



Department  
for Education

# Free school application form

Mainstream, studio, and  
16 to 19 schools

**Published: December 2015**

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

**ASHLAWN FREE SCHOOL**  
**pre-registration number 99099**

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## The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

### Sections

#### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

**All applicants will need to complete sections A, B, C, E, H and I in full.**

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

**Section A** asks you for applicant details in the Excel form.

**Section B** asks you to outline your proposed free school(s) in the Excel form.

**Section C** asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

**Section D** asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

**Section E** asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

**Section F** asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

**Section G** specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

**Section H** asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. There is a separate Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

It is essential that the hard copies are identical to the version you email.

### **Submitting Section I**

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to [due.diligence@education.gsi.gov.uk](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

## **Data protection**

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\* Independent schools include existing alternative provision and special school institutions that are privately run.

\*\* If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## Declaration

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

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

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

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

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

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

**Signed:**

**Position:** [REDACTED] (please delete as appropriate)

**Print name:** [REDACTED]

**Date:29/02/16**

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

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



## Completing the application form

### Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### Section B – outline of the school (use Excel spread sheet)

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

Ashlawn Free School will be a non-selective, secondary school for students aged 11-19 years with 180 students in each year group. It will admit 10% of pupils using an MFL aptitude test, and use a cognitive abilities assessment to operate banded admissions. It will be located within the current catchment area for Ashlawn School, an outstanding bi-lateral secondary school in Rugby [REDACTED]. It will replicate the successful educational model of Ashlawn School but will not use 11+selection in its admissions.

Ashlawn School began discussions regarding becoming a MAT and academy sponsor in June 2015. These discussions were prompted by the continued population growth in Rugby and the need for expanded school provision. The Regional Schools Commissioner's office allocated an advisor to support us through the sponsor and MAT application process and suggested that we become a multi-phase trust to be able to bid for new academy presumption schools in the local area. We have identified an infant school partner and submitted a Sponsor Application in January 2016. We are awaiting the result of this application but have verbal assurance from [REDACTED] that the application will be considered by the Head Teacher board ASAP and he has no objections to us becoming a Sponsor and a MAT. He is aware of our intention to bid for this Free School and as we are not yet an experienced Sponsor has asked that we complete Section F in full so that he can fully assess our capacity.

Following the release of Warwickshire LA's updated School Sufficiency Strategy in November 2015 we began to investigate the possibility of expanding provision of secondary places at Ashlawn School to meet the growing demand for high quality school places. Early feasibility studies demonstrated that further expansion to numbers on our existing site were not appropriate as we are already operating above capacity 1643 (current NOR 1750) and are intending to increase the size of our sixth form when our new sixth form centre is complete for September 2016. We therefore began to

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

investigate options for additional sites.

Following discussions with our [REDACTED], [REDACTED], we were invited to meet with [REDACTED] [REDACTED], [REDACTED] on the 16<sup>th</sup> December 2015. At our meeting we discussed our proposal to replicate provision to create a new school identical to Ashlawn on another site. This would mirror our ethos and culture and provide the same successful personalised academic curriculum model. [REDACTED] was very supportive of our proposal, but suggested that rather than applying for expansion onto a satellite site, we applied to open a Free School using the same model, except for the use of ability selection which is prohibited in law. This meeting was followed up with an appointment with [REDACTED] on the 11<sup>th</sup> January to discuss funding for expansion onto a satellite site. David was of the view that a Free School application was more appropriate than a satellite site. We are therefore submitting this Free School bid with the intention to directly replicate our existing provision onto another site. We received a letter from [REDACTED] on 16<sup>th</sup> February 2016 indicating his keenness to see our Free School bid. Recent discussions with [REDACTED] [REDACTED] on 23<sup>rd</sup> February, about our intention to submit a Free School bid, confirmed the need for 4 forms of entry from September 2017 to meet basic need requirements in Rugby. (see correspondence in annex).

### **Transforming Lives Educational Trust (TLET)**

Ashlawn School Academy Trust is currently a Single academy Trust. Upon approval of our sponsor application we will become TLET a multi-academy trust. We will be joined at this point by another single academy infant school trust, and are in discussion with local Junior schools to add Key Stage 2 expertise into our MAT.

The idea for TLET arose as a result of increasing pressure on school places in the local area due to population growth, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high quality school places.

Ashlawn Free School, as part of TLET, will be able to maximize economies of scale. Ashlawn School has an established Teaching School Alliance which provides cost effective CPD, succession planning for leadership roles, a steady stream of trainee teachers and brokers and co-ordinates effective school to school support. [REDACTED]

[REDACTED] of Ashlawn, will become [REDACTED].

She is a [REDACTED] and is experienced in [REDACTED]

[REDACTED] The chain will have experienced business management and site management teams who will be able to provide financial, maintenance, human resources and operational support. Educationally we will be able to engage the specialist services of early intervention, educational psychology, physical

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

and mental health and careers guidance which will be made available on an ad hoc basis to Ashlawn Free School.

TLET has agreed mechanisms for monitoring standards and providing support and challenge to ensure that all students, despite their starting points, make excellent progress. TLET will facilitate collegiate working between Ashlawn School and Ashlawn Free School to ensure that the new school provides an educational experience of the same quality. This will include the sharing of staff and facilities and the provision of a joint enrichment programme enabling students in both schools to take advantage of varied sporting, arts, and academic interest groups.

### **Rationale for Ashlawn Free School**

Rugby has a 20 year housing growth plan of 12,226 homes between 2006-2026. There is a forecast shortfall of places for Year 7 in 2016 some of which will be provided by the Rugby Free Secondary School (RFSS) due to open in Sept 2016. By September 2017 the forecast need for extra Year 7 places is 195 assuming that all schools, including RFSS are full. (see Section E).

Ashlawn School is a Bilateral school in Rugby, Warwickshire. 12% of students are selected using the 11+ exam, a further 10% via an MFL aptitude test, the remaining cohort (256 PAN) enter community places via a conventional catchment area. In 2015 there were 14 applications for each 11+ place, 13 for each MFL place and 3 for each community place. (see data in Section E). This is the peak of an ongoing pattern and as a result community places were only given to students within a 1.1 mile radius of the school in 2015.

There are 2 single sex grammar schools in the town admitting 90 students each who also operate the 11+ selection. There are 3 other comprehensive schools serving the rest of the town. It is accepted in the town that students may attend a school which is not their local catchment school. Parents actively exercise their right to choose the appropriate school for their child regardless of location.

The performance of the local mixed gender secondary schools is shown below.

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

Rugby Schools	Ofsted rating	Expected progress English and Maths	5 A*-C including E&M
Avon Valley School	2	E 69% M 52% (2014)	42% (2014)
		E 59% M 53% (2015)	36% (2015)
Bilton High School	2	E 70% M 57% (2014)	51% (2014)
		E 56% M 40% (2015)	36% (2015)
Harris Cof E Academy	4	E 70% M 66% (2014)	54% (2014)
		E 61% M 61% (2015)	47% (2015)
Ashlawn School	1	E 87% M 78% (2014)	72% (2014)
		E 87% M 76% (2015)	72% (2015)

Students who do not attain a grammar or MFL place, and do not live within a mile of Ashlawn, attend a school which is either in ‘Special Measures’ or below floor targets. This amounts to 612 Year 7 students. This in effect means that for more than 50% of parents in Rugby parental choice for a good school has been significantly eroded.

**Vision for the Free School**

We believe that education is transformative. Schools have the responsibility to lead the communities they serve to actively transform lives by raising aspiration and providing an outstanding education via a clear focus on learning and leadership. Our ethos is encompassed in three statements:

*Education is at the heart of building community*

Ashlawn Free School will be comprehensive through aspiration, where students achieve despite their differing start points and become life-long learners and active global citizens. In this way we will shape as well as serve the community.

*Education is an individual endeavor which flourishes in a team environment*

Every student is an individual. Ashlawn Free School will use tried and tested assessment and progress tracking methods to identify abilities and individual need to provide a truly personalised education plan. This will foster aspiration, self motivation and provide appropriate challenge to drive individual progress and achievement.

*Education secures social cohesion*

Ashlawn Free School will reflect and celebrate the diversity within the Rugby community. We will provide co-educational ‘truly’ comprehensive education where

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

families and communities learn together in the same school and there are no barriers to access or aspiration.

Ashlawn Free School will be located within the current catchment area for Ashlawn School, in as close proximity as possible, to allow staff to work across both sites and create a collegiate community between the two schools. The Free School will be modelled on Ashlawn School, with 10% of students being selected by aptitude via an MFL test, but without 11+ ability selection. Using existing data we predict that the cohort will be made up of slightly fewer High PA students, with more students falling into the Mid PA band.

**Average % Ashlawn cohort distribution for last 3 years.**

	Low PA	Mid PA	High PA
Whole cohort	6.9%	36.9%	56.2%
Without 11+	8.2%	43.6%	48.2%
National (Year 7 only)	11.2%	45.3%	43.4%

We intend to use banded admissions for places not allocated by the MFL test. We will operate 5 bands reflecting the average local intake over the last 3 years. This will ensure that the cohort in the Free School will be broadly similar to the current cohort at Ashlawn and that our existing curriculum will enable all students to make excellent progress.

**Ethos, Culture and Enrichment**

Students and staff will work together as a harmonious community creating a school with a real sense of happiness, purpose, enthusiasm and fulfilment. At Ashlawn Free School, we will promote excellence and aim to develop a love of learning. All the achievements and needs of our students will be valued and our curriculum is designed to help develop students not only in terms of qualifications but also in terms of their skills. We seek to do this in a way which is enjoyed and subsequently inspires a lifelong love for learning. We recognise that exam passes alone are not enough for young people who will work in a global economy and who will need confidence, adaptability, learning skills, creativity and resilience to live useful and fulfilling lives: we will strive to ensure that every student will have his or her individual needs met through the highest standards of learning and teaching. Respect for each other and a high standard of behaviour is something which we share and value.



## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

Ashlawn Free School will be the perfect blend of tradition and innovation. We will be a forward thinking and exciting school with excellent results. Our students will be proud to belong to a school which offers the opportunity to be challenged and extended. Success will be celebrated in all aspects and we will recognise the needs of each individual and ensure that every student really does matter.

Ashlawn Free School will not just focus on the learning of students. We will be a professional learning community where staff are actively encouraged to pursue additional qualifications with the National College of School Leadership (NCSL) and Warwick and Leicester Universities. It is not, however, the students, teaching and support staff who are the only key stakeholders: we value the contribution made by parents, governors and the community to ensure that we maintain high standards in all aspects of school life. With this in mind, we will encourage links with, and involvement by, all those with a vested interest in our children's learning and development. Ashlawn Free School will be an exciting place in which to learn. We will nurture young people in every aspect of their growth as individuals and as learners through these important years in their lives. Our students will leave school as confident young adults, well prepared and ready to meet the challenges of the world of work or further study, and to continue to enjoy learning for the rest of their lives.

Ashlawn Free School believes that cultural, creative and leadership activities extend learning. Learning is developed beyond the classroom to enrich students and develop the skills and qualities that are very much a pre-requisite for success in later life. Visits and other enrichment activities will be organised in all subjects and across all year groups, including yearly ski trips and curriculum based international trips. Students will have the opportunity to participate in World Challenge as well as the Bronze, Silver and Gold Duke of Edinburgh Award Scheme. Sport activities and teams will include rugby, soccer, netball, hockey, basketball, cricket, tennis, badminton, gymnastics, trampolining, table tennis, athletics and extreme frisbee. Highlights of the school year will include a school production, dance and drama activities and performances. Art will be celebrated with an annual community exhibition, while music ensembles, choirs and bands will celebrate cultural diversity.

Leadership is central to inspiring students to set and reach their own goals for successful and fulfilling lives. Students will take on many leadership responsibilities including the School Council and as Student Leaders. As the school grows, older students will be given formal roles to mentor younger students. Extra-curricular clubs will cater for, amongst other things, aspiring scientists, designers and journalists supporting the Ashlawn ideal that extra-curricular activities encourage students to learn the importance of developing their own talents and contributing to the wider community.

### **Academic Curriculum**

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

Ashlawn Free School will have a 5 year programme of study focussed on students achieving 10 high quality qualifications, including the EBACC, at the end of Year 11. The KS3 curriculum will be designed to build the foundation skills for GCSE, and the GCSE curriculum will be designed to support high achievement and attainment, and ensure that skills for A level and other KS5 courses are being developed.

We will offer a pathways curriculum to students in all year groups. The ‘enhanced’ curriculum stream will study two modern foreign languages. The ‘comprehensive’ stream will study one and have more time in DT or for literacy and numeracy depending on student needs. Students will be assigned to an initial pathway in Year 7 based upon their admission band. Students will remain in these streams until the end of Year 8. Within streams we will use setting based upon the banding test and SATs scores. Students will be able to move between sets based upon progress to ensure that they are being taught in the most appropriate group.

Students will make curriculum choices in Year 8 and then follow a KS4 curriculum pathway in Years 9-11. All students will be expected to study the EBACC, and will select options from a selection of GCSE subjects. Students will be expected to remain in the sixth form. There will be a range of pathways accessed based upon GCSE profiles. The choice of pathways will include: 3 or 4 A levels, a combination of A levels and a Level 3 Vocational subject or a one year access course including post 16 Maths and English qualifications and a choice of Level 2 Vocational Qualification. All students will also select from a range of accredited enrichment courses, such as the extended project, and complete work experience relevant to their studies or career ambitions.

**Initial Performance Targets**

Aspirational Targets have been set for the school. They are benchmarked below against Ashlawn School, Local and National performance measures.

Measure	Target	Ashlawn School (2015)	Warwickshire (2015)	National (2015)
% making expected progress	English 100% Maths 95%	English 87% Maths 76%	English 71% Maths 70%	English 69% Maths 66%
% A*-C GCSE including Maths and English	90%	72%	60.9%	53.8%
% achieving EBACC	90%	40%	27%	24%

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

In addition we will set the following targets

- 100% A\*-E at A level (National 98%, Ashlawn 99%)
- 65% A\* - B at A level (National 53%, Ashlawn 56%)
- 20% Year 13 with a Russell Group University offer
- Zero NEETs
- Attendance over 95%
- OFSTED Outstanding at first inspection.

**Section D – education plan: part 1**

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

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Reception	0	0						
Year 1	0	0						
Year 2	0	0						
Year 3	0	0						

Year 4	0	0						
Year 5	0	0						
Year 6	0	0						
Year 7	0	180	180	180	180	180	180	180
Year 8	0	0	180	180	180	180	180	180
Year 9	0	0		180	180	180	180	180
Year 10	0	0			180	180	180	180
Year 11	0	0				180	180	180
Year 12	0	0					180	180
Year 13	0	0						180
Totals	0	180	360	540	720	900	1080	1260

## Section D – education plan: part 2

### D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

**All** applicants will need to complete the table of subjects and hours. Please use the table below.

#### Key Stage 3 (Years 7 & 8)

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	3	Mandatory	
Mathematics	3	Mandatory	
Science	3	Mandatory	
Modern Foreign Languages (French and German)	3 - 4	Mandatory	Enhanced curriculum offers 2 Mfl subjects over 4 hours

History	2	Mandatory	
Geography	2	Mandatory	
Physical Education	2	Mandatory	
Art	1	Mandatory	
Drama	1	Mandatory	
Music	1	Mandatory	
Design Technology	1 - 2	Mandatory	Enhanced curriculum offers 1hour of DT
PSHE / Citizenship	1	Mandatory	
Computing and IT	1	Mandatory	
Literacy / Numeracy Development	1	Voluntary	An intensive development programme across a rolling timetable – withdrawn from lessons

[Add more lines as appropriate]

#### Key Stage 4 (Years 9 - 11)

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	Mandatory	GCSE Language and Literature
Mathematics	4	Mandatory	GCSE
Physics, Chemistry, Biology	5	Mandatory	The majority of students will study separate sciences, a minority will study Core and Additional Science.
Modern Foreign Languages French or German	2.5	Mandatory	GCSE Enhanced curriculum students may choose to study both
Physical Education	1	Mandatory	
PSH/RE / Citizenship	1	Mandatory	GCSE RE or citizenship
Humanities – History or Geography	2.5	Mandatory	GCSE students may choose to study both.
Option GCSEs Students will choose	5	Mandatory	Choices include; Art, Drama, Dance, PE, Psychology, Music, Media, Computing, Business, DT, additional

2			humanity, additional language.
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### Key Stage 5 (Years 12 & 13)

Option Subjects	Hours per week	Comments
English Language	6	A Level Course & AS option
English Literature	6	A Level Course
Creative Writing*	6	A Level Course & AS option
Mathematics	6	A Level Course & AS option
Further Maths*	6	A Level Course
Physics	6	A Level Course
Biology	6	A Level Course
Chemistry	6	A Level Course
German*	6	A Level Course
French*	6	A Level Course
Music*	6	A Level Course
Fine Art*	6	A Level Course & AS option
Theatre Studies*	6	A Level Course
History	6	A Level Course
Geography	6	A Level Course
Economics	6	A Level Course
Accounting*	6	A Level Course
Government and Politics	6	A Level Course
Psychology	6	A Level Course
Sociology	6	A Level Course
Business Studies	6	A Level Course & AS option
Physical Education	6	A Level Course

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
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### **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

The school day will operate from 8:50am until 15:30pm. This will incorporate five 1 hour lessons, a 20 minute mid morning break, a 40 minute lunch break and movement time between lessons. The day will be extended with optional enrichment activities beyond 3:30pm and the learning resource centre will remain open until 5pm each evening to support independent study. Some enrichment activities, such as the Arts School offering drama, dance and music run on Saturday mornings. The curriculum plan will be identical to that of Ashlawn school.

#### **Ashlawn School Curriculum Overview**

The curriculum across key stages 3-5 is a traditional academic curriculum offering challenge for all, high levels of aspiration and personalisation, according to individual need.

Students are encouraged to choose from a wide range of enrichment and extra-curricular experiences including team and competitive sport, student leadership, twilight GCSE and AS opt-in courses, performing arts and media clubs and competitive school debating. Many of these extra-curricular activities will be provided without charge. Where a charge is made there will be the opportunity for parents of disadvantaged students to access a bursary to contribute up to the full cost of activity depending upon circumstances and or the provision of a staged payment plan.

Key Stage 3 provides learners with continuity and transition from Key Stage 2 with distinctive secondary subjects, through which students develop core knowledge and generic high order skills enabling secure consolidation and greater progress across time. The 'enhanced' curriculum stream offers pupils the opportunity to study two modern foreign languages. Students entering with lower prior attainment or for eligibility for Pupil Premium funding will be supported through an intensive programme of literacy and numeracy development as well as full SEN provision based on need.

The curriculum at Key Stage 4 is an academic curriculum with all students studying a core of english, literature, mathematics, separate sciences, PSHE/RE one or more humanity subject, one or more foreign language and a full range of high value GCSEs making up 3 optional subjects drawn from the Arts, design technology subjects, computing and PE.

### **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

The curriculum at Key Stage 5 will offer students 3 subjects from a full range of reformed A levels (see table above for subject choices) This will be enhanced by a choice of additional AS level qualifications as enrichment courses catering to student choice and demand. This will include Extended Project, Critical Thinking, Photography and some of the A Level courses such as Maths offered as a 2 year AS. Opportunities to undertake work experience and participate in competitive sport will be timetabled using an afternoon enrichment timetable slot. A small number of high value BTEC qualifications such as Engineering and Health and Social Care will also be offered alongside A level qualifications and will be provided in consortium with Ashlawn School to minimise the cost of replicating specialist equipment and boost the affordability by increasing student numbers. Approximately 30 students will be enrolled on the 'Access to A level Programme' which offers students an opportunity to improve or secure higher attainment in post-16 GCSEs in English, Maths, Science and to additionally study Logistics (CILT – level 2). Each student at Key Stage 5 will undertake in excess of 540 guided learning hours per year for their combined subjects. Sixth Form provision will operate in consortium with Ashlawn School to cost effectively provide a full range of subjects with students from each school moving across sites to access a wider range of courses. It is envisaged that the subjects marked with an \* in the table above will only be offered on one site to increase value for money.

#### **Expected Cohort**

The cohort for Ashlawn Free School will be different to that for Ashlawn School as it will not have 12% of places filled via 11+ selection. However, we will continue to use the MFL aptitude test to fill 10% of places ensuring that we target our enhanced curriculum at students with an aptitude to study languages.

The remaining cohort will be selected using a fair banding admissions process. We will use the profile of the existing Ashlawn cohort to reference the bands, excluding the students selected via 11+. The table below shows the proportions of students based upon prior attainment over the last 3 years.

#### **Average % Ashlawn cohort distribution for last 3 years.**

	Low PA	Mid PA	High PA
Whole cohort	6.9%	36.9%	56.2%
Without 11+	8.2%	43.6%	48.2%
National (Year 7 only)	11.2%	45.3%	43.4%



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

We will admit to 5 bands as follows:

Band A – top 24%

Band B – next 24%

Band C – next 22%

Band D – next 22%

Band E – next 8%

All students will sit a non-verbal reasoning test produced for admission purposes by GL assessments. We will rank all students who sit the test based upon their score, weighted for age, and turn this into a percentile. Students will then be allocated to bands. Existing Ashlawn School oversubscription criteria will then be applied to each band. Waiting lists will be held for each band to ensure that the appropriate distribution of students is maintained.

The table demonstrates that the ability range expected for Ashlawn Free School will be similar to Ashlawn School. The main difference being an increase in Mid PA students and decrease in High PA students. We are confident that our approach to teaching and learning and our existing curriculum is appropriate for these students. Our RAISE online data demonstrates that current students in these categories achieve highly and make outstanding progress as shown in the table below.

	% A*-C including English and Maths		Expected progress English		% Expected progress Maths	
	Ashlawn	National	Ashlawn	National	Ashlawn	National
All Students	72%	56%	87%	69%	76%	66%
HIGH PA	91%	90%	86%	81%	85%	82%
MID PA	71%	50%	89%	68%	75%	67%
LOW PA	6%	6%	83%	52%	33%	32%

We expect that the proportions of students in the categories of FSM, EAL and EHC will be higher and will represent the average of the local cohort. This is shown in the table below. Entry data for our recent cohorts demonstrates that the number of Mid to High PA students at entry is increasing, with fewer Low PA students. Many of the students attending Ashlawn Free School will come from new large housing developments in the town. This could alter the demographic. However, analysis of the existing large housing development, which broadly represents the housing stock to be built in the new developments demonstrates that the changing demographic will probably result in more highly educated and aspirational parents and hence students who will probably arrive with increasingly higher PA. For example the percentage of residents with their highest qualification as a level 4 is double in the new developments (24.1% ██████████, 48.1%

## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

(See demographic comparison on annex of (existing catchment) and (existing large new development))

Local Schools	Distance	% FSM	% EAL	% EHC
Ashlawn School	NA	14.6	6.6	1.4
Lawrence Sherrif School	1.7 miles	4.1	11.1	0.3
Rugby High School	3.3 miles	5	12	0.1
Avon Valley School	3.2 miles	30.5	11.4	4.5
Bilton High School	3.9 miles	24.2	10.6	2.7
Harris C of E Academy	3.3 miles	29.1	12.2	4.1
Average		17.91	10.65	2.18

We are confident that our existing curriculum and approach to teaching and learning will be appropriate for this cohort of students despite their differences. Our RAISE online data demonstrates that current students in these categories achieve highly and make outstanding progress.

	% A*-C including English and Maths		Expected progress English		% Expected progress Maths	
	Ashlawn	National	Ashlawn	National	Ashlawn	National
All Students	72%	56%	87%	69%	76%	66%
FSM	64%	36%	76%	58%	71%	49%
EHC	33%	9%	67%	29%	50%	21%
EAL	83%	54%	92%	75%	94%	72%

### Teaching and Learning

We will utilise the experience and expertise of staff in Ashlawn School to set up the KS3 schemes of learning in each subject. We intend to share at least 50% of Ashlawn Free School staff across the two schools in the first 2 years, to ensure that experienced subject specialists are teaching at the new site. We will recruit into Ashlawn School to replace the teaching time lost and thus train our own staff in readiness for the increasing teaching hours required in the new school. Movement between the schools will be by application from the existing staff. The contracts for teachers newly recruited to either school following the creation of the MAT will be expected to teach across both

### **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

sites if required. In this way teaching standards will be maintained across the two schools.

We will hold joint faculty meetings, pastoral team, and CPD sessions bringing both staff groups together to learn from each other and develop teaching and learning collegiately. This cross school working will continue even when the school is full to ensure that standards are maintained, to provide development opportunities for staff and maximise economies of scale.

Our existing rigorous accountability system will be applied to both schools and we will encourage shared subject based enrichment and intervention for students across both schools to ensure that all student needs can be met. Regular SLT learning walks across sites will identify best practice to be shared and pinpoint areas for improvement. These will be followed up swiftly with the use of our existing supporting teachers programme where expert practitioners work one on one intensively with teachers to improve their practice.

Our developmental peer learning observation programme will be extended across both sites. Staff work with a 'Buddy' to be observed and to observe and then work on areas of development. This is facilitated by the use of IRIS remote observation technology enabling teachers to record their lessons and then watch them together and log strengths and AFIs.

### **D2 – measuring pupil performance effectively and setting challenging targets**

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

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **D2 – measuring pupil performance effectively and setting challenging targets**

## **D2 – measuring pupil performance effectively and setting challenging targets**

The systems for establishing a baseline, setting targets and reviewing performance and progress will follow our current model. We will use KS2 prior attainment data with FFT estimates at the top 10% to set challenging targets for students. These targets will be checked for each subject and personalised for individual circumstances with extra challenge built in to ensure that all students have aspirational MPGs (Minimum Progress Goals). Our ethos is one of aspiration, challenge and belief that goals and targets are not a ceiling, but are there to be met and passed.

We are an emerging Centre of Excellence with GL Assessment. The CAT4 + PASS(Pupil Attitudes to Self and School) + Progress Tests in English, Maths and Science suite of assessments will be used to ensure we have a full baseline of information on which to base our target setting and monitor process. This will ensure that students without KS2 information have reliable and robust targets and any anomalies in KS2 performance can be addressed. The PASS analysis will enable us to identify students with specific barriers to learning and put in place teaching and learning strategies and interventions to help overcome these barriers.

Students will follow a 5 year assessment ladder leading to final GCSE outcomes. The ladder will be split into four sections. P1-P8 is the **Preparing for GCSE** section of the assessment ladder, where students progress through the key skills, knowledge and understanding to ensure they are ready to rise to the challenge of the new GCSE assessments. GCSE 1-3 is the **Developing** section, GCSE 4-6 is **Securing** and GCSE 7-9 is **Excelling**. The GCSE 1-9 scale will be split into 1b, 1a, 2b, 2a etc to allow students to make manageable steps in their progress. Staff, students and parents/carers will have access to each subject specific 5 Year Assessment Ladder to enable all to identify each student's current level of core skill and knowledge and their next steps in their learning journey.

Written formative assessment will happen regularly in lessons with students receiving feedback via teacher, self and peer assessment at least once every six lessons and with verbal feedback more regularly. Pupil progress will be monitored at three key summative assessment data points each year. The average of the last 3 assessments will be compared with the interim MPG and a positive or negative progress check score will be given to identify how far progress is above or below target. Students and parents/carers will receive an action plan with this summative assessment information at each of the three key data points and a full formative report once a year.

In Year 7 and 8 students will meet with their learning mentor once a term. Students and parents will meet once a year with their students' learning mentor to discuss their progress and the way forward to improve in their chosen and identified key subject areas. In Year 9 to 11 students will also have termly meetings with their learning mentor and in addition to this parents will meet once a year with their son/daughters individual subject teacher to discuss progress. Staff email contacts will be shared with

## **D2 – measuring pupil performance effectively and setting challenging targets**

parents via the school website and parents will be encouraged to contact staff with any queries, questions or concerns.

Data will be analysed by individual student, student group, subject and whole cohort for attainment and progress. All student groups will be analysed but there will be a particular focus on the progress of SEN, disadvantaged students and students in the low and high prior attainment groups, in line with current OFSTED recommendations about the progress of key groups. An attainment 8 score will be calculated and analysed in comparison with their projected attainment 8, which will be based on challenging MPGs. An analysis of levels of progress from KS2 prior attainment will also be carried out to identify strengths and AFIs by department and by individual student.

### **Monitoring Performance at KS5**

At KS5 targets will be set based on GCSE performance using the ALPS system. Formative and summative assessment will mirror that at KS3 and KS4 with reporting to parents in the same way. Students will have individual termly meeting with their learning mentor and they will also have weekly small group meetings with a designated subject specific mentor for any subject where they are struggling or underperforming. Students and parents will meet with their individual subject teachers once a year to discuss progress.

At each key data point a full ALPS analysis will be carried out to identify whole cohort, individual subject and individual student progress. Subjects will be given an ALPS Score and grade and this will be tracked and compared with performance in prior years to enable bench marking and identification of trends. The ambitious aim of the school is for all KS5 subjects to be ALPS red (top 25% nationally).

### **Use of data at KS3-KS5**

Through a coaching tree system data will be shared and discussed with key members of staff, including SLT coaches, Heads of Department, Pastoral Heads of Year, individual teachers and the Learning Development Department. Coaching meetings will be used to identify the strengths and areas for improvement within subject areas, individual classes and individual students. Heads of Department will use the data to review performance of their teams and report back with key findings and strategies for improvement. Heads of Year will use the findings of the PASS survey coupled with the attainment and progress data to identify and intervene where necessary. The Learning Development Department will use the data to identify students in particular groups needing further support.

DSEF (Department Self Evaluation Frameworks) documents will be updated throughout the year after key assessment points and meetings will be held with SLT and governors

## **D2 – measuring pupil performance effectively and setting challenging targets**

to enable Middle Leaders to share and celebrate their successes, review the effectiveness of their strategies and discuss further support necessary for their teams.

Historical trends in department attainment, progress and accuracy of data predictions will categorise a department as Developing, Securing or Excelling. These categories will be used to decide on the levels of additional support that whole departments or individuals within that department need to help them to improve outcomes for students.

MAT trustees and local governors will be trained initially to improve their understanding of data and ensure that they all fully understand how progress is being assessed. They will be regularly updated on progress of students in their link departments and across the whole school. Governors will be an integral part of the analysis and interrogation of student outcomes and in the setting of whole school targets to ensure a critical eye on improving outcomes.

### **Initial Performance Targets**

Aspirational Targets have been set for the school. They are benchmarked below against Ashlawn School, Local and National performance measures.

Measure	Target	Ashlawn School (2015)	Warwickshire (2015)	National (2015)
% making expected progress	English 100% Maths 95%	English 87% Maths 76%	English 71% Maths 70%	English 69% Maths 66%
% A*-C GCSE including Maths and English	90%	72%	60.9%	53.8%
% achieving EBACC	90%	40%	27%	24%

In addition we will set the following targets

- 100% A\*-E at A level (National 98%, Ashlawn 99%)
- 65% A\* - B at A level (National 53%, Ashlawn 56%)
- 20% Year 13 with a Russell Group University offer
- Zero NEETs

**D2 – measuring pupil performance effectively and setting challenging targets**

- Attendance over 95%
- OFSTED Outstanding at first inspection.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

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

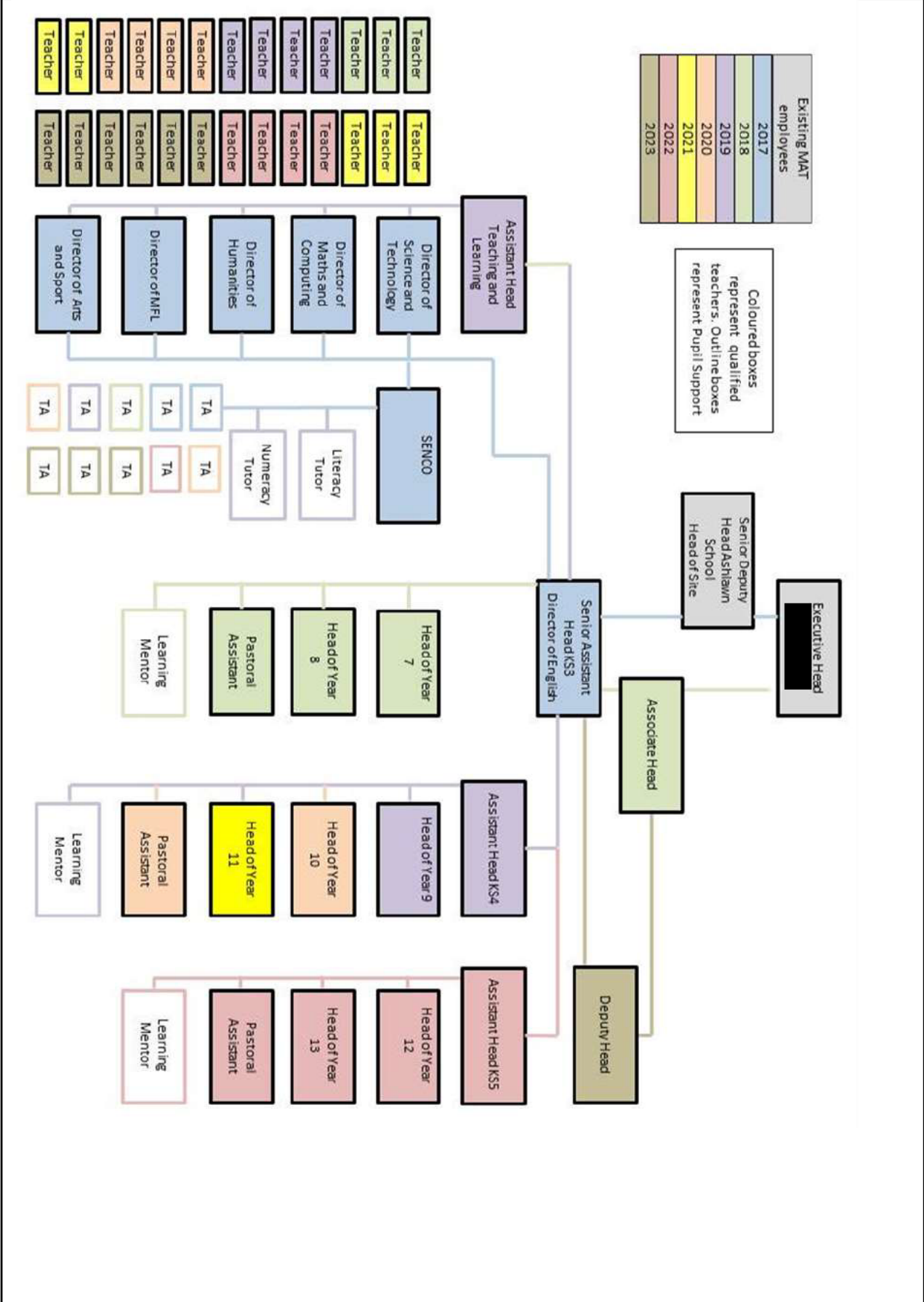
**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Please see the attached organogram setting out staffing structures, growth and lines of accountability.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**





### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

#### **Senior Leadership**

██████████ of Ashlawn School, will become ██████████ for Ashlawn School and Ashlawn Free School. The Senior Leadership Team of Ashlawn School will extend their roles to have oversight of the operation of Ashlawn Free School in their designated area of responsibility for the first year. Capacity will be provided for this by reducing the teaching time of the senior team funded by the pre-opening grant. (up to the equivalent of one full time member of senior leadership team) A senior deputy head will be allocated to be Head of Site at Ashlawn Free School and make decisions on a daily basis. This post will be supported directly by an Assistant Head who will lead a core subject and have pastoral responsibility for KS3 students. This model of distributed leadership across two sites has been used by Ashlawn School previously when it took over responsibility for the Year 11 cohort at Bishop Wulstan School, on a satellite site as the school was closed. The Deputy Head who managed this successful project, will oversee the first year of operations at Ashlawn Free School utilising this experience and using a similar leadership and management model.

In Year 2 an Associate Head Teacher will be appointed who will take responsibility for progress and all other accountability measures. Lois Reed, as Executive Head, will continue to maintain oversight of the school on behalf of the MAT Board. Two more Assistant Heads will be recruited during Year 3 focussing on Teaching and Learning and Head of KS4. An additional Assistant Head teacher will be recruited in Year 6 to lead Key Stage 5 and a Deputy Head will be recruited in Year 7 to strengthen the senior leadership further.

The ██████████ of the Academy trust will jointly oversee the financial management of the school with the Executive Head, as accounting officer for the MAT. Day to day financial management of the school will be delegated to a School Business Manager. The ██████████ at Ashlawn School will coach the new business manager and they will become mutual accountability partners. The Business Manager will lead all non-teaching functions of the school reporting to the Executive Head initially and when appointed to the Associate Head.

#### **Middle Leadership**

The Middle leadership team will grow to include Heads of Year overseeing pastoral teams and Directors of the six faculties; English, Maths and Computing, Science and Technology, Humanities, MFL and Arts and Sport. A SENCO will be appointed to manage TAs and Literacy and Numeracy Tutors. Middle leaders will be encouraged to innovate and will be responsible for the progress and attainment of students in the relevant subject areas. They will manage the teaching staff teams in their areas as well as learning support staff in order to realise maximum gains in learning for students. We would expect the type of ambitious teacher recruited to middle leader roles to be

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

aspiring to a SLT position in due course and TLR payments will reflect distributed leadership of whole school areas of responsibility suited to the experience and expertise of middle leaders. The SENCO, as with all teachers will have QTS and will either possess, or be in the process of imminently achieving the national award.

#### **Teaching Staff**

The staffing growth plan cannot specify in full which teaching posts in the plan correspond to which subject areas, given that we cannot foresee whether the Middle Leaders appointed will be needed to teach one of their subject specialisms more than another, given that a teacher recruited for one particular subject may also be well qualified and suitably experienced in a second area. We anticipate that biology, chemistry, physics and mathematics will gain separate subject leadership when KS4 becomes populated, with the intention of promoting high performing staff seen to be of suitable calibre for these key roles from appointment. To this end we have budgeted for the related additional costs from the year before KS4 teaching begins to allow sufficient time for planning.

The role of Tutor will be taken by class teachers and middle leaders. Tutors will work with Heads of Year to deliver PSHE, Citizenship and RE education together with IAG. We will have sufficient teachers at all times to ensure that the curriculum can be delivered as verified by the pupil/teacher (and pupil/adult) ratios and the planned utilisation ratio of -0.8 overall at a steady state, which is within the top quartile for secondary schools. Rather than appoint part time staff to only work at Ashlawn Free School we will look to utilise economies of scale as a MAT and appoint staff who may be expected to teach across both sites.

#### **Pupil Support**

Pupil support roles will include technicians, who will work in the science and technology areas and in computing, and will be managed by the School Business Manager. Technicians will support teachers and students in their relevant subject areas and students.

Learning support will come from TA's, HLTA's, and the departmental clerks. The majority of the work will rest in the TA and HLTA roles, particularly in support for individuals eg EBD students. Middle leaders and teachers, will include learning support team members in planning and share information to enable TA's and HLTA's to make a positive contribution to student progress.

TAs and literacy and numeracy tutors will be managed by the SENCO. Learning Mentors will be assigned to a key stage and be managed by the Assistant Head leading that key stage.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

**Support Staff**

The support staff team will be overseen by the School Business Manager who will be responsible for financial management, site matters including health and safety, sustainability, school administration and some aspects of marketing and HR not addressed directly at trust level. They will work with SLT to ensure that the resources of the school are appropriately directed towards its development priorities. In the first two years the Senior Leadership Team’s PA will share duties with reception and support school administration generally. Over time, administrative staff will be taken on, involving term time only posts to achieve efficient and effective back office operations supporting financial and general administrative functions.

The site management team will grow from a Site Manager initially to a team of 2 with 1 part time post assisting the Site Manager and operating with them under the direction of the School Business Manager. We anticipate catering to be delivered via a procurement route and have budgeted accordingly. The team of midday supervisors will assist with the smooth running of the lunch break, though it should be noted that teachers and support staff beyond midday supervisors will dine with students as a matter of routine.

We will seek to centralise many support functions within the MAT to maximise economies of scale. For example, Finance, Human Resources, IT support, Examinations, Data Analysis, Admissions, Procurement. The MAT will retain a portion of Ashlawn Free School’s funding to pay for these services under a service level agreement.

We are confident that our staffing plans during the period when the school is growing and when it is full have appropriate blends of roles, experience and expertise and are sufficient to deliver the Trusts vision in terms of a high quality curriculum and learning experience for our students leading to high levels of well being and excellent achievement for all students.

**Year 7 Curriculum**

Subject	1 hour lessons/2 weeks	No of groups	Total no lessons	Staffing	Job Role
English	6	6	36	1fte	Director of English/SLT
Maths	6	6	36	1fte	Director of Maths & Computing
Computing	2	6	12		
Science	6	6	36	1fte	Director of

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

					Science
French	4 6	2 2	20	1fte Director of MFL/Middle Leader	
German	4 6	2 1	14		
Geography	4	6	24	1 fte Director of Humanities/Middle Leader	
History	4	6	24		
Art	2	6	12	1 fte Director of Arts/Middle Leader	
Music	2	6	12		
Drama	2	6	12		
PE	4	6	24	0.5fte	Teacher of PE
DT	2 4	3 3	6 12	0.5fte	Teacher of DT

**Support Staff 2017 (0.8 corresponds to term time only)**

Role	FTE
Teaching Assistant	0.8
Technician	1.6
School Business Manager	1.0
PA	0.6
Receptionist	0.8
Site Manager & Health & Safety	1.0
Catering	0.4

**Staffing plans if school is not full**

If the school is not full in the first year of opening, and hence budget is reduced, we will reduce the number of full time staff. As the staffing model is flexible and intends to use staff across sites within the MAT, adjustments to staffing numbers will be more easily made. Staff could be recruited to teach full time but only be committed to the free

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

school site and budget part-time until a full time member of staff is required. In addition to this we will try where possible to recruit staff for the first year who can teach more than one subject. For example Maths, Science and IT and English and Humanities.

**Staffing 2017 – 2023**

We will maintain a high teacher pupil ratio. This is intentional and mirrors the ratio used in Ashlawn School. Our outcomes demonstrate that this model is effective.

Role	2017	2018	2019	2020	2021	2022	2023
SLT	1	2	4	4	4	5	6
Teaching	6	12	17	23	29	36	42
Pupil Support	2.4	4.8	9.6	12	12	14.4	17
Admin	2.8	2.8	3.6	3.6	4.6	6	6
Premises	1	1	1	1	1	2	2
Catering	0.4	0.6	0.6	0.8	1	1.7	1.7

**D4 – the school will be welcoming to pupils of all faiths/world views and none**

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**D4 – the school will be welcoming to pupils of all faiths/world views and none**

The table below shows the percentages of ethnic origin of the existing Ashlawn School Cohort. We would expect that Ashlawn Free School would have a similar ethnic diversity.

Group	2013	2014	2015	National 2015
White	85.3	85	85.1	76.2
Mixed	4.1	4.9	5.3	4.9
Asian	7.6	7.3	6.5	10.2

**D4 – the school will be welcoming to pupils of all faiths/world views and none**

Black	1.2	1.2	1.6	5.5
Chinese	0.4	0.5	0.5	0.4
Other	0.5	0.4	0.3	1.6
Undeclared	0.7	0.7	0.7	1.0
First Language Spoken				
English	91.8	92.3	93.4	82.5
Other	8.2	7.7	6.6	17.5

Ashlawn Free School will not have a specific faith ethos. In line with the Education Act we will provide an SMSC curriculum of a broadly Christian tradition that is open to people of all faiths and none. The SMSC curriculum will be specifically delivered during PSHRE lessons, but there will also be coverage in assemblies, subject lessons when the focus of lessons incorporates an element of SMSC, specific SMSC cross curricular learning days and in tutor periods.

The PSHRE curriculum will introduce students to elements of the beliefs of all faiths via coverage of ethical dilemmas and consideration of the breadth of views represented in British society. This will be broadly based on the locally agreed SACRE curriculum. The aim of this curriculum will be to enable students to explore their own views, and understand the view points of the major faiths and alternative world views. This will build tolerance and respect. Religious festivals of the major faith groups in the local area will be part of the curriculum and this will influence wider school activities such as displays, assemblies and celebrations.

Tutors will use themed thoughts for the day to discuss spiritual and moral perspectives with their tutees making discussion and debate a feature of the students daily educational experience.

The SENCO, via the specialist EAL teacher, will provide regular reminders to staff about religious festivals and the potential impact on students learning. This will enable staff to accommodate changes in student behaviour, for example, when fasting, and support absence for religious observance, ensuring that this has minimal impact on student learning and progress.

The uniform code will be flexible to enable any aspects of religious dress to be accommodated with a standardised response for students in that religious group. Parental requests for changes to the dress code due to religious observance will be dealt with on an individual basis and decisions will be made based upon the principle that teaching and learning is not affected for the student concerned or other students in

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

the school.

Prayer facilities will be made available for students and staff in the school who wish to use them.

Regular cross-curricular events will be held to celebrate diversity in culture and traditions, for example the school will participate in the European day of languages each year, and international sporting events will be used as a platform to consider different cultures and traditions.

#### **Safeguarding and Student Welfare**

The existing policies that are in place at Ashlawn School relating to Student Welfare and Safeguarding will be adopted in Ashlawn Free School. These policies were adapted from LA samples and have proven to be effective and robust. This will include the recent changes due to the incorporation of the Prevent strategy.

The well trained and experienced Safeguarding team at Ashlawn School will take an initial oversight in Ashlawn Free School. The Deputy Head (Students) at Ashlawn School will train the staff at Ashlawn Free School using the same materials and will ensure that the same procedures are followed. This training will be given to all new staff joining the school and will be repeated every two years. A register of training will be maintained with the register of DBS clearance.

The Assistant Head KS3, SENCO and one member of the non-teaching team will be trained in child protection procedures and any concerns will be dealt with by them, with staff passing on concerns within an hour of being made aware. All staff will be encouraged to report any concerns, regardless how small, to ensure that students are protected and supported. The Deputy Head (Students) at Ashlawn School will maintain Safeguarding oversight until the Associate Head is appointed.

Attendance will be monitored on a daily basis with first day calling happening before the morning break to ascertain the reason for absence. Parents will be encouraged to phone the school to record an absence as early in the day as possible and for each day of absence. Registers will be taken electronically every lesson and any students not present in lesson, having not been registered absent in morning or afternoon registration will be questioned. This will ensure that students are in class when they should be and will eliminate in school truancy. Prolonged or persistent absence will be referred to the Educational Social Worker and followed up with parents to ensure that student attendance is as high as possible.

#### **Fundamental British Values**

Students at Ashlawn Free School will, via our pastoral programme and system of consistent rewards and sanctions be encouraged to have a strong sense of right and wrong. Openness will be encouraged. When a student has seriously mis-behaved, or

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

witnessed an incident, we will insist that they reflect on the event and make a written account of their behaviour and the thoughts and feelings surrounding it. This will be followed up with a discussion to enable the student to appreciate the choices that they or those around them made which led to the situation and how they could make different choices in the future. The consequence for the behaviour will be discussed and its appropriateness will be explained.

Every report of inappropriate behaviour to another person will be followed up and investigated. Students will be asked to act as witnesses and provide information so that they understand their responsibility towards others. This will ensure that poor behaviour is seen to be dealt with and will not be tolerated in school or in society in general.

Expectations of behaviour will be clear and regularly discussed and re-visited. Politeness, kindness and consideration to others will be required and staff, student leaders and older students will act as role models for this type of behaviour. Values such as punctuality and honesty will develop due to the interaction of students and teachers and the enforcement of high expectations.

Students will experience democracy by taking part in the selection of representatives. Each year group will have a year council with representatives elected by each tutor group. Year councils will then elect representatives for school council who will consider whole school issues raised by the form councils, but also work in tandem with SLT to consult and discuss proposed changes to the school.

A system of student leadership will be implemented, student leaders will take on a variety of roles including showing visitors around the school, monitoring behaviour at lunch and break times and supporting the selection of new staff. Head Students and Deputy Head students will be elected by the student body each year to provide figure heads and these students will lead student council and sit on the local governing body.



## Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

### E1 – provide valid evidence that there is a need for this school in the areas

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

#### **E1 – provide valid evidence that there is a need for this school in the area**

Ashlawn School is a Bilateral school in Rugby, Warwickshire and is significantly oversubscribed. Current published PAN is 256. This is broken down into 34 selected places (11+), 28 MFL aptitude places and 194 community places. For admission in 2016 we had 489 selected (11+) applications, 380 applications for MFL aptitude places and 732 community applications. To accommodate demand we are currently operating above PAN in each year group with the current Year 7 cohort having 292 students on roll. We are now at capacity for our current site and cannot expand year groups further.

Rugby has 20 year housing growth plan of 12,226 homes between 2006-2026. There are six secondary schools serving Rugby, collectively they have capacity for 1,132 Year 7 students. This includes an extra 24 places at Ashlawn over agreed PAN but does not include the extra places that will be provided by Rugby Free Secondary School which is currently in pre-opening for September 2016. ( See Sufficiency Strategy Appendix A P 25 onwards in annexe)

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

### Secondary schools

#### Rugby North

School Name	Governance	Age Range	PAN	Net Capacity	NOR Oct 13	Pupil Forecast Data				
						2014/15	2015/16	2016/17	2017/18	2018/19
The Avon Valley School	Foundation	11-16	220	1100	1109	1102	1101	1101	1114	1151

#### Comments

There is significant housing development on-going and planned for this area of Rugby. The school is already at capacity and is forecast to be over-subscribed from 2015 onwards.

Work will take place with the school to look for the most appropriate way of meeting local demand.

#### Rugby (excluding Avon Valley)

School Name	Governance	Age Range	PAN	Net Capacity	NOR Oct 13	Pupil Forecast Data				
						2014/15	2015/16	2016/17	2017/18	2018/19
Bilton School	Academy	11-18	210	1425	926	936	926	943	977	1034
Ashlawn School	Academy	11-18	280	1643	1695	1691	1699	1722	1741	1758
Lawrence Sheriff	Voluntary Aided	11-18	120	954	885	919	956	955	963	974
Harris CE School	Academy	11-16	192	910	845	767	767	780	790	828
Rugby High School for Girls	Academy	11-18	120	770	794	827	859	885	911	955
			912	5702	5145	5140	5207	5285	5382	5549

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#### Comments

Rugby operates a selective system of secondary education. There are 3 schools offering selective places, Ashlawn is a bi-lateral school with both grammar and non-selective places. Lawrence Sheriff is a boys grammar school and Rugby High School for Girls is a girls grammar school. All 3 schools attract applications from a wide geographic area including other parts of Warwickshire and from across the county boundary.

The shortage of places within Rugby at primary level and the subsequent expansion of a number of schools over recent years will start to impact on the secondary sector by 2017/18. A review of secondary education across Rugby will take place in early 2015.

The Mast Site will see the provision of a new secondary school. Although we believe the Mast Site development will have sufficient children to support a secondary school, the selective system makes things less clear and it is possible that the new school will add to place provision across the main town as well as providing for the new development.

Warwickshire LA have added these extra places in their detailed strategy showing the number of Year 7 places available as 1328 from September 2016. (See Sufficiency Strategy 2015 p 31 onwards in Annexe) This document gives an estimate of the number of new Year 7 school places required as a result of housing developments of 40 for Sept 2016 rising to 102 in Sept 2018. This is in addition to an increasing cohort from primary rising from 998 (current Year 7) to 1125 in 2018. In addition to this the Local Authority have to provide extra year 7 places to account for the priority area for selective places covering a 10 mile radius in addition to the students in Rugby primary Schools.

In total the LA forecasts the need for 1523 places in 2017 with a final peak in 2020 of 1747 in a school system of 1328 places. Therefore by September 2017 the forecast need for extra Year 7 places is 195, sufficient to fill Ashlawn Free School. The conclusion to this document demonstrates that the LA see the need for 8 new forms of Entry by September 2018. (See Sufficiency Strategy 2015 p 32 onwards in Annexe)

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

### Secondary Schools

#### • Pupil Number Forecasts

The following table sets out the number of pupils predicted to start secondary school in Year 7 over the next few years along with the likely change in overall pupils numbers in each planning area. An assessment of these figures against the Planned Admission Number (PAN) and Net Capacity Assessment is provided.

Planning Area	Year	Year 7	PAN	Surplus	Total	Cap	Surplus
Rugby North of Railway	Sep-16	249	220	-13%	1203	1100	-9%
	Sep-17	284	220	-29%	1313	1100	-19%
	Sep-18	310	220	-41%	1445	1100	-31%
	Sep-19	319	220	-45%	1495	1100	-36%
	Sep-20	357	220	-62%	1606	1100	-46%
Rugby South of Railway	Sep-16	1187	1108	-7%	5557	5702	3%
	Sep-17	1239	1108	-12%	5841	5702	-2%
	Sep-18	1301	1108	-17%	6172	5702	-8%
	Sep-19	1299	1108	-17%	6312	5702	-11%
	Sep-20	1390	1108	-25%	6433	5702	-13%
East Area Total	Sep-16	1436	1328	-8%	6760	6802	1%
	Sep-17	1523	1328	-15%	7154	6802	-5%
	Sep-18	1611	1328	-21%	7617	6802	-12%
	Sep-19	1618	1328	-22%	7807	6802	-15%
	Sep-20	1747	1328	-32%	8039	6802	-18%

#### • Additional Place Requirements

Larger primary school cohorts are starting to transfer to Rugby secondary schools and as a result there is a need for a significant increase in capacity from September 2016 onwards. Over the next three years the need for an additional eight permanent forms of entry has been identified.

Planning Area	Sep 16		Sep 17		Sep 18		Total	
	Whole New FE	New In-Year Class	Whole New FE	New In-Year Class	Whole New FE	New In-Year Class	Whole New FE	New In-Year Class
Rugby(All)	4	0	2	0	2	0	8	0
East Area Total	4	0	2	0	2	0	8	0

LA sufficiency documents can be accessed online at:

<https://apps.warwickshire.gov.uk/api/documents/WCCC-1023-88>

Discussions with [REDACTED] of Warwickshire LA, on the 23<sup>rd</sup> February 2016, confirmed that for September 2016 entry Rugby Free Secondary School, which is in pre-opening and will open in September, is likely to fill all 180 places and may need to accept more students than their intended PAN. All other schools will be full or oversubscribed and required to take over PAN. The expectation is that by September 2017 there will be a need for at least another 4 forms of entry to meet basic need. The Local Authority therefore support our bid as a means of providing urgently needed secondary school places.

Rugby Free Secondary School will open in 2016 in [REDACTED] providing an additional 180 school places. The parents who have applied to RFSS currently live in Rugby North of the Railway planning area. This is due to the partner Rugby Free Primary School being located in that planning area and parents expected the [REDACTED] to be on that side of

**E1 – provide valid evidence that there is a need for this school in the area**

town. [REDACTED] will provide transport to the site from the North of the Town, in particular from its primary partner school catchment area to meet this need. Therefore the need for places in the north of the town has been to some extent met by the [REDACTED]. The emerging need for places will come from the south of the town, in particular from new developments within the existing catchment for Ashlawn School, the [REDACTED] [REDACTED] and [REDACTED]. Housing on these sites will begin to be occupied from May 2016 onwards. There is also unmet demand from outlying villages to the south of the town, who currently fall into Ashlawn School catchment but due to over subscription have been unable to access a place at Ashlawn. As all schools in Rugby are predicted to be oversubscribed for September 2016 this will continue to be a problem. The [REDACTED] at Dunchurch Junior School highlighted this in a recent open letter to the Dunchurch and Rugby MPs. (See Annexe)

In addition to basic need, there is also a lack of quality non-selective secondary school places in Rugby. One of the four non-selective local schools was classified as requires improvement in 2013 and as a result became a sponsored academy. Two of the other comprehensive schools achieved GCSE results below floor targets in 2015. Ashlawn School has demonstrated that our teaching model, ethos and aspirational teaching methods can produce strong outcomes as shown in the table below.

Rugby Schools	Ofsted rating	Expected progress English and Maths	5 A*-C including E&M
Avon Valley School	2	E 69% M 52% (2014)	42% (2014)
		E 59% M 53% (2015)	36% (2015)
Bilton High School	2	E 70% M 57% (2014)	51% (2014)
		E 56% M 40% (2015)	36% (2015)
Harris Cof E Academy	4	E 70% M 66% (2014)	54% (2014)
		E 61% M 61% (2015)	47% (2015)
Ashlawn School	1	E 87% M 78% (2014)	72% (2014)
		E 87% M 76% (2015)	72% (2015)

Data on School performance accessed online as detailed below:

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125757>

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=140371&superview=sec>

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137691>

**E1 – provide valid evidence that there is a need for this school in the area**

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=125764>

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

**E2 – successful engagement with parents and the local community**

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**E2 – successful engagement with parents and the local community**

We launched a marketing campaign at the end of January 2016 to gather opinions and consult on our proposals. The marketing of the Free School was delayed due to discussions taking place with Ministers concerning expansion onto a satellite site as opposed to a Free School. The final campaign deliberately featured the concept of “expansion” rather than the term “Free School” to separate out our bid from the ongoing marketing for RFSS who are in pre-opening. The intention was to market a direct replication of Ashlawn School onto another site. All discussions and communications have stated clearly that this is a bid for a separate school on a different site with its own admissions and accountability structures, but part of the MAT and working in partnership with its sister Ashlawn School.

The message of this campaign was deliberately simple and incorporated the following:

- Expanding provision due to demand for quality places and population growth
- Sept 2017
- Separate site
- Existing Ashlawn School curriculum
- Strong aspirational high expectations culture

The identified target groups were:

- Parents of Yrs 4/5 children in Rugby and to the south within 10 miles.

## **E2 – successful engagement with parents and the local community**

- Parents in Catchment.

We also held a number of stakeholders consultations with

- Staff
- Local Heads
- Local community groups.

Our main methods of interfacing with potential parents included:

- Letters to feeder schools including leaflets for all children in years 4 & 5 and extra leaflets for other interested parents.
- Leaflets in local shops and community spaces such as the leisure centre and libraries.
- Leaflets for all local Toddler Groups and Childrens Centres.

We also made use of social media using Twitter and Facebook asking staff and other contacts to like and share.

A press release was made to local papers, radio stations and TV news organisations.

Examples of consultation letters, press releases, press articles and flyers can be found in the annexe.

### **Managing Responses**

A new page was created on the existing Ashlawn School website ([www.ashlawn.org.uk/expand](http://www.ashlawn.org.uk/expand)) and an interest / comment form was provided. A bespoke email address was set up and monitored. To date we have received 92 responses to the consultation including parents, community members, MPs, Local councillors and the press. We will hold our open evening on the 1<sup>st</sup> of March and 100 places have been pre-booked, we expect that more parents will attend on the evening without pre-booking.

A summary of the comments received is given below:

“I am keen to understand whether the proposed expansion of Ashlawn will provide my current Y5 child with an opportunity to join the school in Y7. Our address is only just out of your catchment area, leaving us with Avon Valley School as our option. Could you please elaborate on whether your expansion will potentially allow us to have Ashlawn School as our primary choice for Y7 entry in 2017?”

“My concern is focused on from the expand will benefit those who live outside catchment area but do reach qualified pupils to have the equal opportunity to receive

## **E2 – successful engagement with parents and the local community**

education in a such good school as you.”

“We're supportive of this proposal and want to be kept informed.”

“I am a governor at XXX Primary school and we are always interested in any new school places in the area, particularly as we are close to the county border and also in catchment for grammar school places”

“I'd like to register my interest and I'd like a place at the forthcoming meeting regarding your expansion plans. My eldest daughter will enter year 7 in 2017 and as a local resident we would like her to attend Ashlawn School, we do however live just over the county boundary on a [REDACTED]. I'd like to find out whether with your expansion plans will the number of places offered to children outside of your catchment area also be increased?”

“I am delighted to hear of your plans to expand your already excellent school. Please would you keep me informed of developments. As a private tutor I am asked on a regular basis about schools available and for my recommendations. Having had my own daughter come to Ashlawn from Daventry, I whole heartedly recommend Ashlawn. I wish you success in your venture.”

“Please can I book two places for the information event on the 1st March at 7.30pm. We look forward to seeing what is on offer at your school going forward as we have heard so much high praise from other parents with pupils who are already there. Look forward to hearing from you”.

These questions will form a frequently asked questions session at our community consultation evening on the 1<sup>st</sup> March and other questions will be elicited by the completion of comment forms (See Annexe). Questions raised on the evening will be answered via a document sent to email addresses collected and published on the website page.

We will continue to keep the community updated on progress using the mailing list we have collated during the marketing period, by using our strong connections with the local primary schools, press releases and our website.

## Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.



## F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	██████████	Yes	████████████████████ ████████████████████ ████████████████████ ████████████████████ ██████████	████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ██████████	10
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[REDACTED]	[REDACTED]	Yes	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	5
[REDACTED]	[REDACTED]	Yes	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	5
[REDACTED]	[REDACTED]	Yes	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	5
[REDACTED]	[REDACTED]	Yes	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	5
[REDACTED]	[REDACTED]	Yes	[REDACTED]	[REDACTED] [REDACTED]	5

			[REDACTED] [REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	Yes	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	5
[REDACTED] [REDACTED]	[REDACTED]	No	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	Advice as needed
[REDACTED]	[REDACTED]	No	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Advice as needed
[REDACTED] [REDACTED]	[REDACTED]	No	[REDACTED]	[REDACTED] [REDACTED]	Advice as needed
[REDACTED] [REDACTED]	[REDACTED]	No	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	Advice as needed
[REDACTED]	[REDACTED]	No	[REDACTED]	[REDACTED] [REDACTED]	Advice as needed

				[REDACTED]	
[REDACTED]	[REDACTED]	No	[REDACTED]	[REDACTED] [REDACTED] [REDACTED].	Advice as needed
[REDACTED]	[REDACTED]	No	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	Advice as Needed

## F1 (a) Skills and experience of your team

### The Core Team

Our core team is led by the existing [REDACTED] of Ashlawn School Rugby, an Outstanding bi-lateral Secondary Academy. Oversight will be provided by the newly created Governance team of Transforming Lives Educational Trust, the multi-academy trust and sponsor chain within which Ashlawn Free School will sit when open. The members and board were selected following Dfe guidance to ensure robust challenge and an appropriate skill set to provide oversight and challenge to the MAT. We are continuing to recruit to this team.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### The Governance Team

The Members have been chosen to ensure that there is sufficient expertise to hold the MAT board to account financially and strategically and ensure that the vision and values of the Trust are upheld. The MAT Members and Directors have been chosen in consultation with the Regional School Commissioner's adviser to ensure that the skill set is appropriate. A brief overview of each member's experience and skills is given

**F1 (a) Skills and experience of your team**

below.

**MAT Members**

[Redacted text block containing multiple paragraphs of information, all obscured by black bars.]





**F1 (a) Skills and experience of your team**

[Redacted text block containing multiple lines of blacked-out content]

*Vacancies*

We are currently recruiting a School Improvement Director and a Business Director.

## **F1 (a) Skills and experience of your team**

### **Managing pre-opening functions**

#### **Marketing**

Our marketing campaign will continue into pre-opening with a new website linked to the current consultation page on our web site [www.ashlawn.org.uk/expand](http://www.ashlawn.org.uk/expand). We will continue to use a comment/information form similar to the one on the site and this will ensure that we continue to build a mailing list of interested parents. We will feature the Free School in our planned Ashlawn School open evenings already planned for June, when parents and prospective students can experience what Ashlawn has to offer and find out about our plans to recreate this experience on our new site. We will continue to use local press and our links with local schools to provide as much exposure for the project as possible.

#### **Site**

Our existing Business Manager will act as an interface for site planning short term and long term. She is ably supported by a site team who are experienced in managing refurbishment and new build projects, liaising with government funding agencies, managing procurement and contractors to bring in a quality project within budget and on time.

#### **Recruitment**

We will draw upon recent, successful recruitment experience to ensure that we can recruit an experienced and talented teaching and non-teaching staff team. Ashlawn School has expanded in recent years and this has required us to recruit staff into new roles each year. We have a strong application response rate and have managed to remain fully staffed, with fully qualified specialist teachers in each subject area despite the difficult climate. We will use the same processes and procedures to recruit staff for the Free School. We intend to recruit staff and employ them via the MAT on contracts to teach across both sites. This will mean that we can maximise economies of scale and ensure that staff maintain their KS4 and 5 experience whilst the school grows.

#### **Admissions**

As an academy Ashlawn School is an admissions authority. We are experienced in consulting on changes to admissions policies, managing assignment of places via selection tests and hearing appeals. The current admissions team will write and manage the admissions policy and procedures for Ashlawn Free School on behalf of the MAT.

#### **Finance**

In pre-opening our existing [REDACTED] will manage finance for the Free School alongside the finance for Ashlawn School. As the MAT becomes established financial management will be centralised for all schools and we will appoint a paid financial director. The Free School Business Manager will receive support and challenge from the MAT board finance director who will work on a pro-bono basis and the Audit committee will meet regularly to ensure that finances are effectively managed. External audit will be provided by Dains Chartered Accountants.

## **F1 (a) Skills and experience of your team**

### **Curriculum**

The curriculum at Ashlawn Free School will mirror that at Ashlawn School. The Teaching and Learning Deputy Head at Ashlawn School will oversee the transition of the Curriculum to the new site, working with the identified team of subject directors. The existing faculty leaders at Ashlawn School will support and coach the new subject directors to ensure that the quality of the curriculum, standards of teaching and learning and progress made are replicated.

### **Policies and Procedures**

The existing policies and procedures used at Ashlawn School will be adopted in Ashlawn Free School. These will be monitored and updated by the Assistant Head Policies based at Ashlawn School for both schools.

### **Capacity**

Ashlawn School has a large staff team. Each faculty and year team has a second in department and other assistant leaders, this extended middle leadership team have been trained using the Aspiring Leadership Programme designed and run by Innovation Leadership Alliance to be ready to step up into full middle leadership roles. We therefore have a team of potential middle leaders to transplant into the Free School without affecting capacity at Ashlawn School. Any staff who move over to the Free School will be backfilled by recruiting new staff into Ashlawn School. This will provide opportunities for recently qualified teachers to progress quickly into leadership roles and encourage retention in the profession.

Similarly, a number of our experienced Middle Leaders have completed the Senior Leadership Development programme, and we have created new cross-school roles to enable them to build senior leadership experience. We therefore have capacity at Senior Leadership level to staff the Free School.

In the last year we have appointed an additional [REDACTED], [REDACTED], with a role to investigate and capitalise on Partnerships. This [REDACTED] will lead the pre-opening phase and the pre-opening grant will be used to provide a salary for a temporary secondment into the leadership team at Ashlawn to replace her other roles. This model of secondment to the leadership team will be used to replace any capacity used from the remaining senior leadership team at Ashlawn as they support in pre-opening and during the first year of operation.

## F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Project Management	Pre-opening team	We will appoint an experienced Project Manager on a paid basis during pre-opening to ensure that a project plan is created and timelines are managed.
School Governors	Governing Body	We will need to appoint a Local Governing Body for Ashlawn Free School. One of the MAT board directors or pre-opening team will be asked to chair this body to ensure that there is continuity of vision. We will recruit 2 parent governors, 2 staff governors and 2 local community governors once the school is opened.
School Improvement Director	MAT Board	We are currently recruiting to fill this position using SGOSS, Inspiring the Future and Academy Ambassadors.
Business Director	MAT Board	We are currently recruiting to fill this position using SGOSS, Inspiring the Future and Academy Ambassadors.

[Add more lines as appropriate]

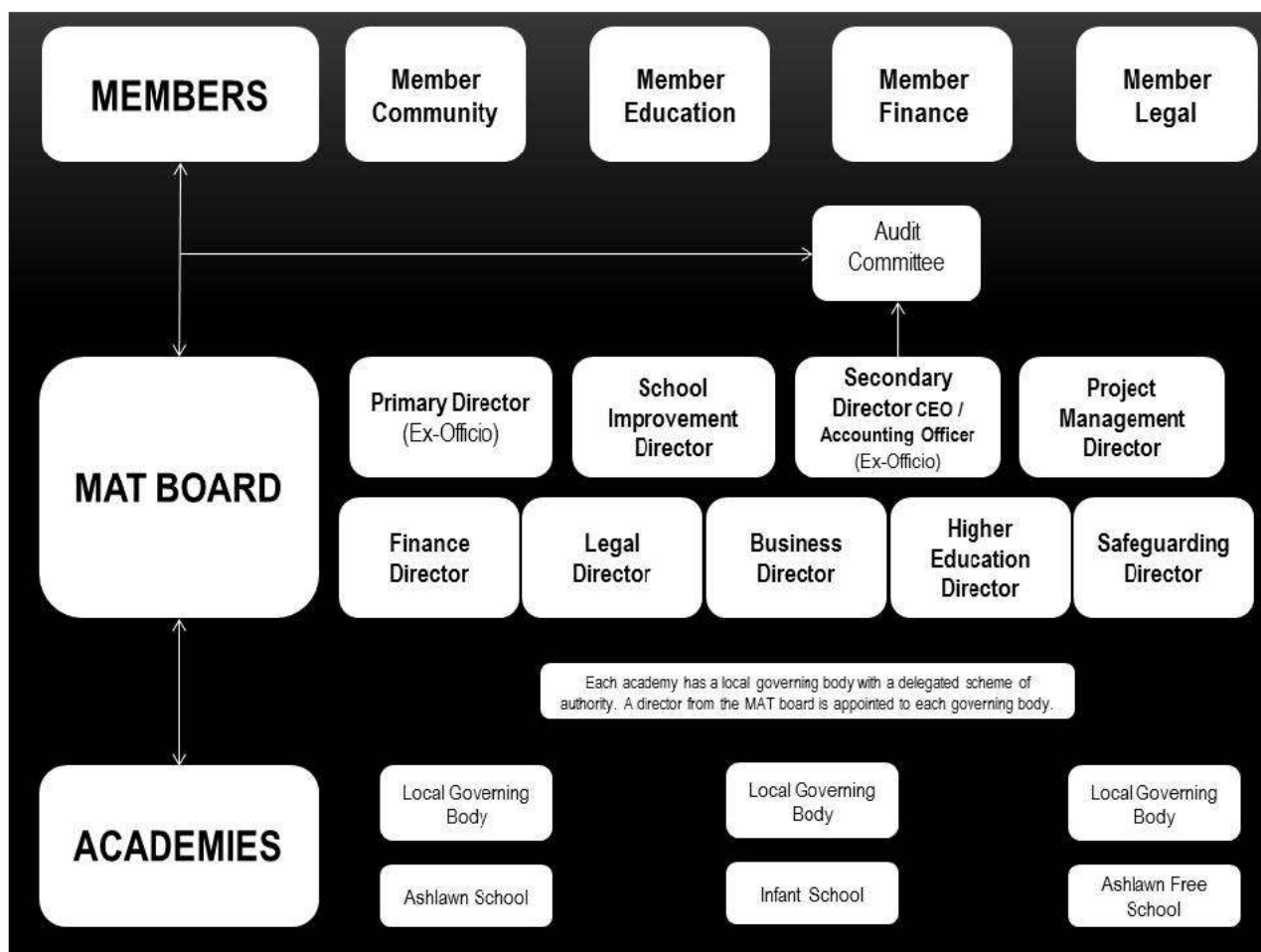
## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Ashlawn Free School will become part of Transforming Lives Educational Trust that will be formed when we become a Multi Academy Trust following approval of our sponsor application. Ashlawn School Academy Trust will change its name to become Transforming Lives Educational Trust and we will be joined by Henry Hinde Infant School another single academy trust. Our proposed member and board structure are detailed in the diagram below.



The members will appoint the board of directors and take oversight of their work by receiving regular minutes of meetings, audit committee and the RAB board and briefing papers where appropriate. They will hold them to account using the stated purposes of

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

the Trust in the Articles of Association and ensure that there are no financial irregularities. Once established the Members will meet once a year to consider the annual report and accounts produced by the MAT board and will then meet with the MAT board to understand and comment on the agenda for the next year. These meetings will be more regular during the first year of operations and it is expected that the MAT Board and Members will meet together once per term if needed.

The MAT board have been recruited from existing governors of the two academies joining together to create the MAT and by advertising for new members. The skill set represented was agreed with the DfE lead for the RSC sponsor application and all directors were interviewed and are subject to DBS clearance. The MAT board will meet five times a year in October, January, March, May and July. They will receive reports from each of the Head Teachers in the trust and from the audit committee and raising achievement board. They will engage the services of a School Improvement Partner to provide independent scrutiny of the Head Teacher's reports and chair the performance management reviews of the Head Teachers.

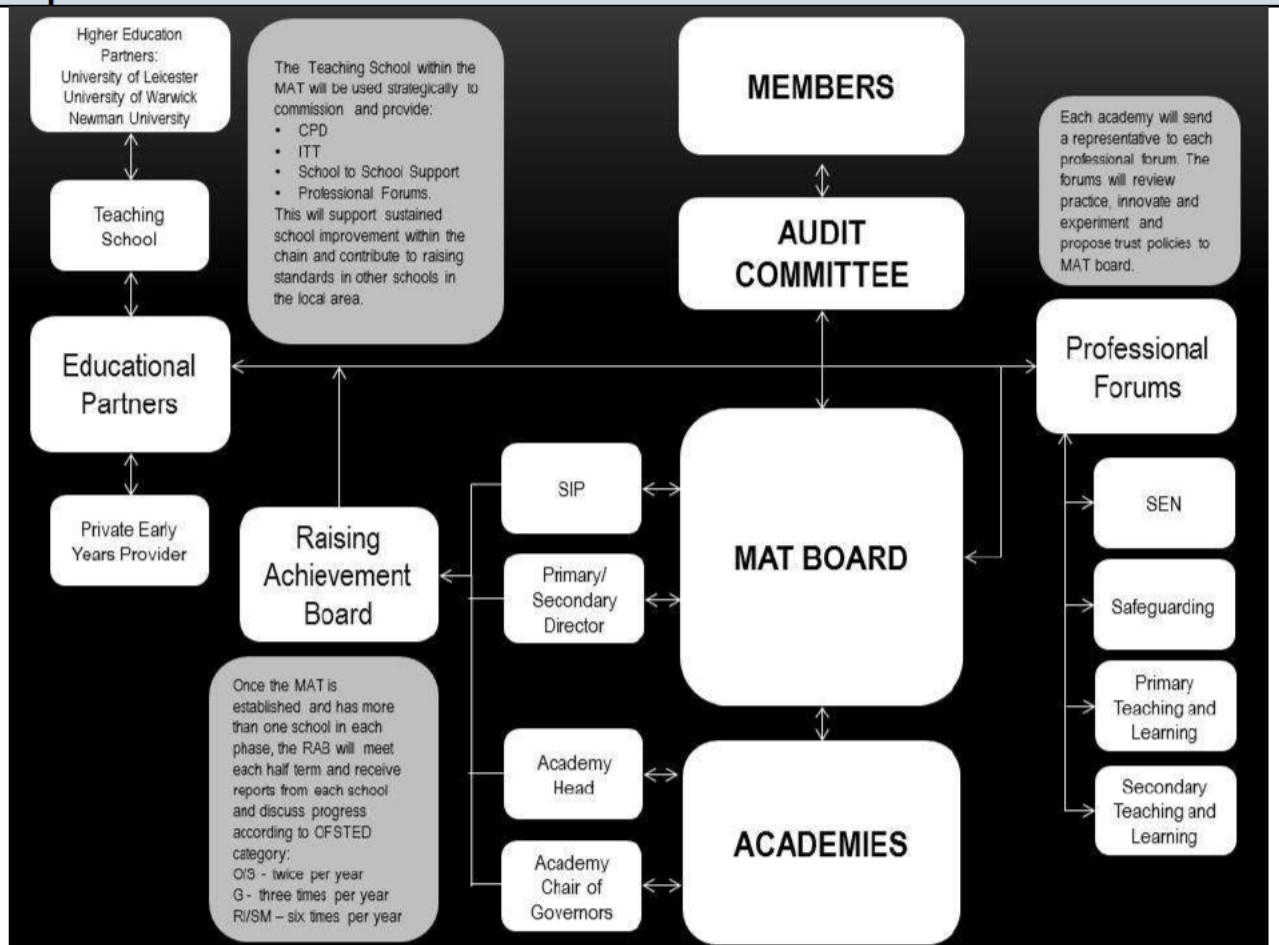
Each school within the MAT will have a local governing body made up of 2 parent governors, 2 staff governors and 2 community governors. This will be chaired by a member of the MAT board. The local governing body, along with the Head of each school will have delegated authority to operate within the budget set by the MAT board for the school and within the agreed staffing structure. Changes to either of these will need to be agreed with the MAT board. Variations to curriculum and teaching and learning will be delegated to the Associate Head Teacher in consultation with the Executive Head.

Finance, Human Resources and Legal Advice will be centralised with the Finance Director taking oversight of this. Each academy will be allocated a delegated budget and the Head, along with the local business manager, will oversee the allocation and management of the budget.

### **Committees**

The diagram below gives an overview of the main sub-committees of the MAT board.

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**



The audit committee will include the accounting officer, the finance director and the business managers or bursars of each school within the Trust. This committee will meet 3 times a year, with all members in attendance, to review the budget and ensure that financial controls are being applied consistently. Each Academy will provide a budget report to the audit committee who will then report to the full MAT board on financial management across the Trust.

The Raising Achievement Board will become the main mechanism to scrutinise performance and ensure that standards are being constantly driven upwards. The board will recruit the services of a School Improvement Partner on a daily rate to spend a day in each school carrying out a mini-inspection. This will then form the basis of an improvement plan for the year and progress against this will be reported on to the RAB during the year. Schools will attend the board at least twice each year, with an increasing scale of reporting depending upon the OFSTED rating of the school. Each meeting will be attended by the Head Teacher, Chair of Governors, and if there is more than one school in the MAT in that phase, the Primary or Secondary Director as appropriate. The RAB will be chaired by the SIP to ensure that there is continued independent scrutiny and challenge throughout the year. Together they will discuss the school's data, using an agreed data dashboard, strategies to drive improvement and set and monitor agreed targets. The RAB will produce a half termly report and feed this back to the MAT board

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

via Primary or Secondary Director for discussion. The RAB will be able to engage the support of a range of educational partners to support its work, these will include the Teaching School Alliance and existing early years partner. In the first year of operation [REDACTED] will attend the RAB as [REDACTED] of Ashlawn Free School, and be named as [REDACTED] for the purpose of inspection. In year 2 when the Associate Head for the Free School is appointed the Associate Head will be listed as Head for the purpose of inspection and the Associate Head and [REDACTED], as [REDACTED], will attend the RAB with the Chair of Governors.

Alongside this formal mechanism the MAT will set up a number of professional forums to ensure that policies and procedures are developed and applied collectively across Trust Schools and that academies within the trust benefit by sharing expertise and best practice. These forums will meet half termly. This will include forums on Teaching and Learning, Safeguarding and SEN. Each academy in the MAT will send a representative to each professional forum. The forums will review practice, innovate and experiment and propose trust policies to MAT board. The professional forums will allow Ashlawn Free School to access a wider network of professionals from across the MAT schools and the Teaching School Alliance within the MAT will be able to provide CPD, Research, Teacher Training, School to school support and Leadership Development. This will support sustained school improvement within the chain and contribute to raising standards in other schools.

### **Conflicts of Interest**

TLET will manage conflicts of interest in accordance with the guidelines in the Academies Financial Handbook. All Members, Directors and Local School Governors will be required to complete a register of interests each year. This will include personal interests and interests of any relatives or family members who may become involved in the work of the trust. At each meeting members, directors and governors will have an opportunity to declare an interest relating to the proposed agenda, and will be expected to absent themselves from any section of the meeting that could be influenced by the potential conflict of interest. All such declarations will be noted in the published minutes of the meetings.

All Members, Directors and Governors will complete a declaration that they will not personally benefit from any of the transactions undertaken by the board. If they enter into any contracts with the board or any of the academies within the trust they will do so on an 'at cost' basis and this will be declared in the register of interests. All Members and directors who are not ex-officio members agree to provide their time and expertise on a pro-bono basis and will not be paid.

All procurement processes will be carried out on the basis of competitive tender. There will be a requirement for two quotations and a rationale for the winning bid being selected. Principles of 'value for money' will be applied to the selection of goods and



**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

services and the MAT board, via the audit committee will ensure that these principles are operated appropriately. There are currently no foreseen conflicts of interest within this application for a Free School.

**F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector**

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector**

[Add text here. Table expands]

#### **F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
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[Add text here. Table expands]
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#### **F5 – Independent schools have an appropriate, well-maintained, and secure site**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
---

[Add text here. Table expands]
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## Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### G1 – budget planning and affordability

We will be replicating Ashlawn School, Rugby. This is a school with a strong track record, and therefore have not submitted a budget.

## Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.



CV template		
	<p>qualifications</p> <ul style="list-style-type: none"> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>

CV template		
		<p>[REDACTED]</p> <p>[REDACTED]</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>





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CV template		
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8	Reference names(s) and contact details	[REDACTED]

CV template								
1	Name	[REDACTED]						
2	Area of expertise (ie education or finance)	[REDACTED]						
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: [REDACTED] Position: [REDACTED] Dates:						
		Name: Position: Dates:						
		Name: Position: Dates:						
4	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>							
5a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):	<table border="1"> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td></td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> </table>	[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
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6	Brief comments on why your previous experience is relevant to the new school	Please see rationale for setting up of the Free School																					
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.																						

CV template	
8	Reference names(s) and contact details [Redacted] [Redacted] [Redacted]



CV template		
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		[Redacted]
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8	<p>Reference names(s) and contact details</p>	[Redacted]





CV template		
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8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>



CV template		
	<p>level 3 qualifications</p> <ul style="list-style-type: none"> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>

## CV template

CV template		
1	Name	██████████
2	Area of expertise (ie education or finance)	Human Resources
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: ████████████████████ Position: ████████████████ Dates: ██████████████████
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5a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3</li> </ul>	





CV template		
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6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p>





CV template		
	<p>or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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Department  
for Education

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