lessons.

Are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.

There are excellent improvements in behaviour over time for any individuals or groups with particular behavioural difficulties. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying relating to special educational need, sexual orientation, sex,

race, religion and belief, gender reassignment or disability, are extremely rare.

Are acutely aware of different forms of bullying and actively try to prevent it from occurring.

The school:

Has an active and highly effective approach to identifying and tackling bullying.

All groups of students feel safe at school at all times.

Are highly aware of how to keep themselves and others safe. (It is likely that attendance will be above average for all groups of students or will show sustained and convincing improvement over time)

When parents choose to send their child to our school, they will know that we have a very distinctive, very Christian ethos and that we demand high standards of behaviour and attendance. As a consequence substantial parental involvement in all aspects of school life will be an important part of achieving the high standards we desire. We will aim for 95.5% attendance and 98% punctuality, but we do recognise that from time to time there may be public transport concerns might create punctuality issues. This should not be an issue given that a large number of parents who have expressed a preference for the school live in close proximity to the proposed site but it is something which must be borne in mind and acknowledged.

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, although our analysis of attendance at Brighton and Hove’s CofE primary schools has identified high levels of attendance throughout. However, entering into dialogue with the feeder primaries 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 students 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. We aim to explore every avenue as an alternative to exclusion, both permanent and temporary, in the unlikely event that behaviour is unacceptable.

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, King’s School will implement the latest advice from the DfE on behaviour and discipline (April 2011) and encourage good behaviour and responsibility through our shared understanding. We intend to adopt the policy which has been successfully utilised in other RET schools. Therefore, our policy will:

Establish the link between teaching and learning and high good behaviour by ensuring that teaching and learning are of the highest quality. There is a significant amount of research evidence which identifies that when teaching and learning are high calibre the students are engaged and motivated and inappropriate conduct is rare. This will be a fundamental principle of our approach to teaching

and learning at King’s School.

Make extensive use of our ethos and pastoral system to promote good behaviour.

Promote good behaviour, self-discipline and respect in the context of our beliefs about the value of every individual

Ensure that bullying is tackled quickly and robustly.

Ensure that students demonstrate exemplary attitudes to learning. This will entail them being keen and interested in everything that they do and taking personal responsibility for the success of their own learning.

Foster exceptionally good conduct of students.

We anticipate our policy will cover:

Rights and responsibilities of students and school staff

Clear expectations of student 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.

The above is the framework for a school based policy, which, in line with best practice will be developed by the Headteacher designate with appointed staff (RET will advise on this session for June or July staff induction)

Attendance

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

The policy 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.

Make full use of our pastoral system to ensure that good attendance of individuals using vertical and 1:1 mentoring when necessary.

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 behaviour and attendance 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. It is not envisaged that an attendance outreach officer will be appointed in the early stages of the school’s development but this may be a consideration as the school grows to full capacity. Nevertheless, the experience of RET’s partner schools suggests that it is complete clarity about the role of each member of staff, in relation to Attendance and punctuality that makes the difference. It is the responsibility of each member of staff to uphold the attendance policy by ensuring high attendance and to give appropriate support to students with genuine difficulties, including potential bullying. A rigid adherence to attendance procedures in school by every member of staff is observed in schools with very high attendance levels.

Anti- Bullying

The school’s vision and Christian ethos, as well as its positive approach to behaviour, attendance and punctuality will reduce the number of potential bullying issues to a minimum and this will be the fundamental principle underpinning the school’s anti-bullying policy. However, should a bullying incident be reported it will be addressed robustly and very rapidly. The anti-bullying policy will monitor incidents of bullying overall and specific types of bullying, including for example cyber bullying and prejudice based bullying related to special educational need, sexual orientation, sex, race, religion and belief, and gender reassignment or disability. The situation will continue to be monitored to prevent an incident reoccurring. Students will share an ‘Anti-Bullying Charter’ that is displayed in classrooms and other shared areas. We like the one developed by the staff and students at Bristol Free School. An excerpt is below.

The Anti-Bullying Charter (With kind permission of the [REDACTED], [REDACTED])

“At Bristol Free School we expect behaviour that creates a caring environment where we feel safe, secure and supported.

STOP

At Bristol Free School we recognise Bullying as behaviour that causes another to feel unsafe, or unsupported. It happens:

Several Times On Purpose

The Bristol Free School Anti-Bullying Pledge:

I will not bully others, or purposefully make them feel unsafe, unhappy, insecure or unsupported.

I will actively stand up to bullying.

I will treat others how I would like to be treated.

I will support and respect others.

If I am being bullied:

I will tell an adult quickly and not suffer in silence.”

The King’s School safeguarding policy will adhere to statutory requirements and will ensure that all students will feel safe and free from any form of harm while they are in the care of the school. The maintenance of the Single Central Record will be the responsibility of the bursar and will record the names and details not only of current staff but also those who have left the school, and their destinations.

Child protection procedures will comply with those outlined nationally and by the Local Safeguarding Children’s Board (LCSB). There will be a named and appropriately trained Child Protection Officer and Child Protection Governor. There will be annual staff and governor training and new staff who join mid-year will be provided with 1:1 training so that they are familiar with the school’s protocols and procedures.

Criterion D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

King’s Free School will foster good community relations and promote active contribution to modern British Society:

Our student intake will almost certainly be diverse for two main reasons: Firstly 50% of places are given on a faith basis, so we will have a strong constituency among members of the Church of England – but these may be drawn from some distance. Secondly, our preferred site in Hove is in a socially and economically diverse area and so we anticipate a school community that reflects that diversity. Our education plan reflects this, through our Curriculum Plan and our approach to supporting individual learning needs.

The school will be based on the Christian beliefs of the Church of England and as such will actively encourage tolerance and respect for students (and people beyond the school) of all faiths and none. We will establish that the school is outward looking, and serving its local and school-based community. We have already made very positive contacts with a range of local primary schools (CofE, RC and community) in Brighton and Hove.

Students will be actively encouraged to join in Community Service as part of their extra-curricular activities and to become involved in long-term commitments to charitable local organisations. As governors, we will expect our Headteacher to monitor the participation of students in a whole range of extra-curricular activities – to ensure that no gender, religious or ethnic group is under-represented in any pursuit. This will contribute to the school community and building its role in the wider community.

We will set up working partnerships with other schools, not only the feeder primary schools but also with other local secondary schools. Working on the principle that good practice must be shared, we will develop networks with

other schools focusing on areas such as teaching and learning and the curriculum.

Our interest in the King Alfred’s Leisure Centre would enable King’s to be seen as the real focus for the local community ensuring that the full range of enhanced facilities remain in shared community use. We see our place as crucial within the local partnership of schools to provide the opportunity for other schools to access our facilities and expert teaching and curriculum delivery.

Our preferred site is right on the sea front and prominently in view from local residents and visitors to our town. We therefore expect that our students will be ambassadors for our school at all times, but particularly when they are travelling to and from school on public transport or when they are in the local area. This public face of the school is very important to us in our endeavours to be accepted by local people as an outstanding school whose students demonstrate excellent behaviour. We believe that in this way our school will grow as the centre of our community.

Criterion D8: If you are intending to be designated as a school with religious character, show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.

Please also refer to commentary in Criterion D1 and D3.

King’s School is based on the values and beliefs of the Church of England and it will meet the needs of the wider community. It will do this by offering an outstanding education to all of its students regardless of their background or prior experience. The school will provide an excellent academic experience but will be an inclusive school in which young people from disadvantaged backgrounds will also make exceptional progress. The school will welcome students of different faiths, and those who may not have a faith, in exactly the same way that it will welcome students who are members of the Anglican faith.

The proportion of timetabled lesson time devoted to religious education will be 6.6%. This allocation is in line with that of faith schools nationally. The religious education curriculum at King’s will follow the guidelines laid down by the Standing Advisory Council on Religious Education (SACRE). It is our intention to have a ‘chaplancy’ at the school and initial discussions with the Diocese have been held as to how this might be best organised and funded. We would expect our chaplain to be involved with the delivery of the King’s RE curriculum. Of course, we recognise that our RE curriculum will cover all major world faiths and also that our school community will be diverse and include those of faiths other than Christianity, as well as those of no faith.

Collective worship at King’s will follow DfE guidelines for faith schools and again will use our chaplancy, our links to the diocese and local church

leaders to shape our programme. King’s is a Church of England school and so collective worship will be Christian in character and although we will be sympathetic to those who exercise their right to withdraw from collective worship, we think it likely that many students of other and no faith will choose to participate. We expect that collective worship will give recognition to the other faith groups in the school and our community by a celebration of the religious festivals of other major world religions.

We will make sure that the school meals that we provide will recognise and cater for students of different faiths who may have particular dietary requirements. Religious observance and festivals from other faiths will be recognised and celebrated where appropriate and although it is expected that most students will attend collective worship there will also be the facility for students who are not Christian to attend their own gathering, particularly at specific times in the faith year.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

In **column A** please provide the proposed number of places in each year group.

In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

Leave **column C** blank.

In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

In **column A** please provide the proposed number of places in each year group.

In **column B** please provide the number of children already on roll at your school.

In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.

In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e* $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	125	139		111%	125	134		107%
Year 8					125	139		111%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	125	139			250	273		

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the ‘How to Apply’ guidance for what should be included in this section.

Criterion E1: Provide evidence of demand from parents with children of the relevant age for each year group in each of your first two years of operation. Include confirmation from parents that they would select your school as one of the choices for their child.

There were extensive discussions with the diocese and LA. It was soon evident that there was a considerable demand for local a Church of England secondary school in the Brighton and Hove area. A website was therefore set up - the questions asked were:-


Do you support the ethos and objectives of the new school?

Would it be your first choice if it opened in 2013?

Please complete the registration details,

- Child’s details, including name, date of birth, primary school and current year group
- Parent details, including name, address (inc postcode), e-mail and telephone

it is reproduced on the next page.



King's School Hove

- Home
- Our Aims
- Expression of interest
- Contact Us

Expression of interest

Applications have not yet formally opened for places at the King's School Hove however once a formal application process coordinated with the local authority.

- Do you support the ethos and objectives of the proposed school?
- Would it be your first choice if it opened in 2013?
- Please complete this form to register your interest and we will keep your details on file and in

We ask for your contact information solely so that we may get in touch to update you about a information will be used only to summarise the geographical interest in admissions. We will not it with anyone else.

Child:		Parent:	
Sex:	<input type="text" value="-Please select-"/>	Name:	<input type="text"/>
Forename:	<input type="text"/>	Email:	<input type="text"/>
Surname:	<input type="text"/>	Telephone:	<input type="text"/>
Date of Birth:	<input type="text"/>	No & Street:	<input type="text"/>
Primary School:	<input type="text"/>	Postcode:	<input type="text"/>
Year group:	<input type="text" value="-Please select-"/>		

About the School	Links	Support Us
<ul style="list-style-type: none">• Home• Our Aims• Admissions	<ul style="list-style-type: none">• Education London• Russell Education Trust• Overview of Free Schools	<ul style="list-style-type: none">• Join the debate

The results of our online survey regarding YES to the crucial question (2) about sending their child to the school are as follows:-

For September 2013 - **138**

2014 - **134**

2015 - **139**

Several hundred others have registered general support and many with younger children have also registered.

Many of the parents in the current Year 5 are now corresponding with the proposers through the website, to find out when 2013 opening might be confirmed/approved.

The great majority of interest (94%) in our school has come from parents who live within the Borough of Brighton and Hove boundary, mainly from postcodes BN1, BN2, BN3, BN4 and BN41. There has been some interest from parents who live in West Sussex, mainly from postcodes BN43, BN44, BN14 and BN15.

Criterion E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

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 in the Brighton and Hove area (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.

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.

We will make sure that there will be a choice of school meals which will enable students of different faiths to enjoy their food yet still feel welcomed and comfortable about what they are eating.

King’s policy on collective worship will outline that there will be predominantly whole school but also separate faith gatherings dependent upon religious observance or particular festivals.

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

All of Brighton and Hove’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 King’s will be an inclusive school, welcoming all members of its local community, irrespective of faith.

We know from the experience of our initial proposers 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. 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 Brighton and Hove area. Some of the strongest supporters for the school are the families of other faiths.

Discussions with officers from Brighton and Hove local authority and local parents’ action groups have identified a number of local needs:

Officers from the Education Department of Brighton and Hove Council are positively disposed to the principle of King’s School being established.

There is an emerging shortage of local places in the area.

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 a Brighton and Hove secondary school. Brighton and Hove’s nine community schools are all relatively large and all had below average value-added in 2011. Additionally the overall attainment of the Year 11 students who left Brighton and Hove’s secondary schools was below the national average. We believe that the introduction of a highly performing, smaller school in the Brighton and Hove area 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 King’s School on the neighbouring secondary schools in Brighton and Hove. However, given the increasing school population working up through the primary phase at present this issue will be transient and will be addressed in a very short time.

Section F: Capacity and capability

Please refer to pages 24-27 of the ‘How to Apply’ guidance for what should be included in this section.

Criterion F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

RET has established a subsidiary trust so that RET, an approved academy sponsor can set up and run the school but appoint directors from amongst the original proposers as well as having representatives from the local Diocesan Board.

RET has set up and runs the 11-16 *Bristol Free School* (BFS), which opened in September 2011 as a part of a joint trust with the original parent proposers, Bristol Parents Voice. An RET subsidiary trust is set up for *Becket Keys Church of England Free School* in Brentwood which is opening in September 2012. We believe that RET’s record so far illustrates our capacity and capability to deliver the vision for King’s School. BFS opened on time despite enormous local challenges both for BFS and the Department. The school is supported by an RET Lead Advisor and specialist subject inspectors and expert teachers. The progress made at BFS is recorded in a visit of 9 December 2011 by DfE; at February 2012 half-term tracking point: students in all groups have made good or outstanding progress in all three core subjects; Attendance is 97% and 141 of 150 places are taken for September 2012, despite the fact that BFS is not on its preferred site and two local popular schools have contributed 60 extra places for 2012. *Becket Keys* is oversubscribed for its first year, the Headteacher is appointed and site and curriculum plans well advanced.

RET has the capacity to permanently to support the King’s through its corporate and educational services (finance, legal services, procurement, governance support, HR, insurances, H&S, corporate monitoring and quality assurance as well as high calibre educational and standards support – see F2)

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 Education Services contractor for the London Challenge programme to improve the performance of London’s lowest performing schools (KTS). 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. Five multi academy sponsors have used EL to accelerate improvement in their academies.

RET will (subject to project proposal approval from the Department) project manage the set up and opening of the school, as was the case with BFS and is currently with Becket Keys. RET’s project management team contains project managers with experience of setting up new academies and Free Schools, their sponsor, EL is one of 12 suppliers on the DfE national Project Management and Education Services framework. EL previously 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 £240m BSF 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.

RET has a core team of education specialists and project managers both delivering educational expertise to our new school projects; and coordinating access to the additional support from within our own teams and from our partner schools and academies. By this method our schools have access to expert support in each secondary school subject; and in every aspect of leadership and management. RET’s understanding of ICT in the curriculum and the management of the school makes a big contribution to educational standards; and to the shared use of attainment and tracking data between teachers, students and their parents.

Time Commitments

The RET project management team will commit project management resources for Lot 1 and 2 services, allocating approximately 270 days to the project with between 200-210 assumed funding for Lot 1 and Lot 2. The remainder will be contributed pro-bono.

The original parent proposers who are members of the Project Steering Group (PSG) will continue to contribute advice in relation to: community relations; local marketing; and liaison with the Chichester Diocese, local churches and RET, for religious designation and the design of the RE curriculum and Collective Worship; and the establishment of Chaplaincy. Four of the original proposers are each prepared to contribute up to the equivalent of one day a week each, between approval and opening: to remain on the shadow governing body; play a part in staff appointments; and carry out the tasks above.

Criterion F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

RET, has a team with substantial successful experience of dealing with every aspect of school finance and designing school budgets. This includes successful headteachers with responsibility for budgets up to £12m annually, Project Managers and LA officers responsible for much larger budgets. RET has a Finance Director and Business and Finance Manager. They are also advised by Chartered Accountants [REDACTED] who will monitor set up and provide audit.

An RET Finance Manager will be assigned to the school at an early stage. S/he will work in conjunction with Project Manager and Headteacher Designate and RET advisers, to setup the required financial procedures as required in the Financial Handbook. RET’s standard model procedures will be the basis of the procedures for RET King’s. The school will be linked to the state of the art, web-enabled *PS Financials* system used by RET, so that compliance with the agreed financial procedures can be monitored on a day by day basis and reports regularly generated for the Finance Committee of the Governing Body (GB) and for audit purposes.

RET will support the Headteacher Designate to appoint school based finance and administrative staff. Finance staff and the Headteacher will be trained by RET to understand the Financial Procedures and the scheme of delegation agreed in that document by the GB.

Criterion F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

RET has experience in setting up a secondary free school (BFS) and is setting up Becket Keys Church of England Free School to open in September 2012. RET is an approved academy sponsor and is staffed by experienced headteachers, OfSTED inspectors and expert practitioners. RET has established a subsidiary trust so that: the role of the Diocesan Board and the authority of the Church of England is established through the Articles. Similarly, RET has established the RET King’s School subsidiary trust so that the considerable professional knowledge and expertise of the original proposers and of their wider parent support group, is represented on the school’s governing body. These colleagues include:

██████████

██████████

██████████

[REDACTED]

[REDACTED]

Time commitments are set out in F1.

How work on this school will be balanced against the development of other RET Free Schools?

Work on King’s School is already being balanced against the development of an existing secondary Free School, an 11-19 2012 opener; and two other secondary free school proposals in this round. RET has planned its staffing and support on the assumption that all three proposals may be approved (the highest level of capacity need for RET) two may be approved, or one only. We have extended our capacity in the following ways – and planned for all scenarios in the following ways:

- We have broadened the number of RET main board members acting as subsidiary trust directors
- We have appointed different RET directors to each subsidiary trust.
- The subsidiary trust model itself has been used so that the considerable expertise in the community /parent groups with whom we decided to work, is permanently gained by RET; because we can appoint three new sets of exceedingly capable school governors.
- We have assigned an RET Project Manager and APM to each school project. In addition RET have assigned (and introduced) an EL Specialist Adviser to each proposed school (this is where we gain cost flexibility until rejection or approval stage – if any school is not approved, the EL colleague will just remain available for other school improvement or project management tasks) If approved, the Education London Specialist Adviser is available at- cost to RET and the Free School project. Should only one proposal be approved no additional Specialist Advisers would be appointed.

- RET’s central marketing, financial, HR and ICT functions are currently slightly over capacity in anticipation of new Free Schools potentially being approved. Our web based financial system was originally purchased with expanding capacity for ten schools, but that capacity has no current, negative implications for RET. Our legal advisers and accountants have confirmed capacity to support an additional three schools.
- RET has significant capacity to ‘upscale’ its school improvement and project management support through EL. For example during 2009-2010 EL successfully simultaneously supported 60 London Challenge schools and the project management of a ten school BSF project.

Criterion F4: Show how your staffing structure will deliver the planned curriculum.

Initially, we would appoint a headteacher, deputy head, 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 9 consisting of the headteacher, an assistant headteacher, one core subject leader and 6 MPS teachers. The financial plans show the appointment of 1.25 FTE deputy heads; 0.25 of this is to cover the cost of allocating a Lead Specialist Adviser to the school. At opening in 2013, there will be 6 Admin and support staff, comprising a bursar, 1 caretaker, 1 technician, 1 clerical assistant, 1 teaching assistant and 1 lunchtime supervisor. At year 5, with a full complement of 11-16 students, we would envisage having a headteacher, 1 deputy headteacher, 2 assistant headteachers, 7 heads of faculty, 2 key stage coordinators, 3 2i/c subject and 16 MPS; 33 teaching staff in all, having built up gradually from the initial 9 teaching staff. There will be a similar increase in the non-teaching, administrative and support staff to 27.5 consisting of 6 teaching assistants, 6 clerical/admin support, 4 technicians, 3 lunchtime supervisors, 2.5 caretakers and 1 each of bursar, librarian, exams officer, finance assistant and welfare nurse.

In the seventh year of operation, with Year 12 and Year 13, there will a further 14 teaching staff, with a quarter of them likely to have a TLR allowance; the number of admin and support staff also increases to 31.

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 both 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.

Criterion F5: Provide realistic plans for recruiting a high quality Headteacher designate, other staff and governors in accordance with your proposed staffing structure and education plans.

We will appoint a Christian headteacher who shares our vision as soon as possible in the run up to opening. We want to appoint our Headteacher in Autumn 2012 or January 2013 and for them to take up their post from April 2013 so that s/he can:

Play a full part in establishing King’s School as a real choice for parents in the Brighton and Hove area who are attracted to our distinctive ethos, commitment to high standards and our wish to involve parents actively in every aspect of the school.

Establish a relationship with the parent and pupil body of our first intake as soon as s/he is appointed and before taking up post.

Firmly establish our school and his/her personal role in the local community.

Be involved with the RET project team, and our directors in the shaping of our curriculum, so that our vision is established through the curriculum at the very earliest stages

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 King’s School as a member of the Brighton and Hove and Diocesan 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 2013

We have discussed the process used by RET to select other Free School headteachers and we would seek to replicate it in a number of crucial aspects. This process has professional rigour and would enable all parties, including the initial proposers to play a role in the selection. The whole process used by RET, including all materials used as part of the selection process, have been shared with and approved by DfE officials and advisers. Below is an outline of our planned process; we would hope to begin the process soon after approval.

Process for appointment of Headteacher

1. Advert, job profile, person specification and information pack for applicants drafted by RET (with approval from the RET HR adviser) and then discussed and approved by Shadow Governing Body. Appointments panel identified. Offers of informal discussion made again in the advert. Circulate all papers to the DfE Project Lead (PL)

2. Advert placed in Times Educational Supplement (on line and hard copy), local paper (if cost of this is not prohibitive), 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. Collect generated responses.
4. Long-listing by RET and then shortlisting both using consistent scoring against the job and person specification by the Shadow Governing Body appointments panel. The panel would have professional advisers from RET.
5. The interview process will take place over two days. Shortlisted candidates will already have had the opportunity to undertake an initial site visit.
 - 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 advisors 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 RET Twickenham Trust and additional advisors from RET. We would welcome DfE involvement in the actual appointment interviews, as was the case with Bristol and Becket Keys.

CONCLUSION OF PROCESS

We will run the whole process again if no candidate is chosen by the panel. This can happen at the end of Day 1 or Day 2. If we appoint, RET advisers will give detailed feedback to the other candidates and collect feedback from them about our procedure using a standard RET evaluation form.

Recruiting high quality members of staff

Principles and processes in the Pre-opening Phase.

Keeping a high profile locally and nationally supports recruitment (258 applicants for 10 posts for example at BFS)

Conduct a ‘multi-matrix’ shortlisting exercise with the Headteacher Designate (which prioritises ability per se against the criteria) so that the subject distribution among the three senior staff is kept open during the week of assessment and interviews.

Shortlisted candidates will all be observed teaching by an RET adviser/inspector (probably at a neighbouring primary school or an RET school partner nearby) and only those delivering a good or outstanding lesson be taken forward for interview. All core subject coordinator candidates will also be assessed on a pupil progress analysis exercise.

When open

RET’s experience of other schools starting with Year 7 only, is that the exact support and teaching staff recruitment strategy must be completely shared and understood by all governors, with the headteacher. The exact subject and skills composition of the first cohort of staff informs the detailed planning for subsequent years’ recruitment. The principles and processes for recruitment, with its emphasis on observed teaching will remain in place permanently, for all teaching and senior teaching staff.

Local marketing, especially a well maintained website and widely distributed prospectus, is aimed not only at parents and students but at prospective staff. We will also invite any local teacher who wishes to come, to visit the school in its first year of operation.

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 five 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.

Criterion F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school

The **RET King’s Church of England Free School Trust** is the governing body of King’s Church of England Free School. RET King’s Church of England Free School Trust is a subsidiary trust of Russell Education Trust (RET) an approved academy sponsor, so all the members are from RET: they are RET, and two directors of RET. The governing body will be 13 strong when the school opens:

- 2 elected parent governors
- 1 Headteacher
- 1 governor appointed by the Bishop of Chichester
- 1 governor appointed by the Diocesan Director of Education
- 8 governors appointed by RET, at least three of whom must be parents with children in Church of England primary schools in the Diocese

Roles and responsibility

The members are responsible for the establishment of the Trust and its objects and appoint the governors (except 5 above). In extremis, the members may take responsibility for removal of any of the 8 governors appointed by RET. Such removal should be notified to the Secretary of State. This is quite separate from the duty of any school governor to resign in circumstances prescribed by the Articles and other legal guidance. The members have a permanent duty to ensure that those with the appropriate skills and capacity are appointed to the governing body.

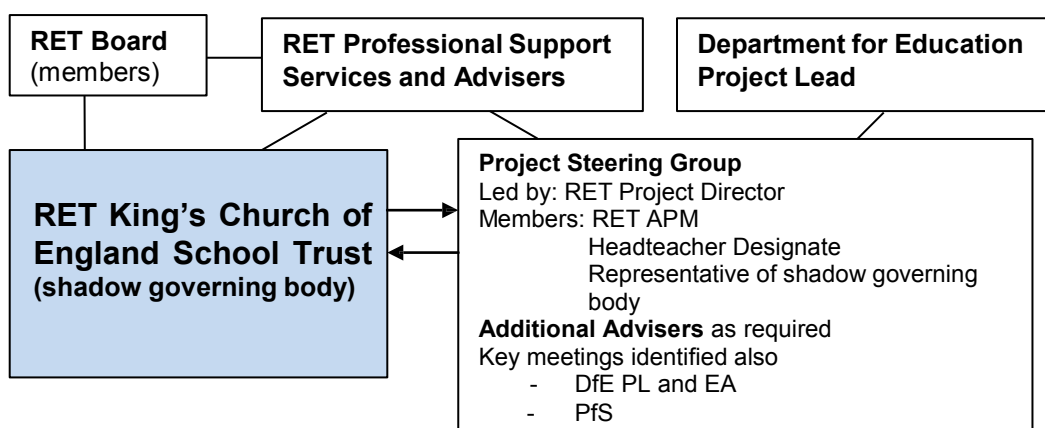
The Governing Body

- Acts in partnership with the Headteacher who is its Chief Executive.
- Acts as a critical friend to the headteacher offering support and advice.
- Set the strategic direction for the school reflecting the expectations of the community and also sets its standards and key targets.
- Agrees the planning, policy and budgetary framework for the school.
- Monitors the achievements and outcomes of the school in relation to the targets and success criteria set out in the School Development Plan, subsidiary action plans; and in the Finance Plan, Financial Procedures and school budget.
- Ensures processes for regulatory compliance.
- Keeps school policy and procedures under regular, cyclical review and emergency review in exceptional circumstances.
- Ensures there is appropriate professional support, advice and challenge in place for the Headteacher, so that the school’s aims are realised and standards targets met.
- Manages the performance of the Headteacher.
- Agrees a scheme of delegation, which outlines which decisions it will delegate to a governing body committee, the headteacher or another individual.

The Headteacher

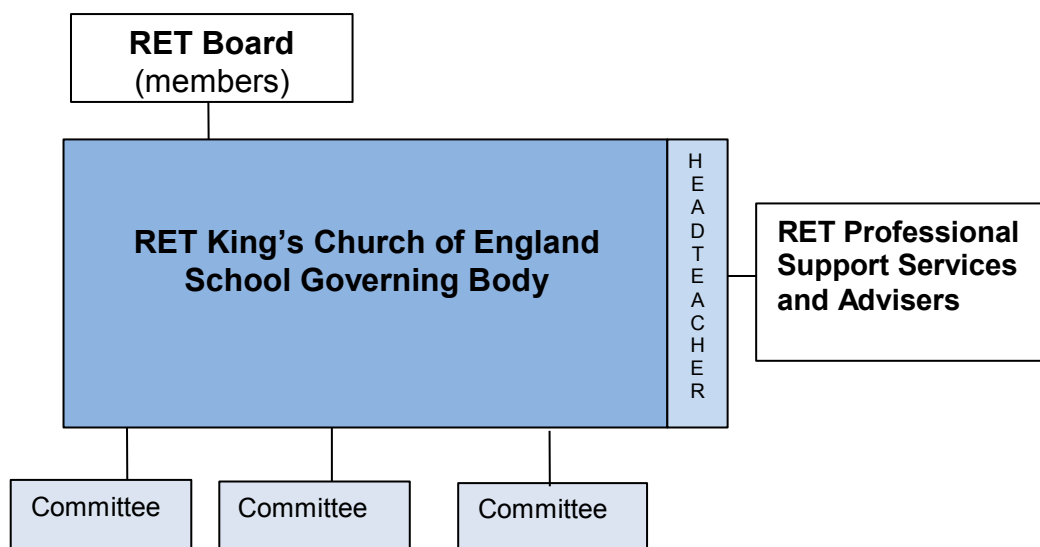
- Acts in partnership with the governing body to lead and manage the school.
- Is the governing body’s Chief Executive and Adviser.
- Is responsible for the day-to-day management of the school; managing people; process; and resources.
- Is responsible for exercising all those responsibilities delegated by the governing body and the Secretary of State.
- Manages the school so that the aims and targets set by the governing body are met.
- Leads the school community by exemplifying the values and aims on which the school was founded; protecting and enhancing its reputation.
- Takes advice from the governing body and from any advisers appointed by them.

Governance structure in Pre-Opening Phase



In the pre-opening phase the shadow governing body is the key decision making maker, but it will delegate most day-to-day decision making and taking action to a Project Steering Group. The PSG will be led by the RET Project Director who will direct the RET project team and coordinate the work of other contributors and directors in accordance with the Project Plan. S/he will regularly update the plan, review the work of the team, ensure resources are properly managed and alert the team the shadow governing body to risk using an agreed risk register and alert system. The RET Project Director will be the key link with the DfE through the Project Lead, until opening. The Headteacher Designate will join the PSG whenever possible after appointment, and permanently after taking up post.

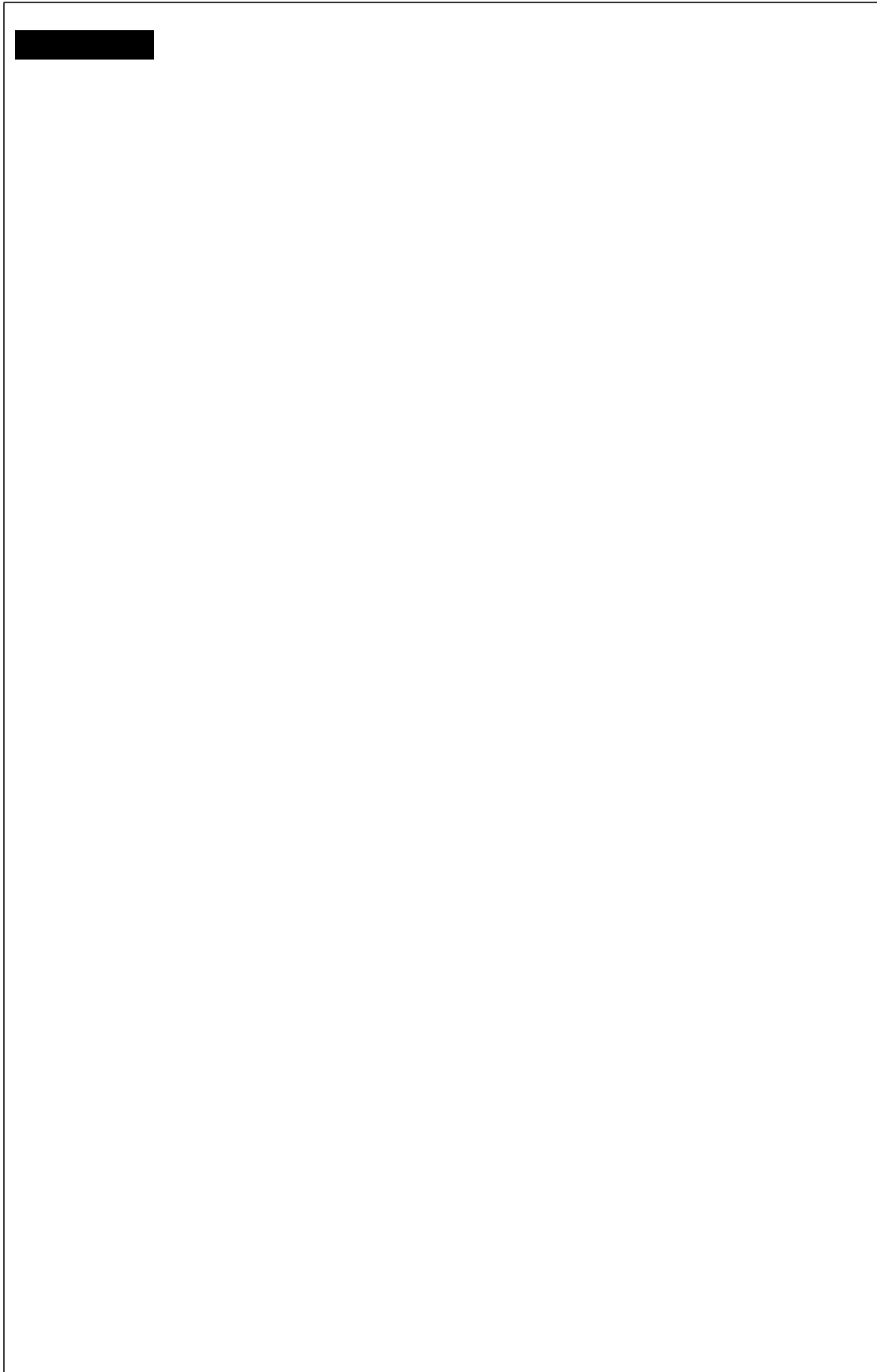
Governance Structure when school is open



1. The governing body will conduct its business in accordance with its adopted Standing Orders. The Standing Orders will outline a complete scheme of delegation; and the roles and responsibilities of committees and named governors. The Standing Orders will determine the advisory and delegated duties of key committees and governors (e.g. Child

	<p>Protection governor)</p> <ol style="list-style-type: none"><li data-bbox="279 224 1348 369">2. At the start of Year 1 the governing body will confirm (or amend) its acceptance of the Financial Procedures agreed by the shadow governing body (and advised by RET and Headteacher Designate) and then keep these under annual review.<li data-bbox="279 369 1348 638">3. The cycle of governing body meetings and its committee meetings will be scheduled by the Clerk, Governing Body and Headteacher so that the cycle is integrated into the school’s target setting and pupil tracking and reporting schedule. This will ensure that the processes supporting the School Development Plan, Implementation, Pupil Target-setting and tracking points, and parental reporting, work simultaneously for governors, teachers and parents.

Section G: Initial costs and financial viability



Section H: Premises

Please refer to pages 33-35 of the ‘How to Apply’ guidance for what should be included in this section.

Our preferred site for King’s School is [REDACTED]. Our second preference would be for [REDACTED] which is adjacent to Hove Park.

The reasons for choosing the [REDACTED] site are: It has enough space within the footprint to enable it to be converted into a secondary school.

Although there would need to be some rebuilding this would be selective and the existing building could be used without extensive refurbishment or rebuilding.

It is already being used for community use and we would expect that to continue when it becomes our new school building. This represents a very effective use of the building and good value for money.

It has good transport links to the postcode areas which most parents who have expressed an interest in the school live in.

The address and postcode of the site is: [REDACTED], Hove, East Sussex [REDACTED].

The site is currently run as a Leisure Centre by Freedom Leisure on behalf of Brighton and Hove City Council.

The current freeholder is Brighton and Hove City Council.

The site footprint is 19,200 square metres. It is two storeys for much of the site but has an extensive area on the ground floor at promenade level.

The alternative site, [REDACTED], was identified some time by the City Council as the site of a new school.

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

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