



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

BRADFORD GIRLS ACADEMY

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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. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: 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 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 type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	✓	<input type="checkbox"/>
Section B: Outline of the school	✓	<input type="checkbox"/>
Section C: Education vision	✓	<input type="checkbox"/>
Section D: Education plan	✓	<input type="checkbox"/>
Section E: Evidence of need	✓	<input type="checkbox"/>
Section F: Capacity and capability	✓	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	✓
Section H: Premises	✓	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input 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 type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : 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. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : 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"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	✓	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<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 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	✓	<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"> • a copy of Section A (tab 1 of the Excel template); and • 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 • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk 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 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]

Print name: [REDACTED]

Date: [REDACTED]

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

Feversham Education Trust is an established Multi Academy Trust set up to sponsor schools of Faith and those with none. The Trust currently comprises of one outstanding secondary Muslim girls school (11-18), a joint venture teaching school, one early years nursery provision and it is in the process of accepting a sponsored mixed secondary school (11-18) that will be completed by September 2016.

Our Multi Academy Trust (MAT) will continue to play a pivotal role of raising educational standards for learners across all age ranges In Bradford. Our ambition is to grow to 9 schools within the Trust with a mix of Primary, Secondary and Free Schools that enable educational coherence across phases and offer a real choice for parents.

As an outstanding school (Ofsted 2008) with an exceptional track record (consistently ranked one of the highest state funded schools for value added) the Trust is proposing an 11-18 girls Free School with a four form entry, to be called Bradford Girls Academy (BGA). The new school will replicate many features of the outstanding school however there will obviously be key differences given we are proposing a school with no faith designation or ethos.

The rationale for post 16 provision to be included is based on the Trusts expectation that a minimum of 80% of year 11 pupils will move directly into post 16 education provided by the Trust. This is currently the case in the Trusts girls school provision and has been sustained over time. The school will serve an area of disadvantage where there is a shortfall of school places and where much of the existing provision is less than good. The Trust chose the name (BGA) to show representation of the Bradford district and to show a clear distinction from the Faith ethos currently offered at Feversham College which will not be replicated at BGA. This clear distinction has also helped with marketing and communications with all stakeholders (see section E). BGA will benefit from the capability and capacity of current expertise within the Trust and continued success of our current outstanding academy, Feversham College. The Trust has a strong track record of outstanding outcomes for girls this coupled with evidential research confirming girls taught in a single gender environment outperform those taught in co-educational settings is why the Trust has made the decision to apply for a girls only school. This application is phase one in terms of Free Schools joining the Trust with future aspirations to open three more outstanding Free Schools:

- An 11-18, 840 place boys school
- A 4 form entry mixed Primary school, Reception to Year 6.
- An 11-18 mixed secondary school

The Trust has proven capability and capacity in all areas including leadership, governance, teaching and learning and financial management as evidenced by Ofsted June 2014:

'The monitoring and evaluation by senior leaders and governors of teaching and students' achievement is highly effective with evidence of consistently high achievement over time'.

'There is extensive evidence of continuing professional development that improves the quality of teaching, including external courses linked to the academy's teaching school designation'.

The Trusts intention is to set up BGA to provide much needed, outstanding education for girls aged 11-18 in the Bradford district. BGA will have no Faith designation, this will ensure that provision will be open to all girls regardless of faith or no faith, ability or socio-economic background

BGA will address a range of needs including basic need within Bradford and meet significant demand from parents for a girls school. Current demand across Bradford for girls only education far outstrips the school places available. Figures for 2016 show that there were over 1500 year 7 applications for the 396 places available in the three girls only schools.

The proposal to open BGA is strongly supported by an increasing number of parents, the wider community and the Local Authority. BGA will offer 120 places to girls in each of Years 7-13 and provide 840 additional school places at full capacity in 2024 (refer to section E).

The Bradford Context

- Bradford is forecast to have the fastest growing population of any major UK city with the population expected to grow from 506,000 in 2008 to 649,400 in 2030
- 29% of the Bradford population are under the age of 16 (compared to only 19% regionally and nationally) making Bradford the City with the youngest population in Great Britain.

In Bradford:

- 2 out of 5 16-64 year olds are out of work, with a significant number of adults in employment now living on low pay with a reliance on benefits and low expectations of success.
- 47.1% of women aged 16-64 are out of work (UK average 7.2% (ONS 2011)).
- Child poverty is close to 1 in 3 children living in low income families.
- The City is ranked 37th in the country for overall deprivation.
- There is the greatest gap between the most deprived and most affluent areas of any LA affecting economic well-being, health, trust and lifelong happiness.

There is continuous and increasing demand for new school places:

- Government allocations of £9m (FY2011/12 - 24th largest allocation in the country) £7.4m to address the shortage of school places. School places continue to be a

priority for the City.

- 5,500 extra primary places are still needed in addition to the already saturated Primary school system.
- Growing primary pupil numbers is already impacting on secondary schools with the secondary school estate already at maximum capacity.
- Bradford forecasts a shortfall of over 2,000 secondary places irrespective of the growth already evident in the primary sector.
- January census for overall pupil growth demonstrates an increase from 86,500 pupils in 2008 to 93,500 pupils in 2012 in Bradford with this continually rising further.

Standards in Bradford Secondary schools

Feversham College is one of only three outstanding schools in Bradford. Standards achieved by the majority of pupils attending Bradford secondary schools are significantly below national averages on key benchmark measures. In 2015 only 46% of pupils achieved 5+A*-C grades at GCSE, including English and Mathematics (England average 54%). At Feversham College this figure was 63%.

██████████ says the "*situation is so bad*" in Bradford's schools there should be a "*commission of inquiry*" to investigate. ██████████ says the city needs an education commissioner and warned of poorly-educated "*alienated*" youngsters. ██████████ warned that schools in the city "*remain mired in mediocrity, failing generation after generation with depressing regularity*". Of the 100,000 pupils in Bradford's schools, he said 40,000 were in schools rated as "*less than good*" and 8,000 of these were in schools labelled as "*inadequate*".

██████████

Over 7,000 of these are secondary age girls living within a 5 mile radius of the proposed site for BGA.

BGA will focus on high quality education providing girls with the qualifications, attitudes and values required to progress into higher education, training and employment. There will be a strong focus on English, Mathematics and Science to ensure that girls can meet the needs of the local economy through employment at all levels including professional, managerial and technical.

BGA Core values will be:

- Outstanding outcomes for all
- Respect and tolerance
- Care for our environment
- Promote British values
- Character building
- Excellence in all we do
- Equality and fairness
- Responsible and accountable
- Honest and Reliable

A phased approach to growth will allow BGA to provide the very best teaching and learning, using experienced staff and newly appointed staff to the school whilst being supported by experienced teaching already within the Trust. This will ensure that all specialist teaching, such as Science, Mathematics and English, is of outstanding quality. Additional support for school functions including administration, financial management, facilities management and others will also be partly provided through the Trust. We believe our vision will help address basic need in area, which is at a critical level, add further choice and diversity for pupils and increase access to outstanding educational

standards.

We will use established experience and expertise already within the Trust in further developing the Education Plan for BGA and ensure through high quality recruitment and professional development of staff, BGA is an outstanding Free School.

Key features of BGA

- BGA will serve the needs of girls from the disadvantaged Bradford community through provision of outstanding education with a focus on STEM, facilitated by a progressive approach to teaching and learning.
- Ensure girls access a curriculum that will help more females into science, technology, engineering and mathematics degrees and careers.
- Will provide Inspiration to achieve the highest possible aspirations and improve life chances through progression into HE and professional, managerial or technical employment in a range of employment sectors.

BGA learners will:

- Exceed local and national averages in terms of pupil progress and attainment measures.
- Follow a broad and balanced curriculum offering GCSE, A Level and Vocational examinations.
- Attend an outstanding school where achievement is high as a result of outstanding teaching and learning.
- Have improved life chances with high retention and progression into education, employment or training at Year 11 and Year 13.
- Make a positive contribution to the community and wider society.
- Demonstrate exemplary behaviour, safety and well-being at all times.

BGA will seek to fulfil the above through:

- Setting high expectations of pupils in standards of achievement, behaviour and school attendance with relentless tracking and support for anyone experiencing difficulties in any of these areas during their school life.
- Recruiting the best possible staff and setting standards of excellence in teaching and learning and expectations for the whole BGA community.
- Fostering a caring and supportive environment for pupils to develop spiritually, morally, academically and socially with emphasis on safeguarding of themselves and others.
- Providing an environment that offers equality of opportunity to all
- Having aspirations for all learners to continue further study and pursue high career ambitions.
- Creating an awareness, commitment and sense of responsibility amongst pupils with regards to local, national and global issues.

Pupil Outcomes

The Trusts' ambitions are wholly appropriate in the context of the poor achievement in Bradford schools. Our pupils have to be ambitious for themselves and it is extremely important we give them the wider skills necessary in order to succeed. Pupils only get one chance; it is vital we provide an outstanding quality of education.

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.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2024
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			120	120	120	120	120	120	120
Year 8				120	120	120	120	120	120
Year 9					120	120	120	120	120
Year 10						120	120	120	120
Year 11							120	120	120
Year 12								120	120
Year 13									120
Totals			120	240	360	480	600	720	840

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.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 3 Curriculum (50 min lessons)			
English	5	M	These are the proposed timings for KS3 curriculum. Please refer to section D1 for possible amendments for pupils depending upon particular need. Creative subjects include music, drama and art. Please see D1 for additional information about subjects and enrichment programme.
Mathematics	5	M	
Science	5	M	
ICT	2	M	
Religious Studies	1	M	
Humanities	4	M	
PE	2	M	
Design Technology	1	M	
Creative Subjects	2	M	
MFL	3	M	
Key Stage 3 Curriculum (50 min lessons)			
GCSE English (Language and Literature)	5	M	Please refer to D1 for further information. Science will include 2 GCSE equivalents, as will English.
GCSE Mathematics	5	M	
GCSE Science	6	M	
Physical Education	1	M	
PSHCE	1	M	
4 Optional subjects	9	M	
Key Stage 5 Curriculum (50 min lessons)			
Biology	6	M	Pupils will choose a minimum of 3 from the list (mandatory) with some differences please refer to section D1 for more information. The curriculum will be reviewed to ensure A level courses represent
Chemistry	6	M	
Physics	6	M	
Maths	6	M	
Drama	6	M	

			<p>University pathways.</p> <p>Vocational courses will include Health and Social Care, ICT, Sport, Applied Science, again depending upon the pupils and career pathways.</p> <p>Post 16 provision will be dependent on cohort numbers and financial viability.</p>
English	6	M	
RE	6	M	
Sociology	6	M	
History	6	M	
Geography	6	M	
Art	6	M	
Product Design	6	M	
Psychology	6	M	
Maths	6	M	
Further Maths	6	M	
MFL	6	M	
Music	6	M	
Vocational courses	6	M	
English and Mathematics Level 2	3	M	
Core Maths	3	M	
EPQ	3	M	

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.

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

As an outstanding provider of education the Trust has the skills, experience and depth of knowledge to ensure the curriculum is deliverable in line with the vision from inception to steady state. The curriculum model in our secondary school enables outstanding outcomes for all despite pupils starting points being significantly below national averages.

'Students join the school having attained low standards at Key Stage 2 but they make exceptional academic progress'

Ofsted 2008

The Trust will use this expertise and knowledge to ensure the curriculum model at BGA ensures the same outstanding outcomes for learners.

Matching the curriculum to pupil needs

Section C briefly refers to the anticipated intake living in areas of significant deprivation with a range of social, economic, health and other challenges. Feversham College draws pupils from these areas and expects the intake given the preferred City centre location for BGA to be similar. In addition to the above, we know that standards in Bradford Primary schools also lag behind national averages therefore a high proportion of pupils entering the school will have reading levels at least two years behind their chronological age.

Table D1 below refers to information from RAISEonline for Feversham College pupils and is a good indicator for the anticipated intake of pupils into Year 7 at BGA. Given the local demographic it is highly likely that BGA will have an anticipated intake with the following characteristics:

- A significantly higher percentage of free school meal pupils than the national average.
- Significantly more pupils from ethnic minority backgrounds than the national average of (25%). At Feversham college this figure is 100% we anticipate (as BGA is not a Faith school) a figure closer to 80% which is more reflective of the inner city population in Bradford with increasing numbers from Eastern European backgrounds.
- A likelihood of over 60% of pupils with English as an additional language compared to 14% nationally.
- Deprivation indicators which are double the national average.

Child poverty is high in Bradford with the district ranking 37 in the country for overall deprivation. The Trust has first-hand experience of this with school deprivation indicators that are consistently double those of the national average. This experience and expertise will help us when faced with this challenge in BGA.

Table D1 Feversham College RAISEonline 2015 Unvalidated report

	2013	2014	2015		20th Percentile	40th Percentile	60th Percentile	80th Percentile		
% Eligible for FSM										
School	47.6	44.7	42.8							
National	28.2	28.5	28.7	0.6	14.7	22.2	31.1	44.4	87.1	
% From minority ethnic groups										
School	100.0	100.0	100.0							
National	24.5	25.6	26.9	0.0	5.4	9.8	19.2	47.9	100.0	
% First Language not believed to be English										
School	65.8	57.7	49.1							
National	13.6	14.4	15.1	0.0	1.8	3.9	8.9	24.2	100.0	
% Stability										
School	98.1	95.8	94.7							
National	92.4	92.1	91.9	17.2	88.3	91.5	93.5	95.6	100.0	
School deprivation indicator										
School	0.41	0.41	0.42							
National	0.21	0.22	0.22	0.03	0.12	0.16	0.23	0.33	0.66	

(Source: RAISEonline 2015)

Table D2 below shows that on entry to Feversham College, pupils in every year group are below their peers on national average measures and significantly below in three of the year groups. The challenge ahead is to ensure these pupils are not further disadvantaged at the end of their education and therefore face such disadvantage for the remainder of their lives. Again we expect this to be largely similar in BGA.

Table D2 Average fine points score at Key Stage 2

	School	National	Difference	Significance	% Coverage
Year 11	26.6	27.6	-1.0	Sig-	97.8
Year 10	27.1	27.5	-0.4		94.7
Year 9	27.5	28.4	-0.9	Sig-	99.0
Year 8	27.5	28.6	-1.1	Sig-	96.7
Year 7	27.9	28.9	-1.0	Sig-	95.9

(Source RAISEonline 2015)

Taking into account our experience and the needs of the likely intake the key principles of our curriculum design will ensure:

- Access to a broad and balanced curriculum that secures academic progression

pathways.

- An increased focus on basic skills in the key stage 3 curriculum in order for pupils to access the wider curriculum.
- An extended curriculum offer for other activities, catch up or extension activities.

The academic curriculum will have rigour and focus on English and mathematics initially. There will also be a focus on science to raise aspirations and ambitions and enable more girls to take advantage of progressions routes into Further Education, Higher Education and employment, particularly in the local area.

The curriculum supported by the enrichment programme is the main delivery mechanism for our vision and ethos and energised by inspirational teaching – the heartbeat of BGA. The curriculum and enrichment programme will enable all pupils to learn about the world in which they will operate as young people and adults. This includes learning about diversity across the local area, the UK and internationally.

The key curriculum features of Bradford Girls Academy

The curriculum at BGA will be broad, balanced and relevant. It will be based upon academic subjects that the majority of learners will achieve GCSE qualifications. The curriculum will also promote independence and enquiry whilst ensuring pupils are engaged in their own learning and personal development. Whilst in the main the curriculum will follow established and successful pathways established at the girls school Feversham College, key differences at BGA will include:

- Music at Key Stage 3 and a curriculum offer at Key Stages 4 and 5.
- Religious studies following the agreed syllabus for the local area and an option only subject at Key Stage 4 and 5.
- Requirements for collective worship comply with legislation as there is no faith designation or ethos at BGA.

The British Councils languages for the future report (2013) identified the need for Britain to significantly improve its competence in other languages- more people, learning more languages- if it is to capitalise on the economic and cultural benefits of the global economy. The report ranked the importance of different languages to the UK's future prosperity, security and influence in the world in the years ahead. Spanish was ranked as the most important, Arabic as second and French as third. The Trust would look to offer as a minimum, Spanish and French in BGA.

It is in this context that the curriculum at BGA will:

- Focus on literacy and numeracy with every pupil studying and expected to take a GCSE qualification in English Language and Mathematics. These subjects are vital to remove pre-existing barriers to learning to provide EAL learners with opportunities to catch up to their peers to secure the next stages of learning, and full engagement and interaction with society.
- Have a strong base in Science and Mathematics. There is a severe shortage of females employed in Science, Technology, Engineering and Mathematics at professional and technical levels. It is vital that we offer a curriculum that not only provides challenge but seeks to address the inequalities in society and prepares females for further studies and careers in STEM related pathways.
- Provide breadth and balance where the offer of a traditional GCSE pathway is the one the majority of pupils will follow in Baccalaureate subjects. This is extremely important given the level of disadvantage pupils' face on entry. By the

end of Key Stage 4 it is expected that BGA learners will have the same opportunities as their peers. For those learners where GCSE pathways may be inappropriate there will be an alternative curriculum on offer to ensure the needs of all learners are met.

- Be delivered in a variety of ways catering for the needs of all learners. E-learning and the new technologies will permeate curriculum delivery. This will enable pupils to access learning resources, materials and research opportunities outside of the classroom environment and school hours and offer distance learning opportunities.
- Enable pathways into post-16 learning that will be the expectation for at least 80% of pupils. With social disadvantage being at its highest it is vitally important pupils continue engagement in learning and succeed in A Level studies which will be the norm for the majority of learners in order for them to compete on an even playing field for places at top universities and ultimately top class jobs.
- Provide an extended school day to ensure pupils are able to pursue a diverse and creative curriculum through a variety of optional and compulsory activities.
- Provide a supportive environment for the pupils to develop spiritually, morally, academically and socially.

Proposed BGA Transition

Given the more diverse intake likely at BGA the Key Stage 3 curriculum is of paramount importance to lay the foundations for consolidated learning. BGA will follow new National Curriculum programmes of study at Key Stage 3 and utilise Academy freedoms where advantageous to pupils' learning. All pupils offered places in Year 7 will be involved in a detailed transition programme before starting at BGA that involves:

- Gathering of relevant information from their current school, Independent schools or possibly schools in other LAs e.g. Children Looked After (CLA).
- Induction visits and other arrangements for all pupils co-ordinated with other Bradford Schools.
- School events to discuss vision, policies and practices at BGA.
- Information packs for parents and pupils about BGA.
- Working with current schools, parents and support services to identify and plan for any specific needs e.g. SEN, EAL, G and T and vulnerable children.

This is essential in ensuring that transition works smoothly and meets the needs of all pupils joining Year 7 in September 2018 and for future cohorts.

Teaching Day at BGA

The Trust proposes the following times for the school day for our pupils in order to deliver and maximise teaching and learning throughout the school year. The school day will start at 8:30, all pupils would be expected to arrive by 8:20, and finish at 16:00.

07:50 Supervised access to ICT/research /print facilities/library and other activities outlined previously	10.45 Lesson 3
	11.35 Lesson 4
	12.25 Lunch
08.20 Arrive locker time/housekeeping	13.20 Lesson 5
08.30 Lesson 1	14.10 Lesson 6
09.20 Lesson 2	15.00 - 16.00 Enrichment Activities
10.10 Guidance and Support Time	
10.30 Break	

Pre-school enrichment

The 30 minute pre-school sessions will be supervised by staff as part of their contractual hours. Pupils will be able to work independently or request support with their studies. All pupils will have access to ICT equipment to assist them with printing, research and study.

Enrichment Programme

There will be blended provision of compulsory and voluntary sessions in a wide variety of areas. Examples of sessions will include;

- Booster classes for catch up.
- Extra classes in creative curriculum areas of Design Technology, Art, ICT with some leading to additional GCSE qualifications.
- Extra classes in Physical Education in a variety of activities to promote lifelong healthy lifestyles.
- Extra English and Mathematics catch up sessions.
- Intervention clubs.
- Technology classes.
- Debating society.
- Pupil leadership events.
- Extra GCSE courses*

Attendance will be compulsory at one of the sessions. Pupils will be guided or at times directed to the appropriate activity. Where there are interventions and catch up / recovery sessions, parents will be contacted to explain the benefits of their daughter attending to ensure compliance. Parents will also be advised on how they can support their daughter in accelerating progress. Pupils who will benefit from such extra support will be targeted. BGA will run a wide range of after school, holiday and weekend activities for pupils which will develop academic, social and personal development in learners. These activities will be voluntary for pupils. However, we will work with families and pupils to target learners depending on individual needs. Examples of such activities include:

- Extra English and Mathematics support for pupils achieving below Level 4 with extra intervention and classes to accelerate learning in every year group.
- Social activities to help with confidence and team building.
- Transition activities for those pupils new to Key Stage 3.

Additional curriculum features

In addition to the 25 hours taught curriculum all pupils will attend a 20 minute daily guidance and support tutorial. This time will be used for a variety of activities, predominantly for the development of personal, social, moral and social skills alongside a strong commitment to core values.

Whilst we have outlined the proposed curriculum, there will always be exceptions depending upon cohorts; this can be addressed through the freedoms offered to academies.

Strategies to assess and meet the needs of all pupils

BGA will be a fully inclusive school and will ensure that the needs of **all pupils** including Children Looked After, those requiring literacy recovery/intervention (including

EAL), the most able (gifted and talented) and those with differing degrees of SEND. Following identification of needs pupil's differing needs will be met through a flexible study programme which will maximise their own individual achievements.

Legislation covering Disability and Equality will be complied with and any changes in policy or practice will be updated as new legislation emerges, BGA will:

- Ensure that disabled pupils are treated as favourably as their peers.
- Make reasonable adjustments to ensure that disabled pupils have the least possible disadvantage compared to peers.
- Draw up plans to show how we will continue to increase access to education for disabled pupils.
- Comply with the Disability Equality Duty Act.

Monitoring, review and reporting

Through the outstanding leadership and management as reported by Ofsted Feversham College has rigorous and robust monitoring, tracking and reporting procedures already embedded which we will replicate and monitor across the trust.

'The monitoring and evaluation by senior leaders and governors of teaching and students' achievement is highly effective with evidence of consistently high achievement over time. Regular and robust practice is evident and embedded in the routines of the academy'.

(Ofsted 2014)

The Trust will replicate this across all schools in the Trust to ensure consistency in all areas. This will then be quality assured across all schools by leadership coupled with external challenge and validation. All staff will be accountable with key staff responsible for specific areas of performance. Pupils parents and Governors will be fully engaged in the process to ensure ownership, understanding and to encourage positive actions. There will be rigorous support and challenge for the Principal on performance outcomes for pupils. With the outstanding track record the Trust can provide the capacity, expertise and staff training to support the new Academy. Teacher appraisal systems will be robust and rigorously monitored to ensure teaching is outstanding. This will be regularly observed and monitored as part of the School Improvement cycle. Outstanding teaching will be a priority of all our schools to ensure pupils achieve outstanding outcomes. Expectations of teachers will be clear and evident across the Trust with excellent induction for any teacher joining any of our schools. We will ensure all academy activities focus on improving the quality of teaching within classrooms, the academy and across the Trust. The Trust has maintained outstanding outcomes for its learners over time this has been achieved by setting high expectations and providing the best quality support, personalised professional development and opportunities for staff to improve over time coupled with rigorous performance management and accountability and an excellent school improvement cycle.

'There is extensive evidence of continuing professional development that improves the quality of teaching, including external courses linked to the academy's teaching school designation'.

(Ofsted 2014)

(An example of a school improvement cycle we would introduce throughout the Trust is attached in annex C).

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

Performance in Bradford schools overall at GCSE is below national averages and in many cases significantly below (see section C). [REDACTED] and serving areas of extreme deprivation, low aspirations and low academic achievement the Trust will measure success in terms of the contribution of BGA by:

- Qualifications achieved by pupils at level 1, 2 and 3.
- Progression rates to further and higher education.
- Career oriented qualifications, for example in Science and Mathematics.
- Wider qualifications for example, skills, attitudes, values and qualifications to enhance employability.

Feversham College will provide the model for measuring pupil performance and setting challenging targets at BGA. As mentioned in section D1 it is anticipated that the pupil cohort will be very similar academically to the cohort at Feversham College. Therefore in terms of target setting, monitoring and intervention to achieve aspirations, strategies will be broadly similar as described below (and evidenced in annex c).

All schools in the Trust will use Key Stage 2 results and FFT data, every pupil will be set targets for achievement by the end of every year and every Key Stage. Teaching staff will enter both formative and summative data into the standard Trust wide MIS in all curriculum areas and will be validated across departments and schools. In addition to achievement data, all attendance, behaviour and rewards information will also be tracked and monitored in order to ensure all pupils are supported academically, personally, socially and emotionally. This data will then be used by a variety of staff, including class teachers, middle leaders, senior leaders and pastoral staff, to determine the following:

- Pupils that are on track to meet their targets.
- Pupils that have made appropriate progress.
- Identify any differences by groups of pupils in order for intervention to be actioned.
- Those pupils that require additional support or individual plans to ensure they remain on track to achieve their targets.
- Monitor the variation by groups and classes.

- Analyse data by teacher level.
- If any attendance panel meetings need to be held with pupils and parents.
- Any SEND diagnostic testing needed to be done.
- One to one meetings with pupils and parents.

Effective support for pupils will take place both within and beyond school. The above information will form the discussions with pupils, parents and personal tutors as part of the annual reporting and review cycle. Individual pupils and their parents will be able to access information about the curriculum and areas of current study along with access to information about how well their daughter is performing and if there are any other issues such as attendance or behaviour.

Monitoring, review and reporting

Through the strong leadership of the Trust and accountability, a rigorous and robust monitoring, tracking and reporting cycle will be implemented across all schools within the Trust. All schools will follow the same assessment and target setting practices and use consistent assessments across all year groups at the same time as each other. This will then be cross moderated to ensure consistency of practice and outcomes. Where risk is identified this approach enables swift intervention for any school within the Trust. We would expect approaches to behaviour, rewards and sanctions also to be consistent across the Trust. Policies will be drawn to ensure this is the case. The Trust will ensure there are appropriate management information systems (MIS) to monitor the academic, attendance, behaviour and rewards of all learners. Where there is good practice this will be distributed across the Trust and support provided in the first instance where there are causes for concern. The school improvement cycle will be fully aligned with monitoring and intervention systems to ensure coherence and consistency across the Trust.

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.

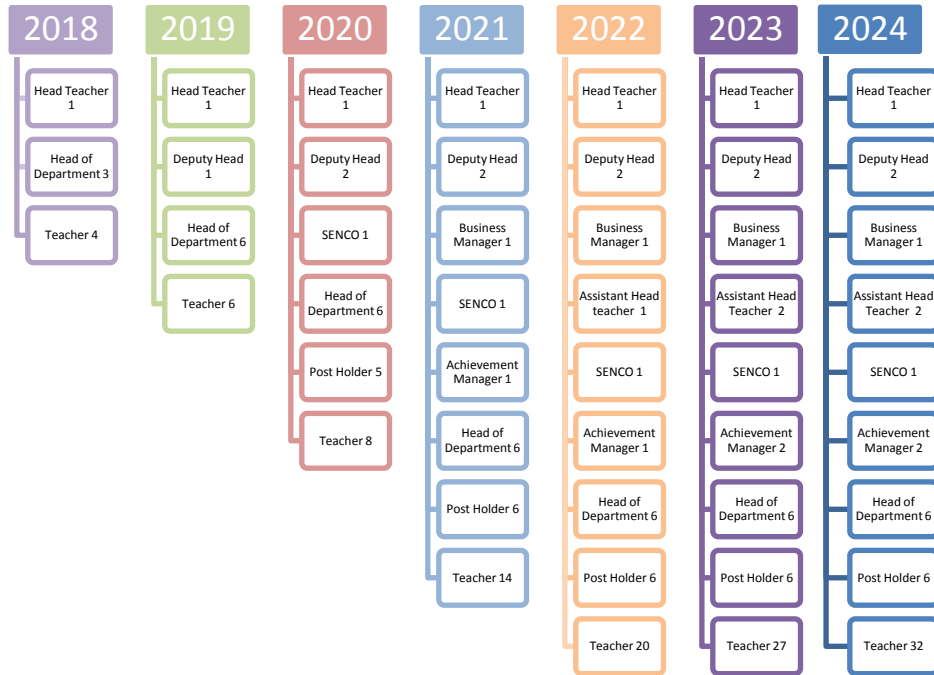
All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- 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.

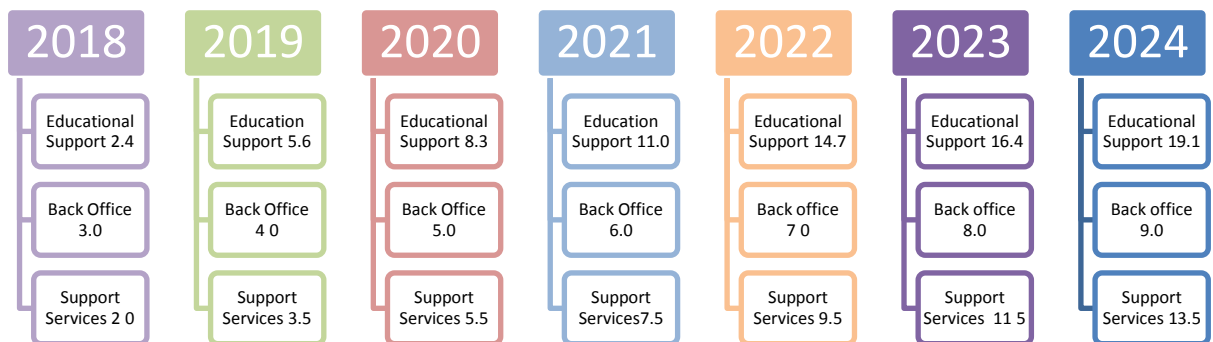
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The staffing structure proposed for BGA is based largely on that of Feversham College given the size of the proposed school. The Organograms below describe a phased build up of staffing until the school reaches steady state in 2024.

Teaching Staff



Non Teaching Staff



The following information demonstrates the implementation and build-up of teaching, leadership and support staff, from year one and subsequent years until BGA reaches steady state in 2024.

BGA will strive to achieve value for money in all aspects of its core business; this will be achieved by offering competitive salaries, efficient staffing levels and utilising staff

capacity and expertise from across the Trust. The key roles of Principal, Business Director and HR Manager are some of the roles that have been factored in to the pre-opening and early stages of the new academy's' finance plan as supporting roles. This will ensure that maximum funds are diverted to teaching and learning and less to administration and back office overheads where there is already capacity across the Trust. As the steady state approaches the executive team of the Trust will take a less hands-on approach and instead lead from a strategic platform. It is proposed that the new academy will appoint a Principal as a full time post during the pre-opening phase. She/he will be responsible for the development and operations of the academy on a day to day basis, gradually taking full responsibility for the management of the new school.

Staff Structure, growth and rationale

The Trust will ensure an appropriate and phased build-up of staff in line with the proposed growth of pupils over seven years and the financial resources needed to implement the structure. [REDACTED]

[REDACTED] which reflects the need to offer salaries with terms and conditions that are comparable in the education market place which will enable BGA to attract and recruit quality and proven candidates.

Staff growth will be in direct correlation to pupil growth each year with the exception of year 4 when pupils enter into Key Stage 4 in preparation for their exams and in year 6 when BGA will admit its first year of post 16 pupils (minimum of 80% retention).

Although BGA will have independence in its day to day operations it is expected that a number of posts and back office support systems will be shared to ensure consistency in approach and delivery of these services across the Trust. Administration, financial and site maintenance functions will be linked to a 'shared services' model. An integrated Management Information System across the Trust will further ensure effective monitoring and tracking of learners. The final staffing structure is constructed to provide a pupil teaching ratio that will enhance curriculum delivery for each Key Stage, remain affordable and appropriate given the current level of DfE funding and provide opportunities to expand and further improve the education pathways for all learners

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

Sections C and E refer to the rapid growth in the resident population of Bradford. Member schools of the Trust are part of a current consortium of schools who meet monthly with Local Authority Admissions teams we know there are in excess of 150 in year transfers/FAP pupils in the District monthly. As a free school, BGA would also participate in these arrangements. The population characteristics are also changing rapidly. Significant growth in the percentage of pupils in local schools with a Pakistani heritage places Bradford as the highest percentage compared with other Local authorities. There is also growth in the percentage of pupils with links to other Asian countries, West and East African countries and more recently from Eastern Europe. Engagements with all communities will continue to ensure the pupil population is representative of the local community BGA will serve. It is essential therefore that BGA welcomes all girls and their parents irrespective of their faith or no faith, culture, ability or socio-economic background. BGA will contribute to the establishment and maintenance of social and community cohesion across the Bradford District.

Evidence shows a strong demand for a new school for girls as highlighted in section C. There is also significant demand for secondary school places given the shortfall that already exists and the number of pupils in primary schools that has filtered to secondary schools. As highlighted in section C there are only three outstanding secondary schools from the 33 in Bradford, another outstanding secondary school is needed to raise educational aspirations for all communities within Bradford.

The Trust is committed to work across a variety of schools that include faith and non-faith settings with the legal structure of the Trust created in line with DfE and Charity Commission guidelines. The Trust will prepare all its pupils for life in a Multicultural society in modern Britain. Literature communication ensures all prospective pupils and parents are absolutely clear about BGA values, mission and curriculum offer. Clear policies that the Trust will be adopting will be made available to all parents prior to and during pre-opening. Given the 2018 timescales we anticipate this will take place in marketing, upon approval and remain on-going during the continued marketing and communication events described in section E2. Induction to the school will be thorough to ensure parents can express any particular need for their daughter with BGA so provision can be provided where appropriate. The Principal designate will be appointed 2 terms prior to opening, he/she will ensure the vision and purpose is extremely clear to all prospective parents. The Trust will be fully compliant with Equality Act 2010.

The Trust will employ tried and tested models of welcome and inclusion that have been incredibly successful at First Steps, the Trusts' early years provision, which serves a diverse and multicultural population of young learners. It is essential that BGAs pupils learn positive attitudes and behaviours towards those with different identities to their own. At First Steps the children speak many different languages including Polish, Lithuanian, Bulgarian, French, Arabic, and Hindu. The Nursery works closely with speech and language specialists to support children who are acquiring English as a second language. Other strategies to ensure all children feel welcome are simple art work and posters that show Britain is a culturally diverse society. BGA pupils will be provided with day to day experiences of diversity to enable them to learn and welcome difference.

The vision (section C) will be delivered in an ethos where core values are continuously modelled by staff and developed and embraced by all pupils, enabling them to become

excellent role models and citizens of society. Core values for all pupils regardless of age, ability or faith are:

- Outstanding outcomes for all.
- Respect and tolerance.
- Excellence in all we do.
- Care for our environment.
- Equality and fairness.
- Respecting British values.
- Responsible and accountable.
- Character building.
- Honest and reliable.

BGA will fulfil the above by providing an environment which offers equality of opportunity to all and by creating an awareness, commitment and sense of responsibility amongst the pupils with regards to local, national and global issues. BGA will foster a caring and supportive environment for all pupils to develop spiritually, morally, academically and socially within the formal, informal and extended curriculum.

The Trusts approach to ensuring a welcome to all pupils and their parents involves several important stages. These are:

- Modelling our values and behaviours.
- Policies and procedures.
- Publicity and Marketing.
- Pupil Induction.
- Physical features of the school.
- Curriculum and Enrichment Programme.
- Teaching and Learning.
- Engagement of pupils and parents.

BGA Policies and Procedures

Policies will be sensitive to all pupils regardless of their background, faith/world view or ethnicity. BGA will implement policies and procedures that comply with the relevant legislation, DfE guidance, Equalities Act 2010 and best practice. Policies will be fully inclusive of all pupils of the schools and regularly reviewed by the Board of Trustees. This will be achieved by using language that is clear and accessible to all stakeholders. All policies relating to pupil welfare and well-being will address each pupil's needs regardless of faith/world view, no faith, ability or age. The policies and procedures will be consistent across all schools in the Trust (with exception of those referring to Feversham College and its Faith designation).

BGA Publicity and Marketing

It is essential that publicity and marketing reaches all sections of the wider and diverse community served by BGA's catchment areas. Section E describes how this has been achieved, reaching a wide cross section of the Bradford community. For example, marketing completed so far includes communications and meetings with:

- Bradford MBC.
- Councillors.
- Secondary Schools.
- All Bradford Primary Schools.

- Diocesan Authorities.
- Gurdwaras, Bradford Synagogue, Hindu Temple.
- Community Groups.

We have set out to use clear, accessible language and explain how BGA will welcome all girls irrespective of faith/world views or background and provide high quality education for all. This is reflected in all publicity and communications including parent meetings, literature, telephone conversations, written correspondence and the website. English is used as the main language and where required appropriate arrangements are made to provide the same information in other languages.

BGA Pupil Induction

All pupils will be invited to visit the school in the term prior to their September admission. The induction programme will include opportunities for every pupil to gather information about the school, meet key staff and work with other pupils on a series of carefully planned activities. This will be the start of the journey for the 120 girls to be made welcome, meet each other, form friendships and have a say on some of the internal features they would like to see in BGA that will represent our pupil community, values and mission. Additional planning and support will be available for pupils with SEND. On arrival in September all new Year 7 pupils will be engaged in a series of activities carefully planned to ensure they feel welcome and become familiar with their surroundings, staff and peers as quickly as possible. Particular attention will be given in the first few days and weeks to ensure every pupil settles quickly into their education life at BGA.

Physical features of the school

The design of internal and external environments will be focussed on supporting high quality education and personal development of the pupils as set out in Section C. The design of the learning environment will reflect and promote the high aspirations set out by the Trust. The building and the external areas will act as powerful resources to stimulate learning in all curriculum areas. Pupils will be asked to contribute to this in order to develop collective ownership and coherence of purpose.

Curriculum and Enrichment Programme

All pupils will be required to follow a core curriculum with a strong focus on academic subjects. Pupils will follow pathways that lead to GCSE and A level qualifications (please see D1 and D2 for further details). In addition all pupils will be required to follow a broad and balanced curriculum with appropriate attention to the personal, emotional, moral, ethical, spiritual, and citizenship aspects of education. All curriculum areas will address cross curricula themes such as literacy, numeracy, ICT and SMSC. In addition all pupils will receive allocated lessons dedicated solely to PSHCE and daily tutorial input where development of pupil self-knowledge, self-esteem and self-confidence will be a priority. A basic expectation in line with core values of all BGA learners and staff is showing respect for others including those of different faiths/world views, respect for the law and support for participation for democratic processes. Pupil gatherings, tutorial times and lessons will reinforce these values. All pupils will be expected to fully participate in a range of enrichment programmes which again will reinforce these important values, promote openness and develop them into independent citizens. Safeguarding is of paramount importance and all pupils and staff across the Trust will receive appropriate, guidance, support and training where required to ensure they and others are safe from harm. Areas include, FGM, CEOP,

PREVENT, Bullying, mental health. The Trust has established relationships with external agencies such as, the police, mental health teams and ICT specialists who would ensure appropriate programmes whilst reinforcing the schools work on promoting British values. British values will permeate the curriculum and planned into schemes of learning as appropriate and recognised when key events happen nationally (for example voting, where the values of democracy and law will play a prominent role within the Academy calendar) The Trust has good experience in all the above areas as recognised by Ofsted June 2014

'Students are prepared for life in modern Britain through their citizenship and guidance lessons, where there is regular involvement of the local police and other agencies to develop the students' understanding of risk and to promote safety. The academy is aware of the risk of extremism and radicalisation and implements the Prevent programme'

'Academy leaders are aware of risks such as forced marriage and female genital mutilation, and provide sensitive and appropriate information and guidance, working with other agencies and individual families as the need arises'

This excellent practice will be a key feature of all schools within the Trust.

The curriculum and aspirations remain the same for all pupils, as set out in sections C,D1andD2.

Teaching and Learning

All pupils will be taught in a variety of ways that encourage respect for learning and equip them with the skills required for learning at BGA and in their future lives. The Trust is determined to ensure equality of opportunities for all pupils to compete on equal terms with pupils coming from more privileged circumstances. This will be achieved through the highest possible level of teaching and learning. Intervention support will be available for all pupils that require such support. Key events and celebrations will be recognised within BGA in order to help pupils to learn about each other's customs, beliefs and ensure respect for each other's views. Planned days within the curriculum will also be used to enable pupils to work together to further develop respect, tolerance and understanding.

Uniform

- The Trust expects high standards of presentation at all times, with clean clothes and no jewellery (except where agreed on grounds of faith) The uniform policy of the school will be designed to portray a professional and business like image whilst remaining practical, affordable and smart.

Dietary Requirements

- BGA will take into account the dietary requirements of all pupils and ensure catering includes halal, vegetarian, Kosher and any other dietary needs.

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

The national picture, as presented by the Department of Education in the Statistical First Release of the National Pupil Projections (July 2015) forecasts a national 20% increase in the secondary population between 2015 and 2024 with a further 8% growth in the primary sector. This report also presents key ONS variant scenarios likely to be prescient such as the use of a high net migration assumption which would see a 0.5% increase on projected figures in both phases.

Expanding existing secondary schools in Bradford will not be enough to deal with the pressures of a growing young population. A Bradford Council Overview and Scrutiny Committee (2016) report discussed the need for entirely new schools to be created as expansion in existing schools has already been exhausted. The latest predicted growth in pupil numbers are detailed below:

- 2016 : shortage of over 200 places
- 2017 : shortage of nearly 500 further new places
- 2018 : shortage again of nearly 500 additional places

The pressure on Year 7 places is expected to peak in 2019/20, where there will be a shortfall of an additional 626 places, totalling over 1800 new pupil places needed within three years period. [REDACTED]

[REDACTED] recognised the fact that if two new large secondary schools were built now they wouldn't be ready in time to support the continued surge in pupil numbers. It is also acknowledged by the Children's Overview & Scrutiny Committee that the pressure for places is worst in the centre of Bradford, because children are already having to travel further to find a school place.

The Trust has already met with the LA to discuss the need for a free school and to seek assurance that there is continued support from the LA for the Trusts proposed model.

With regard to the shortage of pupil places the LA have additional concerns around the quality of current Bradford schools, they raised the following points:

- School places across the whole sector is an issue and will continue to be the case
- More Outstanding schools are needed
- Long term investment is needed for the future of Bradford's young learners
- That they can see and share the moral purpose of the Trust

██████████ has acknowledged the significant issues that Bradford schools continue to face, which was why the district had been highlighted in an Ofsted annual report. Bradford has a mixed economy in its school landscape including free schools, academies and LA maintained schools. Bradford continues to have a significant proportion of pupils attending poor education providers, out of the 100,000 pupils in Bradford's schools, 40,000 are in schools rated as "less than good" and 8,000 of these are in schools labelled as "inadequate". Particular concerns about Bradford are supported by the fact that it is ranked in the lowest-achieving 10 authorities at both primary and secondary level nationally. There are currently over 9,000 girls attending secondary schools that require improvement (Ofsted) with 7,000 within a 5 mile radius of the proposed location of BGA (table 3). Current figures published by the school's inspector suggest 71 per cent of secondary school pupils in Bradford are attending schools deemed "not good enough" by the Government.

Out of the 33 secondary schools in the Bradford area only 3 are rated as Outstanding (Feversham College being one of these), with a further 17 schools rated as either inadequate or requires improvement. In December 2015 ██████████ spoke out about the desperate need for whole scale improvement of the education provision in Bradford.

██████████ *says the "situation is so bad" in Bradford's schools there should be a "commission of inquiry" to investigate. The city needs an education commissioner and warned of poorly-educated "alienated" youngsters.*

The LA recognises and supports the sustained and high level of education provided by the Trust. Parental demand for outstanding education is also a huge issue for Bradford. Each year the LA has to deal with over 7,000 in year transfer applications from disillusioned parents trying to access quality education for their child. The Trust is proposing an inner city location for BGA where demand is at its highest. By opening BGA in the inner city the school will contribute to relieving some of the basic need, provide quality education and also offer choice for parents and young learners who make up Bradford's diverse community.

Table 3

Bradford Secondary School	Type of School	Ofsted Judgement	Number of girls on roll 2015	Disadvantaged Pupils	Other Pupils VA Score	Post Code	Distance From BD1
Carlton Bolling College	Community school	Requires improvement	675	1000.8	1014.3	BD3 0DU	0.7
Laisterdyke Business and Enterprise College	Foundation school	Special measures	549	956.8	981.1	BD3 8HE	1.5
Hanson School	Foundation school	Special measures	820	923.4	961.6	BD2 1JP	1.7
Oasis Academy Lister Park from	Community school	Special measures	413	971.5	971.7	BD8 7ND	2.0
St Bedes & St Joseph's Catholic College	Voluntary Aided	Requires improvement	1,032	984.1	998.8	BD8 7AP	2.2
St Bede's Catholic Grammar School	Voluntary Aided	Requires improvement	0	947	979.1	BD9 4BQ	3.1
Belle Vue Boys' School	Community school	Special Measures	0	971.7	981.6	BD9 6ND	4.2
King Science Academy	Free School	Requires improvement	302			BD7 2AN	4.2
Dixons Allerton Academy	Sponsored Academy	Requires improvement	654	974.5	983.6	BD15 7RU	4.3
Tong High School	Foundation school	Special measures	763	948	989.7	BD4 6NR	4.3
Thornton Grammar School	Foundation school	Requires improvement	722	925.7	993.1	BD13 3BH	4.5
Titus Salt School	Community school	Requires improvement	705	990.5	1000.6	BD17 5RH	4.6
Buttershaw Business and Enterprise College	Foundation school	Requires improvement	735	924	974.5	BD6 3PX	5.2
The Samuel Lister Academy	Sponsored Academy	Requires improvement	313	967.6	991.6	BD16 1TZ	5.5

(Source: Ofsted and Performance Tables 2015

Girls attending secondary schools requiring improvement or special measures within a 5 mile radius of the proposed location of FGA

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

The Trust has spent time engaging with a number of potential stakeholders in the immediate inner city area as well further afield across the Bradford district. Through independent research the Trust has clear evidence that the level of demand for a new free school is significant and ties in with the Local Authorities Basic Need data and subsequent request to the DfE for funding.

The map in annex E clearly shows the demand from potential pupils that live within walking/commuting distance for the desired location for BGA, given we are proposing a city centre location.

The Trust has extensively shared narrative of the mission of the new free school, ensuring absolute clarity to all areas of the community. The Trust has a dedicated website for BGA, has distributed letters and information that explains how parents are able to express an interest in the new school. Key points distributed about BGA are detailed below in that it BGA will:

- Be a brand new 11-18 Free School for girls.
- Offer 840 school places when at capacity.
- Offer outstanding education.
- Have no designated faith ethos and will be fully inclusive to all girls.

The BGA website (<http://www.fevershameducationtrust.com/bradford-girls-academy/>) includes links to the Trusts other successful ventures and interests, contact details, statutory policies, and key documentation alongside practical information about the proposal for BGA.

In addition to the information above the Trust has engaged in face to face interactions across the Bradford district in community areas, primary schools and during street based work. Although time consuming, this process proved invaluable in offering a personalised approach that was able to answer questions accurately and swiftly and in a more meaningful way than might have been the case via the BGA and Trust websites.

The Trusts' founder school, Feversham College, Bradford, is heavily oversubscribed each year with over 600 applicants for the 120 year 7 places and appeal requests for in year transfers being held approximately every 4 weeks. Feversham has an established reputation both locally and nationally which has resulted in the demand outstripping available places. Although the Trust has made it explicit in all forms of its communication that BGA **will not** have a faith designation or faith ethos parental interest is still high. Acting on feedback the trust changed the proposed name of the free school from Feversham Girls Academy to Bradford Girls Academy to help make the distinction between the two schools. The Trust is confident that three key factors that are having a simultaneous impact in the Bradford district will still ensure that during the phased growth BGA is predicted to be similarly oversubscribed. The three key factors are:

- Basic Need in Bradford is at a critical stage.
- The quality of education in secondary schools in Bradford is woefully inadequate.
- The Trusts' lead school is outstanding in all areas with full support from the LA.

As part of the marketing strategy to open BGA, the Trust has drawn on tried and tested

methodologies that have been used to successfully with the Teaching School, a joint venture limited business in partnership with Skipton Girls High School and First Steps Nursery, an oversubscribed early years provision judged as outstanding within its first 6 months of operation.

Unlike the positive three key factors that will ensure BGA is a success from year one, First Steps Nursery had the potential to fold from inception. Extensive market research carried out by the Trust evidence nearly 300 competitors offering early years provision within the immediate area with private and state funded sites closing down on a weekly basis. The project management of First Steps, from concept to a thriving business, was possible due to the capabilities and the capacity of Trust members. The relentless drive and determination ensured that not only did First Steps survive in a saturated market but can now credit the following success to its brand:

- First Steps has been rated as outstanding by Ofsted.
- First Steps is used as a beacon of excellence and training hub by the LA.
- First Steps has received major capital injection from the LA to expand.
- Annual turnover exceeding [REDACTED].
- Actively supports apprenticeship pathways.
- Has over 100 children on roll.
- Has created over 15 jobs for local people.
- Has a waiting list for early year phase places.

Therefore it is with great confidence that the Trust expects that opening a free school for girls given this is the area of specialism for the group will be a success.

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)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	

				<p>[REDACTED]</p>	
--	--	--	--	-------------------	--

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The Trust is already an approved academy sponsor currently working with a number of secondary schools providing school to school support as part of its Teaching School business. There are no skills gaps and the Trust will recruit at the appropriate time to add additional members to the team when required. The Trust has access to appropriate and sufficient skilled staff in all areas of need to ensure the pre-opening stages of BGA is a success. Experience of managing major projects and active engagement with other free schools means that the Trust members involved directly with the bid understand the scale of work required to open and ensure once open the success of BGA.

The specific skill and expertise of the Trust has been accumulated over many years, providing a secure foundation on which to establish another secondary school. The Trust will support BGA during its formative years, providing a sound framework of support, economies of scale, outstanding educational practice and a high standard of financial and governance expertise.

- Opening of Feversham College as a VA state funded school and subsequent growth (840 pupils).
- 1.8 million expansion programme to increase pupil numbers at Post 16 (DfE funded 2011).
- Conversion from maintained school to academy convertor (2011).
- Opened an early years provision (limited company) rated as outstanding (2012).
- Successful application for Teaching School Status and establishing a limited company (2012).
- 1.0 million expansion programme to increase pupil admission numbers (2012).
- Converted to a MAT (2016).
- Currently managing a sponsorship project.

The Trust already has substantial experience in each of the areas set out in the Criteria for Assessment and will be able to establish and operate an outstanding free school. In addition to the 30 SLE's that the Trust can draw upon from its Teaching School (sample of skills in annex D). Due to expected growth of the MAT, the Trust has already recruited additional senior staff in key areas such as curriculum delivery, Teaching & Learning, Finance and Human Resource. This pre-emptive recruitment drive will ensure that our academies and free schools will operate with a consistency across the Trust, be fully compliant with the Academies Financial Handbook and have the added benefit of sharing specialist expertise in a cost effect manner. The team is already sufficient to manage anticipated growth over the next two years.

The Trust has also engaged and secured services with external providers to ensure that the Trust is able to keep abreast of possible peaks in volume of work; changes to legislation and to ensure compliance with all statutory guidance. Keys areas such as ICT, Marketing, Construction and Legal will benefit from professional support agreements that can be utilised at short notice should the need arise.

F1 (a) Skills and experience of your team

The Trust is committed to provide the staff and expertise to deliver the opening of BGA to the highest expectations of the DfE and families. The Trust has demonstrated that it has the resources to deliver a new free school and to expand its number of existing maintained schools transferring in to the MAT.

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.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Not applicable		

[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

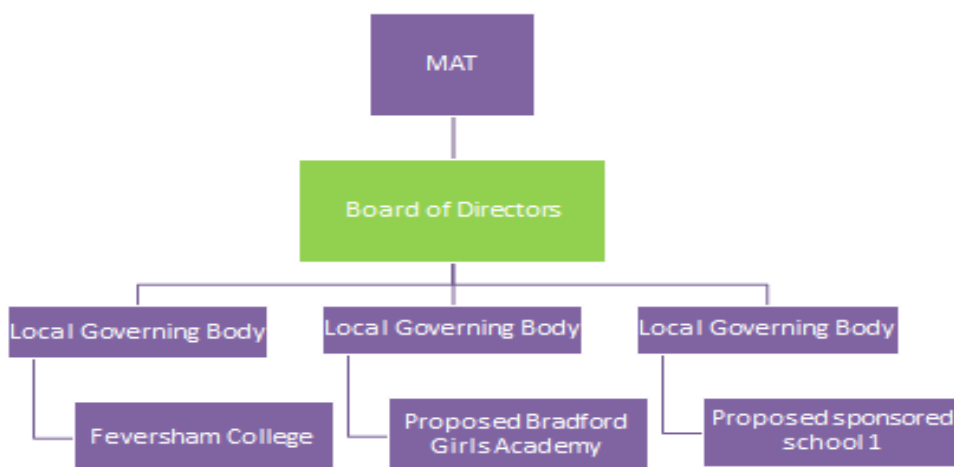
All applicants will need to complete this section in full for each school they wish to open. Please:

- 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

As a newly established Multi Academy Trust we have worked extensively with our legal advisors ██████████ ██████████ to ensure robust governance with clear lines of accountabilities for schools within the Trust.

The Trusts' Governance model is:



The Trust is fully compliant with statutory expectations, this allows the Trust to hold the Executive Principal and future Principals to account and be able to fully discharge its responsibility regarding correctly operating as a charity and limited company. The success of the Trusts governance is built on a clear and unambiguous system of accountability with a clear steer on pupil progress.

Full declarations of interest (pecuniary, other governorships and directorships) are made at the start of each academic year and Directors/Governors are obliged to declare any new ones as soon as they arise. No Director/Governor at any level involved in the Trust supplies services to any establishment within the Trust or has any pecuniary interest in any aspect of the trust. Remuneration for all employees is processed through PAYE and no employees earnings no matter how senior are made via a third party arrangement.

Members meet twice a year; they set the overall purpose, ethos, and strategic direction of the Trust, and have the power to appoint the EP and the Director of Finance to ensure

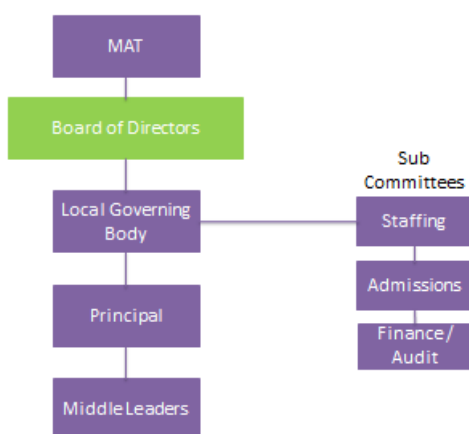
that these are upheld. They also have a limited function related to agreeing annual reports and accounts and ensuring new Members are appointed when required.

The Board of Directors meets four times a year, with the responsibility of overseeing the day-to-day running of the Trust. It approves Trust-wide policies and procedures, signs off Academy budgets, and holds the EP to account for performance and outcomes across the Trust. The Board complies with all relevant legal obligations and regulations, both financially and operationally as well as recommending an annual budget to the Local Governing Bodies.

The Local Governing Bodies (LGB) meet four times a year. The intention is that all of the LGB will be relatively small, usually with a maximum of 10 members; this will include staff and parent governors. Members of each individual LGB are expected to be committed to the overall aims of the Trusts but to also to support and uphold the values of their own individual academy standards and goals. LGB will examine the performance of each academy in detail, holding the Principal to account and making recommendations to the Board of Directors as appropriate.

Each LGB will have a minimum of three sub committees:

- Staffing Committee
- Admissions Committee
- Finance & Audit Committee



Through the Trusts own Teaching School there is already an established training programme for Governing Bodies. Governors need to be able to discharge their duties which will include the key role of monitoring and challenging the Principal and senior staff to deliver an outstanding school.

Each Academy Principal will be held to account by the EP, who in turn will be held to account by the Board of Directors. Key KPIs and targets will be set, delegated to the responsible staff, rigorously monitored, and reported on. If issues arise and are not addressed by the Principal, the EP will intervene to take action with support from the Board of Directors if needed.

There is a clear, documented scheme of delegation (terms of reference) which details matters to be decided in sub-committee, governing body, Trustees or Company Members or by the EP.

This will be reviewed to ensure full compliance with requirements in pre-opening.

Avoiding and minimising conflicts

A set of protocols will ensure limitation of possible conflicts of interest. This scheme of delegation that is currently used by the Trust, defines which decisions are to be taken by the Members, Board of Directors, Local Governing Body, Sub-Committees and Principal. The scheme sets out how each area will be addressed at each level with clear guidance when decisions should be referred to a particular group or individual. It is particularly important that all parties fully understand their roles in each area of governance and leadership. The Trust will achieve this by ensuring all Members, Trustees, Governing Body, Sub-Committees and Principals are supported with documentary guidance e.g. Governors Handbook, Academies Financial Handbook and training for existing governors and a thorough induction for new governors.

In addition effective communications will be established that enable all parties to access relevant information including background papers, agendas, minutes and other information required to perform their duties. The BGA's MIS system with appropriate controls will be used to ensure effective and efficient communication and administration.

Potential conflicts of interest are to be formally declared on an annual basis, these records will be published on each academy website. Members, Directors and Local Governors will declare any interests at the start of all meetings (this will be recorded) Where a conflict arises individuals will withdraw from the meeting or part of where discussion and/ or decision making could be deemed to be a concern.

The Trust will work to ensure that any conflicts will be minimised through a robust risk management policy and strategy. The potential areas of conflict may include:

- Pecuniary Interests
- Equality of treatment of schools within the MAT
- Delegation of power
- Ofsted
- Recruitment
- Admissions
- Curriculum
- Shared services

Clear terms of reference will be approved and implemented and if needed refined during the pre-opening stage to ensure that the additional capacity and capability required governing BGA is in place before the school opens in September 2018. The Trust is confident that their experience and skills, as confirmed by Ofsted, will ensure that BGA has the best possible start as a separate organisation but with the benefits of support from a well-established group of individuals as part of a much larger organisation.

Recruit and Train

Upon notification of a successful bid the trust will instigate the pre-agree time lines for the recruitment of key staff members for BGA. It is anticipated that the Principal Designate will be in post two terms before the opening of BGA. This will allow sufficient time for the new Principal to become familiar with Trust wide policies and working practice including areas such as governance, curriculum, assessment and financial planning. He/She will also be able to influence aspects of BGA and be a prominent and a very public part of the marketing strategy pre-opening.

The Executive Principal will lead on the recruitment of the new Principal, putting together a recruitment strategy as well as for other senior staff, teaching and support roles. The Trust will undertake a major recruitment drive in the spring before BGA opens in September 2018. Once appointed the Executive Principal will involve the Principal elect in key decisions and then move to overseeing the general establishment of BGA. The Trust has researched other successful MATS recruitment processes and is confident that this will also be a success for BGA.

The Trust will utilise current recruitment practice of governors for BGA, which will ensure a broad and valued skill set are appointed. These will include:

- Education (curriculum, teaching and learning)
- Finance (understanding of charity SORP)
- Legal (inc employment law)
- Safeguarding
- Human Resource (recruitment)

The Trust will attract high calibre governors by:

- Utilising the LA school governance service
- Use personal approaches and actively head hunt
- Utilise the school governance one stop shop service
- Advertise in the local media
- Approach local business contacts

Each new governor will have access to an annual training programme, guidance, advice and comprehensive information on governance issues.

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.

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

[Add text here. Table expands]

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.

F5 – Independent schools have an appropriate, well-maintained, and secure site

[Add text here. Table expands]

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
[Add text here. Table expands]

Section H – premises (use Excel spread sheet)

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

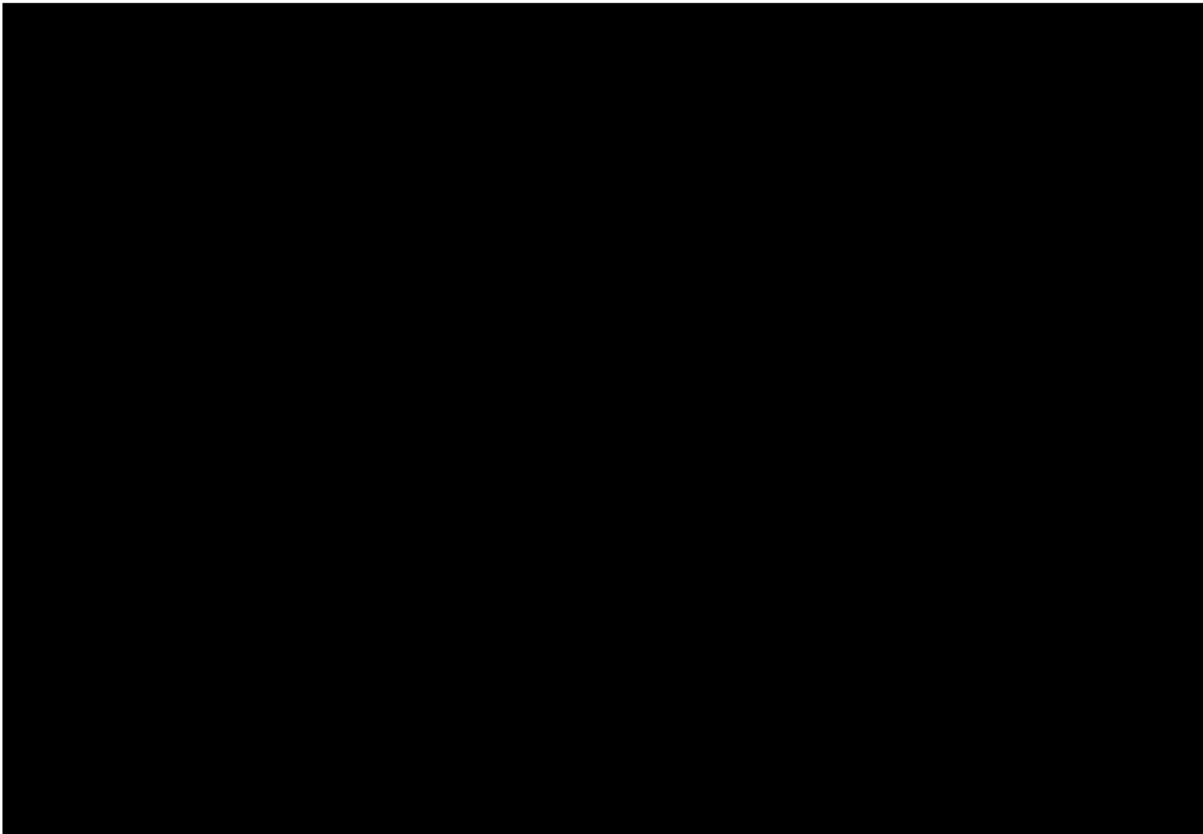
- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

BGA Site Options

The key factors for BGAs location is based upon the following criteria:

- City centre location where pupil demand for school places is critical (BD1)
- Sufficient floor area calculated using the EFAs formula to allow for 840 pupils when at full capacity.
- Public transport links.

Appropriate site access suitable for school buses, deliveries and cars.



[Redacted text block]

[Redacted text block]

The Trust has met with Bradford Council to discuss the possibility of acquiring a disused public building or land which would fulfil the above criteria. [Redacted text]

[REDACTED]
 [REDACTED] All capital development for school buildings are now managed and coordinated by EBT for primary, secondary and special school provision. [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

Although working with the LA and its dedicated EBT professionals is the preferred model for the Trust and BGA, the Trust has also extensively researched areas of the professional property market to find suitable sites for BGA. A portfolio has been produced with several options offered.

Table of possible site options

Address	Size	Description	Quoting Terms
L [REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]

No direct discussions or negotiations have been entered into with any private property providers.

The Trust is aware that once the bid for BGA has been approved the EFA will undertake all aspects of site negotiations.

The Trust is conscious that value for money needs to be achieved and is willing to be flexible with regards to site proposals offered and understands that there may be a need to share surplus space during the initial growth period.

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.

Annex C

Review Activity	Autumn Meeting 1	Spring Meeting 2	Summer Meeting 3
1) Review meetings with Senior Leaders and Middle Leaders Frequency: 3 Formal meetings per year	Autumn term exam review. Achievement and teaching and learning priorities for the year.	Spring Term reviews. Mid-year data and targets.	Teaching and Learning, Leadership & Management review meeting.
2) Work sampling Frequency: 3 formal occurrences throughout the year but a regular focus twice per term in departments	Work sampling to take place as appropriate to the needs of the department, planned and random sampling.		
3) Learning walks Frequency: Formally two per term, 6 throughout the year	Senior Leaders and Middle Leaders.	Senior Leaders and Middle Leaders.	Senior Leaders and Middle Leaders.
4) Pupil learning conversations Frequency: Termly reviews in all subject areas	Through lesson observations, learning walks, pupil questionnaires and pupil focus groups as arranged by departments.		
5) Lesson observations Frequency: Formally once per term. Informally twice every half term for developmental work.	Lesson observations, joint with Senior Leaders and external lead consultants.	Joint lesson observation Senior Leaders and Middle Leaders.	Joint lesson observation Middle Leaders and post holders.
6) Progress meetings Senior Leaders with link Middle Leaders Frequency: After every data collection for pupils beginning with Year 7 in September 2014	Yrs 12 and 13 Yr 10 Yr 9	Yrs 9 and 11	Yrs 7 and 8
7) Feedback from stakeholders	Pupil questionnaire Staff questionnaires	Pupil questionnaire feedback Parental feedback	Pupil questionnaire Leadership & Management questionnaire
Frequency: on-going in terms of parents and parent view. Annually internally for staff, termly for pupils in subject areas	Parental feedback		Governors self-review. Medium term planning Dept. Improvement Planning

Each of the review activities will follow a robust procedure to ensure the consistency and quality assurance of monitoring and tracking across all subject areas and schools within the Trust.

Each of the review activities will follow a robust procedure to ensure the consistency and quality assurance of monitoring and tracking across all subject areas. Below is an example of what review activity 1 highlighted in the table above will actually consist of:
Review activity 1- review meeting with senior and middle leader:

- Ascertain department strengths as evidenced by robust data.
- Pupil Progress at each Key Stage and by pupil groups.
- Intervention strategies that have been implemented or need to be implemented.

- Staff training and development requirements.

Objectives and purpose of these meetings to:

- Improve attainment and raise achievement for all pupils.
- Identify areas for improvement and set targets for action.
- Contribute to the development of staff by identifying and meeting individual training needs.
- Contribute to the Teacher appraisal cycle.
- Involve all staff in the process of observations so they develop skills of self-evaluation and share good practice.
- Ensure that senior staff are fully aware of the work of each department in order to provide high levels of support and challenge.

Areas of discussion to include the extent to which teachers:

- Plan effectively, with clear learning objectives and suitable teaching strategies.
- Show good command of areas of learning and subjects.
- Use methods and resources that enable all pupils to learn effectively.
- Make effective use of time and insist on high standards of behaviour.
- Challenge pupils with high expectations of them.
- Use homework effectively to reinforce and extend what is learned in school.
- Make effective use of teaching assistants and other support.
- Promote equality of opportunity.

And pupils:

- Acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show engagement, application and concentration, and are productive.
- Develop the skills and capacity to work independently and collaboratively.
- Achieve in subject areas.

Annex D

Key Personnel to provide school to school support

Name	Organisation and current role	Experience
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Annex E



[Redacted text block]

CV template

CV template		
1	Name	██████████
2	Area of expertise (ie education or finance)	██
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/ organisation 	██████████ ██ ████████████████████
	<ul style="list-style-type: none"> • position and responsibilities held 	██████████ ██ ████████████████████
	<ul style="list-style-type: none"> • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	██████████ ██ ████████████████████
4	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> • 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 16 to 19, average point score per entry and per student for level 3 	

CV template		
	<p>qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> 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 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template	
Name	[REDACTED]
Area of expertise (i.e. education or finance)	[REDACTED] [REDACTED]
Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	[REDACTED] [REDACTED]
For education only: if you are in a teaching or head of department role in your latest school (where available): <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your 	

<p>school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p>
<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>

	<p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>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 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>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 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██</p> <p>██</p> <p>██</p> <p>██</p>

		[REDACTED]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> • [REDACTED] ■ [REDACTED] ■ [REDACTED]
8	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	[REDACTED]
		[REDACTED]
		[REDACTED]
	This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number 	

	<ul style="list-style-type: none"> ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7.	Optional: brief comments on how the role you played helped	<p>[REDACTED]</p> <p>[REDACTED]</p>

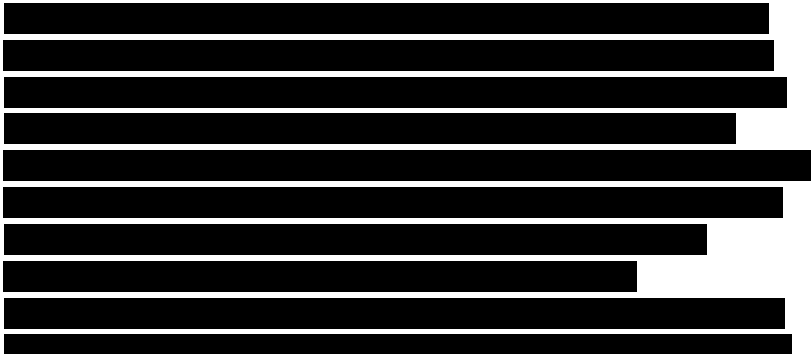
	to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, 	

	<p>Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p>

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

CV template	
Name	[Redacted]
Area of expertise (i.e. education or finance)	[Redacted]
Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications 	
<p>Brief comments on why your previous experience is relevant to the new school</p>	







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

CV template		
1	Name	[Redacted]
2	Area of expertise (ie education or finance)	[Redacted]
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template	
	<p>held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>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 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>

CV template		
	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 16 to 19 , average point score per entry and per student for level 3 qualifications	
6	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
8	Reference names(s) and contact details	

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	Details of your last three roles including: name of school/ organisation	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV template		
	<p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	     
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>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 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's</p>	

CV template		
	<p>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 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p>
8	<p>Reference names(s) and contact details</p>	

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p>	

	Structure of decision making		
3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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